



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**The Jackie Robinson School**

**Public School 15**

**121- 15 Lucas Street  
Queens  
NY 11413**

**Principal: Antonio K'Tori**

**Dates of review: November 19 - 20, 2007**

**Reviewer: Stephen Walker**

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## Part 1: The school context

### Information about the school

The Jackie Robinson School is an elementary school with 451 students from kindergarten through grade 5. The school population comprises 94% Black, 3% Hispanic, 2% Asian and 1% White students. The student body includes 8% English language learners and 15% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 93%. The school is in receipt of Title 1 funding with 46% eligibility.

## Part 2: Overview

### What the school does well

- The positive changes that have been made in the school have led to considerable improvements in student progress.
- The principal provides dynamic and inspirational leadership so that there is a shared vision for the future development of the school.
- The school has very high expectations and encourages all students to experience success in their personal and academic development.
- The high degree of mutual respect between students and teachers leads to a very positive atmosphere in classrooms and around the school.
- The school has developed a broad and engaging curriculum including an exceptional range of enrichment activities in the performing arts and sports.
- Students who require additional help with their work are very well supported by the academic intervention services.
- Imaginative and strategic decisions on the budget, staffing and scheduling are significantly supporting the academic achievement of the students.
- There is a good program of professional development for all teachers and support staff in the school.
- Parents and caregivers are regularly informed about the progress of their children and greatly appreciate the work of the school.
- A rigorous process of school evaluation and analysis of assessment information drives strategic planning and school improvements.

### What the school needs to improve

- Develop further the analysis of whole school performance and progress data with particular reference to gender and ethnic groups.
- Provide further training for staff in data analysis.
- Provide opportunities for teachers to observe and learn from each other's classroom practice.
- Increase the use of differentiation in instruction so that teachers address more specifically the individual learning needs of each student.
- Further develop the setting of performance goals for individual students and classes so that teachers are more accountable for the progress of their students.

## Part 3: Main findings

### Progress made since the last review

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

### Overall Evaluation

#### This school is well developed.

The Jackie Robinson School is undergoing a period of significant improvement and it now has a very good reputation in the local community. The principal provides dynamic and inspirational leadership so that there is a shared vision for the future development of the school. There is a good understanding of assessment information and a desire to improve further the progress of students. The school recognizes the need to develop further the analysis of whole school performance and progress data with particular reference to gender and ethnic groups. Academic intervention services provide very good assistance to students who require additional support with their work.

Teachers are now using assessment data to help them with their planning. The very positive atmosphere in the school encourages students to experience success. Students and parents appreciate the high expectations but teachers are not formally accountable for the progress targets of their students and classes. Students are very proud of their school and enjoy their lessons. The school's inquiry team is fully established with clear terms of reference.

The school is making good progress in addressing the key issues in the last Quality Review. Staff are now more driven by the high expectations and goals of the principal. Teachers are using assessment data more widely to support their lesson planning. However, not all are differentiating instruction in order to meet the individual needs of students. The school has made considerable progress in developing greater students' responsibility for behavior and their own learning. The school is using data well to identify areas for development and to adjust strategies to inform improvements. Resources are deployed wisely to support new programs in the school.

### 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 well developed.

Student progress has improved considerably due to the very positive changes that are taking place in the school. For example, there are very clear procedures for recording assessment information so that teachers track very effectively the progress of their students. The principal and vice-principals meet regularly with grade teams and individual teachers to discuss aspects of student progress such as variations in progress between classes. The school makes a detailed analysis of previous performance and analyzes the trends at each grade level. The inquiry team is now making good use of ARIS data to examine why the achievement in math is better than English language arts.

The principal makes a detailed analysis of the performance of similar schools and visits schools in Queens to examine why some have better results. The school also looks closely at its previous performance and, as a result of its findings, is focusing on raising the performance of the students in State and City standardized assessments. There are very good systems to record the performance and progress of English language learners and special education students. However, the school does not undertake a detailed analysis of differences in achievement and progress between ethnic groups and between boys and girls. The school makes particularly effective use of the ACUITY and Princeton Review information to highlight the reasons why some students are underachieving in the external assessment. Nevertheless, many teachers require additional support and training to help them further improve the way they analyze and use data to inform their planning.

**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 well developed.**

Teachers keep detailed assessment records for their classes which enable them to understand the next steps students need to take. This helps teachers provide each student with very clear goals for improvement. All students are aware of their expected level in each subject and the school uses a game ‘where would you like to be?’ to encourage students to set high aspirational goals. Prizes, awards such as ‘Jackie Dollars’ and visits out of school are given to students who demonstrate significant progress. Grade teachers meet each week to discuss the individual progress of their students. Students who require additional help with their work receive very good support from the academic intervention services and number of extended-day offerings. Morning school, before the regular school day begins, targets students who require extra help with literacy and math. Saturday and Holiday Advantage schools supports students who are scoring below grade level. The main partners in intervention meet regularly to review the progress of targeted students. Special education students benefit from either small pull out classes in English and math, or collaborative team teaching classes.

Communication with parents and caregivers is excellent and supports student achievement. There are regular and detailed reports, which include target levels, analysis of individual students’ skills and areas for development. Attendance at parent-teacher conferences is very good. The school alerts parents quickly if their child is having difficulties. The principal invites parents to a special meeting if their child’s promotion to the next grade is in doubt. The school makes it very clear to parents that educating children is a joint venture and ‘when the students fail, we all fail’. Periodic grades are given to parents based on their support for their children and they are generally very keen to gain high ratings. The school has very high expectations for the students and encourages all children to experience success in their personal and academic development. Students report that the principal constantly emphasizes the ‘race against ourselves’ and the need to aspire to the very highest levels of achievement.

**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 well developed.**

The curriculum is broad and meets the mandatory requirements. The balanced literacy and math programs provide regular assessments, which highlight the skill areas of the students. All teachers use a 'flow of the day' work plan that ensures a balanced program of subjects for each class. The 'talents' program provides an exceptional range of enrichment activities in the performing arts and sports for all students. The extra activities greatly enhance learning and motivation as well as creating a very positive and enjoyable learning environment in the school. The assignment of teachers and the scheduling of classes are clearly guided by the drive to improve student performance. For example, a number of new teachers are supported by collaborative team teaching that allows them to work alongside others and learn from others with more experience in the classroom. The imaginative organization of the morning extended-day program allows savings on staffing which support the Saturday Academy. The school uses the budget well to create a clean, attractive and vibrant learning environment. Excellent display work in classrooms and corridors provides a positive tone to the school. The high degree of mutual respect between students and teachers leads to a very positive atmosphere in classrooms and around the school. The school emphasizes its own individuality through fostering a culture similar to that in the home with 'love, respect and high expectations for all'. The refurbishment of the school and the warm welcome in the entrance foyer all help to make this 'a school the children want to come to each day'.

Some, but not all, lessons include a variety of activities and opportunities for activity and participation that motivate and engage students. Teachers are beginning to use assessment data to help them group students and provide work at the right level, although this is not yet consistent practice. While most students enjoy their lessons, many teachers do not provide instruction that is sufficiently well matched to the students' individual learning needs. There is wide variation in the quality of instruction across the school which is reflected in the level of engagement and progress of the students. The school acknowledges the need for greater consistency in the quality of instruction to increase the motivation of students and enhance their progress overall.

**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.**

There is a very good program of professional development for all teachers in the school. New teachers receive ongoing support through coaching and mentoring. Modelling of lessons and collaborative teaching provide good opportunities for teacher development. Lesson observations are well established in the school. Teachers have a formal observation by the principal or assistant principals with detailed, diagnostic feedback at least once per year. There are regular 'snapshots' by members of the cabinet team which provide a vehicle for advice and support. Although teachers do not routinely visit each others' classrooms to share good classroom practice, a group of teachers are working as 'critical friends' to introduce peer observations and feedback. The school has encouraged teachers to take greater responsibility for their work and professional development. Some take on whole school responsibilities through the extended cabinet in preparation for future leadership roles. Teachers and assistant principals use the grade meetings effectively as

training and planning sessions. Many teachers give freely of their time for staff development after school and during lunchtimes.

The school runs very smoothly on a day-to-day basis because expectations and procedures are clear and reasonable. One parent said that 'the school is now very calm with clear boundaries of behavior. There has been a tremendous improvement in the tone of the school'. Students are proud of their school and adhere to a smart dress uniform that reflects well on the image of the school. The school constantly emphasizes character virtues in order to promote 'good moral citizenship'. The school believes that 'pride and confidence in students will promote excellence and positive student outcomes'. One student said 'the school looks after us and makes us feel good about ourselves'. Effective partnerships with a growing number of outside bodies and community organizations support the school well. Organizations such as Queens Public Library, Lincoln Center and the Dance Theatre of Harlem support the academic and personal growth of the students. There are excellent links with the local community which encourage responsible behavior, for example, during 'Its My Park' day when they clean up the neighborhood park. The Parent Teacher Association provides excellent support to the school which enhances the services available to the students.

**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 well developed.**

The principal provides dynamic and inspirational leadership so that there is a shared vision for the future development of the school. Teachers, parents and students are committed to the aims of the school and to the principal and are eager to assist in making the school even better. There is a clear aim throughout the school to raise standards in each grade. Most students are aware of expected levels in each subject. However, the school does not make teachers accountable for the progress of students by setting interim goals for each class

The school makes good use of periodic assessments to highlight underperformance. It quickly puts into place intervention strategies to support students who are at risk of not reaching their required levels. Staff play a full part in discussions on school improvement at grade meetings. There are clear targets and success criteria within the Comprehensive Education Plan which are monitored and evaluated on a regular basis. The school is continually reviewing progress and adjusting strategies in the light of assessment information. A rigorous process of school evaluation and analysis of assessment information drives strategic planning and school improvements. There is a strong commitment across the school community to seeking additional ways to improve the learning and progress of the students.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Jackie Robinson School</b>	△	▶	✓	+	◇
<b>Quality Score</b>				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 . . .	△	▶	✓	+	◇
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		
<b>Overall score for Quality Statement 1</b>				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 . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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	
<b>Overall score for Quality Statement 2</b>				X	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▶</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?				X	
<b>Overall score for Quality Statement 3</b>					<b>X</b>

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▶</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					<b>X</b>

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>▶</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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 make 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	
<b>Overall score for Quality Statement 5</b>					<b>X</b>