

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

**Differentiated Accountability - School Quality Review
SCHOOL QUALITY REVIEW REPORT**

DBN:	04M013	
District Name:	District 04	
School Name:	JHS 13 Jackie Robinson	
School Address:	1573 Madison Ave., New York, NY 10029	
Principal:	Jacob Michelman	
Accountability Phase/Category:	Improvement (year-1) - Comprehensive	
Areas of Identification:	English Language Arts - All Students, African American Students and Economically Disadvantaged Students Mathematics - All Students, African American Students, Hispanic Students, and Economically Disadvantaged Students	

PART 1: MISSION STATEMENT

“The mission of the Jackie Robinson Educational Complex is to educate students to the highest academic and personal standards, and to support students in the successful pursuit of all educational opportunities. Our commitment is to create a school community that respects differences, is nurturing and caring, provides a safe environment, and challenges all students to reach their future goals.”

PART 2: SCHOOL STRENGTH

Based on the review team’s interviews and document reviews, the school’s collaboration with the community-based organization (CBO) “City Year” personnel, who are also engaged with the inquiry team, provide support for strategies designed to raise student achievement.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school collects a variety of formative and summative assessment data, including class, grade and individual data. Some individual teachers collect data from various sources to group students according to their learning needs; however, the review team observed that the practice is inconsistent across the school. There is also limited evidence that the school collects formative and summative assessment data

disaggregated by subgroup. Therefore, not all students receive targeted support based on collected data to strategically improve their learning.

- While the English language arts (ELA) and mathematics departments meet and review class and grade level data to monitor and identify trends in student progress, teachers' use of data to plan and monitor student progress and provide individualized instructional support to students in ELA and mathematics is inconsistent across classrooms. During classroom observations, the review team found that most students read the same level texts and all worked on the same reading skill or task in ELA, rather than on the skill or level appropriate for each student. Thus, students are not being challenged at the appropriate levels or working on improving skills.
- In interviews conducted by the review team, school leaders stated that all ELA teachers should be assessing reading levels using running records. However, based on classroom observations and document review, the review team found that this is not a consistent practice with all teachers of ELA. Additionally, there is limited evidence of a school-wide system in place to hold teachers accountable for completing periodic running records to benchmark student performance. As a result, students reading skills are not regularly assessed in order to inform targeted instruction based on student reading levels.

RECOMMENDATIONS:

- School leaders should ensure that teachers use formative and summative assessment data as a focal point for driving school improvement and raising student achievement. School leaders should consistently monitor how teachers collect and analyze student data to group students. Discussions about data should be based on subgroup analysis, used as the basis for meetings at every level, and be at the core of all school improvement efforts to raise student achievement.
- School leaders should seek Network support to develop teacher capacity for analyzing and using data to monitor individual student progress and to provide individualized instructional support to meet the needs of all students. School leaders should consistently monitor teachers' planning and implementation to ensure that teachers are providing individualized supports to students in both ELA and mathematics based on data analysis.
- School leaders should establish clear, whole-school expectations and systems to ensure that all ELA teachers regularly complete running records to benchmark student reading levels and to modify instruction accordingly. Through monitoring and evaluation activities, school leaders should hold teachers accountable for meeting these expectations.

II. TEACHING AND LEARNING

FINDINGS:

- Classroom observations conducted by the review team indicate that the majority of instruction is teacher-directed, with minimal differentiation and minimal use of higher order questioning strategies. Additionally, there is limited evidence that teachers consistently use instructional strategies to scaffold learning and ensure that students on all levels are appropriately challenged and engaged in their

learning. Although students sit in groups in some lessons, they are usually working on the same task. There is limited evidence of a clear rationale for the grouping of students in lessons or protocols for group work.

- Based on interviews with teachers and school leaders, the review team found there are specific components that should be visible in all lesson plans, i.e. learning objectives, assessment strategies, differentiated activities, and grouping. However, the review team found limited use in lesson plans of these components by teachers. Many lesson plans do not have differentiated activities to meet the range of student learning needs. Where some lesson plans refer to differentiation, they do not include effective learning strategies to meet the needs of all students.
- Lesson plans reviewed by the team indicate that a “share and summarize” strategy is a component of some lessons. However, based on classroom observations, the review team found limited evidence that students and teachers regularly use protocols to purposefully and effectively implement this strategy. As a result, the objective of engaging students with the content is not met.
- Document reviews that were conducted by the review team indicate that journal questions are present in the pacing calendars in mathematics and in teachers’ lesson plans. There is limited evidence, however, of student writing being documented in students’ notebooks or on bulletin boards. Likewise, in ELA lessons, limited student writing was observed by the review team.
- Observations in classrooms and hallways by the review team provided little evidence of a behavior management plan that is consistently implemented to provide a safe, disciplined learning environment. Clear expectations for schoolwide student behavior and management are not effectively communicated. Additionally, in many classes, teachers do not redirect students who are off task. As a result, the use of instructional time and the learning of all students are adversely affected. During transitions between classes, some students do not demonstrate appropriate behavior in hallways. Although the school has recently implemented Positive Behavior Interventions and Supports (PBIS), there is little evidence that the program is being consistently implemented across the school. As a result, student behaviors are not improving.
- Observations conducted by the review team indicate that in some classrooms student work with accompanying rubrics is posted. However, most rubrics observed by the review team are not task-specific and do not include clear expectations written in student friendly language that student can understand and use to increase their achievement.
- Review team document reviews and interviews provided limited evidence that the school has a cohesive curriculum for ELA and mathematics that is aligned with the new P-12 Common Core Learning Standards (CCLS). Based on interviews conducted by the review team, the team found that teachers often access online resources to support the curriculum because few other resources are available within the school. As a result, there is limited evidence that learning activities are differentiated to challenge students and address their individualized needs.
- Based on document reviews and interviews, the review team found that, as a result of the work of the inquiry team, each ELA and mathematics teacher has identified a small group of students requiring additional support and is focusing on implementing improvement strategies for these students. The inquiry team is conducting a pilot program to establish procedures for monitoring and tracking student

achievements and setting goals for improvement. However, this work is in its infancy, and teachers across the school are not currently monitoring and tracking the progress of individual students or the effectiveness of the improvement strategies.

RECOMMENDATIONS:

- School leaders should provide professional development (PD) on the implementation of appropriate differentiation strategies, based on formative, interim, and summative data, and the effective use of higher order questioning to encourage development of higher order thinking skills. All students should be provided with a range of tasks and activities that address their specific learning needs, including hands-on strategies, to stimulate and engage student interest in all lessons. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided for teachers to develop their ability to understand and implement differentiated learning strategies to meet the needs of all students.
- School leaders should ensure that guidelines for lesson planning are communicated and provided to the teachers. School leaders should monitor teacher lesson planning to ensure that teachers are following guidelines. Monitoring and evaluation through lesson observations should focus on ensuring that planned instruction is being implemented.
- The school leadership should provide PD to teachers on protocols for engaging students in “accountable talk” during the “share and summarize” portion of the lesson. This will contribute to creating a student-centered learning environment and increase the rigor of group “share and summarize” activities.
- School leaders should prioritize student writing across content areas, with a focus on ELA and mathematics. School leaders should ensure that teachers are providing sufficient time in each lesson for students to practice purposeful writing, develop academic language, and justify their thinking with evidence. Training should also be provided for teachers who need additional guidance, and the school leaders should regularly monitor the implementation of these writing priorities.
- School leaders should review the current PBIS program for consistent implementation. A PD plan should be created for all staff to ensure the uniform implementation of the program. The school leaders, supported by teachers, should reinforce clear behavior expectations to ensure that all members of the school community adhere to the school’s code of conduct and that high behavioral expectations are consistently promoted in all areas of the school. The school leaders and staff should develop strategies to ensure consistent implementation of expectations, consequences, and incentives.
- School leaders should ensure that rubrics are used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of task-specific, student-friendly rubrics in order to increase student achievement. School leaders should monitor student work in notebooks and on display to evaluate the quality of feedback provided by teachers in order to ensure that it helps students to improve and move to the next level.
- School leaders should work on the further development of curriculum in all core areas and ensure that the curriculum is aligned with the CCLS in ELA and mathematics. They should also make aligned classroom resources available to support teachers in implementing the CCLS.

- Using evidence uncovered by their research, members of the inquiry team should continue to develop whole school strategies to track student progress and to modify instruction. School leaders should support and monitor implementation of these strategies across the school to ensure that the outcomes of inquiry work are used to inform lesson planning and instruction and to determine whether the implemented strategies are effective.

III. SCHOOL LEADERSHIP

FINDINGS:

- Interviews and document reviews conducted by the review team indicate that the Comprehensive Educational Plan (CEP) does not include a strategic plan to improve student achievement that outlines the roles and responsibilities of key staff members in measuring progress and meeting the goals of the CEP.
- Interviews and document reviews conducted by the review team provide limited evidence that school leaders have systems in place to monitor and evaluate the effectiveness or impact on instruction of recently implemented improvement strategies or new initiatives.
- Interviews conducted by the review team indicate that there was a shift in the duties of the Assistant Principals (APs), with one being made responsible for all core subject areas. Additionally, the school does not employ instructional coaches to provide content-specific support. While this AP receives some Network support, there is limited evidence that sufficient support is provided to improve instructional practice within all subject areas.

RECOMMENDATIONS:

- The Principal, with the support of the administrative team, should create a schoolwide plan, stated in the CEP, to improve student achievement that clearly outlines the roles and responsibilities of staff and leaders. The plan should include goals, action plans, and PD and align all resources available in the school. The implementation of the plan should be carefully monitored, and its impact on student achievement should be measured.
- The school leaders should develop and implement procedures to monitor and evaluate the impact of PD, instructional support, and improvement strategies on the quality of teaching. School leaders should hold teachers accountable for incorporating into their instructional practice skills developed through PD activities, such as writing and “share and summarize” strategies.
- The Principal should review the roles and responsibilities of the APs to ensure that instructional leadership is effective in improving classroom practice. The Principal should ensure that there is sufficient content area expertise and instructional leadership to support increased student achievement. The APs should be provided with additional guidance and support to ensure that they can serve as effective instructional leaders.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Parents report that the school is not consistently responsive to their needs or concerns when issues arise and are reported to school leaders and teachers. In addition, parents report that it is challenging to make appointments with school staff and leaders and, for some parents, meetings have been cancelled with short notice. As a result, some parents feel that their concerns are not addressed promptly or sufficiently.
- Based on interviews conducted by the review team, the team found that the school does not have clear systems and procedures to address the overall social-emotional needs of its at-risk populations, including students living in foster care or with extended families. A child study program is in place, but this tends to focus on individual students when needs arise, rather than identifying and implementing ongoing support strategies and protocols and taking a proactive approach to supporting the social-emotional needs of students.

RECOMMENDATIONS:

- School leaders should establish clear expectations and protocols to ensure that parental concerns are dealt with promptly and appropriately. School leaders should also regularly monitor parent satisfaction with the school's communication practices through surveys/questionnaires.
- School leaders should develop and establish clear procedures and support strategies to appropriately meet the social and emotional needs of the student population. Partnerships and other resources should be secured to bring these services to more of the students in the school who need them.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Interviews and document reviews conducted by the review team provide limited evidence of an overall strategic PD plan, based on data analysis, with individualized goals for each teacher to better meet the needs of all students. Additionally, there is limited evidence based on interviews of a system in place for school leaders to monitor the implementation and impact of skills learned and the effectiveness of previous PD.
- The school stated a goal to move 25 percent of its students with disabilities' population into least restrictive environments. However, there is limited evidence based on interviews and document reviews that the school has implemented PD to support teachers in developing the necessary skills and strategies to support the students in least restrictive environments.
- Interviews and document reviews indicate to the review team that the majority of PD provided in the school is developed and delivered internally and is limited by the expertise of the school staff. As a result, access to training opportunities using external expertise and experience is minimal.

- The school has a high staff turnover rate, with 50 percent of teachers changing positions since the previous school year. Document reviewed by the team indicate that there is a program to mentor new teachers, but interviews with staff by the review team indicate that the support and monitoring of new teachers by school leaders is inconsistent.

RECOMMENDATIONS:

- The school leaders should develop and implement a PD plan designed to improve the quality of teaching and learning and ensure that teachers participate in relevant PD to remain current with their profession and meet the learning needs of all students. The PD plan should be aligned with the school's CEP goals and should take into account the specific and differentiated needs of the staff and the students. School leaders should monitor and evaluate the impact of professional learning to ensure that it is embedded in instructional practice.
- School leaders should plan and provide focused PD activities that provide teachers with skills and strategies to support students with disabilities in all classrooms. This PD should include strategies for designing instruction targeted to students' individual needs, planning direct explicit instruction, and using formative assessments to monitor student learning and adjust instruction accordingly. School leaders should monitor teachers' implementation of this learned professional development through formal and informal walkthroughs.
- School leaders should seek Network support to help them develop a detailed PD plan that includes the use of outside specialists and focuses on improving teaching and learning to better meet the needs of students and teachers.
- School leaders should examine data for possible trends that may affect staff turnover rates and should develop strategies to support, develop, and retain teachers. In addition, school leaders should monitor and evaluate the mentoring program for new teachers to ensure that support is appropriate and effective.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school has adequate technology resources; however, observations and interviews conducted by the review team indicate that much of the equipment is not in good working order or is not available for use. Classroom observations by the review team found that not all classrooms have working computers, although each classroom does have a SMART Board. The school has laptop carts for classroom use but they also are not in good working order. The computer lab is under construction and not available. In the classrooms where technology is available, instruction using the technology is limited because of these factors.
- Observations conducted by the review team indicate that the environment in some classrooms supports student learning through relevant learning displays. However, this supportive environment is inconsistent across the school. Some rooms exhibit little student work or other relevant materials.

RECOMMENDATIONS:

- The school should ensure that the entire range of technology equipment and facilities is in good working order and available for use in order to support student learning and achievement. Teachers should be appropriately trained to use these resources. The curriculum in ELA and mathematics should include specific strategies for using technological resources, such as SMART Boards and laptops, as instructional aides for differentiated learning. School leaders should identify exemplary practices and create a technology plan that fully describes how technology can be used to support curriculum delivery and learning for all groups of students.
- School leaders should work with teachers to develop and implement uniform expectations for classroom environments to ensure that all classrooms provide an environment that is conducive to learning. School leaders should monitor adherence to these expectations through regular formal and informal observations.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.