



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

World View

High School X353

**100 West Mosholu Parkway South
Bronx
NY 10468**

Principal: Martin Hernandez

**Date of review: January 7, 2015
Reviewer: Mimi Fortunato**

The School Context

World View is a high school with 171 students from grade 9 through grade 10. The school population comprises 28% Black, 70% Hispanic, 1% White, and 1% Asian students. The student body includes 34% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 89%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	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 Findings	Proficient
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	Additional Findings	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	Focus	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Celebration	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The principal ensures that the vast majority of teachers engage in ongoing grade level and content area professional collaborations that promote the implementation of Common Core Learning Standards and instructional shifts. That practice is aligned to the school's instructional goals. A distributive leadership structure engages teachers in key decisions regarding student learning.

Impact

Professional collaborations result in school-wide instructional coherence, strengthen teacher practice, and support student growth for all learners. A distributive leadership structure promotes teacher engagement in key instructional decisions, and ensures shared accountability for student progress.

Supporting Evidence

- Teacher teams meet weekly and utilize established protocols to analyze student work and assessment data, to identify student needs, and to develop next instructional steps and goals for students. For example, the social studies team is engaged in a New Visions global studies curriculum pilot study through which a New Visions instructional specialist supports the implementation of a *Looking at Student Work* protocol where the social studies teachers utilize a school wide rubric to determine skill gaps and design next instructional interventions. This team was observed following team established norms, (maintain a growth mindset, use evidence when making a claim about what a student can or can't do), to analyze student responses to a Regents task of responding to a document-based question. Teachers across teams shared that these collaborations have improved their practice, and evidence from observations and Advance data demonstrates growth in teacher practice aligned with expectations in the Danielson Framework for Teaching.
- Teachers stated that they have voice in selecting professional development opportunities through the PD 360 online professional development program, and that ongoing professional collaboration and professional development resources support their growth towards professional goals. In addition, teachers stated that their perceptions and findings are taken into consideration in key instructional decisions. For example, teachers shared that the English language arts team has developed an instructional strategy named MEAT (**m**ain idea, **e**vidence, **a**nalysis, **t**ransition, **e**vidence, **a**nalysis, **t**ie-up), which is now being implemented across English language arts and social studies classrooms.
- Embedded distributive leadership structures provide opportunities for teachers to assume leadership roles. Teachers act as content leads in the math and humanities teams, and teachers have assumed responsibility as coordinators of English as a second language and special education services. Faculty members shared that these opportunities to engage in key instructional decisions have built a culture of accountability towards shared professional goals and student growth.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across classrooms, teachers collaboratively develop and implement common assessments and rubrics, and utilize the data outcomes to provide feedback to teachers and students regarding student achievement, and to adjust curricula and instruction. However, the current grading policy and daily formative assessments do not always provide a clear portrait of student mastery.

Impact

Effective teacher collaboration ensures alignment of assessments with the school's curricula. However, the grading policy and system of formative assessments do not always create a clear picture of student progress that can be used to inform curricular and instructional decisions, and students do not always have a clear understanding of how their progress towards established goals is calculated.

Supporting Evidence

- Teachers work in teams to develop common assessments and task specific rubrics to drive instructional adjustments, and use the results to develop support for identified student needs. For example, inquiry and analysis from 2013-2014 Achieve 3000 diagnostic assessment data, and student performance outcomes on summative assessments informed the curricula design and revisions across content areas for the 2014-2015 school year, and led to the school-wide focus on reading comprehension.
- Teachers have developed a common grading policy that incorporates formative and summative assessment elements such as classwork (30%), participation (20%), exam/quizzes (20%), projects (15%), homework (10%), preparedness (5%), as well as an oral portfolio presentation that accounts for 10% of the semester grade. However, as this formula contains a number of similar elements, the information provided to teachers and students does not always illustrate a clear assessment of mastery of learning standards. For example, teachers routinely grade student participation and classwork in each lesson as well as compliance with the school dress code, and teachers were observed noting either a ✓ or a ✓ + to evaluate student participation and classwork. This partial assessment provided limited actionable feedback to teachers regarding student mastery of learning objectives. In addition, although students stated that they receive feedback from teachers on task-specific rubrics outlining next learning steps, students in classes were not observed referring to a task-specific or classwork/participation rubric, and during lessons, students could not articulate how they were being assessed on their classwork or on their participation.
- The instructional team is engaged in the ongoing process of developing and refining assessments and rubrics, and teachers use the resulting data to identify student-learning needs and inform next instructional steps. Teacher feedback on student work provides clear next steps to move students from one level to the next, and feedback is aligned to a task specific rubric. For example, rubrics displayed on bulletin boards throughout the school provided feedback to students regarding next learning steps, and the assessment process routinely includes student reflection, self-assessment, and multiple opportunities to incorporate recommendations in revisions.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders ensure that curricula and academic tasks consistently emphasize rigorous habits and higher-order skills for all learners. Curricula and tasks are planned and refined using student work and data.

Impact

The development of rigorous tasks, and ongoing curricula refinements ensure all learners have access to the curricula that build higher-order thinking skills for all students.

Supporting Evidence

- The instructional team has developed curricula across all content areas that focus on critical thinking and reading comprehension in grades 9 through 10. Lessons observed across content areas provided students with opportunities to read high level text using the *Seven Habits of Highly Effective Readers*, to use evidence-based graphic organizers to cite textual evidence in their writing, and to engage in peer-peer discussions during group tasks. Teacher unit and lesson plans reviewed provided evidence of planning to support student skill in reading, in assessing and citing textual evidence, and in building student skill to engage in rigorous tasks.
- Teachers work collaboratively to promote a high level of rigor across classes to ensure that higher-order skills are emphasized across grades and content areas for all learners, including the school's population of English language learners and special education students. For example, an English as a second language lesson for newcomers asked students to develop higher order thinking questions in response to an article that had been modified to support students' current reading level. In an integrated co-teaching Algebra lesson observed, students were provided with targeted supports such as strategic student groupings, resources such as a Brain-Pop video and graphic organizers, and scaffolded math problems on varied worksheets so that all learners in the class were engaged in the high level task of solving equations with variables on both sides.
- Teachers utilize *Understanding by Design* and *Universal Design for Learning* guidelines to collaboratively design multiple entry points in the unit and lesson plans. For example, in a Living Environment lesson observed where the lesson objective was that students would consider the costs and benefits of saving the Botana Curus plant and use evidence to determine their position, the teacher selected two different articles, *Endangered Species: Deciding to Save or Not to Save* or *Ethics and the Spotted Owl Controversy*, and assigned the reading to students based on Lexile reading levels. In addition, the teacher planned for pairing students so that all learners had access to both texts, and the teacher annotated a version of the text for the English language learners in the class. In a Global History lesson plan on the geography of ancient Egypt, the teacher prepared two texts that included a translated text, as well as a graphic organizer that included sentence starters provided to targeted students to ensure access to the task.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Instructional practice across classrooms reflect coherence around a set of beliefs regarding how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Teachers implement a range of scaffolded instructional supports and consistently provide multiple entry points into the curricula.

Impact

Coherence in teaching practices ensure that all learners, including English language learners and special education students are engaged in high-level thinking and demanding tasks and produce meaningful work products.

Supporting Evidence

- Across classrooms, lessons followed the workshop model, providing students with a do now, mini- lesson, guided practice and independent or group practice, and an opportunity to share and reflect, ensuring coherence across grade levels and content areas. In lessons observed, teachers consistently asked students to cite textual evidence to support their thinking, and in math, students were given opportunities to demonstrate their thinking and justify their answers. For example, in an English language arts lesson on the novel, *Like Water for Chocolate*, students were expected to work in groups to identify and articulate the big ideas and symbolic events in the novel, and to use evidence from their annotated texts in order to collaboratively develop responses to tiered questions.
- Across classrooms, teachers implement lessons that provide opportunities for hands-on learning, and that expect students to explain their mathematical reasoning. For example, in an Algebra lesson on the different ways a function could be represented, students participated in tiered activities in which one group of students matched the function rule with corresponding graphs; another group completed that task and matched the tables to the corresponding graphs, and a third group matched the function, rule, graph, and table. Following the activity, all students were expected to complete a reflection about the activity in which they articulated the difference between an absolute value function and quadratic function, then chose one function match from the activity and described how they found the matches, and explained how one identifies the difference between a quadratic function and a linear function without looking at their graphs.
- Lesson plans across the majority of classes consistently provided evidence of strategic planning for multiple entry points and scaffolds to engage all learners. For example, in an English language arts class for newcomers, students utilized the Achieve 3000 software program, which provided them with text at their level. In a Global History lesson on the major political, economic, and cultural changes that occurred as a result of imperialism, the teacher provided English language learners with a translated text and graphic organizer, and students were strategically grouped as they completed the task of annotating the text, *The Jibs*.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

The principal has created opportunities for collaboration and professional development opportunities for staff, a system of ongoing feedback to families, and advisement/guidance supports for students.

Impact

Systems and structures for communication, professional development, and supports foster a culture of high expectations for all members of the school community.

Supporting Evidence

- The principal communicates high expectations regarding professionalism, instruction, communication, and other elements of the *Danielson Framework for Teaching* to staff through a staff handbook, ongoing weekly memos, and frequent cycles of observation and feedback to teachers. All teachers assess their performance using a needs assessment based on *Danielson Framework for Teaching*, and identify goals and benchmarks. Frequent cycles of observation provide ongoing feedback to teachers regarding progress towards professional goals.
- The faculty is engaged in ongoing professional development and collaboration in which teachers assume accountability for meeting established expectations for professional growth. For example, teachers develop individual professional goals aligned to the school's instructional goals of building reading comprehension and citing textual evidence, and self-select professional development resources from the PD 360 software program such as *Data Decisions to Improve Results* and *Concept-Based Curriculum for Deeper Understanding*.
- School leaders and staff communicate to families the expectations for students' college and career readiness through ongoing workshops designed to help parents and students understand what is necessary for students to graduate from high school ready for college. For example, a presentation facilitated by a New Visions specialist utilized individualized color-coded college readiness trackers that displayed data from the Skedula online grading program to illustrate progress towards graduation and college. This presentation was facilitated three times, to teachers and staff, families, and students and differentiated to meet the needs of each of these constituencies. The Pupilpath online grading program provides parents and students with on-demand access to live data regarding student attendance and performance. Parents shared that they appreciate the access to Pupilpath, the frequent communication from teachers, and the principal's weekly positive communications celebrating student progress.
- The school has implemented an advisory program, using the *Overcoming Obstacles* curriculum, where teachers facilitate weekly grade-specific lessons to groups of students. In addition, all teachers act as mentors to a group of students, and these groups remain intact throughout the students' years in high school as mentors loop with their mentee groups. Mentors meet with their mentee groups 12 times during the year to review progress reports, report cards, and facilitate reflection and goal setting to support student preparation for the next level. Students shared that these supports help them understand the school's expectations and their individual progress towards meeting those expectations.