



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Andries Hudde School**

**Middle School 240  
2500 Nostrand Ave  
Brooklyn  
NY 11210**

**Principal: Elena O'Sullivan**

**Dates of review: May 7 - 9, 2008**

**Lead Reviewer: Andy McClean**

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## Part 1: The school context

### Information about the school

Andries Hudde is a middle school with 1453 students from grade 6 through grade 8. The school population comprises 75% Black, 5% Hispanic, 5% White, and 15% Asian students. The student body includes 5% English language learners and 10% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 95.3%. The school is not in receipt of Title 1 funding.

## Part 2: Overview

### What the school does well

- The principal's determined and visible leadership communicates a lucid vision of improvement to the whole school community.
- Senior staff and coaches provide positive support in the school's drive to improve student achievement.
- Data systems produce a wide variety of information to enable teachers to plan in depth and measure student progress.
- Special education students and English language learners receive very good support as a result of regular scrutiny of their progress.
- Students' improved attendance and motivation to learn, results from clear communication of high expectations.
- A trusting and mutually supportive faculty continues the drive to improve learning and teaching.
- Good subject leadership, supportive professional development, and concentration on experiential learning leads to good mathematical and language arts progress.
- Teachers provide exemplary role models for their students to imitate.
- Professional development to improve teachers' interpretation of data and its use enables greater continuity to track student progress.
- Strategic budget decisions ensure good use of resources as tools to support learning, particularly in technology.

### What the school needs to improve

- Use available data to plan for greater differentiation of challenge in all subjects.
- Use end of class assessment time to measure student progress against learning objectives in greater depth.
- Use self-evaluation processes to determine the suitability of strategic goals.
- Provide students and parents with clear short-term goals in literacy.

## 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.**

From direct leadership by the principal, the school is now at a point where there are no underdeveloped features. A very professional cabinet supports her in the attainment of higher student achievement. Clear school goals communicated to students, parents and teachers support high expectations. The school has made great progress since the last review to ensure student data is accessible and understood by teachers. Due to focused professional development, teachers use a wide range of formative and summative data. Planning is now evident in greater depth to ensure all classes show an overt learning objective. Progression in differentiation for groups and individual students improves. Leaders accept a need to provide students with even greater challenge through scrutiny of data in subjects other than math and English language arts. Special education students and English language learners receive clear, focused support. Systems to identify problems as early as possible ensure these students receive focused support. They experience full inclusion and guidance from a wide range of sources. Students themselves obtain regular feedback on their progress against targets. Their parents receive reports on programs of support and how they can help their children's progress.

Firmly embedded systems to track poor attendance and tardiness result in above average attendance figures. Student motivation to learn is high due to a curriculum that enables them to experience many "hands on" experiences. Technology actively supports their work and acts as a catalyst to engage many students. Older students use technology to prepare end of project presentations on the "Roaring Twenties." Their peers produced a multi-media play on the subject of Hurricane Katrina to compete with other schools for a "green" award.

The school's concentration of effort to improve achievement in math is successful. The inquiry team uses data to select a group of under achieving grade 7 students and apply successful measures to improve their mathematical comprehension. Teachers now use technology to analyze results to find specific weaknesses, such as de-coding word problems. Through very effective support by an assistant principal, with responsibility for this area, teachers plan, in depth, to address these difficulties. Teachers' use of data to track math and reading progress occurs throughout school. Professional development has been very successful in empowering teachers to interpret data to change and improve instruction. With the introduction of four teams or mini schools, where teachers support an equal number of students, collaboration to assess progress takes on a greater strategic focus. The principal ensures that each assistant principal has responsibility for a major curriculum area. All are accountable for assessment of progress towards defined goals with interim assessments. Students enjoy their education. They know and trust their teachers, who work diligently to motivate them to learn.

## **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.**

The school uses a wide range of data to scrutinize student progress. Teachers identify trends and patterns of strengths and weaknesses. This is particularly evident in math. Work by the inquiry team, subject coach and teachers identify not only groups of students with difficulties, but also actual areas of difficulty within the subject, such as the interpretation of mathematical vocabulary in word problems. Team leaders take responsibility for the collection and dissemination of data to their colleagues. Regular formal meetings and many informal conversations ensure a constantly updated review of the progress of specific students. Teachers make very good use of data to form programs for special education students and English language learners. On entry to school, both groups undergo careful scrutiny to assess their areas of need. Teachers with specific responsibility modify guidance when test results show a necessity to do so. The faculty reviews data at professional development courses designed to improve their understanding and use of this information. The principal ensures that assistant principals hold teachers accountable for the translation of data into planning for greater differentiation.

As a result of training in the use of technology for data scrutiny, the faculty have a clear understanding of how to plan for individual challenges and differences in student ability. A greater common approach to data use ensures teachers use the results of such scrutiny to modify and extend teaching to match student learning styles. A concentration on improving student reading abilities, across the whole school, pays dividends through greater student comprehension of text in all 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.**

Recent developments to further develop collaboration by teachers to plan and set whole school goals are beginning to improve the whole process. The creation of four school teams, with named assistant principals, creates a system of communication that enables them to have far greater influence on instruction. Regular meetings, both with their teams and together with others, lead to greater cohesion and comprehension of major academic priorities. This is evident in the application of recent measures to improve instruction in math. Teachers receive focused professional development to use technology in the assessment of math. As a result, they are beginning to have a clearer understanding of which aspects of the subject need greatest attention. Focus on specific groups of students who show a lack of improvement, such as grade 8 male English language learners, has resulted in the purchase of more appropriate reading material. A solid base of data, from many sources, enables teachers to convey high academic expectations to students and parents. There is a need to provide parents and students with specific short-term targets to increase achievement in literacy. Statistics from State and school tests assist parents

and students to appreciate which aspects of learning require support to accelerate learning. Communications with parents, through newsletters, formal conferences, via e-mail and telephone are beginning to impact on overall student performance due to greater understanding of how parents can assist their children. Parent workshops for math and literacy also increase the positive bonds between home and school. A significant factor in the school's continuing progress is the principal's insistence on high standards of conduct. Linked with improved parental communication, with teachers who devote a great deal of their own time to students, the school community participates in a partnership to ensure students fulfill their potential.

**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.**

A curriculum that concentrates on improvement of basic literacy and mathematical skills continues to impact on student progress. As a result of the recent emphasis on improvement of reading and comprehension skills, students' interpretation of their tasks and tests is leading to greater long-term retention of skills and knowledge. Data produced from tests, quizzes and informal conversations with students, produces a lively debate among a dedicated faculty. Teachers are moving towards a much greater understanding of learning styles and how to extend their teaching to address them. In a grade 6 English language arts class, students respond enthusiastically to their chance to vote, with their own "ballot" papers on the statement "Basketball is the best sport". Trips to musical events at other schools and venues by the school orchestra and band engender great ownership and pride in their school. After school sports, dance and drama clubs widen opportunities for students to extend their interests. Clear rules for behavior linked with a strong system of rewards, leads to a very safe and calm learning environment. Parents celebrate their children's participation in a program to carry out community service in grades 7 and 8. Team leaders ensure that, since its recent introduction, colleagues within the teams accept responsibility for improvement in the achievement of their students. Differentiation of instruction, based on greater comprehension of data, shows deeper thought and understanding with students in receipt of more focused challenge. The cabinet realizes a need to extend this aspect of planning and instruction, as well as the requirement to assess student progress against learning objectives. At present, teachers spend too little time measuring their students' progress against learning objectives at the end of classes. Together with an engaging curriculum, and well-established systems to examine poor attendance, student attendance figures continue to improve. Teachers portray exemplary models of conduct and mutual respect to their students.

**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.**

Realization of the importance of principal's regular formal classroom observations, and those of other senior staff, typifies the faculty's acceptance of the need to improve instruction. Discussion to extend the range of teaching strategies occurs at both formal

professional development sessions and in the wide variety of informal day-to-day contacts within school. Teachers participate in such discussions to spread best instructional practice well. A great willingness to learn from each other exists in a school culture where colleagues share lessons learned from visits to each other's classes. The development of the school team system has great impact in developing a common understanding of the schools strengths and weaknesses. Assistant principals lead discussion and debate on current challenges identified from data scrutiny. This empowers them as leaders with an understanding of their specific areas of responsibility. It also adds to the openness that extends the means by which the faculty shares and examines effective practice.

Teachers new to the school and the profession receive direct support and encouragement from coaches and their team leaders. Colleagues value their opinions and suggestions, as well as feedback from professional development courses and visits to similar schools. Advisory and guidance systems ensure the early and effective intervention to support students who find any aspect of school life a challenge. Students receive strong guidance on future academic courses with visits to other institutions and from outside speakers. Students participate in many activities to stimulate motivation to learn, from soccer, step and field sports to dance drama, art and musical events. Teachers encourage students to take advantage of band, orchestra and chorus events to improve their perspective on schooling. Clearly implemented procedures ensure an orderly school day.

**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 proficient.**

Very good systems of communication enable the principal to drive school improvement forward. The whole community is fully aware of the future vision of the school. With very good support from cabinet, complacency is unacceptable. The school uses interim measures to check progress towards school goals. Self-evaluation is at a stage where cabinet appreciate the need to analyze the good progress made since last review. The principal recognizes that use of the wide range of current data can determine the suitability of school goals for the future. A reflective staff, open to the principal's determination to improve student achievement and enjoyment of school, enhances outcomes of instruction through effective use of well-established data collection systems.

Administration ensures that trends and patterns deduced from data translate into action to improve instruction in math and English language arts. Teachers are beginning to use interim measurements of changed styles of instruction to improve student understanding of vocabulary that is specific to subjects such as social studies, math and science. For example, grade 8 students used their understanding of the language of climate zones to determine living conditions in various global settings with success. The establishment of school teams has resulted in the start of a robust system to monitor improvement in student progress. Early outcomes show benefits from the establishment of this new initiative into manageable parts.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Andries Hudde</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>			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.**

<b>To what extent do school leaders and faculty provide ...</b>	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	
<b>Overall score for Quality Statement 1</b>				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.**

<b>To what extent do school leaders and faculty ...</b>	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		
<b>Overall score for Quality Statement 2</b>			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.**

<b>To what extent does the school ...</b>	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	
<b>Overall score for Quality Statement 3</b>			X		

<b>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.</b>					
<b>To what extent does the school ...</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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		
<b>Overall score for Quality Statement 4</b>			X		

<b>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.</b>					
<b>To what extent do ...</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>			X		

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>