



**Department of
Education**

Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

The Global Learning Collaborative

High School 403

**145 West 84th Street
Manhattan
NY 10024**

Principal: Karla Chiluzia

Dates of review: February 26 - 27, 2014

Lead Reviewer: Heidi Pierovich

Part 1: The school context

Information about the school

The Global Learning Collaborative is a high school with 479 students from grade 9 through grade 12. The school population comprises 27% Black, 65% Hispanic, 5% White, and 3% Asian students. The student body includes 15% English language learners and 21% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2012 - 2013 was 85.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school's leadership makes strategic organizational decisions including effective use of teacher time in alignment with instructional goals to improve student achievement. (1.3)
 - The school leadership's strategic master schedule accommodates two days of common planning time for English language arts and for math, while the other subjects each meet one time a week. Through a school-based option, the school has determined the use of an extended day for all teacher teams to meet for an hour and a half, on an additional day per week. Additionally, the master schedule creatively provides for additional support in core classes by having English language learner (ELL) and special education teachers loop with the same students to humanities, math, and science classes, thereby having additional teachers in core classes who academically know the students and share responsibility for students' achievement of learning goals. The principal also took period two and broke it into 2A for a shortened period of Advisory and 2B, with 2B now as academic intervention services (AIS) that is either extension or Recitation. For example, a global teacher analyzes data on a benchmark assessment to determine the students in need of support and sends these names to the counselor who programs the students for AIS. The same teacher who teaches the global class will also teach these students for AIS during period 2B. This supports student achievement, as evidenced by students self-selecting to attend Recitation when students are cognizant of their own need for academic support. Furthermore, a PM Academy added period nine, enables students to make up academic deficiencies, missing credits, or improve Regents' scores through a preparation class. Additionally, the principal has looped the advisory teacher to stay with the same students for their entire high school career, providing continuity of support by someone who knows the student well. The school has maximized its space so that each classroom is used for every period, with teachers across content areas assigned to the same room but at different times, showing a keen insight into scheduling. Furthermore, a technology coordinator facilitates the school technology plan that includes the purchase of laptop carts, software for the newcomer classes, and software for teachers that they use to create and revise curriculum and track student progress. Based on students' needs, the principal applied for and received a waiver for a site-based school psychologist, who provides mandated counseling and help for those students who struggle with adolescent issues. As a result of these strategic organizational decisions, the school facilitates students' access to challenging and engaging learning opportunities leading to college and career readiness.
- School leaders use frequent classroom observation cycles to provide effective feedback and next steps that articulate clear expectations to support professional growth resulting in improved instruction. (4.1)

- To support teachers, including those new to the profession, school leaders have developed an effective system that through frequent cycles of observation provides teachers timely feedback that accurately captures strengths, challenges, and next steps. Further, the administration also provides a rationale for each rating given on the Danielson Framework for Teaching (FfT), and by the end of the observation day, teachers receive an email with two to three recommendations. Within one week of the observation, administration and teacher meet to discuss the feedback and next steps. At these one-to-one meetings, teachers bring tiered student work as a guide to discuss the administrative feedback. Teachers stated, "The feedback has helped me grow as a teacher." School leaders meet every Friday to review and analyze each staff member's most recent ratings to plan future observations, support meetings, and to determine teachers' professional development needs. An outgrowth of the analysis led to an administration conducted differentiated Lunch and Learn professional development session for 3c, 'Engaging Students in Learning', at which time teachers who brought lesson plans and incorporated Universal Design for Learning (UDL) concepts to the "Do Now", mini lesson, and/or activity later shared their success with the whole staff. Consequently, administrators' follow up with another observation cycle found an improvement in the 3c. Thus, these clear expectations and effective feedback support teacher development that sustains professional growth. Furthermore, actions by school leaders have improved instructional practices as evidenced by review of written teacher observations.
- The school has developed a safe, inclusive, and nurturing environment, characterized by a variety of support systems that contribute positively to the academic and social emotional development of all students. (1.4)
 - Teachers respect and welcome student voice as evidenced by social contracts, and class codes of conduct created by students in each class that not only involves student voice but also sustains a positive, safe, and supportive environment. A student explained, "There are class rules, and if you break them you lose points and/or get detention, and that makes kids not break these rules." Administration ensures that advisory structures are in place so that each student is known well by at least one adult and the looping of advisory provides students with consistency as they have the same adult who gets to know them well throughout their high school career. The advisor tracks student attendance and checks in with students on homework, assignments and classwork as well as social-emotional issues, and the advisor shares attendance information with the attendance team, who follows up on any issues. Improving attendance has been a goal this year and to-date the school has improved attendance to 89.5%, up from last year at 85.8%. Upon further analysis of the data, the attendance committee determined that although attendance has increased, a tardy and period absentee issue during the latter part of the day persists. In response, there is a discipline policy to support student attendance for each period. A student explained, "There is a rule if you are late to class five times then you get detention and there are a few repeat offenders, so now the skippers get suspended." Additionally there is a reward structure in place for perfect attendance, whereby advisories as well as individual students get monthly prizes such as pizza parties and movie tickets and semester prizes of Broadway tickets. One student said he has received two movie tickets so far. There

is also a reward system for academic improvement, including on-track monthly pizza parties and certificates, semester honor roll recipients who attend an ice-skating trip in fall and/or receive Broadway tickets in the spring. The reward system extends to an international study abroad program, so that students who meet minimum requirements regarding discipline issues, attendance, and achievement, plus secure a teacher's recommendation, are offered an opportunity to participate. Goal setting is pervasive at this school. On Fridays each advisory focuses on goal setting and individual conferences with an advisor enables students to be engaged in conversation around how they are doing, while allowing the advisor to be his/her advocate. One student said, "Our advisor is like our own counselor and she really cares. I was having trouble in trigonometry and getting to class on time. She not only helped me connect with my geometry teacher as a tutor for math, but also bought me an alarm clock." Advisors and guidance counselors are linked together, and they collaboratively and periodically review students' progress toward goals in light of graduation requirements. Counselors meet with students who have an F on their report cards, and individually with those who have more than one failed course. Additionally, the guidance counselor also goes into classes to review student transcripts for college. The administration also hired a site-based psychologist to support students with their social-emotional needs, meeting with those from her caseload as well as those in need of additional assistance. As a result, students said that they not only feel supported but also deem the school safe.

What the school needs to improve

- Deepen the alignment of the school's curricula to Common Core Learning Standards (CCLS) so that it includes rigorous, tasks emphasizing higher-order skills for all in order to improve student outcomes. (1.1)
 - Teachers use an online curriculum map program that supports their development of curricula aligned to Common Core Learning Standards (CCLS) and the integrating of the instructional shifts. For example, the math department unpacked modules from EngageNY, and then created their own CCLS units. The social studies and science department's curricula are in similar states of creation. The English as a Second Language (ESL) department has completed this task, and is now focused on the vertical alignment of curriculum from grades 9 through 12. A review of curriculum artifacts shows an emphasis on reading and comprehending informational text, citing evidence from text, and the use of academic vocabulary in student work. Administration and department leaders provide feedback to all teachers online relative to the curriculum maps as they are retooled and revised for reteaching. While the English language arts department is working to ensure vertical and horizontal alignment other departments are not yet at this point in the process and are still in the process of developing maps that during the debrief session after each observation are discussed with administration for next steps. While the school defines "rigor" as providing questions and tasks that begin with Depth of Knowledge level one and progress to level four, this theory is not yet embedded coherently as the curricula are being developed, missing out on including suitable rigorous tasks across grades and subjects. For example, in one social studies lesson plan a task, asking students to complete a web-based scavenger hunt required

answering lower level questions, and after reflection, the teacher revised and retaught the next day. Although teachers are reflective and open to revisions, the curricula inconsistently emphasize rigorous habits and higher-order skills across grades and subjects. As a result, all students are not consistently challenged nor engaged deeply and interactively engaged in higher-order thinking and learning activities that ensure their steady progress towards college and career readiness. (1.1)

- Sharpen pedagogical practices to support student-to-student questioning and discussion in order to deepen student thinking, ownership of learning, and student engagement that accelerates learning outcomes for all students.(1.2)
 - A school wide teacher practice includes use of grouping students and providing scaffolds. However, only a few classes observed provide students with opportunities to work in data-determined groups with specific supports designed for each level, while other classes remain in the beginning stages of providing multiple levels of tasks. For example, one Algebra ELL class the teacher designed a lesson for data-determined student groups to work at completing graphing line segments, while in another Algebra class, students were in groups but all had the same tasks. Thus, there is an inconsistency in data-determined groups, scaffolds, and questioning. Over a range of classroom visits, teachers used questions that extend from low-level recall questions to higher-level questioning requiring students to analyze, synthesize their understanding, and explain their thinking. Yet, the questions were teacher directed and answered by individual students. When students were asked to discuss a question together, regardless of technique, there was a lack of ensuring ongoing student-to-student questioning and discussion. Although in one English class students were placed in groups and self-selected which two levels of DOK questions they would answer, not all groups were able to sustain student-to-student discussion. In another English class a teacher set students into predetermined groups based on skill set and students were directed to discuss how their medieval character would feel and act. Student-to-student discussion and questioning was minimal and at low levels of Depth of Knowledge (DOK) questions. In a social studies class students were grouped to answer questions from a text based on trade routes. In the groups, students were prompted to review their notes to help answer the questions leading to students quietly sharing their notes with minimal discussion. In classes, where there are both the ELL or special education teacher and the core class teacher, together they provide multiple entry points, supports into the curricula so that all learners are engaged in appropriately challenging tasks, and demonstrate higher-order thinking skills in student work products. Currently, however, there is not yet a consistency across classes whereby questioning techniques strategically and consistently provide for student-to-student questioning and discussion as well as multiple entry points for all learners, including ELLs and SWDs. As a result, this limits students' ability to build deeper reasoning, and exhibit thinking at high levels via their work products. .

- Enhance assessment practices to consistently include multiple forms of assessment, to inform timely instructional adjustments that meet students' diverse learning needs. (2.2)
 - There is evidence that teachers analyze common assessment data results to adjust curricula. For example, humanities teachers said that analyzing the interim assessments, they found Global history scores to be the lowest and determined areas of need to target school wide, such as citing evidence, drawing conclusions based on maps/graphs/charts, cause/effect, and draw conclusions/compare contrast. As a result, these areas are being taught in both social studies and English classes school wide. Some teachers provide students with actionable feedback on their work, which was evident on bulletin boards and in portfolios. For example when a student received a 3/4, next steps were provided on an English paper, which stated the need to summarize the evidence in your own words. Furthermore, during group work, teachers walk from group to group, moving among students to answer clarifying questions and to assess how students are learning. However, it is not yet evident that adjustments to pedagogy connect to students' next learning steps. For example, in a chemistry class in the Do Now students were asked to determine using a table representing several chemicals which substance has the lowest vapor pressure at 100 degrees. Students solved the problem individually and then the teacher asked the whole class what the answer was. A few hands were raised and the teacher selected a student to answer the question at the board. The teacher did not ask additional students to share their answers to check for others' understanding. Thus, although instruction is being adjusted as evidenced by teacher team meetings where retooling to reteach demonstrates revised curricula, it is not always timely or "in the teachable moment" that teachers are checking for understanding and providing actionable feedback to students. As a result, the connection between student learning and adjustments are not fully transparent or adequately linked to students' next learning steps.

Part 3: School Quality Criteria 2013-2014

School name: The Global Learning Collaborative	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?		X					
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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				
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			X				
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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				
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed