



The New York City Department of Education



Quality Review Report

**Public School 130
200 - 01 42nd Avenue
Queens
NY 11361**

Principal: Michelle Contratti

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Reviewer: Margaret Lee

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Part 1: The school context

Information about the school

This early childhood school serves students from kindergarten through grade 3. There are 340 students enrolled with eight special education students joining classes from the specialized school on the ground floor. The school has an excellent reputation in the community with more requests for enrollment than there are places for students. The principal is in her second year of leadership and follows unbroken service of 16 years by the previous principal.

The majority of students (67%) are Asian with the remainder being 21% White, 5% Black and 7% Hispanic. The school is not Title 1 eligible. School attendance is 94.1% which matches the average of similar and City-wide schools. There is a growing number of English language learners who now account for 18% of the students.

Part 2: Overview

What the school does well

- The principal is a respected educational leader who has instigated curriculum developments and takes a personal interest in each child.
- The school has a strong culture of data analysis which influences instruction and the curriculum.
- The school promotes very high standards in English language arts and mathematics.
- Teachers and members of the school community demonstrate a dedicated, cooperative and highly committed approach to their work with students.
- The staff is highly skilled and knowledgeable in instructional practices.
- Professional development is a valued and fundamental part of all teachers' work.
- The students are well-behaved, work studiously and are supported to focus rigorously on their learning.
- The school is a calm, well-organized place which runs very smoothly on a day-to-day basis with student movement being managed very well.
- Targeted use of the school's budget ensures teachers' classrooms are well resourced with stimulating materials.
- The parents proudly feel very much a part of the school community.

What the school needs to improve

- Clearly record centrally the planned and integrated curriculum with reference to standards.
- Provide more differentiated teaching and enrichment within each classroom, to ensure that higher-achieving students are continually challenged.
- Increase the use of objectively measurable goals for intermediate and long-range improvement in student learning.
- Develop strategies to enable teachers to understand more clearly how their work relates to the Comprehensive Education Plan.

Part 3: Main findings

Overall Evaluation

This is a well-developed school, with some proficient features.

The principal is an educational leader offering high levels of instructional support in many purposeful ways. She is exceptionally sensitive to the needs of her experienced staff but keeps her focus on the maintenance of all final year students achieving performance levels on the required standardized testing. The school bases all decisions on analysis of both quantifiable and qualitative data, using it to further school improvement. The Comprehensive Education Plan is prepared collaboratively and guided very ably by the principal. It is not yet used as a working document with teachers.

Excellent teaching practices are found throughout the school and are very well consolidated into every teacher's practice. The examination of data and the findings are used to inform teaching across the school. Teachers regularly monitor their teaching in relation to the students' needs. Excellent intervention is provided to support any under-achieving students where necessary.

Careful attention is given to the provision of resources to support the learning and development of the whole child. A broad curriculum provides many curricular experiences, including science and technology. These content areas have been well resourced.

Continuous review and evaluation of student progress and school practices and programs are cyclical with each cycle informing the next. There are many positive partnerships with parents, the community and the neighboring specialized school on the ground floor. Parents are keen to cooperate and are included in the learning program. The parent body is very proud of the quality of its teachers and is very supportive of the school.

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 well developed.

The school uses a good range of data to assess students' learning. Teachers conduct observation surveys, especially in kindergarten classes at the beginning of the year in the time before Early Childhood Learning Assessment System (ECLAS). Teachers undertake other literacy diagnostic tests, student conferencing, and running records. As a result of data analysis, the school has developed a reading policy detailing and color coding reading levels.

All teaching and learning decisions in the school are based upon the needs of students identified through the detailed analysis of assessments and other student information. The data is routinely gathered and analyzed for all grade levels. The analysis of student data is used by teachers to modify their teaching strategies to very good effect. Interim assessment of students is a natural part of all teachers' work. The progress of all teachers in responding to the range of information is carefully and vigilantly monitored by the

principal through her attendance at all teacher meetings, faculty meetings and in direct involvement with frequent classroom visits. The impact of these sound practices is that, in the 2006 standardized tests, 73% of students in grade 3 achieved level 4 in English language arts.

The increasing numbers of English language learners have meant changes have been made to school practices and their progress is monitored carefully. Special education students are tracked very carefully and through timely interventions enabled to make good progress. The school is also very vigilant in monitoring the progress of those few students who fail to meet the standard. Although school staff are aware of the progress made by girls and boys in the various ethnic groups, the main focus is on students as individuals, rather than the setting of goals for groups to ensure that all groups perform equally well.

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.

The continuing development of the Comprehensive Education Plan is based upon student data collected in the form of student portfolios and assessment notebooks. Even though results are uniformly very high, there is not yet enough rigor in goal-setting with objective targets against which to measure progress towards interim- and long-term goals.

The modification of curriculum content has improved the results particularly for special education students. Students in the collaborative team teaching classes make good progress. Staff have high expectations, and work purposefully towards the goal of moving the maximum number of students to a less restrictive environment. There are effective in-school and after-school programs for students needing additional one-to-one support. Where students are not able to attend after school due to transport problems, alternative opportunities are created during the school day to meet their need.

The school has good organizational systems for goal-setting that encourage collaboration between staff and school leaders at grade and faculty level. These discussions are relaxed and focused, and teaching staff openly ask questions and modify their practice. The school has gone a long way to establish good teaching and learning practices with good curriculum content for dedicated subjects and effective integration of literacy and science.

The school communicates clearly with parents using translations wherever necessary. Parents endorse the school’s high expectations, support its work and take a keen interest in their children’s progress. Parents are also a part of school decision-making and they play an active part in school committees and teams. They are involved in the school leadership team, grade committees and fund raising committees. The parents and teachers association works effectively and in congruence with school development.

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.

While giving appropriate attention to English language arts and mathematics, the curriculum has a focus on science and technology which is much appreciated by parents. They take great pride in these subject areas and their place in the curriculum. The arts program is highly valued although the school realizes that it has work to do on the social studies curriculum so that all staff are clear about the standards to which they are teaching. Under the new principal, there have been significant improvements to the curriculum but the school has yet to record centrally the planned and integrated curriculum with clear reference to standards.

Teachers’ work in the classrooms demonstrates quality teaching that frequently consolidates learning, ensuring all students are involved and using activities that engage them. The instructional practices and content are changed and modified according to the data on students’ learning. Teachers are very aware of lower-achieving students and the school organization works well in supporting their needs. Teachers work informally together to ensure consistency and individual student needs are met. However, not enough thought has been given to finding ways to further challenge the higher-achieving students through enrichment and extension programs.

The school’s budget is targeted well at classroom instruction and additional instructional support. It is also used effectively to provide a rich range of classroom books in the central book room and a well resourced library. The well-resourced technology classroom provides access to computers for each student. All classrooms have established learning centers and work is stimulated by using a rich array of resources and teaching materials.

Learning and behavior routines are reinforced and emphasized at the beginning of the school year. Students are interested and involved in their learning tasks. They work calmly and diligently. Students are able to articulate what they are learning. At all grade levels students practice higher-order thinking skills, being asked to explain how they found the answer to problems. Attendance is rigorously pursued, and is higher than that in schools across the City, although slightly below that of similar schools. Students know that they can go to an adult in the school for help if needed.

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 school has a well-established staff and the new principal has earned their trust and respect. The selection and assignment of support staff are determined on the basis of targeting identified student needs. The principal works without an assistant principal and relies upon school coaches and other competent staff to drive and support school organization. They are all ‘hands on’ educational leaders. The principal works carefully and thoughtfully and has brought staff along with her, recognizing the importance of this in her early years as principal. She takes small steps at a time with them and yet makes great leaps of improvement.

The staff have a strong regard for professional development and many opportunities are offered to them beyond the school. The principal is always directly involved. The professional development program is developed from the Comprehensive Education Plan and individual staff needs with input from the administration. Staff are involved in visiting each other's classrooms, study groups and in professional lab sites. They enjoy the stimulation of this work but time is a defining factor in its frequency. Differentiated professional development is also offered for individuals at grade and faculty level.

The principal regularly visits classrooms to work with teachers and support students' learning. The principal knows each student at first hand and is also very familiar with the learning conditions of each classroom. She also reviews student work regularly. Staff are committed to working with her to support the continuation of excellent achievement.

The school day operates peacefully and smoothly. It is well organized and transition from one program to another is responsibly managed by students. Links with community-based groups and support services are well coordinated to support academic and personal development.

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 outcomes of the teachers' data analysis inform teaching plans and contribute to grade level learning goals. In turn, the formulation of whole-school learning goals stems from this data. These goals feed into the collaborative development of whole-school goals and the Comprehensive Education Plan. The school has a clearly articulated plan with contributions from teachers and parents. The principal also reviews progress towards school goals. The work of teachers is very effective in improving the learning of all students although the Comprehensive Education Plan is not sufficiently specific in setting out interim and long-term goals.

Staff teams frequently use available data to review how successful their teaching has been. The review of data is well developed within the classroom. The teachers' ongoing assessment of students is reviewed regularly by peers and the principal to make comparison across grades and classrooms transparent. Through effective assessment teachers are able to guide students to the next level. Teachers take seriously their responsibility for monitoring their classroom practice and students' progress and achievement. In response to identified needs, modifications are made to the assessment practices. Instruction is modified following monitoring of student progress. This practice is a foundation to the teachers' daily work with students. It has a high priority and is referred to in faculty meetings and academic intervention service meetings.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 130 (PS 130)	∅	✓	+
Quality Score			X

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.	∅	✓	+
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: each student, classroom, grade level,			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: ethnic groups, English Language Learners, special education students*			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: all other categories of interest to the school*			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	
Overall score for Quality Statement 1			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.

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.	∅	✓	+
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
Overall score for Quality Statement 2			X

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.	∅	✓	+
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 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
Overall score for Quality Statement 3			X
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.	∅	✓	+
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
Overall score for Quality Statement 4			X
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.	∅	✓	+
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	
Overall score for Quality Statement 5		X	