



The New York City Department of Education



Quality Review Report

Clinton Hill School

Elementary School 020

**225 Adelphi Street
Brooklyn
NY 11205**

Principal: Sean Keaton

Dates of review: January 22 – 23, 2008

Lead Reviewer: Liz Robinson

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Progress made since the last review

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Clinton Hill is an elementary school with 433 students from pre-kindergarten through grade 5. The school population comprises 76.2% Black, 15.3% Hispanic, 4.6% White, and 2.5% Asian students. The student body includes 0.02% English language learners and 0.04% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 was 90.8%. The school is in receipt of Title 1 funding with 53.7% eligibility.

Part 2: Overview

What the school does well

- The school offers a broad and balanced curriculum, with significant enrichment opportunities.
- The school has high expectations of their students, and communicates these high expectations with parents.
- The school has good structures in place to communicate with parents and gives them opportunities to contribute information about their children.
- The school has developed strong partnerships with other organizations which give the students access to engaging and purposeful opportunities.
- Student attendance has improved as a result of new procedures put in place by the school.
- Teachers are developing expertise in accurately aligning instruction with individual students' needs by effective differentiation.
- The professional development of teachers is very well supported by members of the cabinet.
- The administration regularly observes teachers and set rigorous goals for improvement.
- The school celebrates the successes of the students' well, which reinforces the high expectations the schools has of them.

What the school needs to improve

- Continue to develop systems and structures which ensure the rigorous gathering of data across the school to identify the progress of individuals, groups and cohorts.
- Develop the use of data to compare progress of ethnic and gender groups.
- Use the analysis of data to set goals and objectively measurable interim goals at all levels.
- Further develop the process of review at all levels, so that plans and goals can be evaluated frequently in order to meet the changing needs of the students.
- Further develop intervisitation to support the sharing of good practice

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 proficient.

The school has worked to address all of the areas for development from the last report, and made good progress. The cabinet gives the direction of the development work in school and the impact can be seen in the instruction delivered by teachers. Through research and observations of good practice, the cabinet has embraced the opportunities to use data more effectively to improve student performance. One coach said, "It's like a good Pandora's box – it is making us look at the whole child." The school motto of "whatever it takes" demonstrates the school's commitment to the students. They are keen to try new approaches and strategies in order to meet the needs of the community. The inquiry team has developed expertise in using data effectively and is being effective in supporting other staff. As yet, the school's analysis of pupil progress is not sufficiently focused which means that this enthusiasm to meet the needs of the students is not applied specifically enough at whole-school level.

The school makes good links with parents which support the students. Parents appreciate the dedication and accessibility of teachers, and feel that they are kept well informed of their children's progress. High expectations are conveyed to the school community, which means that they take pride in their school. Students are provided with an engaging and varied curriculum, with strong enrichment opportunities. Teachers are well supported and are keen to develop their practice, and this is reflected by the increasing expertise in differentiating work to precisely meet students' needs. Some staff have had the opportunity to carry out inter-visitations and this has enabled them to share good practice with their colleagues. A strong culture of collaboration has been developed which means that teachers support each other well.

As yet, the school does not set sufficiently specific goals for individuals, groups and the school as a whole. This means that the cabinet is not able to evaluate the effectiveness of interventions sufficiently accurately. The cabinet shows a clear commitment to further developing the work of the school in the areas identified in last year's Quality Review. They have already made good progress and this means that students' needs are already being met more accurately. For example, the school has improved the procedures for monitoring absences following the last review, and this has resulted in improved attendance figures.

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 has made progress in developing systems to gather useful data about student progress, and this continues to be an important area for further development. The principal articulates this as “work in progress”, and it is evidently a focus throughout the school. For example, grade level conferences and other performance development opportunities focus on accurate assessment by teachers and the use of data to inform instruction. As a result, lessons are mostly differentiated to meet the needs of individuals and groups.

All teachers now have an assessment binder which gives a structure to their collection of data. The data they collect includes both formal test results and teacher assessments and observations. They have been very well supported in how to make accurate assessments, as well as how to effectively use it to inform instruction. Coaches make very good use of weekly “lunch and learn” sessions with each grade to share good practice and set expectations.

The school has started to use some disaggregated data to compare the performance of different groups. This approach is not yet embedded or fully exploited to identify trends or areas of underperformance and as yet the school does not make sufficient analysis of the progress of ethnic or gender groups. The “children are reason enough” (CARE) team, made up of a range of professionals such as the psychologist, social worker and guidance teachers, as well as members of the cabinet, has a regularly updated understanding of the performance of special education students. The academic intervention services understand the performance of the very small number of English language learners in the school. The cabinet have started to use comparisons with other schools to identify areas of good practice and have used these findings to enrich their discussions about the development of the school.

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.

The school has developed a range of effective approaches to engage parents in meaningful discussion about their children’s learning. An example of this is the regular “come learn with me” mornings, which give parents and teachers the opportunity to work together to identify students’ strengths and areas for development. As a result, most parents have a good understanding of how they can support their children at home. A well-structured homework program further supports this. Parents articulate that teachers are readily accessible and provide regular information about students’ progress and how they can improve. As yet, the school does not share sufficiently detailed information on students’ long-term goals. The school has high expectations of its students, and makes these clear through high quality displays of their work, as well as a well developed range of approaches to celebrating students’ successes.

Teachers set goals for students based on grade level expectations. The best examples of these are in reading where teachers use a range of formal and informal assessments to identify next steps for students. This practice has not yet consistently influenced the setting of specific goals for all students in other subjects based on their previous achievement and ability. As a result, it is not fully possible to track students sufficiently accurately to show the progress they are making in all other areas of learning. The whole school goals are not yet formalized with objectively measurable goals and time frames, based on student progress data. Teachers and the “children are reason enough” team

identify students who are causing concern and plan interventions to meet their needs, based on their performance in class and other observations. As yet, the team does not set sufficiently specific goals for their progress.

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 provides a broad and well balanced curriculum for the students, which includes significant enrichment both within and outside the school day. This means that instruction is engaging and the students are motivated to learn. Students have access to high quality arts instruction, and so they achieve well in these subjects. An example of this is photography work which was displayed in an exhibition in the community following instruction in school. A firm commitment to developing speaking skills in the students has led to successful innovations, including monthly presentations by each grade. Teachers have observed the positive effect these approaches have had on student outcomes, particularly in improved students’ confidence and self-esteem. The school has continued to develop teacher expertise, through effective intervention from the coaches, in differentiating tasks to meet the specific needs of the students. Teachers are increasingly confident in using the results of Acuity to identify the particular needs of individuals and groups of students. The coaches have supported teachers in developing instructional approaches which engage students. One example is the use of “choice boards”, where students are given the opportunity to identify the best way for them to learn something. Teachers observe that this has been effective in motivating students and making them more responsible for their own learning. The school has made good progress in clarifying and extended its strategies for ensuring good attendance, and has made parents and staff aware of these procedures. This includes monitoring of attendance data monthly, and writing to parents if a student has been absent for five or more days. This approach has resulted in an improvement in the overall 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 proficient.

The school has developed strong partnerships with other organizations which give the students access to engaging and purposeful opportunities. For example, the school has a well established partnership with Studio in a School which means that students and teachers have the opportunity to develop their skills with a professional artist. As a result, students have the opportunity to learn about the process of producing pieces of artwork, and teachers are able to improve their own practice in this area.

The professional development of teachers is well supported by members of the cabinet, who observe teachers regularly to identify strengths and areas for development. The coaches play a key role in supporting teachers so that they improve their practice. Regular scheduled sessions with each class mean that the coaches can immediately follow up issues with individual teachers, as well as model best practice. This means that the school has a differentiated approach to professional development, based on individual teachers’ needs. The school has begun to use intervisitations as a tool to further develop

teachers' practice, and teachers articulate that this has enabled them to share strategies and ideas. This practice is not yet embedded across the school. Teachers identified goals for themselves this year, and these are displayed prominently in the school, following from a recommendation in the last quality review. Shared planning time means that teachers work together and share effective strategies, both for instruction and for managing challenging behavior in class. This has established a culture of collaboration and team work which benefits the students, as teachers are continually looking for ways to engage them and meet their needs.

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 underdeveloped with proficient features.

Teachers are developing their expertise in using the results of assessments to determine how successful different approaches have been. Examples of this include the use of item level analysis of Acuity to identify areas where students have made good or less good progress and some discussion of the reasons behind this. This information has then been used to inform future instruction. Tracking of students against grade level expectations means that students causing concern are identified and offered additional support. As yet, not all teachers track the progress of students against individual goals and this means that accurate judgments about whether they are making sufficient progress can not be made.

The school does not have sufficiently clear measurable interim criteria for its goals, and this means that rigorous review of goals is not possible. As success criteria are not explicitly determined, accurate evaluations can not be made. This means that the cabinet is not fully able to determine the success of specific interventions and approaches accurately enough based on the impact they have made on pupil achievement. The principal and his team have a clear vision of what they want for the students of the school, and convey this to teachers through grade conferences and the work of the coaches. The teachers support the changes they are bringing about because the cabinet has articulated its belief in educating the whole child, which underpins the vision, and this motivates the staff. Parents also support this approach, and appreciate the work of the cabinet in modeling and developing this.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Clinton Hill School (K020)	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 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	
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?				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?			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