



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Millennium High School

High School 02M418

**75 BROAD STREET
MANHATTAN
NY, 10004**

Principal: COLIN MCEVOY

**Dates of review: Dec 3, 2014
Lead Reviewer: Marisol Bradbury**

The School Context

Millennium High School is a High School with 619 students from grade 9 through 12. The school population comprises 7% Black, 19% Hispanic, 35% White, and 36% Asian students. The student body includes 1% English language learners and 9% special education students. Boys account for 38% of the students enrolled and girls account for 62%. The average attendance rate for the school year 2012 - 2013 was 95.90%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Celebration	Proficient
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	Additional Findings	Proficient
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	Focus	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School curricula are aligned to Common Core Learning Standards (CCLS) and consistently emphasize rigorous habits for all learners across grades and subjects.

Impact

The curricular decisions integrate the instructional shifts and consistently emphasize college level skills, promoting higher-level thinking and college readiness.

Supporting Evidence

- The school offers four years of math and science and three years of foreign language. Once students successfully complete the required Regent courses, they are eligible to register for Advanced Placement courses, including AP Calculus, Advanced Biology, Advanced Spanish, Chemistry, Physics, and Advanced Physics. As a result, 81% of students earn an Advanced Regents Diploma.
- The school offers a variety of academic courses that help students master the content areas, earn their Regents' diploma, and advance to higher-level courses. Students earn up to 53 high school credits and 95% of students earn a Regents' diploma.
- There is an emphasis on writing across the content areas. Teachers use on demand writing for daily entry slip, analysis of textual evidence, research projects, and theme group projects. These tasks are assigned as part of a project, class and homework assignments in English language arts, Social Studies, and Science.
- The school is piloting an extended independent research project for senior students, known as Exhibition. Students work directly with a content area teacher to identify a topic, determining the essential question, thesis statement, and claim. Students select primary and secondary sources of evidence to support their perspective. The final product is a 10-page argumentative research paper and a presentation to an audience comprised of students, teachers, and staff.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Developing

Findings

The use of common assessments and checks for understanding to monitor student progress varies across the school and classrooms.

Impact

The school is developing structures to use common assessments to adjust lessons, units, and maps. Across classrooms, assessment practices inconsistently reflect the use of checks for understanding in order to create multiple entry points for SWD and advance higher performing students

Supporting Evidence

- Across classrooms, teachers use do now activities to elicit prior knowledge, large group questions, and exit slips, however, they inconsistently adjust the curricula to meet the learning needs for all students as evident by the lack of individualized graphic organizers, guided group practice, and independent practice for forthcoming lessons and units.
- A review of lesson plans for observed classes indicates that while teachers plan lessons aligned to Common Core, there is inconsistent evidence that teachers refine lessons based on the analysis of daily student performance as it relates to mastering Common Core Learning Standards.
- The highly motivated ninth grade ICT Global teacher team discussed a graphic organizer and the performance of students completing the graphic organizer. Teachers discussed ways to adapt this graphic organizer for their respective classes, but findings did not adjust curricula and instruction based on the individual academic needs of the students.

Additional Findings

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

While pedagogy is aligned to the curricula and reflects the school vision of student-centered discussion and student work products reflect high levels of student thinking, the use of strategic entry points and extensions that foster deep reasoning for all learners varies across classrooms.

Impact

Across classrooms, teaching practice reflect and promote argumentative writing, research, and collaborative work, thus promoting high-level student thinking, however there are missed opportunities to provide multiple entry points so that all learners are engaged in appropriately challenging tasks.

Supporting Evidence

- Across classrooms, students participate in small group and large group discussion in which they present textual evidence to support their perspective. For example, in the War and Literature class, students used evidence from at least three poems to develop an argument before the small group discussion. In a Government class, students engaged in a large group debate by citing articles and digital sources to support their perspective on foreign policy.
- In an algebra class, students were engaged in word problems, use of vocabulary, analysis of data, and reflection to solve for systems of linear equation.
- Across classrooms, students engaged in the same tasks and activities, and were asked the same questions, usually resulting in the same group of students responding.
- Across English courses, students were asked to reflect on the analyses, reading, and discussion skills being applied. For example, "How do we read a poem/text closely? How do we use questions to deepen our understanding of a poem/text? How do we use research to understand the Ancient Greece of the Odyssey?"
- Some teachers grouped students and asked them to annotate, review, and support the work of peers in the group, thus promoting collaboration and supportive environment. In other classes, students sat in rows, or worked independently on activity sheets even when grouped with other peers.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

While the school communicates high expectations aligned to college and career readiness to all students and their families, the school needs to successfully partner with families to support student progress toward those expectations.

Impact

The school has established a culture of high expectations aligned to a path to college and career readiness. However, families are not fully partnered in supporting student progress and ensuring all students own their educational experience and are prepared for the next level.

Supporting Evidence

- The school's college office offers a variety of services to students and their parents, including a weekly college newsletter, Spring and Fall college advisory workshops, individual college meeting with every family, college visits, Senior Parent Night, Parent PSAT, SAT, and ACT workshop, Financial Aide Workshop, and Financial Planning Night among many other events and supports.
- The WHATZZUP WEDNESDAY student newsletter offers relevant information about academics, sports, school life, and college readiness. For example, on the newsletter prior to the Thanksgiving holiday, students were informed of school sport news and scores, upcoming events, such as the Thanksgiving Basketball Tournament, Stress Relief event for teens at the Teen Resource Center, the Pre College Saturday Science Seminar at Barnard College, the Tribeca Film institute, Community Service Opportunities, and parent news to be shared with their families.
- The school website provides timely information to students and their families. Each student has an account and is expected to log in to retrieve classwork, grades, and information.
- Parents shared that while teachers offer guidance and support and send updates via academic reports and email outreach, the school needs to evaluate the impact of such rigorous curricula and expectations on the well-being of their students.
- Students shared that their very supportive teachers offer support and guidance before, during, and after school hours; however, the demands of the homework assignments are sometimes overwhelming and excessive.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teachers are engaged in professional collaborations that promote the implementation of Common Core Learning Standards. Leadership structures promote capacity building and a voice for teachers to have input on key decisions.

Impact

The work of teacher teams has resulted in curricula aligned to the Common Core. Distributed leadership structures build the capacity of teacher leaders and provide a voice in curriculum design aligned to student interest.

Supporting Evidence

- Teacher leaders representing the various grade and discipline level teams meet weekly with the principal to discuss professional development and school wide instructional initiatives that have resulted in a comprehensive selection of elective courses and extra-curricular activities.
- Teacher leaders stated that they feel empowered to take on leadership roles because their principal encourages them to take on these roles and facilitates their ideas. For example, one teacher volunteered to teach the World Literature course while another teacher volunteered to coordinate the School of Rock Music club.
- Within their departments, teachers collaborate to set specific goals for vertical and horizontal alignment of curricula. For example, grades 9 and 10 of the English department embedded non-fiction text, closed reading, and drawing evidence while grades 11 and 12 work on making inference and connections to different reading sources.
- The Global 9 team meets weekly to look at student work through the use of a protocol. They identify, discuss and refine graphic organizers to support students with disabilities (SWDs).