



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



# **Quality Review Report**

**Andrew Jackson School**

**Public School 024**

**141-11 Holly Street  
Queens  
NY 11355**

**Principal: Lori Golan**

**Dates of review: 31 October – 2 November, 2006**

**Reviewer: Cherry Jackson**

# 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

Andrew Jackson School, Public School 24, serves a diverse area of Queens. There are currently 696 students in kindergarten and grades 1 through 6. Students come from a range of ethnic backgrounds. The largest proportion, 67%, are Asian, with 20% Hispanic and small proportions, about 7% each, of Black and White students. Sixty-four percent are known to be Title 1 eligible. Last year the proportion of students who were recently arrived in the country was 20%, over twice the City average, with most coming from China. This year the proportion of students learning English is higher than ever for the school at 34%. The proportion of special education students is about 9%. Attendance, at 95.8%, is well above the City average, and better than that of similar schools.

## Part 2: Overview

### What the school does well

- Performance on City and State tests for English language arts, mathematics and science at PS24 is well above similar schools and rising from year to year.
- The principal's detailed annual analysis of test results clearly identifies groups of students who need support and parts of the curriculum that need improvement.
- The English language learners and special education students are carefully assessed so that they can be grouped and taught effectively and can progress well.
- The principal uses the budget and any available extra funding skillfully to meet students' needs for extra teaching and materials.
- Widely available dance, singing and music lessons enrich the State curriculum and help students express themselves confidently.
- The teachers and the para-professionals are well trained and carefully coached so that their work meets the principal's high standards.
- The resulting consistency in organization and expectation give the students a secure framework within which to learn.
- The school reaches out energetically to help parents support their children.
- The staff work very collaboratively, with respect for each other and the students.
- The principal leads the school with clarity and good judgment.

### What the school needs to improve

- Develop the helpful teachers' checklists for recording the skills each student has gained across all grades.
- Share learning targets for individual students explicitly with students and their parents, so that they know what they are aiming to achieve.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well developed school.**

This elementary school is giving its students a good education in the basic skills and successfully helping them become confident, responsible people. Increases in test results show that students are more and more competent each year. The large number of staff allows student classes and groups to be small. The classrooms and lessons are well organized. The staff are well trained, and provide good teaching and learning. The principal is sympathetic, strong and clear-sighted. She focuses the school's effort very competently. The school uses data very well to identify the students' learning needs, and to plan for them. The budget is flexibly used, and any other necessary changes are made to support the plans.

The students are secure at school and study with interest. Their parents are very happy with the school and are grateful to be treated there with genuine respect.

### 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.**

The school uses a good range of data to check on the students' progress. Not only do teachers use the City and State tests, they also use tests chosen for specific purposes. For example, the Independent Reading Levels are tested four times each year to give early warning of any problem for any student.

The principal, who is a mathematician, analyzes the test data in detail and can show year-to-year improvement in the number of students who gain high levels and a corresponding decrease in the lower levels. In mathematics, over three years, the proportion of high levels has increased from 34% to 65%. The trend in English language arts is similar, although less marked. The principal compares the results of classes and groups usefully and was able this year to identify grade 3 as needing attention as they were not doing as well as grade 3 in similar schools. The principal particularly values data for the English language learners as they are a large group. Her annual analysis shows how they are spread across the levels. Additional testing updates the picture each month, so that staff can clearly see students' progress and pinpoint their learning needs.

The teachers work very hard to supplement test scores with a range of observations, checklists and records. These show what each student can do and can swiftly be used to plan the next lesson. The teachers produce the checklists themselves, particularly for the younger grades. The older grades have less such material. The principal is looking to improve practice and intends to drive the same development for older grades.

Students in some of the older classes write careful self-evaluations after units of work. This helps them learn and be responsible and means that they, too, are beginning to gather relevant data.

**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 school cabinet sets goals for the older grades as part of their Comprehensive Education Plan. These goals are clear and quantifiable in terms of test results. They also helpfully set goals for teaching parts of the curriculum where students have not achieved as well as they could.

Staff work, within a very full structure of meetings, to set goals for individuals and groups. The meetings focus everyone on the students’ needs. Coaches and class teachers work collaboratively to look at lesson records and agree what students need most. Staff working with English language learners and special education students meet regularly, with a very well organized agenda, to review and re-plan, where necessary, the programs for each student. This means the students can make swift progress and are not bored.

The teachers model, and the students learn, respect for individuals and high expectations for themselves. One special education pupil had a good enough self-image to say he wants to be a financial analyst when he is grown. The students know they have interesting things to say and expect to be heard. Older students are able to reflect on recent lessons and to describe what they are learning. While the teachers assess and plan carefully for each student, they do not always share students’ targets with them and their parents.

The school makes a sincere, continuing effort to provide information for the parents about their child’s curriculum and progress, with a planned range of talks, workshops and activities for home. The busy parents are cooperative, many read daily with their child, and recently in a survey 60% of responses said they came to at least one meeting a year. Almost 98% of parents attend conferences with class teachers, so that the students know that all the adults want the same success for them.

**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 curriculum is a good blend of basic skills, understanding and self-expression. While the school follows the mandated English, mathematics and science curricula, it also offers dance, singing, instrumental music and physical education. The curriculum maps are written collaboratively by the teachers, who ensure continuity across subjects. For example, students learning to sing in the jazz style were also reading biographies of jazz singers and finding on a map the names of towns mentioned in their songs.

The teachers seek to meet individual student needs by making easier or harder demands on individuals. Students at different levels helpfully have differentiated work in groups with

different adults. The principal's helpful aim is to increase the differentiation by improving the teachers' skills checklists. The principal, by being consultative, clear and firm, ensures that teachers take their responsibility for their students' progress very seriously. The teachers do so willingly, with positive and evaluative attitudes.

The principal uses the budget and any additional funding very efficiently to decrease the student to adult ratio and to support grades or subjects where there is need. She manipulates staffing gaps and staff strengths to achieve the best for the students. She maximizes each adult's work-time with students. The school deploys very effectively the large staff of para-professionals and support teachers for English language learners and special education. The result is that each class has parts of the day where there are two or three adults working with the students. The principal also uses the budget to pay for a generous complement of three coaches. They work with the teachers to plan and teach literacy and mathematics. These senior staff are a powerful agent for improvement and raising standards.

In addition, other professionals are well focused on the students' needs. For example, the after-school, bilingual, Chinese, family counseling service and the weekly telephone translation hotline, in four languages, listen to parents' problems and keep them informed. This all helps the students to have stable lives where then can learn happily.

The students are secure at school and trust the adults there to care about them. They rise well to the school's high expectations. They enjoy their lessons and work hard. Their attendance is consistently better than in similar schools and the City average. The principal, however, monitors attendance daily and ensures home contact if she has a concern.

**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 successfully selects new staff either from her own experience of their work or by assessing their flexibility and capacity to learn. Their professional development is very carefully planned by the school cabinet to further the school's aims. The teachers take their training very seriously and report back to colleagues about their learning. A great deal of very good training, particularly on the use of assessment and data, takes place inside the school, as coaches work with the teachers or teachers collaborate or observe each other's lessons.

The principal's effectiveness is clearly demonstrated by the rise in achievement over the period of her leadership. The staff and parents speak respectfully of her help and support. Parents, teachers and students all agree that the daily running of the school is smooth.

The principal ensures that no time is wasted and that everyone fulfills their roles. She has a very clear strategy for ensuring that teachers know her expectations and for checking that they meet it. She has built up a body of written guidance for the teachers on how they are to organize their classrooms and work. She and other senior staff check that the guidance is followed. They observe lessons, walk through classes, meet with teachers to set goals and discuss them regularly. The mandatory lesson observations for new teachers are carefully done. The teachers log the support they have had with their goals and the class activities they have tried. The teachers all have buddies as well as coaches

to with whom to meet and collaborate. The tiers of meetings support the principal's leadership, ensure that staff know what they should do and are able to do it, and help them to evaluate the outcome of their work very regularly.

Support services from outside the school are integrated into the effort everyone is making for the students. For example, the director of the after-school program works closely with the school, providing homework support and developing students' self-confidence.

**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 cycle of reviewing and planning repeats itself efficiently through the year. The staff use interim assessments in English language arts and mathematics three times a year to see whether students are on track to meet their targets. The principal collects the data on a running record that highlights needs and helps to push the students along. The information feeds into a cycle of teachers' meetings and special education review meetings to decide about action needed.

Staff members and parents are involved in the writing of the Comprehensive Education Plan, ensuring that staff are aware of its goals. The school cabinet carefully reviews the Comprehensive Education Plan at the end of the year and also assesses the effectiveness of the professional development. Then it revises plans where necessary.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Andrew Jackson Public School (PS 024)</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<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>			<b>X</b>
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>			<b>X</b>
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>			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.		<b>X</b>	
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<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