



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2008-2009

Anne Hutchinson

Elementary School X078

**1400 Needham Avenue
Bronx
NY 10469**

Principal: Claudina Skerritt

**Dates of review: October 14 - 15, 2008
Lead Reviewer: John Collings**

Part 1: The school context

Information about the school

Anne Hutchinson is an elementary school with 812 students from kindergarten through grade 5. The school population comprises 80% Black, 17% Hispanic, 1% White, and 1% Asian students. The student body includes 0.04% English language learners and 0.09% special education students. Boys account for 54.1% of the students enrolled and girls account for 45.9%. The average attendance rate for the school year 2007 - 2008 was 90.4%. The school is in receipt of Title 1 funding with 73.8% eligibility.

Overall Evaluation

This school is proficient.

Data is being used increasingly to ensure students are making adequate progress and in modifying the curriculum to meet students' identified needs. Data is used well in English language arts, mathematics, social studies and increasingly in science. The school is increasing use of data analysis across a wider range of subjects, to identify students' long-term and short-term goals. However, goals are generally more frequently set based on students' performance, rather than on differentiated expectations based on students' prior progress. The school has made good progress in responding to data from the Quality Review, Learning Environment Survey and the inquiry team's findings to modify curricular approaches and to monitor students' progress towards their goals.

There is a positive climate for learning in the school. This has been enhanced through continuous reinforcement of the "butterfly zone", where students are rewarded for good behavior, attitudes, good work and effort in reaching their goals. This innovation has resulted in a good school where students feel safe and want to learn. They enjoy coming to school and respect each other, teachers and other adults. They work hard and give of their best. Students are being increasingly involved in self and peer-evaluation. Where this is in place students find it very helpful and informative in defining the next steps in their learning. However this practice is not fully embedded across all subjects.

The school has a very clear view of its future development. Good use of data analysis has identified a number of key issues to increase student performance through, for example, increasing differentiation strategies and teachers' expectations so that all students, particularly the higher attaining, are fully challenged. The school has developed good professional development plans to ensure that individual teachers receive the support they need to enable them to develop their expertise to contribute fully to achieving the school's overall goals. As a result professional development is well focused on individual teachers' needs.

Parents are very supportive of the school and think it is doing a "good job". They value the amount of information provided and the accessibility of the principal and teachers when discussing the progress their children are making. However, they would like more detail on students' long-term and short-term goals.

Part 2: Overview

What the school does well

- The school uses a wide range of data to inform the curriculum in English language arts, mathematics and other core subjects, and to establish the next learning steps for groups, sub-groups and individual students.
- The school is continuing to refine and develop a good system for identifying students' learning goals, which are frequently reviewed and shared with students.
- As a result of good support for parents, students are well behaved, show mutual respect between each other and to adults in a positive learning environment, where students have high aspirations.
- Professional development is differentiated and well founded on classroom observations, staff surveys and data about student progress in a climate of reflection with a strong focus on improving differentiation.
- Good use is made of data including the previous Quality Review, Learning environment Survey and particularly the inquiry team findings to evaluate interventions and curriculum and instructional changes.
- There is a clear vision for the future because of good self evaluation providing an accurate reflection of where the school is and what it needs to do to improve.

What the school needs to improve

- Continue to embed the evolving practice of differentiation in curricular planning and instruction to ensure all students, and particularly the highest achieving are fully challenged.
- Continue to refine the role of goal setting so that students and parents understand the progress being made and how students can improve.
- Build on the good practice of record keeping and evaluation taking place in English language arts, mathematics, and social studies in a wider range of subjects.
- Involve students more in self-evaluation, enabling them to assess their own progress and identify their next learning steps more clearly.

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.

Strong emphasis on the use of data to monitor students' performance in reading, writing and mathematics has resulted in an increasing emphasis on monitoring social studies and science. These subjects are reviewed systematically, at least monthly and frequently more often. Good tracking sheets identify expectations and how well students are meeting them, for example, the number of books read to meet the "100 book challenge", improvements in writing, and achievements and expectations in social studies and science. This careful monitoring, however, does not yet extend to all core subjects allowing a complete picture of the students' strengths and weakness across the whole curriculum.

Student sub-groups, for example, gender, special education students and English language learners are also well monitored. Good lesson planning, including individual education plans, clearly identify students' short-term goals to enable improvement and progress. However, these have yet to encompass a wider range of subjects to give a more complete picture.

Students receive regular feedback about the progress they are making. Good use of tracking sheets, performance data, attendance, anecdotal data, and student conferencing, allows the setting of goals and expectations, and students are made aware of the next steps they need to take. These are appropriately communicated to parents through regular progress reports. However, the school is still developing data analysis required to set expectations based securely on students prior progress and developing ways of communicating these more clearly to parents.

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 is making good progress in extending the effective procedures established in setting individual learning goals in English language arts, mathematics, social studies, and increasingly in science, to other subjects. Students' short-term goals are reviewed weekly, and long-term goals monthly. Short-term goals are modified to support students in reaching their longer-term goals. However, expectations of progress based on students' prior progress are less well developed.

Teachers meet frequently, often weekly, to advise students on their short-term goals and where appropriate to review their long-term goals. As a result teachers modify and

refine instructional practice to enable students to improve the progress they are making. This is increasingly focusing on extending the use of differentiation in the classroom to ensure the highest attaining students also make good progress. Through good conferencing, often weekly, students are well aware of expectations and are becoming increasingly involved in self- and peer- assessment but this is not yet used consistently across the school.

Parents are regularly informed about their children's performance and have ample opportunity to discuss individual student goals and expectations based on performance. Although parents are aware of what their children need to do to improve in English language arts, mathematics, social studies and science, they would welcome more detailed information of their children's long- and short-term goals across a wider range of subjects. Parents are involved in the school leadership team and make an important contribution to long-term planning and development of the Comprehensive Education Plan.

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.

The school uses "America's Choice" to inform its curriculum. This ensures the school meets State and City expectations across all core subjects. There is good curriculum planning through the use of "focus sheets". These identify the long-term and short-term goals the instruction is trying to achieve for different groups of students. This has been particularly successful in English-language arts, mathematics, social studies and increasingly in science and other subjects. However, although expectations are differentiated for the range of students in each class, the highest attaining students are not always challenged sufficiently, based on their prior progress. The school is currently reviewing how it can extend good planning practice to a wider range of subjects. The school uses "focus sheets" for monitoring student progress and goal setting. Frequent reviews result in appropriate changes to class grouping, enabling students with similar goals to work together and support each other.

Significant investment has made in the "100 book challenge", to address an identified weakness in student progress in reading and consequently writing. This is proving very successful. Students are keen to read and their enthusiasm has resulted in greater communication and interest by parents.

The school has also invested in the "butterfly zone", where students are rewarded for good behavior, positive attitudes, good work, collaboration and co-operation. Consequently students are well behaved show mutual respect between each other and to adults, resulting in a good climate for learning. As a result students are engaged in their work and want to succeed.

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.

Professional development is securely based on the needs of the school and its teachers. Increased differentiation in the classroom is a clearly-identified priority for improving the progress of all groups of students including the higher achieving. This focus is a result of systematic formal and informal lesson observations, reviews of students' work, conferencing with students and subject and grade discussions amongst teachers. From these observations the senior leadership team concluded that although there were common themes needing improvement, there should be a range of differentiated approaches to support individual and/or groups of teachers. This is exemplified in the use of the different approaches required for mentoring and support of teachers new to the profession, as well as developing the expertise of more experienced teachers. As a result, teachers have individualized development plans with a clear differentiated approach to professional development.

The school has a good structure for enabling teachers to take part in inquiry teams. This is enabling teachers to develop strategies to monitor students closely and is resulting in improving the performance and progress of the lowest 1/3 of students. It has also led to more accurately planning differentiated instruction through the use of focus sheets. The use of an increasing range of teaching styles is ensuring that all students can access learning through their preferred learning style and make progress.

There is a good range of support services to help students and their families. The school uses data well to identify academic and personal issues so that where necessary parents and students can be given support to enable good progress and continuation of study. The school is also developing the use of peer mediation to help students resolve their own issues on a day-to-day basis.

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.

The senior leadership team monitor individual students, sub-groups and grade level performance to establish whether the school is reaching overall goals and curricular aspirations. This is rigorously followed in English language arts, mathematics and increasingly so in social studies and science. Other core subjects are beginning to set overall goals and create structures to monitor progress towards them. However, the role of student self-assessment and the communication of student goals and whole school goals to parents are less well developed.

Monthly reviews with the senior leadership team and curriculum leaders monitor lessons, student performance and the impact of professional development closely. This ensures that the increased focus on improving differentiation is taking place and students are on course to reach goals based on their prior progress.

Very good use is being made of information coming from the Learning Environment Survey, the previous Quality Review and other data to review the effectiveness of the

organizational decisions the school has made. For example, the significant improvements in teaching are the result of greater use of individualized professional development plans, curriculum changes or other factors.

The school's self-evaluation is very good, enabling a very clear idea of strengths and weaknesses resulting in clear goals and pathways. These are shared clearly with the school community including students who, although not part of the development of the Comprehensive Educational Plan, are aware of the school vision and work hard to help its achievement.

School Quality Criteria 2008-2009

School name: Anne Hutchinson	△	▷	✓	+
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>				
	△	▷	✓	+
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>				
	△	▷	✓	+
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