



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Marino Jeantet School

Public School 19

**98-02 Roosevelt Avenue
Queens
NY 11368**

Principal: Genie Calibar

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Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The Marino Jeantet School, Public School 19, is located in central Corona, Queens. It serves a student population of approximately 1950 in kindergarten through fifth grade and is one of the largest elementary schools in the country. Over 66% of students are English language learners, which is a higher percentage than in similar and City schools. To cater for the significant English language learner population the school has ten specialist English as a second language teachers, one bilingual class in each grade and two dual language classes in kindergarten and two in first grade. Approximately 2% are special education students. The school is ethnically diverse, with the majority of students, at over 90%, being of Hispanic background, which is higher than in similar and City schools. The remaining students are of Asian and other backgrounds. The school receives Title 1 funding. Attendance consistently averages 95%, which is higher than in similar and City schools.

The principal has been at the school for five years, four of these as principal. The school is organized into four smaller schools, each with a particular identity: the school of writing and publishing; the school of math, science and technology; the school of communication and performing arts; and the school of American studies. Each of these schools is vertically grouped, with kindergarten through fifth grade classes, and is led by an assistant principal. The school occupies an entire square block, with 83 classrooms located in a five floor main building, as well as a mini-building and transportable classrooms in the school yard.

Part 2: Overview

What the school does well

- The effective principal shares her high expectations with the staff and is an excellent role model for others through her caring attitude and organization skills.
- The administration strongly supports the principal by dynamic collaboration to ensure the school continues its improvements.
- The effective self-evaluation process means that the school knows itself well and so builds on strengths while working on areas for development.
- There is evident enthusiasm and dedication among all staff to nurture and develop the whole student.
- The school is a stimulating learning environment oasis where effective use of resources and creative scheduling actively engages students with their learning.
- The organization of the school into four smaller schools ensures that it responds effectively to the academic and personal needs of each individual student.
- Data is used effectively to inform instruction, initiatives and professional development.
- Student attendance and engagement are very good.
- Parental support and outside partnerships are well used to benefit student learning.
- In this overcrowded school, behavior and movement around the school are excellent, through considered and firmly established routines.

What the school needs to improve

- Refine all data analysis to disaggregate by groups and subgroups, and to measure group and student progress over time, in order to inform instructional practice.
- Allocate sufficient time for planning between classroom teachers and academic intervention service providers so they can use data more effectively.
- Further develop individual goal-setting and associated differentiated activities based on research.
- Maintain the strong focus on professional development, particularly to meet the needs of English language learners in general classrooms and to assess the impact of professional learning more formally.
- Incorporate timelines and interim checkpoints into school planning to ensure all goals are specific, measurable, achievable, realistic, and time related.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The Marino Jeantet School knows itself and its population extremely well. It is mindful of the community and sensitively responds to its issues. Many of the staff speak Spanish, which is a significant feature in a school where the majority of families are from Hispanic backgrounds. The school welcomes these families through its truly open door policy, offering translators, access to adult English language learner classes and workshops as well as the colorful and well resourced library/media center. It aims not only to enrich and nurture the whole child, but develop the wider school community into lifelong learners.

There is a focus on providing for the large student numbers overall, with over two-thirds also English language learners. The recent organization into four small themed schools, each led by an assistant principal, gives greater identity for both staff and students and encourages creative thinking in planning instruction. Although the curriculum is broadly the same, each school's focus adds a rich extra dimension to widen student experience and encourage independent inquiry and learning. This year a school-wide enrichment model is being implemented, as well as talent periods, which are contributing to vibrant classrooms, and developing and reinforcing language and skills acquisition.

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 school gathers formal and informal data from several sources, in addition to formative and summative assessment data. New York State assessment data is supplemented by standardized assessments such as the Early Childhood Language Arts System Developmental Reading Assessment and Princeton Review interim assessments for English language arts and mathematics, which are given three times a year. These give good skills analysis information to the school and are used in conjunction with teachers' binders and running records, writing samples and other classroom derived data. Everyday Math is used throughout the school with its inbuilt end of unit tests which provide student data. In this way the school builds a clear picture of individual, class and grade performance. Together with attendance and incident report information, all these data are considered by the cabinet and other specific groups, such as the school leadership team, pupil personnel committee and academic intervention service team. The number of special education students in the school is small but growing, so their progress is also carefully monitored.

One of the most relevant sources of information for this school population is that given by the New York State English as a Second Language Test. The school analyzes results from its large English language learner population according to home language, how long students have been in the country and whether the students have a history of interrupted study. It looks at given data broken down by gender, students who are higher achievers within this school population, and those 'at risk of promotion'. Any trends in their

performance are identified and result in specific initiatives to improve their outcomes. The school is in contact with other schools with similar populations and ethnic backgrounds. Reading levels and accountability reports enable comparison. The schools work together to share strategies, especially for English language learners. They conduct inter-visitations and discuss appropriate professional development.

The school is continually consolidating its collection of data. For example it is addressing issues of frequency and consistency, and the development of further skills analysis. It carefully utilizes the data it has to inform planning. The school is aware it does not, as yet, always explicitly disaggregate all data by groups and subgroups to measure group and student progress over time, in order to further inform instructional practice.

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.

This school knows itself well and uses data to build on strengths and work on areas for development, both for students and the whole school. The cabinet, including the five assistant principals, and five coaches, and the school leadership team are the main agents for devising the Comprehensive Education Plan, in careful consultation with all constituents. Other teams have responsibilities for specific areas, with the assistant principals each having oversight of whole school areas, such as English language learners, academic intervention services or special education. Data is used to track progress or identify concerns for groups and individuals. Walkthroughs also add information to the overall picture so that timely intervention is planned with prompt action. Data showed, for example, that speaking and listening required more focus, so ‘accountable talk’ is now monitored as an important feature of the curriculum to develop more sophisticated language skills.

The school has a comprehensive and inclusive approach to special education students, with some collaborative team-teaching classes, self-contained cross grade and bridging classes. Different interventions for all students are strategically planned, based on the needs revealed by data, so that students performing at level 1 in English and mathematics, for example, have a personal intervention plan and more intensive support. Interventions occur within the school day, and in the before and after school programs as appropriate to identified needs. Progress of individuals is monitored on a monthly basis.

Scheduled meetings occur weekly by grade across the whole school so that coherent planning and professional development occurs linked to data analysis. Other meetings are also carefully scheduled within this complex large organization, such as that for dual language classes. The school recognizes the need to also build in time for planning between classroom teachers and academic intervention service providers. The school uses data effectively to identify approaches required to build student success, such as pacing and reading stamina, and these are incorporated into team planning.

The school makes every effort to convey high expectations to students and parents and is fortunate to enjoy the support of many parents as learning leaders and active Parent Association members. The 100% compliance with the school uniform policy is a measure of the importance given to education within the community, even if they are unable to actively participate in their child’s learning for personal or social reasons.

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.

There is a careful focus on a coherent curriculum across the whole school. An overarching emphasis in each small school on common content area instruction is underpinned by that school’s particular focus. This is the second year of implementation of the Teachers’ College model of balanced literacy. Everyday Math is established in all grades. Collaboration between teachers, coaches and assistant principals develops teaching points for each grade level. Literacy is included across the curriculum. Data informs the curriculum, so science is much stronger in the school as a result of a monthly science curriculum calendar, six cluster teachers and a resource science center. Assessment of student performance resulted in the introduction of the ‘Foundations’ program in the lower grades, which has improved students’ phonemic awareness.

Teachers are evidently dedicated to nurture and develop the whole student and so enthusiastically incorporated skills and knowledge they believe their students require as they know them so well. They engage in collaborative planning, both formally and informally, and willingly share ideas. The school has many new teachers who are well supported by other staff. Teachers differentiate instruction by grouping students based on data. The school is working to further develop individual goal-setting and associated differentiated activities based on research.

This school is very effective in its use of resources, space and staffing. The school enrichment model is creating an exciting and stimulating oasis where creative scheduling and initiatives enhance student experience. Active participation by students in classes is encouraged with many hands-on activities to develop understanding and facilitate skill development, so students are generally very engaged in their learning. The organization of the school into four smaller schools, each with continuity of assistant principal and guidance counselor, ensures that staff members respond to the academic and personal needs of all students. This provides greater security and identity to parents and students. They feel respected and valued as individuals and families. As a consequence student attendance is very good and the school has outreach in place to support this.

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 highly effective principal provides a role model for staff through her high expectations, caring attitude and organization skills. The expertise and commitment of the cabinet means they work seamlessly and collaboratively with the principal to utilize data, explore ideas and develop initiatives to meet the many and varied needs of this large school population. Staff selection is carefully considered to meet school needs and is based on a candidate’s enthusiasm, ability to engage students, willingness to learn, as well as content expertise.

Professional development is a strong and embedded feature of the school’s planning. It is designed to build capacity, so reflects not only student identified needs, but also teacher requirements. These are assessed in walkthroughs by administration, teacher feedback

and whole school priorities. Professional development is differentiated and provided, formally and informally, through a range of activities. These include weekly grade study groups, individual meetings with coaches to set instructional goals, inter-visitations and other opportunities both within the school and outside. One example of effective targeted professional learning is the City mathematics initiative to meet the needs of English language learners, which includes collaboration and coaching by professors from Berkley. This has resulted in increased understanding and more appropriate questioning for different groups of English language learners. The school recognizes the need to maintain the strong focus on professional development, particularly to meet the needs of English language learners in general classrooms and to assess the impact of professional development more formally.

In this overcrowded school, behavior and movement around the school are excellent, through considered and firmly established routines. There is an inclusive atmosphere of trust, respect and collaboration which stems from the leadership shown by the principal. Students appreciate the wide range of community based organizations that contribute to broaden their cultural experience and enrich their learning, such as the New York Philharmonic and Dorling Kindersley Publishing.

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, the principal's performance review and the professional development plan are all firmly aligned and based on analysis of data. The school is very aware of its strengths and areas for continued development. It is continually evaluating the impact of initiatives, programs and strategies in a transparent fashion to further improve school and student outcomes. It examines progress year-on-year in whole school planning to revise its plans in the light of available information. For example, there is a currently a whole school focus on non-narrative writing based on assessment of student work. Much of this evaluation and monitoring is not, as yet, formalized and the school recognizes there is a need to incorporate timelines and interim checkpoints into its planning to ensure all goals are specific, measurable, achievable, realistic and time-related.

This large school embraces its constituents and focuses on developing the individual school by exposure to a broad based and student-centered curriculum incorporating many opportunities for active participation. It is a school rooted in its community that is meeting its many challenges head-on with a positive and welcoming approach that embodies its reflective practice and desire to continually improve.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Marino Jeantet School (PS 19)	∅	✓	+
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	