



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Andrew Jackson School

Elementary School K145

**100 Noll Street
Brooklyn
NY 11206**

Principal: Marilyn Torres

Dates of review: February 7 - 8, 2011

Lead Reviewer: Lillian Druck

Part 1: The school context

Information about the school

Andrew Jackson is an elementary school with 904 students from pre-kindergarten through grade 5. The school population comprises 3% Black, 94% Hispanic, 1% Asian students and 2% other students. The student body includes 47% English language learners and 6% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 94.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes purposeful and effective organizational decisions to improve student learning and meet the school's instructional goals.
 - The school uses its resources effectively to improve the learning outcomes of high needs students. For example, bilingual students with special needs are taught by special education bilingual certified teachers in self contained bilingual classes and integrated collaborative settings. In addition, these students receive academic intervention services and supplementary education services, and participate in extended day programs that meet their language and academic deficits. These effective organizational structures and appropriate use of resources are well aligned to the school's goals and lead to improved learning outcomes for these students.
 - The school pays close attention to the language and academic achievement of English language learners (ELLs). Consequently, the principal hired an F status bilingual licensed teacher to work with these students in general and special education settings. Additionally, programming for the extended day sessions ensure that all bilingual and English as a second language teachers work with ELLs to improve their learning. As a result, this team of teachers hold themselves accountable for the progress of their target students toward meeting academic and language proficiency goals.
- A wide range of support services and collaborations with outside organizations fully promote students' personal development and academic growth so that they succeed in meeting their learning goals.
 - The school benefits from various collaborations with community based organizations, arts partnerships and family services that support students' academic and social skills. Students enjoy participating in school initiatives such as Shape Up New York, The Walking School Bus and Move to Improve which foster positive attitudes toward healthy lifestyles. Additionally, programs such as Stages of Learning, Music 144 and the Kids Rock Band tap students' talents, extend their learning and improve their academic skills. Consequently, students are engaged in exciting learning opportunities during and after school.
 - The school's guidance counselors and peer mediators offer training on conflict resolution and collaborate with staff to ensure that students are supported well in meeting their personal and emotional needs. They work with students as needed to resolve conflicts and support teachers in creating behavior modification plans as the need arises. Therefore, students' social and emotional needs are effectively addressed and students feel safe and well cared for.
- The school offers varied and challenging curricula so that all students are engaged which leads to improved student learning.
 - The school effectively uses research-based programs that are aligned to State standards to meet the learning needs of all students. Curriculum

calendars focus on chosen key standards which emphasize academic vocabulary, writing and critical thinking across all subjects. A range of resources are purposefully selected to support the school's efforts in meeting the diverse needs of English language learners and students with disabilities. These focused choices are aligned with the school's goal to improve the learning outcomes of high needs students, resulting in narrowing the achievement gap as noted on the progress report.

- Across classrooms, teachers use assessment data to plan learning activities that engage students in their heterogeneously grouped classes. Resources such as anthologies, leveled texts, graphic organizers and text books are available to support classroom instruction and student learning. Students work on tasks that include writing connections, word study, lesson extensions and skills review across subjects and grades. As a result, the various tasks and modalities challenge students and improve their learning as measured by skills tracking sheets.
- Teaching practices and lessons across classrooms are typically differentiated so that students have multiple opportunities to meet their learning needs and improve their academic performance.
 - Teachers across classrooms and grades use data and their knowledge of students' strengths, needs and interests to differentiate instructional learning activities for students. Data generated from unit assessments across subjects is reviewed regularly so that differentiated activities are planned and student groups are adjusted based on learning outcomes. Lessons engage students in advanced, on level and strategic intervention tasks that provide adequate scaffolds to improve their learning. As a result, classroom data shows improved achievement in reading and an increased volume in writing across subjects, evident in student work folders, school bulletin boards and unit assessment results.
- Teachers effectively use a wide range of assessment data to guide student grouping decisions and inform planning, resulting in a clear understanding of the performance of learners.
 - The school's reading program includes a comprehensive assessment component which guides teacher's instructional and curricular decisions. In addition, teacher teams and individual teachers effectively utilize baseline assessments, end of unit tests, checklists and other common assessments that are aligned to key standards. Teachers use the assessment data to group students for instruction and to modify lessons based on their learning needs. As a result, student groups are flexible and tasks are matched to meet students' learning needs and address academic deficits by grade and subject.
- The school offers varied professional development opportunities that deepen adult learning with a common instructional focus on enhancing classroom instruction and improving learning outcomes.
 - The administrative cabinet conducts observations to evaluate classroom practice and provide feedback to improve teaching skills. A common focus of observations centers on differentiated instruction, instructional strategies to improve student learning outcomes and the use of data to track student progress. This year all new teachers hired were licensed special education teachers. New teachers receive strong support from

mentors and coaches and participate in specialized training that increases opportunities for student learning. The school's professional development plan is informed by data gathered from class visits, observations and teacher feedback. As a result, all teachers are well supported in their professional growth.

What the school needs to improve

- Strengthen the work of teacher teams so that the collaborative work results in reflective practices and capacity building to improve learning outcomes.
 - A majority of teachers engage in professional collaborations and meet to share ideas and analyze student writing. However, communication between teacher teams is limited, which restricts school-wide reflections to further improve classroom practice. Additionally, distributed leadership structures are developing and teacher's roles in the decision-making process of the school are emerging.
- Expand systems to evaluate the effectiveness of teacher teams and leadership development resulting in improved student learning.
 - School leaders use a milestones checklist when evaluating the work of structured professional collaborations. However, this structure does not fully evaluate leadership development. In addition, protocols to enable teams to easily share findings and strategies with colleagues are limited, thus restricting opportunities to improve the work of professional collaborations and build teacher capacity.
- Enhance goal setting for greater consistency in identifying short term goals targeted to meet the identified needs of groups of students in order to increase learning outcomes.
 - Teachers and teacher teams use data to set learning goals for individual students in need of additional supports based on data. However, the practice of setting goals for groups of students for whom they are responsible is not yet fully embedded across the school. As a result, team and classroom level goals have not fully influenced changes in classroom practice.
- Improve the communication of academic progress and next learning steps with students and their families so that clarity of expectations will lead to acceleration of student learning
 - The school provides students and families with information related to students' performance in English language arts and math through interim progress reports, which inform parents of child's performance. Additionally, rubrics are used to foster the practice of student self-reflection. However, the use of rubrics to articulate next learning steps is not yet an embedded practice among students. As a result, students are unable to articulate the specific targets needed to guide their academic growth and increase their learning.

Part 3: School Quality Criteria 2010-2011

School name: Andrew Jackson School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X				
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed