



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Foreign Language Academy of Global Studies

**High School 520
470 Jackson Avenue
Bronx
NY 10455**

Principal: Leba Collins-Augone

Dates of review: December 10 - 11, 2007

Lead Reviewer: Sue Alton

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Part 1: The school context

Information about the school

The Foreign Language Academy of Global Studies is a high school with 470 students from grade 9 through grade 12. The school population comprises 23% Black, 74% Hispanic, 1% White, and 2% Asian students. The student body includes 8% English language learners and 10% special education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year 2006-2007 was 86.9%. The school is in receipt of Title 1 funding with 76% eligibility.

The school shares a site with another school. Some students and parents have concerns about safety but respect the reasons for the very rigorous security systems on entry although they comment that sometimes it is not a very pleasant process. Space for physical activity is limited.

Part 2: Overview

What the school does well

- The principal has established effective procedures to ensure the school runs smoothly and the environment is conducive to learning.
- Administration has high expectations of students and staff and a clear vision for the future.
- Induction programs are effective in improving the quality of teaching and learning and data use and teachers value these opportunities.
- Professional development contributes very well to faculty and teachers' increasing understanding of using data to set goals and targets.
- Teachers are encouraged to trial new processes in more effective data use and to share these with colleagues.
- Within site constraints, the school provides a very good range of enjoyable and educational opportunities for students both inside and outside the school day.
- Students feel safe within their school and value the availability of staff.
- Relationships are good and students behave well as a result of the school's firm approach to discipline.

What the school needs to improve

- Use information from teachers' trialing of data analysis processes to create whole school systems and to make comparisons with similar schools.
- Ensure all teachers use data in their planning to increase student involvement in lessons and to differentiate instruction.
- Establish processes to set measurable goals based on prior performance and evaluate progress against them and the effectiveness of any interventions.
- Develop strategies to track and analyze the performance of different groups of students to identify trends and issues and to plan appropriate intervention

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 Foreign Academy of Global Studies is a school which focuses on students as individuals. It prepares them well for college and their future lives through a wide range of interesting curriculum opportunities including volunteering and trips abroad. Although physical education opportunities have been limited by space, the principal has made efforts to overcome this through partnerships with other colleges and clubs. The school has a good range of computers, and students would like more opportunities to use these. Students are very well behaved in lessons and work hard. They know they are there to learn. They respect their teachers and the firm boundaries of the behavior policy which results in a well ordered school. They enjoy opportunities in lessons to discuss, share opinions and have a dialogue, rather than just working through texts.

Administration has very high expectations for students and staff and works effectively as a team to improve instruction. As the principal says, "We personalize education here. We know our students very well." The principal is well respected and parents, students and staff value her availability. All teachers are held accountable for the progress and learning of their students.

Professional development has a high profile and is effective. In the relatively short time since the last review, the school has focused professional development on addressing areas for improvement, including induction support for the 37% of teachers new to the school in September. Although it is too early to see the full impact of this on learning, it is clear that these processes are moving the school forward. An example of this is the newly established inquiry team which has already inspired some teachers to devise and trial new approaches to data collection, which they are sharing with colleagues. This will be evaluated to support establishing whole school processes. Students know their goals and what they have to do to improve. This is because rubrics are used effectively with individual students to discuss their progress and to identify next steps. However, this information is not formally collated or recorded as short term goals. Administration and cabinet use a range of data and assessments to track the progress of students against long term goals but as yet do not set measurable interim goals. Data is not used to set targets for ethnic groups, gender or higher achieving students or to track their progress. There is insufficient use made of available data to provide consistency in the differentiation of instruction.

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.

Administration and cabinet utilize a range of data sources to provide them with a clear understanding of the performance and progress of individual students. They therefore have a good understanding of what students know and can do but more importantly what they need to learn if they are to graduate. They compare information from interim assessments against end of year goals, which enables administration to maintain an overview of progress towards goals. The performance of special education students is carefully tracked and counselors work effectively in collaboration with teachers and administration to plan interventions. English language learners are tracked and intervention processes are effective. The school is beginning to analyze data relating to gender to identify whether there is any difference in the performance of male and female students. It does not use data to track the progress of ethnic groups and therefore is unaware of any patterns and trends in progress between different groupings. Administration uses the report card to compare progress against previous years. Data is used effectively to identify individual students' differences in achievement across faculties. This is discussed with teachers to identify causes and how these can be addressed. Comparing progress to similar schools is relatively new. However, the principal discusses successes and strategies for improvement on an informal basis with other principals. Data use has been a focus of professional development for all staff, particularly those who are new to the school. Faculty members are showing greater confidence in analyzing and using data. Teachers' capabilities in the use of data is improving but inconsistent in the quality of their competence in understanding and analysis. The impact has yet to be fully seen on instruction because the school's focus has been on the analysis of performance and not the impact of instruction to enhance learning.

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 proficient.

Administration and cabinet work collaboratively and set challenging measurable long term goals at whole school level based on the expectation that all students will graduate. These goals are outlined in the Comprehensive Education Plan and action plan and are regularly monitored. Increased data use and understanding is enabling administration and cabinet to focus more on raising achievement across grades and subjects. Rubrics are used in most subjects so that students have a clear idea of what they have achieved and what they need to do in order to improve. Teachers are beginning to develop cohesive systems to enable all students to know and understand the expectations of them at each level. These expectations enable teachers and students to discuss interim goals based on the actions they need to take to make good progress. However, these are not set as quantifiable interim goals and so lack focus and clarity when used to make comparisons of progress across and between grades and subjects.

Assistant principals have supported teachers effectively to develop baselines for each level in each faculty to support instruction. Where students are a particular focus, the school has gathered detailed individual information which they use effectively to plan intervention. Detailed data is gathered for those students in greatest need of improvement and this is the current focus for the newly established inquiry team. Goals are appropriately shared with all members of the community. There is a focus on the students as individuals and the school has high expectations for all students to “make the grade”. Currently, intervention and support focus on those who are identified as in need of support, but this does not yet include more able students. Parents appreciate the range of regular information they receive about their children and their goals, through formal meetings and reports as well as informal conversations and contacts. They value the availability of staff. One student said, “Whatever we do, they know!”

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 mandatory curriculum ensures there are effective processes to enable staff to use data and analyze student progress against long term goals. In art assessment was used to identify a weakness in composition and the curriculum was refined to address this. The teacher also discussed student interests and planned the next term’s module around these in order to fully engage his students. Students appreciate these efforts by teachers to make lessons interesting and meaningful to them. They enjoy opportunities to discuss and express their opinions such as in student administration. They commented enthusiastically about humanities lessons in particular. Students enjoy these lessons, which provide opportunities to discuss their thoughts on the world and “to express ourselves, respecting one another’s opinions”. Physical education opportunities are limited by space. The principal has made efforts to overcome this through partnerships with other colleges and clubs. The school has a good range of computers, but students say these are rarely used in lessons and would like more opportunities to exploit their potential. All teachers are held accountable for the progress and learning of their students. Teachers do not, however, use data consistently to differentiate instruction therefore tasks are not always matched closely to student need though students are well behaved and work hard. They know they are there to learn. They respect their teachers and the firm boundaries of the behavior policy, which means that their school is calm and safe.

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.

The principal and cabinet make regular formal and informal visits to observe the quality of teaching and learning. They work effectively as a team to improve instruction and they have agreed criteria for lesson observations. Teachers find the discussion on what was seen and what action needs to be taken helpful in improving their practice. Teachers engage in inter visitations which are effective for sharing ideas and strategies relating to their teaching. Professional development is planned through analyzing data, information

from the report card and the last quality review. It has focused on data use for all staff and there is now a greater understanding of how it can be implemented to promote better student achievement. The next steps include support and challenge for teachers to use data to differentiate instruction effectively to meet the needs of individuals and groups. The induction program is well planned and an effective part of the professional development program. It has enabled the teachers new to the school to understand the expectations for teaching and learning

The school runs very smoothly; as the principal says, "I wouldn't have it any other way!" She knows all the students by name and is readily available to students, parents and teachers. Relationships and behavior are good. As one parents said of the principal, "She makes us welcome. It's good that the students like her and respect her, but aren't afraid of her." Students value the support they receive and know they are in school to learn. Students are supported effectively by a range of councillors and services and parents particularly value the work of the parent co-ordinator. Partnerships with outside entities enrich the curriculum very well and support students' personal and academic growth. One student has recently been featured in the "*New York Times*" for taking part in the Model City Council in New York's Council Chambers. He described how the school has helped him towards his future career in politics. Other opportunities include the "College Now" program, "The Girls' Empowerment Group" and volunteering in Africa.

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.

The principal's vision is for all students to achieve positive learner outcomes and to support teachers to enable them to deliver effective instruction. Administration and cabinet continually review data in their drive to achieve the long term goals in the Comprehensive Education Plan and to inform goals for the year. However, the school focuses on end of grade expectations when goal setting, rather than setting realistic goals based on prior achievement. Although interim assessments are made against long term goals the school does not set measurable interim goals or time scales for achieving these. In some faculties performance is tracked to measure progress and to identify the next steps in learning. However, this information is not formally collated and recorded.

The monitoring of staff and student performance is a rigorous part of the review process, using lesson observations, walk-throughs and data analysis Learning walks and observations by administration are used to check the impact on learning in the classroom. Using information from data is still relatively new, but much has been achieved in a short time. Effective professional development and induction processes, related to long term goals, has led to a number of staff beginning to use data, including their own assessments, to make comparisons and to revise plans.

Teachers meet regularly, both formally and informally, to discuss the progress of individuals and groups. Plans and groupings may subsequently be adjusted. A range of diagnostic tools and assessments are beginning to be used to measure the progress of individuals against their graduation goal.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Foreign Language Academy of Global Studies	Δ	▷	✓	+	◇
Quality Score			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		
Overall score for Quality Statement 1			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		
Overall score for Quality Statement 2			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		
Overall score for Quality Statement 3			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		
Overall score for Quality Statement 4					
			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		
Overall score for Quality Statement 5					
			X		

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped