



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**Brooklyn School for Global Studies**

**High School K429**

**284 Baltic Street  
Brooklyn  
NY 11201**

**Principal: Joseph O'Brien**

**Dates of review: May 24 - 25, 2011**

**Lead Reviewer: Aimee Horowitz**

## Part 1: The school context

### Information about the school

Brooklyn School for Global Studies serves students at the Secondary School (General Academic) level. The school has 439 students enrolled in grades 6, 7, 8, 9, 10, 11, 12, SE. The school population comprises 4% white students, 50% black students, 2% Asian students, 42% Hispanic students, 1% multiracial students, 53% boys, and 47% girls. Currently, 5% of the student body are English language learners. The school enrolls 26% students with Individual Education Plans (IEP's). The average attendance rate for the 2010 school year was 87.2%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The principal's strategic organizational, resource and scheduling decisions are well aligned with student learning needs, support improvement in learning, and are producing academic gains.
  - Students in the 2011 cohort participate in an extended school day and week based on individual instructional recovery plans allowing them to earn missing credits. Attendance and achievement data indicated that traditional credit recovery programs were not working. As such the school installed a computer lab and uses an online credit recovery program, which students also access from home, resulting in both increased attendance and credit accumulation for deficient students.
  - Time is scheduled for all grade and department teams to engage in inquiry and collaborative planning, during which student work and data are analyzed. As a result of elevated instructional practice data evidences increases in ELA Regents passing percentages, credit accumulation, student engagement, and acquisition of critical thinking skills.
- Expectations for engaging students in rigorous, standards based curriculum are clear and well supported by curriculum maps that include progress monitoring assessments, unit plans, and pacing calendars.
  - Roundtable performance based assessments have been redesigned to engage students in forming hypotheses, researching and analyzing information, supporting their theses with evidence, writing multiple drafts, and creating a technology based presentation of their work, wherein students present their research and respond to questions from a panel. Engaging students in these rigorous learning experiences helps to make them college ready.
  - Curricula and academic tasks consistently reflect planning to engage and provide access to a diversity of learners. Teacher teams constantly engage in looking deeply at student work to create and refine academic tasks so that all students are sufficiently challenged to produce work that demonstrates college readiness. As evidenced by performance on roundtable presentations in core subject areas, students' research, writing, and presentation skills have improved.
- Observations are used to identify teacher needs, target professional development with attention to teacher needs, and monitor teacher practice with a clear focus on improving instructional practice and improving student outcomes.
  - Walkthroughs and frequent observations target teacher needs that are met through myriad professional development options including individual coaching, team teaching with master teachers, lesson study, inter-visitation, and network professional development. The need to improve achievement for students with disabilities led the school to train teachers around effective models of team teaching and to program a master teacher to teach in a triad with a special education and an English teacher to improve teacher practice and foster students' success on the Regents Examination in English. Lesson study team members plan collaboratively, observe one another teach their co-planned

- lesson, and use observation data to assess the effectiveness of their plan and the strategies implemented to meet student needs.
- The principal and his cabinet use multiple data sources including walkthroughs, observations, scholarship, attendance and behavior reports, regents item analysis, and student work products to target professional development, to provide teachers with feedback, and to evaluate teacher planning and performance resulting in teachers consistently planning lessons relevant to students' lives, that engage them in critical thinking, and provide them with multiple access points through tiered instruction.
  - Teachers articulate data based reasons for student groupings and tier work to provide multiple entry points for students.
    - Across classrooms teachers tier and scaffold instruction based on pre-assessment and other data. Students use leveled texts, visuals, and graphic organizers enabling them to access the lesson from many points to successfully achieve the learning objective and meet the standard.
    - Teachers typically group students based on skills analyses from state and teacher created assessments, then frequently readjust in accordance with unit tests, and formative information captured through observation, conferencing and exit slips. Particular attention is paid to designing lessons that tap into multiple intelligences, and students use a self assessment rubric for group work, which helps them learn from each other.
  - Staff analyzes a wide range of data across all subjects to understand individual students and relevant subgroup performance, progress, and learning needs.
    - The school consistently analyzes data from teacher team created pre-assessments, mock regents, end of unit tests, exit slips, and other formative and summative data to evaluate subgroup performance, to reflect on prior instruction, to modify curriculum maps, and to target instruction to meet the needs of each subgroup. As a result, students indicate, "Teachers know what we need and how to group us. They have different levels of work in their classes so every person is challenged and no one gets lost. They pinpoint what you need to work on so you can make your work better."
  - Based on observation and data analysis the school has implemented a comprehensive professional development program that is aligned to school wide goals and supports teacher and student growth.
    - The need to engage all learners led the school to embark on a year-long professional development series to assist teachers in differentiating by process, product, and content as well as effectively using flexible groupings and the workshop model to bolster student growth. On "DI Mondays" teachers try new means of differentiation with administration providing feedback, resulting in increased student engagement, scholarship, and credit accumulation.

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

- Establish greater consistency in including students in setting skills and content based short and long term learning goals that are understood, explicit with next steps, and shared with parents.

- Although teachers set goals for individual students and groups of students, teachers do not consistently engage students in setting rigorous skill and content based goals and in communicating those goals to their families. Consequently students and their parents are not always aware of students' strengths and areas of need.
- Although the school empowers student voice through a student government that meets monthly with the principal, additional opportunities for students to engage in leadership development and school decision-making increases student involvement in and connectedness to school.
- Refine action planning by developing interim goals and benchmarks for all plans so that progress can be measured, readjustments made, and success evaluated.
  - As a result of teacher feedback in the form of “glow and grows,” “pros and goals,” and the systemic use of rubrics, students understand their academic performance and the next steps they need to take to improve their achievement in individual classes. As teachers across the grade are unaware of students' goals in all classes, they are unable to systematically target or adjust their instruction to support students in meeting those goals across content areas.
  - The principal's use of a wide range of data including scholarship reports, attendance data, roundtable spreadsheets, and the progress to graduation tracker enables him to assess progress towards goals and to pinpoint areas in need of improvement. However, establishing a collaborative and transparent system that includes interim goals and benchmarks will enable all members of the school community to participate in assessing progress, planning adjustments, and evaluating success.
- Continue to develop systems and tools to monitor effectiveness of teacher teams in improving pedagogy and students outcomes.
  - The principal meets with team leaders, observes team meetings, evaluates scholarship reports, and uses the observation process to measure the impact of teacher teams on student achievement. However, lack of a system whereby faculty use data to self assess their team's impact, leads to inconsistent accountability for the team's work and student progress.
  - Although master and turnaround teachers have been appointed to lead most teams, in other cases teacher leaders have emerged naturally. As the distributive leadership evaluation system is emerging, its inconsistency inhibits regular and systematic evaluation of distributed leadership opportunities.
- Expand development of partnerships and community links to support students' personal and academic growth.
  - The school has recently partnered with community businesses and professionals to engage students in internships. However, the lack of numerous partnerships with community organizations somewhat limits students' opportunities for additional academic, service learning, and real world learning experiences.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Brooklyn School for Global Studies</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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>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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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>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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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>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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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>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>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>