



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Fred R. Moore Academy School**

**Elementary School 133**

**2121 5th Avenue  
New York  
NY 10037**

**Principal: Pamela Craig**

**Dates of review: February 28 - 29, 2008**

**Lead Reviewer: Vic Chaffey**

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## Part 1: The school context

### Information about the school

Fred R. Moore Academy is an elementary school with 353 students from pre-kindergarten through grade 6. The school population comprises 83.2% Black, 16.4% Hispanic and 0.4% White, students. The student body includes 20% English language learners and 15% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 90.1%. The school is in receipt of Title 1 funding with 81% eligibility.

## Part 2: Overview

### What the school does well

- Teachers carefully track and monitor individual student's achievement levels.
- The improved use of data provides school leaders and faculty a clear understanding of special education students' and English language learners' performance and progress.
- Sensitive individual support helps students in greatest need of improvement progress academically.
- The principal and her staff have created a caring and respectful environment.
- Teachers hold each other accountable for making their lessons engaging and compelling for their students.
- The professional development undertaken by staff has increased their knowledge of data that subsequently supports student development well.
- The excellent partnerships the school has developed provide students with opportunities that enrich their academic and social development.
- Creative incentives, devised by the school, encourage strong levels of parent participation in their children's education.
- Lesson observations, team teaching, joint planning and support for all members of staff make a significant contribution to their professional development.

### What the school needs to improve

- Use data rigorously to identify trends in achievement of ethnic, gender and performance levels to ensure that help and support can be targeted where this is most needed.
- Develop further the range of differentiated instructional practices to support teaching and learning.
- Use assessment data to set long-term and interim goals for the school, classes, groups and subjects and monitor more closely progress toward their achievement.
- Make greater use of technology to engage and challenge students.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made some progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is proficient.**

Part of the school's mission statement is "to meet the individual needs of all students and prepare them to compete successfully in the future world community. This will be achieved through collaboration between parents teachers the administration and the community". The principal and her staff have successfully brought about this collaboration, so promoting the academic and social development of students. The school has made some progress in improving those areas identified by the previous review as in need of improvement. Procedures to improve attendance have been revised in response last year's review. Technology resources are under utilized at present both as a tool for teaching and for learning. Professional development in using data is beginning to ensure that it is used more consistently to plan effective learning. The school supports staff well in all aspects of their professional life and this contributes to their individual development. This is raising the standard of teaching and consequently the standard of student performance.

While systems for monitoring the overall progress of individual students are good, interim goals and reviews are not used in a comprehensive way to inform progress throughout the year. At present, the school does not monitor the performance of different groups of students with enough rigor to assess their progress when compared to other groups. In consequence, strategic planning for intervention to support these groups is not well developed. Differentiation through instruction and individual support is good. However, the use of different teaching materials and styles to promote differentiation is not so well developed. There is yet insufficient planning of work at different levels to consolidate learning for lower achievers and to challenge higher achievers. The inquiry team has identified its area of focus as grade 6 boys.

### **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 proficient.**

The school uses a broad range of assessment data to gain a good understanding of each student's achievement and progress. Comprehensive training has allowed staff to look more closely at data. This has helped them to understand what data is telling them and to note improvements in individual student achievement. Consequently planning is informed which contributes to the targeted guidance given to students. Personal intervention plans complement the school's use of data. These are used to support the

social and emotional needs of special education students and English language learners. Ongoing assessments, including the introduction and use of interim tests, enable the school to measure whether students are making progress during the year in English language arts and math. Teacher quizzes, grading of work and running records in reading give teachers a clear picture of individual student achievement in classes.

The school assesses and tracks the progress of special education students and English language learners very well. It checks these students' achievement at the end of the year to establish whether they are achieving above, at or below grade expectations. The school compares its performance with other local schools so it can learn from their successes. The school's systems for understanding the performance of different groups are less well developed. It does not use data to monitor regularly the progress and performance of different classes or grades, or for those of different ethnic and gender groups throughout the year. Consequently, support for these groups has been less well targeted until recently.

**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.**

The school is effective in setting goals for individual students. Continuous monitoring assessment and review procedures give students clear guidance about how they can improve their work. These processes inform staff of pupil performance and allow them to set classroom goals. Data is used to understand the progress of each student and is used to set goals that foster academic standards and social well-being. Display around the school is imaginatively used to establish and instill corporate goals that value progress in reading, good behavior, and attendance as well as a range of student work in all taught subjects.

Teachers use data well to plan intervention and support for students who need extra help to succeed both individually and when they work in small groups. Push in and pull out sessions for targeted students helping them to achieve their goals. While the school sets goals for individual students, and communicates those goals well to teachers and parents, it does not set measurable long term and interim goals for classes, grades and groups of students. Hence, the performance of these groups cannot be readily analyzed or compared.

The school works very closely with parents seeing parental support as a crucial part of student success. Staff communicate, through newsletters, conversations and meetings, the school's high expectations to both parent and student. They are imaginative in devising strategies that promote and develop contact with those parents who are difficult to reach. The introduction of film nights have been particularly successful in encouraging parents into the school.

**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.**

The strong focus on students’ personal development is embedded in the school's culture. Students speak highly of the relationships between themselves and their teachers. They said, “Teachers treat everybody the same way and will help you individually to succeed.” Another student said, “You can talk to an adult and can trust them to be supportive.” Teachers know their students well and use this knowledge to meet their academic and social needs by ensuring that curriculum planning addresses any gaps in individual knowledge. Differentiation based on assessment is good and used to promote individual student progress. Other differentiated approaches to learning are under developed, particularly those that are designed to support groups and classes of students. All staff work well as a team to ensure they are, not only holding each other to account, but are supporting one another in making the students’ experience an interesting and engaging one.

The school works hard to establish a broad and engaging curriculum, which matches scope with sequence and is aligned to State standards. It uses partnerships to provide students with opportunities, which enrich their education, for instance, extended-day activities with the Harlem Children’s Zone. Resources are used creatively to deliver arts-based aspects of the curriculum at particular times in the year. Opportunities for students to experience and use technology are in the process of being developed. Budgeting is used well to support academic goals. The assistant principal manages the budget well. She meets with staff to establish priorities that will support student learning and targets resources efficiently. Staffing is organized well to ensure students receive good levels of adult support in many lessons.

**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 well developed.**

The negotiated and targeted program of professional development is very well developed. While the school has its own priorities for professional development based on the analysis of data, it also asks teachers to reflect on their own needs. For example, last June all staff were asked to indicate their requirements for professional development and subsequently these have been met. Formal lesson observation is supported by regular and focused “walk throughs”, and team teaching opportunities. Grade meetings, mentoring and other collegiate activities give good support to the development of teachers’ skills and knowledge. This also supports those new to the profession very effectively. As a result, there is a strong commitment and dedication from teachers to do the best for students in their care.

A strength of the school is its consideration for the individual. Support offered to students is well developed through the school’s clear understanding of those processes and practices that help the individual. For instance, the set guidelines used by the school ensure a consistency of approach in dealing with disciplinary matters.

Students' needs are analyzed and appropriate strategies are developed to meet those needs. The school explicitly promotes positive behavior through a range of activities that celebrate student academic and personal achievement such as in the monthly assembly, when perfect attendance and good conduct and learning are recognized. These incentives, linked to the high level of care and support given to pupils, parents and families, contributes to the good progress that students make during their time in the school. Every member of staff takes responsibility for ensuring every student develops strong and positive personal characteristics. Parents recognize that "It really is like a village here. They all support each other."

The school has created very effective partnerships with a number of organizations that support and enrich student learning. The Harlem Children's Zone and the Harlem School for the Arts support extra curricular activities. Most significant of all is its partnerships with parents. The link with parents recognizes and fosters learning. It supports students through a close interaction between home and school that has the student's progress and education at its heart. This area of the school's work compliments its vision. "As one parent remarked, the principal "knows every kid by name and all the parents and this helps them all to learn and be involved."

**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.**

Procedures are now in place that enables staff to share and interpret data, to discuss student progress and to review the strategies being used to promote individual and whole class learning. Procedures for supporting some groups of students in the same way are not so rigorous. The notions of collective objectivity and measurability which allow goals to be set for different groups are not yet embedded, although support for boys in grade 6 and girls in grade 5 are examples of good practice. The school knows its students well and so plans carefully the next steps each student needs to take to make progress. The process of setting interim goals for individuals and groups of students to meet their expected achievement at certain points during the year is not yet fully formalized. As a result, the school has not checked, in a systematic way, whether it is on track to achieve what it set out to achieve at the beginning of each year.

The principal's vision is based on promoting the academic and personal development of all students, and in ensuring that they are prepared to be able to compete in an increasingly global world. To do this, the school is starting to align the curriculum to match the needs of those who will work in the global market, for instance, by placing greater emphasis on developing students' technology skills. Teachers use Acuity to evaluate how well individual teachers and classes are doing in a specific skill and resulting information is used to assist planning. Recent changes in the way the school monitors attendance are a direct result of the school's closer analysis of data that helped identify specific reasons why some students were not attending school regularly.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Fred Moore Academy School</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.

To what extent do school leaders and faculty provide . . .	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.

To what extent do school leaders and faculty . . .	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.

To what extent does the school . . .	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>