



The New York City Department of Education



Quality Review Report

The Baccalaureate School for Global Education

Middle School-High School 580

34-12 36 Avenue

Queens

NY 11106

Principal: Kelly Johnson

Dates of review: May 29 - 30, 2008

Lead Reviewer: Ronnie Young

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Part 1: The school context

Information about the school

The Baccalaureate School for Global Education is a middle school -high School with 428 students from grade 7 through grade 12. The school population comprises 14.7% Black, 29.4% Hispanic, 38.1% White, 17.5% Asian and 0.3% other students. The student body includes 1.4% English language learners and 0.5% special education students. Boys account for 41% of the students enrolled and girls account for 59%. The average attendance rate for the school year 2006-2007 was 96.1%. The school is in receipt of Title 1 funding with 32.2% eligibility.

Part 2: Overview

What the school does well

- The principal provides strong leadership to a staff that is totally accountable and dedicated to the success of every student.
- There are high levels of collaboration between students that lead to a friendly, safe and positive learning environment.
- The administration, faculty, students and parents have extremely high expectations of themselves and of each other.
- Parents are regarded as partners in their children's education and communications between them and the school are very good.
- The curriculum is broad and gives students opportunities to extend their interests and abilities both during and after the school day.
- There are high levels of intervisitation between teachers, which helps to spread good practice.
- Students show a great deal of enthusiasm for, and enjoyment of, learning.
- The daily advisory periods provide opportunities for personal and learning skills development and the fostering of close teacher/student relationships.
- Effective procedures for attendance and punctuality have resulted in very high levels of both.
- The school shares its goals for student success with the whole school community.

What the school needs to improve

- Align the requirements of International Baccalaureate with New York State standards to assess performance and progress better.
- Ensure data arises from standardized initial diagnostic assessment and leads to coherent action planning and goal setting.
- Involve both students and staff in the process of their own goal setting and monitoring so they take more responsibility for their self-development.
- Introduce more differentiation in the classroom, ensuring sufficient challenge for higher achieving students.
- Seek clearer ways of identifying students most in need of improvement, better to target remediation activities.
- Include comparisons of gender and ethnicity when tracking students, to identify possible trends and revise strategies accordingly.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is proficient.

The school is unique in New York City, as it provides access to the International Baccalaureate Diploma school-wide. Grades 7 to 10 study for the Middle Years Program. Grades 11 and 12 study the Diploma Program. As a public school, however, it also provides a full program of the mandated New York State qualifications. Students must achieve State standards in order to graduate. This gives high expectations and an onerous workload to students, who have to fulfill the requirements of two sets of demanding qualifications. The school staff have a similar workload, having to work to two sets of criteria and a very broad curriculum. Assessing the exact performance level and rate of progress of students has proven difficult, as there are no common standards between the two systems. The school uses its own assessments, but these are based purely on International Baccalaureate standards, which are not common between individual components or across the qualification. Progress, therefore, is difficult to monitor satisfactorily.

The principal provides strong, inspirational leadership to a hardworking and totally dedicated staff. The mission of the school is to raise students' aspirations to achieve the very demanding Baccalaureate, whilst maintaining a very diverse student population. The school therefore encourages collaboration between students wherever possible, and bases most classroom activity on group work. This collaboration develops very close relationships between students who are supportive and friendly, leading to a safe and positive environment. However, it has also means a lack of differentiation in some classes, with students at the top of the ability range being insufficiently challenged. All students are enthusiastic about the school and obviously enjoy their learning. Staff show similarly close relationships with each other, and intervisitations between classes well established. Teachers are held highly accountable for classroom activity.

Relationships with parents are extremely good, with effective communications between them and the school. Teachers act as advisors to students and daily advisories allow close parent/teacher relationships as well as provide a vehicle for student monitoring, and study skills teaching. This close monitoring helps attendance and punctuality to reach very high levels. However, setting and monitoring academic improvement goals for individual students is insufficient because the basis for targeted goal setting is so imprecise. This means that in many cases students are unaware of their own individual needs, which impedes their ability to improve.

The established inquiry team looks at patterns from the International Baccalaureate and Regents' examinations results to make periodic assessments more meaningful. All recommendations from last year's Quality Review have been put into practice. Skills testing has been improved, with testing schedules published, critical thinking skills have been introduced and more parents are involved in understanding the assessments.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school formally assesses its students, including special education students and English language learners, four times per year using in-house designed instruments with full rubrics and marking schemes. Teachers carry out assessments in every subject except physical education. In this way, the school is able to track individual student performances against rigorous International Baccalaureate standards for each specific subject, and to measure progress. There is no common marking standard across all subjects, however, with some subjects marked out of seven and others out of ten. This makes comparing progress in different areas difficult, and so impedes effective needs analysis. Teachers record results on spreadsheets, allowing them to compare cohort results and to track progress between marking periods and year on year. Results are evaluated twice per year in grade meetings so student needs are assessed. The school does not avail itself of the New York City diagnostic and measuring instruments such as Acuity, however, because it does not yet use New York State standards in its measurements. Informal data is collected from student conferencing, regular quizzes, classwork and homework, but this is not standardized and so does not lead to targeted improvements.

The school would like to compare itself with others but its uniqueness makes this extremely difficult. It currently compares aspects of itself with other small schools that have unique programs, but recognizes that may be the most it can do. At present, the school does not track specific ethnicities or genders as it considers this is not in line with its mission of equality and collaboration. This means it is not possible to identify trends or patterns in the achievement of its students.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

The whole staff, parents and students have extremely high expectations of themselves and of each other. The International Baccalaureate demands very high commitment from students and this has resulted in great determination by them to succeed. Whole school goals are reinforced continually to staff at daily briefings and twice-monthly faculty meetings, to parents via frequent electronic mailings, and to students at their daily advisory period and throughout their lessons. Consequently, the whole community is single-minded in its pursuit of the Baccalaureate. Expectations of collaboration between students, parents and the staff are also high. Parents are regarded as partners by the school and the school's open door policy encourages parents to come into the school at any time and to communicate fully with the staff. Staff communicate with parents via email and telephone regularly. One parent said, "We always feel totally included in every way." This helps improve student progress further.

The limited assessment of students' individual needs has led to insufficiently targeted and accurate remediation, so is sometimes ineffective. The school uses the sixth period in the day for mandated academic intervention as well as supported homework or after-school clubs. Clear action planning does not result from diagnostic assessment and, because

their goals are not clear, some students do not make the link between their work in academic intervention and their work in class. This limits their progress. Students are largely passive in goal setting and many are not party to goals set for them by teachers, so cannot play an active part in improving themselves. The school recognizes this and is reorganizing its intervention services and goal setting in line with its new focus on analyzing data to diagnose student need.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school’s work is proficient.

The International Baccalaureate comprises a broad core curriculum. Grades 7 through 10 must study English, math, science, humanities, visual arts, music, technology, a foreign language, physical education and complete 100 hours of community service. There is a program of electives after school including knitting, human rights, chess and fashion design. Students also study critical thinking and study skills. Students in grades 11 and 12 study six core subjects and theory of knowledge as well as having to undertake 150 hours of community service. This breadth is attractive to potential school students and facilitates student engagement. One student said, “There is something here for everyone.” All core curriculum approaches are able to provide meaningful assessment data and this assists clear scheduling and budgeting decisions by the administration.

If students are very high achievers or need more depth, they can study core curriculum subjects at a higher level after school. However, for some this is the only opportunity they have to work at a sufficiently high level because, although students often work in groups, in some classes activities are not sufficiently differentiated by task or by level. Students also sit Regents’ examinations so have to combine both curricula, which gives students an extremely high workload. They are enthusiastic about what they learn however, and teachers say they enjoy teaching it. Teachers take full responsibility for their students’ performance and progress in and out of the classroom and give freely of their time outside lessons to help students individually or in groups.

Staff and students display high levels of mutual trust and respect, borne in part out of the school’s collaborative ethos. One student said, “Teachers talk to me, not at me.” Another said of the staff, “They have a passion about what they do. They really love teaching and as a result we love learning.” This enthusiasm leads to very high engagement levels in classrooms. The school has very effective monitoring of attendance in advisories and daily staff briefings. This, along with constant reinforcement to parents, has resulted in extremely high attendance figures. Punctuality is also constantly reinforced. As the principal said, “Lateness is a crime in this school.”

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is proficient.

The school’s advisory system is one of its great strengths, contributing to the smooth running of the site. Teachers act as advisors and meet with their caseload of students daily, with teachers carefully matched to students in their grade. Advisors are the first

point of contact for parents and they develop close relationships with their students. Advisories are used for monitoring attendance, academic monitoring and general administrative purposes. Students learn study skills, thinking skills and other learning strategies during advisory periods. The advisor also acts as the reference point for behavioral and personal problems needing the guidance counselor. As one teacher said, "The advisor is the in-school parent." These close relationships are one of the major mainstays of the secure, collaborative nature of the school, along with useful links to external agencies.

The school has a collaborative ethos and teachers work together when possible. They often meet informally or during classroom intervisitation but they have no common preparation periods, so find it difficult to find time for detailed discussions about specific students. Although the administration observes teachers frequently, staff intervisitation is both routine and well established and leads to efficient sharing of good practice and professional development. Some teachers share classrooms so may be teaching whilst another teacher is present, preparing for a lesson or marking. At other times, staff may model a lesson or may observe particular students. Feedback is always a feature of these occasions and helps teachers develop their instruction. The principal says, "They're brutal to each other, but help each other to improve."

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

Goal setting at the school is not fully developed. The results from the school's periodic assessments have led to general revision of plans and strategies by the administration and faculty. They are practiced at setting new goals once desired outcomes are reached. However, the goals themselves are often long-term and vague. Students give examples of their goals as "to pass all my exams" and "to be successful and go to college". Goals often lack measurement and time limits and are not incrementalized to allow performance indicators. Students know the desired outcome, but are hazy about how to reach it. Without detailed needs analyses, however, these goals are difficult to set and to achieve.

Goals for teachers are similarly vague. Professional development is based mainly on curriculum, rather than student needs, and although it is sometimes differentiated to meet the abilities of the staff, there is little monitoring and evaluation to assess whether it has fulfilled individual need or allowed the school to move forward. The school recognizes this as an area for improvement, along with targeted goal setting across the school. The administration is becoming more practiced at using the information provided by periodic assessments to revise goals, so goal achievement is becoming increasingly used to drive the next stage of goal setting. This is helping the school community to develop a clear vision for the future development of the school and to implement change to make this a reality.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Baccalaureate School for Global Education	Δ	➤	✓	+	◇
Quality Score			X		

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide ...	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X			
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress based on comparisons with similar schools?		X			
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty ...	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?		X			
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2			X		

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school ...	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?			X		
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3			X		

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school ...	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
Overall score for Quality Statement 4			X		

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do ...	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X			
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
Overall score for Quality Statement 5			X		

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped