



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Andries Hudde

Middle School K240

**2500 Nostrand Ave.
Brooklyn
NY 11210**

Principal: Gina Votinelli

**Date of review: April 1, 2015
Lead Reviewer: Julia Bove**

The School Context

Andries Hudde is a middle school with 897 students from grade 6 through grade 8. The school population comprises 63% Black, 12% Hispanic, 8% White, and 17% Asian students. The student body includes 13% English language learners and 13% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 96.1%.

School Quality Criteria

| Instructional Core | | |
|--|----------------------------|-------------------|
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards | Additional Findings | Proficient |
| 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products | Focus | Developing |
| 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels | Additional Findings | Developing |
| School Culture | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations | Celebration | Proficient |
| Systems for Improvement | | |
| <i>To what extent does the school...</i> | Area of: | Rating: |
| 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning | Additional Findings | Developing |

Area of Celebration

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|---------------------------|------------------------------|----------------|-------------------|
| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |
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Findings

School leaders and staff consistently communicate expectations and offer ongoing feedback. School leaders provide training for those expectations and help families understand student progress toward those expectations.

Impact

Families understand student progress and the school's expectations. School leaders frequent professional development opportunities allow members of the school community to understand instructional expectations.

Supporting Evidence

- The principal and school staff communicate regularly with parents via telephone, written notice, and e-mail on topics such as student progress, upcoming events, and college readiness. Parents state that they have a voice and that members of the staff are always available to address their needs.
- Parents stated that the school sends home regular reports on student progress and that these reports were helpful in planning next steps for students.
- Students stated that they were aware of rubrics and confirmed that they used them to help improve their work. They also stated that they discussed college and careers regularly.
- The school's consistent communication to families support student progress. For example, one girl who recently arrived from Kyrgyzstan stated that she felt welcome and had learned English so quickly due to the communication between the school, her teacher, and her parents.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula, and discussions reflect uneven levels of student thinking and participation.

Impact

Across classrooms, student work products, including the work of English language learners and students with disabilities lead to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products.

Supporting Evidence

- In a science classroom, students were asked to analyze amino acid chains. The task was identical for all students, and the teacher-directed lesson showed inconsistent points of entry for all learners.
- In a class of students with special needs, the teacher was reading a novel to her students while other students read independently or with the help of a paraprofessional. However, there was inconsistent evidence to support why these materials were chosen, and there was a lack of higher-order discussion for a significant portion of the class.
- In a math class of English language learners students were individually working on electronic tablets to determine the prime factors of a two-digit number. Even though the teachers were circulating and asking questions, there was inconsistent evidence of higher-order questioning to promote student higher-order thinking skills.

Additional Findings

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| Quality Indicator: | 1.1 Curriculum | Rating: | Proficient |
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Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and the instructional shifts. Curricula and academic tasks are planned and refined using student work products and data.

Impact

Curricular units promote college and career readiness and are accessible to a variety of learners including English language learners and students with disabilities. Administration and faculty continue to make curricular revisions so that learners have access to the tasks that are cognitively engaging.

Supporting Evidence

- An examination of mathematics units showed evidence of revisions to meet student needs such as scaffolding techniques, modeling, contextualization, and building schema were added to support English language learners and students with disabilities. Teachers use the Track Changes feature in Microsoft Word and Google Docs to record these revisions.
- The school selected Scholastic Codex for their English Language Arts (ELA) curriculum because it is aligned to Common Core Learning Standards and it includes the instructional shifts. The school wants to include more writing into this curriculum. Therefore, the administration and staff have revised the Scholastic Codex units to align to the instructional strategy, of emphasizing short-response questions as a stepping stone to writing extended responses.
- The administration and staff engaged in professional development in Universal Design for Learning and have re-visited and re-written instructional units to reflect this approach. A social studies unit on the Age of Exploration began with the essential question, "What was the impact of European exploration on the Americas' land and peoples?" The unit was then planned around this question.

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| Quality Indicator: | 2.2 Assessment | Rating: | Developing |
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Findings

The school is developing in their use of common assessments to measure student progress toward goals. Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessments.

Impact

Common assessments are in place, but the results are inconsistently used to adjust instruction in the classroom. There are missed opportunities for students to peer or self-assess their work and missed opportunities for teachers to tailor instruction to the needs of groups or individual students

Supporting Evidence

- In an English language arts classroom students were finding quotes in the text to show tone. While groups of students had different colored worksheets, the activities on the sheets were identical for all students. Assessment results are not used to consistently adjust instruction.
- In a math class that compared the area and perimeter of rectangles, the teacher posed a question with multiple steps but resulted in a “yes” or “no” answer. The same question was posed to all students equally. Students had manipulative materials and were seated in pairs; however, there was little evidence of peer or self-assessment or evidence of the teacher adjusting instruction to meet student needs.
- In a social studies classroom, students were collecting evidence online to write a research report on Confucius. The students possessed enough prior knowledge to begin their search; however, they were instructed to only use one specific website per day and the websites were the same for all students. Teacher comments showed little evidence of use of assessment results. Comments such as “Great hook!” and “Fix mistakes” did not provide students with actionable feedback.

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| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Developing |
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Findings

Teacher teams work in analyzing assessment data and student work is emerging school-wide. Distributed leadership structures are developing to support leadership capacity building.

Impact

Although the work of the teacher teams is emerging, it does not typically result in improved teacher practice. Teachers are inconsistently included in key decisions that affect student learning across the school.

Supporting Evidence

- During an observed meeting of the math team, teachers analyzed student work and stated that they did so regularly; however, the results of this analysis was not apparent in a majority of classrooms visited. For example, in some math classes visited, teachers had not use assessment results and student work products to provided targeted instruction for groups of students. Teachers have not yet consistently shifted their practice based on data analysis.
- Team leaders stated that they had created a peer-intervisitation form. However, teacher team leaders also stated that since this process is voluntary, many teachers do not visit or make use of the form. Teacher leaders initiatives in school-wide instructional shifts are in the beginning stage.
- While some distributed leadership structures are in place, some teacher team leaders stated that they do the bulk of the work in running the meetings and turnkeying information. The model is more departmental than school-wide.