Quality Review Report

2018-2019

High School for Health Professions and Human Services

High school 02M420

345 East 15Th Street
Manhattan
NY 10003

Principal: Robert Gentile

Dates of Review:
April 3, 2019 - April 4, 2019

Lead Reviewer: Phyllis Siwiec
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

High School for Health Professions and Human Services 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<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 of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>
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</tbody>
</table>

### Systems for Improvement

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

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<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>
</tr>
<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>
Findings
The school’s approach to culture-building, discipline, and social-emotional support is informed by a theory of action. Structures are in place to support youth development.

Impact
A safe environment and inclusive culture benefits from student involvement resulting in the formation of clubs and organizations in service of student need with a focus on inclusion. Deans work with guidance and administration to know each student well, support social-emotional growth and sustain school safety.

Supporting Evidence

- The school’s theory of action is as follows: If teachers provide access for all students, through culturally relevant curriculum, to take responsibility for their learning by thinking critically through reading, writing, and speaking, then students will become intellectually and emotionally engaged. This will ultimately promote greater college and career readiness amongst all students. Essential to this theory is respecting and supporting student voice. Students have an active voice and role in the development of the school’s culture. Through the monthly student council meetings, students have led the formation and maintenance of a variety of clubs that help ensure that the diverse student body is supported. Some examples of the school’s clubs and organizations are the LGBT/Gay-Straight Alliance, Black Student Union, Muslim Student Association, Art Club, Girl Up Club, Pre-Med Club, African Dance Team, Creative Writing, and weekly book clubs. An annual Club Fair is held in the fall when students organize and run the recruitment for students to enroll others in over 36 clubs that they run. There is also a “Welcome Back” street fair that students organize every year to engage students and their families in the new school year that also serves as a way to welcome new families and students.

- The school remains a very safe environment for staff and students. According to the 2017-18 School Quality Guide, 93 percent of students reported that they feel safe in their classes, 90 percent of students say that they feel safe traveling between home and their school and in the hallways, bathrooms, locker rooms, and cafeteria. In interviews, students and parents reported that the school is a safe and inclusive setting.

- According to school leaders and teachers, deans rely heavily on a social-emotional approach, listening carefully to students experiencing difficulty. Deans approach moments of disruption as opportunities to get to know students well and develop constructive relationships, which can be harnessed for establishing a positive learning environment for all students. Deans frequently volunteer to chaperone educational and community trips and school events to build a positive and vibrant school culture. Deans, guidance counselors and assistant principals work closely with students and teachers who require support so that learning remains the priority. Deans work closely with guidance counselors, the Peer Mediation Office, the Pupil Personnel Team and parents to try to uncover the roots of disciplinary issues before they escalate. Deans and assistant principals monitor the hallways, the cafeterias and interact with students to read the pulse of their community and infuse in it a sense of reassurance and safety at all times. In addition, school staff runs a peer mediation program with thirty trained students in conflict resolution and peer-mediation using the curriculum provided by the office of School Youth Development. As a result of this approach and these efforts, suspensions have been reduced from eighty-one in 2016-2017 to thirty-nine this school year. Attendance rates have also improved as in 2013-2014, attendance was at 90.5 percent average for the year and for 2018-2019, the rate was 92 percent. Deans work with guidance counselors and Pupil Personnel Team to address attendance issues as they arise with student intervention and meetings with parents if necessary.
Findings

Across classrooms, teaching practices reflect an articulated set of beliefs that students learn best as the decision makers with student-centered activities that are intellectually engaging. Teaching strategies provide multiple entry points, yet lack provisions for higher-achieving students who need extensions.

Impact

Students across classrooms produce meaningful work products, though in some cases, there are missed opportunities for students to engage in challenging tasks and demonstrate higher-order thinking skills.

Supporting Evidence

- School leaders stated that they wanted students to carry the cognitive load. Observed lessons that demonstrated student-centered learning in which students are the decision makers included an Integrated Co-Teaching (ICT) class in English Language Arts (ELA) in which students read a challenging nonfiction text and identified key vocabulary as they worked in cooperative groups. Key strategies included cooperative learning and discussion as students addressed higher order-thinking questions together while learning from each other thus, making group work engaging while adding a social component to learning. In another class, Medical Assisting II, students were studying the stages of labor and in partners, modeled a simulation of the final stages of birth using everyday objects, a balloon and a ping-pong ball. They worked in collaborative pairs and developed responses which reflected critical thinking skills, such as drawing conclusions about what muscular motions were successful. All students were engaged and involved in this thought-provoking hands-on activity.

- In other classes, students worked alone with very little discussion or sharing of ideas. These were teacher-centered classes. In an Algebra II class, students worked on solving rational inequalities with some working with partners and very little discussion. Most students worked independently. Although the teacher demonstrated the method and procedures to solve problems, the only check-in the teacher did was to walk around the room with periodic stop and chats. Feedback was limited and at one point, the teacher selected a few students to come up to the board to demonstrate their solutions one at a time. The opportunity for all students to learn from each other was limited by the pacing of the lesson and lack of access to either the teacher or a collaborative partner to develop a deeper understanding of the task. In another class in grade-ten World History, students and three teachers were studying “Why did the Holocaust happen?” There were two levels of materials available for students to explore including short written text that were primary sources, political cartoons, illustrations from children's books, and additional contemporary sections of texts by 21st century authors about the Third Reich. Multiple entry points were essentially provided through the resources made available at two different levels, but not accompanied by student-to-student discussions or effective adult interventions. Therefore, some students that needed more help than what was available, showed limited engagement.

- The level of multiple entry points has a wide range of accommodation so that not all learners including ELLs and students with disabilities are engaged in challenging tasks and demonstrate higher-order thinking skills. An Earth Science class had extensive accommodations for students who needed more supports including being placed in heterogeneously arranged small groups with mid-range and higher-performing students who can be called upon to assist. In addition, those identified students are also given modifications such as preferential seating, specific student pairings with helpful partners or an additional one-on-one teacher to guide them. Accommodations for higher-achieving students who need extensions were not demonstrated in most classes.
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 leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and the instructional shifts. Curricula and tasks are planned and refined using student work and data.

Impact

Curricula promote college and career readiness for all students. Faculty adjusts materials through differentiated options that make texts and tasks more accessible to the school's diversity of learners.

Supporting Evidence

- Curricular documents across grades and content areas evidence consistent alignment with the Common Core and the integration of instructional shifts such as using arguments by citing evidence with claims and counterclaims. For example, in a high school level English lesson plan, students in designated groups of three to four students, in order to comprehend a challenging text, will identify key vocabulary words, read for understanding and write targeted annotations. They will move toward selecting a position with a claim and produce evidence to support their argument. In another English lesson plan, students are directed to compare and contrast the poem Richard Cory with The Great Gatsby to answer the question, “Does money buy happiness?” They will cite at least two different sources to support their position.

- Curricular documents include assignments evidencing integration of the instructional shift of real-world application of content. For example, in an Earth Science unit, the topic of what it takes to get a snow day in New York City is explored. It includes developing an understanding of a snow storm versus a blizzard and the consequences to the city. In an Advanced Placement (AP) Language/Composition lesson, multiple tasks are described for which students need to draw connections between the world, cultural and economic literacy and identity as a lens in which to study the appropriation of culture by advertising. In addition, in a visual art lesson plan, students examine how artists use colors in their work by exploring reproductions of various artists whose works display different media to express their own individual interpretation of the surrounding world. Since there is a focus on the medical services in this school, another example from the Medical Assisting course appears in the lesson plan on stages of labor in the birthing process as real-world content. As a result of real-world connection across the grades and in various content areas, students have relevant experiences to relate to and engagement is at a higher level.

- Across grades and content areas, curricula are planned and refined so that learners have access to challenging materials through the guidelines offered by Specially Designed Instruction (SDI). Teachers differentiate instructional texts based on analyzing student work products and data by leveling text difficulty, chunking the text, using visuals and videos, and simulations. These supports include vocabulary words, paraphrasing, vital textual statements, as well as leveled questions designed to increase in complexity and develop students’ analysis of the content. As an example, in an Earth Science lesson plan, students with disabilities and some English Language Learners (ELLs) are offered a variety of supports that include differentiated worksheets, shorter articles to read, vocabulary support, exit slips with hints, transitional words, checklists with real-world examples of a possible claim, and a poster that allows them to post their answers privately in case there is anxiety about speaking aloud in class. These provisions are made so that a diversity of learners have access to the curricula and can be engaged.
### Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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#### Findings

Teachers use common assessments such as standardized reading tests and performance tasks to determine student progress toward goals across grades and subject areas. Across classrooms, teacher assessment practices reflect the use of checks for understanding and student self-assessment.

