



**Department of  
Education**  
*Carmen Fariña, Chancellor*

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

# **Quality Review Report**

## **2015-2016**

**Baccalaureate School for Global Education**

**Middle – High School Q580**

**34-12 36<sup>th</sup> Avenue  
Queens  
NY 11106**

**Principal: Kelly Johnson**

**Date of review: December 4, 2015  
Lead Reviewer: AJ Hepworth**

## The School Context

Baccalaureate School for Global Education is a middle – high school with 486 students from grade 7 through grade 12. In 2015-2016, the school population comprises 49% Asian, 2% Black, 15% Hispanic, and 31% White students. The student body includes 0% English Language Learners and 1% students with disabilities. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2014-2015 was 98.4%.

## School Quality Criteria

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

## Area of Celebration

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

School leaders and faculty ensure that curricula and academic tasks are aligned to Common Core Learning Standards and integrate the instructional shifts while emphasizing higher order skills across grades and subjects.

### Impact

Curricula are designed to build coherence and promote college and career readiness and rigorous habits for all students.

### Supporting Evidence

- As an International Baccalaureate Diploma Program (IBDP) school, the school remains focused on ensuring rigorous curriculum is associated with creating college and career ready students through planning and in preparation for graduation. The leadership team notes the Common Core Learning Standards are not a full-scale add on to the IBDP program curriculum because many of the standards are embedded in it. The curriculum content developed by staff is intended to assess the students' knowledge of both the IBDP assessment criteria and the Common Core at the appropriate skill level. Measuring students' ability to compare and contrast is a primary feature of the instructional shifts for lesson planning in the building.
- The content developed for instruction in the building is designed to be rigorous for all students. As such, it offers college and career readiness and SAT preparation to all students and does not limit advanced coursework to a select group of students. Upon acceptance to the program, students are exposed to rigorous habits, including times skill assessments similar to those students will on International Baccalaureate exams.
- In several social studies scope and sequence documents, lessons are designed to embed rigorous habits and critical thinking as a part of the unit. In a grade 7 unit, students are expected to map work detailing the various theories about how the discoveries of America happened. Students are expected to identify relevant features for each theory's route, including geographical features and locations. Purposeful decisions in the lesson to go in-depth through the inclusion of geography and permit student choice aim to promote habits necessary for college and career success. In the grade 12 social studies scope and sequence, document analysis skills for a paper require the students to compare and contrast multiple documents and make connections.
- Most lesson plans are structured so students are engaged in both small group discussions and individualized work during each instructional period. An English 10 lesson plan asks students to prepare and review for a whole-group discussion by using a template where they will first independently establish real-world connections from their homework and identify universal themes. Upon completion, students will be expected to engage in a discussion about their individualized understanding of various concepts and how they synthesized *Antigone* and Sandel readings.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs that are informed by the Danielson *Framework for Teaching*, about how students learn best with student work products and discussions, although strong ownership by most students was not evident in classrooms.

### Impact

Teaching practices indicate high levels of student thinking, discussions, and participation, despite occasional missed opportunities for further enriching demonstrations of understanding by students.

### Supporting Evidence

- In several math classes students were given the opportunity to share their thoughts about how they solved an equation. When they shared out, the teachers would ask further clarification questions such as “What did you get for your chi squared?” “What is your significance level?” “Do you know the slope?” Students replied with more detail to support their understanding and work. In an English class discussion of *Of Mice and Men*, students were asked questions regarding their homework and reading. The teacher responded with generalized questions such as, “You guys understand that?” and “What do you think is going on?” Opportunities for students to further develop their thoughts in high levels of discussion were attempted, however, most students did not participate or volunteer.
- In several classes, students made in-depth high-level connections between their essential question and the text they were reading. Students in an International Baccalaureate (IB) English class reflected on what *Antigone* tells them about the nature of justice. One student clarified his thoughts about the inheritance of property with no primogenitures and counter stability, while another stated that that viewpoint was myopic. A third student felt that the character Creon fits the description of “the stereotypical tyrant.” However, students who were not actively engaged in the table discussions often were not brought into the group by their peers or able to demonstrate their thinking and ownership of the conversation.
- The school believes students learn best when engaged in the big idea of the lesson and the teacher serves as a facilitator walking around the room and asking probing questions to support learning by looking at their work. In a biotechnology class, students were taking Cornell notes using a template and text to determine the morphology of human hair. The teacher circulated the classroom and asked few questions, although she did direct the students who completed their notes to create visual supports. The students explained class is often structured in this manner where they work independently, quietly read a lot and record notes while the teacher moves around the room.
- In a calculus class, senior students enthusiastically completed work in self-selected groups intended to mirror their independence in their near-future college environment. Students explained they were solving the daily challenge of finding the derivative. When some students were unable to solve it they asked other members in their group or a neighboring group for assistance. Once the teacher felt the majority of the students were complete, he picked a group randomly using a calculation know to the class as the “Fickle Finger of Fate.” This approach was used to ensure a random group is selected to guide the teacher through modeling the steps on the board so they can solve the equation for the class.

## Additional Findings

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

Across classrooms, teachers' use of assessments and rubrics are aligned with the school's curricula. Assessment practices consistently include ongoing checks for understanding and student self-assessment.

### Impact

Assessments have delivered actionable feedback to students and analysis of data has led to effective adjustments by teachers to meet all students' learning needs.

