



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**The Maure School**

**Elementary School 055**

**131-10 97<sup>th</sup> Street  
Queens  
NY 11419**

**Principal: Ralph Honore**

**Dates of review: June 3 - 4, 2008**

**Lead Reviewer: Timothy Behr**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well  
What the school needs to improve

### **Part 3: Main Findings**

Progress made since the last review  
Overall evaluation  
How well the school meets New York City's evaluation criteria

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

The Maure School is an elementary school with 727 students from pre-kindergarten through grade 6. The school population comprises 14% Black, 30% Hispanic, 1.7% White, and 54.3% Asian students. The student body includes 5% English language learners and 12% special education students. Boys account for 53.8% of the students enrolled and girls account for 46.1%. The average attendance rate for the school year 2006-2007 was 93.4%. The school is in receipt of Title 1 funding with 66% eligibility.

## Part 2: Overview

### What the school does well

- The principal provides strong and reflective leadership, and parents, staff, and students greatly respect his vision.
- The principal and assistant principals demonstrate supportive leadership and plan interim and long-range goals to continue effective change.
- There is an environment of trust and mutual respect between all staff and students.
- Students in need of improvement receive good support and direction in the learning.
- New teachers receive assistance, guidance, and are well supported.
- Curricular programs purchased help to manage and monitor the academic progress of students, which includes professional assistance for the faculty.
- The principal strategically uses the budget to address the school's academic goals.
- The school's curriculum, with its artistic opportunities, is varied and motivating for students.
- The school's discipline code helps students to be well-behaved and to enjoy being safe at school.
- Parents and students are committed in trying to meet the academic expectations of the school.

### What the school needs to improve

- Ensure that teachers prepare lessons that differentiate instruction and address every student's needs.
- Formalize the uniform collection of data to review the academic performance and growth of all students.
- Continue to build teachers' capacity and confidence to use Acuity to track individual student progress in English language arts and math.

## Part 3: Main Findings

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

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

### **Overall Evaluation**

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

The new principal has worked very hard to convey the school's motto, "Say what we think, we write what we say and read all day" for the institution's future development. Students believe in the expression and enjoy their time at school. Since the last Quality Review, there has been good progress in the collection and review of data to inform instruction.

The faculty and staff know and understand the school's goal of being data driven and they support this initiative. Although teachers are using data to inform teaching and learning, they do not use the results of formative and summative assessment to differentiate instruction. They are not using this instructional tool to help the higher-performing students support their achievement levels. Since the inquiry team will be of benefit in identifying student learning targets, the team is currently reflecting and sharing the accomplished work. The inquiry team has an academic focus and implementation strategy for students in the school's lowest third.

Through the inquiry work of analyzing data, teachers are adapting instructional strategies and identifying class trends for flexible student grouping. Teachers are practicing meta-cognitive strategies through explicit modeling of think aloud and read aloud to improve student performance as evidenced by standardized test scores. Teachers are now using soft data, conferencing, to support instruction. The school plans to provide teachers with more training to facilitate the tracking of individual and group performance with the objective of improving the quality of teaching across all grades. Academic objectives are provided to all parents. The administration encourages parents to share pertinent student information with the school to improve performance.

### **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 well developed.**

The school is improving in its collection of data to inform administrators and teachers about student performance. This data interpretation is helping to raise the achievement of students and improve the quality of instruction. The school provides teachers a toolkit to determine the assessments they will use with their students. The school also makes

good use of data to determine which interventions are most suitable. Portfolios of student work provide teachers with clear evidence of achievement and growth. Standardized tests provide a series of results that enable the school to review every student's progress. Conference notes assist in identifying the progress made by individual students across classes and grades.

The school uses data to provide information regarding English language learners, special education students and ethnic groups. This information identifies rates of progress and academic activities that are appropriate to students' needs. Good rates of progress have validated the school's decision to provide consistently updated data to teachers to drive classroom instruction. The school compares student results in relation to its own past performance and targets instructional initiatives in content area standards where students have not performed well from year to year. The school has begun to make detailed comparisons with schools in the local community and with schools in its peer index. Administrators and teachers visit these schools to identify best practices and to share these findings with their colleagues to improve instruction. The school focuses on training for teachers in the use of data from the new periodic assessments, Acuity and Scantron. Although the school examines class item analysis from Acuity, it has not done a profile to track individual results.

**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 administrative team, the pupil personnel team and the school leadership team demonstrate a commitment to establishing and evaluating goals. The school is successful in its efforts to support at-risk students. The pupil personnel team diagnoses needs and provides a comprehensive and caring plan that enables each at-risk child to improve their social, emotional and academic growth. The principal effectively communicates school-wide goals to the school community at faculty conferences, at parent-teacher association meetings and during open school week. The school analyzes data at the classroom level on a regular basis and goals are in place for the students. This is especially evident in English language arts instruction. The principal shares specific strategies with classroom teachers and goals are set to meet the needs of the inquiry team's targeted students. As a result, suitable goals are meeting the needs of individual students across a full range of abilities.

Students' work is on display throughout the school, which serves as a reinforcement of their achievement. Although, the lack of clear rubrics for every display make it difficult for the students to understand why a particular piece received a particular rating. Parents state that they feel welcome and respect the contact that they have with the school. The school communicates its expectations and goals through letters and the telephone. Yet, the school does not organize workshops or many other additional opportunities to integrate parents into school life and to share progress made towards meeting school goals.

**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 well developed.**

The school uses a balanced literacy approach to English language arts and Everyday Math for grades kindergarten through 5 and Impact Math for grade 6. Assistant principals support the teachers in the implementation of these programs. This well-designed course of study provides timely data on the progress of students. This information realigns the curriculum to address the areas in need of improvement. Teachers use this information to evaluate impact on learning. The expansion of the academic intervention program to grade 1 has supported the curriculum and improved student performance. Game day activities supplement math instruction with enjoyable and meaningful activities. The art program provides an alternative way for students to experience success and happiness. Students display their achievements and this reinforces their accomplishments and improves their self-esteem. The use of individual differentiation of instruction is still developing in order to meet the specific needs of all students. Students do not always experience academically challenging activities. Technology is not yet used sufficiently to support student learning. The principal uses the school's budget to support instruction by providing additional teacher and text support to the early intervention and at-risk programs in kindergarten through grade 3. The school monitors attendance closely. Attendance rates at the school are good and students receive recognition for excellent attendance at parent-teacher association meetings. A student safety squad supports the school's discipline code. The discipline code includes attendance and students know that being absent or misbehaving would not benefit their learning. Mutual trust between faculty and students is great and supported by the administration.

**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 proficient.**

Regular, focused, formal and informal observations, and walkthroughs result in outlining strategies to improve instruction at the individual and school-wide levels. The administration also provides instant feedback to teachers. When they see something, they say something to either reinforce or improve instruction and learning. Continuing this clarity of purpose supports student progress.

Support from literacy liaisons is maximizing the effectiveness of the workshop model using data to drive classroom instruction. Common preparation periods enable teachers to share best practices. A study group, focusing on the book "Mosaic of Thought," encourages teachers to incorporate meta-cognitive strategies into their classroom instruction to improve student learning. As a teacher stated, "I hope we continue with the author study because it keeps one current with literature and makes me want to apply what I've learned into my teaching craft." The principal intends to hire a literacy coach to enhance the professional development program and to support teachers with instruction and data application. The principal also plans to incorporate classroom inter-visitations on a regular basis to support and share best practices.

The learning support organization provides a math specialist to support teachers in identifying and meeting the mathematical skills of all students. Newly appointed teachers receive good support. In addition to the City-appointed mentor who works closely with the school's administration to ensure a consistency of support, they receive individual assistance from the principal, assistant principal and their colleagues to address specific professional issues. This provides useful opportunities to share good practice and to evaluate the progress of students.

Links with community-based organizations enhance the curriculum and the students' social and emotional development as well as their academic progress. School procedures are established, well-integrated into daily routines, and adhered to by all students.

**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.**

While teachers use assessments to evaluate the progress of their work, these assessment tools are not standardized, making it difficult to develop consistency in evaluating the effectiveness of instruction and the achievement of students. Another result of this is that the school is unable to identify specific learning targets for improvement. The staff respects the principal's vision for the future development of the school. School goals focus upon improving student achievement in English language arts and math. The school bases these plans on a common understanding of performance trends, with the objective of increasing the development of all students. However, the improvement action plans do not always have distinct timelines for consistent implementation or identified stages to evaluate successes or weaknesses. Therefore, the school cannot measure the impact of an implemented program.

Periodic assessments and student portfolios are providing useful information for teachers to direct their instruction. However, because teachers do not look at individual Acuity assessment they are unable to address each student's specific academic needs consistently. A good range of formal and informal assessments and diagnostic measures provide clear progress data and teachers are developing their skills in revising plans in response to this data.

The administration provides effective and motivational leadership as they continue to develop their vision for the growth of the school. This process supports the principal's goal of constantly striving for success. The school is aware of its under-performing students and will prioritize them next year.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Maure 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.**

<b>To what extent do school leaders and faculty provide . . .</b>	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.**

<b>To what extent do school leaders and faculty . . .</b>	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.**

<b>To what extent does the school . . .</b>	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>