



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



# **Quality Review Report**

**Ernest Jenkyns School**

**Public School 202**

**982 Hegeman Avenue  
Brooklyn  
NY 11208**

**Principal: Pauline Smith-Gayle**

**Dates of review: May 11 - 15, 2007**

**Reviewer: Sue Alton**

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## Part 1: The school context

### Information about the school

The Ernest Jenkyns School is a pre-kindergarten through 8th grade elementary and middle school with 1055 students enrolled. 31% of the students are Hispanic and 66% are Black students. The small remainder of students are White and from other ethnic groups.

11% of the population is special education students. 90% are Title I eligible, which is higher than in similar and City schools. 7.5% of students are English language learners. Attendance has remained static over recent years, at around 90% which is lower than similar and City schools.

## Part 2: Overview

### What the school does well

- The principal is well respected by students, staff and parents and she has the capacity to effect change.
- There is a strong sense of teamwork across the school and all staff actively share ideas and evaluate practice.
- The principal uses data effectively to identify key improvement priorities for the school.
- At all levels, teachers use data effectively to identify areas of school performance which need to be improved.
- The school uses data well to track the performance of individual students.
- The school has high aspirations for academic success.
- Professional development is well planned according to the needs of the school and individual teachers.
- Teachers demonstrate good commitment towards students' academic and personal development.
- Students enjoy school and feel valued by staff and are motivated to achieve their goals.

### What the school needs to improve

- Create a more individualized goal setting process which takes into account the previous achievement of students and groups and the steps of progress they need to make.
- Ensure that there are consistent systems for teachers to use data to differentiate their teaching within each class to meet the needs of individuals and groups.
- Establish systems to track and evaluate the impact of targeted activities on achievement.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school.**

Teachers and administration work closely together at Ernest Jenkyns School. The principal is well respected by students, staff and parents. As one student said, “She gets along with everyone and she tries real hard for us.” There is a strong sense of teamwork and staff are enthusiastic, eager to discuss practice, try out new ideas and learn from one another. Professional development has a high profile and is effective in developing teachers’ skills.

There are a range of effective systems to ensure the progress of all students is carefully tracked. There are high aspirations for all students. The expectation of “10% of progress” in learning each year can be quoted by students and parents as well as staff. Teachers use data effectively to understand the performance of individual students and to identify areas of knowledge and skills requiring improvement. While data is used well to assess what students have learned, school leaders are aware that more needs to be done to differentiate teaching and outcomes for individual students and groups within the class.

The Comprehensive Education Plan is produced collaboratively between the principal, teachers and school leadership team and identifies key priorities for improvement in the year. Priorities are specific and related to the school’s analysis of performance data.

The school’s approach to using data has resulted in improvements in performance in City and State examinations in English language arts, mathematics and science.

### **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 proficient.**

The data collected by the school enables it to establish a clear picture of the overall performance and progress made by its students and overall trends. The principal is very knowledgeable about the performance of students across this large school and uses data and first-hand knowledge to explain issues and evidence with ease. She tracks the performance of the school from year to year. She discusses differences in performance between classes and grades with teachers to ensure that appropriate action is taken. Comparisons with the performance of similar schools are made with the relevant available data and principals meet across schools to share progress and discuss ideas based on their comparisons.

Teachers collect a good range of assessment data, including the Princeton Review. The monthly report system collects examples of students’ work from all teachers. Students who are underperforming are specifically targeted to ensure they do not fall further behind. The school uses raw scores so that students close to level boundaries can also be targeted.

This information is used well to understand the performance of individual students and to identify areas of knowledge and skills requiring improvement.

Teachers record assessment outcomes for students in their classes effectively. However, this is not always used systematically to differentiate teaching within a class. The relative performance of different ethnic groups is recorded and English language learner support identified as a result. The school has begun to use data of to examine the progress of other groups. For example, data shows that boys perform less well than girls. A range of programs have been introduced to address this, for example, Saturday academy. The school reports that this provides an incentive for the students who are targeted to attend. It helps to raise self esteem and supports team work. Systems have not yet been established to track the impact of these activities using data. Students in the “challenge” classes are targeted to achieve higher grades. However, the teaching in the “challenge” classes does not appear to present any additional challenge or opportunities based on data analysis.

**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 proficient.**

Students and parents are aware of the high aspirations of the principal and staff. All students and grades are expected to make a 10% improvement each year. In some instances, this may be difficult to achieve, due to specific and quantifiable goals not being set for some students and activities.

Goals and plans focus on the school as a whole, individual students and each grade. Goals are set for subjects, but these are too general and based on the aim for all students to graduate in that subject.

Data is used effectively to identify those students “at risk” of not graduating and a range of support is put in place. The progress of these students is carefully tracked. The school leadership team meets regularly to discuss and review goals. The principal and assistant principals use data analysis as a focus for discussion with teachers.

All members of the school community are focused on improving achievement. Parents value the school’s high expectations, the communication they have with the school and easy access to teachers. They appreciate the range of activities outside the classroom setting and comment on how much their children enjoy school. Newsletters, parent teacher conferences, report cards and open house meetings are helpful in providing information about the school’s priorities and the progress of their children. The learning leaders program allows parents to work in the school as educational partners. As one parent said, “This lets kids know that teachers aren’t their only teachers. People outside are too.” Additionally, partnerships with other organizations support the work of the school effectively. For example, professional developers from Kaplan support teachers in developing their skills.

**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 proficient.**

The school delivers the mandatory curriculum, which is regularly evaluated. For example, it was agreed that Everyday Mathematics does not cover every area highlighted in the Princeton Review assessments and so other programs have been purchased to support this. The Core Knowledge curriculum is to be introduced which has a cross curricula approach. Teachers acknowledge that it will be a new challenge for them, but are excited by the opportunities this curriculum may bring including reinforcing learning across subject areas. Staff know they are accountable and they meet regularly with the principal to explain data and to consider strategies for improvement. Students are targeted for special programs and support including extended day. Students value these opportunities to reinforce classroom learning or to catch up.

The organization of classes in each grade is based on students’ achievement, using data analysis. This helps to differentiate work across the grade as a whole. Leaders are aware that although all staff use data to track the progress of individuals, it is not used systematically within each class to drive differentiation. However, a lesson involving collaborative team teaching presented a very good example of how rigorous assessment practices can be used to inform individual and group goals within the classroom.

The analysis of data informs staffing and budgetary decisions appropriately, so that resources are targeted to specific needs. Examples of this are collaborative team teaching classes, decisions about hiring retired teachers and paraprofessionals and the provision of common planning time for teachers across classes.

The school is a calm and orderly environment. Students feel comfortable about approaching adults about any personal or academic issues which may arise. Students enjoy school, particularly when lessons are practical and they can be actively involved, for example in science. Overall, behavior and attitudes are good. However, in some classes, where differentiation is not clearly focused, students are less engaged.

Attendance figures remain fairly static at around 90%, which is slightly lower than similar and City schools. Good attendance is given a high priority and charts are displayed around the school to show the attendance of each class. Students know it is important to attend. Absences are monitored closely at whole school level and by grade and are followed up by the attendance officer.

**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 proficient, with well-developed features.**

The principal is highly respected by students, staff and parents. She has a clear vision for the school and the capacity to effect change. Leaders, faculty and staff are all selected on their skills and capacity to deliver the school’s vision. The professional development needs of all new staff are identified by the leadership team and the effective induction program focuses on the use of data and assessment. Professional development has a high profile and is effective in developing teachers’ skills. Coaches work closely with staff to ensure training is differentiated and closely matched to the priorities of the school and

individual needs. However, the impact of the training on the use of data to raise achievement is not yet evident in all classes.

Learning walks and inter-visitation are a feature of the school. Supervisors visit all classes for a short observation with a specific focus. Formal feedback is given and this leads to professional development programs. The information used provides a picture of the schools' performance in the selected areas. "Book talk" is particularly valued by staff. This effective, innovative and well planned process is used to train and develop staff in key areas relating to the schools' needs. Teachers comment on the impact it has had on their teaching. Expertise within the school is recognized and this can lead to opportunities for them to run training activities. Staff enjoy working at the school. One teacher said, "I came here for a week and that was 14 years ago!"

Teachers and other staff collaborate very well together. This happens in grade meetings, common planning time and on a continuous informal basis. Teachers welcome opportunities to observe each other teaching. The principal observes teachers regularly and studies all observation reports from the assistant principals. She has a close knowledge of the quality of instruction across the school and uses this to drive forward improvements. This unity and closeness combined with strong leadership means that the school runs smoothly.

The school is actively engaged in a range of partnerships, to support learning and broaden the curriculum, for example academic intervention services, which provide support and instruction before, during and after school. These are valued by students. The partnership with Brooklyn College, offers a career day activity with professionals and organizations within the community. This highlights career opportunities for students in grades 5-8 and help to raise their aspirations.

**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 proficient.**

The Comprehensive Education Plan is produced collaboratively between the principal, teachers and school leadership team. Priorities are specific and related to the school's analysis of performance data. The principal challenges all staff to use previous data to move each student upwards, regardless of student achievement. The overall priority is for all students to graduate and to make 10% progress each year. Intervention strategies are identified for those with the greatest need. Goals for subjects and grades are not identified within the Comprehensive Education Plan. However, they are specified in individual action plans. Priorities do not always include objectively measurable outcomes. Therefore, while the evaluation of progress is rigorous, it cannot always be quantified. The overall achievement of priorities is used well to support future planning and development.

The principal, senior leadership team and cabinet work closely together on the Comprehensive Education Plan. Each meeting focuses on a specific section. The Comprehensive Education Plan ensures that there is a broad understanding of what the expectations are for students and the actions required to achieve them. Guidance counselors and a range of other professionals monitor the progress of individuals closely to ensure they are on track to achieve standards for their grade. The meeting structure for staff ensures that there is ongoing evaluation of progress towards the goals identified and plans are adjusted accordingly. However, this is not part of a formal recorded process.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Ernest Jenkins School (PS 202)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>			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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>		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"> <li>• all other categories of interest to the school*</li> </ul>		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	
<b>Overall score for Quality Statement 1</b>		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.

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 2</b>		X	

<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 3</b>		X	
<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 4</b>		X	
<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 5</b>		X	