

Quality Review Report 2009-2010

JHS 125 Henry Hudson

08X125

**1111 Pugsley Avenue
Bronx
NY 10472**

Principal: Hilda Bairan

Dates of review: May 10- 11, 2010

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

The Henry Hudson School is an intermediate school with 713 students from grade 6 through grade 8. The school population comprises 15.9% Black, 59.3% Hispanic, 1.4% White, and 23.0% Asian students and less than 1% American Indian. The student body includes 17.3% English language learners and 21.1% Special Education students. Boys account for 50% of the students enrolled and girls account for 49.1%. The average attendance rate for the school year 2008 - 2009 was 91.5%.

Overall Evaluation

This school is underdeveloped with proficient features.

The Henry Hudson School shares the campus with an elementary school. The leadership utilizes all available spaces for instruction and has added an additional computer classroom to maximize the student's opportunity to use technology.

The school is identified by NYS as requiring restructuring for not making adequate yearly progress in English language arts for students with disabilities and limited English proficient students. Fifty percent of all students did not make one year of progress in mathematics on the school's most recent Progress Report. In addition the school did not receive any exemplary gains for its subgroups in mathematics. There are no written action plans to address these concerns. The school is aware that the instrument to assess student subgroups to ensure that they are achieving their educational objectives throughout the year is not an embedded practice. This affects the school's ability to make the necessary adjustments to accelerate student learning. School leaders acknowledge that the level of rigor and activities engaging student interest is inconsistent across subjects and grades. There is also awareness that differentiated instructional practices are not occurring in most classrooms.

The school has emphasized structured opportunities for professional learning community teams to analyze data and to plan instruction that aligns to state standards. These inquiry based collaborations support a broad instructional program for students and enable teachers to reflect on their craft and their student's achievement. Yet, they do not specifically identify instructional change strategies that have proven records of success. As a result, student learning is not maximized. Parents talk positively about the administration and teachers. They state that incidents are down at the school this year and that they would like more communication from the school regarding the academic progress of their children. Interviews with students reveal that they would like to see the principal more often and that they feel supported by the teachers in their learning.

A comprehensive after school program provides opportunities for students to increase their learning potential. The administration, staff, and students held a multicultural community festival to highlight the contributions of various heritages. This culminating activity enhances communication between the school and its families to support student achievement. The school is in receipt of a grant to strengthen school-parent partnerships by using ARIS to assist parents in their child's learning and achievement. Outcomes will be shared throughout the city. This is a perfect opportunity to include parents of all subgroups, so they can have a clear understanding of their child's goals and how they can support their learning. The principal will be participating in a leadership institute at Harvard this summer to cultivate the vision of a learning community whose goals is to meet students academic, social, and emotional needs.

What the school does well

- The school's extension activities create a wide range of opportunities for students to grow academically and socially.
 - Students participate in a school-wide multicultural celebration. They explore, analyze and present the contributions various cultures have made to their school community. The variety of activities that were offered (individual or class project, an assembly program and a culminating community participation day) enables the students to grow socially, enriches their learning experiences and strengthens community relationships.
 - Students are able to choose among many after school activities. They have the opportunity to participate in tutoring, music, art, dance, sports, photography and recreational activities. As a result, the school is providing the supports to assist with the student academic success and social/emotional development.
- Teaches benefit from participating in professional collaborations that encourage reflection and discussion of effective instructional strategies.
 - The English language arts collaborative teacher team uses acuity and simulated test assessment for grades 6 through 8 coupled with The Writing Reading Assessment Program (WRAP) to set, monitor, and adjust student goals and plan instruction. These efforts enable teachers to be a part of key decisions to positively affect student learning across the school.
 - The Math collaborative team focused analysis of data identified that level 2 and level 1 students struggle with Math vocabulary terms. This has resulted in a more intensive analysis of student performance and instruction of this strand across all grade levels.
- The principal is working towards developing a learning community that analyzes student outcomes to accelerate student learning.
 - The school's goals are aligned to the Comprehensive Education Plan. Analysis of last year's Progress Report and State Report Card allowed the principal and administrative cabinet to develop instructional and organizational goals. However, without focused action plans to implement the objectives, the school lacks cohesive instructional and organizational approaches to improve student outcomes.
- Staff gathers a wide range of data to understand student performance and learning needs.
 - Based on the recommendations from the previous Quality Review, the administration prioritized that teachers will interpret data more effectively to differentiate instruction in the classroom to help all teachers address their students' needs successfully. Although the decision has promoted collaboration of all teacher teams in discussing differentiation of

instruction, teachers do not consistently implement this strategy in the delivery of their lessons.

- An analysis of student data determined that writing across the curriculum would be this year's school-wide focus. A lead teacher, with English language arts expertise has provided guidance in this area.
- The administration makes informed organizational decisions to support school goals and student learning.
 - To address the fact that the school did not make adequate yearly progress in English language arts on the NYS report card the principal assigned an assistant principal to solely supervise literacy. In addition a lead teacher was assigned to maintain a learning lab of best practices and a consultant provides support and professional development related to student performance. As a result, this collaborative approach focuses teacher and team discussions on student achievement.
 - Recognizing the need to support staff in the analysis and application of school data, the principal instituted weekly professional learning community meetings to discuss and model how to use data in meaningful ways.

What the school needs to improve

- Develop additional systems to build on communication and collaboration with parents in order to expand their ability to track student academic growth on a regular basis.
 - Currently, the school does not have enough support to allow parents to have a clear understanding of their child's learning needs. Because they do not have a reciprocal and on-going communication system, they are not able to target groups and sub-groups of students to work with them and their families to support accelerated academic achievement.
 - In the most recent Learning Environment Survey, the parents' response rate was below city average. The school has received the 2010-2011 ARIS Parent Link Access Grant award. The addition of 4 computers dedicated to parent use will provide opportunities for parents to be informed of their child's current academic status and allow them to plan with staff for next step interventions to promote student learning and home school communication.
- Improve differentiation of instruction in classrooms so that all students are challenged to achieve to their full potential.
 - The majority of teachers across grades and content areas do not utilize flexible grouping based on skill-specific areas based on formative and or summative assessment results. There are limited opportunities for individualized or small group targeted assistance. Consequently, student learning is not maximized as evidenced by classroom practice and the results of the NYC Progress Report and NYS Report Card.
 - Most classroom instructional time involves whole group instruction. The school has not incorporated a consistent on-going analysis and progress monitoring of student sub groups in mathematics. Student work products lack rigor. As a result, not all students are challenged to achieve to their

maximum potential. As evidenced by the school not receiving exemplary credits for any subgroup in math on the NYC Progress Report.

- Ensure that relevant goals are set for whole school development with clear time scales and measurable success criteria.
 - The school uses quantitative and qualitative data to track and review individual students. However, the school is not incorporating a tracking tool to measure the progress of special education students and English language learners. As a result, these subgroups are not making adequate yearly progress in English language arts as evidenced by the NYS School Report Card. Consequently, the school is identified by NYS as requiring restructuring.
 - The school does not consistently provide feedback to parents regarding their child's academic progress. As a result, families are unable to fully see progress and support the academic, social and emotional development of their children.
- Use the observation tool to develop with teachers, goals and plans that reflect and support attainment of school-wide initiative for their professional growth and the enhanced achievement of the students.
 - There is a lack of consistency in the completion of teacher observations. There is little rigor in the recommendation section of the observations. Some observations have no recommendations or next steps. As a result, teachers have no clear guidance for enhancing their craft. Consequently, teacher's growth is not maximized to positively effect student learning.
 - The administration is not fully supporting the mentoring of teachers. There is no evidence of a log of assistance or documentation that class and school inter-visitations are occurring. As a result, non-tenured teachers do not receive high quality support to enhance their craft to support student achievement
- Include measurable long term outcomes with interim checkpoints in all goals across the academics to monitor progress and growth.
 - The school leadership does not consistently encourage periodic evaluations of curricula and instructional process. The school does not expand or revise core content area curriculum. As a result, less than 50% of the student population makes one year progress in math as measured by the NYC Progress Report.

Part 3: School Quality Criteria 2009-2010

School name: Henry Hudson	Δ	▷	✓	+
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>	Δ	▷	✓	+
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?		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		
Overall score for Quality Statement 1		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>	Δ	▷	✓	+
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 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?		X		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		
Overall score for Quality Statement 2		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>	△	➤	✓	+			
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 students and families, engage them in decision-making, and promote active involvement in the school community?		X					
Overall score for Quality Statement 3							
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>	△	➤	✓	+			
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, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4							
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>	△	➤	✓	+			
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?		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					
Overall score for Quality Statement 5							
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed