



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Anning S. Prall

Middle School 027

**11 Clove Lake Place
Staten Island
NY 10310**

Principal: Tracey Kornish

Dates of review: October 28-29, 2008

Lead Reviewer: Cheryl Baker

Part 1: The school context

Information about the school

Anning S. Prall is a middle school with 1001 students from grade 6 through grade 8. The school population comprises 24% Black, 38% Hispanic, 28% White, and 10% Asian students. The student body includes 10% English language learners and 18% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2007 - 2008 was 90.2%. The school is in receipt of Title 1 funding with 48% eligibility.

This large middle school is divided into three academies with specialized emphases on engineering, enterprise and journalism. Each academy has an assigned principal, assistant principal, dean, guidance counselor, academy leader as well as teachers.

Overall Evaluation

This school is proficient.

Students are educated in one of three small learning communities, generally of their choice, that provide specialist courses and interdisciplinary projects incorporating the academy's theme and drawing effective links among subjects to enhance learning. The school also offers a broad array of enhancing and enriching learning opportunities during the school day and beyond. The vision for the school and the mission of each academy are well aligned and understood by all constituencies.

Leaders and teachers collect and analyze sufficient data across subjects and grades to provide themselves with information for planning for all groups and in the aggregate. There are good lines of communication between home and school to inform of progress and work is in hand to streamline this through technology enhancements. Planning for improvement is collaborative and informed by data. Plans infrequently define interim measures of progress and students' subject goals lack tight alignment to identified learning needs. Nonetheless, teachers and leaders employ effective progress monitoring structures and practices that enable modifications to be made to instruction.

Clear expectations for instructional differentiation, accompanied by professional training, are resulting in lessons that incorporate engaging activities, often supporting individual student's learning needs. While there are no specific individual plans for teachers' professional development, teachers are well supported by administrators and by an effective array of professional development courses. Many opportunities for teacher collaboration enhance their instructional capacity and involve them in school leadership.

Students benefit from a broad, rich, standards-based curriculum. Classes are well resourced and administrators are keenly aware of what is required to support learning. They are responsive to needs and flexible in both plan adjustments and decisions to address deficits. Very extensive and effective support for students and families is integrated into the school's design and is supplemented by the school's many community partnerships.

Part 2: Overview

What the school does well

- Curriculum and instruction are well aligned to State standards in all subjects and programming placements afford students the appropriate levels of challenge.
- School leaders make astute organizational decisions to support the educational program and provide for effective supports for learning in all core subjects and for students with specific learning needs.
- Students and teachers benefit from a good variety of learning resources across all content areas.
- Extensive partnerships provide an effective support network for students' academic, social and personal development.
- The instructional leadership of the administrative team has resulted in increasingly differentiated instruction within classrooms.
- Collaborative leadership affords teachers and parents ample opportunities to share in all aspects of the school.

What the school needs to improve

- Ensure that all plans include measurable interim goals by which to monitor progress and inform adjustments.
- Develop, with teachers, individualized professional development plans to guide further improvements for them and their students, and use these to inform and feedback on instructional effectiveness and as part of the whole school development plans.
- Extend student goal setting to reflect measurable learning goals with short-term progress checkpoints to guide their improvements in concert with their teachers.
- Further develop systems for the analysis of student data to enable students, teachers and parents to better understand and track each student's progress.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school collects a good range of data from all subject areas and for attendance, behavior and student learning styles. Analysis is most developed in the areas of English language arts and math at the whole school level, enabling leaders and teachers to have a clear picture of students' achievements in these areas. Baseline testing in all subjects informs teachers' understanding of students' prior knowledge and thereby where to concentrate instruction. Sub-group achievement data is sufficiently disaggregated and analyzed to identify trends and variations for ethnicities and genders, especially in the core tested subjects. Diagnostic data, in addition to school-wide data, is used well to understand the needs of English language learners and special education students.

The school has recently increased its communication of student progress to include mid-marking period progress report for all students in all subjects. This has resulted in increased communication among students, parents and the school regarding students' academic and behavioral progress. The school is also working to refine its tools for collecting and analyzing student data by capitalizing on a considerable recent increase in available technologies. They are working to move from a paper-based system to a more timely, efficient and user-friendly electronic system to further enable teachers, students, parents and school leaders to access and track student progress in all core subjects.

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 established school-wide goals for increasing student achievement by one grade level in all subjects. To complement this, students have identified what grade they hope to achieve in each subject. This has increased their personal focus on improving their outcomes, both academically and behaviorally. However, there is insufficient emphasis on the identification of the intervening steps that will support the attainment of their main targets. The Comprehensive Educational Plan is developed and updated through a collaborative process that involves parents, teachers and administrators across subjects and academies. The resulting document reflects sufficient analysis of the school's progress indicators and contains long-range goals and actions to support improvements.

The school community is particularly focused on improving learning across subjects and, thereby, its annual Progress Report score. The increase in the reporting of student

progress has provided a structure for leaders and faculty to assess and adjust instructional and intervention plans even more rapidly than through previous marking period checkpoints. Student agendas, letters, phone calls and some electronic communication between some teacher and homes, serve to keep students and their families focused on reaching their goals and those of the school. School and academy mission statements express suitably high expectations for students' academic achievement. The principal, through meetings and mailings, has effectively communicated the school-wide goal for accelerating student learning to all constituencies but has not explained clearly how these can be achieved. Very clear expectations for attendance and behavior are also well understood, monitored closely, and rewarded appropriately resulting in noticeable improvements.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is proficient.

School leaders have placed special emphasis on ensuring standards-based instruction in all subjects that is tightly aligned to State and City expectations. Student placements, based on their prior achievements, provide an effective range of challenge to meet the needs of high achievers, such as in Regent's courses, or for students with identified needs. All are afforded enriching and broadening learning experiences in the arts, foreign language, technology and other subjects that widen students' learning and development. Academies enhance learning through interdisciplinary projects that reflect their academic themes and provide students with a range of interesting and challenging learning activities. The school's emphasis on differentiating instruction, supported by training and feedback through observations, is resulting in good engagement in many classes and, in some, very effective levels of challenge and rigor. Where lessons effectively incorporate technology or hands-on learning, such as in science or music, students are especially engaged in their learning.

The principal and her leadership team monitor all aspects of the school with regularity and make astute decisions to provide optimum conditions for learning. The school and its classrooms are very well resourced. The addition of science labs, the creation of a satellite library while the main site is under renovation, and the strategic deployment of highly skilled instructional staff to the neediest classrooms all have served to move learning forward. As well, the aggressive pursuit of alternative funding sources to support the school's program and increase instructional technology has enriched teachers' and students' resources for teaching and learning. Students learn in a respectful purposeful environment. The school has very clear behavioral expectations matched with a system of rewards that effectively encourages students to practice civility among themselves and with their teachers.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is proficient.

The principal and assistant principals provide effective and regular feedback to teachers through formal and informal observations of teaching and evidence of student learning.

A recent school-wide focus on utilizing data to plan for differentiated instruction is evident in the written feedback provided to teachers. While this has been effective for improving instruction, the lack of detailed professional development plans for each teacher inhibits the leaderships' capacity to fully individualize support tailored to teachers' needs and to plan for even more differentiated professional development. Nonetheless, the school does provide ample access to content-specific professional development that enhances school-wide initiatives for data use and differentiation. Very effective structures for teacher collaboration and shared decision-making are embedded in the academy structure, and enhanced by regular academic department meetings, faculty conferences, Inquiry Team meetings and widespread participation in the activities of the school leadership team. Regular formal and informal sharing of expertise and inter-visitations across subjects and among colleagues, especially within academies, supports productive collegial professional development. Analyses of student progress and reflection on effective instruction have resulted in an increase, in student achievement, especially in math, as measured by State tests.

Students and their families are the beneficiaries of a very well organized system of supports for academic, social, emotional and personal growth and development. The academy structure, each with its own guidance counselor and dean, provides the foundation. Student support personnel who are well attuned to the needs of students and the community effectively enhance this. Numerous partnerships provide supplemental academic and personal supports as well as broad opportunities for enrichment.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 proficient.

Some, but not all school plans, contain interim goals and timeframes sufficient to monitor and guide progress towards improvements. For instance, the Comprehensive Educational Plan and the principal's performance review clearly reflect the school's overall vision and its desired outcomes. However, there is a lack of specific short-term measures to support the school is checking whether the school is making sufficient progress towards the precisely defined annual goals. However, school leaders and teachers have effective systems in place to examine relevant data for individuals, subjects, grades and academies. Marking period grades are a primary source of progress monitoring for all, including sub-groups and those with identified needs. Increased progress reporting, mid-marking period, has shortened the time between checkpoints and is providing good interim information for making adjustments, especially to student placement and interventions.

The administrative team makes effective use of data from such sources as the quality review, progress reports, surveys, teacher observations and student achievement to modify organizational decisions and professional collaborations. The outcomes of the Inquiry Team's efforts led to a more refined target population for this year and brought a school-wide focus on reading comprehension across all subjects to the forefront. While it is too early to evaluate the impact of this initiative, there is clear evidence of an emphasis on reading across the curriculum. Data regarding the success of the Saturday Academy and identified needs for addressing slippage among some high achievers has resulted in a redesign of the Saturday school to include challenge and acceleration for those students. Overall, the vision and leadership of the principal and her administrative

team, clearly aimed at accelerating student learning, is well understood by students, parents, teachers and, increasingly, the surrounding community.

School Quality Criteria 2008-2009

School name: Anning S. Prall	Δ	➤	✓	+
Overall QR Score			X	
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>				
	Δ	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?			X	
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			X	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			X	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?		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 student’s learning.				
<i>To what extent do school leaders and faculty...</i>				
	Δ	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			X	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?			X	
Overall score for Quality Statement 2			X	

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.							
<i>To what extent do ...</i>	△	➤	✓	+			
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?				X			
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X				
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?				X			
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X				
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.							
<i>To what extent do school leaders...</i>	△	➤	✓	+			
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?		X					
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X			
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X				
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent do...</i>	△	➤	✓	+			
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?		X					
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X				
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X				
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X				
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed