



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Edward Mandel School**

**Elementary School Q220**

**62-10 108<sup>th</sup> Street  
Queens  
NY**

**Principal: Josette Pizarro**

**Dates of review: October 09 - 10, 2007**

**Reviewer: Ken Bryan**

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## Part 1: The school context

### Information about the school

Edward Mandel is an elementary school with 476 students from pre kindergarten through grade 5. The school population comprises 56% Black, 23% Hispanic, 41% White and 27% Asian students. The student body includes 25% English language learners and 21% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2006-2007 was 94%. The school does receive Title 1 funding for 61% of students.

According to a recent school-generated survey, approximately half of the students on the school's roll were born in foreign countries. Of the 476 students, less that 100 come from American born, monolingual English speaking families.

## Part 2: Overview

### What the school does well

- The school has an excellent understanding of the performance and progress of individual students.
- The principal and her cabinet provide strong leadership and have a clear vision for the development of the school.
- The school's provision and systems for tracking the progress of the English language learner population in this diverse learning community are very well developed.
- The academic intervention and pupil personnel teams are very effective.
- Professional development opportunities are extremely well planned and effectively delivered.
- Collaboration and mutual respect amongst the faculty engenders consistency and cohesiveness.
- The students possess excellent attitudes to learning as a result of the care, guidance and support they are shown.
- The school provides a broad and engaging curriculum which includes the arts, science, social studies and physical education.
- The school runs very smoothly on a day-to-day basis, is a haven of quiet and calm and has a climate which is very conducive to learning.

### What the school needs to improve

- Continue to use disaggregated data to have a better understanding of the progress of ethnic groups, boys and girls and high achieving students.
- Further develop the use of differentiated instruction.
- Analyze secure data more rigorously to determine accurate trends over time.
- Raise levels of attendance even higher by setting competitive goals for each class and grade, and by introducing incentives for the 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 .**

Public School 220 is a very good school which provides a safe and effective learning environment for its students, the teachers and the parents. The principal and her cabinet are highly regarded and they provide excellent leadership. The teachers have a very clear understanding of the performance and progress of individual students. Intervention programs, such as those provided for the English language learner and special education cohorts are well-organized and delivered. Professional development for the teachers is equally well-planned and effectively provided within a very collaborative culture. The school also provides a broad and engaging curriculum to meet the needs of all students. Their personal and academic needs are well met through the deployment of effective care, guidance and support staff.

The school has made good progress in addressing last year's Quality Review objectives. The principal and her cabinet skillfully articulated the evidence relating to data generation in mathematics, the tracking of gender data in instructional settings and issues relating to communication with parents. All evidence is robust and has led to positive outcomes.

PS 220 has already established an inquiry team and a data specialist have been assigned. Its members and the school's administration have received professional development on periodic assessments. The team is now in the process of determining which children will form the focus group.

### 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.**

PS 220 very effectively gathers and collates data resulting from State and Citywide assessments. The subsequent analysis of individual student data from formal and informal assessments is an outstanding feature of the school. The administration and faculty expertly manage data from State assessments for grades three to five, and from ECLAS 2 (Early childhood assessment system) for Pre-K to Grade 3 students, which is augmented by the Teachers' College Early Literacy Assessment. Additional student performance data is derived from running records, conference notes, Everyday Math unit assessments and RSAs (Recognizing Student Achievement). The school is ready to use its chosen periodic and instructionally targeted assessments. The principal and her cabinet robustly analyze class, grade and content area data to set challenging goals for improvement. The

increasing use of technology has improved the rigor of the school's work, and the teachers consistently use data binders in the classroom to store formal and informal data.

The analysis of the progress of the different ethnic groups, boys and girls, and that of the highest achieving students is less rigorous and constitutes an area for further development. The scrutiny and interpretation of comparative data is an on-going process. The school's systems for undertaking comparisons with other similar and local schools are robust. A barrier to the accurate interpretation of trends in performance of classes, grades and whole school data is the lack of secure data on those transient students who pass through the school. The school acknowledges that this is a further developmental issue.

The tracking of the progress of special education students is rigorous. The achievement and performance of students with individual education plans and others supported by the academic intervention services (AIS) are carefully monitored by special education teachers (SETTs), the AIS test coordinator and pupil personnel specialists. The robust use of data enables the school to closely monitor students whose performance and progress is causing concern. The same degree of rigor is applied to the monitoring of the progress of the school's English language learner population. The analysis of the City's NYSESLAT assessments and other interim measures has triggered well-targeted interventions. Significant and sustained gains can be demonstrated for this group.

**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.**

The school's teachers engage in a very collaborative process to set individualized goals for each student. Past and current performance is analyzed carefully and tiered interventions are immediately applied. The use of formal data and the results of other formative, summative and diagnostic assessments enable teachers to adjust curriculum calendars. Data is used by the cabinet and at grade and academic intervention services (AIS) meetings to review and adjust goals accordingly. Goals and plans to meet the needs of those students in greatest need of improvement are robust and collaboratively produced. Upper and lower grade staff developers and the AIS and the pupil personnel teams carefully work with the rest of the faculty to set goals for each student. The involvement of occupational, speech and language and physical therapy specialists further underlines the school's determination to meet the needs of all students. However, despite focusing diligently upon goal setting for the English language learner and special education cohorts, the school fails to set sufficiently challenging targets for ethnic groups, boys and girls and high achieving students. The cabinet recognizes the need to disaggregate whole school data to identify trends and differences in the relative performance of these groups.

The school vigorously conveys high expectations to the students and parents. Frequent formal and informal conversations between the faculty and the home keep the parents and caregivers informed about the curriculum and how well their children are doing. One parent stated that, "the school is small, it's like home and the teachers share information in different languages".

**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 is well aligned with the State standards and is designed around the math and English language arts programs to inspire and meet the needs of all students. The school provides a broad and engaging curriculum which includes the arts, science, social studies and physical education. Data is effectively used to inform instruction. A range of formative, summative and diagnostic assessments are used very effectively to inform teaching (and re-teaching). They are also used to group students and to adjust the pacing calendars within the content areas. In addition, professional developers from Teachers' College and the mathematics and literacy coaches have worked with the teachers to align instruction to the data from conferencing notes.

All teachers are held very accountable for the progress and learning of the students. Formal and informal observations are frequent and appropriate feedback is given regarding pedagogy and outcomes. Differentiated instruction is an inconsistent feature in the school at present. It requires further development if the school is to continue to raise the bar of student achievement. Some aspects of instruction, particularly the questioning of the students and the provision of materials require careful modifications to properly meet the need of all students. Tightly-structured instruction for English language learners and special education students has been successful. Data is used very effectively with these groups and instructional methodologies have resulted in high levels of engagement.

Strategic decisions for budgeting, scheduling and staffing are made by the principal and her cabinet and are based upon data from the results formal assessments. A good example of this rigor is the analysis of literacy and math data in relation to the relative progress of different groups of students. The curriculum and staffing modifications that have been made as a result of the analysis have brought gains in achievement.

Students respond very well to each other and adults within a culture of care, guidance and respect. The school support team and the teachers provide effective and timely academic and personal guidance. The school's systems for tracking levels of student attendance are robust. While student absences are challenged and good attendance is celebrated, the school might well achieve higher results through the introduction of more frequent and challenging goals linked to competitions between classes and grades.

**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.**

Differentiated professional development programs, based upon data and delivered within a collaborative culture, underpin the work of the faculty. Teachers' College staff developers and the school's own coaches assist the faculty with classroom preparation, lesson planning and instructional implementation. Particularly successful programs have focused upon special needs teaching and English language learner provision. There is an embedded culture of peer support and frequent intervisitation by teachers. The use of teacher modeling is an excellent feature where they are encouraged to share best practice. Common preparation periods are used effectively to share ideas within each

grade Professional development is offered during the summer when workshops are provided to support the teaching of science, math and literacy. The school effectively sources additional professional development from outside school. Information and strategies are very effectively turn-keyed by the teachers within grade meetings and faculty conferences. A notable feature of the professional development program is the use of lab sites, situated on each grade. Staff developers and the coaches use these to meet regularly with teachers to discuss pedagogy.

New teachers to the profession are very effectively supported. A mentor is assigned to the new teacher, time is made available to meet with staff, visit lessons and to plan, and administrators continually monitor classroom practice.

The academic and personal development of the students is very ably supported by a range of specialists. Their support, in addition to that of the teachers, ensures that the students feel respected and that their care and guidance needs are being met. In addition, the school is very well supported by community based organizations which further enhance the school's academic aims. These include The Forest Hills Community House which offers after school programs for the students and a partnership with a local bank which successfully engages the parents in workshops. These community partnerships, often organized by the parent coordinator, build effective communication and enrich the students' understanding of society.

The school runs very smoothly on a day-to-day basis and the classrooms and hallways are well-organized and purposeful places. Procedures are followed and the attitudes of the students are very positive.

**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.**

The whole school community is frequently and effectively involved in monitoring and reviewing goals and plans at different levels. The cabinet operates strategically, making constant adjustments to student grouping arrangements, the content area and grade goals. The changes all result from a detailed analysis of the available data. Interim assessments provide numerous progress indicators. The Comprehensive Education Plan (CEP) is a living and intrinsic document which is constantly up-dated and adjusted in light of the current data. Interventions are implemented immediately following the writing of action plans and revised goals. The gains made by the English language learner population and the interventions for special needs students are good examples of the impact of this timely rigor. Professional development programs are rigorously up-dated, teachers meet to articulate strategies and the administrators consider each section of the CEP to determine the next steps. Monthly meetings of the school leadership team review the available data. Interim assessments are used to adjust the curriculum and instruction. A good example of this is the way mathematics instruction and curriculum pacing calendars have been altered in light of Princeton review data. The school is now ready to use the new periodic and instructionally aligned assessment to take this process further forward. The school's self evaluation cycle is well developed. There is a clear focus on school improvement within a timely framework for it to be implemented. Goals for each aspect of the school are reviewed and modified within a strict timetable.

The principal and her administration have a very clear vision for the school. The school's learning community has a shared understanding of its strengths and weaknesses and demonstrates the capacity for continued improvement.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Edward Mandel School (PS 220)</b>	△	▶	✓	+	◇
<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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▶</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?				X	
<b>Overall score for Quality Statement 3</b>				<b>X</b>	

<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?				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>				<b>X</b>	

<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 make 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>				<b>X</b>	