Quality Review Report

2015-2016

One World Middle School at Edenwald
Middle School X529
3750 Baychester Avenue
Bronx
NY 10466

Principal: Patricia Wynne
Date of review: December 18, 2015
Lead Reviewer: Daisy Concepción
The School Context

One World Middle School at Edenwald is a middle school with 328 students from grade 6 through grade 8. In 2015-2016, the school population comprises 2% Asian, 61% Black, 32% Hispanic, and 2% White students. The student body includes 7% English Language Learners and 22% students with disabilities. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2014-2015 was 93.0%.

School Quality Criteria

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>To what extent does the school…</td>
<td>Additional Findings</td>
<td>Well Developed</td>
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<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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<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>Celebration</td>
<td>Well Developed</td>
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<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 Findings</td>
<td>Well Developed</td>
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<tr>
<th>School Culture</th>
<th>Area of:</th>
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<td>To what extent does the school…</td>
<td>Additional Findings</td>
<td>Well Developed</td>
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<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>
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<tr>
<th>Systems for Improvement</th>
<th>Area of:</th>
<th>Rating:</th>
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<td>To what extent does the school…</td>
<td>Focus</td>
<td>Well Developed</td>
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<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>
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Area of Celebration

| Quality Indicator: | 1.2 Pedagogy | Rating: | Well Developed |

Findings
Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best. Teaching strategies strategically provide multiple entry points and high-quality supports.

Impact
Teaching practices promote student discourse and result in students owning their own learning. Modified and tiered lessons allow all learners to be engaged and demonstrate high order thinking.

Supporting Evidence

- In a grade 7 integrated co-teaching mathematics class students worked on a problem addressing proportional reasoning. Students were asked to study different items and determine which one was a “better buy”. This lesson was designed by the vertical math team to improving student achievement in the content-concepts of ratios and proportions and to promote the value of perseverance which is one of the school’s beliefs. Students were observed working in small groups with teacher support to address the misconception that the greater quantity of an item is the “better buy”.

- All students are held accountable to the same standard. The only variable is the amount and kinds of supports provided for some students to meet the standard. For example, in a grade 7 ELA class students rotated through “conver-stations”, which are stations involving students in text based conversation. One conver-station dealt with “Who makes a stronger claim; right to know or the American Beverage Association with regards to diet sodas making you gain weight.” Students had to examine different viewpoints as well as the evidence and weigh the claim and the counterclaim. While at first glance, based on images, all students appeared to be reading the same article, a closer look revealed that each article was at the independent Lexile reading level for each student. Additionally, students who needed graphic organizers had specific ones based on need and some students had sentence starters. There was a fourth level of differentiation of delivery with advanced students being asked to explain the claim and counterclaim in their own words, and beginners reading the articles and needing to only state their claim.

- In a grade 8 Socratic Seminar class all students were engaged in a conversation exploring why some people choose to be by-standers instead of acting in public situations where they could help. Students were citing Martin Niemoller: “First they came for the Socialists” as well as psychology abstracts on the range of human behavior and group violence written by two leading psychologists. Students had annotated and highlighted the text and asked each other questions relating to when they would intervene. One student stated, “If you get involved you could get hurt” to which another replied, “What if you could stay anonymous? Would you help?” Another student pointed to the psychology article and stated that people who chose to remain anonymous aren’t always altruistic citing the KKK. This class included many students who had Individualized Educational Plans and English Language Learners. Supports such as “Think Deeper” graphic organizer and Socratic Seminar sentence starters ensured that all learners had the appropriate scaffold to engage in critical thinking and high levels of student discourse.
Area of Focus

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<th>Quality Indicator:</th>
<th>4.2 Teacher teams and leadership development</th>
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<th>Well Developed</th>
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Findings
The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused.

Impact
While the state data still lags, the teacher team work centered on analyzing student work products results in instructional coherence, improved teacher practice and the beginning of increased student achievement.

Supporting Evidence
- All teachers meet three times per week to plan, adjust and refine lessons based on student work. Teacher teams meet by content areas across grades using a surfacing the gap protocol. This structure allows teachers to address gaps in student work across the grades to create school-wide instructional coherence. For example, at a grade 7 math team meeting, teachers were analyzing student work from a unit where students had to find the better deal. As grade 7 teachers examined the student work, they asked a grade 8 math teacher for input. When asked why, a grade 7 teacher replied, “She understands the content and can give me a new perspective. She can help me get better at teaching this concept.” The grade 8 teacher added, “This concept in grade 7 is the basis for integers in grade 8, and understanding where the misconceptions and struggles occur in grade 7 helps me provide scaffolds for my struggling students.”

- In one team meeting, teachers stated that one of their goals as a team was to be able to swap students to provide a different level of differentiation. For example, one teacher shared, “My strength is verbal with a concentration on vocabulary. My colleague is visual and she can create charts and loves to color code to create a visual understanding. I try to learn from her, but she is better at this. If I know the students that need more visual support then we can exchange students to provide the best supports for them and improve their performance.

- Teachers at a team meeting shared that it is their expectation that all teachers volunteer to do a rotation working with the NEST classes. This expectation is to improve teacher practice on differentiating and planning as well as to work with students on the spectrum because “we are a NEST school”. Teachers feel that differentiation is at the heart of increasing student achievement. A look at the most recent post assessments across the school show that in grade 6 show 76% of students made progress in literacy and 95% made progress in mathematics. In grade 7, 93% of students made progress in literacy and 81% in math and in grade 8, 95% made progress in literacy and 95% made progress in math.
Additional Findings

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<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
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Findings
The school uses common assessments to create a clear picture of student progress toward goals and adjust curricular and instructional decisions. Across the vast majority of classrooms, teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

Impact
As a result of these assessments and improved teacher practices, curriculum adjustments and instructional decisions are made so that all students demonstrate increased mastery. Self-assessments and teacher feedback provide students clear understanding of their progress and the necessary next steps to achieve success.

Supporting Evidence
- In a grade 6 math lesson focused on percent, students had to calculate tip, tax, and a discount. The teacher briefly reviewed the previous day’s learning and told students that they would be working in groups based on the exit slips. Students referred to the SMART board which listed the students’ name and their assigned group based on check for understanding (CFU), exit slips, and Unit 2B Checkup #1. Group 1 worked on rational numbers based on Checkup #1, group 2 worked on percentages based on their difficulty with percentages, group 3 worked on tax/tip/discount as a challenge extension, and Group 4 provided students the opportunity to engage in independent work.

- Teachers keep exit slip binders with all of the exit slips and checks for understanding for each unit. A conferencing sheet for a grade 7 class listed “Task 2” across the top of the sheet and in the columns next to student names were check marks for do now, check for understanding (CFU), and exit slip data. Additionally, this form contained notations such as “still does not show work” and “slow to get started on task”. Teachers are expected to sort all exit slips and use them to reteach small groups during the “Differentiated Instructional Block”. Students can gauge their progress by the many data charts in the room that lists their names with the learning target listed across the top of the charts. Stars are used to mark the learning target achieved by each student.

- In a grade 8 Socratic Seminar class, students used a checklist for self-assessing successful seminar behaviors for themselves such as reading and annotating the text at home, monitoring self-participation, building on others’ explanations, and using evidence from the text to support their thinking. This form also allowed students to assess how accountable they were to the community by having them assess how they listened to different viewpoints and for encouraging students who have not shared to express their views.

- The school has both ELA and Math simulations in January and March as data points. In addition to these common assessments, there are four benchmark assessment periods with Renaissance Learning, an online assessment program, for English Language Arts and math. The school has added more common core aligned assessments such as writing prompts in social studies that demand content knowledge. For example, teachers created Science pre and post summative and formative assessments aligned to the state exams.
Quality Indicator: 1.1 Curriculum  Rating: Well Developed

Findings
School leaders and faculty ensure that curricula are aligned to CCLS and content standards. Curricula and academic tasks are planned and refined using student work and data.

Impact
As a result of continued refining of curriculum students are immersed in coherent, Common Core aligned instruction. All students, including the lowest and highest achieving students, ELLs and students with disabilities are cognitively engaged.

