



The New York City Department of Education



Quality Review Report

The Jacqueline Kennedy Onassis School

Public School 066

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Queens
NY 11418**

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Part 1: The school context

Information about the school

The Jacqueline Kennedy Onassis School is a kindergarten through 5 neighborhood school in Queens. It is located in a 109-year old building which is recognized on the National Registry of Historic Places and is a New York Historic Site which was restored in 2003.

Its current enrollment is 440 students, of whom 63% are Hispanic, 7% are Black, 11% are White, 1% are American Indian and the balance are Asian or others. Almost 9% are special education students and there are almost 20% English Language Learners. The school is in receipt of Title 1 funding, for over 76% learners,

The school was named after Jacqueline Kennedy Onassis because of her passion for books and reading, which the school hopes to inculcate into its students. The New York State Business Council recognized the school's reading improvement with the Pathfinder Award of 2002. A second award, the High Performance Gap losing School Award was received by the school in 2004-5.

There are partnerships with a number of external organisations, mainly involved in teaching and learning activities, and the school has a range of in-house activities designed to add a creative dimension to the curriculum.

Part 2: Overview

What the school does well

- There are consistently high levels of achievement across the curriculum, which are continuing to improve.
- Curricula, which combine mandated content with the capacity to generate data and differentiated learning, have been very carefully chosen.
- Data at school, grade, class, student and relevant grouping levels is used consistently, and drives school activity very effectively.
- Effective leadership is given by the principal and assistant principal, which allows good progress to be made through change.
- There are very high levels of collaboration across the school.
- Very close relationships between administration, staff, students and parents exist, leading to high levels of trust and co-operation.
- Administration, staff and students have high expectations of themselves and of each other.
- There is a culture of rigorous target setting and high achievement across the school.
- There are high levels of engagement and enjoyment of learning in and out of classrooms.

What the school needs to improve

- Ensure that all teaching staff are differentiating their instruction by the way students learn as well as by the level at which they are learning.
- Build closer links with community based organizations and outside bodies to extend enrichment activities.
- Be sure to include interim goals into all plans to make reviews easier to facilitate.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The use of data and its role in improving the performance and progress of every student is embedded at the Jacqueline Kennedy Onassis School and this has helped to push up the achievement levels across the school throughout the curriculum. It is small and friendly and every staff member knows every student by name and vice-versa. The principal and assistant principal work very closely together and all stakeholders, including staff, students and parents feel they have a voice in what happens in the school. Plans are open and democratically formulated, with measurable targets, rubrics and impact measurements included. The school is trying to be learning, rather than a teaching, organization and students are encouraged, from the earliest age, to become responsible for their own learning, so self-evaluation and target setting are apparent from the lowest grades. Students feel proud of their work, showing high levels of engagement and enthusiasm in class. The individualization of the student experience, the aspiration of the administration, is becoming embedded across the school.

There are still challenges for the school, however. Attendance levels are not yet at target, despite strong interventions by the school, differentiation by how students learn is not embedded as is differentiation by ability and reading level, and the school still has to develop partnerships with more external organisations to enrich the activities program currently provided in-house. However, the principal and cabinet are effecting change rapidly and recognize these are necessary in order for then school to progress.

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 Jacqueline Kennedy Onassis School uses data routinely and consistently throughout the school, including the New York State standardized English Language Arts, mathematics, science, and social studies examinations, and the Princeton Review. The Gains Report is used to look at each student over a period of time and the state tests and Lab-R are diagnostic tools which identify the needs of English language learners. The school also produces its own data, in the form of standardized running records, teacher-made tests, information observation logs, teacher and student portfolios, conference notes and inventories for each student.

This data is broken down a number of ways: by grade, class, subject, ethnic sub-groupings, gender, English language Learners and special education students, as well as looking at the progress and performance of each individual student. Each classroom teacher maintains a data folio with on-going test data, plus individual student portfolios, so there are full and current profiles for each student. The school also looks closely at those students on grade borderlines, especially those on levels 2 and 3, to push up achievement. The school always compares itself with similar schools and with other

schools in the region. It keeps careful records on past performances of the school at whole school, grade and class level, and tracks cohorts of students through the school.

The school uses a range of diagnostic and strategic tutoring tools that also produce data. These include The Voyager New York City Passport Program, whose benchmarks identify critical thinking and phonemic awareness in grades Kindergarten-2, Foundations the Wilson Reading Program, The Kaplan Advantage addressing test sophistication in reading and math for grades 2-5 and the Orchard Math and ELA computer program, which is a data-driven technology component which helps to individualize student 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 well developed

Whole-school goals are based on the Comprehensive Education Plan and principal’s performance review, and on teacher observations, student data and region initiatives. Student goals are set in a number of ways, including those built into various programs. The school issues a series of self-evaluation/monitoring forms periodically so students in upper grades can start to monitor their own performance and set their own goals. An example of this is for directed study in which the student is asked quarterly to rate themselves on a score of 1-5 in such things as attendance promptness, staying on task, helping others, challenging themselves, and taking responsibility for their own learning. The student then should say why they have awarded themselves that grade, what has helped them to achieve it and what they think they could do to help them improve. Rubrics are displayed throughout the school and used by students to help them self-evaluate and set their own goals. The school has invested in a number of computers which facilitate the Orchard program. Following a pre-test, students are profiled in math and English language arts, and targets are set for them, complete with performance indicators.

“Hot lists” are produced whenever summative data is produced and any students at levels 1 or 2 are immediately assigned academic intervention, which takes place before and after the school day and during lunch-times. There is also a Friday Academy from 2.30m- 4 p.m. and a Saturday program. Common preparation times, literacy meetings, monthly grade conferences, faculty conferences and interclass and interschool visits facilitate target setting at grade, class and subject levels.

Staff and students have very high expectations of themselves and of each other. Achievements are displayed throughout the school on bulletin boards. The school is regularly in touch with parents who are kept fully informed of plans for the school and for their own child by letters, newsletters, meetings and flyers.

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 has been carefully chosen to align with State standards yet to broaden students’ experiences. The main criteria for selecting programs has been their ability to

provide appropriate data yet be capable of customization to meet the needs of the school and all its students. The mandated Everyday Math is used throughout the school, but the reading programs, such as the Treasures Program, used in grades Kindergarten - 2, have been carefully chosen for their ability to provide needs assessments as well as being able to blend in with other programs, such as the Voyager New York City Passport Program. Balanced Literacy is used throughout the school for reading and writing. All books in the school are mapped and marked with the Fountas and Pinell reading levels, and every student knows their own level. This facilitates instruction and extra-curricular learning, as students can choose books at their own level, whether a trade-book or a text book.

The school is piloting the “Core Knowledge” program next year with grade 3, to expand the social studies and science curricula, allow more opportunities for art and music, and introduce more thematic approaches. Teachers are accountable for improving instruction and student outcomes, and differentiation is widely used, according to student data. At the moment, differentiation is largely by level and/or ability; although the use of learning styles has begun to differentiate tasks for students, this is not yet widespread. Engagement levels in classes are high and students show enthusiasm for and enjoyment of learning.

The principal uses global and pragmatic perspectives when budgeting and the needs of the students, as revealed by data are paramount for example when planning the academic intervention sessions which, it has led to continuing high levels of achievement. Staff are encouraged to complete needs analyses to keep the principal informed of priorities. The current budgeting challenge for the principal is the need to keep class numbers as low as possible. Staffing and scheduling decisions are also guided by needs revealed from data. Emotional and social needs are the current initiative, whereby each child can have a “significant other” in the school to act as advisor, confidante and support, thus raising the climate for learning in the school, which, in turn, has led to higher achievement.

Student attendance is a high priority and intervention is triggered immediately a student is absent, with incentives for classes to maintain 100% attendance. At present, the attendance level at the school is 94%, which, although above the rate for similar and city schools, is below the school’s target of 95%. A challenge for the school is to work with parents who make frequent overseas trips with their children.

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 main criteria for teaching staff working at the school are high expectations, computer literacy and the ability to process data and use data-driven instruction, along with a passion for education. Existing staff are enthusiastic about using data, although the use of information technology has been a challenge for some. Professional development arises from a needs assessment in September and that dictated by data. Staff are free to attend external training sessions and conferences, provided they turn-key information to the rest of the staff afterwards. The coach is responsible for much of the peer development in the school, which takes place at grade meetings, common preparation times and lunch and learns sessions, and peer development among teachers is encouraged. This has led to high levels of collaboration and cohesive programs of learning.

Peer teaching observations are always encouraged, with teachers from each grade observing those in the grade above. Grade 5 teachers observe those in grade 4. This

spreads good practice and helps continuity of instruction year-on-year. The principal and assistant principal conduct observations and walk-throughs, called “snapshots” throughout the day and warm and cool feedback is always given. Formal observations of teaching staff are carried out 2-4 times per year, as mandated, with standardized checklists for feedback. Planning, evaluation of results and revision of plans always takes place in grade, subject or other teams, such as the academic intervention team.

The principal is highly respected by the school staff, students, parents and the wider community. Indeed, in 2006 she was bestowed the title of “Educator of the Year”. The school runs smoothly, with clear policies and procedures which are understood and followed by all. The school works with a number of community based organizations to enrich the curriculum and involve the community, such as ‘The New Americans Program’ which connects libraries and other schools to assist students and their parents and the Richmond Hill Block association which provides after-school and Saturday tutoring. The school also provides after school activities such as art, dance and a glee club but accepts that further partnerships with outside organisations could enhance the range of activities on offer, thereby broadening students’ experiences. The school has a full range of youth development workers, such a part-time educational psychologist, social workers and a guidance counselor who help the students through non-academic challenges. Programs are currently set up for bereavement counseling and awareness of eating disorders.

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 school sets interim goals along with long-term plans and diagnostic assessment is routine across the school. Action plans are objective and measurable and include timelines and responsibilities. The Comprehensive Education Plan is checked periodically at checkpoints which are built into the plan and revised six-weekly. Impact measurements are being introduced. Plans are able to be revised quickly according to circumstance. When data revealed the English language learners were not progressing as fast as hoped for, the principal was able to move staff around to give those students extra tuition. All portfolios are evaluated and moderated at grade meetings with clear rubrics and criteria, which facilitate standardization and alignment to state standards. Students are encouraged to proofread, evaluate and revise their own work as early as possible.

All staff are engaged in all aspects of the school’s operations, from assisting in writing and monitoring the Comprehensive Education Plan, to knowing the name of every student in the school. This has given the all staff a sense of ownership of systems and of the performance of every student, class, grade and subject which has led to consistently high levels of achievement in state assessments which are improving year on year.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Name of School The Jacqueline Kennedy Onassis School (PS 66)	∅	✓	+
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