

Quality Review Report 2009-2010

Art and Design High School

High School 630

**1075 Second Avenue
New York
NY 1022**

Principal: Eric Strauss

Dates of review: May 18 - 19, 2010

Lead Reviewer: Linda Trifon

Part 1: The school context

Information about the school

Art and Design High School is a high school with 1387 students from grade 9 through grade 12. The school population comprises 27% Black, 55% Hispanic, 10% White, and 7% Asian students. The student body includes 3% English language learners and 5% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2008 - 2009 was 90.7%.

Overall Evaluation

This school is underdeveloped with proficient features.

The Art and Design High School focuses on developing the creative and artistic needs of each child. The school's art program is exemplary. Three programs are state approved with a fourth one expected during the summer. The Art Department has developed articulation with colleges throughout the city enabling students to develop their portfolios resulting in increased acceptances to colleges with strong art programs. In the school's quest to strengthen the instructional program, school leaders use summative data points to inject rigor and develop expectations for student learning outcomes. School leadership has made some strategic decisions in identifying school wide goals to improve student-learning outcomes. Some teachers benefit from participating in professional development opportunities that align to the school's goals. There are a few teacher teams in place and the administration has yet to provide those involved with sufficient guidance to make the work effective. Teachers have little sustained instructional support to enable them to raise expectations for student success over time. Procedures to evaluate their effectiveness have yet to be developed.

The school analyzes Regents' data and periodic assessment data retrieved from ARIS and the predictives. As of yet, the school does not sufficiently analyze all student assessment data, including classroom and homework assignments to sufficiently gauge students' strengths and needs to plan effective instruction. Differentiation is not embedded in all classrooms resulting in uneven levels of student engagement. Instruction in the special education classrooms lack academic rigor and differentiation, essential to consistently meeting the needs of all students.

Goal setting, specific to identified students, is not fully embedded in the school's practice. Structures are not in place to rigorously track the progress of all subgroups against formative assessments and interim benchmarks. This prevents the identification of the precise instructional needs of students and hampers the planning of differentiated learning experiences.

The effective external partnerships with community-based organizations and local businesses, as well as the school's internal support services, promote the educational and social well being of students and families. Parents are pleased with the school's art program but shared their desire for increased academic rigor.

Part 2: Overview

What the school does well

- The school's arts curriculum leads to valuable and interesting opportunities for students to develop their artistic skills.
 - School leaders make purposeful decisions about the curriculum. Additional honors classes provide some students with opportunities to stretch their thinking; while advanced placement courses enable students to receive advanced regent credits. Curriculum maps are aligned to State standards and to the Regents examinations resulting in the identification of skills to be taught and providing students with a knowledge base necessary to exceed.
 - The school offers a wide variety of art courses. Its exemplary program provides students with multiple opportunities to hone in on their artistic skills. Rigorous art instruction provides a myriad of learning experiences that challenge and engage a variety of learners resulting in superb student products.
- The school has identified specific goals at the school level that drive efforts to accelerate student learning.
 - Administration has identified school-level goals. In an effort to increase the accuracy of data analysis, school leaders hold training sessions on ARIS, to support teachers in becoming more adept at data analysis. As a result, teachers are able to determine student strengths and needs more consistently and accurately.
 - Data analysis of the Regents confirmed that students struggle with essay writing. Hence, one of the school's goals was to sharpen students' writing skills. The school communicates an expectation that writing needs to occur across the curriculum throughout the week. Homework assignments include some form of written work; classroom assignments often include essay writing. This increased focus has increased students' writing skills.
- Teams of teachers work cohesively together to analyze a range of data to move forward with achieving improved student learning outcomes.
 - Teams of teachers analyze summative data and periodic assessment data found in ARIS, as well as end-of-unit test scores. Teachers have organized student-learning outcomes into templates, enabling them to discuss and familiarize other teachers with the strengths and shortcomings of individual students. Teachers compare assignment data and share instructional strategies that lead to better classroom decisions.
- The school's internal systems and collaboration with external partners support the social and emotional needs of students.
 - Friends of Art and Design tutor students and provide additional funding to the school that supports student learning. Casa Leap provides counseling to students and professional development to the school's guidance counselors. As a result, guidance counselors employ strategies

to support the students ensuring that their emotional and academic needs are met.

- The principal has continued the school's relationship with community-based organizations and businesses connected to the art world. These business leaders take students under their wing providing mentoring and make recommendations that enhance students' artistic abilities and strengthen their portfolios.
- Organizational decisions are strategic and reflect a review of the school's needs to ensure coherence of instructional programming.
 - Budgetary decisions are based on data from test results. Data analysis led to the creation of academic intervention and enrichment classes offered after school and on Saturdays. These well-attended classes lead to higher student achievement.
 - To ensure that the school meets its instructional objective to improve student performance, the principal hired outside consultants, to work with teachers, to strengthen teaching and learning at the school. The school releases identified teachers to meet with the consultants and study effective instructional techniques. This has resulted in stronger practice and improved student-learning outcomes.

What the school needs to improve

- Develop present data collections systems to include suitable data to ensure effective monitoring of student progress.
 - Teams of teachers have created a template to record student classroom-level performance. However, this information is generic and not used to assess progress and establish specific interim or long-term goals necessary to track progress over time. For example, in the English language arts teacher team, recordings were perfunctory and only spoke to basic class participation thus precluding teachers from identifying students' strengths and true learning needs.
 - Student report cards are distributed every six weeks, with an interim progress report sent home mid-way through the marking periods. The school has an online system for parents to review progress reports, however, communication of information is not perceived as consistent enough. One parent shared, "I wish I had received information about what my child needed so that I could help him." Another parent said: "We have to be on top of the learning; we have to initiate the calls."
- Improve the consistency of data-informed differentiation of classroom learning activities to provide appropriate challenges aligned to student achievement levels.
 - Teachers are not yet consistently utilizing data to plan suitably tailored instruction for different targeted groups of students. In a special education English language arts class, all students were working on a generic assignment of using strategies to understand quotations that students could use for the Regents. The lesson did not include relevant tasks well matched to either students' learning ability, reading levels or instructional needs. Similarly, in an English language arts general

education class, selected students read aloud parts of a generic text printed from the internet, about Sacajawea, while other students were reading along. Students were then asked to work in groups, previously developed, to respond to questions. As a result, students were not using materials that were relevant to their learning ability resulting in uneven levels of engagement.

- Recent implementation of professional development by a private consultant company is just taking root. At the present time, a small number of teachers are participating on a limited basis, resulting in a lack of school-wide commitment to differentiating instruction.
- Extend data gathering and analysis practices to provide a school-wide picture of ongoing student performance and progress.
 - The school relies heavily on Regents' scores to identify student performance. It does not yet extend its analysis to consistently include classroom-level data, and therefore cannot identify the needs of all students' when planning.
 - School leaders do not yet gather a full range of classroom-level data relevant to student subgroups to identify precise learning needs. Special education teachers do not sufficiently use student assessments to understand specific learning needs and therefore the student passing rate on the Regents is far below the general student population.
- Establish measurable short-and long-term goals to monitor student progress and make suitable yearlong adjustments that result in greater student achievement.
 - Teachers are beginning to cull data from ARIS and to guide their thinking. However, as of yet, the school does not yet use this information to establish interim goals by which they can measure individual and targeted students' performance and progress.
- Ensure that all learning opportunities for teaching staff are matched to their needs and ensure improving student outcomes.
 - Currently, the professional development provided by the school is insufficient to strengthen instructional practice and improve student achievement. Fifteen teachers are provided with learning opportunities. As of yet, the school does not have a yearlong professional development plan or monitoring system in place to determine effectiveness. The current schedule provides limited common planning time for teachers to collaborate and share effective instructional strategies, analyze student work and revise classroom practices to accelerate student-learning outcomes.

Part 3: School Quality Criteria 2009-2010

School name: Art and Design High School	Δ	▷	✓	+
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▷	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?		X		
Overall score for Quality Statement 1		X		
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▷	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		X		
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		
Overall score for Quality Statement 2		X		

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?	X						
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?		X					
Overall score for Quality Statement 3							
		X					
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?		X					
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4							
		X					
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X					
Overall score for Quality Statement 5							
		X					
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed