



**Department of  
Education**

*Joel I. Klein, Chancellor*

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

# **Quality Review Report 2010-2011**

**The High School for Global Citizenship**

**K528**

**883 Classon Avenue  
Brooklyn  
NY 11225**

**Principal: Michele Rochon**

**Dates of review: June 6 - 7, 2011**

**Lead Reviewer: Ron Feinstein**

## Part 1: The school context

### Information about the school

The High School for Global Citizenship is a high school with 411 students from grade 9 through grade 12. The school population comprises 87% Black, 10% Hispanic, 0% White, and 0% Asian students. The student body includes 0% English language learners and 9% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 83.0%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
  - The new school leader began her strategic and coherent plan with a needed focus on the creation of a nurturing environment. The school was cleaned, hallways painted with school themes, interactive technology purchased for classrooms, and a consultant coach as well as a technology specialist was hired. Software, which aligns classroom tests to regents examinations was also purchased. These improvements target the goal of increased student achievement on N.Y. State Regents and have energized the school.
  - Departmental meetings, reinstated this year, enable teachers to meet three times a week to look deeply at student work and item analyses data. The introduction of a videotaping project has provoked collaborative conversations around model lessons. These meetings and the video project contribute to an emphasis on creating challenging academic tasks that promote higher order thinking.
- The principal has deepened efforts to create a learning community, focused on student outcomes to accelerate learning.
  - The school's goals involve an action plan that focuses on Global and U.S. History Regents results as key to improving graduation rates. Students' academic and socio-emotional needs are identified and drive efforts to improve teacher effectiveness. Awareness of the link between reading levels and academic outcomes resulted in targeted grouping for academic intervention and improved counseling service delivery as well as student progress. The principal reported, "We needed to support students' emotional needs before we could support their academic growth."
  - Data is consistently used to monitor progress towards graduation goals including the use of electronic records by all teachers. Student goal setting and action planning begin with an administration of Performance Series, further institutionalizing the link between reading level and academic achievement. This data monitoring process has enabled the school to more accurately address student needs at key intervals.
- School leadership strategically plans differentiated professional development that is focused on achieving school-wide and individual teacher goals.
  - The school collaboratively sets goals for each teacher, using the common language of the standards-based Continuum of Teacher Development. This year's learning plan focused on "Engaging and Supporting All Students in Learning". Workshops targeted best practices that align to students' learning needs, differentiated instruction, curriculum mapping and the Common Core Standards. Consequently, teachers develop skills to meet the distinctive learning needs of their students.

- Every teacher is provided membership in his or her content specific professional organization. Math and science teachers received professional development on academic vocabulary and writing in content areas. In addition, a technology specialist addressed the effective uses of technology, resulting in the school's goals to be well known and supported by all faculty members.
- The achievement and success of students is a shared focus of the whole school community, resulting in coherent efforts for success.
  - Performance Series, along with technology based learning systems provide baseline and interim data tracking student reading progress. Teachers are provided with each student's reading level to tailor class and homework assignments for students, especially the lowest third, to comprehend complex text, resulting in increased student progress for this group.
  - Feedback to students and families includes a progress report every three weeks. Additionally, a letter to each parent indicates the student's reading level with an explanation of grade level achievement. Activities to help students grow as readers are also listed. As a result, parents display an increasing awareness of student achievement to support learning at home.
- Staff uses extensive data to monitor school-wide student progress and needs to adjust instruction and intervention strategies for improved outcomes.
  - Teachers use data from periodic assessments, technology-based programs and mock regents. Analysis of the assessments has accelerated literacy across content areas and provided actionable feedback for the lowest third group and for those "almost on-track" to graduate, resulting in targeted instruction that meets student needs.
  - Teachers use Periodic Assessment data in literacy to identify strengths and areas of student needs and make adjustments to support learning. For example, a group of struggling students in the graduating cohort was targeted to meet the reading demands of Global and U.S. History. Mock regents showed significant gains as student ability to read more complex texts increased on Performance Series.

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

- Extend curriculum alignment with existing standards and the Common Core Learning Standards to ensure that all students are appropriately challenged.
  - Although, the Common Core Learning Standards are reflected in existing curriculum documents and instructional initiatives reflect some effective lesson planning and integration of Bloom's taxonomy, student work is not used consistently to refine plans and tasks for increased rigor which results in minimized capacity for improved instruction to close the achievement gap.

- Ensure that data driven differentiated instruction is consistently implemented to maximize student growth.
  - Use of the workshop model across classrooms, differentiated teaching strategies, integration of technology, explicit modeling, and exit tickets are parts of an expressed set of beliefs about how students learn best. However, teaching practices and student work products show little evidence of these beliefs. Leveled articles from software programs are the primary mode of differentiation and do not engage all learners. Classroom routines and tasks offer inconsistent opportunities for multiple entry points into the curricula, resulting in hampered student growth.
- Expand communication with parents to enhance their ability to monitor student progress and provide support for student achievement.
  - Outreach initiatives begun this year provide students and families with limited feedback regarding student progress. Although the school made efforts to inform parents about student learning needs and outcomes, parent workshops focus mostly on electronic systems that provide test scores and attendance data but do not include specific information on students' strengths and weaknesses, resulting in minimized parental understanding of next steps for success.
- Develop the use of school's observation tool to identify and improve effective teaching practices that ensure continued improvement in the classrooms.
  - The school has initiated the use of Continuum for Teacher Development to support teachers for growth and began to develop a plan with next steps for each teacher. However, the pedagogical supports are not in place to promote ongoing improvements in classroom practice. Additionally, instructional focus shared by the school leadership and understood by a majority of faculty, is inconsistently evident in classrooms, limiting the expansion of an accountable school culture for increased outcomes.
- Deepen the understanding of inquiry work to promote effective collaborations, and evaluation of teacher teams that build leadership skills.
  - Structures to monitor the impact of teacher collaborations are at an emerging state. Teams use longitudinal data housed in ARIS which led to better grouping for intervention, however lack of use of common assessments as a source to evaluate the effectiveness of the inquiry work hinders the identification and expansion of best collaborative inquiry practices across teams.
  - The school is beginning to develop systems to maximize leadership opportunities and professional growth. Teachers received subscriptions to national academic organizations and sessions to support differentiation and rigor. However, leadership roles and structures are not clearly defined in teams and meeting, limiting the capacity building efforts for teacher leadership.

## Part 3: School Quality Criteria 2010-2011

<b>School name: The High School for Global Citizenship</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>			UD	D	P	WD	
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>			UD	D	P	WD	
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>			UD	D	P	WD	
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>							
UD	<b>Underdeveloped</b>	D	<b>Developing</b>	P	<b>Proficient</b>	WD	<b>Well Developed</b>