



The New York City Department of Education



Quality Review Report

The High School for Global Citizenship

Public School 528

**883 Classon Avenue
Brooklyn
NY 11225**

Principal: Brad Haggerty

Dates of review: April 27 and 30, 2007

Reviewer: Paul Cosway

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The High School for Global Citizenship is a recently established school, in its third year, with 325 students from grade 9 through 11. It will eventually educate students from grade 9 through grade 12. The school's intake is ethnically diverse, including 85% Black and 15% Hispanic students. There are slightly more special education students than in similar and City schools. The proportion of students entitled to Title 1 funding, at 70%, is higher than in City schools and well above the average for similar schools. Approximately 4% of students are English language learners and this is below the average for similar and City schools. Student attendance, at 87%, is close to that in similar and City schools.

The school aims to develop in its students an awareness of the connections and similarities between their life experiences and those of peoples across the world. The vision is to produce Global Citizens who will grow to effect positive changes in the world, promoting diversity, democracy, justice and human rights.

This is an Empowerment School. Empowerment Schools have more flexibility to make key decisions and control the resources for their school community. Empowerment Schools are free to develop or purchase professional development services, choose which schools to affiliate with, and benefit from reduced reporting and paperwork requirements.

Part 2: Overview

What the school does well

- The school is succeeding in its aims of preparing students to take their place in the wider world.
- Students have positive attitudes towards school, value what it offers them and respect their teachers.
- There is a good atmosphere for learning in every class because students are well-behaved, listen attentively and most make good progress.
- There is a clear vision for the development of the school, driven by data, which has resulted in changes to the curriculum to make it increasingly effective.
- The principal has a good understanding of the usefulness of data and is using it to monitor and review the work of the school.
- The principal is a strong leader, highly respected by staff, students and parents.
- There are sound systems for teachers to share and benefit from each other's planning and teaching strategies.
- Data is used well to identify which students need additional support and there is an effective range of interventions.
- Students feel safe, trust their teachers and feel that there is always an adult they can turn to for help.
- The school has developed an extremely successful partnership with Global Kids, Inc.' to further its mission in developing a sense of global citizenship amongst its students.

What the school needs to improve

- Improve the effectiveness of instruction by improving teachers' skills at using data to help them to adapt work to meet the needs of all learners in the same class.
- Continue to work to improve students' levels of literacy, especially their reading scores.
- Improve the provision for technology to prepare students better for life in a world in which the ability to use computers well is a key skill.
- Set clear targets for students, based on their prior attainment, and monitor their progress towards these targets, with speedy intervention when students fall behind.
- Monitor students' progress for all relevant subgroups particularly those defined by ethnicity and gender.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The school is making good use of data and realizes its importance in all aspects of the school's work. The principal uses the available data well to lead the monitoring and review of the school's effectiveness. The school is using the designated Period Assessment materials to generate data and uses these effectively to monitor and support students' progress. For example, when assessment data showed that some students needed additional literacy tuition, the principal appointed a suitably qualified teacher and created a new smaller class. This has helped them to make up lost ground. The necessary systems and structures are in place to enable the school to further develop and to continue to improve its students' results. However, the school does not track the progress of students against individual targets, based on regular testing, so that it can intervene swiftly when it identifies students who underachieve.

There are good systems for monitoring and supporting special education students, but when the higher achieving fall behind, they are not always identified early enough. This is also true in lessons, because not all teachers are ensuring that the work they plan meets the needs of all the students in their class.

Students and their parents are very supportive of their school. The students respect their teachers and behave well in lessons. Most wear their uniform with pride and work hard: the school is confident that 75% of its first class will graduate in June 2008. Teachers praise the support and leadership of the principal, whose vision and clear direction have been the key to the school's successful start.

There are excellent opportunities for students to learn about the wider world and global studies are combined very effectively with the mandated curriculum. The school's community partner, Global Kids Inc., has helped to enrich the curriculum, including opportunities for travel overseas. There are limited opportunities for students to use technology, disadvantaging students who do not have access to a computer at home, and many would like more creative opportunities in the curriculum. The school's self-evaluation is accurate and many of the points for improvement match those identified by the school.

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 student progress over time.

This area of the school's work is proficient.

A good range of formal and informal systems is used to gather data on students' academic and personal development. The school uses its own, regular tests as well as state tests to measure the progress made by individuals, classes and grades. Because the school has

not yet had a group go through to grade 12, it cannot yet be certain of its effectiveness, but teachers meet regularly to discuss students' performance.

The school does not yet analyze assessment data by ethnic groupings. However, the school has grown and there are now enough students from different ethnic groups to make this analysis worthwhile. Neither does the school monitor progress by gender. It does track carefully the progress of special education students and English language learners, and uses this data well to support their learning. At present, the group of special interest to the school is grade 11, who will be the first to graduate, and their work is monitored very thoroughly.

Two similar schools have been identified for comparison and results will be compared once this first group of students has gone through the school. The school makes comparisons with the school's own past performance, although there is limited data for this at present. It also compares progress and performance among students, grade levels, subject areas and those students at risk of falling behind, and so of special interest to the school.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is proficient.

The school leadership team meets regularly to set goals for the coming year and monitors progress towards them. The staff and principal meet in grade and subject teams to review their work and to set new goals, when necessary, based on available data. This includes surveys of parents and students. For example, when data showed a need to improve students' literacy skills, a plan was formed to work on speaking skills. By June, every student will have delivered an oral presentation and this will have been assessed, leading to a further review of progress.

Where particular students are causing concern because assessment information and informal monitoring show that there is underperformance, meetings are held between staff members who best know these individuals. These meetings are very productive and the discussions are detailed and wide-ranging. The staff involved discuss the possible reasons for the problems, considering academic data as well as all they know of the students' personalities and social backgrounds, and draw up a meaningful plan of action. This is reviewed regularly and revised if necessary. However, the school does not yet set predictive targets for each student based on prior attainment data so that they have a clearer picture of where underachievement lies.

Parents and students affirm that the school has high expectations of them and all staff are aware of their accountability for student performance. Parents and carers are invited into the school on a number of occasions during the year and receive regular progress reports. The teachers discuss their child's progress with them and make it clear what steps are needed for the student to reach the next level. Parents receive good advice on how they can help their help their child at home.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

The curriculum takes full account of the need to prepare the students for the mandatory tests that they take. The order in which elements of social studies and science are covered is adjusted to integrate these subjects in a meaningful way, in line with the school’s aims of preparing its students to become global citizens. In addition, the teachers in charge of subjects, such as English language arts, have the freedom to choose the materials they use to best fulfill these aims. A whole-school conference centers on the study of a book written by a man who was a child soldier in Sierra Leone, for example. He is to visit the school to talk about his experiences to make the students’ learning more meaningful.

Data is used to monitor the performance of each class and each teacher. Concern leads to a swift meeting with the teacher concerned and a plan for professional development. All teachers understand that they are accountable for their students’ progress, but not yet all are modifying their teaching to ensure that groups of students are given appropriately challenging work. In some classes, some quickly finish the work that is set while others manage little.

Budget decisions relate to the priorities that arise from the study of data and staff are appointed and assigned to meet the identified needs of students and the schedules adjusted when appropriate to improve the effectiveness of the curriculum. Generally, students are motivated by the teaching, although they would like to broaden the range of expressive arts on the curriculum and have more experience of technology. Any absences are followed up swiftly. Staff know and respect students and respond to their academic needs very well. They are always ready to give additional help in their own time. The students in turn speak highly of the staff and know that they have their best interests at heart. The students interviewed agreed unanimously that there are many adults on the staff they can trust for academic and personal advice.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is proficient.

The school is in its third year and the principal has chosen his staff carefully to ensure that they are in tune with its aims and have high expectations, based on a clear understanding of the value of assessment data. Student, class, grade and teacher performance are monitored carefully and compared. Any discrepancies are followed up quickly by the principal and remedial action taken. This involves appropriate professional development or the hiring of additional staff with the necessary expertise to help students to meet their goals. Well-planned professional development meetings take place every Monday morning, when key personnel meet to discuss individual concerns, are very effective in helping to raise standards of teaching. There are opportunities for teachers to observe each other and to discuss their work in grade and subject teams, learning from each other’s successes and failures, as well as from good advice from the subject coaches. The aims of the schools, as well as the outcomes of the data monitoring, drive the professional development priorities. It is carefully matched to the needs of individual teachers, helping them to raise student performance as well as guiding how their subject area can contribute

to the overall aim of preparing learners to become global citizens. The principal evaluates the effectiveness of these developments and individual staff report back on professional development sessions from outside the school, sharing information with colleagues.

The principal visits classes to monitor teaching and learning. The frequency of these visits varies in line with the success of the teacher, as revealed by student performance data. These monitoring visits are structured around agreed criteria, linked to improving student performance and meeting the aims of the school. Students are tested regularly and teachers meet in teams to discuss the results. They analyze these, looking for patterns in performance, and where weaknesses are identified seek to modify teaching methods and the curriculum accordingly.

Outside agencies are used to support students who are falling behind or showing a lack of motivation. The Global Kids staff, who are attached full-time to the school, have had considerable success in providing opportunities for students whose self-esteem or self-confidence needed raising and in some cases they have helped to transform below average students into confident and high achieving young people.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

School planning, including the comprehensive education plan, has clear goals and these are regularly visited by the principal, the leadership team and teaching teams to measure the school's performance. Interim results are analyzed carefully to detect trends and where there is evidence of underperformance, swift action is taken. It is too early to judge the full effectiveness of these interventions as the school has not yet had a group of students go through to graduation.

Comparisons are made of the relative effectiveness of class teachers. The results of their students are analyzed by class and low performance is investigated and remedial action taken. The school also tracks cohorts as they move through the school. The principal interviews all staff and uses data as a central focus in these professional dialogues at least annually and more frequently if there are concerns.. The information that comes out of these interviews, along with the data, results in plans being immediately revised to try to ensure that teaching is as effective as possible. The extensive revisions of the ways that literacy is taught is an example of this, as is the planning that results from the regular mini-conferences held to discuss students who are causing concern.

The school has not yet obtained similar school data to enable it to compare its performance against other schools, but intends to introduce it soon. There is clear evidence that goals are set and reset in order to drive the school forward and that monitoring and review leads to flexible and well-planned redeployment of resources to meet identified needs.

Part 4: School Quality Criteria Summary

SCHOOL NAME: High School for Global Citizenship (PS 528)	∅	✓	+
Quality Score		X	

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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
Overall score for Quality Statement 4		X	
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	