

Quality Review Report 2011-2012

**Manhattan International High School
High school M459**

**317 EAST 67 STREET
MANHATTAN
NY 10065**

Principal: ALAN KRULL

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Lead Reviewer: Anthony R. Lodico

Part 1: The school context

Information about the school

Manhattan International High School is a High school with 322 students from grade 9 through grade 12. The school population comprises 15% Black, 37% Hispanic, 15% White, 33% Asian students and 1% other students. The student body includes 67% English language learners and 1% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 92.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school supports students' academic and personal growth resulting in a safe and nurturing environment that promotes higher outcomes for adults and students. (1.4)
 - All members of the school community contribute to a safe, secure and nurturing learning environment. The leadership of the school designs the structure and scheduling of the school to ensure that all students are supported by a team of teachers and support staff. For example, teacher teams regularly discuss student progress, challenges and unique circumstances of students. Students with limited English proficiency upon entry to the school have the benefit of the entire community helping them to become college and career ready by the time they graduate. Consequently, they are known well by the staff and there are excellent results on the English language arts (ELA) Regents and attendance rates leading to college readiness.
- Students benefit from a standards based curriculum with identified focus areas that promotes higher order thinking and results in postsecondary readiness. (1.1)
 - The school is deeply immersed in the work of designing, aligning and adapting curriculum that is standards based and integrated with the Common Core Learning Standards (CCLS) with a focus on improving student's writing and language development. Academic tasks engage and challenge students resulting in higher levels of cognition and rigor. Teachers' use of Webb's Depth of Knowledge (DOK) levels contribute to the high levels of rigor infused into the layered curricula. Academic tasks across content areas reflect the school's focus on writing leading to student success on project based assessments. A three year layered curriculum supports the learning of the school's English language learners (ELLs) population and contributes to successful language acquisition and English proficiency.
- The school's commonly practiced philosophy regarding student learning is supported by teaching practices that promote discussion and result in increased student thinking. (1.2)
 - The school's student-centered approach to learning includes the use of strategic questioning and dialogue amongst students. In order to effectively support the school's focus on vocabulary development, rhetoric and logic across the disciplines, all teachers engage students in large, small and independent learning activities. The focus on language development is most reflected in the use of frequent class presentations by all students along the continuum of English acquisition. For example, in English classes the understandings of concepts are anchored in common texts that are developed through choral reading and student to student conversation using guided questions. These questions are scaffolded based upon student assessment results and are used to guide in class conversations and writing tasks. These strategies ensure that students at the various levels of proficiency of language development are engaged in learning experiences that are aligned to the school's beliefs and expands student thinking and increase outcomes for all learners. This is evidenced by a sustained four year graduation rate of about 60% and a six year graduation rate of 80%.

- The administration's use of staff and student meeting time supports school goals and result in increased student outcomes. (1.3)
 - In support of the school's focus of strengthening English language acquisition, all teachers and students are organized in interdisciplinary grade teams called clusters. Cluster teachers are responsible for the academic growth and social adjustments of each student within their grade-level cohort. Each cluster consists of one to two English as a Second Language (ESL) certified teachers and content area teachers to ensure that instructional strategies to build content knowledge are supported by research-based approaches for language acquisition. In addition, departmental teams meet to discuss content specific pedagogy through the analysis of student work. This provides teachers an opportunity to meet on a consistent basis to develop academic tasks that appropriately challenge and engage students, thus resulting in improved student work products. As a result, student achievement, most notably credit accumulation for the 10th, 11th and 12th graders is improved as the language acquisition skill building is scaffolded into the curriculum from year one . By the third year, almost 90% of students are earning 10+ credits towards graduation.
- Teachers gather and analyze a variety of teacher made assessments aligned to curricula in order to identify students' strengths and weaknesses to inform instructional decisions. (2.2)
 - Teachers use a variety of assessment data to determine instructional and curricular decisions. As a portfolio school, interim assessments such as vocabulary tests and writing tasks with multiple steps emphasize the school's instructional focus areas and align with the end-of-semester final Performance-Based Assessment Tasks (PBAT). Analysis of the school's interim assessment informs teachers of students' individual strengths and weaknesses and enables them to make adjustments to instructional texts, questioning strategies, student groupings and components of academic tasks, as well the electives which focus on skill building. Consequently, students are supported to perform at a high level of expertise when submitting and presenting their PBATs.
- The school administration and teacher teams gather and analyze a variety of data, including interim and classroom level data in order to assess the effectiveness of school wide instructional and organizational decisions. (2.1)
 - The grade clusters and discipline teams have each developed a specific focus which is designed to meet individual student needs and are aligned with school and citywide initiatives. These decisions at the cluster and team levels are developed in conjunction with the oversight and guidance of the Coordinating Council, led by the administration and team leaders. Data, school goals and the Chancellor's initiatives are all reviewed at weekly Coordinating Council meetings. Clusters and teams then develop action plans, team goals and analysis of student work. For example, the 11th grade cluster is engaged in inquiry work which involves analyzing student work, tracking student progress and assessing the needs of specific cohorts of students. The team's analysis of the data and student work positively impacted instructional decisions and pedagogy targeting specific student needs. Specifically, the use of the flexible schedule on Wednesdays enabled the team to create classes and supports which addressed specific student needs resulting in increased student success as evidenced in scholarship reports and ELA Regents results.

What the school needs to improve

- Strengthen the practice of providing feedback to teachers using a unified research based framework so that identified strengths, weaknesses and next steps build further consistency in effective teacher practice. (4.1)
 - Administrators and teachers collaboratively conduct informal classroom visits and provide feedback to the host teacher anchored to various research-based frameworks. While the feedback includes strengths and weaknesses in teacher practice, it does not consistently include next steps for improvements. This limits teachers' ability to improve identified areas for growth. In addition, the school does not have an articulated system for making informed decisions to support teachers' professional growth. For example, observations are not used to inform professional development offerings, thus limiting teachers' ability to explicitly make targeted professional development selections to address identified areas of need.
- Deepen and refine the work of teacher teams to ensure professional collaborations include an analysis of student work products and result in modifications and strategic refinement of teacher practice. (4.2)
 - While most teachers work in teams using an inquiry approach, led by teacher leaders empowered to make key decisions regarding curriculum and pedagogy, some teacher teams are still in the process of developing their practice of inquiry. A few teams are now in the process of transitioning away from conducting case management meetings to convening structured professional collaborations that consistently focus on the analysis of student work. However, all teacher teams do not yet systematically analyze student data in order to make shared improvements in their practice. As a result, some grade teams are able to strategically accelerate student learning, as in the case of the upper grade teams, while other teams, as in the case of the lower grade teams, are not yet able to do so, thereby limiting the amount of growth students at all grade levels make.
- Monitor and capitalize on the work of teacher teams by using periodic and classroom assessments to track student progress toward goals at the school and team levels in order to make midyear adjustments. (3.3)
 - Administrators and teams of teachers use student performance data to track progress toward goals. For example, teacher teams identify skill gap areas that surface from periodic assessments, and design strategies to address these learning needs. However, instructional plans and interim goals, with specific short term objectives are not clearly articulated, thus limiting data-informed adjustments to ensure a positive impact on student achievement.
 - Overarching grade level learning goals are set for students. However, key sub-groups, including those who are consistently low achieving, especially in the freshman class, are not sufficiently targeted to meet their needs. As a result, curricula adjustments based on the needs of these specific students is limited.

- Refine the process used to regularly evaluate the practice of gathering, organizing and analyzing data in order to better monitor the effectiveness of school policies. (5.2)
 - The principal and assistant principal gather and analyze a variety of data, including summative and interim data that is shared with staff and used to inform decisions. However, the administration does not yet have structures in place to regularly assess the effectiveness of the student and school data that is collected, organized and shared with families and staff. This limits the administration's ability to determine if school wide assessment practices, such as the grade policies, are effectively yielding the school's desired outcomes. Thus, in the absence of a comprehensive structure, the administration is not yet able to make all of the necessary adjustments needed in order to ensure coherency of assessment practices that will promote increased efficiency in instructional and organizational decision-making.

Part 3: School Quality Criteria 2011-2012

School name: Manhattan International High School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
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?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
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.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
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 staff, students and families, and support students and families to achieve them?			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	
1..4 Integrate child/youth development, guidance/advisement 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, with particular attention to the CCLS?			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

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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