#### Impact

Coursework is designed to include ongoing common assessment practices, providing consistent data to inform the college and career readiness and make necessary curricular adjustments. Across classrooms, assessment practices and effective adjustments meet the learning needs of all students.

#### Supporting Evidence

- Teachers create common assessments for multiple purposes. To assess reading skill levels, the Gates-MacGinitie Reading Test is administered to students in grade nine, ten and eleven in the early fall and in the spring to measure growth in reading ability. These scores are shared with staff so that teachers can intervene in cases where students are not remaining on or exceeding grade-level expectations. A school-based reading teacher works with identified individuals who are struggling readers, especially with complex texts. Supports include the use of audio novels, books in native languages and projects to help students demonstrate understanding of concepts. For ELLs who need support, language analysis is used to break down root words, prefixes and suffixes that are cross curricular with a focus on cognates along with vocabulary work. All units of study end with summative assessments, which measure the extent to which students have learned the fundamental knowledge and skills for that segment of the curriculum.

- School leaders and teachers believe that common assessments should mirror Regents exams in order for students to be prepared for them and so they can earn a Regents diploma. The impact is evident in increased student engagement and higher performance levels on Regents exams. For example, in comparing passing rates in the English Common Core Regents January scores for the last three years, there has been improvement from 85.6 percent in 2016 to 94 percent in 2019; an increase of 8.4 percentage points, for all students who took the exam. In the medical assistance program, aligned with industry standards, students take a national exam and also can take online exams. In addition, in medical assistance, there is a symposium that showcases student work. While students are presenting, teachers use a rubric to grade the students and the students use rubrics to be provided to the presenter. In addition, in English Language Arts (ELA), an area in which many students struggle, students have to do literary and critical analysis and make arguments and synthesize a novel, while assessments that focus on specific rubrics are used. Adjustments are made to support and accommodate students who need differentiated options in the classroom in order to succeed.

- Throughout the lesson, teachers use checks for understanding (CfUs) by walking around the classroom and stopping to check in with specific students or small groups in order to measure the pulse of the class. Sometimes, cold-calling has been demonstrated to ensure that all students need to be ready to answer questions posed by the teacher. Exit tickets are used to help guide the revision and adjustment of the following lesson administration and teaching staff shared. Techniques demonstrated included CfUs that asked students to share Fist to Five to evaluate their understanding with designated students who become leaders in the activity to assist those who need more guidance. Students self-assess their own work, their peer’s work and also give feedback to teachers about the course and what could improve the curricula. One teacher shared that, “I had students look at the two books, which one is most interesting to you, and they chose one and now I know what I want to spend more time on.”
### Findings

School leaders communicate high expectations to the entire staff through professional development (PD), teacher observations, and leadership team communiques. Teacher teams and staff establish a culture for learning that communicates high expectations for all students through the AP course expansion.

### Impact

Consistent communication and support hold teachers accountable for student learning. Ongoing and detailed guidance from teachers and staff prepares students for the next level with college-level courses.

### Supporting Evidence

- Administrators communicate regularly with memos and observation feedback. An assistant principal’s memo to his department stated at the beginning of the school year, that the unit template was attached along with a discussion of Equity so students can see their own lives in what they are learning thus, the importance of relevance. Further, the expectations for reading were explained, along with a reminder that the beginning of inquiry teams was starting in order to “deepen our understanding and improve our implementation of units of study. In this capacity, we will get together by common grade and share a current unit of study from the class we teach for that grade.” The expectation is that by spring semester all teachers will craft units of study to frame and guide their daily lessons. Additionally, teacher observation feedback stated, “At the beginning of the lesson, you should discuss the success criteria of the lesson. Students should be aware of what they need to know and be able to do at the end of the lesson in order to master the instructional objective of the day. This allows students to monitor the progress of their learning.” In another report, a reminder was shared of three areas that the teacher can provide SDI: content, delivery of instruction or the performance criteria. Then, a template was included for designing instruction aimed at supporting the most struggling students. Expectation for student work as partners included working together to submit a summary that both partners agree on to help them understand challenging texts.

- The administration developed a plan to increase rigor using the results of the Danielson Framework for Teaching, a school survey and the Learning Environment survey. Administration analyzed individual teachers and their relationship with Danielson Framework for Teaching along with surveys for teachers and looked at their learning tasks. In addition, the Learning Environment survey stated that the students asked for more challenging work. As a result, school leadership knew that rigor needed to be increased, with an awareness that students can do more than what was expected of them previously. PD was needed to improve the level of rigor offered. School leaders and staff needed to do a better job planning rigorous lessons for challenged students. As a result, teachers designed rigorous tasks and defined what rigor is or not during one of the schoolwide PDs with the expectation that rigor is what is expected in class and seeing students cognitively engaged. School leaders then used instructional rounds to determine the level of improvement in students’ cognitive engagement with rigorous classwork along with all Danielson’s Framework for Teaching eight components.

- The school culture for learning consistently communicates high expectations to students through the expansion of the AP courses offered at the school. Data was presented that illustrated the growth in numbers of students who participate, number of courses offered and the percentage of students who scored 3+ on the AP exam. The number of students who enrolled in AP courses in 2014 was 293 students; in 2018 the number of students was 483. The number of courses was eight in 2014; in 2018 there were 13 courses offered. In 2014 the percentage of students who earned 3+ on the final exam was 36.5 percent; in 2018, it was 48 percent of students.
Additional Finding

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

Teacher teams consistently analyze student work and assessment data for students across the grades. School structures create multiple opportunities for distributive leadership such as through team structures.

Impact

Professional collaboration and the sharing of instructional practices have resulted in improvements in teacher practice and progress for groups of students. Through team structures, teachers have a voice in key decisions that affect student learning.

Supporting Evidence

- According to school leaders and teachers, departmental inquiry teams focus on students, especially those in the subgroup comprising black and Latino males with Individualized Education Programs (IEPs). Each departmental team focuses on a learner-centered problem for students in the subgroup, selects a research-based strategy that addresses it and engages in inquiry cycles by measuring the impact of the strategy on student performance as data. Representatives from each department meet bi-weekly as a schoolwide inquiry team and use the tuning protocol to examine student work samples, offering warm and cool feedback on how well teachers are adhering to the instructional focus and observing the inquiry process. This feedback is brought back to the departmental teams so further adjustments can be made to implementing the strategy meant to address the learner-centered problem. This has resulted in teachers more closely monitoring their academic progress as well as ICT teams more intentionally using co-teaching structures to reduce teacher-student ratio and provide more targeted instruction. ICT pairs are scheduled to limit the number of colleagues special education teachers have.

- An observation of the schoolwide inquiry team demonstrated an English department presentation made by a teacher and a special education presentation led by a special education teacher. During this presentation, an online form was displayed that depicted in graphic charts teachers’ responses to one specific student and how he was perceived by his teachers during class time. In addition, teachers rated specific accommodations used by the student and its benefits, as in directions read aloud, or preferential seating. The last chart showed strategies that have proven to be effective in class for this student as in individual conferencing, visuals and flexible groupings. Additionally, teachers rated the integration of ELA with other content areas to rate this student’s progress toward grade-level standards and also in single content areas. As a result of this presentation, one takeaway made by a team member was that this information can improve teacher practice when this information is known and shared with other teachers.

- Distributive leadership structures offer teachers opportunities to develop leadership skills and the accompanying responsibilities in several team structures such as department leads, the School Leadership Team (SLT) and the Equity Team. For example, the schoolwide Equity Team includes administrators, guidance counselors, teachers, students, and other key constituents. The team is subdivided into four committees addressing curriculum, pedagogy, support for the most struggling students and data. The Equity Team began the year by holding conversations about race as well as other issues surrounding implicit bias and disproportionality. The Equity Team meets bi-weekly and has begun to share its work with the entire faculty, lead PD and implement its goals. As a result of this team’s influence, more culturally relevant teaching (CRT) approaches, books and tasks have been designed. Some examples are: the senior ELA class is reading about Malcom X and went to the Jim Crow exhibit; grade-eleven ELA wrote about the American Dream and immigration status; and in science, gender issues with China then and now are compared.