



The New York City Department of Education



Quality Review Report

International High School

High School 337

**755 East 100 Street
Brooklyn
NY 11238**

Principal: Michael Soet

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Lead Reviewer: Dov Rokeach

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Part 1: The school context

Information about the school

International High School is a high school with 240 students from grade 9 through grade 11. The school population comprises 26% Black, 42% Hispanic, 14% White, and 18% Asian students. The student body includes 88% English language learners and 0% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2006-2007 was 91.9%. The school is in receipt of Title 1 funding with 95% eligibility.

This is a small school for immigrant students that is part of the Internationals Network of Public Schools (INPS). The population currently includes students from 40 countries who speak limited English upon entry into the school. The school is currently located in Canarsie section Brooklyn, a community that does not have a large number of immigrants who qualify for the school. The school recruits students from throughout the larger Brooklyn community and many students travel long distances to attend school. This has hampered recruitment efforts and has resulted in a loss of funding due to the school's inability to fully meet its register projections. This coming fall, the school is slated to move into the Lafayette Educational Campus in the Bensonhurst section of Brooklyn.

Part 2: Overview

What the school does well

- The principal's dedicated leadership empowers staff to develop innovative instructional approaches that support the school's mission.
- The school's integration of English language acquisition skills in all facets of its educational program has accelerated student progress.
- The school effectively captures a wide array of data that is used well to promote differentiated instruction within the classroom.
- The school's impressive attendance program promotes and maintains excellent attendance results.
- Parents and students value the personalization, respect, safety and academic support.
- The teamwork among staff is mirrored by cooperative, engaged learning among students.
- Students benefit from significant partnerships that enrich learning.
- The school offers a wide variety of internal and external professional development activities to help staff build capacity.

What the school needs to improve

- Synthesize all student data into individual student profiles to enable access at a single point.
- Correlate the validity of the school designed periodic assessments with the performance on the English language arts and math Regents.
- Balance emphasis on the autonomy of small learning communities with activities to promote a school-wide nested learning community.
- Ensure that the planning cycle of all goals across the school to include interim monitoring of progress towards the goals is maintained.

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 well developed.

“Thank you for providing us with this school for our children,” exclaimed the parent association president. Under the leadership of a progressive principal, the International High School provides a quality program for immigrant students who speak little or no English upon arrival in the United States. The school uses data very well to plan and implement an instructional program that is differentiated based upon the individual needs of students. However, the wide variety of data is not completely integrated to promote holistic goal planning that considers social, emotional and academic needs. Staff and students form a community that is mutually supportive of accelerated learning. Although new to the country upon entry at International High school, grade 11 students have made great strides and most are on track to graduate June 2009, the first four year graduation cohort at the school. The good attendance results are testimony to the instruction that highly engages students in real life experiences and project-based activities.

The school has demonstrated significant progress since the last Quality Review. It has developed its own periodic assessment program that is aligned to the mission of the school. However, the results of the assessments that are designed to identify the needs of students with respect to performance on the math and English Regents are not sufficiently reviewed alongside actual Regents results. The expanded use of data and technology are highly effective in accelerating the learning of students. The school has organized highly developed teacher team structures to support personalized education through interdisciplinary educational approaches. The school emphasizes the arts throughout the instructional program to allow students to express their creativity with or without knowledge of the English language. At the same time, the school effectively organizes class groupings with students who speak different languages to ensure that students learn English as rapidly as possible.

Each teacher team serves as an inquiry team. The inquiry teams operate on a cycle of inquiry that includes data analysis and prescribed instructional interventions. The ongoing analysis of data and the well developed protocols for monitoring student learning in the classroom help inform the professional development for teachers. The school has carefully planned these teacher team structures, nevertheless, the lack of sufficient school-wide activities thwarts the ability of the school to develop into a school-wide nested learning community.

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 well developed.

The school gathers a wide array of formal and informal student data that is effectively disaggregated by grade, gender, ethnicity, English language proficiency, credit accumulation, and Regents results. As part of the cohort of International High Schools, the school's own periodic assessments feed into ongoing collection of information. The school augments this data collection through the administration of a detailed oral interview upon enrollment and places a high priority in getting to know as much as possible about each student and their family. The school-developed progress reports extend the use of data on a real time basis. The data promotes highly effective personalized education and support as soon as the student is enrolled and throughout the school year. The comparison of the school's formal data to similar schools, all International High Schools, and City schools is used to monitor student progress. The school accelerates student learning and growth due to its highly effective personalized approach, notably in the area of English language acquisition. The school effectively uses the New York City progress report, learning environment survey, mock Regents, and daily attendance results to evaluate student progress. Attendance results and credit accumulation outcomes are well above the City average for similar schools. Teacher teams review this data on a regular basis. However, the school does not sufficiently synthesize all the data collected on individual students in one place to have a comprehensive overview of individual performance.

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 well developed.

The school's structure is well defined and organized to promote accountability. Teams of teachers, led by a team leader, are assigned to small group of students to promote an in-depth knowledge of the strengths, interests and needs of each student. This team structure promotes empowerment and autonomy, and the meetings are monitored by the principal through weekly meetings with team leaders and a review of the minutes that are prepared after each session. The teams meet regularly to discuss student progress and a variety of informative data is available. These meetings serve to identify student needs. When students are at risk of failing classes, an individual student plan is prepared that sets specific student goals. This type of goal setting is not done consistently with other students who are not at risk. The school places a high emphasis on sharing student progress with parents. All parents receive progress reports in English and the appropriate native language. Parents and students acknowledge that communication between the school and the home is deliberate, ongoing and positive. Teachers at the school generally praise this structure as it permits them to plan effective goals and strategies for students within their team; however, they request additional school-based activities to further the growth of a nested learning whole school community.

The school requires students to prepare and present a self-reflective portfolio at the end of each semester. The students use these portfolios to evaluate their own performance on

five different school-developed rubrics and to establish self-directed goals. Parents, visitors, and other students are present for the actual presentations. This process symbolizes the schools' positive culture that supports a model of learning that embodies both students and all adults and is based upon experiential learning.

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 well developed.

The school's use of data has accelerated the rapid development of English language acquisition skills. Classroom instruction emphasizes hands-on and project-based activities that underpin English language development. For example, students engaged in a political debate concerning the best way to address homeland security. All students were engaged in the activity through preparation, actual discourse, research, and judging. In math, students went outside to take measurements of trial runs in order to compute averages and develop an understanding of linear equations. A notable feature is the organization of heterogeneous classroom groupings that ensure that students use English as the primary mode of communication. Interdisciplinary instruction is promoted through the development of curriculum maps and collaborative planning by content area teachers. The school requires that all students study one of the arts – drama, visual arts, or music – to allow students to express their creativity regardless of their level of English skills. The school augments its rigorous instructional program with after-school and Saturday classes and a variety of external learning experiences that include the College Now program at Kingsborough Community College and internships for students starting in grade 11.

The use of resources to maintain small class size encourages the strong relationship between students and staff. The use of data to address behavioral and instructional issues is ongoing and proactive. Students indicated that teachers have established clear expectations and are able to exercise good classroom control. The entire school staff uses the school's list-serve to update important student information. Yet the school has not linked the validity of the school-designed periodic assessments with student performance on the English language arts and math Regents. The school uses the data from its list-serve to continuously refine its excellent attendance procedures that feature regular and consistent communication with the home. The school updates its comprehensive attendance program with current information provided by staff through the school's list-serve. Attendance results are significantly above peer and City schools.

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 well developed.

The school's conscious efforts and defined structures to help staff build capacity are highly organized and embedded. Teachers receive professional development based on their needs and the needs of their students. For example, teachers receive significant support in the area of English language acquisition locally and through the International School Network. The principal observes teachers formally and informally to identify needs that are translated into self improvement plans. "I wish the principal would observe me more often," stated a teacher to highlight the feelings of staff that the observation process is

collaborative and supportive. The team structures promote ongoing planning and review of student goals that are aligned with differentiated professional development opportunities. This year, the school augmented its professional development program based on faculty feedback and teachers are able to self-select topics that are relevant. The principal emphasizes teacher accountability for their selections through a review of all proposed professional development plans. The principal participates in meaningful end of year activities when teachers present useful teaching strategies for others teachers to replicate. The strategic use of whole classroom data to determine the impact of professional development on student learning is emerging.

The many new teachers at the school receive peer support from the experienced staff at the school and this support contributes to improved confidence and effectiveness of teaching. Teachers express enthusiasm for the established peer support structures. In addition, all staff are encouraged to participate in off site professional workshops and conferences offered by a variety of organizations including the New York City Department of Education, International High Schools Network and outside organizations. These professional development activities enable teachers to meet the diverse needs of their students. The school has a full-time social worker who participates in team meetings and shares relevant data with staff concerning their students' social and emotional needs. Teachers incorporate this transparent and organized data into the formation of academic goals for students and staff. Next year, the school plans to hire a full time guidance counsellor to augment the alignment of support services data with capacity building initiatives.

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.

The school's practices and structures for evaluating student progress are having a positive impact. Students attain English language skills in an accelerated manner and credit accumulation is above City and peer schools. Parents and students indicate that they are pleased with the school's practices of personalized education that immerses students in a rigorous curriculum that prepares students to be successful citizens of the United States. The principal and school community share the commitment to establish this school as a premier International High School. School plans to accelerate learning are measurable and recorded in student specific progress reports. However, interim goals with longer time frames are not always incorporated into the plans. Teacher teams review these reports and share them with parents. The principal and teachers review periodic assessment data to inform the next stage of goal setting and improvement planning. The principal is self-reflective and open to revisions based upon observable data. For example, English language acquisition skills in grades 9 and 10 and content mastery in grade 11 are emphasized in curriculum planning. The school is planning to review the structures in place for evaluating student progress to ensure that this planning cycle is maintained as the school grows. The school makes good use of its school-designed periodic assessments to plan for individual student needs and school-wide needs. The school appropriately administers English language arts and math assessments three times per year. Teacher teams are empowered to meet regularly to develop and refine the actual assessments. Currently, the school does not review the actual results of the Regents in connection with the development of new periodic assessments. As a result, the school is unable to assess the validity of the assessments as a predictive tool.

Part 4: School Quality Criteria Summary

SCHOOL NAME: International High School	△	▷	✓	+	◇
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 . . .	△	▷	✓	+	◇
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?	*	*	*	*	*
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 . . .	△	▷	✓	+	◇
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 . . .	△	▷	✓	+	◇
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