



The New York City Department of Education



Quality Review Report

Andrew Jackson School

Elementary School 145

**100 Noll Street
Brooklyn
NY 11206**

Principal: Marilyn Torres

Dates of review: May 29 – 30, 2008

Lead Reviewer: Diane Sharett

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Part 1: The school context

Information about the school

Andrew Jackson School is an elementary school with 982 students from pre-kindergarten through grade 5. The school population comprises 5% Black, 93% Hispanic and 2% other students. The student body includes 35.2% English language learners and 7.6% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2006 -2007 was 93.5%. The school is in receipt of Title 1 funding with 93.8% eligibility.

Part 2: Overview

What the school does well

- The principal is highly respected for her commitment and professional approach to the development of student learning.
- A skilled and dedicated cabinet provides support for data analysis to inform planning and management systems for school improvement.
- Relationships between students are very good, as is their behavior, which aids good progress.
- Parents are very appreciative of all the school does for their children and the training and guidance given to parents to help their children succeed.
- The principal's excellent management allows students to learn in an environment that is well organized and calm.
- Strong partnerships with outside arts organizations enhance the school's comprehensive curriculum.
- Coaches, mentors, and the administration support newer teachers very well.
- Budgeting decisions for staff, resources, and scheduling decisions clearly impact on student achievement.
- Data is used to identify and address the performance and progress of groups of special interest to the school.

What the school needs to improve

- Use and apply data consistently to plan lessons across all subjects that meet the needs of all students.
- Apply clear goals and extend differentiation of instruction to better challenge students capable of high achievements.
- Expand strategies school wide for improving the language acquisition of English language learners.
- Share effective strategies developed by the data inquiry team with the entire staff to bring about improvement across the school.
- Strengthen processes to systematically monitor progress towards goals and record any subsequent changes to planning.

Part 3: Main Findings

Progress made since the last review

The school has made some progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is proficient.

The principal has successfully established a school with a strong sense of community and mutual respect, which creates a positive climate for learning. She and three assistant principals are highly visible as they visit classes daily to view the environment, support students and teachers and monitor student progress. Staff work collaboratively at grade meetings and assist one another in the achievement of their professional goals. New teachers receive good support from mentors and coaches. The school uses data very well to identify which students are in need of support. However, they do not systematically compare progress and achievement by gender or ethnicity groups. Not all teachers use data across the content areas to make certain that lessons are differentiated sufficiently in class, not only to support lower-achieving students and English language learners but also to make sure that higher-achieving students are adequately challenged.

Teachers know the students well. Students say that, “Teachers do everything to help you learn”. They behave well and treat each other respectfully. Parents are welcomed at the school and invited to become active partners in their children’s education. They say, “We’re like a family”. They feel that teachers are dedicated and readily communicate with parents. The school accommodates working parents by holding evening and Saturday meetings to learn about the instructional program and strategies parents can use at home with their children.

The school uses its budget strategically to provide a broad and stimulating curriculum that includes art, music, and physical education. The school has the largest population of English language learners in the district and offers a wide variety of bilingual Spanish programs. Yet, the school has perceptively identified that the curriculum does not always support English language learners who have made progress in listening and speaking, but are not thus far confident in reading and writing. The school is planning next steps to address this pattern.

The school continues to address the areas for improvement in its previous Quality Review. Data is used more effectively and as a result, there is greater emphasis on improving student learning. Further development of the strategies for language acquisition of English language learners is to be extended to all students by supporting teachers to develop their expertise. The inquiry team focuses on a group of students known as “The Dream Team”, to build their ability in making inferences. They have developed a program of inferential questions based on sports, an area identified through a student interest survey. The school plans to expand the strategies and skills school wide to benefit many more students.

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 the student's progress over time.

This area of the school's work is proficient.

The school collects a significant amount of data regarding student progress using State assessments, including predictive and interim as well as its ongoing assessments to identify if students are on track to meet their goals, and those needing additional support. Other diagnostic assessments are used to identify whether specific interventions are improving student performance. Assessment data is reviewed within each grade to identify any trends that may indicate a reason to consider curriculum changes or to change the order in which skills are taught. Rigorous data collection is conducted frequently in literacy and math. Data is used well to identify students who are in need of support. The school focuses on performance indicators and individualized education planning goals with the special education students and carefully tracks their progress

English language learner students have the greatest need as reflected by the many long-term English language learners who are unable to reach proficiency on the State tests. The vision of the principal is to strengthen teachers' expertise in reading and writing instruction by offering additional professional development on Saturdays and opportunities to attend Bank Street College. The school is very aware of its own past performance and monitors year-on-year progress to identify trends and patterns. The school knows how well its performance compares against the group of similar schools in its peer group.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

All members of the school community use available data to help develop measurable whole school goals, linked with the principal performance review goals and incorporated into the Comprehensive Education Plan. Teachers, coaches, and administrators meet together during grade meetings to review student, class and grade performance and progress. Data has been used effectively to identify a number of trends, including that all English language learners need to develop competency and all teachers need to support this critical initiative. English language learners are taught in monolingual classes to address their needs with "push in" support. Teachers identify students who are not making appropriate grade level progress and make the initial referral to the academic intervention provider. The pupil intervention program helps to keep track of students in greatest need and successfully supports students' progress.

The Learning Environment Survey identified a need for stronger engagement and communication. As a result, the school now involves parents more in the life of the school such as inviting them to celebrations of students' accomplishments. High expectations are conveyed to parents for academic achievements and the overall school

goal for all students to reach Level 3 or better in English language arts and math. Parent teas were held at the start of school to introduce the goals for the year. Parents attend workshops, interim conferences, and science and literacy celebrations. Assistant principals meet with all parents at parent-teacher conferences to discuss specific concerns such as poor attendance. The school has found great benefit in such interactions by learning of concerns and making adjustments to assist students. Students receive information about their goals through classroom fluency charts, conferring with the teacher, book clubs, rubrics of levels to reach and editing checklists.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school’s work is proficient.

The school takes the Teachers College curriculum, adapts it for reading and writing, and uses the Everyday Math as the core math program. Staff members develop curriculum maps and pacing calendars to drive instructional strategies school wide. The curriculum is broad and engaging with cluster teachers for art, math, physical education, science health, social studies, computer, and library providing a rich variety of options. There are opportunities in collaboration with partnerships outside the school day with after school, Fun Fridays and Super Saturday Programs offering a variety of activities such as sports, chess, and science and the arts. Teachers are increasingly held accountable for their students’ progress. They use formal and informal data, along with their observations, to motivate students in their learning. The reading workshop model is applied whereby students use leveled books across the grades. However, in other content areas, the differentiation of instruction has yet to be fully implemented. Professional development is provided but even so not all teachers have yet developed the required expertise to use data effectively to plan for differentiated instruction. The school is striving to challenge higher achieving students to reach their potential.

Data is reviewed weekly by the academic intervention team, monthly by the school leadership and the data inquiry teams to strengthen use of data to align instruction. Effective budgeting, staffing, and scheduling decisions are based on data to meet the school’s goals. A bilingual staff developer was hired to support teachers with strategies to strengthen English language learners progress. Students behave very well, are involved in learning, and enjoy coming to school. An attendance committee monitors trends in absences and tardiness. Incentives are offered for students in need of improved attendance and the school consistently reviews attendance procedures in an effort to improve the attendance rate.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to 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 and assistant principals look for trends across grades and conduct effective monthly walkthroughs to assess teaching practices and identify areas that will result in improved student performance outcomes. Coaches assist individual teachers

with conferring and guided reading. Professional development leads to a very high quality of collaboration and sharing of practices between teachers. There is strong professional development in the school to support teachers in the challenge of improving student achievement. New and experienced teachers enjoy lab sites, intra-grade and interclass visitations based on need. Lab site visits allow teachers to observe an effective teaching strategy, debrief and discuss how the observed strategy can be incorporated into their lessons. The principal noticed exceptional opening morning routines in one class and so she arranged for intervisitation by another teacher. There are effective procedures to support new teachers through skilled mentors and buddy teachers. They also receive the personal support of the principal through informal conversations. There are many professional development opportunities for staff, conducted by coaches, staff developers, the administration and teachers. The principal supports the staff to expand learning beyond the school. She encourages attendance at conferences and workshops with the understanding that knowledge gained is shared with colleagues.

The school runs smoothly because of the well-established procedures and policies that are known and followed by all. The discipline code provides specific information about school rules and regulations. The support services are aligned around academic and personal development goals. Effective partnerships provide enrichment, daily recreational activities and guidance with health related concerns.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

The school works consistently to establish benchmarks for each grade and expected outcomes. They set interim goals for long-range goals toward meeting the standards in literacy, which are measurable and have time frames. Curriculum maps are in place for social studies and science and indicator-based grade wide unit assessments with time frames are being developed. Periodic assessments and other diagnostic tools are applied to measure the effectiveness of instruction and interventions yet teachers are becoming confident at monitoring student progress and revising their planning. All teachers will participate in a lab site for English language learners to study effective strategies and methodology. This will enable teachers to look at data differently for individual students and become more adept at monitoring their progress.

Outcomes from periodic assessments and other diagnostic tools are applied to make strategic decisions to modify practices. The school has planned for professional development on setting language goals for the English language learners so that teachers can more easily integrate goals into their lessons. Flexible grouping of students and adjustment to plans are based on collected data. The administration evaluates overall school data to decide the focus of professional development. The school's objective is for all teachers to know the language goals and integrate them into their lessons. The principal and school community continue to crystallize their vision for the future development of the school and accomplish change.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Andrew Jackson School	Δ	▷	✓	+	◇
Quality Score			X		

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2			X		

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X		
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
Overall score for Quality Statement 3			X		

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped