



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Lieutenant Joseph Petrosino Elementary School

Elementary School 70

**30-45 42nd Street
Queens
NY 11103**

Principal: Donna C Geller

**Dates of review: June 3-4, 2008
Lead Reviewer: Ronald Feinstein**

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

Progress made since the last review

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

Lieutenant Joseph Petrosino School is an elementary school with 1124 students from pre-kindergarten through grade 5. The school population comprises 2% Black, 44% Hispanic, 34% White, and 20% Asian students. The student body includes 21% English language learners and 3% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2006-2007 was 94%. The school is in receipt of Title 1 funding with 70% eligibility.

Part 2: Overview

What the school does well

- The principal, her cabinet and staff share a very clear vision for the future development of the school.
- Professional development provided by the school for staff is outstanding and has a positive influence on learning.
- The talented principal and cabinet have created a school environment where students, families, and staff feel respected and encouraged to learn.
- The school provides effective support for English language learners, special education students and all students in greatest need of improvement.
- The school uses a wide range of data resources to analyze, measure and compare student progress.
- The school provides each teacher with a comprehensive range of data for each child that they use well to guide instruction.
- Teachers receive good support on effective change strategies that contribute to students' increased academic achievement.
- The principal targets resources purposely to improve scheduling, programming and learning materials and this supports student progress.
- The school makes extremely good use of peer observation and sharing of good practice to improve outcomes.

What the school needs to improve

- Create an efficient, flexible electronic system for making best use of the school's wealth of collected achievement data.
- Further develop expertise in the use of Acuity and performance Series data alongside other periodic assessment data currently collected.
- Expand efforts to identify a group of schools to facilitate meaningful comparisons of performance and progress measures.
- Ensure that the curriculum challenges students suitably and that teachers consistently match work to the needs of higher achieving students.

Part 3: Main Findings

Progress made since the last review

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

Overall Evaluation

This school is well developed.

The principal communicates a very clear vision for the school's long-term improvement. Developments are positive because the whole school community shares this vision and works collaboratively and skillfully to realize it. Over the last five years, Lieutenant Joseph Petrosino Elementary has made a major transformation from a traditional curriculum programs to balanced literacy model, alongside implementation of Everyday Mathematics. Extensive leveled libraries are evident in each classroom. This is especially motivating for the growing population of English language learners who come from an amazing number of different countries. Even the public spaces have small libraries to inspire children and staff as they move through the building. The cheerful print-rich classrooms are well stocked with math resources, and there are science and computer labs for all grades. The school fully integrates arts programs into all aspects of curriculum. Leaders recognize that core curriculum areas need further adaptation to challenge high achieving students. While many teachers make good use of data to match work to needs, there are inconsistencies in meeting the needs of the most able students.

The school has created a welcoming, exciting and rigorous environment focused on learning. Expectations are high and students reciprocate with positive attitudes and good behavior. In a remarkable conversation with at least forty students, not once did students interrupt or talk over one another. The school builds very positive relationships with parents to encourage regular involvement and sharing of information that supports student learning overall. Leaders make effective use of a wide range of data to measure student progress. As yet, there is not a computerized system to aid the disaggregation and interpretation of data, enabling closer analysis and comparisons. Additionally, the school has not yet identified schools with whom to compare its work and evaluate impact on student learning.

The inquiry team chose to study a group of grade 4 English language learners. All of these students are at least one to two years below grade level and struggle with using context clues. The inquiry team has gathered data from the Acuity predictive and instructionally targeted assessments, simulations, classroom observations and conferring notes. Many of the targeted students have made progress in their reading levels. Leaders understand that teachers need further support and training to maximize their use of information gathered from periodic assessments to support consistently effective intervention strategies.

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 well developed.

The principal and cabinet maintain detailed assessment binders for students, classrooms and grade levels, including special education and the growing population of English language learners. Teachers have good knowledge of what their students know and how well they are progressing, because of the quality and extent of collected data. Reading levels are captured four times a year. Performance and progress data is disaggregated by gender and ethnicity, including students' country of origin which helps teachers understand the needs of different groups. Academic intervention teachers maintain individual folders and notebooks of each student's work and meet monthly with classroom teachers to discuss student performance. Teachers use additional data to diagnose the needs of struggling students. The school has begun to compare math and literacy achievement with two nearby schools, but does not have a clear understanding of its performance in comparison with similar schools. The school has adopted several commercial assessments which provide useful data. Teachers make good use of existing data to inform planning and instruction, but they have not yet had sufficient training to be equally confident in their use of recently introduced systems. Additionally, data is not collected in an easily accessible, computerized format to aid analysis and interpretation.

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 well developed.

Teachers and school leaders individually set challenging goals for each student at an opening day conference, and collaboratively revise them in monthly cycles. They maintain portfolios for each student and every group they identify in greatest need of improvement, such as the progress of grade 3 boys in literacy. The principal meets with her cabinet twice weekly, with frequent daily interactions to maintain focus on the performance and progress of each student. Leaders communicate school-wide goals early in the year. The leadership team prepares smart-test prep materials for students to use at home, assists parents with NYSESLAT preparation for English language learners and produce a monthly newsletter with the principal.

The parent information bulletin board is prominent in the main lobby with notices in five languages. Parent volunteers translate school goals and bulletins into the many other languages spoken at the school and holds parent roundtables monthly. Teachers' communicate their high expectations for students in a fall meeting, and a kindergarten open house familiarizes families with school routines, writing and note taking. There is a constant flow of information from the school to families, including homework packets on weekends and vacations. Teachers frequently phone families and document these phone conferences. An end of year letter contains English language arts and math progress, and parents are encouraged to discuss their child's report with teachers.

Students also complete an end of year assessment. An articulation card with pertinent progress, socio-emotional and health information travels to the student's next teacher. The school provides venues for parents to communicate learning needs and capacities of their children. However cultural assumptions and expectations about schooling in general, make this an area of constant challenge. An active group of parent volunteers is present each day. They are especially visible to greet children in the morning and see them off at end of the day. Well-attended monthly learning opportunities for parents cover a range of topics, the most recent covering how to stave off summer learning loss.

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 well developed.

The school aligns core curriculum, planning and teaching points to state indicators. Interim data drives discussion at grade conferences and professional development topics. The school adapts Teachers College units of study to include writing reinforcements that make units more specific to whole school needs, such as building vocabulary skills. The school promotes students' learning well through activities that draw on multiple intelligences, such as music, dance and the dramatic arts. Students participate in excursions to a wide range of cultural events and celebrations, integrated well into the curriculum. Grade level teachers have common preps and professional periods in which they lead activities for students such as a weather club, a gardening project, an audio-visual squad, and a school newspaper. As yet, programs are not always effectively adapted to meet the needs of higher achieving students consistently. The principal uses financial and other resources wisely to support whole school goals. She has created a full position for a word work teacher in response to vocabulary needs. Science resources, programming and scheduling are significantly improved to aid learning in this subject. The school closely monitors absence and lateness, and promptly follows up issues with parents. As a result, the attendance rate is maintained at a high level.

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 well developed.

The principal and assistant principals conduct frequent formal and informal classroom observations and provide constructive feedback. The math and literacy coach follow up with daily visits to classrooms to support teachers. Specialized mathematics support provided by Hunter College and Gateway Environmental Center supports science developments well. Teachers meet weekly in common planning periods. They are regularly encouraged by the principal to visit each other's classrooms. Teachers may choose to attend professional development outside of the school. A clear protocol for sharing learning from these training opportunities ensures that everyone gets smarter. A unique feature of the professional development component is the growing video archive of best practice lessons. Veteran and new teachers have parts of their lessons taped and used for study sessions at faculty conferences. New teachers are supported very

well by a buddy teacher at the start of the year and coaches who provide additional mentoring. The professional development committee includes reading, writing and math facilitators who make changes to teaching points in the curriculum based on teacher feedback and assessment data ensuring that instruction meets the needs of all students.

The school's smooth systems, together with clear support procedures, ensure that each student receives help to reach personal and academic goals. A guidance counselor, social worker and a psychologist work closely with the parent coordinator in this work. The school has many partnerships that enhance student's learning effectively. These include McDonalds, Time Warner and New York Cares.

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 well developed.

Goals for students are set throughout the year and publicly calendared. Leaders monitor progress monthly and teachers make frequent checks to ensure that interim targets are achieved and amended. Cluster teachers meet monthly to discuss the students and make necessary adjustments to learning plans. The principal publishes Sharing Notes that provide narrative updates on observations of successful practice, as well as areas that need attention and improvement. She also produces a calendar of reading, writing and math teaching points to guide teachers in planning lessons. Teachers and faculty employ a wide variety of teacher-made and commercial assessments to help them gain the information they need to adapt planning and match work to student needs. Discussions generated from the range of data permit teachers to take quick action in modeling concepts and differentiating strategies to meet goals. In May, the principal convenes a meeting at which all data for each grade is collaboratively reviewed. Provocative trends discovered at this meeting prompted the decision to abandon materials that were not producing the results desired, and focus more effort into programs and materials that contribute positively to student performance and progress. The data revealed instruction should focus on academic language and students now receive additional ESL support, contributing to their success.

The principal and cabinet consistently promote academic rigor and clear expectations. Teachers and students understand the actions for which they are responsible. There is a very coherent vision with specific actions to be taken by the coaches.

Part 4: School Quality Criteria Summary

School Name: Lieutenant Joseph Petrosino Elementary School	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