



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

**I.S. 10 Horace Greeley
IS Q10
45-11 31st Ave
Long Island City
Queens
NY 11103**

Principal: Clemente Lopes

**Date of review: January 12, 2015
Lead Reviewer: Dr. Joseph O'Brien**

The School Context

IS 10 Horace Greeley is a Middle School with 864 students from grade 6 through grade 8. The school population comprises 7% Black, 51% Hispanic, 19% White, and 22% Asian students. The student body includes 14% English language learners and 16% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-2014 was 93.0%.

School Quality Criteria

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

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations to the entire staff, provide training for teacher teams. Teacher teams and staff establish a culture for learning that consistently communicates high expectations and offers on going and detailed feedback and guidance advisement supports for all students.

Impact

The School sets high expectations and has built a system of accountability for students and teachers to meet them while providing supports to staff, students and families to achieve those expectations that prepare students for the next level.

Supporting Evidence

- School leaders set high expectations and a system of accountability for teachers during pre-and post-observation conferences and ongoing Danielson based professional learning opportunities. Professional learning on adapting curricula to meet the demands of the Common Core Learning Standards and Danielson 1e: Planning and Preparation has been provided.
- School leaders use Teach Boost online data platform to analyze teacher observation data and design school-wide professional learning opportunities. Data has revealed that teachers need more assistance with questioning and discussion techniques.
- Teacher teams use Pupil Path to communicate high expectations for students and families. Teachers, families and students use Pupil Path to communicate real-time student academic performance and progress data while noting growth in specific socio-emotional behaviors. Pupil Path is updated weekly.
- The principal writes a monthly newsletter to all staff noting important dates and instructional expectations for the month

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Teachers create and use assessments and rubrics that are aligned with the school's curriculum. The School uses common assessments to determine student progress toward goals across grades and subject areas. Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment. However, teacher assessment practices inconsistently reflect the use of ongoing checks for understanding to make effective adjustments to meet all students learning needs.

Impact

Teacher created assessments provide actionable feedback to students and teachers regarding student achievement, and data from common assessments are used to make effective adjustments in curricula.

Supporting Evidence

- Teacher teams create rubrics and assessments including writing tasks, graphic organizers, body paragraph scaffolds to accurately assess student comprehension and progress; however, besides multiple assessment systems including rubrics noting numerical grades, check plus/check minus symbols, or smiley faces were seen across classrooms
- In math, teacher teams created a quarterly assessment to track individual student progress. Teacher teams use data from the quarterly assessment to adjust curriculum.
- Student portfolios with examples of student self-reflections were seen in four of seven classrooms on the day of the visit. Student self-assessments were not seen in bulletin boards.
- Teachers checked for student understanding in 3 of 7 classes.
- Teacher teams aligned history instruction and curriculum based on student data. Teacher teams noted a drop in student New York City assessment data document based essays.in social studies. Teachers made adaptations to include more scaffolds for English language learners and students with disabilities in data based questions including tasks, charts and questions which better resemble what students will be asked to complete on their New York City assessments.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

Curricula and academic tasks consistently emphasize rigorous habits and higher order skills for all students including English-language learners and students with disabilities. Curricula and academic tasks are planned and refined using student work and data so that diversity of learners including English-language learners and students with disabilities have access to the curricula and tasks.

Impact

The school ensures that curricula and academic tasks are rigorous, accessible for English language learners and students with disabilities, and refined by teachers based on student assessment data.

Supporting Evidence

- Teacher teams meet to review data and discuss curricular adaptations at least twice a week.
- Teacher teams reviewed state math exam item analyses data and determined that struggling English language learners and students with disabilities were having difficulty with functions. The team changed the order in the pacing calendar and designed additional lessons to better support students in linear equations.
- Curriculum maps denote access points for English language learners and students with disabilities. For example, English as a second language teachers have adapted English, math, science and history lessons for English language learners including the use of visual aids and cues to increase student comprehension.
- Grade 6 math curriculum maps note essential questions, content, skills and strategies, assessments, key vocabulary, resources and levels of scaffolding for English language learners, students with disabilities, lowest third and highest third including use of discussion stems, small group instruction, and use of thinking maps. However, not all maps included this content and level of detail.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best informed by the Danielson framework for teaching. Across classrooms, teaching strategies consistently provide multiple entry points.

Impact

Teaching practice are informed by the Danielson framework for teaching and the instructional shifts and students including English language learners and students with disabilities are engaged in appropriately challenging tasks and demonstrate higher order thinking skills in student work products.

Supporting Evidence

- In seven of seven classes, teaching practices are aligned to curricula and the Danielson framework for teaching. For example, lessons included use of number properties when working with expressions and equations, comparison of fictional/ non-fictional character traits and use of textual evidence to support claims and counterclaims were seen
- Questions posed by teachers were at Webb's Depth of Knowledge level 1, 2 and 3. For example, questions including "What is the definition of motivated?" "Which one of these examples are best?", "What do you mean by dominant gene? " were heard on the day of the visit.
- Student work products in writing demonstrated students' ability to cite textual evidence, complete multi-step word problems and use claim and counterclaim in essays.
- In five of seven classes, students worked on one of three unique tiered tasks using different resources ranging in difficulty.
- Student to student discussions were seen in four of seven classrooms.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused. Distributed leadership structures are in place so that teachers have leadership capacity and have a voice and key decisions

Impact

Structured professional collaborations have typically resulted in improved teacher practice and progress toward goals for groups of students, and teachers have voice in key decisions that affect student learning across the school.

Supporting Evidence

- Teacher teams meet twice per week to modify and adapt Expeditionary Learning curriculum including the addition of non-fiction resources
- School leaders meet with teacher teams at least once per week to discuss curricular adaptations, student data and teacher team needs.
- Teacher teams noted that students with disabilities, English language learners and struggling students have difficulty with decoding. Additional scaffolds and supports were provided in the curriculum to meet students’ needs.
- English as a second language teachers make adaptations for English language learners including use of manipulatives, academic vocabulary, picture cues and Kahn Academy math instructional videos in native languages.
- Teacher leaders receive five fewer periods per week to devote to the facilitation of teacher meetings, provide side-by-side coaching, turn-key and lead professional learning opportunities and monitor teacher inter-visitation.