



**Department of
Education**
Carmen Fariña, Chancellor

Quality Review
Office of School Quality
Division of Academics, Performance, and Support
2013-2014

Quality Review Report 2013-2014

Baccalaureate School of Global Education

**30Q580
34-12 36th Avenue
Queens
NY 11106**

Principal: Kelly Johnson

Dates of review: January 23-24, 2014

Lead Reviewer: Catherine M. Powis

Part 1: The school context

Information about the school

Baccalaureate School of Global Education is a middle/high school with 475 students from grade 7 through grade 12. The school population comprises 2% Black, 22% Hispanic, 35% White, and 41% Asian students. The student body includes 0% 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 2011 - 2012 was 96.3%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- All stakeholders work as a unified team to create a respectful and inclusive setting that provides academic and personal supports for both students and adults. (1.4)
 - The principal thoughtfully states that the school's theory of action is to focus on developing the skills and positive attitude towards learning that will prepare students for higher education. To this end, faculty is unified in creating a safe and inclusive environment, fully supporting the goal for all students to meet requirements for both a Regents diploma and an International Baccalaureate (IB) diploma, by providing individualized attention to each student. For example, students state that they appreciate the personal attention of a small school and are eager to share that their teachers care about their success and spend extra time with them to help them be successful. Additionally, one student shared, "The teachers here point out what you excel in, not what you do wrong." Another student shared, "They (teachers) have a mindset on helping us to be well-rounded students." Student voice is solicited in classrooms and via their roles as members of the School Leadership Team (SLT) and Senior Council. For example, led by the college counselor, students volunteer to create and organize the "Helping Hands" Committees where students decide on a particular focus, such as, construction of water wells in India and work to raise funds and/or awareness for this need, thus impacting school decisions for service to communities. The SLT student representative was part of the decision to update the email list of parents to improve communication and outreach. Consequently, students are highly motivated to succeed and experience higher education, as evidenced by a 91.3% to 100% range for credit accumulation over four years of high school and 99.0% of all grade 8 students earning high school credit.
 - Each morning begins with a brief meeting where principal and staff review student attendance for the previous day, with follow-up phone calls to parents as needed. Every student is placed in an advisory class that meets daily for 30 minutes, ensuring that every student is known well by at least one adult who advocates for him/her. Grade level advisories carry credit and are an integral part of the weekly program, which allows students to meet in small groups with their advisor. Each advisor follows specific requirements for the grade, which encompass student goal-setting, college and career readiness, and social-emotional growth. Advisors help monitor attendance, scholarship and grade level academic expectations, to provide individualized support to students. Students use advisory as a forum to read independently, assess transcripts and personal needs, work on projects or IB diploma requirements, and organize their rigorous course load to achieve the two diplomas. Also, seniors focus on the college application process. Furthermore, personal and academic behaviors are cultivated and supported through the IB program. For example, students fulfill 150 hours of *Community Action and Service (CAS)* by engaging in community service work, which teaches them to give back to their community and work with diverse cultures, thereby cultivating personal, academic and interpersonal development. As a result of these endeavors, students report feeling supported and inspired to work diligently to achieve academic as well as personal growth, as evident in a current attendance rate of 97.3% and growth percentiles in math and English language that are above peer and city averages.

- The principal and faculty establish a culture of high expectations, building strong support for college and career readiness and engaging students and families in partnerships that prepare students for the next level. (3.4)
 - Parents are quick to compliment the rigorous academic program that the school offers, leading to dual diplomas. They actively partner with the school to promote a unified mission that all students will ultimately attend and graduate from a college of their choice. Expectations for grade level coursework are shared during a curriculum night in September. Workshops and presentations at Parent-Teacher Association (PTA) meetings educate parents on Common Core expectations and their correlation to the IB Standards. Parents appreciate the open-door policy of the principal and her presence at their meetings. Additionally, they are kept informed of their children’s progress through periodic progress reports that include grades and narratives of their children’s progress across disciplines. Teachers correspond with parents regularly, via emails and/or phone calls. Parents state that SLT meetings are “organic and collaborative” with opportunities for parent voice in setting academic expectations. For example, parents stated that they would like the school to re-institute physics as one of the science course offerings and the principal acknowledges and plans to hire a teacher for that. Parents give the parent coordinator high marks for being supportive and informative. They remark that they are kept informed and assisted in the college awareness and application process and in monitoring college readiness indicators. They also indicate that staff and principal “push” students to do their best in an academically rigorous atmosphere. These efforts lead to parents as true partners in their children’s learning and progress towards career and college readiness goals.
 - Students are highly motivated, involved and very vocal about their educational experience. All students are held to a rigorous path of comprehensive coursework that begins in grade 7, leading to a Regents and an IB diploma. Course outlines indicate that Regents courses go beyond the State requirements for Regents readiness to prepare students for academically challenging IB criteria in the eleventh and twelfth grade. Seventy minute periods for core subjects allow students to produce higher quality work, as they complete tasks that lead to their ownership of learning. Commencing in grade 7, students choose a language to study for six years and become fluent in Mandarin, French, or Spanish. One senior states that for six years, “The Mandarin teacher really motivated me to learn the language and was always there to offer guidance for college scholarships and the college process”. Furthermore, students describe the detailed feedback that they receive from teachers as an indication of the high expectations teachers have for them to develop as learners. This feedback is coupled with guidance and advisement support throughout the six years, to fully develop the whole child. This coherent approach results in students being prepared for the next level and accepted into a plethora of colleges and universities.
- Rigorous curricula ensure all students access to intellectually demanding academic tasks, coherently aligned to relevant learning standards, in order to promote career and college readiness for all learners. (1.1)
 - The school is noted for its well-rounded liberal arts program with a global perspective. This is provided by rigorous curricula aligned to content standards in all core subjects, leading to dual diplomas, that is, a Regents diploma and an International Baccalaureate (IB) diploma for all graduates. The IB diploma program requires students to engage in independent research through an in-depth study relating to one of the subjects they are studying. One student was proud to share his final investigative research paper entitled, “To What Extent Did the Inca Civil War

Accelerate the Spanish Conquest and Colonization from 1529—1532?” that included a detailed account of this historical event, including references, a bibliography, and a 3,242 word count. A “Theory of Knowledge” course focuses on critical thinking and understanding the meta-cognitive aspect of learning. Open-ended, essential questions such as, “How important is it to have access to the *American Dream*” and “Why are there so many possible interpretations of *Macbeth*?” drive content, skills, and assessments in units of study and lesson planning. Depth of knowledge and inquiry skills are prioritized, with curriculum maps capturing skill sequences applicable to instruction across grades 7 through 12. Academic tasks are challenging and require all students to engage in critical thinking and analysis, in preparation for college level work. For instance, close reading is explicitly taught to students who are expected to annotate text and cite evidence, as noted in English and social studies classes. Visual Arts and foreign language courses are offered in addition to the core curriculum, with the goal of having students leaving high school fluent in a second language. Furthermore, a community service component offers a vehicle for new learning. As a result of these rigorous course offerings leading to students’ engagement in authentic coursework and tasks, all students meet the demands of the curricula and have a college-going mindset, as evident in the most recent four-year graduation rate of 98.1%, a 93.8% post-secondary enrollment rate and a 100% college readiness rate.

- Effective assessment practices aligned to the curricula include ongoing teacher analysis of student progress and communication of feedback to students and other staff, to inform next steps in improving students’ achievement of learning goals. (2.2)
 - Teachers are diligent in tracking student progress, using a grading system based on a scale of 1 to 7, through daily assessment of class participation, homework, tests, projects and citizenship. Assessments are aligned with the skills students need to master in order to be successful on IB exams that target critical thinking and analysis. Based on the school’s grading policy, students begin each marking period with a 7/7 on the grading scale. It is the student’s job to perform in order to “keep” that high grade. Furthermore, students are familiar with the value of rubrics and use them to determine their progress in writing assignments, including projects. Rubric scores, along with actionable teacher feedback, accompany draft work and/or final products. Students speak of the detailed feedback that teachers provide as being very helpful to them in their efforts to improve their performance. One student remarked that due to the teacher’s feedback, his math grade improved from 14/20 to 18/20 on one assessment. This actionable feedback is consistently evident upon review of writing samples of student work across grades and disciplines.
 - Grade teams, including guidance counselors and individual teachers, track grade level and individual student data based on a scale of 1 to 7 on classroom assessments, report card grades, and prescribed assessments for the IB program. Students are considered as falling behind in a subject, if they receive 1 or 2 as a total score that includes homework, participation, and assessments such as topic quizzes, pre- and post unit tests, and mid-unit tests, and thus are invited to small group instruction during eighth period three days per week, where instruction is adjusted so that students are able to improve their understanding of unit topics. Furthermore, by maintaining journals with notes about individual students’ needs, teachers and advisors identify and monitor students who need attention in skill building, such as organization, pacing to keep up with their workload and cultivating other positive behaviors needed now and for college. Teachers work with students in class, making adjustments such as extending the time to turn in an assignment. Consequently, students’ learning needs are met at the individual level, leading to their progress in achieving learning goals, as evident in high passing rates for their subject classes, thus far this year.

What the school needs to improve

- Build upon pedagogical practices to consistently incorporate multiple entry points and scaffolds during instruction, thus maximizing student engagement in tasks that result in work products reflecting higher-order thinking by all learners. (1.2)
 - Baccalaureate's *Essential Understandings/Instructional Elements and Classroom Management* is the framework created and used for a shared understanding of effective instruction. This year the school completed a crosswalk between the *Essential Understandings* for daily instructional practice and the Danielson Framework, to ensure alignment between the two and to solidify a shared understanding of effective instruction. This crosswalk provides a coherent set of beliefs about how students learn best, to align teaching practices to curricula. However, in some classrooms, teachers followed a teacher-student-teacher line of questioning that did not allow all students to engage in deeper, more thoughtful discussions. In addition, many students who were not called upon were passive, with limited evidence of their understanding of the lesson and what they know and are able to do. Moreover, during most lessons students are grouped and work together on a task or activity but grouping is rarely based on specific student needs and tasks are not tiered and/or supported by scaffolding strategies. Further, although this is a school of predominantly high performing students, some students complete the task swiftly, taking the lead in a group, while others lag behind or do not complete the task. Thus a lack of consistent and targeted attention to the specific and individual needs of diverse learners, leads to teaching practices that result in missed opportunities for ongoing engagement of all students, in discussions and learning tasks that consistently allow them to deepen their higher-order thinking skills across all content and grades.
- Formalize systems which capture the effectiveness of teacher team work and professional development practices, in order to expand opportunities for growth and promote curricula and instructional adjustments that deepen learning. (5.1)
 - The principal is well-liked by students, faculty, and parents and always addresses their concerns either on the spot or shortly after. For example, during a meeting when parents expressed a concern regarding communication from the college advisor, the principal collaborated with the college advisor to re-institute workshops on financial aid and other topics regarding the college application process. Additionally, regarding teacher team work, meetings with faculty resulted in a revision of one team coordinators' roles and responsibilities to facilitate the team's work. However, there is little evidence of focused evaluation of the quality of teamwork in relation to school wide instructional goals, with some teams having casual conversations around student work and unit plans, with minimal use of team protocols and structures. Furthermore, with whole school faculty professional development time being on a Monday for 80 minutes once per month afterschool, structured opportunities for staff to engage in timely discussions of some aspects of their work are limited. In addition, although there are times when these sessions include professional development by selected personnel, on a given topic such as discipline procedures, and a presentation by an outside vendor who introduced the implementation of the Universal Design for Learning at the beginning of the school year, most of the combined faculty and grade conference time is often spent on administrative items. This impedes efforts to advance work on other areas of priority, such as the school's focus on incorporating Learning Objectives into unit and lesson plans, which has not been launched to date. Thus, structures for regular evaluation of the effectiveness of professional development and teacher teamwork in further accelerating mastery of all applicable content standards by all students, are not yet evident across all teams.

Part 3: School Quality Criteria 2013-2014

School name: Baccalaureate School of Global Education	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