Quality Review Report

2016-2017

Academy of Hospitality and Tourism

High school 17K408

911 Flatbush Ave.
Brooklyn
NY 11226

Principal: Shirley Miller

Dates of Review:
December 20, 2016 - December 21, 2016

Lead Reviewer: Michele Ashley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

Academy of Hospitality and Tourism serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

**To what extent does the school...**

<table>
<thead>
<tr>
<th>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</th>
<th>Area: Additional Finding</th>
<th>Rating: Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area: Additional Finding</td>
<td>Rating: Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Area: Area of Focus</td>
<td>Rating: Developing</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
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<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
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<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings
School leaders and faculty have created a culture of mutual trust and positive attitudes that is maintained through a house structure, creates community and provides social-emotional support.

Impact
Students are known well and their voice is valued through the house structure that builds healthy competition for positive behavior incentives and supports the academic and personal growth of students.

Supporting Evidence

- School leaders and faculty have created a house structure in which faculty and students are assigned to one of four houses named after Ivy League universities: Stanford, Brown, Harvard, and Princeton. Vertically programmed, each house includes faculty and students from grades nine to twelve. Data on house attendance, academic progress, and sports competitions is collected and tracked, and each house receives collective points and incentives. Each month the house with the most points wins rewards and “bragging rights” for the month. Students interviewed expressed pride in belonging to their houses and shared that this year they have met more classmates from other grades, there are more celebrations and students treat each other with more respect.

- Faculty and staff have introduced a new theory of action linked to self-efficacy and an internal locus of control which is supported by four core values: academic integrity, optimally rounded, high expectations, and tenacity. The theory of action and core values are clearly displayed in halls and classrooms and teachers link them to learning. This year the school also expanded the student government to include students in grades ten through twelve. Student government includes representatives from each class who meet regularly with school leadership and speak at monthly school community meetings. Students created house logos and mottos, designed the school gym uniforms, lead student events, and write the AOHT Torch (student newsletter).

- The house structure creates small communities in which students are known well by at least one adult. Each house is led by teachers who know all students assigned to their house. Teachers also establish office hours in which students can meet with teachers one-on-one to discuss academic and personal issues. Students and parents interviewed shared that teachers know every student by name. Also, systems are in place to track student attendance; attendance is calculated daily and averaged to create a “house average.” Leadership publicly tracks attendance and incentives for each house and announces points earned during the morning announcements. Leadership also launched an Everyday Counts house competition, rewarding first through fourth place points for attendance. Everyday Counts posters remind students to attend school every day including half days and days before and after holidays.

- Student incidents have decreased this year compared to data for the same period in 2015-2016. This year there have been eight incidents from September to December compared to twenty-eight last year and there have been zero suspensions this year compared to twenty-three last year.
**Area of Focus**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
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</table>

**Findings**

Faculty use Measures of Student Learning (MOSL) beginning and end-of-year assessments to determine student progress and have begun to administer interim assessments across content areas. Teachers have begun to use checks for understanding and student self-assessment; however, this practice is not consistently implemented across classrooms.

**Impact**

Some classrooms reflect the ongoing use of checks for understanding used to make adjustments to meet students' learning needs and teachers have begun to analyze interim assessment data; however, there is limited data currently available, hindering teachers’ ability to determine student progress and make adjustments to curricula and instruction.

**Supporting Evidence**

- School leadership and teachers analyzed beginning of the year MOSL data to identify student areas of need. Based on this data, faculty identified a school-wide focus on argumentative writing and a need for students to use annotation to improve comprehension of texts and short response math questions. Across lessons reviewed, teachers require students to support claims with evidence and annotate text to improve comprehension. A science lesson plan requires students to read a scientific handout on cellular respiration and “annotate for understanding”.

- During the teacher team observation, humanities teachers analyzed a piece of student writing using a student work protocol. The protocol requires teachers to follow an eight-stage process that includes the interpretation of student work, sharing of implications for instruction and application in the classroom. During this process, teachers pushed themselves to adhere to the protocol and asked clarifying questions regarding the process. The dedication teachers demonstrated to the process is evidence of their learning to use the looking at student work protocol and norm their assessment of student work. This process is used across grades and content areas, but has not yet resulted in consistent adjustments to curricula and instruction across content areas.

- Some of the teachers visited consistently used checks for understanding and exit slips to assess student learning. During a math lesson, the teacher distributed an exit slip that included multiple-leveled questions. The teacher asked students to choose one question that would express their level of understanding of the day's lesson. Students selected one question and completed the exit ticket. In an English Language Arts lesson, the teacher determined that students were not ready to develop questions independently. The teacher shared with students that she had adjusted the lesson so that they could work with peers to create questions that align with a higher Webb’s Depth of Knowledge level. However, the effective use of checks for understanding and self-assessment is not yet consistent across grades and content areas. In some classrooms, teachers do not get to all groups to check for understanding. In a science classroom, the teacher engaged the students in the front of the classroom, but did not involve students groups in the rear of the classroom. Many of these students did not understand or complete the task.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leadership and faculty have aligned curricula to Common Core Learning Standards and content standards and purposefully integrate the practice of text-based responses and writing from sources. Curricula are planned for a diversity of learners.

Impact

Purposeful decisions build coherence across curricula and lessons are refined to provide access for a diversity of learners including English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- Faculty has made the purposeful decision to integrate argumentative writing, writing from multiple sources, and citing text in responses into the curricula across content areas. A review of lesson plans reveals that teachers across content areas ask students to provide evidence for their claims. A humanities lesson requires students to integrate evidence from a variety of primary and secondary sources to demonstrate how an idea can change society forever. Another lesson requires students to describe the innovations of early river valley civilizations using text-based evidence from a variety of sources. In a math lesson, the teacher asks students to prove and explain in writing the congruence or incongruence of triangles using mathematical properties.

- Across lessons plans reviewed, teachers align learning objectives to Common Core and content standards. In all content areas, teachers cite the aligned grade level State Common Core Learning Standards or content standards. Teachers also state how students will demonstrate mastery in “students will be able to” statements. A global history plan states that students will be able to integrate information from different documents to create an outline of imperialism in India. A French lesson states that students will be able to use previously learned vocabulary to ask and answer questions about extended family members both verbally and in writing.

- Teachers plan for access for a diversity of learners including ELLs and students with disabilities via differentiated tasks, assigned groups, visuals and translated texts. A United States Government lesson plans for students to watch a video of President Obama discussing the governmental support extended to New Orleans after Hurricane Katrina. A Living Environment lesson plans for small group and partner work. The lesson requires the teacher to partner ELLs with same language students and lower level ELLs with more proficient ELL students as well as provide translated activities and tasks. This lesson also requires teachers to assign students with disabilities to pair with an academically stronger student. A math lesson plans for tiered math problems with varied levels of difficulty and graphic support all aligned to the same math skill.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teaching practices align to an articulated belief that students learn best when teachers have high expectations for all learners and engage students through questioning and discussion.

Impact

Teacher questioning, turn-and-talk activities and teacher-supported discussions support high levels of student thinking and participation across classrooms.

Supporting Evidence

- School leadership shared that teachers align their practices to self-efficacy and the four core values. Most critical to this theory of action is high expectations for all students. Teaching practices support self-efficacy through choice and teachers use scaffolded questions and tasks that require all learners to meet the same learning objectives. In a social studies classroom, the teacher distributed resources with varying levels of text and allowed students to select the task they felt was most appropriate for their reading level. The teacher also allowed students to respond in their native language and translate the text later. In a math classroom, the teacher asked students who were working independently various questions to prompt their thinking and remind them to use the “proof” charts posted in the classroom.

- Across classrooms, teachers used questioning to prompt students to rethink their responses and provide evidence of their claims. In a math classroom, the teacher encouraged students to ask each other clarifying questions about their solutions and process in solving the equations. One student asked a classmate who arrived at the correct solution, “But how did you figure that out?” In a science classroom, the teacher interrupted partner work on muscle fatigue to pose a “mid-summary question.” She asked, “Why is this still aerobic and how does this relate to cellular respiration?”

- Across classrooms, teachers led students in turn and talk activities, partner work and small group discussions. Students in these classes participated at high levels and produce high-level work products. In a science lesson, students worked as partners to conduct an experiment on muscle fatigue and recorded the results in a table, which students converted into a graph before responding to questions in writing. In an English classroom, partners and small groups discussed the role of women in the nineteenth century and took notes. Students used accountable talk stems to respond and share their thinking. One student noted, “Women did not have the same opportunities.” Another student responded, I agree, it made women feel hopeless. They couldn’t even vote.” A third student added, “What if they didn’t have those rules. What do you think would have happened back then?”
### Additional Finding

**Quality Indicator:** 3.4 High Expectations  
**Rating:** Proficient

#### Findings

School leadership provides training and communicates high expectations to all staff via the core values and “non-negotiables.” Teacher teams and staff support the core values and establish a culture for learning that communicates high expectations to all learners.

#### Impact

Professional development and support hold teachers accountable for student learning and teachers offer students ongoing supports that prepare students for the next level.

#### Supporting Evidence

- School leadership consistently communicates high expectations to staff via professional development and the distribution of the Academy of Hospitality and Tourism Learning Environment Non-Negotiables, which states, “With effort and perseverance all children can achieve.” The “non-negotiables” include expectations for the physical environment, as well as, expectations for lesson planning, instructional pacing, assessments and student work. The non-negotiables state that learning standards must reflect the content area and discipline, there must be a lesson plan for every class, and there must be a rubric provided for all projects. Leadership holds teachers accountable for non-negotiables and professional development via learning environment walkthroughs, post-observation discussions and written feedback.

- School leadership provides training and support via consistent professional development sessions, coaching and demonstration lessons facilitated by the principal. Professional development sessions this year have included the introduction of the non-negotiables, norming teacher understanding of the Danielson Framework for Teaching, teaching using Socratic seminar, and effective professional learning communities. The principal and assistant principal provide one-to-one coaching sessions and the principal has facilitated demonstration lessons for teachers in need of additional support.

- Teachers provide ongoing support for students via small group instruction and additional guidance before, during and after school. Teachers initiated “office hours” this year during which students can meet with teachers to address misconceptions in learning and receive additional support and practice. Office hours began in October and, based on student sign-in sheets, student use of office hours has increased each month. Teachers shared that students are now comfortable letting teachers know they need help. Students shared that they can always get help from a teacher or classmate when they do not understand.

- At least thirty students registered for College Now courses. Through the culinary arts and “Explore Program”, students gain access to career skills and learn about a variety of career opportunities. The culinary arts program teaches students all aspects of food preparation and service and incorporates the business aspect of catering via a student-run community breakfast stand. The Explore Program provides students with real-world career experiences in local businesses and organizations in the business, finance, healthcare, and hospitality fields.
### Additional Finding

<table>
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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

#### Findings

Teacher teams analyze State Regents assessments and student work for students they share. Distributive leadership structures are in place.

#### Impact

Professional collaboration and the sharing of best practices have led to improved teacher practices and progress for groups of students. Participation on the leadership cabinet and teacher leader roles allows teachers to share their voice in key decisions that affect student learning.

#### Supporting Evidence

- Teacher teams analyze Regents data to identify trends and refine the instructional focus. This year’s analysis revealed a need to improve student writing and help students gain a deeper understanding of mathematical application. Across grades, teachers have incorporated citing text-based evidence and annotation of word problems into their instruction.

- Teachers state that their collaborative work and sharing of practices have led to improvements in their practice. Teachers note they have incorporated practices shared by their colleagues into their teaching routine and they have improved in their questioning techniques. School leadership notes that based on observations teachers have improved in their planning and the use of the lesson-planning template. School leadership and teachers note that based on student writing samples students have improved in the formation of the essay structure and the citing evidence to support claims. A comparison of student grade point averages (GPA) from spring 2016 to fall 2016 reveals that the average GPA for grade nine, ten and eleven students has increased and the number of classes passed has also increased.

- School leadership has structures in place for teachers to take on leadership roles as members of the instructional cabinet, grade and team leaders. Teachers are key members of the cabinet, participate in decisions regarding the house structure, write grants to support programs and curricula and advise the student government. Teachers have demonstrated leadership capacity in each of these roles, through the facilitation of professional development and the provision of feedback to colleagues after inter-visitation. Teachers also submit proposals for professional development sessions they would like to offer their colleagues on “topics of individual expertise.” Teachers submit the title, target audience, course description and its alignment to school-wide goals.