Supporting Evidence
- The school uses Code X and Connected Math Project 3 as its literacy and math programs respectively. It uses the NYC scope and sequence as their science and social studies curriculum. Teachers collaboratively refine curriculum maps based on data to ensure coherence across the grades. For example, analyzing student data from state exams informed teachers that students did not master “craft and structure” in the state exam. When the school reviewed their curriculum maps they realized that these areas were not adequately taught. Teachers revised the maps to address this need. For example, in one unit, in a unit on the Civil War, the school aligned the unit with the ELA information writing and short responses. The school included needs based graphics organizers and other scaffolds that would allow students with disabilities to complete the same final product as their general education peers. State exam data also revealed that in mathematics students struggled with the concept of ratio and proportion which negatively affected both grade 7 and grade 8 performance outcomes. Math teachers have adjusted the curriculum and created key areas where student work will be collected and analyzed to inform further refinement.

- The speaking and listening standards are strategically embedded across grade and content areas to support the school’s belief that student discourse is at the heart of career and college readiness. All units require students to listen, collect notes, analyze information, focus on claim and counter claim, text based evidence and to be prepared to present to others or be involved in a debate or student conversation.

- The school offers Regents exams to all students to prepare for the next level. The school has used student performance data from the Regents exam to reshape the math and science curriculum to ensure students are well prepared for these exams. These units include scaffolds such as chunking information, underlining, highlighting key words in the task, focusing on academic vocabulary, and incorporating tiered tasks, all units include test language and the test format to familiarize students with the exam. Student work is then used to refine units, adjust instruction and decide which students are best prepared to actually take the exam.

- The school has identified “priority standards” for each grade and these have become fortified in the curriculum. While the students in all grades work on citing text based evidence, grade 6 also focuses on text structure, grade 7 focuses on plot and character interactions and grade 8 focuses on determining theme as their respective priority standard.
Findings
School leaders consistently communicate high expectations regarding professionalism, and instruction to the entire staff. School leaders and staff effectively communicate expectations connected to a path to college and career readiness to students and families.

Impact
The school has developed a culture of high expectation and shared responsibility for student safety and academic success resulting in a school community where teachers, school leaders and parents hold each other mutually accountable.

Supporting Evidence
- School leaders use multiple ways of communicating with staff including the Danielson Framework for Teaching, rubrics and checklists for classroom environment and bulletin boards. The staff news is posted daily with clear expectations for instruction. As a NEST school providing support for a special population of students on the Autism Spectrum with Individualized Education Plans, the expectation is that all students be held accountable for meeting the standards. In order to ensure this, the school has provided teachers with brain based teachers on differentiation strategies. Teachers are held accountable through observations and visits aligned to differentiation.

- In a large parent meeting, parents spoke enthusiastically about the school's high expectations. They spoke about the many ways that the school keeps them informed about student progress and the curriculum. Curriculum nights, open school, progress reports and the ability to meet with teachers at any point such as before, after and during school as well as during the summer. Parents spoke about students receiving actionable feedback from the many rubrics, checklists and student work they receive. Parents spoke about how they and the students are able to track progress through Pupil Path which was constantly updated by teachers with the latest scores. They also spoke about the school's methods of building stamina, resiliency and confidence. These qualities are especially important to students on the Autism spectrum. Parents shared that they have a partnership with the school. In particular, they referenced the school workshops supporting parents to help understand the middle school child and strategies for supporting students with disabilities. One parent said, “When I arrived, I gave the principal a year to get it together and build the kind of school where children like mine, who did not belong anywhere, could thrive. I held her accountable daily and you know what? She delivered! For the first time, my son belongs and is doing well.” Parents stated that they were well versed in standards, common core, college readiness as well as the conditions that students needed to flourish.

- At a teacher team meeting, the mutual accountability for student achievement and emotional well-being was evident when teachers spoke about the school motto “212” which is the boiling point of water. One teacher stated, “At 211 degrees you just have hot water. That one degree makes all the difference and that is why we make ourselves available to both our parents and students at whatever time is necessary.” Another teacher added, “This is why we constantly look at data and refine lessons.” They shared how they rely on the principal’s support to improve instruction. They stated that the professional development provided them pushes them to “212”. One teacher shared, “We count on our principal to help us support the students. You see, we are the hands and feet of the school, the students are the spinal cord and the principal is the brain. We all need each other to function.”