



The New York City Department of Education



Quality Review Report

Adrian Hegeman School

Elementary School 092

**601 Parkside Avenue
Brooklyn
NY 11226**

Principal: Diana Rahmaan

Dates of review: May 7 - 9, 2008

Lead Reviewer: Helen Donnellan

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Part 1: The school context

Information about the school

The Adrian Hegeman School is an elementary school with 724 students from pre-kindergarten through grade 5. The school population comprises 83% Black, 12% Hispanic, 0.1% White, and 0.1% Asian students. The student body includes 14% English language learners and 9% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 91.3%. The school is in receipt of Title 1 funding with 87% eligibility.

In September 2007 an additional self-contained special education class was added to the school, making a total of four self-contained classes, a collaborative team-teaching class and 18 students in general education classes.

Part 2: Overview

What the school does well

- The administration team has led significant improvements to data gathering and analysis of progress at student, class and grade level.
- Highly effective support has increased the skills and confidence of teachers who are now strong advocates for data-based learning.
- Teachers work well together to evaluate and plan instruction which sets out how student goals will be achieved.
- The culture of sharing effective professional practice is strong and teachers are comfortable in seeking advice and supporting each other.
- Professional development meets the needs of the school and individual teachers with a clear focus on improving instruction and learning.
- The core curriculum aligns content well with structures for assessment.
- Goals to raise student outcomes are clear and progress towards them is measured throughout the year.
- The administration team uses data fruitfully to determine or change practice so that learning can be maximized.
- The school works hard to engage parents as active partners in their children's learning and the life of the school.

What the school needs to improve

- Compare progress and performance with other schools to identify and share the most effective practice.
- Ensure that the initiatives to refine differentiated instruction are used to improve learning outcomes.
- Consistently reinforce positive behavior and respond to negative behaviors to increase students' respect and confidence at school.
- Build on existing initiatives to support students in their personal growth and increase mutual respect.
- Set up a forum for student views to be heard and used to influence the life of the school and its goals.
- Extend planning to include a long-term plan, with time-related goals; setting out how the school vision will be achieved.

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 well developed.

The principal uses a firm and warm leadership approach to encourage and develop teachers and students. She shares leadership with the cabinet and members of the school community in a genuinely open way so that staff feel empowered and valued.

Data is at the heart of the planning, delivering and monitoring of instruction and leads to improved learning outcomes for students. Teachers collaborate and use data well to provide effective instruction for classes, groups and individual students. Great efforts are made to overcome parents' reluctance to be involved with the school and as a result their participation has improved significantly. The curriculum now aligns closely with assessment and teachers can track student progress easily. The school is continuing its work to ensure that all instruction is differentiated and closely meets needs of students. Staff and administrators monitor and evaluate programs and interventions to ensure they are effective and make all changes necessary to increase learning outcomes.

Staff show a high level of commitment towards improving their instruction and becoming skilled in using newly introduced programs and assessments. They support each other well in improving the quality of instruction. Working partnerships with organizations in the community are used to good effect to enhance instruction and provide effective support to students and their families.

The inquiry team began its research into the lowest achieving students and used data on English language arts in a sophisticated way to identify a group of under-achieving boys from one ethnic group as its focus. Each member of the team works as a tutor and mentor for two or three boys and provides focused intervention in specific strands and skills. The different approaches are currently being evaluated to provide insights into the most effective in promoting accelerated growth.

The issues raised in the last Quality Review formed part of the school's instructional goals and priorities for the year. The work of the summer institute is key to how school leaders and the wider school community use data to evaluate progress. June planning events are the major vehicle for this. Data is now widely used to evaluate where instruction is strong and is used to disseminate effective practice to the rest of the staff. The data analyst has led the work on analyzing variations in the progress and performance of boys and girls which led to much more detailed analyses of groups and sub-groups. The result of this work is that the school is now well informed about where boys and girls do better and provides opportunities to put focused strategies in place to increase learning outcomes.

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 well developed.

Administrators and teachers have made significant changes to the ways in which data is analyzed and used to give them fuller and more accurate information on the progress of individual students, classes and grades. They have embraced recently introduced computer analyses and developed their own analyses to probe data well at student, strand and skill level. Systems for training and supporting staff in the use of data have been highly effective. Teachers are confident to analyze data independently, motivated to develop and refine systems and create tailor-made tools to closely match their needs. As a result they are powerful and enthusiastic advocates for data-based learning, which they see as crucial to delivering and monitoring student learning. They tailor instruction to reflect student needs which promotes effective learning.

The data analyst produces methodical and detailed analyses which compare student learning in subjects, classes, groups and grades so that staff are well informed about the progress of all students. This highlighted patterns and trends in learning outcomes, which were analyzed in greater depth by reviewing factors such as attendance and the impact of additional intervention programs to explore how this improved or detracted from learning. The school is careful to track the progress of all its students, including those who are held-over in a grade, to ensure that they are making progress and where necessary identify factors that are inhibiting progress.

