

Quality Review Report 2011-2012

Anne Hutchinson School

Public School 78

1400 Needham Avenue

Bronx

NY 10469

Principal: Claudina Skerritt

Dates of review: May 10 - 11, 2012

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

Anne Hutchinson is an elementary school with 734 students from kindergarten through grade 5. The school population comprises 67% Black, 22% Hispanic, 1% White, 1% Asian students, and 7% other students. The student body includes 5% English language learners and 15% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 90.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders utilize and analyze a plethora of data sources resulting in actionable feedback that leads to effective supports that promote positive student outcomes. 2.1
 - Behavioral incident data, attendance rates, summative English language arts (ELA) and math statistics, baseline assessments like Scantron performance series, 100 Book Challenge progress, diagnostic writing assessments, Acuity, Every Day Math end-of-unit tests, social studies and science unit tests, as well as common core learning tasks, have resulted in a clear depiction of the on-going status of student achievement. This has enabled the school to establish consistent supports for underperforming subgroups including Hispanic students and students with disabilities.
 - Regular collection and review of data enables effective and strategic adjustments to instructional supports for both students and teachers, such as *Imagine Learning*, an individualized web-based tutorial program. As a result, once students master specific skills they advance to the next level, resulting in differentiated literacy support to students. Student data reports generated by this program enable teachers to use the information to modify student instructional groups and monitor subgroup progress over time.
- The school makes purposeful decisions regarding standards resulting in improved curricular development. 1.1
 - The school's school wide unit planning calendar clearly focuses on embedding anchor standards for informational text into curricula, resulting in promoting communication skills via explicit reading and writing tasks. In math, students were given a scenario requiring them to solve a problem around 'Balloons on Strings' and show a visual representation and explain their thinking using math terms. This task design engaged students by requiring them to demonstrate the process they used to get their answer. Additionally, across disciplines student work is assessed against content area rubrics such as math task assessments and literacy genres to determine next steps for further curricular refinement and student supports. Since tasks are continuously assessed and refined in alignment with grade specific standards, the school's efforts have led to positive improvement in curricula, (e.g. critical thinking in the study of mysteries in ELA), that fosters conceptual understanding of subject matter.
- The school's organizational decisions support its instructional foci resulting in effective structures that promote student achievement. 1.3
 - An embedded 'Intervention Block' allow identified students to receive additional support, to for coaches to provide instructional support to teachers and paraprofessionals. A push-in model of help enables targeted students to receive in-class support integrated into the regular

literacy or math block, resulting in continuity of instruction. Thus accountable staff collaboration, and effective use of staff resources, impacts improved student outcomes.

- Allocation of additional resources include an extended day learning grant that is used to provide academic remediation for students performing at either level 1 or 2 proficiency in ELA and math. Additionally, by collaborating with American Reading Company consultants the school created a reading lab site on each grade, to provide models of quality instruction aligned to standards to support improved teacher instructional practice. These measures have enabled the school to implement its response to intervention model and have led to higher ELA and math achievement levels based on interim data.
- The school effectively uses assessment practices to adjust and formulate next steps for increased student performance. 2.2
 - Teacher teams supplement summative assessments with unit tests and grade wide data calendars to benchmark student mastery and identify patterns and trends. The fifth grade inquiry team uses a team-developed spreadsheet to analyze baseline test results against interim assessment data. During the course of the year as they track student outcomes they pay close attention to skills such as drawing conclusions and inferencing as part of narrative procedure ELA. As a result of on-going review, teachers continually adjust their practice to meet student needs, leading to the creation and development of rubrics that provide rigor and clear expectations to support learners.
 - The school has established a *Data Room* that serves as a hub for data-driven collaboration leading to continuous monitoring of all student sub-groups. In addition teachers track and monitor individual student progress on the school-based data wall. Teachers note on cards specific strategies tried with students, and identify strengths and areas of need that are entered on their class data calendars. This assessment practice is on going, has resulted in actionable feedback that informs instructional decisions such as flexible grouping, and has served as a public articulation for teachers who share responsibility for similar groups of students.
- The school effectively communicates high expectations and provides supports to families enabling students to reach their on-going goals. 3.4
 - The school provides parents with a handbook informing them of instructional goals, school expectations, and activities. Parents noted that interim progress reports sent home three times this year, and weekly activity logs, have helped them to stay informed of their children's progress with learning goals. Home connection resources such as the Positive Intervention Support Handbook are also provided to inform parents of behavioral expectations. Entitled, *Butterfly Zone Fundamentals*, the school's mantra of 'Be Safe, Be respectful, Be Responsible and Be Prepared', has been taught via lessons to students and has resulted in the decrease of negative behavior and suspensions. In addition, monthly class attendance is made public and promotes higher student attendance. Families are happy with the progress and

