



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



# **Quality Review Report**

**The Fairview School**

**Public School 14**

**107- 01 Otis Avenue  
Queens  
NY 11368**

**Principal: Dr. Rosemary Sklar**

**Dates of review: May 16 - 18, 2007**

**Reviewer: Chip Morrison**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well

What the school needs to improve

### **Part 3: Main Findings**

Overall evaluation

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

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

Public School 14, The Fairview School, is a kindergarten through grade 5 school located in the Corona neighborhood of Queens. The school currently serves 1290 students, of whom 78% are Hispanic, 9% Black, 6% White and 9% Asian and from other ethnic groups. Ten percent are identified as special education students and more than 43% as English language learners. All students are Title I eligible, compared to 89% for similar schools and a City average of 72%. Last year average daily attendance was 94%, roughly equivalent to the average for similar and City schools.

## Part 2: Overview

### What the school does well

- The principal is a knowledgeable and experienced leader with high expectations of both students and staff.
- Professional development opportunities are tailored to the needs of teachers with different levels of experience.
- The principal has assembled a small but experienced leadership team whose members share a commitment to meeting the needs of teachers as well as students.
- Teachers and instructional leaders use data on student and school performance to identify needs and monitor progress toward challenging goals.
- Teachers are well trained in the workshop model and use of assessment data to differentiate instruction.
- Under the expert leadership of an assistant principal, the academic intervention team does exemplary work in identifying and meeting the needs of students at risk of not meeting the standard.
- Students are well behaved, fully acquainted with classroom routines, attentive in class, and appreciative of their teachers' efforts to help them learn.
- The school uses a successful combination of strategies to help parents help their children learn.
- The school makes good use of technology for a range of purposes including tutorials, demonstration of difficult concepts, and creation of student work products.
- The school provides a strong arts program, with rich opportunities for students in music, fine arts and drama.

### What the school needs to improve

- Further develop systematic methods of assessing, recording and reporting student progress at class and grade level, so as to more firmly link progress of individuals and classrooms with whole school goals.
- Expand the use of rubric-based evaluation of student writing into an even more rigorous system of data collection and analysis of growth over time.
- Continue efforts to improve the quality of science education, including integration of science into other areas of the curriculum, especially mathematics.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school with well-developed features.**

Under the leadership of a knowledgeable, experienced, and hardworking principal, Public School 14 has made significant strides in improving the academic performance of large numbers of students. A combination of factors contributes to the school's success. These include: a well-established program of professional development that separates teachers into three cohorts based on experience, careful use of data on school and student performance to identify needs and monitor progress at the classroom level, special attention to the needs of English language learners and the work of an especially effective academic intervention team that identifies and skillfully assists struggling students. The school had identified a need to develop more systematic methods of reporting student progress at class and grade level, as a means of more firmly linking progress of individuals and classrooms with whole school goals.

#### **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 student progress over time.**

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

The school gathers a large amount of data on the academic needs and progress of individual students. In addition to State tests in English language arts, mathematics, science, social studies, and English as a second language, the school examines a range of regular interim assessments in mathematics and reading to understand student needs. Classroom teachers maintain a large amount of useful data on individual students in their assessment binders. Most teachers summarize this data in a way that allows them to see the larger picture of student needs in their classrooms, though they do this in different ways. Instructional leaders are beginning to explore additional ways of aggregating important classroom data, such as the results of unit tests in mathematics or running records, so as to get an enhanced view of student performance by classroom, grade level, and subject area.

Instructional leaders use State data to monitor the progress of ethnic groups, English language learners and special education students. Using this data, for example, they have identified pressing needs among Hispanic English language learners and special education students. They are meeting these needs, with increasing success, through the practice of collaborative team teaching classrooms for special needs students, and additional help for English language learners. According to the most recent progress report, they have made substantial gains among these two groups. The school also monitors students in other categories of special interest. For example, one of the assistant principals has looked at the impact of a new reading program on students in 1st grade. Also, some teachers were found to be noting gender differences in the results of interim tests. However, practice is not consistent across the school.

Instructional leaders use annual assessment data to make useful comparisons with its own past performance, other schools, and comparisons across subject areas, ethnic groups and grade levels. Work has begun on developing more systematic methods of reporting student progress in mastering specific skills and concepts by class and grade level.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.**

**This area of the school’s work is well developed.**

Instructional leaders work with school community members to set goals for annual progress at a school level as part of the Comprehensive Education Plan process. These goals include goals for subgroups such as special education students and English language learners. Classroom teachers set goals for the progress of individual students, especially in reading and mathematics. For example, knowing that students must be at a certain reading level by the end of the year, they set measurable interim goals based on the progress students must make to meet the year-end goal. Instructional leaders do not set specific aggregate goals for progress at the classroom or grade level. Rather, they focus on the progress that individuals in each classroom are making toward goals, as evidenced in results of interim assessments and the teachers’ records of assessment results.

The school pays particular attention to the needs of struggling students through a combination of push-in and pull-out academic services, and small-group and individual conferencing both during the regular school day and the extra period at the end of the day that has been set aside for this purpose. The members of the academic intervention team demonstrate deep knowledge of individual students and their families, and a shared commitment to finding strategies to help even the most challenged students succeed. The school’s academic intervention services have been recognized as a City-wide model.

The school works especially hard to engage parents as partners through a combination of strategies that include weekly workshops, public exhibitions of student work, and systems for having parents monitor homework and independent reading at home. On occasion, the academic intervention team arranges for one-on-one sessions for parents who need help with parenting strategies. Parents express appreciation for the fact that teachers communicate regularly with them and are open to meet with them at anytime. Parents expressed special appreciation for the help they have received from the school for their children who are special education students.

Instructional leaders and teachers demonstrate high expectations for success and plan together in an ongoing effort to make these expectations a reality. Specific goals for interim progress drive daily efforts to help all students succeed. For their part, students are well aware of the high expectations that are held out for them, and appreciate their teachers’ ongoing efforts to meet these expectations.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school’s work is well developed.**

Instructional leaders have succeeded in aligning instruction and assessment practices with the City-wide curriculum and State standards. Pacing calendars ensure that teachers cover critical concepts and skills more or less on schedule, though some flexibility is allowed in order to accommodate changing needs, as identified by interim assessments. The curriculum provides for interim assessments, particularly in reading and mathematics. The school is working with Columbia University’s Teachers College to implement a new writing curriculum based on a continuum of skills, with clearly identified goals for student

writing. However, the school has not yet established a system for collecting quantitative data on students' progress toward these goals.

Teachers are held accountable, and hold themselves accountable, for helping students master targeted goals in reading and mathematics on schedule, as evidenced in their assessment binders. Instruction is differentiated to the needs of students in a variety of ways, including flexible student grouping, customization of tasks, and push-in support from paraprofessionals and others. There is also an emphasis on tracking student reading levels and ensuring that they read books at their level. Teachers attend monthly grade level meetings with the principal or assistant principal to review results, exchange ideas, and modify plans as necessary. Teacher leaders for each grade level help provide an additional measure of team accountability.

The principal has managed the budget, schedule, and staffing in ways that tend to improve student outcomes. For example, she has scheduled and staffed a special mixed-grade "newcomers" class for up to 15 children at a time who are new to the country and are at a very early stage of learning English. Self-contained classrooms for more advanced English language learners have also been established, in which teachers trained in teaching English as a second language teach content modified to the needs of these learners. Even those English language learners who have been deemed proficient get a full additional year of language support to ensure that their progress is secure. Cluster teachers, such as art and science teachers, have been scheduled in a way that allows them to help in providing academic intervention services for struggling students.

There are consistently high levels of student engagement, often enhanced by skillful integration of computer technology, including computerized tutorials, use of word processing and multimedia software and simulation of complex concepts such as the composition of the atmosphere. Students clearly enjoy their classes and are focused on learning. Students report appreciation for the work their teachers do to help them learn, especially when they are struggling, and feel sufficiently challenged.

Students know and trust adults and feel comfortable about approaching them in time of need. Also, as a result of careful monitoring, combined with successful efforts to ensure that students enjoy coming to school, attendance is not a problem. Prolonged absences receive immediate attention, including assignment of a guidance counselor to students with repeated absences.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is well developed.**

The principal has been successful in hiring and retaining a committed group of teachers who care about children and share the school's vision for academic excellence. The principal makes an effort to hire teachers with different backgrounds and training, so as to ensure a diversity of experience on the faculty. These qualities are valued beyond specific skills, such as data analysis, for which the school provides targeted professional development.

The principal places special emphasis on in-house professional development and takes pride in having a well-trained staff. Teachers are placed in one of three different groups based on their level of experience and receive training appropriate to their needs. Lunch and learn and prep and learn sessions along with study groups are just some of the forums that are provided. Literacy and mathematics coaches work with both new and experienced teachers to help them hone their skills. A series of lab site sessions conducted by staff

developers from Teachers College provide additional support for the writing curriculum. Teachers help to identify professional development needs. New faculty members praise the level of support they have received from mentors.

The principal and assistant principals are in classrooms daily and arrange for teachers to visit each other's classrooms. Grade-level teams meet regularly to review the results of interim assessments and share problems and successes. There is a high level of collaboration and informal sharing. Teachers know each other well and have learned to work effectively in teams.

The principal is well liked and respected. Over her eight years as principal, she has overseen improvements in curriculum and instruction that have led to better alignment with State standards which have resulted in gains in student learning.

The principal places special emphasis on creating a safe and disciplined school environment. As a result, the school runs smoothly. Students are consistently respectful of their teachers and of each other. Transitions between classes are smooth and well organized. Parents are especially appreciative of the way the principal closely supervises school opening and closing, standing out on the sidewalk herself to oversee the arrival and safe departure of students.

The school has been successful in aligning support services with academic goals. An onsite clinic provides families with direct access to health care. The principal has a special interest in arts education and has established useful community partnerships with various arts organizations such as Young Audiences, Arts Horizons, and the Flushing Council on Culture and the Arts. As an additional means of building a well-rounded education, students are encouraged to take part in community service projects.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

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

The school regularly monitors progress toward annual targets defined in the Comprehensive Education Plan. The principal and assistant principals carefully monitor progress through the review of assessment binders and interim test results, direct observation of teaching and learning during their daily classroom visits, intervening where necessary. As noted above, they are in the process of developing more systematic ways of measuring progress at the classroom level.

Working individually and in grade-level teams, classroom teachers use data from interim assessments to measure progress toward annual goals for individual students and subgroups. As a result, teachers and leaders can and do make mid-course adjustments to lesson plans, as well as ensure timely adjustments of services to students and groups of students who are at risk of failing to meet the standard. This is a particular strength of the school. As a result of these processes, instructional leaders have access to a continuously evolving picture of progress of individual students. This allows them to intervene when it appears that individuals are at risk of failing to meet expectations.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Fairview School (PS 14)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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 student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• each student, classroom, grade level,</li> </ul>		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• ethnic groups, English language learners, special education students*</li> </ul>			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• all other categories of interest to the school*</li> </ul>		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
<b>Overall score for Quality Statement 1</b>		X	

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
<b>Overall score for Quality Statement 2</b>			X

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>			X
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
<b>Overall score for Quality Statement 4</b>			X
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
<b>Overall score for Quality Statement 5</b>		X	