



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**New World**

**High School X513**

**921 East 228<sup>th</sup> Street  
Bronx  
NY, 10466**

**Principal: Fausto Salazar**

**Date of review: January 15, 2015  
Lead Reviewer: Elena Rovalino**

## The School Context

New World is a high school with 401 students from grade 9 through grade 12. The school population comprises 9% Black, 72% Hispanic, 6% White, and 12% Asian students. The student body includes 74% English language learners and 7% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 91.0%.

## School Quality Criteria

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

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All teachers are engaged in structured professional collaborations that meet regularly, have strengthened teacher instructional capacity and promoted the implementation of Common Core Learning Standards. Distributed leadership structures are embedded.

### Impact

As a result of these inquiry-based collaborations there is schoolwide instructional coherence and increased student outcomes for all. Effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.

### Supporting Evidence

- Teachers meet regularly in grade level teams, content teams, interdisciplinary teams, or data inquiry teams. Protocols are utilized, such as the tuning protocol, to focus teachers on the work and notes are shared on an electronic platform accessible to all staff and administration. Interdisciplinary teams and content teams develop units of study that support the instructional coherence across grades and among grades. English teachers work together with social studies teachers to develop interdisciplinary units that are aligned to the Common Core.
- In an English language arts (ELA) team meeting observed, teachers met to analyze student work. A teacher brought posters that students produced, from a unit where students are reading *Frankenstein*, with key moments in the creature's life. The teacher also brought three levels of student work, from a student who is struggling, a middle of the road student and an above average student. The team used a protocol and rubric to review the work and provided the teacher with feedback, strategies, and recommendations for improvement. Based on this feedback and student work analysis students' credit accumulation has improved.
- Teachers take a leadership role in each of the teams. There is a rotation process established where teachers have an opportunity to lead the team and present their work. A schedule is prepared in advance with teachers' names and dates indicating when they will take the lead. Teachers make instructional decisions that impact the work in different subject areas as they develop inter-disciplinary projects for the unit. Teachers create common projects. For example, the math and social studies teachers developed a project where students describe how the Egyptians used mathematical concepts to construct the pyramids. To further the collegiality and shared practices, teachers conduct inter-visitations and provide each other feedback to help improve their pedagogical practices. Teachers shared that their inter-visitation experiences allow them to see and share best practices that they can easily apply to their own practice, helping them become better at their craft.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Teaching practices across classrooms are aligned to the curriculum and reflect an articulated set of beliefs about how students learn best. Teaching strategies across classrooms consistently provide multiple entry points into the curricula.

### Impact

Across most classrooms, teaching practices are informed by the Danielson Framework and the instructional shifts. These teaching strategies engage all students in appropriately challenging tasks, to demonstrate higher-order thinking skills in their work.

### Supporting Evidence

- The staff believes that students learn best by incorporating content knowledge with skills and language acquisition for a population that is comprised of 100% English language learners (ELLs) and former ELLs. Based on these beliefs that are rooted in the Danielson Framework for Teaching, they use the Sheltered Instruction Observation Protocol (SIOP) model, which incorporates content and language objectives to meet the needs of all their English language learners and students with disabilities. In classrooms visited, the teachers share the language objectives with the students, and lessons included strategies for group activities as well as independent practice.
- Engagement was evident in most classrooms visited. Students were on task, engaged, worked collaboratively, and supported each other. For example, in an Algebra II class, students worked in groups to solve real-world problems such as simple radical equations, discussed the solution steps, reasoned why the solution process worked in the exercise. They then modeled their solution for the class. Roles were clearly identified as the note-taker, lead, or presenter. All students were engaged in high level thinking where they were asked to engage in deep understanding of the mathematical concepts. In an English as a second language class, students were asked to interpret the quote “You never really understand a person until you consider things from his point of view” and to connect the quote to texts that were read in class. Teacher then moved to talk about inferences. She referred to Mark Twain and elicited from students whose point of view was *Huckleberry Finn* written. She then asked students to discuss if the story was written from Jim’s perspective how would it read. Students were challenged, worked collaboratively in their groups and were engaged in high level thinking.
- Teachers use strategies to support student learning in the content area as well as in English acquisition. An ESL beginner class used an audio device as students listened to sentences read out loud. This scaffold helped students to learn the proper pronunciation of the words. In a chemistry class, the teacher uses a software program, Educreation, to record the lesson so that students can later log-in and play back the video at their own pace. Although scaffolds and multiple entry points are consistently provided, extensions into the curricula are not yet evident.

## Additional Findings

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Well Developed**

### Findings

School leaders and teachers align curriculum to the Common Core Learning Standards, strategically integrate the instructional shifts, ensure that units and tasks are refined and build interdisciplinary alignment.

### Impact

There is curricular coherence and alignment among grades and across content areas that promote college and career readiness for all students. Curricula and academic tasks are refined using student work.

