

# **Quality Review Report**

## **2009-2010**

**The Baccalaureate School for Global Education**

**Middle/ High School 580**

**34-12 36 Avenue  
Queens  
NY 11606**

**Principal: Kelly Johnson**

**Dates of review: March 22 - 23, 2010**

**Lead Reviewer: Francesca Peña**

## Part 1: The school context

### Information about the school

The Baccalaureate School for Global Education is a high school with 430 students from grade 7 through grade 12. The school population comprises 15% Black, 30% Hispanic, 38% White, and 17% Asian students. The student body includes 1% English language learners and 0% special education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year 2008 - 2009 was 96%.

### Overall Evaluation

#### **This school is proficient.**

The Baccalaureate School for Global Education is a vibrant, safe, and well-run environment that strongly supports the academic and personal growth of students. The principal promotes a strong vision for the future of the school and a spirit of collaboration among staff, students, and parents. The students benefit from a broad and challenging curriculum and expectations are very high. Students are expected to fulfill two sets of demanding qualifications in order to graduate. The Baccalaureate School for Global Education (BSGE) is authorized by the International Baccalaureate (IB) Organization to offer the Diploma Program, a challenging college preparatory course of study that meets the needs of highly motivated students. All students who successfully complete this advanced course of study will be candidates for the International Baccalaureate Diploma. BSGE students learn in an environment that encourages inquiry, and intellectual and social development. The school community is committed to fostering learning opportunities enriched by global understanding and social responsibility. This means that the school staff has a heavy work load having to work with two sets of criteria. Assessing the exact performance level and rate of progress of students has proven to be difficult, as there are no common standards between the two systems. The school mainly uses the IB assessment standards and has begun to align them to State standards to better monitor student progress.

Teaming is an essential component of the school. This has empowered teachers to become leaders and, as a result, they are key partners in the decision-making process. Teacher teams collaboratively evaluate curriculum, undertake research, and share instructional strategies to address the needs of the students. As a result, the average graduation rate for the last three years of the school is 97.1%, and 87% of these students graduated with a Regents, or advanced Regents diploma.

While differentiation has been a topic for professional development, teachers have not implemented this approach in every classroom. This means that some students have not been able to participate fully in planned activities. The school improvement goals are very clearly communicated to, and understood by, all members of the community. However, the lack of interim goals and benchmarks in most action plans to measure incremental progress makes it difficult for the school to monitor progress towards its goals, or to make appropriate adjustments to curriculum or delivery.

## Part 2: Overview

### What the school does well

- School leadership has fostered a strong vision of future development, based on a short list of focused, data-based goals that are understood and supported by the school community.
  - School leaders consistently communicate their vision of future development through meetings with staff, parents and students, assemblies, and school newsletters to parents. As a result, school goals are well understood and supported by the whole school community.
  - Ownership of school goals is ensured by collaborative involvement of staff, parents and students in decision-making processes.
- The school capitalizes on personal interaction with students and their families to communicate high expectations and academic successes, resulting in increased levels of student and parental involvement in school-wide planning.
  - The school advisory system is a great strength of the school. It is a daily academic class with a focus on literacy skills in grades 7 through 9 and research projects in grades 10 through 12. Advisors serve as the in-grade guidance counselor for general grade specific academic/school issues like the high school and college application process. Advisors develop close relationships with their students and this personalization deepens the connection that students have to the school, fostering a culture of respect, safety, and inclusion that results in an average daily attendance rate of 96%.
  - Staff consistently communicate high expectations about student attendance, behavior, and academic performance and clearly outline how students and families can meet these expectations.
- School administration engages in an open exchange of information with students and families regarding students' learning needs and outcomes.
  - Parents appreciate the many modes of communications the school employs to involve them. In addition to regular parent association meetings, curricula nights, and student performances, all parents are welcome to participate in all meetings of the school leadership team to offer their input. As a result, their participation in all school decision-making is very high and they are very well informed about the academic progress their children are making.
  - Parents, students, and teachers commend the principal's open-door policy that empowers them to confidently voice their concerns and suggestions for continued improvements on the quality of learning and school climate.
- School leadership has made several strategic organizational and instructional decisions that align resources, promote a common instructional focus, and support continued student achievement.

- During this critical budgetary time, the administration has made the decision to keep classes at a small size ratio averaging 20 students per class. This has resulted in teachers providing more meaningful feedback to students, and students being able to articulate what they are learning and their next steps. As a result, students' scholarship is very high.
- In order to address the academic deficiencies of the new incoming students, the administration created a transitional class to help these students adjust to the level of critical thinking and academic rigor necessary to succeed in the school. In this class, teachers are really effective in their "hands on" modeling and scaffolding strategies for all their students.
- The curriculum is broad and deep, giving students excellent opportunities to extend their interests and challenging them to achieve their potential both during and after school day.
  - Grades 7 through 10 study English, math, science, humanities, visual arts, music, technology, a foreign language, physical education, as well as completing 100 hours of community service. In addition, there is a comprehensive program of electives after school including knitting, chess, human rights, critical thinking, and study skills classes.
  - The diploma program is a challenging, broad, and balanced two-year program of international education for students in grades 11 and 12 which provides the right level of challenge for all students. Students are required to study six subjects and a core curriculum concurrently. As a result of students being exposed to this rigorous curriculum, 99% of this year's cohort is on track to receive a high school diploma and 95% of them are on track to attend four year colleges.
- The school has numerous partnerships with outside organizations, and families support students and teachers in continual learning to promote academic and personal growth.
  - The international baccalaureate organization is one of the major partnerships of the school. This organization works with the school to develop challenging programmes of international education and rigorous assessment for students, in addition to teacher training in all aspects of the program. As a result of this advanced program, many graduating students get accepted into some of the top colleges in the nation.
  - The school collaborates with the National Writers' Project - NYC Writing Project. This partnership deepens teachers' knowledge and understanding of teaching and learning concerning the craft of writing. Teachers attend workshops and work collaboratively with colleagues from other schools on a variety of writing projects.
- Relationships among students, teachers, and school leaders are warm and respectful, resulting in an environment that is highly conducive to learning and strongly supports the growth of students and adults.
  - The school's scholarship reports are commendable and attendance rates are high. Students say that they are highly motivated to succeed, enjoy

coming to school and have excellent relationships with adults and their peers.

- School administration practices distributive leadership by including teachers in decision-making teams that effect student learning throughout the school. Teacher teams collaboratively evaluate curriculum, undertake research, and share instructional strategies to address the needs of the students.

### **What the school needs to improve**

- Consistently employ interim checkpoints to gauge the effectiveness of data-driven instruction for relevant sub-groups and individual students throughout the school.
  - Although highly reflective conversations regarding data-driven differentiated instruction have emerged throughout the school during teacher team meetings, classroom observations reveal that some teachers are not using data to set measurable and differentiated learning goals. Also, there is a lack of consistency in implementing teaching practices to allow students multiple entry points into curricula. In one lesson, some students demonstrated a total disconnection from the lesson and were unable to engage in the requested assignment.
- Develop tools for content area teachers so that they can readily organize and analyze student performance data and align all assessments to key State standards.
  - While teacher teams utilize a wide range of data sources, content area teachers have not yet codified a means of reflection on student progress. The school collects a variety of information but does not have sufficient systems to make data easily accessible. Thus, limited understanding of longitudinal growth and trends prevents timely intervention.
- Ensure greater uniformity in the way school leaders monitor, evaluate, and modify systems to guarantee that school-wide interim and long-term goals are met.
  - Although most teachers utilize a well-equipped arsenal of monitoring tools to track and chart student progress, as well as to set appropriate long- and short-term goals, this practice is not fully consistent across all teachers. School leaders have not instituted an effective tracking system to monitor and evaluate the effectiveness of the way that teachers monitor the progress of their students. As a result, some teachers are not receiving next-step support to either maintain or improve their monitoring of student progress.
- Develop teacher pedagogy so that all lessons are engaging and differentiated to ensure multiple entry points into the curricula.
  - Even though the school has a dedicated period for small group instruction where the needs of specific students are addressed, teachers do not consistently differentiate tasks for all the students in their classes to meet their specific needs.

## Part 3: School Quality Criteria 2009-2010

<b>School name: The Baccalaureate School for Global Education</b>	△	▷	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>				
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?			<b>X</b>	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent does the school ...</i>				
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?		<b>X</b>		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>	

<b>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.</b>							
<i>To what extent does the school ...</i>	△	▶	✓	+			
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			
<b>Overall score for Quality Statement 3</b>				X			
<b>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.</b>							
<i>To what extent does the school...</i>	△	▶	✓	+			
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				
<b>Overall score for Quality Statement 4</b>				X			
<b>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.</b>							
<i>To what extent does the school...</i>	△	▶	✓	+			
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				
<b>Overall score for Quality Statement 5</b>				X			
<b>Quality Review Scoring Key</b>							
△	<b>Underdeveloped</b>	▶	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>