Quality Review Report

2018-2019

World View High School
High school 10X353
100 West Mosholu Parkway South
Bronx
NY 10468

Principal: Martin Hernandez

Dates of Review:
November 1, 2018 - November 2, 2018

Lead Reviewer: Lenneen Gibson
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

World View 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
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</tr>
<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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</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>Additional Finding</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>
<td>Well Developed</td>
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</tbody>
</table>

## Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>
<td>Well Developed</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>
<td>Well Developed</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>
<td>Well Developed</td>
</tr>
<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>Area of Celebration</td>
<td>Well Developed</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>
<td>Well Developed</td>
</tr>
</tbody>
</table>
Quality Indicator: 4.2 Teacher Teams and Leadership Development | Rating: Well Developed

Findings

Teachers on vertical teams engage in structured professional collaborations by using the CAN, about, not (CAN) protocol to look at student work and instructional strategies. Distributed leadership practices such as the Peer Collaborative Teacher, team leaders, and program liaisons are embedded in the school.

Impact

Teacher teamwork on reviewing curricula and teaching strategies has resulted in coherence through school-wide adoption of shared graphic organizers and teaching strategies. Teacher voice is integral in the school through leadership opportunities that have built capacity in teachers, affecting learning across the school.

Supporting Evidence

- A ninth-grade teacher team was observed engaging in a three-tiered inquiry-based structured collaboration that sought to review the results of a Performance Series reading assessment. Teachers used the CAN protocol to analyze student work. Student performance varied in grade levels according to the Common Core Learning Standards of focus for the grade. Students were able to discern a fact from an opinion and determine the author’s purpose. Trends and patterns showed students had difficulty in identifying details from the text. Additionally, students were not at grade level when assessed on long reading passages, nor when assessing the meaning of words. Teachers identified a target group of students based on student lexile levels. A long-term goal of increasing the number of students reading at grade level was already established; however, teachers started to construct a short-term goal and began to define learning targets based on student performance. As a result of these weekly inter-disciplinary teacher team meetings, students have increased in their reading stamina, which is in concert with the school’s instructional focus of reading comprehension and the Seven Habits of Effective Readers. Additionally, the team has created a graphic organizer based on main idea, evidence, analysis, transition, evidence, analysis, tie-up (MEATEAT).

- An additional review of the ninth-grade teacher team notes revealed teachers discussed the strategies to teach concepts such as decoding, comprehension, and fluency. Teachers shared anecdotes of their strategies such as determining the content of words, the use of cueing systems and visual aids such as charts and graphs to accompany readings. An eleventh-grade inquiry team analyzed Fall 2017 English Language Arts (ELA) Measures of Student Learning (MOSL) data and noticed the overall average of the assessment was low. Using the ELA MOSL rubric, teachers noted trends and patterns in the data and discovered students demonstrated difficulty in argument, counterclaims and support and command of evidence, which were traits two and three of the ELA MOSL rubric. Using the CAN protocol, teachers noticed that students struggled with creating strong claims, counterclaims, and finding relevant evidence to support their counterclaims. Teachers used the claim, evidence, and reasoning (CER) and Three-Two-One text-rendering strategies to find the main argument of the text. As a result of the team meeting, there was a fifty percent increase in student performance in trait two and a sixty-five percent change in trait three; thus, evidence of coherence of team practices in alignment to the school goal of vertical alignment of teacher teams.

- Distributed leadership structures are embedded so that teachers play an integral role in decisions across the school. Teachers serve in leadership roles such as team leaders, Advance Placement (AP) for All Liaison, and Peer Collaborative Teacher. The responsibilities of these teachers include: facilitating team meetings, tracking student progress, ensuring alignment of department curriculum, and facilitating professional development for the staff. These structures affect student learning across the school as teachers engage in professional development in tandem with attaining the school goal of vertical alignment of teacher teams.
Findings
Across classrooms, teaching practices are aligned to the curricula and reflect an articulated belief that students learn best when they are engaged in rigorous tasks and participate in student-to-student discussions.

Impact
Student discussions reflect high levels of thinking and participation, thus exemplifying the articulated beliefs about how students learn best; however, there were missed opportunities for students to convey ownership of their learning.

Supporting Evidence

- Across classrooms, students participate in student-to-student discussions and produce work that reflects thinking and participation; however, students have yet to articulate ownership of their learning. In an algebra I class, students evaluated the different forms of a linear function by creating a poster of their graph and delineating their process for solving. A student stated, "I am confused!" A student within the group then explained how to find the slope, intercept and convert the equation to standard form. In an English Language Arts class with English as a New Language (ENL) students, students were tasked with using literary elements to enhance the theme and style of a fictional text, A House on Mango Street. Students engaged in reading to one another and discussing textual evidence. A student, when queried, knew the next steps. However, in an Advanced Placement Seminar class, where students were engaged in discussions and working on their representations of the world we currently live in the students knew their responsibilities for the task, but the teacher had to refocus the students to be able to demonstrate ownership of their learning and how their work fit into the unit at large.

- A ninth-grade Global History class required students to determine if the caste system was effective in keeping order in ancient India. Students read a primary source, The Bhagavad Gita, and used a 7 Habits of Reading graphic organizer to structure their information from the reading. In discussions, students mentioned what life was like under the caste system and referenced the reading for evidence. In a U.S. History class with ENL students, the class was asked to discern to what extent the Bill of Rights was necessary, the questioning was teacher-to-student and not student-to-student. For example, “Can I say what I want?” A student responded, mentioning having freedom of speech and that it cannot be false information. "Do you think there are things we should have that we don’t have?” A student answered, mentioning that everyone should have access to free healthcare, but the answer was directed to the teacher and no students affirmed the answer, thus impeding students in demonstrating ownership of their own learning.

- The school leader expressed that students learn best when they are engaged in tasks that emphasize comprehension and rigor. While this was seen in numbers of classrooms, it was not observed in the vast majority. In an eleventh-grade ELA class, students were engaged in a Socratic Seminar that required them to analyze authors Baldwin and Coates using rhetorical strategies and appeals to convey their central ideas. Students discussed the use of repetition and how the authors used this rhetorical device in their writings. The inner circle engaged in discussions around two complex texts and pushed each other’s thinking, while the outer circle, using Google Classroom commented on the inner group via group chat. In an Environmental Science class with ENL students, using task cards differentiated by skill level, students demonstrated the flow of energy through an ecosystem and provided evidence of the energy flow; however, this practice of using a hand-on approach to deconstruct complex topics was not observed in the vast majority of classrooms.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across content areas, scope and sequences, unit plans, and lesson plans were aligned to the Common Core Learning Standards and integrated instructional shifts of academic vocabulary and academic language. Curricula and academic tasks emphasize rigorous habits and the inclusion of culturally-relevant pedagogy.

Impact

Curricula and academic tasks are accessible to all learners and embed the Common Core and Next Generation Standards to ensure coherence and college and career readiness for all students.

Supporting Evidence

- Content area scope and sequences, unit plans, and lesson plans are aligned to the Common Core Learning Standards and integrate the instructional shifts. In ELA, the instructional shift of focus is academic vocabulary, citing textual evidence and writing from sources. In mathematics there is also a focus on academic vocabulary. Lesson plans and unit plans across content areas showed uniformity in elements such as objectives, essential questions, culturally-relevant pedagogy, differentiation strategies, and formative assessment strategies. An algebra I lesson plan required students to evaluate different forms of linear equations. Student groups were provided differentiated problems that asked the students to convert their problems from linear form to the slope-intercept or standard form. Another algebra I lesson plan required students to make real world connections to linear functions by engaging in a station activity, thus promoting college and career readiness by emphasizing academic vocabulary and ensuring coherence.

- Rigorous and higher-order thinking skills are integrated into the learning tasks. An Advanced Placement English Language and Composition lesson plan required students to engage in a Socratic Seminar to analyze the use of rhetorical strategies to convey the central ideas. The lesson plan delineated that the questions for the Socratic Seminar were student-generated, thus students created their own meaning. In an ENL Environmental Science class, students were tasked with manipulating data cards to show the flow of energy, explaining how energy moves through a system, and thus exemplifying rigorous tasks and higher-order thinking skills.

- Habits that require students to pose problems and think creatively are integrated into the classroom instruction. An ENL ELA task required students to use graphic organizers to brainstorm for their literary element project based on the anchor text, *A House on Mango Street*. A graphic organizer was embedded with questions to support students in the reading of the text and the citing of three to four pieces of evidence to justify their answers on the characters and themes of the text. An AP seminar class required students to create artistic renditions of an ideal and just world, thus engaging students in rigorous tasks.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
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<tr>
<td>Rating:</td>
<td>Proficient</td>
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Findings

Across classrooms teachers use rubrics and common assessments that are aligned to the New York City 9-12 Educating Powerful Writers curricula to determine student progress.

Impact

Teachers use results from assessments such as enduring issues essays to adjust curricula, instruction, and provide meaningful feedback to students.

Supporting Evidence

- Teachers assess learning outcomes aligned to the New York City scope and sequence for ELA, Engage New York for math, State standards for social studies and science. Teachers create rubrics for class participation and classwork, as well as grade- and assignment-specific rubrics aligned to the New York City 9-12 Educating Powerful Writers rubric for rhetorical analysis, and argument and persuasive writing. Students have opportunities to revise their work based on teacher feedback. Additionally, teachers create portfolio assessments to provide students with tiered actionable feedback. Feedback on a student’s presentation included commending the student for designing a presentation that was succinct, and for using tools for effective presentation delivery such as voice projection. The cool feedback recommended the student to be mindful of the pacing of the presentation. In response to another sample of student work, the feedback recommended that the student cite their evidence using a historical context, and to use details in explaining their evidence. Thus students were provided actionable feedback.

- Some students stated that the feedback they receive from their teachers apprises them of their next steps and in some cases they use the feedback and apply it other subjects such as social studies. For example, a sample of student’s work in Global History commended the student for including historical context and recommended that the student use cause and effect language to show the relationship in the historical content. A sample of a science lab report cited next steps such as being consistent in the use of tense. Additionally, the feedback mentioned to write the problem in the beginning of the lab before restating a claim, thus exemplifying actionable feedback to students that in some cases is used in other subjects.

- Teachers analyze assessment data to glean information about students’ performance through assessment analysis at the end of each unit. This information is used to adjust instruction. Teachers analyzed an enduring issues essay in Global History. Based on the analyses and student feedback, students needed support on crafting topic sentences, embedding historical context, and analysis. The next unit in the unit plan was adjusted to include an emphasis on these skills. Similarly, in mathematics, teachers used end-of-unit reflections to adjust the pacing in the curricula. Based on student performance on assessment, Math XL usage increased from twice a week to five times within a unit. This change was noted in the pacing calendar of the linear functions unit plan. Lastly, in an ELA unit reflection, students demonstrated difficulty in rhetorical analysis of their essays. The subsequent unit was adjusted to have students write rhetorical essays as a group, then to complete the essay independently. Moreover, students used what they learned about rhetorical strategies to write an essay, thus using data to adjust curricula and instruction.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

High expectations are delineated to staff through weekly emails from Administration, through new teacher orientations that integrate the Danielson Framework for Teaching. Teachers articulate a culture for learning that emphasizes high expectations for all students.

Impact

Mutual accountability for high expectations is attained through teacher directed intervisitations and differentiated professional learning sessions. Staff provides feedback to students through Advanced Placement and college-level classes thus preparing students for the next level of their educational experience.

Supporting Evidence

- School leaders create an elevated level of clear expectations for all staff, which is evidenced through written structures such as presentations for new-teacher orientations, weekly emails, and new-teacher lunch-and-learn opportunities aligned to the Danielson Framework for Teaching. Newly-appointed teachers undergo a new orientation before the commencement of the school year that focuses on designing coherent lesson and organizing their physical space. Additionally, teachers were surveyed on their preference of topic discussions for lunch-and-learn. As a result, the lunch-and-learn new teacher topics included classroom management and instructional strategies. Expectations are delineated to staff through weekly emails that emphasize the school’s core values, mission, vision, and the school’s instructional focus of increasing rigor in instruction via vertical alignment. Expectations for instruction are communicated in the email by further articulating expectations for unit planning with the incorporation of culturally-responsive pedagogy. Through the observation process, teachers are held accountable for structures such as the Initial Planning Conferences that delineates the school’s expectations for instruction, professionalism, school and teacher goals. Teachers are held mutually accountable for this process for professional goals and school goals are created in collaboration with the administration.

- Mutual accountability for instructional expectations is upheld through teacher-directed intervisitations and differentiated professional development is facilitated by a Peer Collaborative Teacher (PCT). Teachers conduct intervisitations, self-identify their instructional foci for the visit, and provide feedback to one another on their instructional practices. Teachers mentioned that they volunteer their classrooms for colleagues to observe pedagogical practices such as the use of technology in the classroom. Teachers are surveyed for their professional development preferences, and are differentiated by groups based on preference and observation data. Additionally, teachers facilitate professional development sessions such as “Designing Coherent Instruction,” “Questioning and Discussion,” and “Supporting Instruction in the Classroom.”

- Through structures such as AP for All Liaison, opportunities to enroll in college level classes, and opportunities to visit colleges and college fairs, teachers and staff prepare students for their next steps in their educational journeys. Currently, the school offers six AP classes. Students also have opportunities to take college-level courses through College Now, and college and career preparatory classes weekly through The Opportunity Network. Students mentioned that these courses clarify their educational and career trajectories. Students also engage in community service for community-based organizations. As a result of these initiatives, the graduation rate for the class of 2018 was eighty-six percent with a projection of eighty-five percent for the class of 2019. Over ninety percent of first and second year students meet grade-level goals for credit accumulation.
Feedback to teachers accurately captures next steps that are aligned to the school's instructional focus of student engagement. Teacher observation data is used to plan differentiated professional development sessions.

Impact
Feedback to teacher is aligned to the school's instructional focus and teachers' professional goals in order to promote professional growth and reflection.

Supporting Evidence

- Across multiple observation reports, next steps consistently align with school's instructional focus of student engagement and teacher goals from Initial Planning Conferences (IPCs). Observation reports delineate teacher commendations, recommendations and next steps. An observation report for one teacher commended their professionalism and use of resources implemented in the classroom. The next steps for the teacher articulated the need to differentiate instruction and to incorporate group or partner work into every lesson while ensuring that students are holding themselves accountable in their discussions. Another report positively cited the teacher for designing coherent instruction that is a consummate school focus. The teacher’s next step aligned to the teacher’s goal of improving questioning and discussion techniques. The feedback detailed the need to make more use of Socratic Seminar protocols that address student contribution to the conversation, goals for the seminar, and graphic organizers to support student thinking. As a result of the feedback, the overall Measures of Teacher Practice score for the 2017–2018 school year indicated that the majority of teachers were effective.

- Trends in observation reports all aligned to the school’s instructional goal of student engagement. Teachers were commended for questioning and discussion, classroom routines, and designing coherent instruction. All teacher feedback correlated to the school’s instructional goal of student engagement. Examples of recommendations cited were: pacing lessons during student debates, and differentiating instruction through the grouping of students based on ability. Teachers stated that they receive feedback on their practice from administrators and coaches as another layer of support, along with the differentiated professional development assists in promoting professional growth and reflection for teachers. 89 percent of teachers for the 2017-2018 school year were rated effective.

- The principal clearly articulated the rationale for professional development decisions. Data gleaned from trends in observations showed a need for support in the areas of designing coherent instruction and the instructional domain of the Danielson Framework for Teaching. As a result of the data analysis, teachers self-selected and were placed in professional development groups focused on topics such as designing coherent instruction, engaging students in learning, and questioning and discussion. Teachers also affirmed this practice as another level of supporting their practice.