independence their children display, and attribute this to the academic confidence displayed. Furthermore, the school's supports enable, inform families to assist children at home, and has positively impacted student and parental belief in the school.

- School leaders effectively use cyclical classroom visits to promote teacher development resulting in feedback that promotes continual pedagogical improvement. 4.1
 - School leaders have developed a professional development map and calendar to prioritize on-going staff development efforts. These strategies have resulted in professional development efforts tailored to individual teacher needs such as the assignment of mentor and buddy teachers. Tools are informed by individual teacher goals and action plans established at the beginning of the year, mid-year progress monitoring conversations, and frequent cycles of classroom observations with specific next steps for growth throughout the year, thus there is an atmosphere of self-reflection leading to improved teacher effectiveness and instruction, impacting student outcomes.
 - Upon careful review of classroom practice and student outcome data school leaders have matched staff assignments with opportunities for teacher leadership development. Lab sites are assigned to teachers where best practices have been consistently observed. Effective professional development capacity has led to supports aligned with staff development needs.

What the school needs to improve

- Extend pedagogical practices to align with curricular goals to ensure optimal student engagement. 1.2
 - The school has placed heavy emphasis on the use and analysis of data and has accurate knowledge of student achievement levels. However although there is evidence of differentiated instructional practice in some classes it is not yet embedded school-wide. While students participate in classroom tasks via multiple groupings for different academic subjects, academic assignments are not yet sufficiently differentiated to match the varying needs of each student across all content areas. In addition, teacher pacing and questioning techniques often do not yet encourage higher order thinking. This is particularly true for higher achievers, as in a math class where proficient students were provided with unneeded activity modeling during a multiplication lesson using chips and cups. Lengthy review time spent on do-now tasks negatively impacts lessons' rigor and results in limited student engagement.
- Enhance processes for capturing current school wide data that results in greater efficiency in identifying school wide trends. 2.3
 - Teacher teams and individual teachers make good use of tools like *Schoolplace*, a web-based platform to gather classroom and individual student data. Staff regularly share performance results for those students who they have in common, and they also provide information to students and families. Additionally, currently the school uses individual classroom

data to assess school-wide trends. School leaders also capture longitudinal school ranking over time, (e.g. State accountability status and Learning environment survey results), however on-going school-wide data is not yet sufficiently organized to allow for a more accessible view of current aggregated trends across the school. This limits the school's ability to efficiently aggregate and identify emerging school wide trends and impedes the opportunity to make timely adjustments based on student outcome data to enhance school-wide processes.

- Further refine inquiry practices across teacher teams to ensure accurate identification of teaching assessment strategies that yield positive student outcomes and impacts school practice. 4.2
 - Teacher teams meet regularly to address targeted students most at risk, but inquiry-based protocols to focus the work are still developing. The identification of commonly applied research-based strategies with pre- and post-assessments to determine impact, has not yet been established. Similarly, while assessment practices around review of student work are regularly evaluated against expectations based on key standards, the alignment of formative grading practices determined by teachers is not as frequently assessed, limiting the teams' influence on improved teacher practice. This minimizes the teams' ability to influence decisions on school-wide policies and practices.
- Improve monitoring structures to allow for the integration and alignment of CCLS into all content areas resulting in improved instruction. 5.1
 - School leaders have implemented curricular modifications particularly with the adaptation of citywide writing bundles to align with Common Core State Standards (CCSS). In addition, student outcomes derived from tasks in ELA and math enable the school to monitor and revise school improvement plans. However, instructional practices that align with CCSS for all subjects are not yet developed. This results in an uneven level of rigorous expectations across content areas, thus limiting school-wide coherence of policies and practice.

Part 3: School Quality Criteria 2011-2012

School name: Anne Hutchinson School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			X	
Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed