



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

J.H.S. 202 Robert H. Goddard

Middle School Q202

**138-30 Lafayette Street
Queens
NY 11417**

Principal: William M. Fitzgerald

**Date of review: March 4, 2016
Lead Reviewer: Luz T. Cortazzo**

The School Context

J.H.S. 202 Robert H. Goddard is a middle school with 1,066 students from grade 6 through grade 8. In 2015-2016, the school population comprises 34% Asian, 7% Black, 48% Hispanic, and 8% White students. The student body includes 8% English Language Learners and 15% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 95.1%.

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	Well Developed
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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Findings	Well Developed
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	Additional Findings	Well Developed
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	Celebration	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The vast majority of teachers engage in inquiry work systematically analyzing the impact of teacher practice and strengthening leadership roles. Teacher teams play an integral role in key school decisions and are currently expanding their work, and deepening their study of the needs of individual students.

Impact

The work of teacher teams' results in teacher leadership throughout the school, and deep understanding of the instructional practices that impact student learning, resulting in the majority of students achieving the necessary gains to move their overall performance to mastery of standards.

Supporting Evidence

- The school's focus on building teacher capacity through job-embedded professional development such as the Teacher Incentive Fund (TIF). The TIF program allows the school constituents to have a clear vision of what mentoring and coaching looks like. TIF teachers open their classrooms for visits, lesson studies and other practices to improve learning.
- Administration and teacher leaders are able to identify distributed leadership structures that are deeply rooted in the school's day-to-day operations. For example, lead teachers have been identified through the school's collaboration with the organization Teaching Matters. Lead teachers lead professional development cycles for the school year as well as during the 80 minute Monday's professional learning as evidenced by a review of the professional development calendar.
- The vast majority of teachers collaborate in professional teams 3-5 times per week in addition to the Monday 80 minute session. Teams meet across grades and interdisciplinary teams. They utilize this time to engage in lesson review, norming and analysis of student work through inquiry practice, development and evaluation of common assessments and implement school-wide instructional practices, embedding school-wide goals, instructional shifts and common core standards to continually improve student achievement for all learners. During a grade 8 math teacher team meeting, teachers looked collaboratively at student work, discussed student most current assessment results, identified strengths, and weaknesses, and identified possible instructional implications. Consequently, professional collaborations encourage strategic decision making, helps build teacher capacity, and support the improvement of student achievement as evidenced by a review of most recent Ed-Performance data that indicates a 61% improvement for grade 6, 70% for grade 7 and 58 % for grade 8.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers use common assessments aligned with the school's curricula in all subject areas and consistently track student progress, however effective use of ongoing checks for understanding varies across classrooms.

Impact

The school's use of assessment analysis results in feedback to students, the refinement of curricula and aids in monitoring student progress; however meaningful feedback so that students are aware of their next learning steps varies across classrooms.

Supporting Evidence

- Inquiry teams use common planning time to review student work and the impact it has on teaching and learning. They self-assess and reflect on pedagogy, collaboratively make decisions to adjust pacing or time spent on a particular topic, and monitor and revise the assessments. As a result, teachers jointly determine what topics students are struggling with. Consequently, they create lessons, and identify multiple entry points and strategies to meet all students' needs as evidenced during the grade 8 math inquiry team.
- The administration analyzes Advance data to determine if the school is on target to meet the schools' Comprehensive Education Plan (CEP) goals. Preliminary results indicate a 3-4 % increase in teacher ratings via Advance with teachers going from "Effective" to "Highly Effective" in the Danielson *Framework for Teaching* Competencies (3c) and (3d).
- Across classrooms students were observed referring to the rubrics and using criteria charts to ensure that they followed the steps in the activity that they were participating in. In conversations with students they were able to articulate the lesson's objectives and knew the routines and structures of the class. However, during a student meeting only two students were able to directly state how feedback from rubrics stapled to their work, helped them improve their work. Other students had rubrics, but no meaningful feedback to improve their work.
- Classroom visits and meeting with teachers indicated that the school uses ongoing assessments to group students and adjust lesson plans as well as provide feedback on student work including next steps. Students say that teachers confer with them and give them strategies on how to improve their work. However, classroom visits also indicated that teachers across the vast majority of classrooms do not always fully utilize checks for understanding to make immediate adjustments to daily lessons.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

The school's choice of curricula is aligned to the Common Core learning Standards and the instructional shifts, as reflected in data-driven academic tasks across grades and content areas, promoting college and career readiness for all students.

Impact

The school makes purposeful decisions to ensure that curricula and tasks reflect school-wide, coherence and provide access for students to be cognitively engaged to promote college and career readiness.

Supporting Evidence

- The school's curricula were selected based upon their alignment to the Common Core and content standards with rigorous tasks that clearly address the instructional shifts, resulting in coherence across grades and subject areas. The school uses the Code X program for English Language Arts and CMP3 Mathematics. Administrators and lead teachers begin the school year by unpacking the standards, reviewing scope and sequence that will guide instruction for the year, and the EngageNY data along with the released questions to make any necessary adjustments to curriculum.
- The school's continued instructional foci of rigorous instruction, and developing and implementing systems to monitor and adjust instruction using ongoing assessment data to ensure student progress, and student engagement result in coherence and provide the conceptual support for students to expand their thinking and become college and career ready.
- Lesson plans reviewed from classroom visits included, essential questions, scaffolds differentiated strategies, multiple entry points, grouping, assessments and academic vocabulary. In a grade 6 English language arts class where they discussed "Should voting be mandatory in the United States?" students responded and initiated higher level questions using the routines of *Socratic Engagement* in order to deepen their understanding of the election process. Students engaged in dialogue, responded to each other's thoughts, and ideas and respectfully corrected each other following the rubric for the activity. As a result of these efforts, all students have opportunities to engage in paired and class discussions that require them to think critically and formulate arguments based on evidence. Similarly, in an English as a Second Language class students analyze and examine the use of colloquial language and questioning in "*The Life You Imagine*". Differentiation, modifications, and multiple entry points were provided for students to meet their individual academic needs.

Quality Indicator:	1.2 Pedagogy	Rating:	Well Developed
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Findings

Across classrooms, instructional practices demonstrate the school's philosophy on how students learn best that purposely offer all students access to the curricula, exposure to higher order thinking skills, planned supports and challenging tasks.

Impact

School-wide practices are evident across grades and subjects. Multiple entry points and high quality supports and extensions reflect high levels of student engagement across the school.

Supporting Evidence

- The school's beliefs on how students learn best is supported by the Danielson *Framework for Teaching* and supported by teachers' innovative pedagogical practices, and the infusion of technology across all classrooms, teachers deliver highly engaging lessons that are showing gains in student performance. This year the school is focusing on improving practices in classrooms around engaging students in learning, and using assessments in instruction. The school's CEP goals were set to meet this need, by aligning it to the highly effective column of the Danielson *Framework for Teaching Engaging Students in Learning* (3c) and *Using Assessments in Instruction* (3d).
- Teachers plan lessons and implement practices that are aligned to the Danielson *Framework for Teaching* and its competencies to support the needs of all learners. During classroom visits the following practices were observed: the use of academic language, use of English as a New Language (ENL) glossaries and dictionaries, and scaffolds to provide multiple entry points into instruction in response to students' needs, so that all students are engaged and have access into lessons. Through more open-ended and tiered questions teachers reach and engage all students including English Language Learners (ELLs) and Students with Disabilities (SWDs) with the skills to become critical, analytical, and have an entry point into the higher order thinking. Charts and tangible students' manipulatives also provide students with support in this area.
- Strong collaboration between teachers has resulted in school-wide instructional coherence that is evident in all classrooms. For example, during a "Socratic Seminar", students initiated higher-level questions using the routines of Socratic engagement in order to deepen their understanding of the election process. Students were engaged in a group discussion in which they were directed to follow the established rules of *Socratic discussion*. During the dialogue, students engaged with peers, and when necessary, students respectfully corrected one another. Additionally, teachers provide appropriate extensions through more strategic questioning to support all learners in deepening their learning and thus reaching their full potential as observed during classrooms visits.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations are systematically conveyed to the entire school community including teachers, students and parents through timely on-going communication, and delivery of effective feedback and guidance supports.

Impact

Structures that support high expectations assure a culture of mutual accountability among staff, students and families resulting in students meeting expectations connected to a path to college and career readiness.

Supporting Evidence

- School leaders reinforce high expectations to staff as evidenced by the 2014-2015 NYC School Survey results that indicate a score of 99 out of 100 in the following areas: 1) Makes clear to the staff his or her expectations for meeting instructional goals. 2) Communicates a clear vision for this school. 3) Sets high standards for student learning. Teachers receive the Teachers Handbook at the first staff conference, highlighting the school's instructional goals for the year, based on Advance data from last year which concentrated mostly on the Danielson *Framework for Teaching Component (3c)* as a vehicle to component (3d). A review of the Measures of Teacher Performance (MoTP) data from September until March, shows a 4% increase in component (3d) in teachers' ratings from effective to highly effective. Similarly, in component (3c), there was an 8% increase, which indicates that teachers are on target towards meeting those expectations.
- Teachers engage in collaboration and adult learning through the Teacher Incentive Fund (TIF). Teachers engage in mentoring and coaching from TIF teachers. TIF Teachers initiate and lead professional development, open their classrooms for inter-visitations, lesson studies and other practices to improve teaching. Consequently, teachers benefit from working together to build capacity, and strengthen their practice.
- In the parent meeting, every parent was able to speak about ongoing feedback to families in the form of Pupil Path online progress reporting system that provides them with access to their child's progress towards meeting grade level requirements. Parents stated that Pupil Path/Skedula is easily accessible, and allows them to collaborate with teachers in providing appropriate academic and social/emotional supports for their child. Furthermore, parents indicated that in September, their children receive a contract that is signed by both parent and child agreeing to follow the school's expectations. Moreover, parents indicated that the school provides services that focus on the high school application and enhancing awareness of and involvement in college and post-secondary education. One parent spoke about how the school helps students with their high school application, and provide them with the skills needed to be accepted into a good high school, and a good college. Another parent spoke about her son getting into a specialized high school, and subsequently into an Ivy League college, due to the excellent preparation he received at this school.