### Supporting Evidence

- Curriculum is thoroughly analyzed and refined using student work, and teachers make sure that the instructional shifts are strategically implemented and there is coherence in the content through interdisciplinary projects so that subjects are aligned and students can make connections between subjects. For example, a review of units within curriculum maps demonstrates interdisciplinary units for the French Revolution in Global History while an ELA unit on Revolutions where students read fiction in an excerpt from *A Tale of Two Cities*, and nonfiction in an article called *Inventions that Changed the World*. ELA units provide evidence of interdisciplinary support of the global studies content. For example in a 9<sup>th</sup> grade, ELA unit on medieval literature covers exploring the Arthurian codes of chivalry as portrayed in art, films, books and poetry and include reading *King Arthur and the Knights of the Round Table*. Meanwhile the Global History unit aligns medieval history.
- The Sheltered Instruction Observation Protocol (SIOP) model provides coherence as teachers ascertain their agreed upon elements of a unit and lesson plan, such as language objectives, scaffolding, vocabulary instruction, as well as building connections to real-life situations. For example, in a chemistry lesson plan on combustion, there are connections to the Bronx regarding incidents where carbon monoxide cases caused deaths. These strategies support learning of all English language learners, students with disabilities and promote college readiness.
- Across units, texts include a combination of literary and informational texts as well as higher-order thinking questions, which asks students to find textual evidence to support a claim, and are designed to advance student understanding of the topics taught, enhance their vocabulary and increase their content knowledge. ESL units differentiate the text based on students' ESL levels, beginner, intermediate and advanced, based on the NYSESLAT and clearly define the informational texts and the literary texts to be used for that unit. For example, in a 10<sup>th</sup> grade ESL unit on Human Nature and the Search for Power, beginner students will read WWI soldier letters and excerpt readings from *All Quiet on the Western Front* such as "The Prussian Officer" and "Letter Home", while the intermediate and advanced students will read *Animal Farm* and George Orwell's biography.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Across a vast majority of classrooms teachers use program-aligned common assessments, a grading policy, and rubrics to assess student progress and provide a clear portrait of mastery of content and standards in order to adjust curriculum and instruction to meet the needs of all students.

### Impact

The school-wide focus on analyzing student data provides teachers and students with actionable and meaningful feedback in order to demonstrate increased mastery for all students.

### Supporting Evidence

- The school uses a uniform grading policy, which is shared with all students, parent, posted throughout the school in classrooms, and is used to assess students' progress and set clear expectations for students and parents. Additionally, teachers provide students with meaningful and actionable feedback on their work, with clear next steps for improvement including opportunities to revise in order to reach mastery. For example, a student who created a brochure on the 4<sup>th</sup> Amendment, was given feedback on the accuracy of the content, writing organization, and graphic design. Through the use of rubrics, teachers provide actionable feedback, on assignments as evidenced on bulletin boards.
- Administrators monitor New York State (NYS) cohort accountability data regularly and adjust curriculum offerings based on student outcomes. For example, leaders noticed that students were struggling in math classes and on Regents. An additional Algebra class was added to support students with positive results and a need for extension. Consequently, they expanded the offerings to other content areas, such as living environment, global history, American history, giving students an additional period of instruction per day based on the individual student needs in all grades. Teachers also use other common assessments such as mock regents and midterm exams to adjust curriculum and to inform instructional focus and next steps for the course.
- After each marking period administrators meet with teachers to review scholarship data and develop Individualized Intervention Plans for struggling students. These plans include, reasons for failure, teacher interventions, and achievement goals. A math teacher gave a student a goal to gain understanding of combining like terms and property of equalities in order to solve equations. From this analysis and goal-setting process, teachers have a clear portrait of student mastery. After analyzing their scholarship data, teachers fill out a Review, Reflect and Respond form that is then shared with their departments. Teachers then identify reasons for success, as well as strategies, and interventions to address challenging areas in the curricula and instruction as well as set goals to reach mastery.
- Teachers analyze data regularly such as after each Regents administration, and an item analysis, looking for trends and areas of improvement. Additionally, teachers gave a mock English Regents, where the item analysis showed students needed deeper support with vocabulary and reading comprehension. As a result, teachers revised curricula for students' specific needs for identifying context clues, direct/indirect vocabulary instruction and read strategies. Preliminary data shows increased achievement in academic vocabulary use across subjects. Teachers use NYSESLAT data for classroom placement, and Individual Education Plan (IEP) data for students with disabilities.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

School leaders consistently communicate high expectations to teachers and provide training. Staff and school leaders effectively communicate expectations connected to a path to college and career readiness, and successfully partner with families.

### Impact

As a result a culture of mutual accountability to support student progress toward those expectations is evident at this school.

### Supporting Evidence

- Teachers are held accountable through a series of frequent observations focused on the rigor of the Danielson Framework for Teaching and through inter-visitations that support teacher growth. An inter-visitation schedule is set up for the entire year where teachers provide each other feedback. Observations reviewed demonstrate clear expectations, and supportive professional development. Administration follows this with a series of training based on the results of these observations, such as questioning techniques and curriculum planning. The training is devised and delivered by teachers.
- Parents stated that teachers and administrators motivate their children, pushing them to reach higher academic levels. Parents work closely with teachers as partners, in support of student’s academic advancement, adjustment to a new culture and college readiness. Parents shared that teachers and administrators call and email about their child’s progress, whenever there is a problem, to share a success, or to keep them informed about events going on at the school. “I can come to the school anytime and the staff here is always available and very responsive to my needs”, said one of the parents, and they all agreed. Another shared that the school has provided her child with all the support needed through the college process and she has applied to colleges already. Parents and students indicated that the courses they are taking are preparing them to be successful in college.
- Parents and students can monitor their progress to meeting course expectations using a web-based software program, Engrade that allows them to login and see the courses students are taking, grades, homework, and attendance. Students said that they have a clear picture of how they are doing by looking at Engrade, speaking with their teachers and looking at the assessments they have received.
- In reference to teachers with high expectations, one student said, “My teacher knows that I could do better, so when I hand in my work he checks and then gives it back to me with notes to improve. Another student said, “I know what classes I need to graduate and go to college, the more challenging the better it is for me”. Students are supported to meet high expectations and take ownership of their work leading to an increased number of students applying for college. Last year 94% of students applied to a four-year private college, 99% to a four-year public college, and 99% to a two-year community college. Bilingual guidance counselors provide weekly workshops for students and their families on how to navigate the road to college and careers, financial aid, FAFSA forms, college applications, access to careers and college courses through partnerships with Hostos Community College, Fordham University, and Lehman College. Counselors program students for college level courses such as sociology and college writing, through the College Now program.