



# **The New York City Department of Education**



# **Quality Review Report**

**High School for Global Citizenship**

**High School 528**

**883 Classon Avenue  
Brooklyn  
NY 11225**

**Principal: Brad Haggerty**

**Dates of review: March 13 - 14, 2008**

**Lead Reviewer: Ann Berger**

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## Part 1: The school context

### Information about the school

The High School for Global Citizenship is a high school with 415 students from grade 9 through grade 12. The school population comprises 85% Black, 10% Hispanic, 5% White, and no Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year 2006-2007 was 86.1%. The school is in receipt of Title 1 funding with 80% eligibility.

The school has a specialist focus to develop student awareness of their roles as global citizens through an enhanced curriculum. The school was developed in collaboration with Global Kids. They provide additional staffing in lessons as well as extra-curricular activities and international travel opportunities. The school has its first cohort of seniors and is now fully staffed with teachers and support professionals.

## Part 2: Overview

### What the school does well

- The principal shares his very high expectations clearly and is rightly held in high regard by staff, students and parents alike.
- Observations by the administration are systematic, frequent and effective in improving the quality of teaching.
- A strong mentorship program for new teachers, aligned with individualized goal-setting effectively supports teachers' professional development.
- The openness of the administration to everyone's views ensures very good decision-making around school goals.
- Whole-school goals are explicit and the school community contributes well to their development.
- New collaborative structures are effective at improving the way the school uses data to inform their planning.
- The school has a good understanding of the academic and personal progress of each individual student.
- The Global Kids program makes a major contribution to the students' personal and social development and enriches the curriculum.
- The range of elective and after-school courses are motivating and engaging.
- The three behavior guidelines for students are well-understood and have secured a safe and orderly community where respect is highly valued.

### What the school needs to improve

- Analyze the reasons for the underachievement of boys so that teachers can amend their classroom practice where necessary.
- Continue to embed systems for analyzing the progress of individuals so they are more consistently used in all classrooms.
- Support teachers in creating differentiated lessons in their classrooms.
- Provide teachers assistance in developing engaging lessons around the acquisition of language.
- Formalize the recording, monitoring and reviewing of goals for individual students.

## 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 principal's open and clear communication with the whole community has ensured complete buy-in to the global vision and direction of the school. For example, a grade 9 student commented, "When I came here I thought about myself first, now I think more about others and children in other parts of the world in particular." This view was reiterated by a number of the students spoken to. The partnership with Global Kids has been very important in transforming the views of the students who show a high level of reflection and maturity. In addition the students value highly the other opportunities this brings, and most especially the international travel that they could not undertake without the partnership. When choosing who should benefit from these activities the school looks very carefully at data about students' academic and personal development. This transparency is very motivating for students. One commented, for example, "I slacked on my grades last term so I couldn't go on the peace boat. I am working much harder now in the hope that I may be accepted this year."

Since the previous Quality Review most procedures and systems for analyzing data about the performance of individuals, classes and across subjects have been established and at whole-school level it is used well to inform the goals set and decisions made. Teachers also know their students well and use the data to understand what they can do and what else needs to be accomplished. However, there are too few systems for recording individual students' goals so that their achievement can be properly monitored and progress tracked. In addition there is some variability in the way the systems are implemented across grades and subjects. The school has disaggregated the data well by gender, ethnicity and other categories and has discovered that girls outperform boys in a number of areas. They have made some good plans to address this through appointing a wider range of support staff to try to focus on some of the external influences which prevent some boys from doing as well as they could. However, too little has been done to address this issue within classes.

Good arrangements are made to fit the students to programs which best meet their needs and scheduling is very effective. There is an excellent range of additional after-school and elective programs that the students thoroughly enjoy. This level of motivation and interest is less evident in the core program where students' language and literacy skills inhibit progress and teachers focus on what has to be done rather than what has to be learned. The data inquiry team has correctly focused their efforts on trying to improve the literacy of students who are in the lowest achieving groups. They have systematically approached the problem and the strategies to progress the initiative are well focused.

## **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 has a very objective view of its performance overall because it gathers data from so many sources and corroborates the information whenever possible by checking quantitative data with qualitative information from its own surveys, observations and discussions. Teachers have received very good training to assist them in looking at data to help them identify trends and problems for individual students. Although the management systems are in place the depth of analysis varies too much from class to class.

Information about special education students is particularly well drawn together, analyzed and disseminated to teachers to use when planning their instruction. The information is updated regularly and used to identify other programs that may best suit individuals. Where necessary students who have not been previously identified are referred swiftly for assessment where the data shows this would be helpful. There are very few English language learners and the data for them is not reviewed in depth at a whole-school level. However, at an individual student and level their progress is tracked well and suitable actions taken should they struggle to meet expectations.

The school analyzes the progress of other groups of particular concern and has identified issues relating to the underperformance of boys. This information however has not yet led to a full analysis of the reasons for this underperformance and the actions planned to start to address the issues will not benefit the students this year.

**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 school has established new teams to promote better collaboration that are proving effective in ensuring that goals are supported with clear action plans that can be timed and outcomes measured. These approaches have also ensured that staff are better placed to contribute to the whole-school goals that have been agreed. The process of agreeing to these goals is well established, involving students, parents and staff and is very effectively managed by the administration. However the goals tend to focus on what work needs to be completed rather than what the next step of learning should be. They are not always recorded formally or disseminated to parents in a systematic way.

The whole-school goals have very clear success criteria and strong quantitative measure to ensure the school knows about the impact of the work on the students' outcomes. This work is communicated well to the whole community and the school leadership team ensures that parents are kept well informed.

Parental involvement is satisfactory overall although there remain substantial challenges for the school. The cabinet has taken some useful actions to address this and those parents who came to the school to meet the reviewer commented favorably on the

frequent report cards. This limits their capacity to become involved in the child's learning. It is also unclear to students and parents, in some cases, what has to be mastered to pass particular courses. The new parent coordinator is also beginning to get to know the parents and is providing useful mediation opportunities to resolve difficulties.

**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 curriculum is broad and engaging and the contribution of the partner organization, Global Kids, has made a significant impact in this area. They run a successful leadership program as well as health programs which the students value. They also connect the school with many other trips and organizations to assist the students in making contacts across the world. About 20% of students are also able to benefit from international trips. One student who went to Chile last year said it changed her way of thinking about other people. "I have become less judgmental," she commented. These trips have had a significant impact on the students' expectations of themselves and have motivated them to become more productive citizens. This work, alongside the very good work that has been done to establish strong discipline, has contributed to the well-developed climate of mutual respect. The students appreciate and know clearly the three guidelines for their behavior in class and they meet these expectations very well.

The core curriculum covers a suitable range of subjects and the students are taught the material required to ensure they are successful in their examinations. However, the material is not always presented in the most engaging way and teachers sometimes struggle to ensure they focus on raising achievement. Teaching tends to emphasize routines and processes rather than learning. As a result some students have problems when questions are framed differently than they are used to. There are few visual approaches used to scaffold the language and the concepts that lie behind specific vocabulary are seldom taught. Though a few teachers plan different work for the range of achievement levels this practice is not embedded in all classrooms. More usually teachers are teaching to the test expectations rather than to the next identified steps in learning required.

Last year's quality review recommended that the school worked on introducing more technology and this development has proved to be very motivating for the students. Good budgeting has enabled it to become a key part in science lessons and this has had the effect of engaging the boys more effectively. The school rightly plans to extend this work so that the use of technology becomes part of all classroom expectations.

**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 has made rapid progress in this area. It has been a major focus of the work since last year, as it was identified as the main area for development after the last review. Lesson observations are very systematic and results in focused professional development opportunities. For example, feedback for one teacher centered on a need to improve her

questioning skills. The principal developed a workshop specifically to address this and followed this up with further observations to ensure the skills were becoming embedded.

Themes arising from analyzing the outcomes of observations are drawn together to assist the school in setting suitable goals and planning professional development opportunities. Team and peer observations have also been undertaken relatively recently and teachers report this has significantly improved aspects of their instruction. All staff do not yet regularly undertake this work although there are plans to do this in the near future.

The rigorous recruitment procedures have ensured stable staff teams although the newness of the school has meant a relatively high number of new teachers have been hired each year. Mentoring is very effective and professional development is closely aligned to the goals set for individuals. The value of this work is reflected in the good retention rates for staff.

**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 whole-school planning cycle is proficient. The four main goals have been broken down into smaller steps. They are reviewed biannually and revised where necessary ensuring that any changes to programs can be planned for ahead of the next semester. The school is self-reflective and leaders and faculty question themselves continually. Particularly impressive is the way in which the administration gathers the views of everyone when evaluating their work and reviewing their goals. There are regular school surveys of parents, staff and students focused on the goals set. A teacher commented, "The principal is always prepared to listen and change his views when the evidence is strong."

The school's self-evaluation form prepared for the Quality Review involved the whole staff team. A creative approach to arriving at a corporate judgment ensured its reliability. Proficient use is made of periodic and formal assessment to inform the self-evaluation cycle. Teachers fully recognize their role in reestablishing whole-school goals and are working to improve their practice to ensure agreed outcomes. Although student goals are set informally, the lack of recorded targets and actions mean that the work cannot be evaluated as systematically as is necessary to inform future planning. The school's vision is strongly established, very tangible in reality and drives all school planning and decision-making.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: High School for Global Citizenship</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>			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.**

<b>To what extent do school leaders and faculty provide . . .</b>	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		
<b>Overall score for Quality Statement 1</b>			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.**

<b>To what extent do school leaders and faculty . . .</b>	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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		
<b>Overall score for Quality Statement 2</b>			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.**

<b>To what extent does the school . . .</b>	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?			X		
<b>Overall score for Quality Statement 3</b>			X		

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>