Quality Review Report

2016-2017

Orchard Collegiate Academy
High School 01M292
220 Henry St.
Manhattan
NY 10002
Principal: Miles Doyle
Dates of Review:
April 20, 2017 - April 21, 2017
Lead Reviewer: Michele Ashley
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

Orchard Collegiate Academy 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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td>Additional Finding</td>
<td>Proficient</td>
</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>
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<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 of Celebration</th>
<th>Rating</th>
</tr>
</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>Well Developed</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>Proficient</td>
</tr>
</tbody>
</table>

## Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Rating</th>
</tr>
</thead>
<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>Proficient</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>Proficient</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>Well Developed</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>Proficient</td>
</tr>
<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>Proficient</td>
</tr>
</tbody>
</table>
Findings

The school’s approach to culture building is informed by a vision of educating the whole child and aligns to three core values which include heart, stewardship and service. Personalized structures are in place so that students are known well.

Impact

Student leadership opportunities ensure students have an active voice in school decisions. Ongoing support from guidance staff and success mentors impact students’ academic and personal behaviors resulting in a safe and inclusive learning community.

Supporting Evidence

- The school’s approach to culture is aligned to its core values. The core values are posted throughout the school community and are promoted as the guiding principles of the school. Core value materials state, “Our core values serve as the foundation of our school and guide us towards our future. Heart, core value number one, is bringing determination and passion to our education. Service, core value number two, is being compassionate and active in our community. Core value number three is stewardship, taking ownership of our own path and leading the way for others.” Faculty and staff promote and teach the core values daily to maintain a respectful and inclusive community, and celebrate student demonstrations of the values each quarter during Core Value Assemblies.

- Core Value assemblies are facilitated by student council members and students from the general student body. The agenda from the second quarter assembly for 2016-2017 includes students as facilitators, presenters, performers and the recipients of awards. The agenda includes the names of each recipient, the value they represent and the reasons for their selection. During this assembly students receive awards for demonstrating passionate commitment to academics and the school community (heart), translating for fellow students, performing for tours and repairing band guitars (service), as well as supporting peers, working on the yearbook and academic focus despite distractions (stewardship). Student council members meet monthly to plan with leadership and share ideas and concerns. Council members shared that these meetings have resulted in an on-site recording studio and enhanced technology.

- All students are known well and faculty and staff provide personalized supports to promote positive academic and personal behaviors among students. Students’ advisors and success mentors check in daily with students to ensure that students receive needed academic and guidance supports to complete required coursework and attend school daily and on time. In addition, the school develops support groups for students based on identified student needs. At the time of the review there were weekly student support groups focused on social skills, stress management, loss and bereavement.

- A success mentor is assigned to all incoming grade nine students and students with an attendance rate at or below 90 percent. Personalized supports have resulted in a reduction in the number of student safety infractions and an increase in student attendance. This year, overall attendance has improved to 88 percent compared to 82 percent in 2015-2016 and chronic absenteeism fell 11 percent. In addition, there has been an 83 percent reduction in the number of safety infractions schoolwide, as of April 2016 there were 23 safety infractions, as of April 2017 there were a total of 4 safety infractions for the year 2016-2017.
Findings
Across most classrooms, teachers provide entry points for English Language Learners (ELLs) and students with disabilities using translations, text variations, prompts and sentence starters. However, teachers have yet to strategically integrate high-level scaffolds that allow all students to independently engage in tasks and lead collaborative discussions.

Impact
In most classrooms, student work products and discussions reflect high levels of student thinking and students are engaged in challenging tasks. However, a lack of high quality supports and extensions limits some students’ opportunities to take ownership of their tasks and independently engage in peer to peer conversations.

Supporting Evidence

- Across classrooms visited, teachers provided students with translated and leveled texts and a variety of graphic organizers and prompts. In an English Language Arts (ELA) classroom, the teacher provided translated and leveled versions of the article, “The Classics” are Not Timeless by Eric Williams. In addition, the teacher provided translated and high, medium, and lower leveled exit tickets. In this classroom, and most others the teacher provided scaffolds to ensure that the diversity of learners in the classroom had access to the challenging task. However, as in most of the classrooms visited, during the independent work and share out the teacher guided and prompted the questioning and student responses.

- In several classes visited, teachers also supported ELL students and students with disabilities with verbal translations and teacher and peer support. In an algebra class the teacher moved among students translating math prompts as needed to support students. In this class, students worked on sets of problems at their own pace with some students skipping problems that needed language support. The teacher encouraged students to assist peers but teacher support was needed to translate difficult problems. In an ELA classroom, the teacher displayed a quote in English and Spanish and asked students to turn and talk to identify key pieces of evidence to support the authors claim. Students were encouraged to use and cite the text in their responses. In this class, students did not have individual copies of the text to annotate and support their independent responses which hindered some students from responding and others from citing the text in their responses.

- Across classrooms, students participated at high levels and teachers provided students with opportunities to engage in collaborative discussions to share their thinking. In a language class the teacher engaged students in station learning tasks that included visuals and prompt questions displayed throughout the classrooms. Students moved from station to station to complete the assigned tasks. Although the tasks encouraged native speakers to lead the activity, the teacher moved with students to each station guiding them through the prompts and questions. In this class and others, the scaffolds provided did not provide students with the support needed to take ownership of the task and engage in direct peer to peer discussions without teacher support.
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 the curricula are aligned to Common Core Learning Standards and identified subskills and lesson plans integrate academic and content vocabulary across grades and content areas. Across lessons, guiding and focus questions align to grade level standards and teachers provide opportunities for students to write from sources and provide text-based answers.

**Impact**

Curricula are accessible for a diversity of students and alignment to Common Core Learning Standards and the integration of instructional shifts in unit and lesson plans build coherence and promote college and career readiness across grades and content areas.

**Supporting Evidence**

- School leaders and faculty ensure that all unit and lesson plans are aligned to Common Core Learning Standards and selected Power Targets. Power Targets align to instructional shifts in ELA and math and include balancing informational and literary texts, text-based answers, writing from sources, academic vocabulary and deep understanding of math concepts. Across lesson plans reviewed, teachers align their learning objectives to identified Common Core Learning Standards, Power Targets and the corresponding grade level subskills. For example, a geology lesson states that students will be able to synthesize relevant video and textual evidence to support their initial ideas on plate tectonics. This lesson includes a list of subskills that require students to infer the structure of the earth’s core, evaluate evidence in support of plate tectonics and utilize scientific vocabulary to explain scientific phenomenon.

- Across grades and content areas, teachers use a schoolwide lesson plan template that includes plans to introduce key vocabulary. Across lesson plans reviewed, teachers identify tiered academic and content specific vocabulary. A genetics lesson includes Tier II vocabulary words which include demonstrate, model, observation, justify, valid, summarize and evaluate. This lesson also includes Tier III vocabulary specific to the study of genetics including dominant allele, recessive allele, homozygous, heterozygous and chromosome.

- Across unit and lesson plans, faculty plan guiding and focus questions to engage students in critical thinking activities and provide students with opportunities to share their thinking. An ELA lesson plan includes the guiding question, “Does love influence human behavior?” This lesson also includes the focus question, “Are all classic works of literature timeless?” In this lesson, the teacher plans for students to independently read and annotate an article, participate in a class share and then engage in evidence-based small group discussions using a Text Rendering Protocol that requires students to select and cite text evidence. Across lessons reviewed, teachers plan scaffolds to support all students, including ELLs and students with disabilities, in writing from sources and providing text-based answers.
Findings

Across classrooms, teachers use and create assessments and *Claim Evidence Vocabulary* rubrics aligned with the school’s curricula. Teachers use common interim assessments to monitor student progress toward goals.

Impact

Teachers use data from assessments to adjust curricula and instruction and provide actionable feedback to students verbally and on student work products.

Supporting Evidence

- Across grades levels, teachers use *Claim Evidence Vocabulary* rubrics to assess student progress toward Power Targets. On each grade level the rubric assesses student performance on a scale of one to four with four representing above grade level expectations and one representing below grade level expectations. The rubric focuses on students’ abilities to establish an insightful claim based on the analysis of evidence and assesses the quality of the evidence and use of complex vocabulary and language. Teachers use *Claim Evidence Vocabulary* rubrics on writing pieces throughout each unit and on quarterly interim assessments to monitor progress.

- Teachers use rubrics to provide students with actionable feedback on their performance. In addition, *Claim Evidence Vocabulary* rubrics include glow and grow sections. Grow sections are described in parenthesis as “Good job! Keep doing this” and grows are highlighted as “Next Steps.” Across classes teachers align glow and grow feedback to rubric expectations. On one rubric the teacher provided the following glows, “You chose extremely strong evidence which made your overall essay strong. Great job with the counterclaim paragraph.” This teacher also included next steps for this student, “Great attempt at using higher level vocabulary. You have a lot of strong words. Now let’s work on verb tense.” The feedback included a grammar template for student use. A review of assignments and feedback for this student and other students demonstrates that students make improvements to their work based on teacher feedback.

- Teachers create and administer quarterly interim assessments in all content areas. Teachers on department teams analyze data from these assessments to create Corrective Instruction Action Plans (CIAPs). Based on student data teachers identify the specific subskills their students need to improve and analyze why students did not learn the intended skill. Teachers answer data-informed questions to identify new teaching strategies to support whole group, small group and individual student learning. Data-informed questions address how teachers will teach a skill or standard in a different way, how they will break the concepts into clear and concrete steps and how they will ensure that the level of instruction aligns to the level of rigor in the interim assessment. CIAPs reviewed reveal that teachers answer these questions, identify plans for basic, developing and proficient level students and identify scaffolds and supports for targeted students.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

School leaders and staff consistently communicate with families and offer ongoing feedback via telephone, progress reports and an online grading system. Teacher teams and staff establish a culture of high expectations for all students using rubrics, feedback and college and career exposure.

Impact

Ongoing feedback and support helps families understand their child’s progress and prepares students for their next level of learning.

Supporting Evidence

- Parents interviewed shared that the school communicates with them frequently to share expectations for their children and that school leadership reached out to all parents to share the schools’ vision as a Collegiate Academy. Parents shared that the school keeps them informed about opportunities for their children to learn about college, take college trips and attend college classes. Parents receive progress reports to keep them up to date on their child’s pending grades each marking period, as well as on attendance and required New York State Regents exams. All parents also have access to an online grading platform that allows them to monitor their child’s grades, homework completion, absences, and lateness on a daily basis.

- Parents are also invited into the school community for Family Nights, workshops, forums and student-led conferences. A September 2017, Family Night agenda includes parent learning stations on ELA and English as a New Language (ENL), math, social studies and science, as well as workshops entitled “Know Your Rights” and “Job Access.” The Graduation Pathways Team invites parents of students in grade twelve to Graduation Pathways meetings that support parents in understanding graduation requirements and ensures that parents are aware of all important dates and testing deadlines for graduating seniors. Parents shared that the student-led conferences are informative. This year parent attendance at student-led conferences increased by 22 percent compared to attendance in 2015-2016.

- Faculty and staff consistently communicate high expectations to all students via schoolwide Claim Evidence Vocabulary rubrics, actionable feedback, and a consistent message aligned to college and career expectations. Teacher teams and staff prepare students for the next level of learning with a tiered approach beginning in grade nine with a College 101 course focused on the requirements of high school and effective organizational skills. In grade 10 students attend College 102 which exposes students to the college application process and the requirements for attendance at various colleges and universities. In grades 11 and 12 students work directly with the college counselor to complete the college application process, apply for scholarships and negotiate the financial aid process. At the time of this review 100 percent of grade 12 had applied to college and 96 percent had already received at least one acceptance letter. In addition, this year 50 percent of grade 12 is taking College Now classes at a New York City college.
Additional Finding

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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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Findings

The majority of teachers are engaged in structured inquiry-based professional collaborations on department and grade level teams. Teacher teams consistently analyze student work and data for students on and across the grades.

Impact

Teacher teams collaborate to promote the achievement of school-level goals which improves teacher capacity and results in improvements on Power Targets and progress for students.

Supporting Evidence

- The majority of teachers are engaged in professional collaborations on department and grade level teams. Department teams meet by content area weekly to review and revise unit and lesson plans and analyze student work. Grade level teams meet bi-weekly to create next steps for at risk students. In addition, the Orchard Collegiate Academy Common Planning Schedule includes weekly co-planning time for Integrated Collaborative Teachers and ENL teachers to meet with their partner teachers and plan supports for students. Team meetings are led by department and grade leaders and follow a pre-planned agenda. An agenda for an ELA team meeting includes the team’s Problem of Action, Focus Question, Norms and Meeting Objective. The Meeting Objective for this agenda states, “We will collaboratively review student work to identify the impact of our planning on student learning and determine next steps for the class, small groups and individual students.”

- Teachers interviewed shared that the collaborative planning in department and grade teams improves the impact of their planning and enhances their teaching practices by incorporating the best practices of their team members. A review of lesson plans reveals that teachers across grades and content areas have adapted a common lesson plan template and use this template to plan supports for whole class and small group learning. A review of Advance data also shows that individual teachers have made improvements in their practice and leadership shared that overall ratings for lesson planning has improved from 58 percent effective to 61 percent effective at the time of the review.

- Teachers on department and grade level teams analyze student work samples and data from exit tickets, interim and unit assessments. Teachers use this data to create Corrective Instruction Action Plans and plan strategies to implement for whole class, small group and individualized instruction for targeted at-risk students. A review of CIAPs and lesson plans reveal plans to include supports for students including ELLs and students with disabilities, such as translations, teacher or peer support, the introduction of key vocabulary and common graphic organizers that emphasize the use of claim, evidence, and vocabulary. Interim assessment data also reveals student improvement on Power Targets. Based on data comparing quarter 1 to quarter 2 students improved by 26 percent on claim, 18 percent on evidence and 18 percent on vocabulary.