



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Global Technology Preparatory**

**04M406**

**160 East 120<sup>th</sup> Street  
Manhattan  
NY 10035**

**Principal: David Baiz**

**Date of review: November 7, 2014  
Lead Reviewer: Rod Bowen**

## The School Context

Global Technology Preparatory is a middle school with 178 students from grade 6 through grade 8. The school population comprises 43% Black, 52% Hispanic, 1% White, and 3% Asian students. The student body includes 7% English language learners and 37% special education students. Boys account for 60% of the students enrolled and girls account for 40%. The average attendance rate for the school year 2013-2014 was 92.9%.

## 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>Proficient</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>Developing</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>Developing</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>Celebration</b>	<b>Proficient</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>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

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

The school consistently communicates high expectations to both families and students.

### Impact

The school's culture of high expectations results in parents having a consistent awareness of their students' progress toward meeting them. In addition, supports and programming are in place to prepare students for life after graduation.

### Supporting Evidence

- Parents unanimously claimed that Jupiter Grades is an invaluable resource in keeping abreast of how their children are doing academically. One parent stated, "Jupiter Grades lets you know if they are missing homework, and you can see their test scores." Another said, "I stay on top of assignment completion and when something's missing, I pull my daughter in to see what we can do to get her caught up."
- Eighth Grade Academy is a program intended to prepare students for high school level writing. One student asserted that the program is helping him with essay writing as well as high school applications. "Eighth Grade Academy tells us what high schools are looking for." As part of this experience, all 8<sup>th</sup> grade students are assigned writing mentors from the professional world. Twice per month, writing mentors from such businesses as Fidelity, Goldman Sachs and Computer Associates meet with students to support them in the effective use of writing conventions.
- The school's comprehensive partnership with Citizen Schools exposes all students to various careers including business, robotics and cooking. A parent claimed, "My daughter has been exposed to investment banking. The school is introducing them to the business side of things which most kids in our community don't get." Each student has two apprenticeships per semester. All students select their apprenticeships based on interest and upon completing them, must do a presentation summarizing their experiences and key learnings.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Pedagogical practices across classrooms did not consistently provide multiple entry points into the curricula. Evidence of higher order thinking and participation among students varied across the classes visited.

### Impact

Across classrooms, there were uneven levels in all learners being able to engage in meaningful discussions and produce meaningful work products.

### Supporting Evidence

- In one math class students were paired with each other to grapple with problems together. While working, a student stated, “We’re actually arguing about the best way to solve the equation.” Another student was overheard saying, “The operation is going to switch. You’re going to get the answer, but you also have to simplify it.” During the class share out, the teacher prompted students with, “Why did you choose...?” and, “Who agrees or disagrees with...?” Students responded by agreeing and supporting their opinions with rationales grounded in an understating of the content. However, in an Integrated Co-Teaching (ICT) math class, a student went to the front of the room to write and present his work, yet teacher-centered explanation and questioning of the class occurred. The teacher asked, “What do you think of his method?” A student responded by repeating the process that the student wrote on the board. Another student claimed, “I would have simplified it.” The student at the front of the room was not afforded an opportunity to speak to his process or have his thinking pushed.
- In an English Languages Arts (ELA) class, students were purposely grouped, however some students were observed copying content onto their graphic organizers from fellow group members who were more facile with the task.
- In another ELA class, though there were students who evidenced an understanding of actionable feedback when examples were provided for them, many students were not able to generate their own actionable feedback for a classmate who had presented. In the time that students had to write feedback, a number of students wrote nothing. Others wrote feedback that was not actionable such as, “Nice Evidence”.
- In the ELA intervention and guided reading classes that were observed, students were grouped by ability level and reading of leveled text. The ELA intervention independent reading task was to be followed by an on-line quiz that was also assigned based on level.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The school has worked to ensure that curricula is aligned to Common Core Learning Standards and/or content standards while emphasizing higher order skills across grades and subjects.

### Impact

Curricula are designed to promote rigorous habits as well as college and career readiness for all students.

### Supporting Evidence

- Teachers work to adapt pre-existing Common Core aligned curricula to the learning needs of students. Sources which serve as starting points for this work include, EngageNY, Expeditionary Learning and Connected Mathematics Project 3 (CMP3).
- Curricular documents contained tasks aligned to such standards as: Including multimedia and visual displays in presentations to clarify claims and emphasize salient points; interpreting and computing fractions; interpreting figurative language used in a text; as well as formulating questions and hypotheses.
- Higher order thinking was evident in curricular documents which had questions such as: Hypothesize how you could get predicted results to be closer to actual results; how can common denominators change your thinking about the quotient of your division problem; and based on what you know about the fire, what might it represent in the novel?
- Humanities and Science units are designed to purposefully incorporate non-fiction text. This was evident in the genetics unit where students read relevant articles from NewsELA pertaining to genetics.

**Findings**

The school is in the process of developing and administering Common Core Learning Standards and New York State exam aligned common assessments in ELA and math. Ongoing checks for understanding and student self assessment was inconsistent across classrooms.

**Impact**

Data from newly designed common assessments are in the process of being generated, analyzed and used to modify instruction to meet students' learning needs. Teachers inconsistently make adjustments during instruction based on checks for understanding and student self-assessment.

**Supporting Evidence**

- Teachers noted that performance tasks are being used more this year. One stating, "Last year I did three all year and this year, we're probably going to do as many as 10." They also mentioned that assessment practices are evolving, as last year was the first year doing Measures of Student Learnings (MOSLs) and this was the first year administering interim assessments.
- Though the school is in the process of administering it's first year of quarterly Common Core aligned interim assessments, data from the previous year's MOSL and Fontas and Pinnell assessments have been used to target students for literacy interventions such as small group guided reading classes and ELA Intervention classes. However, this common assessment work is focused in ELA and math and has yet to reach science and social studies.
- A review of the school's Formative Assessment Guide for 2013-2014, which also informs formative assessment practices this year, showed no references to how these expectations might impact science or social studies.
- While visiting an ICT math class, the teacher asked, "Is there anyone else who is still confused about what is going on?" No one responded. However, student work showed there was still confusion regarding the use of algorithms.
- In an ELA class, the do now was intended to get students thinking about symbolism, but only a few students were asked to share their responses. As the lesson progressed, it was not clear that the majority of students were facile enough with the concept of symbolism to engage the group work.

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

The majority of teachers engage in regular inquiry-based collaborative meetings during which curricula, student work and/or data are consistently analyzed.

### **Impact**

As a result of teacher team practices, Common Core aligned curricula is implemented, instructional practices are strengthened and there has been progress in student achievement for groups of students.

### **Supporting Evidence**

- Humanities teachers look at Common Core alignment in lesson plans and assessments. Math teachers bring in student work and get feedback on task development.
- The ELA Teacher Team was observed calibrating their scoring practices using a rubric. It was their first time administering this interim assessment and team members were supporting each other in distinguishing between a 0 and a 1. Trends in student errors included: lack of evidence, not fully addressing the question, and confusion of characters. Next steps for instruction included: presenting a paper worthy of a 2 to students and stressing the need to carefully read the question.
- Teachers noted that the team meetings impacted their work in the development of performance tasks, specifically with clarity of directions and creating student friendly rubrics.
- The schools ability to exceed the target in the Student Progress section of the School Quality Guide is attributed greatly to the efforts of teacher teams and their work in identifying target populations for interventions, and developing Common Core aligned curricula and assessment in ELA and math.