



# **The New York City Department of Education**



# **Quality Review Report**

**The Glendale School**

**Middle School 119**

**74-01 78 Avenue**

**Queens**

**NY 11385**

**Principal: Mary Aloisio**

**Dates of review: April 14 – 15, 2008**

**Lead Reviewer: Cheryl Baker**

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## Part 1: The school context

### Information about the school

The Glendale Intermediate School is a middle school with 1108 students from grade 6 through grade 8. The school population comprises 2% Black, 34% Hispanic, 54% White, and 10% Asian students. The student body includes 4% English language learners and 5% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 92.2%. The school is not in receipt of Title 1 funding.

The school consists of three academies for performing arts, science and technology and humanities. Each academy has an accelerated academic component for high achievers and there is a new gifted and talented program for grade 6.

## Part 2: Overview

### What the school does well

- Administrators gather and analyze data well to gain a clear understanding of the school's progress, especially in the core-tested areas.
- Administrators make very good use of comparisons with similar schools to gain insight into effective practice and gauge the impact of action research.
- The school has sought out effective supplemental tools to improve its understanding of students' progress and is applying them well.
- Teachers benefit from increased opportunities for professional development sufficiently differentiated to meet their needs.
- The mentor program is providing effective support for those new to the profession.
- Extensions to the curricular and extracurricular programs provide increased opportunities for students to expand their learning.
- Rigorous courses meet the needs of high-achieving students well.
- The school communicates and rewards high expectations for student achievement.
- Student attendance policies and procedures are very effective in improving attendance averages.

### What the school needs to improve

- Develop a strategic school-wide improvement plan that sets rigorous goals, share it widely and include timelines and benchmark measures of success.
- Extend communication of student progress to students and parents and expand efforts to elicit information from parents about their children.
- Continue efforts to train teachers in the analysis and use of student achievement data to inform instruction.
- Provide sustained support for teachers as they develop skills in differentiating instruction for individual students within the classroom setting.
- Increase opportunities for teachers to meet to analyze data, plan the curriculum and share best practice across grades and subjects.
- Develop student goal setting further in all subjects and institute teacher goal setting to include targets for instruction and student outcomes.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made some progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is proficient.**

The use of data, especially by administrators, is providing the school with a very clear understanding of the progress of students and teachers in English, math, science and social studies. It understands the progress of high achievers especially well and supplemental assessment tools are enhancing the understanding of all students' academic progress. While the school is making more use of data, teachers have not yet received additional training in its analysis and application to instructional planning. School plans respond to data but are not specific enough and have no timelines to support their effectiveness. The school effectively communicates high expectations for students and they and their parents value this aspect. However, the school does not support student progress through goal setting and parents do not benefit from assistance in how to help their children improve. Teachers set goals for their instructional improvements and student outcomes. The curriculum provides sufficient variety and challenge, and enrichments give broad opportunities for exploration. Lessons provide engaging activities but lack differentiation for individual students. Teachers have not had sufficient support in developing techniques in these approaches. While the school has increasingly personalized professional development for teachers and many are benefiting from the opportunities to address their own developmental needs, opportunities for collaboration and sharing best practice are limited. Students attend school in high numbers because of the very effective attendance measures.

The highly organized inquiry team is effectively modeling the use of data for instructional planning. They ensure excellent communication with the faculty through a newsletter that also includes information on techniques for differentiating instruction. Since the last Quality Review, there has been progress in increasing the consistency in teachers' grading practices and providing more professional development opportunities. Work remains in the development of data systems to provide consistent periodic progress checkpoints to measure progress towards interim and long-term goals. Additionally, the school has not carried out the recommendation to develop plans that include high levels of challenge and include shared accountability.

### **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

The school has made good progress in gathering and analyzing data regarding student performance in classrooms and subjects. The data derived from statistical and anecdotal sources effectively provides administrators with a clear and evolving picture of student achievement. The school has standardized teachers' assessment notebooks to good effect. It is sharpening their ability to gather and organize data. Teachers lack the necessary training to assist them in knowing how to make effective use of the data at hand to plan for differentiated lessons, especially based on data available through Acuity. The inquiry team's work in modeling this for the staff has been effective in broadening understanding of the capacity of new data resources. As well, the team is monitoring its practice against that of similar schools to learn from and share with others. The principal has also made very good use of similar school comparisons especially in diagnosing the implications of the school's report card.

The school measures the progress of special education students and English language learners through assessments relevant to their programs and the specific mandates of individual education plans, which give clear records of achievement. It undertakes comparisons of the performance of ethnic groups to identify proportional placement in the school's academies and on the honor roll. These, along with gender performance comparisons have revealed a need to purchase reading materials more reflective of the school's population. High achievers are another strong category of interest and Regents scores and students' grades as compared to performance on State tests informs the understanding of the progress of this population and students in the gifted and talented program. In addition, the school uses an assessment tool to identify these students' learning styles and interests to tailor their individual programs. Similarly, it has introduced another on-line assessment program to provide information, remediation and acceleration in all of the core-tested subjects resulting in data that is more objective for teachers.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is underdeveloped with proficient features.**

School plans, such as the Comprehensive Education Plan and the principal's performance review, set general goals for improvement and have provided overall guidance for the work of the school. However, they lack specific rigorous targets and clear timelines for achievement. The school does not share the goals sufficiently with all members of the school community to affect widespread support for their attainment. Additionally, the Comprehensive Education Plan has not undergone recent revision to reflect current data. Teachers and subject leaders use achievement data to place students effectively in classes based on ability. Within classes, teachers use data to form smaller instructional groups. They have also identified students performing in the lower third and are applying interventions to address their deficits. For those students most in need, an effective array of academic interventions include in-class assistance, pull-out small group and individual help, after school, during the extended day and at Summer School.

The school's mission makes a "commitment to educational excellence" that reflects the principal's value for rigor and achievement. The school champions and fosters academic achievement through awards, recognitions and several prominently posted honor rolls providing motivation for students. Students and parents are attracted to the school, in part, because it has high expectations and supports these through its academic program. Parents receive quarterly report cards and some receive instructive communication from teachers regarding their child's progress. However, goal setting for students is not

widespread nor communicated sufficiently to parents. It is not a routine practice to elicit information from parents about the learning needs and strengths of their children.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is proficient.**

The curriculum in English language arts and math provides sufficient checkpoints of progress to inform instruction. Teacher’s use techniques such as conferencing with students to ascertain their levels of understanding in, for instance, reading. The science and social studies curriculum directly align to the newly revised State standards and enhanced by the science fair and social studies exit projects, which provide stimulation and challenge. The required curriculum is compacted for high achievers to allow for the study of foreign languages and Regents level courses, providing them with necessary extension and challenge. Courses like robotics stimulate critical thinking for students in the gifted and talented program. The school has expanded the extracurricular program to include clubs, athletic opportunities and a broad selection of performing arts options for students to explore and stretch their learning. Instruction is generally engaging and the school holds teachers to high expectations for making instruction interesting and providing an inclusive learning environment. Differentiation by activity and ability group occurs in some lessons but is less common at individual student level.

As a school that does not benefit from supplemental funding through Title I, administrators have had to manage funds and resources very astutely to preserve the necessary components of the educational program, especially in the face of recent reductions in the city’s budget. They have accomplished this effectively through careful analysis of needs, such as reducing class sizes at grade 6 to ease students’ transition to middle school and funding the updating of computer hardware through grants.

Administrators have put especially effective measures in place to address attendance and lateness. Through a combination of enhanced monitoring, a change in personnel, and an increase in rewards and recognitions, tardiness has decreased dramatically and the attendance rate has risen to 94.1%, an increase of a full percentage point over an eight-month period.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

**This area of the school’s work is proficient.**

School leaders and coaches make frequent formal and informal visits to classrooms to observe teaching and provide helpful feedback on instruction. They have a clear understanding of each teacher’s strengths and needs and monitor improvements. Professional development opportunities have increased and teachers are benefiting from attending workshops and training in their content areas. A particular focus has been to bring expertise into the school for training in areas such as the use of data and co-teaching methods. The school tailors these efforts more closely to individual teachers’ needs than in the past resulting in well-targeted professional development and individual growth. Faculty and department conferences provide opportunities for professional

sharing and updates on the progress of initiatives such as that of the inquiry team. However, there is insufficient time for common planning across grades and contents to analyze data and plan curriculum. There is not widespread intervisitation among staff, beyond that arranged for teachers new to the school and or the profession. For them, a well-developed mentor program gives regular and effective support to their induction. Mentors' area of expertise match closely to the needs of new teachers and the school carries out the components of the city mentoring plan very effectively.

School procedures are clearly set forth in handbooks for teachers and students, including those for the efficiently managed student discipline. The school runs smoothly on a day-to-day basis. The guidance department is effective in addressing the academic, social, emotional and personal needs of students and receives supplemental support from an effective network of social service providers. Through this network, students are well cared for and sufficiently prepared for their transition to high school. Outside agencies provide supplemental support for students' academic and personal growth in the arts, community service, career exploration and charity work thus expanding their knowledge and growth as productive citizens.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is proficient.**

During her five-year tenure, the principal has communicated a vision for child-centered education that supports high academic achievement through appropriately rigorous instruction. This stance is well understood and reflected in the school plans and subsequent actions. However, plans do not always specify clearly measurable targets for improvement, nor are action plans specific as to measurable benchmarks of progress. Administrators have a clear understanding of what teachers need to do to improve but teachers' plans for instructional improvements and subsequent increases in student outcomes do not reflect this.

Effective use of diagnostic and periodic measures of progress is assisting the monitoring of special education students, English language learners and those receiving academic interventions. The school ensures the swift modification of intervention programs in response to this interim data. In classrooms, teachers rely on the progress measures generated through instruction to identify necessary revision of lessons and plans. The action research conducted by the inquiry team is supporting their increased use of periodic assessments to adjust instruction.

School leaders are fluid and flexible in their response to all manner of data regarding attendance, instruction, behavior and other aspects of the school. The school uses periodic and diagnostic assessments to gauge instructional effectiveness and make necessary adjustments to best support student success. Information such as that gleaned from the environmental survey and the school's report card has led to significant revisions in practice and curriculum, which are beginning to show positive results. Plans are underway to use data from these resources as well as State test scores and the Quality Review report to develop next steps for the school's improvement.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Glendale School</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>			X		

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X			
<b>Overall score for Quality Statement 1</b>			X		

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?		X			
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?		X			
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?		X			
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?		X			
<b>Overall score for Quality Statement 2</b>		X			

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X			
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?			X		
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X		
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
<b>Overall score for Quality Statement 3</b>			X		

**Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?		X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?			X		
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
<b>Overall score for Quality Statement 4</b>					
			X		

**Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
<b>Overall score for Quality Statement 5</b>					
			X		

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>