Quality Review Report

2018-2019

New World High School
High school 11X513
921 East 228Th Street
Bronx
NY 10466

Principal: Mithat Gashi

Dates of Review:
February 14, 2019 - February 15, 2019

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

New World 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

### Instructional Core

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

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
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</table>

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

**Area of Celebration** Well Developed

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations

**Additional Finding** Proficient

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
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</table>

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

**Additional Finding** Well Developed

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

**Additional Finding** Well Developed

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

**Additional Finding** Proficient

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

**Additional Finding** Proficient

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

**Additional Finding** Proficient
Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |

Findings

Administrators delineate high expectations to staff through new teacher-specific learning sessions that integrate the Danielson Framework for Teaching. Teachers articulate a culture for learning that systematically emphasizes high expectations for all students such as Advanced Placement (AP) coursework and college-level classes.

Impact

Mutual accountability for high expectations is attained through teacher-directed intervisitations and differentiated professional learning sessions for new teachers. Effective feedback and guidance support ensure that all students own their educational experiences and are prepared for their next level of learning.

Supporting Evidence

- School leaders communicate high expectations for professionalism by providing teachers with opportunities to engage in classroom research to support their practice. Teachers across the content areas present their action research they designed in order to support student achievement and grow in their instructional capacity. Additionally, teachers facilitate professional learning sessions on topics such as Sheltered Instructional Observation Protocol (SIOP) to support the staff in lesson planning and delivery of instruction with an emphasis on questioning, discussion, student engagement, and assessment in instruction of the Danielson Framework for Teaching. Professional development (PD) sessions are tiered for new teachers with teacher-facilitated topics such as Creating a Warm, Supportive Classroom Environment that Empowers Students to Engage in Academically Rigorous Instruction, and Targeted Feedback to Students. Teachers are held accountable via the observation process and teachers hold themselves accountable via teacher-facilitated PD sessions and action research.

- School leaders provide clear lines of written communication to staff through the weekly calendar of events. The communique delineates expectations for mid-year reviews for teachers to engage in conversations with administrators on classroom action research, student academic performance (evaluation of student work and feedback), and professional goals. The teacher handbook delineates teacher expectations for instruction such as the suggested SIOP model for lesson planning, strategies to ensure English Language Learners (ELLs) have opportunities to practice their communication skills and the inclusion of multiple modalities to allow students access to the curricula. Teachers are held accountable via informal walkthroughs by the administrators and teachers hold themselves accountable by engaging in teacher-initiated intervisitations to glean best practices from one another to support their teaching practices.

- Structures such as AP offerings, College Now classes, and opportunities to visit colleges allow staff and teachers to prepare students for the next steps in their educational journey. Incoming freshman have an opportunity to enroll in a summer enrichment class and earn credits in the arts. Partnerships with community-based organizations support students with life skills such as financial literacy, time management, and preparing students for college through goal setting, action planning, and enrolling in summer college bridge classes. As per the 2018-2019 School Quality Snapshot, the achievement gap has been closed for ELLs and the city’s lowest performing students. The school has a four-year graduation rate of ninety percent.
Area of Focus

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

Teachers provide feedback to students using subject-specific rubrics. Teachers work collaboratively using the Review, Reflect, and Respond protocol to determine student progress.

Impact

Teachers analyze common assessments and data from Regents exams and marking period data to adjust curricula and instruction; however, ELLs and students with disabilities have yet to show increased mastery. Additionally, feedback to students is actionable but not yet meaningful to students.

Supporting Evidence

- Teachers as part of a collaborative team analyze assessment data to glean information on student performance using the Review, Reflect, and Respond protocol. However, students including ELLs and student with disabilities have yet to demonstrate increased mastery across the subject areas. Teachers analyzed the recent Algebra I Regents results and noted that twenty-one percent of Algebra I students demonstrate mastery. Teachers denoted their noticing such as questions that students were successful in, not successful in, the root causes for success, and the next steps such as interventions. Adjustments to instruction cited students working independently on the Alek platform for skill-building exercises, re-teaching the topics that were a challenge, and consistently spiraling the content. Similarly, teachers use a data tracker for the Alek program to gauge if students are mastering topics. The data is used for pacing the curricula, re-teaching, and building scaffolding supports into instruction. Although teachers are engaging in this work, a clear portrait of increased mastery for ELL and students with disabilities is not yet evident.

- Similarly, English and English as a New Language (ENL) teachers analyzed their most recent marking period data. Teachers noted that, overall, students performed on average to above average, but few students demonstrated mastery. Teachers stated that the spiraling of learning would continue to take place with an infusion of role-playing examples to emphasize the connections between characters and themes. Additionally, an analysis of the January 2019 English Language Arts (ELA) Regents showed that thirteen percent of the students demonstrated mastery. Teachers attributed student success in the argumentative essay portion due to the scaffolds used to support students in identifying strong evidence. Students struggled with reading comprehension and currently, teachers noted that annotating had been successful and will implement guided reading, group discussions, and student-generated focus questions. The social studies teachers analyzed the marking period grades for the Global History classes. Strategies for intervention noted outreach to guidance counselors, recommending students for tutoring or additional support via online platforms. There is a range of 16 percent to 71 percent of students demonstrating mastery; however, the data does not show increased mastery for ELLs and students with disabilities.

- Using subject-specific rubrics, teachers provide actionable feedback and next steps for improvement. A student's ELA work included commendations for incorporating sentence starters in the writing and producing an organized essay; next steps stated to strengthen the essay by adding one to two concluding sentences and to state a claim. On math work, the student is asked to use a diagram to help visualize the answer. In another sample of ELA student work, the teacher suggests that the student include more evidence. Although the feedback is actionable and provides next steps, it has yet to show evidence that it is meaningful to students. Only one student was able to articulate how the feedback in ELA is used in social studies. This was the sentiment prevalent in the group; hence, the feedback is actionable, not meaningful.
Additional Finding

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

Across content areas, lesson and unit plans are aligned to the Common Core Learning Standards with a focus on citing textual evidence. Curricular documents exemplify rigorous tasks and higher-order thinking skills and teachers utilize the Sheltered Instructional Observational Protocol for instructional planning.

Impact

School leaders and teachers ensure that all students have opportunities to engage in rigorous content across grades and subjects by building coherence and promoting college and career readiness across curricula and tasks.

Supporting Evidence

- A review of unit plans across content areas show alignment to the Common Core Learning Standards, and incorporation of the instructional shift of citing strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly. An ELA and ENL unit plan entitled Research Paper cites the Common Core Learning Standards, the instructional shifts, the essential question, content objectives, and language objectives. Students are asked to write a three-to-five-page American Psychological Association-styled research paper. The task includes tiered support on how to select a topic, discerning the credibility of sources, and constructing a thesis statement. Similarly, a ninth-grade ELA unit plan cites Common Core, Next Generation Standards, vocabulary acquisition to support ELLs, and assessments such as textual evidence and analysis responses. Students are asked to apply different reading strategies to understand fictional texts. A twelfth-grade ELA unit plan requires students to read the text, *The Alchemist*, and engage in a Socratic seminar.

- Lesson plans utilize the SIOP model with an emphasis on content and language objectives to support ELLs and students with disabilities. A Global History unit plan denotes the essential question, “Where did the foundations of modern civilization come from?” Activities cited in the unit plan include a Socratic seminar centered on the prompt, “Should Alexander be considered ‘great’?” An Algebra II unit plan on quadratic functions shows alignment to Common Core for math with a focus on academic vocabulary for emphasis within the unit thus, promoting college and career readiness.

- An Earth Science unit plan incorporates what students need to understand, the concepts they will learn, and essential questions. Laboratory investigations such as the sediment transport lab, water table, and groundwater lab provide students with hands-on opportunities to investigate these phenomena. An AP language and composition unit plan on rhetoric and the power of language cites the standard: draw evidence from literary informational texts to support analysis and reflection and research. Culminating tasks for this unit include writing a precis, a rhetorical analysis essay, and textual evidence and analysis responses.
Additional Finding

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<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
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Findings

School leaders impart the articulated beliefs that students learn best when they engage in student-to-student discourse and in language acquisition opportunities thus, allowing for multiple entry points into the lesson.

Impact

Teacher pedagogy exemplifies the articulated beliefs about how student learn best so that all students have access to challenging tasks thus, producing meaningful work products.

Supporting Evidence

- School leaders expressed that students learn best when they engage in student-to-student discourse that allows for language acquisition and usage of academic language. In an eleventh-grade Algebra II class, students worked on setting up and solving quadratic equation word problems. Students engaged in a turn-and-talk to discuss the process the student used to solve the problem on the whiteboard. Students stated that the student used division; they annotated key details in the word problem. In another turn-and-talk conversation, students mentioned that another student used the distributive property and the quadratic formula to solve the problem. In a Living Environment class, students were identifying pigments found in a leaf. Students used academic vocabulary such as photosynthesis, chloroplasts, and stated the photosynthesis equation. These practices were evident across the classrooms.

- The articulated belief of students engaging in student-to-student discourse was observed in a ninth-grade ELA class. Students worked on writing a strong analysis essay using textual evidence from their book, *Home of the Brave*. Using the textual analysis rubric, students assessed a sample of a student’s writing and justified their answers. For example, a student rated the essay a 4 on the rubric because the writer explained his or her evidence. In a Geometry class, students engaged in a modified station activity and used the Pythagorean Theorem to solve real-world problems. Students had differentiated problem sets and were tasked with justifying their work using academic vocabulary while standing. Once a student justified an answer, he or she sat down.

- In an AP Language and Composition class, students reviewed the difference between connotative versus denotative, and diction. Using a scaffold, students chronicled whether terms or phrases such as “old maid” or “spinster” were connotative or denotative and justified their answers as a whole-class demonstration. Students had access to additional supports such as a dictionary. In an Earth Science class, students investigated how streams and river systems change the landscape. Students simulated erosion and deposition of sediment in their laboratory investigation. Using a scaffold, students memorialized their data collection to demonstrate the effects of erosion and deposition on a landscape. Students were overheard using academic vocabulary and engaging in discussion regarding their data collection.
**Findings**

Feedback to teachers accurately captures next steps that are aligned to the school’s instructional focus of student engagement and teachers reflect on their feedback. Teacher observation data is used to plan PD sessions and succession plans.

**Impact**

Feedback to teachers articulates clear expectations and is aligned to the school’s instructional focus in order to promote teacher professional growth and development.

**Supporting Evidence**

- Teachers receive feedback from administrators that is referenced by commendations and recommendations aligned to the instructional focus of student engagement via student-to-student discourse. Also, trends in the commendations cited in observation reports are aligned to the designing coherent instruction component of the Danielson Framework for Teaching. In an observation report, a teacher is commended for developing a cohesive lesson that included tiered questions to facilitate student leaning. The next steps for the teacher include a discussion protocol during group work so that students can take ownership of their learning and hold one another accountable. A subsequent observation noted that the teacher incorporated the guidance from the previous visit and received next steps to support the pacing of future lessons. A resource entitled, “Instructional Pacing: How do Your Lessons Flow” was provided. As a result of the feedback, the Measures of Teacher Practice (MOTP) to date shows that 97 percent of the teachers are Effective.

- Teachers receive written feedback from administrators and instructional lead personnel during non-evaluation observations. A teacher received feedback on the need to include questions for discussion in the lesson. The teacher received a resource that demonstrated the alignment to the questioning and discussion component of the Danielson Framework for Teaching. Similarly, teachers receive support and feedback from instructional lead personnel to support their practice. Teachers receive support from content-specific coaches in several areas such as assessment of student learning, lesson planning, and setting clear expectations. In some cases, feedback to teachers aligned to their goals. For example, in an observation report, a teacher is commended for posing questions that engaged student thinking and assessed their content knowledge. This commendation aligned to the teacher’s goal of improving assessment methods by refining the line of questioning to students. Lastly, teachers are provided opportunities to reflect upon their practice by providing written reflections that articulate how teachers implement the recommended strategies in their lessons. As a result of these practices, 100 percent of the teachers were rated Effective on the 2017-2018 MOTP data.

- School leaders use MOTP to inform the PD and succession plan for teachers. A review of the data gleaned reflected a need for PD sessions on designing coherent instruction, assessment in instruction, and student engagement which is aligned to the school’s instructional focus of student-to-student discourse. Succession plans for leadership opportunities include teachers serving in the role of instructional team leads, subject leaders, teachers serving on the PD committee, and testing coordinators. These leadership roles support teacher instructional practices thus, having an impact on the quality of student work.
Findings
Teachers engage in inquiry-based professional collaborations through action research while maintaining distributive leadership structures.

Impact
Teacher collaborations foster interdisciplinary project creations and action research thus, strengthening their instructional capacity. Teacher voice plays a key role in student learning across the school.

Supporting Evidence

- Teachers engage in professional collaborations that conduct action research. An action research team meeting was observed in which a math and science teacher presented their findings as a result of their action research. The problem of practice was, "How do cumulative reviews help students retain content?" The teacher looked at eleven students that understood the content but struggled with using the academic vocabulary. The content vocabulary was translated to student’s native language with an emphasis of using translated sentence starters such as, “I distribute” and “I combine like terms”. The teacher observed student engagement by noting the number of times students raised their hands to participate with and without the use of sentence starters. As a result of the inquiry process, there was an increase in student engagement and the sentence starters were embedded in student word problems. Teachers stated that working collaboratively has changed their approach to teaching thus, strengthening their capacity.

- A science teacher engaged in action research and identified the inquiry question, “How does frequent writing in science help students tackle free-response questions on the Regents?” The purpose of the investigation was to increase rigor in science, allow students to become more comfortable engaging in different forms of writing and using the claim, evidence, and reasoning strategy (CER). A review of student responses showed that students were leaving these questions blank. The teachers analyzed groups of students’ free response answers beginning in September and provided support on their narrative writing pieces and infused case studies. As a result of this practice, there was an increase in students completing free response questions as of January. A review of teacher team notes showed an ELA team analyzed student work and noted trends and patterns such as understanding literacy elements. Next steps include conducting a re-teach and including lessons that analyzed texts for themes. A social studies team examined student work and noted that students knew how to write an organized essay and cite evidence to support their writing. The next steps included support for students on how to use notes and documents to deconstruct information in the documents. As a result, ELA and social studies teachers have collaborated with one another to produce interdisciplinary student projects.

- Distributed leadership practices are in place so that teachers have a voice in key decisions. Teachers serve on committees such as the PD committee that are tasked with designing PD. Additionally, teachers are on the academic policy team and are responsible for determining grading policies and rubrics used in classes. Teachers also serve in the role of testing coordinator and data specialist. The data specialist provides teams with data for teacher teams to analyze and make key decisions thus, affecting student learning across the school.