



The New York City Department of Education



Quality Review Report

The Vincent D. Grippo School

Public School 69

**884 63 Street
Brooklyn
NY 11219**

Principal: Jaynemie Capetanakis

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Part 1: The school context

Information about the school

The Vincent D. Grippo School provides education for nearly 800 students from kindergarten to grade 5. Opened in 2002, it has a new principal this year, who shares the same vision and passion as both the founding principal and community superintendent, after whom the school is named.

The building is striking, well equipped and maintained with a large yard, meditation garden, gymnasium, auditorium, science lab and art studio providing a broad and enriching education for all students, including a music program. Almost 75% of the students are of Asian background, the remainder mainly White or Hispanic. Over 50% of the students are English Language Learners with Mandarin and Cantonese the main languages spoken. Special education students form less than 10% of the school population. The proportion of students with Title 1 eligibility is greater than in similar and City schools. Attendance rates are also higher than similar and City schools.

The school has responded swiftly and creatively to the challenge set by its significant increase in student numbers. Hallways have been adapted for small instruction groups and specialist rooms commandeered to provide classrooms.

Part 2. Overview

What the school does well

- The school benefits from quality leadership, building upon and sharing the vision of the original principal and former community superintendent.
- The school maintains a high quality and beautiful environment in which student success is celebrated.
- The school has invested in technology for the benefit of students through its laptop program, library and media center.
- The school prioritizes reflection by staff and students, investing in professional development and collaborative partnerships to benefit all students.
- The school embraces the community it serves, offering supportive cultural experiences, parent workshops and adult language learner sessions.
- Well resourced and carefully organized classrooms display clear steps to achieve success and support learning for all students.
- Students flourish through positive reinforcement, praise and reward in this school where adults model good behavior, respect and consideration for others.
- The school has developed a flourishing, integrated, enrichment program for all, which includes art, music, physical education, science and social studies.
- The school continually monitors progress of all students, with early intervention implemented to meet individual need.
- The school has adapted flexibly and willingly to the challenges posed by the increase in its population.

What the school needs to improve

- Expand the use of technology, in the longer term, to aid instruction and help parents to support learning.
- Create opportunities for articulation and planning between content area specialists and classroom teachers.
- Continue to explore and communicate with the Department of Education and other partners to secure much needed space for the school.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

With a welcoming open door, the school provides a safe environment that supports, nurtures and encourages academic success for all students. Alongside high expectations for all, the school has established a caring, inclusive family atmosphere in which all members of the community are welcomed into a unique building. Atriums and colorful hallways displaying student work contribute to a vibrant learning atmosphere.

Positive reinforcement and rewards for behavior help maintain the calm atmosphere created by staff. Expectations of attendance and achievement remain high. Despite challenges outside its control, the school delivers quality instruction through rigorous self reflection. Detailed analysis of data enables programs to be tailored to all individual needs, including those of English Language Learners, special education students and high achievers. A significant feature is the collaborative approach to planning, evaluation and revision of provision throughout. This is facilitated by the adoption of cohesive literacy and math models and programs with integrated enrichment content areas, such as art and music. Collaboration contributes to academic success for students and professional support for teachers.

The school knows its students well and parents are very appreciative of PS69. They engage in their children's education as they are able, attending events run by the parent coordinator.

Student attendance is over 95%, indicating its importance for the school community.

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.

Fully handicap accessible, the school operates on an inclusive basis with all students valued and individual growth central. The principal and cabinet have a thorough understanding of school performance relative to similar schools, and of achievement of gender, language, ethnicity and ability groups. The achievement of special education students is also carefully monitored. Progress is tracked over time through reference to data collected and accurately interpreted, in order to inform planning, resourcing and decision making. School wide and consistent methods of assessment plus a wide range of data, both formal and informal, apply rigor to instruction and learning. With standardized test data reviewed and shared at grade and faculty meetings, together with analysis of performance through Monitoring for Results and Math Monitoring for Progress programs, teachers also maintain running records, conference notes, portfolios and assessment binders to build a comprehensive and in-depth picture of student strengths and to identify weaknesses, both short and long term. All genres of study in writing are aligned with state

standards. Assessments are ongoing and regular throughout the year, enabling swift intervention as required.

The school is not complacent about success, striving to continually improve. Further development in teachers' understanding of data analysis, such as using the Princeton Review, is ongoing. Similarly parents have been involved in workshops and information dissemination to enable them to understand data based and other information, to help them support their child's progress. Further work on the wider use of technology to help parents and teachers support learning is continuing.

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 collaborative practice in this school means establishing measurable short and long term goals for improvement, focusing on individual, class, grade and school is normal practice. Incorporating the skills and strategies students need to learn through planning for differentiated instruction has enabled student performance on standardized tests to increase steadily in all areas over a short time. This is also because all involved in the learning partnership are committed to help students achieve. The school invests heavily in early identification of needs and appropriate type of instruction required, with targeted in-school intervention, mandated extended day and tutorial instruction. So student progress in all areas is actively monitored throughout the year and from one year to the next. Data from multiple sources, informal and formal, is effectively used to plan and set goals.

Students and parents understand and are involved in meeting the high expectations for learning set by the school. Attendance at open school days and parent conferences is high. The school parent coordinator works effectively to promote communication, establishing English classes for adults and workshops to support the needs of parents, particularly the large population of families recently arrived in the country. Parents entrust their children to the school and actively support their child's achievement where possible. They work in partnership and understand the challenging goals set, through regular communication, meetings and parent workshops. The open communication in the school community means that students and parents feel able to ask for clarification or support as required. The celebration of student achievement through display of work for all content areas, especially literacy, math and art, is a significant feature of the school, with individual success recognized and celebrated. Each child feels valued. Students have opportunities to become independent learners through differentiated work, self reflection and assessment, alongside pair and small group work. Establishment of routines and organizational efficiency is successful and vital in this school, where space is at a premium, but it also enables personal growth and sense of social responsibility in the students.

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 constantly reviews practice in order to align instruction to meet the needs of each student, with a broad curriculum for all, aligned with the standards. Committed, conscientious and mutually supportive staff spend their own time helping the school run smoothly and meet its mission of nurturing and encouraging academic success. Teachers work collaboratively to develop effective standards based curriculum maps and unit plans. Collaborative planning, monitoring and evaluation with professional expertise matching differentiation to learning style and individual need, revealed by data, is a significant strength of the school.

Budgeting, staffing and scheduling decisions are firmly based in analysis of student data and the need to improve student outcomes. The language acquisition of the growing English language learner population continues to be one of the main concerns; the school has a highly qualified and growing English language learner department of 7 teachers together with a high investment in effective intervention staffing. Analysis of data also allows high performing students to be challenged while lower performing students receive remediation based on need. The percentage increase in grade level performance on standardized tests provides information on the effectiveness of intervention programs, areas for improved student instruction and teacher professional development.

Well resourced and carefully organized classrooms display clear steps for all students to achieve success and support learning. The personal laptop program for upper grades benefits individual learning, but throughout the school there is wide ranging use of technology to support progress. Computers in classrooms and the library/multi media center are in constant use. Commitment to the arts and physical education is visible. The enrichment programs on offer such as chorus, band and violin tuition actively engage the students. They are eager to come to school as the instruction programs also stimulate them to participate. Students feel they are known as individuals, feel safe and able to trust adults in the school and that they receive help they may need. Policies to ensure safety and attendance are effective. The school successfully operates a reward system and won a regional award for attendance.

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 commitment to providing professional development through superior coaching, grade planning, peer visitation, self reflection and open supportive communication is an outstanding feature of the school. The new principal is respected by all the community and has seamlessly continued to build on the excellent foundations already laid, ably assisted by her assistant principal and cabinet. Staff are selected based on their skills, commitment and capacity to use data to improve performance, with development offered as required. Reflective practice is encouraged and focused on the overall plan to improve outcomes for each student.

Partnerships such as with City College for math, Teachers' College for reading and writing and being a blueprint for the visual arts through the Studio in the School program, increase professional expertise, student and parent awareness. They are also used to achieve academic goals while contributing to the mentally healthy environment in the school. This is further enhanced by the active Parent Association and strong relationship with the Brooklyn Chinese American Association.

A collaborative ethos is central to the hardworking community of staff and teachers. Professional development needs are identified in line with student data and need, to build on good practice. Visits to classrooms by the principal and assistant principal are regular, as are inter-classroom visitation opportunities, which enables ongoing professional support and development. Participation at lunchtime 'lunch and learn' sessions is evidence of staff commitment. Grade planning sessions, instructional team meetings and intervention team meetings offer specific planning time for professional development topics and discussions. Utilizing intervention teachers, English language learner teachers, coaches and other specialized staff in the delivery of professional development in formal and informal settings contributes to their own professional development and is another significant strength of the school. The school is constantly seeking to further refine practice and support greater student success, for example by creating opportunities for articulation and planning between content areas specialists and classroom teachers. PS69K runs very smoothly despite overcrowding with procedures clear, communicated to all and followed accordingly.

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 strength of the school's assessment methods, comparison and evaluation of student performance, is evident in the continuous increase in performance over the past four years. This is due not only to the quality of instruction and dedication of all school staff, but also the plans in place and strategies to continually self reflect and objectively assess progress. The effective use of formalized data is built into school calendar. Ongoing focused conversations throughout the year are based on the school's 'bottom lines'; thorough assessment of student work and portfolios features in regular meetings. The instructional team evaluates and shares findings with school faculty. The progress of individual students is monitored throughout the year. Classroom teachers, academic intervention teachers and other specialists are able to reassess student needs and offer support. Data comparison is another effective tool, providing information on each performance level through the years and for each of the higher grades, enabling identification of student and teacher trends and needs. Rigorous evaluation is based on New York State standards, regional and school bottom lines, specific programs and the workshop model of best teaching practice.

The school continues to explore and communicate with the Department of Education and other partners to secure much needed space for the school. Despite the significant challenges of the growing student population and staffing considerations, PS69K delivers high quality enriching programs for all students tailored to meet individual need through collaborative planning and monitoring of standards based instruction.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Vincent D. Grippo School PS 69	∅	✓	+
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