



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Norma Adams - Clemons Academy

Elementary School 006

**43 Snyder Avenue
Brooklyn
NY 11226**

Principal: Ellen Carlisle

Dates of review: April 16 - 17, 2008

Lead Reviewer: Terry Brown

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 Norma Adams-Clemons Academy is an elementary school with 636 students from kindergarten through grade 5. The school population comprises 87% Black, 11% Hispanic, 1% White students. The student body includes 10% English language learners and 12.5% special education students. Boys account for 49.7% of the students enrolled and girls account for 50.3%. The average attendance rate for the school year 2006 -2007 was 92.4%. The school is in receipt of Title 1 funding with 100% eligibility

Part 2: Overview

What the school does well

- The principal has a very clear vision for the development of the school and effectively steers improvements.
- The administration works collaboratively to set yearly goals and devise plans to achieve them that are clearly shared with the school community
- The high expectations for progress are clearly, sensitively and constantly communicated to all constituent groups.
- The school has a well-established family culture of trust and respect in which all members feel fully empowered to contribute.
- There are very clear procedures in place that enable the school to run smoothly.
- A wide variety of effective strategies has improved attendance and tardiness.
- The school collects and analyzes data methodically to ensure there is an updated understanding of the performance and progress of all students.
- Professional development has greatly enhanced teachers' understanding of the use of data and their implementation of differentiated instruction.
- The students are meaningfully involved in the process of short-term goal setting for their continued progress.
- Teachers fully understand their accountability to provide engaging teaching and make the best use of the good resources they have.

What the school needs to improve

- Set precise goals with interim review periods agreed at the beginning of the year in order to track progress.
- Ensure that teachers use data consistently to provide differentiated instruction.
- Provide further training to develop teachers' skills in using computerized data systems.
- Improve parental involvement in all aspects of school life.

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 well developed.

The school benefits from a new, bright and colorful building. The principal has a very clear vision and steers improvements with a light but firm touch. Professional development is at the heart of enhancing teachers' understanding of the use of data to align and differentiate instruction. There has been considerable progress in this area. However, there is not yet consistent use of differentiation across the school. The administration successfully supports teachers' development with the purchase of high-quality programs and resources, frequently monitoring that they are used to improve analysis of data and the progress of all students. The education of the whole child is paramount, supported by good and improving attendance, clear school procedures, effective use of data and a thoroughly engaging curriculum. All aspects of teacher practice are monitored closely and sensitively, which has promoted continual improvement.

All members of the school community are fully aware of the priority goals and the expectations to work towards them. Goal setting occurs naturally and sequentially, but does not yet include interim steps agreed in advance to achieve the end of year objectives. The administration is committed to ensuring that the recent substantial developments are built upon systematically, in particular the use of technology. Teachers still require further training in accessing computerized systems. .

Since the last review, the school has taken all the areas for improvement very seriously and addressed them thoroughly. The administration now conducts lesson observations and other monitoring activities in a more coherent and consistent manner. A creative variety of strategies has increased parental involvement in the school, but not to the highest level the school strives for.

The inquiry team has focused on the large percentage of students not making a year's progress in math. Sixteen representative grade 4 students from across the performance levels were given a baseline assessment of the most common skills required for external tests. The team is trialing different strategies over two years to improve these skills, as well as students' understanding of math vocabulary.

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 administration and coaches work successfully together to collect and thoroughly analyze data from a range of external tests. Teachers supplement this with regular assessment data in English language arts and math using commercial programs. They store this information in assessment binders and use the information for regular, detailed discussion with administration. These discussions focus on data interpretation and subsequent instructional decisions. As a result, administration and faculty have a constantly updated understanding of the performance and progress of all the students. Teachers constantly review the progress of special education students using assessments, observations and collegial conversations. All involved consequently know these students very well and individual education plans are frequently adapted. Data shows that girls do better than boys do, and action is taken to address this, by providing practical activities. African American students make more progress than Hispanic students. Many Hispanic students are English language learners who continue to need language development. The school's focus on this group over the last two years has improved their performance. Coaches have compared results in subject areas and among classrooms and grades.

Administration has developed robust systems and structures to support teachers' use of data to inform planning. They pass on the analysis of external data, purchase programs that produce more detailed information and frequently monitor data binders. These, together with substantial professional development, have enabled teachers to track the progress of their students and understand the application of data to differentiate instruction. Teachers analyze data from regular assessments in frequent grade level common preparation periods to inform teaching.

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 well developed.

The professional development team, which comprises the administration and the coaches, thoroughly analyzes external test scores to set challenging whole school goals for the year. This process does not include deciding on interim goals at the beginning of the year to track progress periodically. Teachers effectively use assessments to provide comprehensive information about their students' strengths and weakness and create short-term goals. At monthly grade level meetings, teachers carefully synthesize all information to devise a curriculum map and set benchmarks for the next month in all subjects. Students are involved in setting their own short-term goals, consequently increasing their awareness of the progress they make. Staff collaborate well to regularly assess and identify students in need of services. They quickly and effectively adjust interventions as necessary. There is a book club for boys and more hands on activities to encourage their active involvement in lessons. Equally, the school's focus on the

performance of English language learners has brought about improvements for this group.

Administration and teachers frequently share whole school goals and have high expectations for the expected progress of individual students. This includes monthly goals for English language arts and math. Parents receive this information through the initial parents' evening, a handbook, regular student progress reports, workshops, conferences, newsletters and the website. Parents feel confident to communicate with teachers and with the parent coordinator. Parental involvement in school and in supporting their children at home has greatly improved in recent years due to the substantial efforts of the administration and the parent coordinator. However, the school is not complacent and continually strives to involve every parent in their child's education.

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 successfully uses assessments in English and math to provide frequently updated data about student progress. Administration encourages and supports teachers to make creative links between subjects such as art, science and social studies. The teachers "take pieces of life and make them into a subject we teach". A good range of other activities, including dance, visual arts and chorus, during and outside the school day, provides a broad curriculum. Students say they enjoy school. They find lessons interesting and fully engaging. The teachers have a genuine interest in individual student development.

Administration effectively holds teachers accountable in a variety of ways. They monitor assessment binders frequently and give guidance on their use. Regular walkthroughs provide opportunities to observe and talk with students about their instruction, learning and progress. They give clear, constructive feedback to teachers about the classroom environment and the breadth and depth of differentiated instruction. The teachers comprehensively use the data available to align instruction for groups of students. They arrange groups to work on specific skills, and target students for individual support. Students are learning to assess themselves and their peers effectively using rubrics provided. Teachers understand the principles of differentiated instruction but they have not fully assimilated or internalized them to match work effectively to every student's needs.

The school provides a safe environment in which all members feel valued, respected and supported. If teachers request resources for a specific initiative, these are immediately provided. There is a clear expectation, followed up by timely monitoring, that these resources will be used constructively to improve student progress. The principal has upgraded technological resources on a yearly basis to enhance the use of data and differentiated instruction. She is aware of the need to continue to do this as technology and teacher confidence improves. A substantial range of pro-active and reactive strategies has steadily improved the already good student attendance and punctuality.

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 school provides substantial professional development, including coaches and administrators modeling lessons, that has successfully enhanced teacher practice. A rigorous analysis of student data elicits professional development priorities aligned to school goals and to the needs of staff and students. The administration carries out focused formal and informal observations. They provide immediate and constructive written feedback. The principal constantly publicizes good practice and encourages other teachers to visit, observe and learn from others. This has improved teaching in the school. Coaches provide helpful support and advice to those teachers that need or request it. They mentor veteran and new teachers, who feel thoroughly and considerately supported. Further informal development and arrangements for intervisitations occur during the monthly common planning meetings. The school runs extremely smoothly. The focus on an aspect of character development each month in assemblies, in classrooms and with parents ensures student behavior is excellent.

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 well developed.

The school leadership team devises the Comprehensive Education Plan. Administration, coaches and representative teachers attend a retreat to create actions for the realization of school wide goals. These are effectively implemented and monitored in a variety of ways, but do not include interim goals for students or teachers, to track progress towards priorities. External test scores, as well as internal and program based interim assessments, provide an objective overview of the school's performance at particular times. The coaches meet with the teachers regularly to utilize this data to evaluate the progress towards the school wide goals. In addition, the data informs grade level meetings where staff set monthly targets for English language arts and math, and plan the next steps in learning. Teachers consequently prioritize specific skill development and re-group students according to their performance and needs. Administration meets frequently with the coaches to evaluate the overview. This informs decisions about general and targeted professional development, as well as highlighting other issues for improvement.

Administration and the school community have a clear vision for the development of the school. They continually and sensitively reinforce the importance of attendance, punctuality, trust, respect and order. They have learnt that using data to align and differentiate instruction positively influences teacher and student performance. They intend to continue their developments in this area and utilize technology to support and accelerate their progress. The current approach is comprehensive, but documented plans do not yet contain measurable criteria for success within clear timeframes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Norma Adams-Clemons Academy	Δ	▷	✓	+	◇
Quality Score				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		
Overall score for Quality Statement 1				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		
Overall score for Quality Statement 2				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	
Overall score for Quality Statement 3				X	

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.					
To what extent does the school . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 4					X

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.					
To what extent do . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped