Quality Review Report

2016-2017

Andries Hudde
Junior High-Intermediate-Middle 22K240
2500 Nostrand Ave.
Brooklyn
NY 11210

Principal: Gina Votinelli

Dates of Review:
March 7, 2017 - March 8, 2017

Lead Reviewer: Debra Tasioudis
The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

### Information about the School

Andries Hudde serves students in grade six through grade eight. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

### School Quality Ratings

#### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
</tbody>
</table>
## School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Developing</td>
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<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Developing</td>
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</tbody>
</table>

## Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Developing</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Developing</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Developing</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

School leaders and teacher teams ensure that the curricula is aligned to the Common Core, purposefully integrates the instructional shifts with a focus on academic vocabulary and deep understanding in math, and consistently emphasizes rigorous habits and higher order skills across grades and subject areas.

Impact

Students consistently engage in academic tasks that focus on eliciting text-based answers in discussions and writing tasks, and deep understanding in math that are rigorous promoting career and college readiness for all learners, including students with disabilities and English Language Learners (ELLs).

Supporting Evidence

- Eight of the nine lesson plans reviewed demonstrated alignment to the Common Core. Most of the lessons in English Language Arts (ELA), social studies, and science purposefully focused on ensuring that students had opportunities to provide text-based answers and deepening student knowledge of academic vocabulary through discussions and writing tasks. A sixth grade ELA lesson plan that focused on how authors use language to convey meaning asked students to focus in deeply on grade level vocabulary and phrases, such as “colossal” and “spared no expense” in non-fiction text through discussion and written analysis. The lesson plan also included learning progressions from grades five through seven on determining the meaning of words and phrases used in a text to ensure planning and questioning at various levels of rigor to support students with disabilities and ELLs.

- Teachers articulated that they make decisions to ensure that the curricula are aligned to the Common Core Standards and are making purposeful decisions to promote coherence and student success. The vertical science team teachers have reordered their science units to promote student confidence and success, began the year with a unit that engaged students in more hands on learning and moving more reading heavy units until later in the year, in alignment with non-fiction units in ELA classes. It was also clear from the team records of other teams, such as seventh grade math, that team work is focused on the alignment of units to the demands of the Common Core, particularly, in ensuring that students have opportunities to engage in math problem solving and opportunities to discuss and write about their use of math strategies and mathematical thinking.

- Curricula and academic tasks consistently emphasize deep understanding in literacy and math for all students, including students with disabilities and ELLs, as demonstrated through the lesson plans reviewed. As an example, a math lesson plan on solving on-step equations algebraically, asked students to focus in on a few problems, and in addition to solving them, students were also tasked with demonstrating their comprehension of the word problems to the teacher and their peers, justifying their steps in writing, illustrate a solution, and check their own work and the work of their peers. The lesson plan provided guided notes as well as guided practice in heterogeneous groups to ensure that all students, including students with disabilities and ELLs, had opportunities to practice rigorous, grade level tasks that required them to demonstrate deep understanding of mathematical concepts. Similarly, in a seventh grade ELA lesson plan, students were tasked with comparative analysis of three texts in a Socratic seminar, in which students grappled with rigorous planned questions, such as, “Which author successfully shows the challenges a family faces?” The lesson plan also called for students to take active notes in responses to questions like this to prepare for an argumentative writing essay, demonstrating appropriate rigor for the grade level.
Area of Focus

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Developing |

Findings

The school is developing an approach to culture-building, discipline, and social-emotional support such that the tone of the school is generally respectful. The school is developing structures to ensure targeted attendance, social-emotional learning, child/youth development, and guidance/advisement supports to students.

Impact

Though the tone of the school is generally respectful, a comprehensive approach to culture-building and discipline is still developing as the school faculty work to address inconsistencies. Not all students are yet known by an adult, and supports to meet all student learning needs are not yet in place.

Supporting Evidence

- While students, parents, and teachers alike said that the tone is generally respectful, students and parents also articulated that there are some teachers who are not respectful to students. As a parent shared, “There are some teachers here that are not respectful in the way that they speak to students and that it is also demonstrated in how they approach their work and present themselves for students.” Other parents at the parent meeting shared that this was certainly not the majority of teachers. There were several specific mentions of supportive teachers and other staff from students at a student meeting during the review. Other students shared that, “Students often don’t get the help they need because they won’t ask for help; they are afraid of being embarrassed.” While most students said it was their classmates that made them not want to speak up, a few shared that they did not feel comfortable stopping the lesson or asking their teacher for help for fear of getting in trouble. Together, these instances articulate inconsistencies in respect for students and acceptance of student voice in the classroom.

- The school has no student government or other group of students that help to guide or initiate school improvement efforts. Students at the student meetings could not articulate a specific time or opportunity where students were able to be heard about their beliefs about the school, beyond a few individual teachers who listened to their concerns. While many students could speak to adults that know them well, having access to those adults was a different story. Students and parents spoke highly of the guidance counselor, administrators, and some teachers in helping them with problems, but expressed that there were not regular opportunities for them to meet for advisement.

- Students, teachers, and administrators alike shared that student behavior is getting in the way of engaging instruction and the classes’ ability to go on school trips. School leaders and teachers articulated a desire to adopt a Positive Behavior Intervention System (PBIS) approach to culture building with tiered behavior supports for students, but at the time of the review, no system was in place for what positive behavior looks like in the classroom, the hallway, the cafeteria, on the playground, or on class trips. Teachers spoke to having a system where teachers gave out tickets to reward student behavior but the use of tickets were infrequent and were not being distributed at the time of the review.

- There are attendance structures in place to meet student learning needs they are reactive rather than proactive and not always timely. While there are structures in place to address attendance issues, teachers and parents shared that sometimes parents do not get a call about absence until the next day if students miss school. There is a monthly attendance team that meets to discuss student absences and attendance issues across the school, however, the team is limited in actions and there is currently no one making home visits to support student needs.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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Findings

Across classrooms, teaching practices are becoming aligned to the school leaders’ beliefs that students learn best through clear agendas, student voice, engagement, and use of protocols to facilitate student-to-student discussions. Teachers are creating opportunities for rigor, with varying levels of student thinking and participation in the classrooms.

Impact

Teaching practices are providing more opportunities for students to participate in small group discussions and, in some classrooms students are producing meaningful student work products.

Supporting Evidence

- The school leaders’ beliefs about how students learn best include the use of clear agendas, high levels of student voice in the classroom, and the use of protocols in discussion. These beliefs are beginning to take shape across classrooms. In many classrooms, students are seated in groups and in some classes, students are engaging in group work. In a sixth grade math class with many ELLs, students were seated in groups of four or seven students, and were asked to engage with one another in problem solving. Students began working on their tasks independently, with a few engaging in low-volume conversations with one another to help one another to solve equations. The teacher clarified for students several times that they should be talking and working together, but there was no clear group task or written direction for students to engage together as they worked. Though many students eventually engaged in discussions with their peers and group work picked up through the lesson, the lack of protocol and large group size for some students made it difficult for all students to engage effectively with their peers in meeting the lesson's objective. This lack of a clear group task but attempts at student-centered groups was seen in classrooms across the subject areas.

- Structures to promote student voice were in use in six of the nine classrooms visited, with high levels of student-to-student discussion in three classes. In a seventh grade social studies class, the teacher invited a student up to the lectern to lead the class in a discussion about the positive and negative consequences of technology-based inventions in society. The student had prepared notes and questions to pose to her peers, and other students in the class contributed to moderating the discussion, ensuring that there was a balance of positive and negative attributes of technology in modern life and in the past. Though not all students spoke in the discussion, students were actively engaged, capturing notes, and listening attentively to the speakers. The teacher interjected, only to place emphasis on a student's connection to the technology in the Eerie Canal, ensuring that class discussion was student centered. Student voice was also high for some students in other classes, such as an ELA class that was observed engaging in a Socratic seminar. Twelve students inside the Socratic circle engaged in lively discussion about child labor; the twenty or so students outside the circle did not engage in any discussion at all, limiting student discussion and engagement. In other classes, though some structures to promote student voice were in place, student voice was low.

- Student work products reflected uneven levels of thinking across the classrooms visited. Low level tasks were observed in four of the nine classrooms visited, including a few teacher-directed classes in ELA and math where students had little time to produce any work, or grapple with any meaningful questions. In another science class, students were tasked with copying from the textbook. While student thinking was high as noted in some classes, low level tasks persisted in others.
Additional Finding

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<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Developing</th>
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Findings

The school uses common assessments however, there is a lack of consistently in how they are used to make adjustments to curricula and instruction. Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

Teachers inconsistently use the analysis of common assessments to adjust curricula and instruction. In-the-moment adjustments to meet the learning needs of students are inconsistent across classrooms.

Supporting Evidence

- There is a lack of consistency in how common assessments are used across the grades and subject areas to make adjustments to curricula and instruction. Some teachers, especially in math, are still working to develop common assessments that are aligned to the curricula and instruction. Teachers also shared that there are no common assessments in science, though school leaders noted that teachers are working with a partner, Urban Advantage, to create common assessments for science. Teachers in a question and answer session during the review shared that in both math and science, teachers are still creating or adjusting assessments to ensure that they are measuring the content or Common Core Standards that they have covered, and as such, assessments are inconsistently used to make adjustments to the curricula in these subject areas.

- New York State exam item analysis from baseline assessments are used consistently by teachers in ELA and math for beginning of the year insights, but at the time of the review, interim assessments had not been administered. Teachers also did not articulate these as primary drivers of change to instruction or curricula. Social studies teachers are still creating their own common assessments but use the ELA baselines at the beginning of the year to inform instructional planning in September and October. In a teacher question and answer session, teachers shared that rather than use common assessments, individual teachers analyze their own classes’ student work from daily instruction and combine this with teacher observation of learning to make adjustments to curricula and instruction.

- In five of the nine classrooms visited, teacher asked purposeful questions to clarify student thinking or reinforce learning, as observed in science, social studies, and math classrooms. In one math class, the teacher asked questions to groups of students, or the students posed questions to the teacher, and rather than provide answers, the teacher invited other students to clarify or correct student thinking. The teacher, as other teachers observed, did not collect notes on what students knew and were able to do thus limiting their ability to use the information to make meaningful adjustments. In two classes, teachers collected notes on student thinking, but made no on-the-spot adjustments for students. In one math and one ELA class, students engaged in self-assessment, though the teacher did not note student reflection, making it unclear how the teacher would use this self-assessment to make effective adjustments to meet student learning needs.
Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Developing</th>
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Findings

School leaders consistently communicate high expectations to the entire staff, and are developing training and a system of accountability for those expectations. School leaders and staff are developing expectations connected to a path of college and career readiness, as well as a system for communicating student progress toward those expectations to families.

Impact

School leaders are developing trainings and a system of accountability for professional expectations for staff. Expectations are loosely connected to a path of college and career readiness for students, though there are missed opportunities for families to understand these goals.

Supporting Evidence

- School leaders begin the year with consistency in articulating expectations for professionalism and instruction that is aligned to the Danielson Framework for Teaching through planning documents such as a staff handbook, professional learning sessions, and the principal's Week in Review, a weekly email communication to teachers. A review of school documents, including the Week in Review demonstrated clear expectations from the principal to staff about professional expectations such as time and attendance, gradebooks, and progress reports. The staff handbook also articulates clear instructional expectations, such as creating clear class agendas that include overarching questions, learning targets, standards and opening, working and closing activities for students. These expectations however, are not consistently communicated in feedback to teachers through classroom observations and team meeting check-ins, which the school leaders shared as their primary way of evaluating whether their expectations are taking shape. A review of teacher observation records showed little connection to the Danielson Framework for Teaching, communicated few next steps or connected back to the school leaders’ expectations for teaching and learning. As an example, feedback to a teacher stated simply, “You are a wonderful teacher. It was a wonderful lesson.” This feedback does not articulate or reinforce the school leaders’ expectations for professionalism or instruction, creating a disconnect in how teachers are held accountable for meeting expectations.

- School leaders and teachers are developing systems to create coherence in how families receive feedback regarding student progress toward expectations. Parents expressed that teachers are available to them through email or by phone, but that there is inconsistency in how they understand their child’s progress. For some classes, parents shared that their child’s grades and progress reports are detailed, and that teachers help them understand what is coming ahead in class, in the units, and how they can help support their child’s learning at home. Some parents stated that their child’s teacher uses the school web application to communicate grades, and others use their own systems. Other parents at the parent meeting shared that they do not communicate regularly with their child’s teacher, and do not know their child’s progress until it is too late to intervene.

- The school administration uses its own web application to alert parents of upcoming events, such as parent teacher conferences and up-to-date with schoolwide events. The parent coordinator also sends out a monthly letter to families, articulating important dates, such as the end of the marking period or grants awarded to the school, such as one to fund an afterschool program for girls. The school also plans events aimed at helping families to understand the demands of the Common Core, such as Family Literacy Night and Family Science Sundays, but teachers, school leaders, and parents alike shared that they are poorly attended.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Developing</th>
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</thead>
</table>

Findings

While teachers are engaged in structured, professional collaborations, teachers are not yet engaged in inquiry work that results in improved teacher practice or progress toward goals for groups of students.

Impact

Teachers are engaging in professional collaborations that lack an inquiry approach around curricula and student behavior. As such, teams are beginning to measure the efficacy of new teaching strategies put in place or progress toward goals for groups of students.

Supporting Evidence

- Teacher team work observed during the review demonstrated teacher engagement in professional collaboration that are connected to promoting student learning in the Common Core Standards, that are also promoting school goals, particularly around improving student engagement and discussion in the classroom. The seventh grade ELA team was observed as a part of the review, and teachers discussed their implementation of the Socratic seminar discussion technique, their individual successes in implementation, and next steps, such as focusing students to use their prepared discussion questions more and changing seating assignments of students. Teachers also spent time discussing student skill deficits before the upcoming New York State ELA exam, such as trouble with inferencing. As well as anecdotes about their students’ struggles with inferencing, teachers discussed ways that they were working to help students to organize paragraphs or create claims in writing. While the teacher team had an agenda that included looking at student work and a review of some Common Core Standards, neither student work nor Common Core Standards were reviewed, demonstrating a loose connection of the team’s work to the school’s goals.

- While the teacher team observed followed an agenda, they did not utilize an inquiry approach or analyze student work or assessment data in a way that allows them to track progress toward goals for groups of students. Similarly, teachers at a question and answer session shared that the teams that they are a part of focus less on student work and more on the scope and sequence within the content areas. A teacher shared that the team she is a part of focuses on the curricula, making adjustments to the tasks and the order of units to ensure that students have successful experiences. A teacher on a sixth grade team also shared that her team focuses on student behavior where teachers share successes and challenges with classes and individual learners.

- A review of school documents demonstrated that some teams have clear inquiry protocols and engaged in some inquiry work early in the school year. The records of the United Federation of Teachers (UFT) coach and the Teacher Development and Evaluation Coach (TDEC) from the district demonstrate that teams are developing their understanding of the inquiry process, and are beginning to adopt protocols for looking at student work such as the Tuning Protocol, to train teachers in looking at student work with an inquiry stance. Records also show sessions where teams are learning to create team roles and responsibilities within teams to deepen their practice and adopt an inquiry stance in their professional collaborations, which is beginning to take shape across the teacher teams.