

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

<b>DBN:</b>	07X520
<b>District Name:</b>	District 7
<b>School Name:</b>	Foreign Language Academy of Global Studies
<b>School Address:</b>	470 Jackson Avenue, Bronx, NY 10455
<b>Principal:</b>	Leba Collins-Augone
<b>Accountability Phase/Category:</b>	Improvement (year-1) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; Hispanic Students; and Economically Disadvantaged Students
	Mathematics - All Students; Hispanic Students; and Economically Disadvantaged Students
<b>Dates of On-site Review:</b>	May 1 - 2, 2012

**PART 1: MISSION STATEMENT**

“The mission of FLAGS High School is to develop lifelong learners who are informed, responsible, and productive citizens who have an appreciation for and an understanding of global cultures and economies.

Our mission will be accomplished by working together with parents to provide students with challenging programs that reflect high expectations and promote excellence in a nurturing environment.”

**PART 2: SCHOOL STRENGTHS**

- School leaders have created a caring environment, and parents, students, and teachers appreciate the warm nurturing culture of the school.
- Students report that they feel safe in the space occupied by the school.
- Students state that the school uniform gives them self-esteem and pride in their appearance.
- Relationships between students and their teachers are positive, and students are generally well behaved.

**PART 3: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

## **FINDINGS:**

- Based on documentation review and interviews with teachers, the review team found that some teachers monitor the progress of individual students. However, this is not consistent across the school, and some teachers need additional support in using data to adjust and improve instruction.
- The school has a range of summative data that is given to all teachers. There is little evidence that the staff analyzes data by subgroups to identify patterns of underachievement.

## **RECOMMENDATIONS:**

- School leaders should develop and implement a cycle of assessment review to monitor student progress and student outcomes. Teachers should receive ongoing professional development (PD) on how to use data to inform instruction and monitor student progress. School leaders should monitor the use of data to inform instruction through formal and informal observations.
- School leaders and teachers should disaggregate and analyze data by subgroup in order to identify trends and areas of need. The analysis should be shared during teacher team meetings and used to develop action plans that outline differentiated activities and identify resources to address the identified needs of the subgroups. School leaders should regularly attend these meetings and use interim benchmarks and classroom observations to monitor the effectiveness the plan.

## **II. TEACHING AND LEARNING**

### **FINDINGS:**

- The school has curriculum maps for English language arts (ELA) that are currently being aligned to the P-12 Common Core Learning Standards (CCLS). Review team discussions with school leaders and teachers indicate that there is limited adjustment of the curriculum for students with disabilities. As a result, there is no explicit plan to support ELA teaching for students with disabilities across the grades.
- The mathematics curriculum included maps for some courses, a sample CCLS task, and curriculum outlines. Curriculum maps included weekly topics, which are determined each term by individual teachers. There was little evidence that the materials included student-learning outcomes, areas of emphasis, and model lesson plans to guide the daily teaching of all teachers of mathematics.
- Classroom observations by the review team revealed minimal evidence of differentiated activities and tasks used to meet the individual learning needs of students. In some instances, student that completed their work early were asked to help other students instead of being provided with additional opportunities to enhance their own learning.
- There was evidence that the English department shares literacy strategies with teachers in other content areas. However, in some classes the review team observed, despite the use of word walls and vocabulary lists, there was little evidence of teachers developing the literacy skills of all students.

- There were a few examples in classroom observed by the review team of teachers asking questions that develop higher order skills by probing students' knowledge and understanding. Most questions were low-level and required one-word answers, providing students little opportunity to develop their responses and further their learning.
- Most students' work was assessed using rubrics, and teachers shared these with students. However, there was limited evidence of teachers identifying the next steps as to how students could improve their work and what to focus upon.

**RECOMMENDATIONS:**

- School leaders and the ELA department should work with all teachers to develop units of study and instructional curriculum maps that include strategies for students with disabilities. These should be horizontally and vertically aligned and include pacing calendars, activities, assessments and rubrics to support curriculum development for each grade.
- The school leaders and mathematics department should develop units of study for each course that are aligned to NYS standards and the CCLS. These instructional materials should include sample lesson plans that incorporate instructional strategies and groupings that address the individual academic needs of struggling learners and students in identified subgroups.
- School leaders should provide PD to teachers on developing approaches that differentiate instruction in the classroom in order to meet the diverse needs of students. School leaders should include a focus on differentiation in their observation of lessons and provide additional PD for those who need additional support.
- School leaders and ELA teachers should work with the social studies teachers' on how to develop and extend literacy skills for in their lessons. These skills should be included in all curriculum maps. School leaders should monitor the implementation of these strategies during their observations and walkthroughs.
- School leaders should work with all teachers to develop their skills in questioning techniques. Teacher teams should develop banks of questions as part of planning lessons. School leaders should focus their observations on teachers' questioning technique.
- School leaders should develop guidelines that outline how teachers should be providing feedback to students. This should be reviewed and discussed during department meetings. Teacher feedback should be monitored by school leaders as part of their formal and informal observations.

**III. SCHOOL LEADERSHIP**

**FINDING:**

Review team interviews of parents on the School Leadership Team (SLT) revealed that they are welcome in the school but are not fully engaged in setting goals for the school or monitoring the Comprehensive

Educational Plan (CEP). The goals in the CEP do not fully address the priorities of the school; for example, there is no reference to improving achievement in mathematics.

**RECOMMENDATION:**

The school leader should engage all members of the SLT in the comprehensive educational planning process. PD should be provided to SLT members on setting CEP goals that are aligned to the priorities of the school. The SLT should continuously monitor the implementation of the CEP goals and the effectiveness of the plan and revise as needed throughout the school year.

**IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

**FINDINGS:**

- Review team interviews with teachers and observation of lessons indicate that many students arrive late to lessons and are frequently absent from school. There is little evidence of analysis of data to look for patterns of lateness or absence for individuals and subgroups.
- Based on documentation review and discussion with teachers and school leaders, the review team found that not all students are receiving mandated services. A review of the Individualized Education Programs (IEPs) revealed that four students are not receiving alternate placement paraprofessional services and a student has not received specialist services since IEP was written in November 2011.
- A number of IEPs are outdated and therefore students are not receiving academic and educational services based upon a timely IEP. The development of the IEP is not monitored for accuracy and quality; for example, one student is identified as bilingual when the student is monolingual.
- Review team interviews with school leaders and teachers indicate Academic Intervention Services (AIS) are offered during the school day and after school. However, there is no formal program to match student needs and areas for improvement. As a result, students are not receiving individualized supportive services necessary to enable them to progress.

**RECOMMENDATIONS:**

- School leaders, with network support, should review current procedures and data on lateness and attendance and develop a plan to improve both. The plan should be implemented and monitored for effectiveness.
- School leaders should ensure that services mandated by each student's IEP are in place.
- School leaders should provide ongoing PD for the Special Education department on how to develop an IEP that addresses the needs of all students with disabilities. School leaders should monitor the teacher teams in developing IEPs based on data and student needs and strengths. The impact of the IEP should be monitored through review of the provision of mandated services, assessment results, and student progress towards meeting requirements for graduation.

- School leaders should ensure that the AIS program meets the individual needs of all identified students. There should be collaboration between the content area teacher and the AIS teacher. Instructional materials used for the AIS program should supplement the instructional materials being used in the regular classroom.

## **V. PROFESSIONAL DEVELOPMENT**

### **FINDING:**

There is evidence that the school has an annual PD plan and that teachers have individual PD plans. However, review team observations of lessons indicate that the impact of the PD is not consistently evident in all classrooms. Documents reviewed by the team indicate that assessment has been a focus for PD, but some teachers are not using the data to inform instruction.

### **RECOMMENDATION:**

School leaders should monitor the impact of PD in all classrooms through formal and informal observation. School leaders should provide additional support to teachers where necessary.

## **FACILITIES AND RESOURCES**

### **FINDINGS:**

- Teachers use technology for accessing data, but there is limited evidence of technology in classrooms to support instruction.
- Students have access to classroom libraries for independent reading, but there are limited books available for students to choose from. Also, there is no library/media center or a library/media specialist available to support students.
- The school has a small number of English language learners (ELLs). No native language arts materials are available for these students in a class where students span three grades. The materials that are available in the classroom do not match the students' grades and functioning levels.

### **RECOMMENDATIONS:**

- School leaders should identify funding sources to support increased and updated technology throughout the school to provide supplemental support to all students. School leaders should provide PD to teachers on how to implement technology into their instruction.
- School leaders and the Building Council of the co-located school, with support from their network, should work together to explore methods of making a library and library specialist available for all students. School leaders should also conduct an inventory of class libraries and review the school budget to identify funding for additional books.

- School leaders should review the resources available for ELLs and supplement them with native language arts materials.

#### **PART 4: CONCLUDING STATEMENT**

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.