

# Quality Review Report 2011-2012

**THE GLOBAL LEARNING COLLABORATIVE**

**High school M403**

**145 WEST 84 STREET  
MANHATTAN  
NY 10024**

**Principal: JENNIFER ZINN**

**Dates of review: March 26-27,2012**

**Lead Reviewer: Tamika Matheson**

## Part 1: The school context

### Information about the school

THE GLOBAL LEARNING COLLABORATIVE is a High school with 343 students from grade 9 through grade 11. The school population comprises 28% Black, 59% Hispanic, 5% White, 3% Asian students and 1% other students. The student body includes 17% English language learners and 21% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2010 - 2011 was 83%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school has cultivated a strong sense of school culture and an environment of mutual trust where students and adults treat each other with respect and value learning. (1.4)
  - School Leaders instituted a protocol to support “The School Culture Model” presented to teachers. The model is based on the school’s core learning values “Respect, Honesty, Responsibility and Peace.” The model is four pronged and embeds core learning values within three major entities: the Ethical Literacy Team (ELT) is comprised of students and other community members. The ELT addresses issues related to ethics, core values and student decision making. The Principal’s Council consists of teachers and staff responsible for developing protocols for reviewing disciplinary issues and consequences for misbehavior. Additionally, the school in collaboration with Counseling in Schools has adopted an advisory curriculum that focuses on developing student voice, anti-bullying, conflict resolution, depression and goal setting. Furthermore, adult-student relationships have strengthened as evidenced by the Learning Environment Survey (LES), which attest to various supports students and adults receive from the administration and partnerships. Ninety-five percent of students responded that most adults in the school know his/her name. One hundred percent of teachers responded that school leaders invite and encourage open communication on important school issues. Furthermore, student attendance has increased from 83% (2010-2011) to 84.5% and disciplinary incidents have decreased.
- The school has made strategic organizational decisions around staff and student time, hiring practices and programming to meet the learning needs of students inclusive of sub groups that support positive academic outcomes. (1.3)
  - The school’s structure fosters adult learning focused on improving instruction and engaging students. Teachers meet at least once weekly for 90 minutes organized by department, grade-level and advisory teams. Teams maintain meeting agendas and minutes evidenced by logs and email correspondences. During team meetings teachers engage in school wide and grade level issues in addition to "Kid Talk", data review and action planning. As a result, the collaborative process is reinforced and teachers are discussing individual students, their deficits and sharing best practices to improve targeted skills.
  - As the school continues to grow and add a grade each year, its English language learners (ELLs) and students with disabilities (SWD) populations have increased as well. Presently, the ELL population is 17% and SWD population is 21%. In an effort to meet the academic needs of these growing subgroups the principal hired an assistant principal and increased the number of special education teachers from 3 to 5 and ELL teachers from 2 to 3. Subsequently, in order to support the diverse student and parent population, the principal actively seeks to hire bilingual teachers; and currently there are twelve languages spoken by the staff. In addition, the hiring of extra staff for special needs students and English language learners has decreased the ratio of students to teacher. Additionally, students are grouped in smaller more manageable class sizes where teachers collaborate to share instructional strategies for groups of students. As a result all students receive more support toward meeting academic proficiency as reflected in grade level and departmental team meeting agendas and logs.

- The school uses a common framework to conduct classroom observations and provides clear next steps aligned to student work in order to support professional growth and reflection. (4.1)
  - The administrative team conducts short frequent cycles of class visits to provide feedback aligned to research based teacher effectiveness frameworks. Administrators specifically target alignment of what teachers are doing and what students are doing in response to rubrics based on Charlotte Danielson and Depth of Knowledge. Additionally, department specific peer inter-visitation rubrics were created by teacher teams and administrators to differentiate feedback based on the specific needs and professional growth of departments and teachers. The mid-year Principal's Performance Review (PPR) reflected that all teachers completed at least two cycles of observations while others completed as many as four cycles of walkthroughs and observations. As a result, observation data and student work demonstrate that teachers are increasingly implementing recommendations to adjust learning practices based on observation feedback to impact student outcomes.
  
- The school has strong internal and external supports that have a positive impact on students' social, emotional, and academic development. (4.4)
  - Guidance counselors, advisors and Community Council Members partner with the school to support the social–emotional and academic needs of all students. Teachers invite special guest speakers to counsel students on self esteem, teen issues and current events. Teachers also employ *Restorative Justice* strategies such as restorative circles to mediate conflicts and the Institute for Global Ethics framework is implemented to support the development of ethical decision-making skills in preparation for post secondary and career readiness. Furthermore, the school implemented systems through advisory to monitor credit accumulation and embedded interim assessments and intervention programs such as Saturday and afterschool tutoring to address academic deficits. As a result of internal and external supports, the school has strengthened student-adult relationships, resulting in a decline in disciplinary incidents and student referrals. Further, academic supports have led to an increase in credit accumulation of 10+ credits in 1<sup>st</sup> year among students in the lowest third from 34.5% to 37.5%.
  
- School leaders and staff communicate high expectations to students and families in order to support students' achievement. (3.4)
  - School leaders consistently convey the importance of high instructional focus to staff. Teachers attended a Summer Intensive organized by the administration to prepare for the school year where they engaged in a crosswalk of Danielson's Framework and the Global Learning Collaborative Instructional model. As a result, teachers set SMART goals for the academic year. Additionally, teachers were encouraged to attend professional development opportunities aligned to their SMART goals. This continuous and ongoing cycle reinforces individual and team development and reflective professional practices to support student achievement.
  - Monthly parent workshops are facilitated on various topics including financial aid, the college application process, immigration issues, grading policies and credit accumulation for timely graduation requirements. Weekly assemblies and Town Hall meetings are held to celebrate student achievement and reinforce high expectations. As a result, parents and students have increased aspirations and knowledge of the process around post secondary options and college readiness.

## What the school needs to improve

- Continue to develop teacher pedagogy by aligning it to the curriculum, and differentiating classroom practices and routines to meet the needs of all students. (1.2)
  - Conversations with the administration and faculty highlighted an agreed upon set of beliefs and teaching strategies on how students learn best. However, class visits and student work reflected inconsistent implementation of teaching practices that support students in meeting curricular expectations. Teachers teach key foundational skills, but do not differentiate to support students at their instructional levels. For example, in some classes students were randomly grouped during class visits instead of purposefully group based on targeted learning outcomes. In addition, lessons fall short of aligning core content knowledge to support student achievement on State assessments. In the majority of classes, teacher questioning engaged students in basic recall, without opportunities to push critical thinking and student participation. Student responses were directed to the teacher with very little engagement in group discussions. Consequently, routines and strategies led to uneven levels of student participation as evidenced in limited student engagement and meaningful work products.
- Further support individual teachers and teacher teams on the use of analyzing student data to impact and foster intentional decisions made at the team and classroom level. (2.2)
  - Teachers analyze a variety of assessments and data sources (ex. Mock Regents Exams, teacher generated spreadsheets, ARIS, Skedula, performance tasks, quizzes, projects, etc.). However, this supplemental data analysis has not led to the identification of students' strengths and needs. In addition, class visits revealed limited checks for understanding and no evidence of the implication of data analysis relative to specific needs of students with disabilities and/or English language learners. As a result, teachers have limited knowledge of students' specific needs in order to inform instructional adjustments to support at risk, as well as accelerated students in meeting requirements for credit accumulation and skills to close the achievement gap.
- Strengthen curricular designs and make purposeful choices aligned to key State standards and incorporate Common Core Learning tasks to meet the needs of all learners, including students with disabilities and English language learners. (1.1)
  - The administration and teachers are engaged in curriculum development using the Asia Society's Graduation Portfolio System (GPS) and integration of the Common Core Learning Standards (CCLS) with an emphasis on improving skills in writing across content areas. However, class visits evidenced inconsistency in the implementation of rigorous habits and higher order skills across grades and subject areas. For example, the aim in a 9<sup>th</sup> grade Global History class with English Language Learners (ELL) was "How can we design a castle?" Students utilized an internet glossary to define various objects associated with a castle while in a 9th grade Algebra class of students with disabilities, the teacher modeled steps for adding polynomials, students utilized their math journals and practiced and debriefed problems. The students were able to apply the strategy modeled to practice problems and articulate the process and their understanding in their math journals. In the absence of consistent rigor in tasks, students miss opportunities to meet post secondary and college readiness skills.

- Further develop systems to provide students and families timely opportunities to use and understand data tools which reflect student performance in order to support them in moving their children toward next steps. (2.4)
  - The school has invested in Skedula, an online grading system. Students earn "pass" or "fail" scores on their report cards and transcripts which are entered onto Skedula. However, students and parents expressed uncertainty regarding actual academic progress and averages. Students stated that oftentimes the online grading system did not reflect updates and/or contained grading inaccuracies. Parents were aware of the system, but preferred contacting teachers through more traditional methods to inquire about progress. Thus, the lack of more ongoing opportunities for families to discuss students' progress with teachers, limits their understanding of the next steps for their child's progress toward meeting class and school expectations.
  - The Principal shared that the school is developing systems and structures in addition to ARIS parent link and Skedula to support students and families to better understand student progress and performance. Presently, the school's data team has created a formula that will use a GPA calculator to convert "pass" and "fail" scores to numeric scores; and the school is working with the designers of Skedula to make adjustments to meet the needs of the school. To that end, parents do not have timely access to school based electronic systems to respond accordingly to their child's progress or lack thereof.
- Refine processes utilized by teams to access, gather and disaggregate data; to set differentiated goals for groups of students that inform classroom instructional practices that will accelerate student learning and promote mastery. (3.2)
  - The school has made great strides in organizing and planning for collaborative team engagement and teachers reference data sources and tools. At this time however, the school doesn't consistently draw conclusions from analyzed data to set and implement differentiated learning goals for groups of students. As a result, learning targets are not explicitly addressed within lesson frameworks to support student subgroups and inform best instructional practices at the team and classroom levels to improve learning outcomes.

## Part 3: School Quality Criteria 2011-2012

School name: THE GLOBAL LEARNING COLLABORATIVE	UD	D	P	WD
Overall QR Score		X		
<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>	UD	D	P	WD
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 as evidenced by meaningful student work products?			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	
<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>	UD	D	P	WD
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 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?		X		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?		X		
<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 staff, students and families, and support students and families to achieve them?			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>	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	
1..4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			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>	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, with particular attention to the CCLS?		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	

**Quality Review Scoring Key**

<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>
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