

Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



BEDS Code	320800011559
School Name	School for Tourism and Hospitality
School Address	900 Tinton Avenue, Bronx, NY, 10456
District Name	NYCDOE CSD 8
Principal	Avis Terrell
Dates of Visit	February 4-6, 2019



Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school's commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>

The most recent results for the "All Students" group at the school are as follows:

High School Performance Indicators

4 Yr. Grad. Rate <67%	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic, Readiness (CCCR) Level
Yes	1	1	1	2	1	1	1

The School for Tourism and Hospitality serves 308 students in grades nine through twelve.

Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 32 lessons during the visit.
- The OEE visited seven lessons with the principal during the visit, including three with both the principal and assistant principal.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the visit, the school provided results of a student survey that 113 students (43 percent) completed.
- In advance of the visit, the school provided results of a staff survey that 24 staff members (83 percent) completed.
- In advance of the visit, the school provided results of a parent survey that 14 parents (five percent) completed.

Successes Within The School That The School Should Build Upon:

1. The new parent coordinator is highly motivated and excited to engage families to build trust and strengthen home-school relationships. During her first three months at the school, the parent coordinator contacted every family by phone, letter, and email to introduce herself. After learning that not all families have access to electronic communications, she began exploring methods of communication that do not involve technology or require computer access. She conducted a survey to gather information about the needs and interests of families and is collaborating with the dean of students to plan family activities that address the areas identified, such as graduation requirements, afterschool programs, and community resources.
2. In the fall of 2018, the school introduced a positive behavioral point system in which every staff member can award points to students who demonstrate the principles of a recently adopted values program. Many teachers are developing creative ways to recognize positive student behaviors and are actively pursuing ways to incorporate these methods into their daily routines. Interviewed students stated that they enjoy being able to monitor their point accumulation via a cell phone application, and teachers reported that they are encouraged by the positive responses they have received from students.
3. Interviewed staff reported that they have actively worked to build positive relationships with students and to encourage student academic and social growth. During the visit, the IIT observed a number of staff members involved in caring interactions with students. Most interviewed students stated that they had at least one adult in the school that they trusted and could go to for guidance or advice.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **School leaders should regularly monitor the school's progress towards achieving the goals identified in its School Comprehensive Education Plan (SCEP).** In reviewing progress towards the goals identified in the 2018-19 SCEP, the IIT found that the school is not on track to achieve many of these goals. For example, one goal stated that a Socratic seminar would occur in each marking period. However, at the time of the visit, there had been only one schoolwide attempt to implement Socratic seminars, and many teachers stated that they were not yet comfortable integrating the process into their lessons. In addition, the IIT found that progress towards achieving the goals is not monitored to allow school leaders to make adjustments to the plan when needed. For example, although one of the goals includes increasing the credit accumulation rate for grade 11 students, course completion data was not reviewed until after the end of the first semester, which was too late to allow for mid-semester adjustments to improve completion rates.
- **The school needs to develop a system to monitor the progress of students with disabilities.** Special education teachers do not have a dedicated time in their schedule to meet with general education and content teachers to analyze data. As a result, they are unable to use student data to determine the progress of individual students across multiple subjects, inform the development of Individual Education Plans (IEPs), or determine which strategies and interventions are having the greatest impact on learning.

Leadership and Organization at the School

- **School leaders need to establish clear expectations for the quality of collaborative planning and lesson delivery by integrated co-teaching (ICT) teams.** Although the schedule includes time for ICT teams to collaboratively plan instruction, clear expectations have not been established for the planning and delivery of lessons in ICT classes. In a review of ICT lesson plans, the IIT found that most plans included no modifications or differentiation for students with disabilities. In most ICT classes visited, one teacher led instruction while the second teacher provided support for individual students.
- **School leaders should follow up to ensure that teachers improve their practice in response to the feedback provided.** A review of school leader feedback to teachers revealed that school leaders provide teachers with feedback and suggested next steps to improve their practice. However, the team found little evidence of follow-up to ensure that teachers had implemented the suggested shifts. When asked, few teachers could express ways that their practice had improved because of the feedback they received. In the future after providing teachers with feedback, school leaders will need to follow up in subsequent visits to ensure that teachers are implementing the suggested next steps to improve their practice.
- **School leaders need to develop a system to measure the impact of strategic decisions.** Although school leaders use data to inform decisions related to school improvement, there is no system to monitor the impact of those decisions. For example, in response to low scores on the New York State Regents Examinations, school leaders are providing external coaching for teachers of algebra and global studies. However, clear goals for the coaching have not been established, and there is no mechanism in place to determine if the coaching is having an impact on student achievement. In addition, there is no system for school leaders and coaches to share teacher strengths and needs identified through coaching in order to plan additional supports.

Learning at the School

- **Teachers need to use data to plan lessons that meet the needs of all students.** In most classes visited by the IIT, all students completed the same activities using the same materials. None of the lesson plans reviewed included evidence of differentiation or adjustments to instruction based on individual learning needs. Interviewed teachers reported that they have few opportunities to collaboratively examine data to inform lesson planning and instruction. In addition, the IIT saw few instances when information from formative assessments was used to adjust instruction. Although some teachers planned exit tickets, the pacing of the lesson either did not allow time for students to complete exit tickets or required students to complete the exit tickets quickly which did not ensure that they provided an accurate representation of student understanding.
- **Teachers should plan lessons that include opportunities for student discourse.** School leaders have identified student discourse as an instructional priority and have provided teachers with professional development (PD) in this area. However, most lessons observed by the IIT were teacher-led and included few opportunities for student discourse. While essential questions were written on the board in a number of lessons, students were primarily asked recall questions during the lessons that resulted in one-word closed response answers. Few questions were asked that led to expanded student responses.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Students would like to participate in activities related to tourism and hospitality.** Although the school's theme is tourism and hospitality, students stated that the school does not offer courses in these areas and these areas are not included in their lessons.
- **Students would like more opportunities to participate in work experiences.** Some interviewed students stated that they would like to participate in work experiences. Although the school offers opportunities for paid internships, students stated that the internship program is highly competitive and requires significant effort. In addition, students stated that they often do not know when internships become available, as information about these opportunities is shared via email, and they rarely check their school email accounts.
- **Teachers would like more support to meet the needs of English language learners (ELLs).** Interviewed teachers stated that they have received limited guidance and support regarding strategies to meet the learning needs of ELL students. Teachers expressed concern regarding ELL students' lack of progress and stated that they would like school leaders to provide them with PD and additional support to meet the needs of this population.
- **Families would like more information about the JumpRope application and how to help their child academically.** The school currently uses JumpRope, an online application that allows families to access student attendance data and monitor their child's academic progress. However, some interviewed families stated that they were not aware that the school used this system and did not know how to access it. Some families stated that they would like to receive more information about graduation requirements and how they can support their child academically.