



Dennis M. Walcott, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2009-2010

The Henry Hudson School

08X125

**1111 Pugsley Avenue
Bronx
NY 10472**

Principal: Hilda Bairan

Dates of review: May 9-10, 2011

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

The Henry Hudson School is an Intermediate School with 674 students from grade 6 through grade 8. The school population comprises 16% Black, 58% Hispanic, 1% White, 23% Asian, 1% Native American, and 1% Multicultural Students. The student body includes 16% English language learners and 21% Special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009-2010 was 90.9%.

Overall Evaluation

This school is underdeveloped

Part 2: Overview

What the school does well

- School leaders are beginning to make informed organizational decisions across the school to support improvement in student learning.
 - The hiring of an additional collaborative team teacher and maintaining the English language learner's instructional staff supports the school's goal of improving student performance in these subgroups. The purchase of additional software programs is enabling the school to integrate technology into the curriculum. The principal has prioritized purchasing non fiction books to replenished classroom libraries to support a more rigorous curriculum. These initiatives have led to the development of ongoing discussions regarding teacher practice and student achievement.
 - Through a School Based Option the school has expanded it's opportunities for teacher teams to meet to address the academic needs of shared groups of students. As a result, the school is starting to focus on strategies to improve student performance.
- The school is focused on building a culture of mutual respect, and positive attitudes that cultivates a safe environment for learning and personal growth for students and adults to support the personal growth of students and adults.
 - The school instituted a behavioral interventions program entitled, S.A.I.L. (safety, accountability, integrity and leadership) which represents the four major expectations for all behavior in the building. Consequently, the school is focused on trying to build a safe and respectful environment for students and staff. Although there has been a slight increase in principal and superintendent suspensions the overall tone of the school has improved as evidenced by improved attendance, quiet hallways during instructional periods, and improved student behavior at lunch.
 - Students are aware of the school's efforts to address issues of concern, such as bullying. They feel supported by workshops on conflict resolution and by the schools implementation of a behavior program. As a result, some effective relationships are developing with positive impact on students' attitudes toward learning in an effort to improve social behaviors.
- The school is developing consistency in involving the community in school decision making in order to nurture and support families as contributing members of the school to improve student outcomes
 - The school shares general information and performance data with families on how students are achieving. This provides parents and students with some limited information on the expectations for success.
 - The school recently installed an LCD bulletin board outside the school. This provides families with information on events in the school in order to increase opportunities for parental involvement, such as Learning Leaders, a school multicultural fair and participation in the annual Learning Environment Survey.

- The school partners with community agencies in order to support students' personal and academic growth.
 - Teachers and counselors plan and execute lessons on topics, such as bullying and respect for one another. Students receive tokens for positive behavior which can be redeemed at the Positive Behavior Intervention System (PBIS) store. This internal system offers motivation and support for students to address and meet their social and emotional needs.
 - The community-based organization, Rainbow provides opportunities for students to expand their academic and recreational skills in a social environment. A Supplemental education program offers support to students with test taking skills. These programs provide opportunities for all participants to succeed as evidenced by the school's cheerleading team and City Center Singers, who wrote their own song, and performed at the District 8 Community Education Council's May, 2011 meeting.

What the school needs to improve

- Adapt curricula in order to prioritize rigorous tasks and higher order thinking skills for a variety of learners to improve academic outcomes.
 - Although the school has identified writing as a key standard there is a little evidence to support this initiative. Student portfolios contained inconsistent examples which lacked grade level rigor. Hallway and classroom displays highlighting writing were minimal. As a result, student performance is not consistent from grade to grade as evidenced by the school not making adequate yearly progress in English language arts in 4 of the 7 indicators on the New York State 2010-11 Report Card.
 - There is little evidence of rigorous habits or higher order thinking skills to challenge and accelerate the learning of students. Consequently students are not learning to their full potential as evidenced by overall student performance scores of 2.57 in English language arts and 2.65 in math on the school's most recent New York City progress report.
- Promote enhanced consistency in differentiating instruction, utilizing data, so lesson planning reflects ability grouping, various activities, and targeted questioning to maximize student learning.
 - Differentiation is not being consistently applied in all classes. The majority of lessons are teacher directed. Therefore, teachers are not generally targeting instruction as strategically as they could, leading to uneven levels of student performance.
 - Flexible student grouping based upon skill specific interim assessment data is not yet a consistent practice. In most lessons observed students were passive learners. Student's portfolios revealed that most students had conferences with their teachers only one or two times this year. This results in the school not meeting the learning needs all students.
- Develop assessments that are aligned to the curriculum and ensure that all teachers evaluate individual students' areas of needs and strengths to support targeted instruction to foster task engagement for improved outcomes.
 - There is no consistent data-driven, purposeful instruction for targeted groups of students. In addition there is no evidence that data analysis has

a direct impact on instructional practices. In the absence of a purposeful analysis of data, instruction results in a generic learning experience in the majority of classrooms which leads to low student performance.

- Teachers do not analyze multiple sources of data so that they can effectively differentiate instruction for different students during lessons. As a result, students' exhibit very uneven levels of engagement to push them to perform at their maximum potential. Consequently, the school is identified by New York State as Restructuring Advanced Focused.
- Enhance protocols for observations by providing a common lens to evaluate teaching practice for consistency with a clear focus on improving professional growth.
 - There is little evidence that lessons were aligned to the school wide focus of differentiation and writing. The administration inconsistently provides feedback to teachers on lessons to support the implementation of instructional strategies aligned to the needs of students to support teachers in building a coherent school culture. Therefore, opportunities for professional growth amongst the staff are limited and classroom instruction is not meeting the needs of all students, as evidenced by the most recent results of the Periodic Assessments in English language arts and math.
 - Although observations are completed on a regular basis the feedback is not consistently related to the school's instructional focus and student data. As a result, administrators do not effectively identify the pedagogical trends throughout the school and the plan for professional development does not support teachers in improving classroom practice. Tenure recommendations are not directly related to student performance trends. As a result, the lack of targeted professional growth limits effective instructional practices to improve student achievement.
- Refine and ensure that all goals include precise short and long term measurable outcomes to track students' progress effectively, in order to reinforce ownership and accountability.
 - The school uses summative and formative data to track class performance. However, the school is not utilizing a tracking tool to monitor individual student achievement and make adjustments as necessary. This results in a lack of information to inform adjustments to support attainment of individual goals.
 - The school does not consistently communicate student outcomes and clear next steps with student and families. As a result, students are unclear on what they need to do to meet and exceed standards. In addition families are not provided with consistent results on students' progress in order to provide them with support.
- Establish structures to evaluate instructional and organizational decisions in order to establish coherence across the school to push for increased student achievement.
 - The school does not have structures in place to consistently monitor and evaluate student learning outcomes. This does not allow the school to make data informed decisions to support curricular and instructional

adjustments aligned to student performance and capacity building. In addition, curriculum offerings are sporadically monitored and evaluated school-wide leading to uneven implementation of the evolving State standards in core content areas.

Part 3: School Quality Criteria 2010-2011

School name: The Henry Hudson 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?			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 and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?	X			
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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			

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 students and families, engage them in decision-making, and promote active involvement in the school community?		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, 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?	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

