Quality Review Report

2017-2018

Baccalaureate School For Global Education
Secondary School 30Q580
34-12 36 Avenue
Queens
NY 11106

Principal: Kelly Johnson
Dates of Review: February 28, 2018 - March 1, 2018
Lead Reviewer: Lisa Reiter
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

Baccalaureate School For Global Education serves students in grade 7 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
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</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the articulated belief that students learn best when they are intellectually challenged, work collaboratively, and engage in rigorous discussions.

Impact

Students produce meaningful work products, such as extended essays aligned with the International Baccalaureate (IB) program requirements. Student discussions reflect high levels of student thinking and participation.

Supporting Evidence

- Teaching practices evidence the shared belief that students should engage in intellectually challenging tasks and engage in peer-to-peer discussions. In a grade-ten English Language Arts class (ELA), students engaged in small group discussions in which they determined quotes that supported their analysis of different texts. Students discussed the literary feature(s) and how the quote increases their overall understanding of a text. One student challenged another student’s choice of a quote by asking if her selection requires any interpretation. The first student conceded that the quote was not strong and they began discussing another possible quote. In a grade-eleven ELA class, students discussed their interpretation and themes from the book, *Houseboy*.

- Students worked with peers and explored topics on their own in math and science classes. For example, students in a grade-eight math class investigated scatter plots to create residual plots for the least square regression lines. Students explained that this was useful to make predictions and would be used by professionals in the finance field. In a grade-seven science class, students engaged in an investigation to construct their own definition of solubility based on observations. Further, students inferred how solubility is measured based on their investigation. Based on observing ten different beakers, students predicted what would happen to the solution in two additional beakers. Additionally, students inferred why a powdery substance would be visible in one solution over another. Therefore, across classrooms, students engage in challenging tasks that result in meaningful work products.

- In a grade-nine, ELA class students discussed each character’s motivation in *Othello*, before engaging in small group readings. For example, one student shared that Othello’s motivation was to have a happy marriage. Another student challenged that statement by stating, “But it changes throughout the play. He doesn’t want that with Desdemona.” The discussion continued for each character with students challenging each other or agreeing with another’s assessment of the character’s motivation. Before reading the next scene with their small groups, one student explained that understanding the characters better helps build their understanding of the complex text. In a grade-eleven IB History of the Americas class, students engaged in a discussion in which they found parallels between a fictitious letter the teacher wrote about students conspiring with each other and events in history, specifically McCarthyism. Students extended the discussion to include current events and implications for their futures. Additionally, work products in classrooms included identifying textual evidence that required further analysis, investigating appropriate models to create residual plots for a regression line, and writing extended essays on self-selected topics. Examples of topics ranging from, the impact of Homer’s travel on his writing, to how authors use characterizations and point of view to express internal conflicts in humanity. Thus, student work products and discussions reflect high levels of thinking and participation.
## Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Developing</th>
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### Findings

School leaders support the development of teachers with observations. Feedback to teachers, while aligned to the Danielson Framework for Teaching, inconsistently provides next steps.

### Impact

Feedback does not yet consistently articulate clear expectations and is beginning to support teacher development to promote professional growth.

### Supporting Evidence

- School leaders have yet to establish cycles of observations in which teachers receive frequent observations. The school leader stated that all teachers receive the minimum number of observations based on their selections in Advance. It was also shared that teachers receive two to four additional non-evaluative observations, which is based on teacher need. However, very few teachers could share that they received a non-evaluative observation. Additionally, a review of observation reports revealed several reports lacked written feedback thus limiting opportunities for professional growth among teachers.

- Classroom observation feedback is developing so that it can support teacher growth. One report commends the teacher for designing a challenging task which required students to make connections between political cartoons and different historical events. Feedback to this teacher included incorporating a discussion protocol to ensure equity of voice. Another observation report evidenced feedback to a teacher on the importance of assigning student roles and tasks during presentations. It included a list of resources that would be forwarded in an additional email to support the teacher in implementing the feedback. While some observation reports included resources to support teacher development, many did not. Thus, feedback is beginning to support teachers.

- While observations are beginning to include actionable feedback, there are many observation reports that contain either no feedback or the feedback lacks actionable next steps that guide teacher growth. For example, one observation report indicated a teacher earned the rating of effective in seven components of the Danielson Framework for Teaching. However, the school leader did not include any next steps that the teacher could use to improve practice. Another observation report indicated the teacher received a highly effective in engaging students in learning and effective ratings in all other components. The written feedback was to use student-friendly language, and one statement was identified as the rationale for the feedback. As a result of limited feedback, there are missed opportunities to elevate school-wide practices and teacher practices.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are aligned to the IB curriculum which consistently emphasized rigorous habits and higher-order thinking skills across grades and content areas.

Impact

The decision to integrate the IB curricula and Common Core build coherence and promote college and career readiness for all students. Additionally, rigorous habits and higher-order skills are emphasized and accessible for a variety of learners.

Supporting Evidence

- Curricular documents such as unit and lesson plans revealed an emphasis on including essential and guiding questions which prompt higher-order discussions in preparation for college. For example, in a grade-eleven, humanities unit plan, the essential question centers on how power influences an individual. The guiding questions, which are included in each lesson plan, centers around using knowledge of cultural and contextual elements while reading a novel. The task for this lesson includes a discussion in which participants evaluate the validity of another student’s interpretation of one of the themes in the book. Additionally, the guided question included in a grade-eight math lesson plan requires that students investigate appropriate models and create residual plot lines for the least square regression. Therefore, the inclusion of essential and guiding questions emphasizes higher-order skills such as analyzing complex themes, discussion, investigation and applying a mathematical model.

- Review of lesson and unit plans revealed evidence of integrating the instructional shifts around reading and writing. Students have access to a variety of lessons that include equal amounts of nonfiction and fiction texts. An ELA lesson plan details how students annotate textual evidence that supports an identified theme. In a History of the Americas class, the lesson plan includes reading various nonfiction texts such as a speech on communism from the State Department, and an article from *Atlantic* magazine. After reading both texts, students discuss anti-communist actions taken by the government and if those actions were justifiable. Students cite textual evidence to support their argument.

- Review of curriculums reveals evidence of alignment to the Common Core, as well as the integration of the instructional shifts. For example, the shift dual intensity is integrated into the math unit and lesson plans. In a grade-eleven math unit plan, students practice solving quadratic function problems before solving a word problem and identifying if mathematical functions model practical situations. A grade-eight math lesson plan provides time for students to draw a line of best fit and write an equation. Then discuss which model best represents the problem, thus providing time for practice and developing a deep understanding. Additionally, in a grade-seven science lesson plan, students determine the meaning of domain-specific vocabulary such as solubility through reading and analyzing pictures.

- The culminating task for grade-twelve students is a 4000-word extended essay which is a self-directed piece of research. A review of curricular documents shows an emphasis on developing the skills required to complete this task beginning in seventh grade.
**Findings**

Across classrooms, teachers and students use rubrics that are aligned with the school’s curricula. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding.

**Impact**

Teachers’ use of assessments and rubrics provide actionable feedback that students use to improve their work. Additionally, teachers make effective adjustments to meet all students’ learning needs.

**Supporting Evidence**

- Across classrooms, samples of student work products showed teacher written actionable feedback. Some examples of that feedback direct students to reconsider their extended essay questions due to lack of depth or do not require analysis or reflection. Other students are advised to ensure the content of the essay matches the thesis. Grade-nine feedback on Global History essays directs students to provide additional textual evidence to support their claims. Feedback for math included reminders for students to check their work and answer all parts of the question. For example, one student received feedback that asked which graph represented the problem best and to explain why. Additional feedback to students included praising the definition of variables and the graphs drawn encouraged students to include quantitative analysis.

- One student reported, and all present agreed that the feedback given by their teachers has a positive impact on his work. A grade-twelve student shared that the feedback provided helps strengthen her extended essay. Another student stated, “I struggle with organization in my essays. I received feedback on that and using transitions, and now it flows from point to point.” Students also shared they receive verbal feedback in class and feedback through an online platform. Therefore, students consistently receive actionable feedback from their teachers that impact their performance.

- Teachers consistently check for understanding through whole-group questioning and independent conferences and make effective adjustments, when necessary. For example, in a grade-nine ELA class, the teacher asked students questions about each character’s motivation in *Othello* before students were reading in small groups. She asked, “What is his super-objective?” in response to a misunderstanding around Othello’s main motivation. In a grade-eight math class, the teacher asked students to share the definition of least square regression before proceeding with the independent work. Additionally, in a grade-seven science lesson, the teacher circulated throughout the classroom and asked individual students questions about their understanding of solubility.

- Students use rubrics for self- and peer assessment. Students complete a reflection form in which they review teacher and peer feedback and identify next steps for themselves that will move their work to the next level. While this is done across grades and content areas, students stated it is a stronger practice in ELA and social studies classes.
Findings
School leaders consistently communicate high expectations and elements of the Danielson Framework for Teaching to the entire staff. School leaders are developing systems to consistently communicate expectations to families connected to a path to college and career readiness.

Impact
School leaders are developing a system of accountability and support for teachers. Families are beginning to understand student progress towards expectations.

Supporting Evidence

- The school leader provides staff with a handbook which includes procedural information such as the staff attendance policy and grading policy. The handbook also includes expectations for lesson structure and classroom management. Whole staff professional learning conferences aligned to the Danielson Framework for Teaching are provided as needed. One example is the professional learning session that was provided on engaging students in learning at the start of the school year. However, most professional learning time is scheduled at teacher team meetings. At times, there are professional learning opportunities scheduled with outside consultants to support the use of technology and online platforms. A professional development committee comprised of teachers and school leaders has recently been formed. Therefore, the school has yet to consistently provide professional learning and training to support teachers’ expectations connected to Danielson.

- Teachers and the school leader shared that observations are used to hold teachers accountable for expectations. However, a review of written feedback provided to teachers revealed several observations in which little feedback was provided. This practice limits opportunities to communicate high expectations, offer support and hold staff accountable.

- Families are provided with a handbook that communicates expectations connected to college and career readiness such as expectations for the International Baccalaureate Diploma Program (IBDP), which students can earn in addition to their high school diploma. Included in the handbook are criteria for students to maintain their IB candidacy and earn either an IB diploma or certificate, in addition to the standards high school diploma. Parents praised the school for providing resources to support students that are available in the neighborhood. Report cards or progress reports are provided four times a year to communicate student progress. School leaders and staff have begun to use an online platform to communicate student progress. Parents shared that this was a useful tool. However, it is not implemented consistently throughout the school yet. Therefore, ongoing feedback regarding student progress is not yet consistently provided to parents.

- Parents stated that the school also provides several workshops designed to help families understand expectations connected to college readiness such as IB night, eleventh grade college night, and financial aid night. During these workshops, families learn more about the expectations required of students to be successful at school and in college.
**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures such as department leaders are in place.

**Impact**

Teachers' collaborations have strengthened their instructional capacity and promote the achievement of school goals. Additionally, teacher leaders have a voice in key decisions such as curricular choices, which affect student learning.

**Supporting Evidence**

- The English teacher team met to review three grade-nine student literary essays. The focus question was, “What do students think analysis is?” Teachers used a protocol that guided them to identify attributes of each student’s essay. Feedback from teachers included noticing a lack of analysis in one of the essays. The team identified that there was a lack of understanding the difference between supporting a thesis with textual evidence and providing a deeper analysis which is required in the culminating twelfth grade extended essay. Because of this process, the team agreed to provide students with various quotes that require a deeper analysis to use as models. Additionally, one teacher shared she would have students discuss the quotes to further develop their skills in analyzing text.

- As a result of inquiry-based collaborations, teachers have strengthened their instructional capacity in areas such as assessment practices, lesson planning, and identifying new strategies to support student learning. One teacher stated, and all present agreed that teacher collaborations had strengthened their instructional practice. One teacher shared how he has adjusted assessments to include writing about math as a result of work from the math team. Additionally, the science team identified the need to develop lessons around scientific graphing after reviewing student work.

- Subject team coordinators have a key voice in determining curricula used by their respective departments. For example, the book *Kite Runner* was added to the curriculum after an ELA meeting in which a teacher presented the unit this text would support and how it connects to the expectations of the IB program. Additionally, there is an IB coordinator who supports both teachers and students understanding of IB program. The IB coordinator identified an online program that streamlines the management of the different components of the IB program and provides more accountability to students. Therefore, teacher leaders have a voice in decisions that impact student learning.