



The New York City Department of Education



Quality Review

Globe School for Environmental Research

Public School 272

3710 Barnes Ave

Bronx

NY 10467

Principal: Ms Barbara Hartnett

Dates of review: October 22 - 24, 2007

Lead Reviewer: Trevor Biglin

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Part 1: The school context

Information about the school

Globe School for Environmental research is a middle school with 572 students from grade 6 through grade 8. The school population comprises 66% Black, 30% Hispanic, 1% White, and 3% other. The student body includes 10% English language learners and 8% special education students. Boys account for 65% of the students enrolled and girls account for 35%. The average attendance rate for the school year 2006-2007 was 92%. The school is in receipt of Title 1 funding with 80% eligibility.

The school reopened three years ago on the site of a school that was phased out

Part 2: Overview

What the school does well

- The Principal is a strong, visionary leader held in very high esteem by staff, students and parents.
- The school is highly effective in gathering data about individual students and identifying those in greatest need.
- The principal makes budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals.
- The school provides differentiated professional development for all staff and first rate support for new teachers.
- There is a broad and engaging curriculum which provides interesting opportunities in both science and the arts.
- Special needs students make particularly good progress as a result of the very high expectations teachers hold.
- There is a wide range of programs and opportunities outside of the normal school day.
- The school runs smoothly and efficiently to encourage student learning.
- There is a strong sense of community with a focus on respect, good order and cooperation.

What the school needs to improve

- Ensure that further professional development is available to all staff in the use of ARIS to build on their already very good knowledge of their students.
- Improve communications with parents, in particular creating opportunities for them to share their knowledge of their child's strengths and weaknesses.
- Build on the commitment to differentiated learning so that it infuses day to day instruction.

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.

The Globe School for Environmental Research is a highly effective school with a strong ethos of learning for its students. The school has a sharp focus on student improvement and caring for the whole child. Teachers work very well together to share information and in general make very good use of the data made available to them about each student. They are looking forward to increasing this knowledge through the use of ARIS. The school constantly updates its knowledge of individual students and, as result, revises learning targets aligned with appropriate grouping and sound instruction. The school is aware that further work is required to involve parents in this process more fully.

The schools decision to divide the student population into four villages strongly supports this focus on every child and village leaders combine well with administration to ensure that no child is left behind. Staff are constantly updating their knowledge of their students and planning accordingly to provide challenging classes across a wide and engaging curriculum. As result of this and the high expectations set, students make particularly good progress. Students also benefit form a wide range of additional programs beyond the school day. However, differentiated instruction is not consistent in all classes, leading to a lack of engagement for some students.

The school runs smoothly and efficiently and is led very well by a strong charismatic leader who is who is both respected and held in affection by both staff and students. In just three years, through good strategic decision making and focused professional development, she has succeeded in establishing a very successful school. There is a real sense of community and purpose about the building.

The school has made good progress in addressing the issues from the previous review particularly in respect of developing the leadership capacity of village leaders and the assistant principals. An inquiry team has been established and meets on a regular basis. It has identified a group of girls who are underperforming in mathematics.

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 is outstanding in the way it gathers a wide range of data regarding the performance and progress of students, classrooms, subject areas and grade levels. Meaningful, in depth, data underpins every decision about what every individual student

needs, beginning with a detailed reading test when they first enter the school and then continuing at each subsequent grade. The school is organized into four villages and is driven by a philosophical commitment to the importance of each student. Village leaders are in possession and command of a wide range of data and, as a result, know the level and progress of each student in their care. In addition, the results of periodic assessments, classroom assessments, samples of work and data folders are all made available to staff to gauge the performance of students. The principal, who has been in charge since the school opened, has a very good understanding of the school's progress over that period and compares her school's performance in detail with similar schools in her peer group.

At the start of the year teachers are given data binders containing a range of data and information. This information is continually updated as a result of weekly assessments and students are grouped accordingly. All student class lists are color coded so that teachers can see at a glance the range of ability and prior achievement before digging further into individualized information.

The same high level of information is available for special education students and English language learners as for students as a whole, so the school has a clear understanding of their performance and progress. The school is fully aware of the progress of different sub groups including ethnic groups and by gender. For example, its data analysis has unearthed under performance in math for a cohort of girls who are now subject to review by the inquiry team. Staff have been provided with wide training and support to understand how to use the data which is available to them and are looking forward to further training in the use of ARIS to be able to build on their already very good knowledge of their 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 well developed

The school's Comprehensive Education Plan was produced by an effective and well managed collaborative process. This plan clearly identifies specific goals firmly based upon last year's Quality Review and links in to a separate, specific action plan produced by the school as a result of that review. Individual teachers work closely with colleagues and individual students to set rigorous goals for improvement. For example, weekly math assessments lead to effective individual improvement goals which are then reviewed on a regular basis. There is a similar pattern in English language arts and social science.

The school is highly effective in identifying those groups of students most in need of improvement and the village system ensures that the school drills down to the improvement needs of individual students. As a result of last year's Quality Review the school has also honed in on underachievement among some higher achieving students has put in place a raft of successful measures including Saturday morning school to tackle this. The school's goals and expectations are clearly shared with the wider community through regular newsletters and monthly calendars. Students know what is expected of them accurately and understand their next learning steps.

Parents are very welcome in the school, which is making progress in widening parental involvement. They have the opportunity to dialogue with their child's teacher, for example, at open house days and receive quarterly progress reports preceding each report card

distribution, which clearly explains where their children are academically and what steps they need to take for further improvement. Although parents are encouraged to make appointments to discuss their child's progress further, the school is aware that it needs to develop opportunities for parents to be more involved in sharing their knowledge of their child's strengths and weaknesses. Parents value the care given to their children, but are a little unsure about the mechanics of the village system.

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 core curriculum in English language arts and mathematics is very well organized and successful. It generates a wide range of data that is supplemented by data from the Princeton review and the Read 180 Program. The principal monitors the performance of every class closely and where there is evidence of underperformance carries out a one to one conference in order to remedy the situation.

Classes are well organized and, in general, students are attentive and focused in classrooms that provide a stimulating environment for learning. After the last Quality Review, the school identified differentiated instruction as a key area for development. The school has carried out a range of professional development activities in this area and, without doubt, staff are committed to the principle. As a result, differentiation is clearly observable in the way students are constantly grouped and regrouped. However, day-to-day instruction is not fully differentiated yet, leading to some work not being precisely targeted.

There is a strong science theme running through the curriculum and the students are particularly engaged by the opportunity to follow robotics classes. However, this science theme does not preclude opportunities for the arts both within and outside the school day. There are highly stimulating percussion classes available during the day and there is an opportunity for some students to follow a basic course in Latin.

Students and teachers demonstrate respectful and trusting relationships with one another. Students feel cared for, safe and well supported by the school and principal. Attendance is in line with the City average and the school is working hard to make it better. Attendance figures for each student are an integral part of the data used to monitor progress. The principal makes creative decisions regarding the budget, staffing and scheduling on the available data. Examples of this include employing a math consultant to help staff use data and set goals more effectively and setting up a Saturday academy for English language learners.

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 principal and administration frequently monitor classroom instruction and staff receive regular constructive feedback on how to improve. Teaching staff and administration value the positive impact of a consultant whose primary focus is classroom instruction and

effective observation. Observation outcomes are clearly linked to professional development needs. This is further linked with developmental needs which emerge out of staff surveys carried out on a village level. Examples of some good professional development resulting from these needs analyses include gender based and inquiry based teaching in science and effectively providing for gifted and talented students.

The whole school is strongly committed to pedagogy and staff are open and sharing with regards effective instructional practice. The school supports colleagues observing and learning from one another supportive and is flexible in ensuring this takes place. New staff are very well supported and receive strong guidance and mentoring from the principal and administration.

The school is a purposeful environment for learning that runs smoothly and efficiently. At risk students are quickly identified and appropriate remedial action swiftly taken through guidance and intervention services. Student care and well-being is a central feature of life at the school. Recently a pupil survey was carried out which checked that every student had at least one adult in the building that they felt they could approach and confide in. The school enjoys a range of effective links with outside bodies including Queen's College and the New York botanical gardens. There are two troupes of boy scouts linked to the school and a strong YMCA.

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 well developed.

The school fully accepts the concept that data analysis linked to effective assessment for learning procedures are fundamental if students are to make good levels of progress. The Comprehensive Education Plan reflects this drive for improvement. The plan contains specific plans with clearly identified, measurable goals for progress. These are monitored carefully to ensure the school is on course to achieve its plan. Linked to these, the principal closely monitors the progress of every class and instigates meetings to discuss the progress made. There is a highly effective system for identifying the needs of both groups and individual students and the wide range of data available informs decisions to revise plans and improve instruction. The inquiry team supports this work.

The school is effective at using data to analyze its strengths and areas for improvement and to revise plans as necessary. For example, the school identified the need to improve the leadership capacity. As a result, the school has employed a consultant to work with the assistant principals, which has had a positive effect on monitoring and evaluation. Similarly, analysis of data highlighted that English language arts were delivering better progress than mathematics. A consultant greatly sharpened the use of data including regular periodic assessments and now math is showing higher achievement than English language arts. English language arts teachers are now striving to match mathematics in an ongoing improvement dynamic.

The Principal is a strong, charismatic leader who has a clear vision for the continued progress of the school. Those parents who take the time to know what the school is doing are fully on board with this vision. A challenge for the school is to encourage more parents to share that vision.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Globe School for Environmental Research	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 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		
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?				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?				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 make 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	