



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Public School 148**

**Elementary School 148**

**89- 02 32<sup>nd</sup> Avenue  
Queens  
NY 11369**

**Principal: Andrew Paccione**

**Dates of review: June 3 - 4, 2008**

**Lead Reviewer: Deena Abu-Lughod**

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## Part 1: The school context

### Information about the school

Public School 148, an elementary school with 1133 students from pre-kindergarten through grade 5. The school population comprises 2.7% Black, 79.2% Hispanic, 4.3% White, and 13.4% Asian students. The student body includes 33% English language learners and 13% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006 -2007 was 93.9%. The school is in receipt of Title 1 funding with 100% eligibility.

## Part 2: Overview

### What the school does well

- The principal and instructional cabinet provide a clear vision of improvement, strong leadership, and support for all stakeholders.
- The school clearly communicates individual goals and specific next steps, and richly supports these with high quality instructional materials.
- Strategic incorporation of new teaching practices build faculty capacity, confidence and interest around whole school improvement plans.
- The school rigorously evaluates the effectiveness of new programs and practices, and plans well for successful expansion.
- Professional development opportunities support individual and whole school needs, and implementation is monitored and celebrated.
- The core curriculum facilitates meaningful assessment, while the extended curriculum is creative and stimulating.
- A uniform system for collecting literacy data allows the school to continually monitor performance and progress at all levels.
- The curriculum is systematically and collaboratively refined, enriched with hands-on activities, integrated across subject areas, and spiraling in rigor.
- Relationships throughout the school are respectful, attendance is improving and solid routines minimize disciplinary issues.
- Structures for collaborative planning and mutual accountability ensure that the curriculum represents supervisory and classroom perspectives.

### What the school needs to improve

- Connect data across content areas, disaggregate for additional subgroups and seek comparisons with peer schools to discern trends and patterns.
- Publicize the overall quantitative improvement goals to demonstrate their alignment with the goals of each teacher and student.
- Involve teachers in professional goal setting to ensure appropriate levels of challenge for new and veteran teachers and to further differentiate support.
- Extend the innovative use of technology to all classes to further enrich the learning environment.

## 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 of Public School 148 is highly respected by students, staff and parents, and the school serves its community well. Parents value the school's commitment to its educational goals and feel confident that their children are respected and happy in this caring and academically challenging environment. Displays of high quality student work reveal strong cross-curricular connections. Data collected from each area, however, is not yet integrated to allow for tracking of the effectiveness of these connections as a whole school or within sub groups. Implementation of the literacy program is a strength, and the school serves as a demonstration site for Teacher's College. Differentiation is evident in classroom practice, but there is room to extend the innovative use of technology observed in some classrooms. The inquiry team, which is exemplary, serves as an incubator for identifying, implementing and evaluating new instructional strategies. Through targeted actions, and intelligent development of formative assessments and instructional materials, it refines valuable supports for teachers and parents. The utility of their findings extend beyond the selected students, and the team is training upper grade teachers to diagnose and address basic literacy skills. The shared reading planning templates and accompanying scripts are useful for both classroom planning and for improving the use of extended time opportunities. Reading gains of most target population students far exceed those of other students. Since the last review, the school has implemented a rigorous process for specifying expected outcomes and measuring the impact of new initiatives and programs. Plans exist for successful scale up, and the evaluation practices are extended well to other curriculum areas. Very specific learning goals in reading have been established for students which are well understood by students and parents, and are well supported with instructional materials. Building on this extraordinary success, plans are in place to extend the process to writing. The social studies curriculum map has been developed, clear connections between literacy and social studies are evident through reading clubs, and experiential social studies programs have already been introduced in three grades, including kindergarten.

### **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 school has developed a very good electronic data collection system. This allows the cabinet to track reading levels and skills to measure performance and progress quarterly, by student, class, grade, special education students, English language learners, gender and new admission status. The snapshot from the previous year

serves as a basis on which to compare the current year. Mathematics progress is measured by regular unit assessments and practice tests. The school does not include gender and pre-kindergarten flags or ethnicity to identify significant differences within its Hispanic majority.

Teachers are trained thoroughly in understanding what assessment results data reveal about student performance. They collect a wide range of data for each student on a regular basis, and plan immediately to address their individual needs, be this in whole class instruction, small group strategy lessons, or through individual conferencing. School leaders are deeply aware of performance and progress at every level, and staff share classroom data monthly during common planning sessions to identify trends and patterns. They do not yet share the quantitative impact of particular classroom practices. For example, the students who looped with their teacher this year far exceeded the grade level benchmarks. The school shares best practices with other Teacher College partner schools. It does not yet connect with schools in its citywide peer group to make comparisons, validate its practices, or add tools to its repertoire.

**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.**

Leaders communicate overall priority goals for improved student performance and progress effectively with the whole school community. Teachers clearly feel accountable for ensuring progress towards these goals, and convey the sense of urgency and responsibility to students and parents. The parent coordinator plays a key role in communicating with parents and is integrated in all instructional and social aspects of the school. In an exemplary initiative, the school’s instructional leadership identified the specific goals and next steps for students at every reading level and developed a set of outline letters to parents, along with an instructional handbook. Parallel materials in Spanish were designed for the Hispanic majority. This initiative has been received enthusiastically. As one parent said: “It’s like having a teacher at home!” There are plans to extend this initiative to writing and other content areas. Many teachers seek helpful information from parents at the beginning of the year about their children’s needs and learning styles. Students in the upper grades are fully aware of their individual and classroom goals, and progress on these goals are monitored and celebrated. While goal setting is explicit in the lower grades, students are not yet involved in the process.

The school plans strategically to improve the performance and progress of students in the lowest third in literacy. The impact of its high expectations for special education students and English language learners is demonstrated in the virtual elimination of Level 1 students and in the rapid language acquisition of English language learners. Former English language learners comprise one-third of the school’s population and outscore monolingual students in English language arts and mathematics. Teachers record both summative and formative data in assessment binders and group students appropriately by need, the learning objectives, and the process. There is close communication between classroom teachers and academic intervention services providers. Moreover, there are effective systems for using push-in teachers and well-trained paraprofessionals and aides to differentiate instruction, especially in bridge classes that use two separate curricula. For those struggling in math, the school

successfully piloted Singapore Math to develop computational skills. Overall outcomes in math are high, and goal setting is embedded in the well-implemented program itself. Consequently, the lowest third, many of whom are already proficient, have not been challenged to exceed the standard.

**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's curriculum plans are comprehensive and rich in opportunities for assessment and evaluation. The curriculum is planned collaboratively in monthly grade level meetings around longer-range whole school learning objectives. Discussions during such meetings are open, thoughtful, and productive, resulting in very specific outcomes. The school allocates resources wisely to capitalize on opportunities to integrate content areas, and actively generates external partnerships in math, the arts and social studies to enrich hands-on, real life applications. Students have frequent access to computer technology, and some teachers have introduced very innovative use of multimedia. However some teachers make little use of technology. Curriculum areas reinforce one another in project-based learning. The school is aware of the need to unify grading policy to make sure that all teachers evaluate the weight of different components in the same way.

Students work enthusiastically with a sense of purpose and understand how to use the multiple resources available in their print-rich classrooms. There is a high level of respect between students and their teachers. Emphasis on success in the lower grades ensures a solid foundation for students in the testing grades. Small group routines are well understood and students in all grades feel comfortable and enjoy working independently, with partners, and in flexible small groups across the content areas. There are opportunities for the highest achieving students to compete in special programs, such as robotics. The recent introduction of a very well implemented, hands-on science program has been especially well received and students identified this as one of their favorite subjects, speaking eagerly about hypothesis testing and experimentation. The quality of the curriculum results in high levels of student engagement, and increased levels of attendance.

**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.**

Professional development is a very high priority, differentiated by need and interest, and well attended and implemented by staff. Formal surveys, evaluation of student performance and progress data, and whole school goals underpin annual planning. Annual plans are adjusted monthly to meet student needs as they evolve. Two weekly common preps are scheduled, minimizing costs associated with implementing professional development and there are multiple opportunities for voluntary afterschool study groups. Supervisory structures are very good. The principal and assistant

principals visit classrooms at least once a week, and often daily, to evaluate the effectiveness of teaching and learning. Using detailed checklists, administrators provide meaningful feedback and specific, fully supported next steps that include mentoring, intervisitations and sharing of best practices. Implementation of these next steps is celebrated. New teachers have mentors and buddies, who help them assimilate the rules that are embedded in the school culture. As a result, the school runs smoothly and collegially, without disciplinary problems.

In addition to the goals set by the instructional leaders, teachers set goals for themselves. The administration honors their professionalism, encouraging them to seek outside opportunities to acquire skills for which there is no internal expertise. After such experiences, staff are scheduled to turnkey the professional development to enhance staff capacity. Teachers are enthusiastic about the support they receive.

**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.**

Planning across the school involves detailed pacing calendars, curriculum maps and closely monitored monthly instructional plans. Collaborative planning structures are guided by interim and annual outcomes, analysis of survey data, and recommendations from external experts. The impact of each curriculum component and program is evaluated rigorously. Teachers, grade leaders, and coaches reflect on the effectiveness of their teaching and evaluate the item analyses from unit tests, practice tests selected by the grade, simulated State tests and periodic assessments. Plans are then revised, enhanced and extended to accelerate student progress. Particular attention is paid to how successfully students meet the overall goals at each grade level to identify curriculum gaps. These are shared across grades to achieve vertical alignment. Students revisit their goals, know what to do to improve and receive homework, and online and small group assignments that are tailored to their needs and interests. The school wide long-term improvement goals to which each carefully designed component contributes are specific and measurable. However, these overall and interim goals are not publicly displayed to ensure continual reinforcement and show on-going progress.

Plans for improving teacher outcomes are tailored to the needs of each teacher by the administration but as yet are not set in collaboration with teachers. They align with helping each student to meet individual and class goals. Targets for new teachers typically relate to classroom management and the style of teaching, and they are supported through coaching cycles, modeling, intervisitations and weekly meetings, with regularly scheduled follow ups. The assistant principals' notable expertise, accessibility and joyful commitment allows them to support even the most experienced teachers and ensure that goals are appropriate, measurable and attainable. Academic intervention specialists master a variety of skills, carefully monitor the impact of their work, and communicate frequently with classroom teachers. Teachers feel confident that they are able to meet students' needs, even as expectations increase and rigor spirals.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Public School 148</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				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	
<b>Overall score for Quality Statement 1</b>				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	
<b>Overall score for Quality Statement 2</b>				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	
<b>Overall score for Quality Statement 3</b>				X	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 4</b>					X

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>