



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

**High School for Health Professions and Human
Services**

High School M420

**345 East 15th Street
Manhattan
NY 10003**

Principal: Robert Gentile

**Date of review: April 7, 2016
Lead Reviewer: Rosemary Stuart**

The School Context

High School for Health Professions and Human Services is a high school with 1,696 students from grade 9 through grade 12. In 2015-2016, the school population comprises 21% Asian, 18% Black, 53% Hispanic, and 7% White students. The student body includes 6% English Language Learners and 15% students with disabilities. Boys account for 30% of the students enrolled and girls account for 70%. The average attendance rate for the school year 2014-2015 was 91.6%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Celebration	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

Teacher teams systematically analyze classroom practice, assessment data, and student work. Distributive leadership structures are embedded so that there is effective teacher leadership.

Impact

Teachers improve their pedagogical practices and play an integral role in key decisions that affect student learning across the school. Students achieve goals related to college and career readiness.

Supporting Evidence

- Guidance for intervisitations across subject areas and review of lesson plans outline procedures for observation of components of instruction aligned to the Danielson *Framework for Teaching*, as well as pre- and post-visit feedback protocols. One pedagogue stated that at first it was difficult to provide honest feedback because of a reluctance to hurt each other's feelings. Ninety-six percent of teachers are rated highly effective or effective and the school is exceeding targets for collaborative teachers.
- The agendas from inquiry team meetings show that teachers focus on implementing strategies to help students succeed in rigorous classes. For example, one team focused on creating and refining versions of a graphic organizer to help students state a claim, provide evidence, and support with reasoning (CER). While analyzing student work for proficiency using the CER, the team noted the reasoning of one student "does not go beyond restatement of the one piece of evidence." Teachers realized that many students were misinterpreting the evidence they were citing and therefore shifted their pedagogical focus to improving students' comprehension. Students achieve goals of college and career readiness as indicated by a graduation rate of 90%. Eighty-eight percent of students successfully completed approved college or career preparatory courses or assessments.
- One inquiry team created a menu of comprehension strategies for all teachers to use to reinforce instructional coherence across the school. The team analyzed strategies from different departments to determine which were the most appropriate to include in the menu. The team was observed discussing the inclusion of strategies such as using annotation, double-entry journals, and anticipation guides, as well as using the Frayer model for morphology and vocabulary development.
- Teachers identified gaps in a curriculum that prepares students for the medical assistant national exam and began a program to have local hospital staff speak to students about their practices. Topics addressed by visiting health professionals have included hospital protocols for patients with do not resuscitate orders, triage, and dealing with cardiac and neurological emergencies. Teachers propose new course offerings for approval to a committee on which teachers play an integral role along with school leaders.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Teaching strategies consistently provide multiple entry points into the curricula for struggling learners but there are not always high quality extensions for advanced students. In most classes, students engage in high-level discussions.

Impact

Although most learners are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills, ownership for learning for all students is sometimes impaired where instruction is less student-centered or supports are not tailored strategically.

Supporting Evidence

- Many teachers increase the rigor of content by moving from modeling responses to having students respond independently and by increasing the abstraction of the content. For example, a math teacher modeled how to reach a solution to a system of equations using manipulatives and then had students model the system using algebraic terms. Tasks are differentiated to meet the needs of students with various learning styles. In a geometry lesson, students demonstrated understanding of angles and chords inscribed in a circle using worksheets with additional supports for students with disabilities. In a grade 9 book club discussion, students identified the main argument in an article about developing a growth mind-set. Some students read the article as it was originally published while others used a version adapted for their reading level. This adaptation allowed all students to engage in the discussion equally. This level of differentiation was not always observed, however, for students who had already mastered the content.
- Many teachers use a variety of strategies to call on students randomly to ensure even engagement and to provide frequent opportunities for all students to share their thinking. In one class, the teacher asked students to call on each other during a discussion of factors that influence intoxication and had them complete graphic organizers in groups before they presented to the whole class.
- After watching a documentary film on the health care systems in the United States, Great Britain, and Canada, students discussed the similarities and differences of those systems. One student stated that healthcare in Great Britain and Canada is better because it is provided free of charge. Another student argued that those healthcare systems are not free because they are funded by taxes. After more discussion, a student concluded, "Human life shouldn't have a price tag." In a highly engaging discussion on the characters in *Catcher in the Rye*, a student asked the class why a character would "ever think it is okay to offer underage kids alcohol?" Students in a physics class discussed how to use algebraic expressions to measure the interference of waves. Not all discussions are as student-centered. Occasionally the discussions in observed lessons were teacher- or presenter-centered with missed opportunities for students to interact directly with each other.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

Curricula are aligned to the Common Core and strategically integrate the instructional shifts. Curricula emphasizes rigorous habits and higher order skills that are embedded in a coherent way across content areas.

Impact

Instructional coherence across content areas promotes college and career readiness for all students. All students, including English Language Learners (ELLs) and students with disabilities demonstrate higher-order thinking skills

Supporting Evidence

- There are many opportunities for students to prepare for success at the college level. The school has a program in medical careers that require students to take up to 14 additional science credits. Many students work toward an accredited certificate as a medical administrative assistant or a certified clinical medical assistant. In addition, there is a forensics program and a science research program in conjunction with Syracuse University.
- A science lesson plan requires students to make claims with supportive evidence about chemical reactions under various conditions of stress using Le Chatelier's Principal. A lesson plan for an Advanced Placement English course requires students to reference multiple Shakespearean texts to compare and contrast themes of love while using academic language and vocabulary.
- Lessons in all content areas include tasks that require students to demonstrate their thinking in writing and in discussions in class. One literary task involves writing a poem that imitates a poem that had been studied in the unit. The task emphasizes the importance of maintaining the literary elements of the original poem such as structure, topic, and tone, while also showing creativity and originality. In a math lesson plan, a task outlines how students can use manipulatives to model systems of equations needed to solve a complex word problem.
- Lessons are planned to provide challenging material in a format accessible for all students, such as non-fiction texts presented in multiple reading levels and scaffolds for students with disabilities. For example, a lesson on the theorems related to angles and circles includes several versions of a worksheet offering varying levels of support, such as prompts and reminders about the properties of central angles and inscribed arcs on the version for struggling students. Other lesson plans incorporate the use of visual images to support struggling students and ELLs. For example, one lesson plan on recognizing alcohol intoxication includes an image of a commonly used party cup, marked to show ounces, to illustrate how difficult it is to determine "What counts as one drink?" Another plan utilizes images of two kinds of pie and denominations of money along with table sets of manipulatives to model a system of equations. This lesson plan further outlines how the teacher will gradually move from the concrete images to abstract mathematical symbols.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across the school, teachers use and create assessments and rubrics aligned with the school's curricula and use common assessment to determine student progress toward goals.

Impact

Teachers and students receive actionable feedback about student achievement. The analysis of assessment results are used to adjust curricula and instruction.

Supporting Evidence

- Teachers include assessments in their unit and lesson plans. A grade 9 world literature curriculum map indicates that teachers will use a variety of assessments during the unit on *Animal Farm*. In addition to periodic quizzes and daily writing assignments, teachers assess students using performance on a research-based essay and incorporate tasks that make connections to other content areas, such as document-based questions on the topic of communism to parallel the Global History Regents exam.
- Teachers assess student work and provide actionable feedback using detailed task descriptions and general and specific scoring rubrics so that students understand how to complete assignments and how they will be graded. For example, an assessment to create a persuasive presentation on an ethical issue in the field of medicine clearly outlines the purpose of the task, the requirements for successfully completing it, and the manner it will be assessed. The rubric includes elements that are in alignment with the schoolwide emphasis on stating claims and counterclaims supported with evidence. Written feedback on a proof dealing with coordinate geometry noted that the work correctly showed the figure was a parallelogram but went on to remind the student to make concluding statements.
- Teachers and school leaders measure and track student performance using a wide variety of common assessments, some of them teacher created and some of them used widely across the State or nationwide. Teachers receive a detailed assessment tracker with information about their students at the beginning of the year and again in March. They use this tracker to disaggregate student performance according to characteristics such as English Language Learner status, whether or not there is an Individualized Education Program, or grade level. This assessment tracker provides the past and current results of common assessments such as the Gates-MacGinitie Reading Test, the PSAT, the performance levels from eighth grade State tests in math and English Language Arts as well as results of Regents exams. Teachers use the detailed information about student performance to determine groupings for instruction, differentiating instruction, and revising tasks in lessons. Teachers analyzed student performance data and determined that they needed to adjust tasks for some students to include sentence starters or to change the rubrics to give more credit for citing evidence to support a claim. After analyzing interim assessment results, teachers decided to emphasize problem-solving strategies in the special education math curriculum to address gaps in trigonometry content as they prepared students to take the Common Core Geometry Regents exam.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders and staff effectively communicate expectations regarding a pathway to college and career and successfully partner with parents. The school's culture for learning communicates a unified set of high expectations to students and effective advisement supports are provided.

Impact

Students are supported by the school and their families to make progress toward meeting expectations. Students own their educational experience and are prepared for the next level.

Supporting Evidence

- At an open house for incoming ninth graders, parents and students are informed about the requirements and expectations for graduation. In order to provide the most opportunities for all students to graduate with Advanced Regents diplomas, school leaders added additional sections of foreign language courses to the instructional program. They also urged students to retake Regents exams, if needed, and to raise their scores as well. Parents and students sign class contracts indicating that they understand the requirements of each course. A science class contract delineates the lab requirements students need to meet in order to take the course culminating Regents exam.
- The school has a partnership with Comprehensive Development, Inc. (CDI), to support students as they prepare for college and career. Students start to prepare for the college application process in the summer before their senior year by drafting essays, completing the college financial aid application, and identifying colleges of interest. There is an outreach process to provide resume writing and interviewing skills, as well as internship opportunities. Records indicate that CDI held preparation sessions for students applying for scholarships and hosted an event with the Men in Nursing Association to show students how to measure blood pressure and use a stethoscope. Seventy-nine percent of recent graduates enrolled in college or other postsecondary programs.
- Parents stated that the school starts to prepare students for college early in their high school years and communicates frequently with parents about the progress their children make. The school handbook affirms that parents are a "participant in shaping, maintaining, and supporting the 'PHPS' culture." Parents use PupilPath, an online grade reporting system, to monitor how well their children are doing with respect to attendance, homework completion, quizzes and tests, and to keep informed about upcoming due dates for assignments. Parents indicated they are able to support and encourage their children because they understand what is expected and have accurate information about their needs. One parent stated, "You can see if a child is having a problem before it is too much of a problem." Use of PupilPath has increased over the past three years to include 40% of parents and 94% of students.
- Students participate in medical externship programs aimed at providing authentic experiences in medical settings with placements at Bellevue Hospital Center, Beth Israel Hospital, Manhattan Eye and Ear Infirmary, and dental clinics and medical centers across the city. Students are urged to earn college credits in the College Now program. Courses offered in conjunction with the Borough of Manhattan Community College include Introduction to Human Services and Social Work, Health Education, General Psychology, and Fundamentals of Speech.