While the school now has extensive information on its own areas of strength and those to improve, it has not compared its progress and performance with that of other schools to identify and share the most effective practice.

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 well developed.

Class, cluster and intervention teachers work together routinely to share data and plan instruction which closely matches their students' needs. They are clear about goals for learning, as the school goals are broken down to grade goals, which then become the goals for each class. Data on progress in English language arts, math, science and social studies is used consistently to identify where student progress is less than anticipated, and provide suitable intervention to overcome this. Item skill analyses are effective in pinpointing skills and curriculum areas of strength and those in need of improvement. This means that teachers, students, and parents have clear insights into the areas students need to master and what they have already achieved.

The school community receives regular information about the school goals and progress towards them. However, students have limited opportunities to give their views and influence the life of the school, as there is no student government or formal group to gather and share their insights.

The staff work hard to establish and sustain effective working partnerships with parents and encourage them to become involved in school life. The principal and parent coordinator are proactive in overcoming parents' anxiety about contact with the school which limit their involvement. They have set up effective channels of communication through clergy in the neighborhood who help to overcome parents' anxieties and apprehension about working with the school. Initiatives such as this have led to increased attendance at school events and parents being confident to interact with staff more readily.

Communication between the school and families is valued as a two-way process using face-to-face contact, formal meetings and regular letters to gain insights into factors affecting students outside of school. The parent coordinator encourages other parents to join her in learning sign language and so increase the interaction between deaf parents and the school community. Each month parents receive an easy to understand letter in English, French, or Spanish, asking for their responses to three questions, "I hope that my child... I feel that my child... and I worry that my child...." This enables staff to respond to individual student needs in sensitive and appropriate ways.

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 well developed.

The school offers a broad curriculum which has recently been strengthened to provide stronger cohesion between content and assessment. In English language arts the Reading Street program is used well to provide additional challenge for higher-achieving students at the same time as supporting other students in their learning through varied and interactive lessons. Students have access to a rich program of activities before, during and after the school day, and on Saturdays to extend and reinforce academic learning and personal growth. Students enjoy the varied content and lively methods of teaching, which one summed up as, "We're learning our multiplication while we have fun".

During the review, examples of well-differentiated instruction were observed where stimulating learning promoted learning for all students. Not all teachers are skilled in working in this way and the school continues to provide training and support for teachers so that all instruction is differentiated and meets the quality of the best.

Student work is displayed in classes and hallways and sets the tone for a stimulating learning environment. It also raises students' self-esteem when they see their work displayed. The work is treated with respect and seldom damaged even though the hallways are busy. That high respect is not always shown by a minority of students, which makes others feel insecure at times. The school is developing programs to build trust and respect within the school and outside the school day but the impact is not yet fully apparent.

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 well developed.

The written feedback following formal and informal classroom observations makes clear what teachers need to improve and is used to determine the content of professional development. In addition, the school-wide priorities and plans, which include the whole-school professional development needs required in order for them to be achieved. Through this approach the needs of the whole-school and individual staff are catered for. These may be provided through support from colleagues, coaches or external courses. Teachers are at ease in sharing their work and expertise and learning from each other is an accepted part of the professional development available within the school. Initiatives are often pioneered by teachers in a “cheerleader” role within their grade who then share their experience with their colleagues.

The partnerships with organizations within the community also reflect effective team working. After-school programs provide students with opportunities to participate in cultural, sports, arts and academic activities that widen learning and give them opportunities to develop social skills. As part of the work to help improve behavior at the school, imaginative programs are being developed to encourage students to participate in community work in other parts of the neighborhood. This links to the support provided by guidance staff and related service providers who work closely with other agencies to set up appropriate provision to meet the needs of individual students and their families.

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 well developed.

The school-wide priorities for the year are clearly set out as instructional goals and in the Comprehensive Education Plan. These are broken down into goals for grades and students, which make clear how progress will be monitored through the year, using teacher assessments and test results. The year’s plans are annotated to show regular monitoring and how this leads to modifications of support for individual students, groups and classes.

The administration team is particularly diligent in monitoring newly introduced programs to ensure that they meet the needs of students. They work closely with teachers to review data and make changes without delay to align the content and approach more effectively with student needs and promote more effective learning. At the start of all interventions programs baseline assessments are carried out so that an accurate measure of progress from that intervention can be obtained. This year English language learners have participated in the Wilson program to increase their knowledge and skills in using phonics. Early Acuity results indicate that this has led to increased progress. This data is now being used to consider how the program can be extended in future years.

The summer institute is a group of staff who volunteered to support the work of the extended cabinet in planning how to improve the quality of instruction and raise learning outcomes. Their well-founded evaluations of programs and actions delivered during the year are invaluable in identifying actions needed the following year. The school’s structures for planning are currently limited to planning for the year ahead and do not set out the actions and steps needed to achieve the longer-term vision for the school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Adrian Hegeman School	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 rigorous, 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 and tardiness?				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, and effectively address discipline related incidents?			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