Quality Review Report

2018-2019

The High School of Fashion Industries

High School 02M600

225 West 24 Street
Manhattan
NY 10011

Principal: Daryl Blank

Dates of Review:
May 16, 2019 - May 17, 2019

Lead Reviewer: Kevin Bradley

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

The High School of Fashion Industries 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...	**Area**	**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 Finding**	**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 Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	**Area of 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 Finding**	**Proficient**

School Quality Ratings continued

School Culture

To what extent does the school...	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	**Area of Celebration**	**Well Developed**
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	**Additional Finding**	**Well Developed**

Systems for Improvement

To what extent does the school...	Area	Rating
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	**Additional Finding**	**Well Developed**
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	**Additional Finding**	**Proficient**
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	**Additional Finding**	**Well Developed**
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	**Additional Finding**	**Well Developed**
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	**Additional Finding**	**Proficient**

Area of Celebration

Quality Indicator:	1.4 Positive Learning Environment	Rating:	Well Developed

Findings

The school's approach to culture-building, discipline, and social-emotional support includes both academic and social-emotional learning.

Impact

There is a safe environment and inclusive culture that supports progress toward the school's goals and positively impacts student behaviors. School leaders meaningfully involve student voice in decision-making to initiate, guide, and lead school improvement efforts and structures are in place to know each student well and personalize supports.

Supporting Evidence

- A partnership with Yale University's Center for Emotional Intelligence has developed into practices to support social emotional learning that include the use of the Mood Meter, 'What's Up Wednesdays' and the Fashion Feels Buddy System where ninth graders have upper-class mentors. The school also partners with Harvard University's Reimagining Integration project to create a vision of race and equity. Following three days of instructional rounds with Harvard, the school is implementing an improvement cycle around race and equity in collaboration with Harvard's Reimagining Integration Diverse and Equitable Schools (RIDES) Institute. The culture, race, and equity team is made up of students and teachers, and is focused on implementing culturally relevant traditions in classrooms that are designed to raise cultural awareness and student ownership of the classroom to empower students and foster leadership opportunities in the classroom and the learning environment. Each grade-level teacher team has a student advisory group that attends the meetings periodically to ensure the instructional shifts are grounded in student voice. During monthly student town halls, students are invited to speak with the principal about anything they would like to speak about the school. The student dress code was rewritten primarily based on student input from the feminist club. The school meaningfully involves and honors student input on school improvement initiatives.

- Positive Behavior Interventions and Supports (PBIS) systems are in place to improve the learning environment within the school community. When students exhibit positive behavior, they can be rewarded with Fashion Dollars. These behaviors fall into five categories that represent the school's core values of Safety, Ownership, Achievement, Respect, and Responsibility (SOARR). Students can use Fashion Dollars to purchase rewards and privileges at the school store. The school goal of building a consistently positive school culture to solve problems constructively through practices such as restorative justice and conflict mediation is evident. The theory of action is a connection of the PBIS system and Fashion Dollars to the instructional core through lesson planning and is aligned to a schoolwide goal regarding social-emotional learning that is documented in teacher's lesson plans and has resulted in a positive learning environment.

- A variety of personalized structures are in place, including a Peer Group Connection class using a curriculum designed by the Center for Supportive Schools to assist ninth graders to transition into high school. Eleventh and twelfth-grade students are trained as mentors and then come into ninth-grade classes to help teach the curriculum that is a combination of study skills, social-emotional learning, and conflict resolution. The school created a formula to identify the tier of each student and the level of support that they need to succeed. This formula in determining their PBIS tier considers grades, attendance, housing status, and number of guidance and disciplinary referrals made by staff. Guidance counselors meet with the students needing the most support on a consistent basis and use the resources available in and outside the school to help them. The personalized support structures have impacted students' personal and academic behaviors.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient

Findings

Across classrooms, students participated in discussions and group activities. Teaching strategies provide multiple entry points into the curricula enabling students to be engaged in appropriately challenging tasks.

Impact

Students demonstrate higher-order thinking skills, however strategic multiple entry points and extensions were not yet evident in some classrooms. Across classrooms, although student work products reflect high levels of student thinking and participation, their discussions do not yet consistently exemplify ownership of their learning.

Supporting Evidence

- During a global studies lesson, students worked together on a group task on racial equity with South African apartheid themes and wrote their responses with a different colored marker to track accountability. Student groups were differentiated with three different pieces of text with each group assigned one piece. During an Integrated Co-Teaching (ICT) living environment lesson on pollution trends from Connecticut and the United States, students read and annotated texts and discussed in groups. The ICT teacher worked with identified students to provide multiple entry points during group task, including graphic organizers, prompting questions, and small group instruction. However, during an algebra lesson, students were in homogenous groups, all working on the same task. Students were at different points in their assignment, some had already graphed two parabolas, and some were just starting the first one. One group had their desks all in a line, thus limiting discussion between students at each end. While there was evidence of consistent multiple entry points across classrooms, some classrooms lacked strategic implementation of multiple entry points and extensions.

- During a portfolio development and art history lesson, students worked with partners, either as a drawer or an analyzer. One described an image of art to the drawer who could not see the image and had to try to recreate the image by drawing it themselves. Students were engaged and discussions were student centered. However, during an English Language Arts (ELA) lesson, students looked at a semester one writing piece during reflection and compared a first draft with a final draft. Students read through their work and used their notebooks. Most students worked individually and silently. Many students were still writing responses before being asked to read through the journals for the next task. Students did not have opportunity to engage in discussion with peers, and most discussion was teacher-directed dialogue between teachers and students. High levels of discussion and participation resulting in student ownership are not yet evident across the vast majority of classrooms.

- During a tenth-grade ELA lesson, students sat in rows facing each other to facilitate classwide discussion. Students read and annotated "queer girl poem." Multiple students had opportunities to share out their thoughts on the poem and how it connected to a previous work assignment. Student-led discussion followed with guidelines that connected to race and equity. During a US history and government ICT lesson about the Obama presidency, the teacher asked students opinion questions, and students shared opinions and provided opinion responses; however, their responses lacked facts to substantiate their claim. During an ICT Earth science lesson, a teacher to student discussion about academic vocabulary occurred; however, not many students responded to the teacher. While student discussions generally reflected high levels of thinking and participation, student to student discussions lacked opportunities for student ownership.

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed

Findings

Curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher-order skills are coherently embedded in academic tasks across grades and subjects.

Impact

Curricular alignment to the Common Core Learning Standards and instructional shifts results in coherence across grades and subject areas, promoting college and career readiness for all learners. Rigorous habits and higher-order skills require that all students demonstrate their thinking.

Supporting Evidence

- School leaders and teachers produced curricular documents across content areas aligned to the Common Core and State content standards. Teachers follow a suggested lesson plan template that is coherent across grades and subject areas which includes a lesson aim, Common Core standards addressed, social-emotional learning connection, essential questions, resources, and materials, assessment of learning objectives, and differentiation. Lesson plans and unit plans reflect full integration of the instructional shifts embedded across content areas. For example, lesson plans in English emphasize writing from sources to support a claim. An example of the inclusion of the math instructional shift of applying math concepts to real-world scenarios is found in a trigonometry circular functions lesson plan where students were asked if it was possible to know exactly how many feet off the ground they will be at any time during a Ferris wheel ride. They were asked to use math to convince a classmate of their position. Coherence across content areas is evident in unit plans that outline students supporting claims with evidence from texts across English and social studies courses.

- A review of curricular documents demonstrates academic tasks that emphasize higher-order skills for all students. A geometry lesson asks students to use a distance formula to prove that a parallelogram is a rhombus. A foundations-of-design lesson asks students to plan their album cover design by discussing thumbnails in progress with a partner and refining and creating additional thumbnails based on their suggestions. The lesson includes modifications for students with Individualized Education Programs (IEPs). Lesson plans involving English Language Learners (ELLs) include adjustments and modifications so English Language Learners (ELLs) are able to demonstrate their thinking according to the same high-level standards expected of all students. Rigorous habits embedded in a coherent way across content curricula also included Writing Revolution strategies across content areas and grade levels.

- Lesson plans consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in lesson plans include, from a living environment lesson, "Explain how pollution disproportionately affects people of certain racial and economic classes by analyzing a map of point source pollution and summarizing key ideas with their group," and from a portfolio and art history lesson plan, "Connect elements of art and principles of design to their analysis of artwork." Additionally, students are to consistently write and connect their writing to evidence from the text. Lesson plans consistently detail high-level questions. Examples of higher-order questions found in curricular documents include, from an honors physics lesson plan, "How do conservation laws predict the behavior of complex systems?," from a trigonometry lesson plan, "How do we apply what we know about sinusoidal graphs to real life examples?," and from a global history lesson plan, "What social, political, and economic circumstances led to the rise of independence movements in India and South Africa?"

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings

The school uses common assessments to determine student progress toward goals across grades and subject areas. Across classrooms, teachers' assessment practices reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Across classrooms, teachers' assessment practices allow for effective adjustments to curricula and instruction to meet the learning needs of all students.

Supporting Evidence

- The Writing Revolution (TWR) is used for common assessments across grade levels. For example, all ninth and tenth-graders have taken a beginning of the year and mid-year TWR writing assessment. The tests are evaluated and the school receives feedback from an outside organization. The results impact professional development (PD) and writing instruction in ELA and social studies, as teachers have adjusted curricula to include more integration of writing instruction. The results of the beginning of the school year TWR assessment in comparison to the mid-year assessment for ninth-graders show seven percent of students received a score of one, proficient, on the beginning of the year test and only one percent of students received a score of one during the mid-year assessment. 54 percent of students received a score of two, developing, during the beginning of the year assessment, compared with 25 percent of students with a score of two during the mid-year assessment. 39 percent of students received a score of three, proficient, and that number increased to 60 percent of students by the mid-year assessment. Less than one percent of students received a score of four, skilled, during the beginning of the year assessment and that number grew to 14 percent during the mid-year assessment.

- Students spoke about self-assessment during the student meeting. One student shared, "My watercolor from my art class included a self-assessment. We had to grade ourselves." Another student spoke about receiving feedback from peers and teachers themselves and added, "I usually self-assess." Another student spoke about receiving feedback from peers about their fashion window projects stating, "We receive feedback from peers of our windows, looking at composition and craftsmanship. We analyze our friend's windows through peer assessment." As a result, it was evident that student self-assessment is involved in meeting all students needs at the school to improve their work products. A tenth-grade English teacher spoke about having students self-assess what it means to do well as part of Socratic discussions, which has allowed the teacher to adjust instruction with in-the-moment mini lessons.

- In some classrooms visited, teachers were observed circulating throughout classes to check in with students and assess progress. During a global studies lesson, the teacher rotated through the room and wrote on the chart papers of some group's questions such as "What effect did this have on Blacks in South Africa?" The check for understanding was interactive and in-the-moment to guide students' thinking during their group project. During an algebra lesson, an exit slip was listed in the lesson plan as a check for understanding. During an ELA lesson, adults rotated through the room answering questions from students. During an ICT Earth science lesson, as students worked independently, the teacher walked around as a check for understanding. Across classrooms, checks for understanding allow teachers to focus their support based on student and group needs during instruction.

Additional Finding

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed

Findings

School leaders consistently communicate high expectations to staff and students and offer support through clear, focused, and effective feedback. Teacher teams and staff establish a culture for learning.

Impact

Communication through teacher teams and professional development (PD) around high expectations results in a culture of mutual accountability. Students are prepared for the next level and own their educational experience.

Supporting Evidence

- School leaders conduct frequent classroom observations to provide feedback utilizing the Danielson *Framework for Teaching* as the standard for professionalism, quality instruction, and high expectations. A staff handbook makes clear that school leaders support teachers in their understanding of expectations in addressing topics such as school grading policy, communication with parents and students, and staff teams and committees. A PD plan outlines topics to support teachers meet high expectations by building skill sets and improving teachers' practices in rigorous instruction, technology in the classroom, differentiation, formative assessment, ICT team planning and support, and student-led discussions. A teacher spoke about mutual accountability resulting from PD opportunities at the school, "During part of our PD, we get to go on intervisitations with the teachers, and this is an example of staff holding each other accountable. We get to see what are you guys doing in your classroom and share between the departments how we are all focusing on meeting school goals."

- Content-area and grade-level teacher leaders create mutual accountability among teams by leading meetings with specific goals focused on increased student achievement and social emotional supports. Next-steps are assigned to each participant that will be carried out and reported on during the next meeting. Teachers across the school are involved in focus groups and Professional Learning Committees (PLC) that involved teachers following school leaders' accountability for high expectations and in turn having their own input into how their own accountability would be involved. A teacher shared about the staff holding each other accountable, "We restructured peer learning communities. They gave us the choice and structures and our group had to create a goal. With intervisitations, we looked at that goal, and learned how we can implement that in our classes, across subjects."

- The school's culture for learning consistently communicates high expectations that help prepare students for their next level of education. Monthly grade level assemblies involve college and career presentations. Students are programmed for college prep classes during eleventh and twelfth-grade and learn about college applications and the financial aid process. Youth leaders are eleventh and twelfth-graders who are trained to be college counselors to their peers. Bridge coaches are alumni who are trained to work with seniors to assist with college admissions, financial aid, and supporting students in the summer between graduation and starting college. Advanced Placement (AP) enrollment over time has increased from 230 in 2017-2018 to 337 in 2018-2019. The number of AP exams taken has increased from 283 during school year 2017-2018 to 489 in school year 2018-2019. As a Career and Technical Education (CTE) school, all students have a major field of study and students present work products at the fashion show, senior art show, window displays, and the Virtual Enterprise competition. Last school year, 82 percent of students graduated from high school and enrolled in college or other postsecondary program within six months compared to 79 percent the previous year.

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Well Developed

Findings

Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share. Distributed leadership structures are embedded across the school.

Impact

Teacher engagement in systematic analysis of student data and work products results in mastery of goals for groups of students and improvements in teacher practice. Effective teacher leadership plays an integral role in key decisions that positively affect student learning.

Supporting Evidence

- An observed math focus group on algebra reviewed two students' work samples, identified as student A and student B from the previous week's quadratics test. Teachers followed a student work protocol and had defined roles, such as facilitator and timer. Teachers reviewed work and took notes on a graphic organizer. Teachers also reviewed a quadratic unit progress tracker, a data sheet online as they discussed quadratic equations and the detailed computational work on the calculator as they planned on revisiting calculator work. Teachers tried to identify what they can do in their classes to help students break down the questions. Teachers reviewed additional support classes as student A was in Saga, an organization's algebra support course, and student B was not in Saga. Suggestions and next steps to implement within teachers' classrooms and supplemental classes were agreed upon as using a 3-read strategies in class and to remix questions. Teachers also reviewed an algebra pacing calendar and agreed to modify upcoming lessons and pacing. As a result, teacher teams systematically analyze student work.

- Core academic subjects have been programmed to have a common preparation period that allows teacher to have daily grade-level teacher team meetings Tuesday through Friday. Professional learning communities (PLCs) meet on the first Monday of every month to debrief on monthly intervisitations that take place. These PLCs are arranged by pedagogical topics that teachers self-identified in consultation with their supervisor. The topics include student-led discussions, engagement, ICT team planning and support, technology in the classroom, formative assessment, and differentiation. Each teacher-led group reflects on progress each month and engages in intervisitation of PLC members. Mastery of goals for groups of students through the work of the teacher inquiry teams was evident by comparing the passing rate in algebra classes with Saga students at 82 percent and students not enrolled in Saga at 78 percent.

- Embedded distributed leadership was evidenced by teacher leaders facilitating the grade-level subject-area teacher teams. Teacher leaders facilitate the PLCs, including playing an integral role in restructuring each PLC's focus and goals with input from teacher peers. Specifically, teachers have had an integral role in developing and designing curriculum for the upcoming school year based on systematic data analysis from focus groups. Teacher leaders facilitate the PD learning opportunities that focus on writing and social-emotional learning. Teacher leaders plan and reflect with their respective subject area supervisor to analyze the quality of the team's work. The race and equity team leaders, which are made up of supervisors, teachers and students, work directly with a supervisor who oversees the project. The PD plan takes place every Monday with teacher leaders facilitating most of the PD sessions, including those on writing development through the Writing Revolution methodology, race and equity in collaboration with Harvard University, social-emotional learning in collaboration with Yale University, and mindfulness practices for staff to use themselves and with students.