

# **Quality Review Report**

## **2010-2011**

**High School for Health Careers and Sciences**

**High School M468**

**George Washington Educational Campus**  
**549 Audubon Avenue**  
**New York, NY 10040**

**Principal: Harris Marmor**

**Dates of review: May 16-17, 2011**

**Lead Reviewer: Olga Maluf**

## Part 1: The school context

### Information about the school

The High School for Health Careers and Sciences is a high school with 718 students from grade 9 through grade 12. The school population comprises 9% Black, 88% Hispanic, 1% White, and 1% Asian students. The student body includes 32% English language learners and 13% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009-2010 was 85.7%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The principal and key staff members work as a team to create a safe and orderly environment for learning to take place.
  - The principal has a good understanding of the school and has developed a strong collegial culture by investing trust and responsibility in the staff and students. Stakeholders have committed to increasing student achievement through the high expectations, the principal's continual motivating presence throughout the school, and positive interactions across the school community. Thus, the school wide strategic plan is based on a strong shared vision for the development of effective curriculum and instructional practices.
  - The high expectations evident throughout the lessons create an environment where students engage in their own learning leading to an increase in their academic achievement. Students shared that they are excited about their classes and are learning about the stock market, global history, and rocketry. Students express that teachers care and guide them in taking the next steps that lead to improved achievement and are thus engaged in their own learning.
- School leaders and faculty design strong curricula and academic tasks aligned to State standards that challenge and engage all types of learners.
  - The principal, teacher teams, and individual teachers are continually increasing rigor by incorporating higher order thinking skills and an enrichment model for all students and in all content curricula, including science and art. This attention to a well-balanced and challenging curriculum enables students, including students with disabilities and English language learners, to meet benchmark-reading levels and to answer higher order thinking questions.
  - Teachers effectively use data to plan challenging individual and group academic tasks for all students resulting in well-planned activities, including writing poetry, science projects, and report writing. Students proudly share their poetry selection, published essays, and science projects, and state that their teachers are vested in their success.
- High levels of student engagement and thinking are evident across classrooms and reflect a coherent set of teaching beliefs that positively impact on the level of rigor in student work products and processes.
  - Teachers are committed to the success of the students and hold high standards for all students. A parent relates that teachers give “more than 100% to the student”. This belief in students’ capacity to learn and achieve is prevalent throughout the staff. All teachers participate in inquiry groups and consistently discuss teaching practices, reflect on data, and effectively share best practices on how students learn. Consequently, teachers continually rethink their instruction and students work in flexible groups across the schools’ classrooms and subject areas.
  - Across most classrooms, there is evidence of students working in groups with multiple entry points into the curriculum. Lessons are lively and interactive. Students actively engage in project based learning and have opportunities for

extensions in activities with suitable support by their teachers, paraprofessionals, or peers, thus extending their learning to a deeper level.

- The principal makes effective organizational decisions that supports the schools' goals and promotes collaboration and accountability of teachers to increase student achievement.
  - Based on in depth data analysis and trends projections, the school has identified a large number of English language learners and students with interrupted formal education for intensive educational support. The school has therefore introduced small group reading instruction for students with the greatest need, a system to track student achievement, and an intensive program that addresses the needs of students with interrupted formal education. These organizational decisions and subsequent teacher practices have effectively enhanced these students' achievement and growth.
  - Strategic decisions, such as creating small group reading programs, time for teachers to meet, plan, and discuss student work, and making effective teacher assignments, are made around identified student needs and/or provide enrichment. This is resulting in increasing student achievement.
- Teacher teams engage in data gathering and analysis practices to provide a complete picture of students' progress so that curricula and instruction are enhanced to increase student achievement.
  - Teacher teams and individual teachers in all subject areas use periodic assessments and create common assessments that give a clear portrait of student mastery. Staff members use the assessment data to strategically plan academic tasks, create suitable groups of students, and design lessons that increase student achievement. For example, the science inquiry team currently uses and analyzes students' science lab reports as an effective measure of student learning and as a formative assessment tool to guide instruction.
  - Teachers, during inquiry work, common planning time, and individually, meet to analyze contextual data and assessments to plan effective pedagogical interventions. Additionally, the school is engaged in intensive curriculum mapping that aligns the Common Core State Standards across subject areas. This focus on using student data to guide an aligned curriculum has created a cohesive and integrated curriculum that is based on active learning and leads to greater student engagement and achievement.
- School leaders use observation tools to improve school-wide instructional protocols to increase teachers' pedagogical skills.
  - The principal has established a clear instructional focus of high expectations, active learning, and rigorous lessons. Teachers consistently seek out the principal's advice and opinion on instructional matters. Consequently, school administrators are able to accurately assess teacher performance and growth and develop activities that further promote teacher pedagogy.
  - School leaders regularly visit classrooms as active participants, which has resulted in an increased awareness of current instructional practices among school leaders and has helped to identify needs and subsequent plans for classroom support. School leaders, instructional staff, and teacher leaders, actively provide specific support through individual mentoring, professional development sessions, informal classroom feedback, and teacher team

meetings. Thus, teachers have a varied assortment of supports and mentors available to help refine their practice and enhance their professional growth.

## Areas for improvement

- Expand systems for student reflective practices regarding achievement of identified individualized student goals so that students and parents have a clear road map of the next steps leading to increased student achievement.
  - The school provides students and parents with progress reports. However, individualized student goals in all content areas are not clearly articulated to families or students. As a result, there is not enough information on student learning to inform student metacognition or planning that meets the instructional needs of all students.
  - While students are aware of the work needed to pass a class or complete a project, in many classrooms, students are not aware of the end of year instructional expectations and are therefore not able to adequately self-monitor their own progress towards achieving these benchmarks.
- Further expand the system to regularly evaluate assessment practices and the communication of student progress to accelerate learning.
  - School leaders are in the process of developing some evaluative structures to consistently evaluate assessment and instruction processes. While some cabinet meetings have been devoted to this analysis, more extensive and comprehensive methods would allow for timely and expeditious adjustments of school practices leading to greater student achievement.
  - Although parents are informed of their child's progress, the school does not have an effective and consistent process in place that evaluates the sharing of school based information with parents and students. Therefore, communication among the students, families, and the school remains mostly informal.
- Expand a system to regularly evaluate the effectiveness of teacher teams and leadership development in order to advance teacher capacity.
  - Although school leaders meet regularly with core inquiry teams to discuss and plan interventions for targeted students, the school does not yet have systems to regularly discuss and evaluate the teacher teams' effectiveness on student achievement, thus hindering efforts to make substantive improvements.
  - The principal encourages teachers to become school leaders however, the development of team leaders and training in facilitative leadership is just beginning. Without a system in place to effectively assess or track the efficacy of its teacher leaders, the achievement of school expectations is impeded.
- Continue to expand the practice of providing feedback to students and families on students' progress so that it is understood and used by students and families and can lead to a clear roadmap for student improvement.
  - Periodic assessments are used to track progress and adjust school wide plans throughout the year. However, while the adjustments to the school wide plans are communicated to the staff, the school does not sufficiently explain these adjustments to parents or students thus minimizing any positive impact the adjustments may have on student achievement.

- Progress reports are sent home on a consistent basis and teachers meet regularly with students and parents concerning student achievement and after-school tutoring opportunities. Some parents, however, do not understand the feedback process and require more school support in order to help their child.

## Part 3: School Quality Criteria 2010-2011

<b>School name: George Washington Carver Elementary School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			<b>X</b>	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		<b>X</b>		

**Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.**

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X	

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------