Quality Review Report

2016-2017

Art and Design High School

High school 02M630
231-249 East 56th St.
Manhattan
NY 10019

Principal: Manuel Urena

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

Lead Reviewer: Tracie Benjamin-Van Lierop
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

Art and Design High School 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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>Additional Finding</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>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<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>Proficient</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

<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>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>
</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>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings

The school’s approach to culture building, discipline, and meeting students’ social-emotional needs supports the academic and personal growth of students and adults. The school community aligns professional development, family outreach, and student learning experiences.

Impact

Students and adults treat each other respectfully and student voice is welcome and valued, promoting the adoption of effective academic and personal behaviors.

Supporting Evidence

- The school has a student government that includes student representatives from each grade and a president, vice president, treasurer, and secretary. Previously, the student government was only comprised of seniors. One of the changes made to the structure of the student government under the school’s new leadership was the inclusion of all grades in the elections for student government representatives. An initiative the student government members are most excited about is the approval of seniors with an 85 and above average to leave the school building for lunch. All grades voted on this agenda item for the 2016-17 school year and the majority thought it appropriate for the seniors while the other grades were to remain within the building for lunch.

- The school community hosts the Art and Design Draw-a-Thon fundraiser, which is an artistic way for students to raise money. The event introduces the tradition of live model drawing to high school students. The nine-hour drawing and painting event affords students the opportunity to work side by side with professional artists and live models. There are dedicated rooms for costume figure drawing and traditional nude figure drawing. The school collaborates with the alumni association to produce the event. During one of the student meetings, students attested to their determination to ensure the fundraiser would continue this school year because there was some opposition to the nude figure-drawing component of the event. Students partnered with school leadership, teachers, and the alumni association to write letters advocating the Draw-a-Thon. The combined support and mutual respect adults and students have for one another led to the approval of the event.

- The school addresses the social emotional needs of the students through the implementation of a Positive Behavioral Intervention Supports (PBIS) program, entitled “On a Roll.” The program includes incentives for student of the month, grade level awards ceremonies, monthly perfect attendance and, "bulldog" bucks. Students receive incentives for their academic and personal growth accomplishments, which they are able to use in the school store. Students worked with the graphic design teacher over the summer to develop a new logo for the program. Some staff members participated in PBIS training over the summer and then shared with colleagues at the beginning of the school year. Parents report that the monthly meeting with the principal, called “Café con Manny”, is one of their school highlights that allows them to stay abreast of how to support their children’s emotional needs and academic improvements.
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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Findings

Across classrooms, teachers are inconsistently incorporating assessments and rubrics that are aligned with the school’s curricula. Assessment practices in classrooms do not consistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Feedback to teachers and students on their work products regarding achievement is limited and actionable feedback to students is inconsistent. Classroom instruction does not regularly analyze learning outcomes to make effective in-the-moment adjustments to meet the learning needs of students.

Supporting Evidence

- All teachers are expected to adhere to departmental grading and homework policies in English Language Arts (ELA), math, social studies, foreign language, science, and physical education. While a review of student work illustrated how teachers use rubrics across grades and content areas, actionable teacher to student feedback was inconsistent. Peer-to-peer feedback was consistent and students commented on the value of their classmate’s feedback. Students also voiced that they did not receive feedback regularly from their teachers that helped them to improve outside of their art classes.

- Teachers attached student work to a rubric with a circled level that ranged from one to four that sometimes included feedback that informed students how they should proceed. However, most student work reviewed across content areas noted, “Add a Webb’s Depth of Knowledge (DOK) level 3 question or statement”, check marks, or no feedback at all. Other examples of feedback included, “Excellent! Good description on how to find density”, and “Excellent DOK 3 question.” Feedback on sophomore cartooning student work included a grade, comments, and areas for improvement. For instance, a student with a grade of 75 was evaluated on proportions, composition, and shading value that included feedback that improved her grade by ten percentage points.

- The school leadership team has acknowledged that teacher conversational moves based on check for understanding strategies is an area of growth for teachers and has been incorporated into the professional learning plan for the year. There is an expectation that teachers use entrance and exit slips, surveys, checklists, and thumbs up and thumbs down assessments to determine student understanding in class. While some of these methods were utilized, they did not consistently enable teachers to adjust effectively their instructional practices. In a science class, a teacher asked students to engage in an assessment activity and all students put their thumbs up to reflect their understanding of the task. However, in speaking with some of the students, there were clear misunderstandings and the teacher proceeded with the lesson without ensuring that all students actually understood the lesson.
Additional Finding

<table>
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<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 the Common Core Learning Standards and integrate the instructional shifts, with a school-wide focus on Webb’s *Depth of Knowledge* levels three and four. Planning documents consistently demonstrate rigorous academic tasks that emphasize higher-order thinking skills for all students.

Impact

Lesson plans and curriculum coherently promote career and college readiness by focusing on DOK and incorporating tasks that require higher-order thinking for all students, including English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- The new school leadership and inquiry teams realized based on student performance data for the 2015-16 school year that their curricula needed to focus on literacy. The team looked at the anchor standards from each content area, analyzed where the overlaps were, and then focused on the standards directly linked to college readiness. The curricula across content areas focus on reading comprehension and writing. Across curriculum units, learning objectives engage students in deepening their understanding of a text and constructing evidence-based arguments with an emphasis on higher DOK levels.

- Curriculum maps and unit plans from social studies, ELA, science, math, and art include tasks that require students to gather, analyze, apply and synthesize evidence. Students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. In a Global History unit, students analyzed primary source documents to provide evidence to support their understanding of early Chinese civilization and determine how the Shang dynasty advanced this civilization. Additionally, students observed and investigated the artifacts provided, listed three things inferred from the artifacts, and created a level three DOK question.

- Teachers use Atlas Rubicon, an online curriculum development site, to support their planning efforts for ELLs and students with disabilities. Teachers stated during a teacher team meeting, “Atlas has provided us with guidance on how and when to scaffold for our students.” During the summer, teachers worked to ensure the curricula included appropriate supports while maintaining rigor. They link essential questions and learning objectives to the school’s instructional focus of building literacy through accountable reading, talk, and writing.
Findings
Teachers are implementing the school leaders' instructional guidance on how students learn best and they align their strategies to the curricula. Across classrooms, student work products, and discussions reflect high levels of student thinking and participation.

Impact
Students, including English Language Learners and students with disabilities, consistently demonstrate high levels of thinking in work products as outlined in the Danielson Framework for Teaching. Although student work products and discussions reflect high levels of student thinking and participation, student ownership of their learning is uneven across classrooms.

Supporting Evidence

- The school community believes students learn best when they are expected to meet high standards, think critically, and are given the tools needed to achieve. The principal believes, "Regardless of what level students are at, they’re expected to reach their highest level and we have to help them get there. The magical piece is when we’re able to integrate this into the arts."
  In a fashion class, students worked in groups to design a PowerPoint presentation of their costume designs, measurements, and rationale for their choices for The Cherry Orchard by Anton Chekhov and share it with their peers and teacher. Each student in the group had a specific role and clearly articulated their thoughts while responding to questions from their class.

- During a chemistry lesson on making predictions about metal and non-metal interactions, students compared the Lewis Dot structures of atoms to ionic compounds and predicted the Lewis Dot structures of different ionic compounds. The teacher assigned students to groups of varied performance levels. Students were at the interactive white board demonstrating their thinking and talking through their answers with their peers. Due to pacing, the teacher was not able to check in with students and have them explain the steps they took to create their diagrams and share out to the entire class. A review of the lesson plan indicated that the teacher planned a whole group summary discussion but it did not occur before the period ended.

- In an Integrated Co-Teaching (ICT) class, students were engaged in a small group discussion for a do now activity based on qualities that the president of the United States of America should have in order to be successful. Student discussions included comments such as, “military experience, emotionally stable, and a former governmental position because experience is important.” The discussion served as an introduction to the essential question, “How does the executive branch function?” While students were actively involved in their group discussions and used graphic organizers to capture their thoughts, the teachers directed some of the lesson, leaving limited opportunities for students to own their learning experience.
**Quality Indicator:** 3.4 High Expectations  
**Rating:** Proficient

**Findings**

School leaders consistently communicate high expectations to the entire staff in the school handbook and weekly bulletin. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students.

**Impact**

School leaders provide training and hold staff accountable for schoolwide expectations. Ongoing and detailed feedback and guidance supports prepare students for the next level.

**Supporting Evidence**

- The principal’s weekly bulletin and the special education newsletter have been resources the staff looks forward to receiving. "I think the principal works all day on Sundays to make sure we receive the weekly bulletin by Monday. It is full of resources and it also highlights some of the best practices that he is seeing implemented in our classes.", stated a teacher during a team meeting. Another teacher shared, “The weekly bulletin is all encompassing for students and staff. It is responsive to what is going on in our classrooms. For example, questioning and discussions were in a bulletin, which is a focus of our professional development. It is a new day here and we are all held accountable.”

- The school also has a teacher portal that includes links for best practices, parent newsletters, the staff handbook, curriculum, and inter-visitation focus on the Danielson Framework for Teaching, including questioning strategies, discussion techniques, and assessment in instruction.

- Students have the opportunity to intern at Parsons School of Design and Pratt Institute for three years to prepare for their college and career experiences. Students also work with Cooper Union and Pride Enterprises as they come to the school twice a year to support students with job and college interviewing skills. Students in grades ten to twelve participate in work-based learning during the summer to produce and edit short films using industry standard equipment. This experience enabled the students to win first, third, and sixth places in the ABC/Disney’s Get Reel with Your Dreams public service announcement competition and they were featured on ABC’s Eyewitness News.

- Beginning in grade ten, the school completes an employability skills profile in film/video, cartooning, graphic design, and photography. Each program has specific skills needed to obtain entry-level employment in the specific field of study. Students in the cartooning program are evaluated in digital painting, drawing skills, storyboarding, and use of Storyboard Pro or Adobe Premier. Assessment of student work in the film/video program involves the creation of a shot list for a film that includes action descriptions, shots, camera angles, and distances.

- Students stated that their internship opportunities and relationships with staff members, particularly guidance counselors, have helped them improve academically. Students report that Naviance college and career readiness software plays a role in preparing them for specific majors they are interested in pursuing in college. The student planner and PupilPath are resources the students highlighted as tools that increase their independence and improve their communication skills about their academic status.
## Additional Finding

<table>
<thead>
<tr>
<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

The majority of teachers are engaged in structured, inquiry-based professional collaborations in grade and content areas. Teacher teams consistently analyze student work and state assessment data for students they share or on whom they are focused.

### Impact

Professional collaborations promote the achievement of school goals and the implementation of the Common Core Learning Standards, strengthening the instructional capacity of teachers and typically resulting in improved teacher practice and progress toward goals for groups of students.

### Supporting Evidence

- Teachers use their collaborative planning and inquiry time to review student work products and discuss instructional strategies. During a teacher team meeting, teachers assessed that student annotation was an area of focus for their work. Students were exhibiting difficulty in annotating text during a timed assessment. Teachers in math and science stated that observing their colleagues in the ELA department helped them tremendously with assisting their students with annotation. This was a skill they needed support teaching to their students and it worked. Due to the math team’s increased focus on using data to identify which students were not passing the Algebra Regents exam, adjusting their instructional strategies and offering special classes, there was a 22 percent increase in the number of students passing the exam from June 2015 to June 2016.

- A data analysis of the grade nine-cohort performance levels 1 through 4 revealed that the top third of the class averaged 3.78 or above, the middle third of students scored between 3.22 and 2.5, while the lowest third of the class either opted out of state assessments or scored lower than 2.5. Based on these results, the grade nine teacher team determined their need to differentiate instructional strategies for the varied learners in these groups and that the majority of the students in the lowest third included students with disabilities. The teachers used this data to identify student goals that they would continue to monitor after the first marking period.

- In support and promotion of the school’s instructional goals, teachers ensure that all of their instructional materials and strategies reflect a specific literacy strategy or goal in their lesson. These include gathering evidence, analysis, application, and incorporation of accountable reading and talk strategies across content areas and grades. Teacher teams also use a reflection tool worksheet to ensure their work aligns with the school’s goals and implements the instructional shifts.