

Quality Review Report 2009-2010

Queens Collegiate: A College Board School

**High School 310
167-01 Gothic Drive
Queens
NY 11432**

Principal: Jaime Anne Dubei

Dates of review: February 8 - 9, 2010

Lead Reviewer: Lori Bennett

Part 1: The school context

Information about the school

Queens Collegiate is a high school with 165 students from grade 9 through grade 10. The school population comprises 50% Black, 16% Hispanic, 4% White, and 30% Asian students. The student body includes 4% English language learners and 16% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2008 - 2009 was 91.5%.

Overall Evaluation

This school is well developed.

Queens Collegiate, a school for international affairs, is in its second year of operation. SpringBoard, also known as the College Board curriculum aligns to the State standards and Regents' program and provide for rigorous, differentiated instructional planning and college readiness. Teachers utilize the understanding by design methodology to plan instruction. The well-respected principal has taken important steps to strengthen the capacity of the school. She effectively uses her budget successfully to plan, develop, and implement organizational structures to provide additional suitable supports to raise student achievement. The school maintains a very sophisticated online data system to track and analyze student performance and academic trends. This enables school leaders to monitor and evaluate progress throughout the year and make timely adjustments when necessary. Teachers, students, and parents praise the system for providing all members of the school community with information relative to supporting student's academic growth and progress.

Parents receive good and timely information about student progress, yet express the need for additional extra-curricular activities. The small environment means that the school is not able to offer a broad range of electives without the support of external partnerships. Additionally, not all parents have access to a computer thus limiting their ability to follow their child's progress through the web-based data system.

The schools' core belief is that all students can achieve and learn best provided with a tight network of supports. The growing school is a place where students truly feel that they are citizens of the global community as they participate in virtual trips to other countries and continuously communicate electronically as pen pals and virtual classmates with students all over the world. The highly effective advisory program personalizes the students' educational experience and provides them with a sense of belonging, and opportunities to formulate and set academic and personal goals.

Teachers are very committed to the growth and development of the school. The effective strategic use of their contract's circular-6 options gives teachers multiple opportunities to assume additional roles and leadership responsibilities to support the school goals. There are numerous professional development opportunities and inquiry team meetings available to teachers to help hone their practice.

Part 2: Overview

What the school does well

- Well-focused curriculum maps, syllabi, and unit plans align to State standards and ensure that teaching is highly engaging, purposeful and well targeted to improve learning outcomes.
 - o The school has chosen to incorporate the College Board standards into the curriculum across all content areas to address the learning needs of its students. Students in geometry reference their work using strong subject-specific academic language in response to the teacher's challenging questioning. In-depth discussions and rigorous work include higher order thinking and address standards-based materials.
 - o The school ensures that it matches incoming students to a math course at their academic level to ensure success. It programs freshman students for pre-algebra with appropriate supports, or Regent's level algebra. Accelerated students have the opportunity to take geometry thereby aligning instruction to their higher achieving ability. Regents pass rates as indicated on the schools' progress data have increased for this cohort of students.
- A well-structured environment provides students and their families with feedback opportunities for goal setting and support for personal and academic growth.
 - o The well-designed advisory program based upon David Conley's college readiness curriculum is a cornerstone for student development both academically and emotionally. Students meet daily with their advisors and set personal goals based on data in all academic areas that help them be prepared to attend college. Students say that advisory lessons "really help me to think about college", that "teachers make it fun", and "it broadens my horizons".
 - o Academic advisors serve as one-on-one liaisons and maintain regular contact between school and families. As problems or issues arise, students are able to meet with an adult to help them work through their issues and find solutions to their problems. As one parent commented, "The school is very student centered and there is always someone available to help my child succeed".
- The school has developed an exceptionally sophisticated database that enables it to identify and monitor the academic, personal, and social performance of each student.
 - o The principal constantly accesses the Snapgrades net grading system providing a vehicle for school-wide accountability. Attendance data, course assignments, and test grades, regularly uploaded to the system, provide timely access to accurate, academic information giving a clear understanding of what students know and how to best adjust teaching to improve student outcomes.
 - o The school's comprehensive analysis of a range of data including ARIS, Pre Scholastic Aptitude Test (PSAT), and on-line occurrence report data enables school leaders to create a profile of the school and students' strengths and areas of need. The PSAT administered to all incoming students provides a baseline of student performance relative to the SAT that the school use to develop the curriculum and address individual student's needs.

- Teachers in all content areas regularly analyze and disaggregate well-varied data about the performance of students to determine the next steps.
 - o The school data specialist meets regularly with teachers both one-to-one and in teacher groups. Weekly planning meetings focus on the analysis of data sets, individual student performance, and identifying academic interventions to support at-risk students. A math coach works with teachers to create benchmarked assessments and a mastery system to ensure that they can monitor students learning the power standards in algebra and geometry.
 - o Teachers very effectively use learning-styles data coupled with performance data to group students and differentiate for instruction. The collaborative team teachers work together and plan to meet the needs of individual students. They successfully use well-structured lessons to address multiple intelligences, and different learning styles including kinesthetic and music to raise student achievement.
- The school provides students with multiple opportunities as global citizens to engage in an education that allows them to experience the world as a classroom and a school without walls.
 - o The school's partnership with web-based learning networks allows the teachers to collaborate, share students' work, and participate in discussion groups across the country. They collaboratively plan lessons that match well to their students' ability, and share instructional strategies. This gives staff the opportunity to expand and improve instructional knowledge and skills in all content areas and across all grades. All students receive exposure to a rigorous and challenging curriculum including the arts and the school expects each student to take a minimum of two advanced placement courses upon graduation.
 - o The school's curriculum addresses all State standards and specifically designed to address the multi-cultural theme of the school to be inclusive of the student population. The school proudly hosted the annual cross-cultural conference for staff and students from three Dutch and three American schools around the international theme and focus of the school. This successful event expanded the participants' perspective around learning.
- Teachers are empowered to take on additional leadership roles as illustrated by the collaborative work of the inquiry teams that model effective leadership.
 - o The principal's use of one-on-one conferences, and teacher reflection surveys, leads to purposeful assignments to their leading study groups that align with the needs of teachers and students. The school's data specialist, also a classroom teacher, chairs both the science and math team to model leadership and increase teacher leadership capacity around inquiry. As one teacher stated, "We wear many hats in this school."
 - o All teachers engage in professional collaborations to improve student learning. An inquiry protocol has each subject area teacher targeting five students performing in the school's lowest third. Teachers provide additional in-class differentiated academics and learning supports that have led to significant school-wide gains in the performance of special education students.

- Organizational, budget, staffing and scheduling decisions are a very strong underpinning of the school's plans.
 - o School-wide, the use of an on-line curriculum mapping system is a significant tool that helps with instructional decision-making. Teachers follow grade-level content-area instruction and review the curriculum to help them make decisions around what each teacher is doing and what are good next steps. .
 - o The school's timely and effective use of the school-based-option process and circular 6-r has resulted in increased daily common planning by grade and subject teams, as well as multiple opportunities for teachers to co-plan lessons. As a result, teachers have opportunities to visit each other's classrooms, and share and revise practices, to improve pedagogy,

What the school needs to improve

- Strengthen internal systems and protocols that assess the quality of the professional development program and monitor its effectiveness toward accelerating student learning.
 - o The professional development program is highly differentiated based on teacher interests as measured by surveys, individual conferencing, administrative assessments, and teacher observations. However, the school has not yet developed a mechanism to monitor the collective impact of the professional development offerings on student performance and achievement gains.
- Extend and expand opportunities to ensure all parents receive the same information around their child's progress.
 - o The school very effectively shares information with parents and students around their work and uses a web-based program that allows parents to monitor their child's progress daily. Teachers use conference notes and goal setting templates to help students reflect on their own learning and set goals. However, as not all parents have access to a computer, they cannot use this system to monitor their child's progress.
- Expand the use of external partnerships to support students and staff in continual learning opportunities that promote students' academic and personal growth.
 - o The principal and school staff have utilized the budget and programming to provide students with additional course offerings such as French and journalism. However, the nature of the small school environment provides limited opportunities for broad elective offerings for students. The school does not yet access community-based organizations and develop broader partnerships to give students expanded opportunities for academic enrichment.

Part 3: School Quality Criteria 2009-2010

School name: Queens Collegiate	Δ	▶	✓	+
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X
Overall score for Quality Statement 2				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	Δ	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X			
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X			
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed