



The New York City Department of Education



Quality Review Report

**Anning S. Prall School
Intermediate School 27**

**11 Clove Lake Place
Staten Island
New York 10310**

Principal: Tracey Kornish

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Reviewer: Jan Lomas

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Part 1: The school context

Information about the school

The Anning S Prall School, Intermediate School 27, serves 942 students from grade 6 to grade 8. Student stability, currently at 88.9% has been historically lower than that of similar and City schools.

The new principal has been in post since March 2006.

The ethnicity of students is varied. Hispanic students represent 35% of the student population while 30% are White. In addition, 28% of students are Black and there also smaller groups of students who are Asian, 7% and Native American, 0.2%. The percentage of students who have recently arrived in the country is lower at 3.9% than similar or other City schools.

49.3% of students are eligible for Title 1 funding which is lower than similar and city schools.

Rates of student attendance have been historically lower than those for similar and City schools. However, these are now incrementally rising in response to the school's attendance policies.

The number of suspensions has been much higher than at similar sized schools but this is now reducing.

Part 2: Overview

What the school does well

- The new principal has been successful in establishing a climate where staff and students feel secure, valued and ready to move forward.
- The positive relationships between administration and staff, and across the whole team, are mutually supportive and enable good working practices.
- The principal has established a clear view of the school's strengths and priorities for improvement.
- Rates of attendance and punctuality have been raised through the consistent and effective approaches that are being maintained.
- The school continues to work hard to maintain a calmer and more orderly environment in which to work and learn.
- Parents actively involved with the school are able to say that the principal 'is a big believer in making children want to come to school.'
- Students enjoy the range of the curriculum and enrichment activities.
- Students speak readily about the help and guidance they receive from their teachers and appreciate their hard work.

What the school needs to improve

- Broaden the range of differentiation in the classroom to meet the needs of all students and provide appropriate challenge for all.
- Build on the positive steps forward in behavior management in order to further enable students to increase their levels of responsibility both to themselves and others.
- Continue to strengthen the systematic analysis and use of data to enable sharply focused and timely tracking and monitoring of student progress and development of school priorities.
- Develop opportunities for students to be involved in setting challenging goals for their progress with their teachers, to develop their independent learning and to underpin the drive to raise achievement.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The new principal has established her leadership of the school and ensured that the culture is one where staff and students feel secure and valued. She has a clear and well-informed view of all elements of the school and its stage of development.

There is a clear emphasis, within the school's strategic planning, upon the need to raise achievement across subject areas and the different groups within the student population as a whole. Much has already been done to develop students' attitudes to school, both in their personal behavior and responses and in their attendance and punctuality. The school continues to work hard to consolidate and further develop these areas.

This is a proficient school overall with some areas which are, as yet, undeveloped. However, the positive steps forward already made mean that the school is able to go forward to capitalize on its strengths and address its areas for improvement.

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 proficient.

The new principal has used quantitative and qualitative data from the school's past and current performance to ensure that she has clear view of its strengths and areas for improvement. She has used this to identify priorities which are the focus of the school's current work.

The school uses a range of data, including that from formal testing, teacher assessments, the Grow report, Princeton Review and the Reading Progress Indicator, in order to keep an overview of the performance of students, classes and grades. Teachers keep records of student performance in the classroom, including reading development and student portfolios in all areas of the curriculum. Although there is some variability across the staff team, and in the range of assessments kept in different areas of students' work, teachers are aware of the importance of supporting their professional judgments about students' progress and next steps with quantifiable evidence.

The school keeps an overview of the achievement and progress of special education students and English language learners through its routine assessment procedures and the relevant formalized testing. There is an awareness of the relative performance of some ethnic subgroups, and the need to raise achievement in these, which is included in the Comprehensive Educational Plan. As yet, the school does not always take the opportunity to look at the comparative performance of sub-groups across different classes and grades.

This year, the principal has used data from the first marking period to identify those students in particular class groups who are most at risk. This information has been disseminated to teachers and classroom observation is being used to monitor on-going progress. The school plans to analyze the results of the second marking period assessments to ascertain growth in performance across the school and with these specific students. Further time will be needed to make the full range of comparisons the school wants to make, using emerging data to see if instructional and school improvement strategies are proving effective. The principal has recently identified a group of similar schools to enable comparisons of performance over and above the school record in order to begin to add to her view of the school in its context.

These developments reflect that, under the leadership of the principal, the school is honing its view of the areas where most improvement is needed in student achievement. The school is now in a position to further tailor the systematic use of data in order to sharply focus upon these issues and enable a clear view of ongoing progress.

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 proficient.

Under the leadership of the principal, the current Comprehensive Educational Plan was established as a collaborative exercise involving groups of staff from across the whole school team. It was then shared with the school leadership team ensuring that planning and goal setting involved administration, staff and parents.

Teachers use ongoing assessments and observations to inform their planning for students’ learning and discuss outcomes and progress with each other and senior leaders. They plan according to an agreed format which covers key areas including the learning objective, procedure, summary and homework. Coaches provide additional support and guidance in literacy and mathematics and assist teachers in using the analysis of data from internal and formal testing when making decisions about groupings and instructional strategies. The principal is aware that further developing the range of differentiated strategies and instructional approaches employed would support teachers in maximizing opportunities for students to make progress from their individual starting points.

The school has now established a clear focus on the identification of students most at risk and those who need additional support. Support is provided through ‘push in’ and ‘pull out’ to assist students in the classroom and extended school opportunities are now offered to those students whose progress is causing concern. Qualitative data indicates that these strategies are having a positive effect. The school reviews the results at each interim and final report.

Parents have opportunities to meet with teachers at consultation evenings and parent teacher association meetings and letters and newsletters provide information about aspects of the school’s work such as the curriculum. Students have respect for the administration of the school and parents are aware that the administrative team is very ‘in touch’ with what is happening in the school and know students well. Teachers demonstrate their commitment to student progress through their willingness to maintain close communication with parents.

Students are involved in self-evaluation through, for example, the use of rubrics aligned with the curriculum standards and they discuss and review their work with their teachers. This has not yet developed into opportunities for students to be involved in setting challenging goals for their own progress with their teachers, so as to develop their independent learning and to underpin the drive to raise achievement

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 proficient.

The school is organized into three academies focusing upon journalism, engineering, and enterprise. These are designed to develop students’ academic and social skills alongside preparing them for a successful future and engaging their interest and motivation. Links across the curriculum are created through projects which apply skills from different subject disciplines to a theme such as ‘timelines’ or creating a magazine. The core areas of the curriculum have been mapped to align with mandated requirements. In addition, students study a range of other subjects including art and physical education and have opportunities to learn about, for example, music, performing arts, culinary arts or woodshop. Students express their enjoyment of the range of subjects they experience and one parent said that the principal is a ‘big believer in making children want to come to school.’

The school provides for differentiation of instruction through, for example, additional support for students who have specific academic needs and through grouping within the classroom. Teachers are aware of their accountabilities for improving instruction and student outcomes and, when teaching is most effective, use strategies which engage and interest them. However, the principal recognizes the need to deepen teachers’ capacity to differentiate instruction by task and instructional strategy in order to meet the needs of all students and to provide appropriate challenge to improve the pace of learning.

Budgeting, scheduling, and staffing have been used proficiently in line with the school’s priorities. An example of this is the rescheduling of the lunch hour so that there is an opportunity for teaching teams to meet together and collaborate.

Two of the school’s key areas of improvement focus upon raising rates of attendance and reducing the number of suspensions. The parent coordinator is proactive in calling home about absence issues and senior teachers diligently seek out latecomers by patrolling the vicinity of the school. Certificates are given for good attendance and counseling is provided for students at risk of becoming disaffected. Attendance has been raised from 88.8% at the end of the 2006 school year to 92% in the week of the review, demonstrating that these strategies are proving effective.

The school has worked hard to improve student attitudes and standards of behavior. A behavior management policy has been established including the ‘Prall Promises’ which define the expected standards of behavior and respect for others. The school tracks all incidences of unacceptable behavior very carefully in order to see any patterns and trends and to ensure that a clear evidence base is kept. The result is that the school is now a more calm and orderly place in which to work and learn. However, the principal is aware of the need to continue to build consistency at all times of the day and in all classrooms. One student said that ‘the way the principal runs the school makes me feel safe.’

Students speak readily about their appreciation of the help and support received from their teachers and say they 'help you out and take time with you.' Across the school, relationships between adults and students are friendly and positive.

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 proficient.

Few new teachers have been appointed recently. However, they are selected through interview with a team of staff and by providing a demonstration lesson. Individuals are sought who are collaborative, have knowledge of appropriate teaching strategies and who are able to show that they understand how to use data to drive instruction. This is ensuring that staff are appointed who can support the school's priorities for improvement.

Professional development is provided through access to external training and through school based training days. The recent full day of training included opportunities for teachers to use their professional expertise to provide short development sessions for their colleagues. This reflects how the school values its teachers and its approach to supporting each individual's professional development. Literacy and mathematics coaches provide modeling and support for classroom work and teachers are encouraged to visit each others' classrooms to observe good practice. Although training and professional development is seen as constrained by the time available, teachers appreciate the support they receive by working collaboratively with other team members, including common lunch time sessions.

There are a number of team structures and meetings within the school however, much communication and articulation amongst teachers is informal and relies upon good working relationships and cooperation. The organization of the school, into three academy teams who work in proximity to one another, is also seen as supporting cooperation and collaboration among staff.

Formal classroom observation takes place in line with mandated requirements and informal classroom visits occur on a frequent basis. Observation is being used well by the administration to monitor student progress as well as teacher performance. The principal has good knowledge of each teacher's strengths and areas for further development.

The new principal has been well received by parents and students and has established a clear and well informed view of the schools' priority areas for improvement. Parents express the view that she is 'a team person who pulls in a team' to address any issues. Teachers are clear that initiatives to improve student behavior and attendance are proving effective. The school runs smoothly on a day-to-day basis.

The school routinely uses partnerships with outside organizations to support its goals. Examples are counseling offered the Staten Island Mental Health Services and drug and health education offered by the City police department.

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 undeveloped with proficient features.

Goals within the Comprehensive Educational Plan are largely measurable, rooted in the analysis of data, and are organized around clear priorities for school improvement. The use of data in action plans is proficient overall. However, the format does not always clearly show who will lead each goal to keep all 'on track' nor the detail of the calendar and milestones towards success. This makes progress less easy to measure. However, the plan is reviewed on an ongoing basis and is an agenda item at all senior leadership team meetings.

Teachers discuss their data and goals with administrators and coaches informally and during agreed meetings and use assessments to tailor their planning for the next stage of learning for students, groups and classes. The further development of teaching strategies and differentiation within the classroom is an area that the principal knows will be of benefit in increasing the capacity of teachers to tailor their instruction in an agile way in order to support progress and raise achievement.

The principal ensures that revisions to school plans are made when necessary. An example of this is the plan that it is in hand to support a group of students who are not currently well placed together and this is proving detrimental to the smooth running of the class. The senior leaders will each mentor a student within the group in order to ensure that each has a clear point of contact and care.

The school is developing and honing its strategic use of comparisons of progress over time for individuals, subgroups, classes, and grades. Further time will be needed to see the impact of some initiatives and to track the progress of some identified groups and individuals.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Anning S Prall School (IS 27)	∅	✓	+
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		