### Supporting Evidence

- Teachers assess students often and sometimes offer choice on exams. For example, students reported some math teachers present eleven questions for the students to answer, although they are only required to answer ten. When writing assessments are given to students they are provided clear directions including format of final product, structure and style points for consideration in addition to an attached rubric. Additionally, some of the assignments include specific hints on how to achieve a high or perfect score. Hints include: "have each paragraph developed with a topic sentence and specific historical events as evidence," and "provide information that not only supports your claim, but is also contrary and argue against it."
- Many of the assessments include an attached rubric for students to use when developing their work products. Rubrics often include a scale where the performance indicators have a range of two points so teachers have more flexibility when assigning a point value. Other assessments include a checklist to assist the student in determining if all the necessary criteria were achieved prior to submission. Some students felt the assignments were challenging based on the rubric criteria, but once they completed the assignment they, "felt the end result was worth it."
- Checks for understanding occur throughout the year where teachers use interim assessment information, Regents grades, student work products and skill assessments to target specific skills. Students shared that one approach their teachers use to target specific skills is to ask them to engage in purposeful talk where they have to argue their position on a topic to determine if they know a topic well. In some cases where this happened, students felt this approach was interesting and, although not easy, provided them an opportunity to self-assess.
- In one social studies class a student shared that they complete a grade tracking and reflection form for all their group work and homework assignments. The student includes assignment date and topic and their grade with a statement about how they can improve and what they need to work on. When the student receives a check or perfect score (3/3 or 4/4) they often write "good," draw a smiley face, or provide little meaningful actionable feedback.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders consistently communicate high expectations to the entire staff and provide training. Staff consistently communicates expectations that are connected to a path of college and career readiness to families.

### Impact

Effective communication holds staff accountable for high expectations while ongoing feedback helps families understand student progress toward those expectations.

### Supporting Evidence

- The school leadership communicates with staff that the priority is for students to be successful and ready to achieve an International Baccalaureate Diploma (IBD) more than simply a Regents diploma. Communication towards an IBD begins as early as the summer prior to acceptance and all throughout a student's first day on campus. Tasks are aligned with the Common Core Learning Standards and the IBD program when there is not an overlap with the New York State standards.
- Staff is expected to contact a minimum of eight families per week via either email or phone to increase family ties with the school and support the *Framework for Great Schools* initiative. Additionally, the building has an expectation that the families are available to support the success of the child inside and outside of the school. Most parents agreed that access to the school through communication was very often through email, Engrade (an online student management system), blogs, and personal phone calls from the teachers.
- Students and parents agree the level of rigor offered is "enjoyed" and it "is not a burden." They report students often will create a study guide when a test is approaching and share it with their peers through a cloud-based document sharing program to help them all succeed. They also report working collaboratively with their classmates at local coffee shops and the library when assignments or a formal assessment is approaching. Several of the graduated siblings of current students shared with their families they felt the high expectations for them while at the Baccalaureate School for Global Education were more challenging than those experiences they were currently having in college.
- The school firmly believes in community service and requires all students to participate in its Creativity, Activity, and Service Program (CAS). CAS is designed to promote learning by having real world experiences that have real consequences and then reflect on those experiences over time. As such, all students are expected fulfill at least three individual experiences and one group project during their grade 7 through grade 10 year totaling 100 hours. As a junior and senior, students are expected to complete 150 hours. All students report they completed their hours in a very timely manner and felt they benefitted from the experiences they had because "it made me [them] think." Students further explained how having real world experiences has helped them to identify possible future careers or a greater awareness of the world, both of which are benefits of their education. Additionally, since the program builds self-esteem and confidence, students are better prepared for post-high school life.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of Common Core Learning Standards. Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused.

### Impact

Although not embedded in school practices systematically, inquiry-based collaborations strengthen the instructional capacity of teachers and improve teacher practice and progress toward goals for groups of students.

### Supporting Evidence

- A team of grade 7 through 12 humanities and history teachers met to adjust their scope and sequence so they more intentionally support the IBD program. They agreed the focus should be on research skills based on their understanding of prior student practices not being consistent and wanting to ensure more fidelity. Ultimately, the staff wants to see their teaching practices be more consistent while helping students improve their research capabilities. The teachers were provided a random sample of student work from a grade 9 assignment on early civilizations during the team meeting. The lead teacher explained their colleagues were to look for five of the most important features on a reading chart. Several colleagues asked for clarification regarding what are the most important features and what they were to look for. Teachers were able in due course to identify some important details and share why they were important in several student work samples.
- Teachers noted they are trying to standardize unit coursework with homework assignments because they often receive inconsistent results from completed student work samples. One teacher shared he has seen some improvement with his instructional delivery of content that the students are struggling with by making adjustments to the lesson “on the fly,” rather than wait for the lesson plan to finish and reflect on formative assessment information.
- Several teachers stated there is a need for them to analyze assessment results and use that analysis to inform instruction in order to support students in gaining a better understanding of the specific content and themes they teach. They suggest providing a list of themes and ideas would be beneficial to their building coherency and would support specific students. Staff acknowledges specific attention to address extensions for the highest achieving students is a “work in progress.” Currently they feel too many of the highest achieving students are asked to simply help other students.
- Based on minutes from a previously held meeting, a review of English literature written assignments was provided to a group of teachers to identify observations that reflect the work of students, the practices of individual teachers, and suggestions for changes in instruction strategies and methods. A selection of student work samples was provided at seven different levels based on a descriptor chart. Teachers identified several patterns of habits for all learners including, “weaker students appear to misuse the reflective statement and use it as a crutch to create the written assignment.” Plans for action were identified, such as “work on ways to improve the reflective statements – a way for students to receive an additional one or two points out of 25.”