



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**Public School 233**

**75Q233**

**91-30 Metropolitan Avenue  
Forest Hills, New York  
11385**

**Principal: Debbie Edmonds Shaddi**

**Dates of review: March 28-29-30, 2011**

**Lead Reviewer: Mary Barton**

## Part 1: The school context

### Information about the school

P.S. 233 is an elementary through high school with 409 students from grade 2 through grade 12. The school population comprises 33% Black, 31% Hispanic, 13% White, 15% Asian students, 1% Native American, 1% Pacific Islander and 7% not reported. The student body includes 18% English language learners and 100% special education students. Boys account for 67% of the students enrolled and girls account for 33%. The average attendance rate for the school year 2009 - 2010 was 85.0%.

### Overall Evaluation

**This school is well developed.**

## Part 2: Overview

### What the school does well

- Students benefit from a broad, standards based curriculum, including arts and technology, with extensive resources that support learning.
  - Functional academic curricula, used cohesively across the school and aligned to the Common Core State Standards, focuses on preparing students for future independence through real world experiences. In math, 12:1:1 students use the “Math in the Real World Program” exposing them to problem solving and critical thinking. Technology is infused in all subject areas with websites delineated on all curriculum maps. Consequently, students are prepared with tools for adulthood.
  - In addition to smart boards, students use computers, iPads, and communication devices. Devices are selected after looking at student goals as well as student developmental issues. In this way, students develop critical thinking and are engaged in their learning.
- Students are fully engaged in lessons that are differentiated, enabling them to reach higher levels of achievement.
  - There is a very strong connection, evident in visits to classrooms, to the school’s belief in how students learn best. Teachers’ lessons are planned using IEP goals and data to differentiate instruction. Teachers and paraprofessionals work one on one and in small groups with tasks that are tailored to meet their needs. Consequently, instructional practice leads towards student mastery of their individual goals.
  - Student work products in classrooms and corridors demonstrate a precise focus on providing opportunities for students to show their learning. Students are able to share their work at an annual Best Practice Fair held at one of the school’s seven sites. Student work and projects are showcased and they are able to proudly share their process with the school community.
- Administrators make strategic decisions that enable teachers to collaborate with a consistent focus on improving instructional practices.
  - The principal purposefully incorporates common meeting time daily for teachers resulting in cohesion in planning, implementing and modifying curricula and instructional practices. After determining that Star Reporter was not meeting the needs of students in the 12:1:4 and 6:1:1 classes, teachers and school leaders worked together to develop a literacy curriculum incorporating project based learning as well as character education and career resources. These units are ensuring that students achieve.
  - The principal has created instructional support teacher positions at each site to work with teachers, particularly new teachers, resulting in improvements in their performance in the classroom.

- Staff members gather a wide range of data to understand individual student performance, progress and learning needs and customize instructional decisions.
  - A variety of assessment tools are used to measure student growth. Selected 12:1:1 students are assessed using a Scantron to gather math assessment results. Teachers examine this data, identify trends and make adjustments to curriculum to address specific needs. As a result, 12 of 13 targeted students met or exceeded the goal of achieving a 100 point increase of their scale score on a recent math test.
  - Communication is an underlying need for students on the Autism spectrum. ABLLS-R assessment data showed that students had a skill deficit in the areas of requesting, socialization and classroom routines. Data was studied by one of the school's inquiry teams and teachers shared ideas to adjust instructional practices. Graphs show monthly progress towards IEP goals to assure that students are on target to meet their goals.
- The school community is committed to elevating school wide instructional practices that promote professional growth and increase student achievement.
  - With a staff of several new teachers, the school provides differentiated support for teachers through the work of a school based coach, instructional support teachers at each site as well as district and administrative support. Teachers report that they receive professional development resulting in a common instructional focus to teach and support self sufficiency, promote independence and to prepare students for the transition to post secondary life.
- Students are well supported through external partnerships that provide them with the skills to become productive members of the work force.
  - The school has established an extensive transition program for students and has created partnerships with local community businesses and agencies including CVS Pharmacy, Forest Hills Nursing Home, Goodwill Industries, and McDonalds. These partnerships have resulted in work site opportunities for students entering post secondary programs.
  - The school culture allows for students to have a voice in decision. Students select officers for the student government and participate in clubs. Students report that achievement of IEP goals, memorizing their address and phone number, performing as a school band member and more is celebrated by all staff members.
- The principal has established effective systems for school self-evaluation, review and modification of practice with a clear focus on improving student learning.
  - Teachers felt that student learning needs for students with autism and significant cognitive delays required adaptations to the math curriculum. In response, the Touch Math program was purchased for 6:1:1 and the Equals program was purchased for all 12:1:4 and is being piloted for some 6:1:1 classes. Data review at inquiry team meetings has shown that a significant number of students have shown progress with both programs.

- With the Common Core State Standards requiring preparation for the post-secondary world, students in the 12:1:1 classes are using the “Integrating Math in the Real World” series. However, there was no assessment tool. Teachers are creating assessment tools to evaluate student progress themselves. With this work, teachers are aware of what students need to know and adjust their instructional decisions accordingly.

### **What the school needs to improve**

- Further develop the written processes in place to inform families of individual student progress and next steps to better support learning at home.
  - While the school sends home letters monthly to let parents know what is being taught, the school does not have a system in place to send home progress reports at consistent intervals between report card distributions. This does not allow parents to be informed of the progress of their children’s learning as well as next steps to support children at home.
  - A few students stated that they do not reflect on their progress or know their next steps. In not having those developmentally able students use reflective practices, students miss the opportunity to assess their own progress and take ownership of their learning.
- Refine and ensure that all goals include precise short term and long term measurable outcomes to monitor student progress effectively, and to reinforce ownership and accountability.
  - Rubrics are used in assessing student work across classrooms but some students did not seem to have a full understanding of them and their next steps. Therefore, some students, where developmentally appropriate, don’t have clear expectations of what they need to accomplish to meet the standards and/or goal.
  - Faculty and administrators have used data collected from assessments to adjust classroom decision making. However, the school does not look at the data at specific intervals to inform overall progress.
- Extend professional collaborations to include a focus on the connections between school goals and instruction to enable staff to take ownership of collective learning.
  - Teachers have been encouraged to take on facilitator positions in inquiry team meetings. Staff members willingly assist colleagues in their collective learning. However, the school has not yet identified teachers to become future leaders. This does not allow for succession planning.
  - Teachers collaborate and focus on curricula and alignment of units to the Common Core State Standards. However, they do not yet make the connection to every overarching school goal. This limits all members of the school community from assuming they are on track to teaching and learning expectations.

## Part 3: School Quality Criteria 2010-2011

School name: Q233	UD	D	P	WD
Overall QR Score				X
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

**Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.**

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X	

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X

**Quality Review Scoring Key**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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