



The New York City Department of Education



Quality Review Report

Roberto Clemente School

Public School 013

**557 Pennsylvania Avenue
Brooklyn
N Y 11207**

Principal: Barbara Ashby

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Reviewers: Frank Jones & Lysbeth Bradley

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Part 1: The school context

Information about the school

Roberto Clemente School, PS 013, serves a population of 612 students from pre-kindergarten, where there are two full-time day classes, through to grade 5. The school population comprises 64% Black and 35% Hispanic students with the remainder coming from other ethnic backgrounds. Eleven percent of students are English Language Learners with special education students accounting for 12%. The school is Title 1 eligible with 89% of students qualifying which matches that of similar schools and is higher than the City average. Student attendance, at 89%, is below that of similar and City schools. The school has a transient population and consequently a high turn over of students.

Part 2: Overview

What the school does well

- The principal is extremely well respected by all concerned for her unflagging commitment to the development of the school.
- The principal's inclusive and transparent leadership empowers all staff.
- The collection and analysis of data at the strategic level is very well developed.
- The quality of communication both within the school and with the wider community is very good.
- The curriculum is exciting and innovative in its conception.
- The quality and range of professional development is well targeted at identified need and has high impact.
- Students and parents are keenly aware of the high expectations the school has for them.
- All staff are passionate about meeting each student's social, emotional and academic needs.
- Technology is used well to enhance and differentiate learning.
- The school provides a consistently informative and high quality, learning environment.

What the school needs to improve

- Set challenging and measurable goals for the achievement of Black male students in English language arts.
- Establish consistency in goal setting for individual students and ensure both student and parent are clear what they have to do to achieve them.
- Promote consistent levels of student engagement in social studies and science through appropriate professional development and curriculum alignment.
- Introduce a streamlined approach to school improvement planning to ensure that timely modifications are made to each plan.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The principal has been extremely effective in developing a cohesive team to develop the school. She is tenacious in her efforts to improve the achievement and progress of students and has met with considerable success. Faculty reflects this high level of commitment and all staff work hard to improve their instruction by engaging in a range of professional development activities. Good use of technology supports and enriches an innovative curriculum and enhances the learning process.

The school uses both qualitative and quantitative data well to understand the needs of each student. This holistic approach enables the school to provide a high degree of care in a supportive environment. Students recognize the efforts being made on their behalf and feel confident in their relationships with their peers and adults. Teachers have a good understanding of the potential of data analysis and, as a result, use it well to inform both the development of the curriculum and their instruction. Communication both within the school and with the wider community is very effective in enabling parents to understand the learning activities that their children are engaged in and the progress being made.

The principal is receptive to new initiatives and if they suit the needs of the students is dogged in her determination to implement them successfully. She is also aware of the development needs of the school and is equally determined to address these and build on the achievements to date.

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.

Data received from New York State is extensively supplemented by school based assessments using a range of sources which include Reading First records for kindergarten through grade 3, Princeton review for grades 3 through 5, benchmark tests, ongoing observations and conferencing with students. This wealth of information is intelligently analyzed to provide valuable information of student progress and achievement at the strategic level. Teachers' understanding and use of data is equally impressive and access to a wide range of information enables them to have explicit and relevant understanding of the needs of individuals and groups of students.

The school analyzes the raw scores of State tests to identify those students who perform at a high level 2 and what skills they need to develop to move up to a level 3. The impact of this skills analysis has been effective in raising achievement. The principal has recognized that this degree of rigor also needs to focus on the higher achieving students to enable them to similarly realize their potential in order to raise the percentage of students attaining level 4. The collection and analysis of data is embedded throughout the school and informs focused discussion at all levels. Staff have developed rubrics to identify a

common understanding of standards. This gives a clear picture of what each student knows and can do at any given time but importantly identifies next steps in learning.

The in-depth knowledge the school has of each student's is used effectively to identify students in need of additional support. The school keeps a close eye on the progress of its English language learners and special education students. Personal intervention plans are developed for each student and individual education plans are in place for those students where this is a requirement. The school does not as yet disaggregate data by gender or ethnicity to the same degree to consider patterns that may emerge. The school has yet to address the reasons for the low performance of Black boys in English language arts, but recognizes the need to do so.

Comparisons are regularly made with similar schools and with the school's own past performance. principal is able to demonstrate the progress the school has made year on year and uses this information to reflect on strategies that have been successful and what needs to be done to further enhance development

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 Comprehensive Education Plan is informed by the detailed analysis of the data the school collects in order to set long term goals for students and subjects. The school looks at the levels attained by students but also importantly considers the scores students achieve in order to set more specific goals. Teachers assess work thoroughly and annotate it to identify the next steps in learning for each student. Where rubrics are in place, students are aware of what is required of them and what they have to accomplish to further improve. This results in accelerated progress. However, the use of these rubrics to set learning goals is not consistent across the school. Senior leaders develop a plan of action with each member of staff that is focused on curricular requirements and individual instruction needs. They use students' prior knowledge to inform plans and this is underpinned by a school philosophy based on high expectations of behavior and the value placed on students' best work.

Surveys of student attitudes to work and a range of social data provide the school with a rich information base on each student that is used to identify and implement intervention strategies. These are particularly useful for English language learners and special education students where individual programs are developed to meet the needs of the whole child. This holistic approach to student development ensures student needs are identified and appropriate support including counseling is available and very well targeted.

The quality of communication both within the school and with the wider community is very good. The school has worked hard with parents to involve them as co-educators in the learning process, including the implementation of parent workshops and meetings to discuss progress. Initiatives, such as parent and student of the month, further increase involvement and both are consequently sharply aware of the high expectations the school has for them even though individual goal setting is less well understood.

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.

The school supplements the mandated curriculum and the Region 5 curriculum with a broad range of experiences for students that are exciting and innovative. The introduction of Reading First has enabled staff to closely monitor individual students and balanced literacy is used well to deliver this aspect of the curriculum. Clarity of standards and rigor is added to the curriculum by the use of rubrics and pacing calendars that inform a coherent and sequential approach to its implementation and serves to identify skill deficits. In addition to the strong emphasis on mathematics and English language arts, the school provides a rich and varied curriculum for all students. Informative bulletin boards throughout the school reinforce the broad curriculum being taught and establish a high quality learning environment.

Teachers know that they are responsible for their students’ progress and utilize data well to differentiate instruction, supporting this with effective use of technology. Where there is a close match of task to level of achievement, such as when students designed web pages, they display a high level of enthusiasm and dedication to the task in hand. The school has identified the need to realign the curriculum and broaden approaches to instruction in science and social studies to ensure consistent levels of engagement.

The goals in the Comprehensive Education Plan drive expenditure. Creative use of the budget maintains low class sizes, ensures teachers have the materials to support their instruction and that any new initiative, such as the development of technology, is appropriately funded. Teachers have a range of talents and interests and this, coupled with the expertise of coaches, provides flexibility in response to student needs. Where the needs of special education students can be better met in general education classes, then this occurs. Similarly teachers are encouraged to take risks and find the best way to motivate students to enable learning to take place. This responsive and fluid approach to scheduling and instruction enhances the ability of the school to meet student need.

Teachers have in-depth knowledge of and a commitment to the students who attend PS 013. All staff are passionate about meeting each student’s social, emotional and academic needs. Students in turn recognize this. Relationships are very good and students develop confidence, feel secure and are comfortable to share their feelings with their teachers. The school has implemented a range of strategies including home visits to promote attendance but, despite these efforts attendance rates are still too low.

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 principal is a very effective and persuasive communicator who has established flexible processes and practices that are understood by all and ensure the smooth running of the school. She has clear criteria when appointing staff that has the student at the core and reflective practice as an essential element. Her inclusive and transparent leadership style empowers staff and they have the utmost respect for her unflagging commitment to the development of the school over the past five years. She has welded a cohesive team together with a common purpose and all are committed to student success. Staff, students

and parents speak highly of the principal and recognize the improvements she has made and the collaborative climate she has developed. She has demonstrated over a period of time her ability to sustain improvement and manage change in a positive fashion. Her ability to communicate her ideas clearly is at a high level

The quality and range of professional development is well targeted at identified needs and has high impact. The importance of the analysis and use of data is embedded in the school and workshops are run on a frequent basis to update and skill teachers as a part of a professional development program. Regular observation of teaching by senior leaders identifies individual needs and coaches support instruction by modeling lessons and working alongside colleagues. Training to ensure potential is maximized and precedes new initiatives, like the introduction of Reading First. Teachers are mutually supportive of each other and open in their quest to improve. They welcome inter-visitations both within the school and with others in the area as a way of developing their instruction and increasing understanding of achievement levels. Professional development meetings take place on a weekly basis at grade level attended by an assistant principal. During these sessions work is compared, moderated and plans refined in the light of progress to date.

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 well developed.

The Comprehensive Education Plan is a useful document for providing general strategic direction for the school. The cabinet monitors progress against goals set but success criteria lack the detail to measure accurately the progress being made. This is a feature of all plans and targets within the school. The school has identified the need to introduce a streamlined approach to school improvement planning where specific measures and staging posts are in place to ensure the timely modifications are made to each plan.

The school is data rich and teachers are excited by its use and potential to improve learning. Results of State testing are eagerly awaited and analyzed on arrival, prompting discussion about how improvements can be made to increase performance. Recent test results show a small drop in standards, but the overall trend remains positive. The school has already used the information to identify the need to raise the achievement of students performing at grade level and to set challenging and measurable goals for the achievement of Black male students in English language arts.

The continuous on-going assessment in English language arts and mathematics at classroom level is highly developed and has a positive impact on the learning of all students in these subjects. Flexible realignment of the curriculum and instruction is the norm and ensures that there is good acceleration of progress for almost all subgroups within the school. The high degree of communication between senior leaders, coaches, teachers and parents results in a very well informed staff who have the necessary information to effectively address student needs and the ability to refine their strategies.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Roberto Clemente (PS 013)	∅	✓	+
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 know and 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	