



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**John Wayne School**

**Elementary School 380**

**370 Marcy Avenue  
Brooklyn  
NY 11206**

**Principal: Josephine Viars**

**Dates of review: April 7 - 8, 2008**

**Lead Reviewer: Florence Olajide**

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## Part 1: The school context

### Information about the school

John Wayne School is an elementary school with 476 students from pre-kindergarten through grade 5. The school population comprises 24.36% Black, 65.75% Hispanic, 9.45% White, and 0.42% Asian students. The student body includes 25.8% English language learners and 13.7% 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 93.4%. The school is in receipt of Title 1 funding with 78% eligibility.

## Part 2: Overview

### What the school does well

- The principal and assistant principal provide inspirational leadership and run an extremely well-ordered school.
- Staff provide students with a very attractive, well-resourced learning environment and exceptional care, guidance and support.
- The school has an excellent understanding of its data and uses it effectively to make strategic decisions.
- It is highly successful at sharing its goals with all members of the school community and generating a school-wide understanding of its aims.
- The school's high expectations of students promote very good attitudes to learning and excellent behavior.
- The very strong involvement of students in tracking their own progress ensures that they and their parents are well-informed about their development.
- Accountability systems are highly effective in ensuring that students receive good quality differentiated instruction, which meet their needs.
- The information gathered from the regular monitoring of instruction is used to provide highly effective professional development for all teachers.
- Excellent relationships between staff and students promote an environment of respect and trust which nurtures students emotionally and academically.
- The school promotes very successful partnerships with external agencies and parents who have very good opportunities to share information with the school.

### What the school needs to improve

- Ensure a closer alignment between the whole school goals and the individual goals for each student, grade or class.
- Fine-tune data analysis to identify and redress differences in the performance of sub-groups, such as the higher achieving students, across different subjects.
- Collate all existing plans, including professional development requirements, into a single action plan.
- Ensure that all goals are measurable with appropriate timescales for implementation.

## 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 is very well led by the principal and administrative team. Clear expectations, a robust use of assessment data and excellent professional development opportunities have a positive impact on instructional practice which is of a consistently good quality. This is enabling students to make faster progress and improve their performance. The school analyzes its data very rigorously and uses it to identify appropriate school-wide improvement goals which are widely known to all members of the school community. The school's very high expectations are commuted into short-term specific goals which are shared with students and their parents. Students strive to achieve these goals because they are closely involved in assessing their own progress towards them. Nonetheless, more needs to be done to bring the goals at various levels into closer alignment. The school understands the interplay between the performance of the key groups identified by the City statistics but it does not yet look closely enough at the subtle differences in the performance of sub-groups cross different subjects. Various aspects of the school's action plans for improvement are recorded in several documents. This affects the school's ability to maintain a very clear overview of the impact of its work. The school promotes good attitudes to learning by providing a very interesting curriculum and an extremely positive learning environment. Relationships between all members of the school community are excellent and these do much to promote the caring environment which staff, students and parents are so proud to be part of. The school has made good progress since the last review. It now analyzes students' performance by ethnic group and by gender. A lot of hard work and effort has gone into devising a comprehensive system for identifying individual goals for each student. The school has enhanced enrichment activities for the higher achieving students during the school day by increasing the provision in music and art. The inquiry project team has used the data very carefully to select and target students in greatest need of improvement and to track their performance over the year to ensure they make good progress.

#### **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 has excellent systems for collating and analyzing data in relation to the performance and progress of individuals, grades, gender and ethnic groups. Summary

data is aggregated for grades, for the different groups. Each individual student's performance is tracked on a graph periodically through the year and shared with students and parents. Consequently, students have a very clear understanding of their progress in relation to their specific goals. Analysis of data in relation to special education students and those who are new to learning English is also thorough. However, the school does not yet compare the performance of sub-groups across different subjects with sufficient sophistication. As a result, the difference in the performance of higher achieving students in English language arts and math has not been given close enough attention.

To ensure that all staff develop a very good understanding of school-wide data, as well as data that is pertinent to their individual classes or the specific students they work with, large poster size charts of the school's data analysis are displayed prominently in the "assessment room". Most of the data analysis is very thorough and it is used effectively to devise appropriate intervention programs for individual students and any groups identified as underperforming. For example, the school has implemented a math "Heroes" program to address the needs of Black students because the data indicates this group is not doing as well as others. In response to the development issues raised in the last Quality Review, additional assessment tools are being used this year to track students' progress at very short intervals. This is helping the school to identify measurable short-term goals for each individual. It is also providing students with a good opportunity to be actively involved in tracking their own progress.

**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 school has clear improvement goals which incorporate the areas for development identified in the last quality review. These are shared with all staff and parents and there is a common understanding of what the school is trying to achieve. A significant strength of the school's work is that it sets very specific and measurable goals for every student. Younger students have goal cards in math and English language arts which are stuck to their desks as a constant reminder of their current performance and what they are aiming for. Students in grades 3 to 5 use bar graphs of test results to plot their progress towards their agreed goal. This provides them with a quick visual overview of their progress. Their involvement in producing the bar graphs means that they have ownership over the data and see it a tool to support their own performance. Students like this as it gives them a clear sense of achievement and purpose.

Nevertheless, the school does not yet aggregate the individual goals set for each child into goals for classes or grades in order to ensure a very close alignment to the whole school goals. The school's action plans have clear timeframes for some, but not all of its improvement priorities. In addition, it does not have a single action plan which brings together the main priorities for improvement, measurable success criteria, interim benchmarks, appropriate timescales for implementation and any appropriate professional development requirements. Instead, this information is contained in several documents.

Extremely effective systems promote a close partnership with parents. Every year starts with an open house event to introduce parents to the expectations of the new grade. Prior to the first marking period, parents are also invited into classes for a whole week to observe teaching. This provides parents with very good opportunities to share very useful information about their child and to experience first-hand how the school works. These and other strategies are used to inform parents about their children's goals and progress, and parents feel that they are very well-informed.

**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 number of mandated and other curriculum programs all of which generate ample and very meaningful interim data about students' progress, and help to focus students on improving their performance. The curriculum is broad and it has recently been enhanced by an increase in music instruction and the introduction of art during the school day. This is in addition to the various intervention and enrichment programs which are available before and after school. There are very strong accountability systems to ensure that instruction is consistently good. All teachers maintain a learning environment of a consistently high standard. Grade leaders and coaches work very closely with teachers to ensure that they have a good grasp of the data as it pertains to their students and that they are able to provide instruction which meets the needs of all learners. To provide this level of high quality support, the administration have made prudent budgetary decisions to increase the number of staff and to buy appropriate professional development packages to meet the staff's needs.

Relationships between staff and students are very positive and promote high levels of trust and respect. As one parent explained, staff "nurture" students and in their own words, students explain that "they (staff) keep us safe, we feel comfortable here". The school has a goal to maintain a daily attendance of 96%. To achieve this it uses a range of strategies including rewards for good attendance which are given to students and their parents for ensuring that their children attend regularly. From the beginning of this academic year and up to the end of March 2008, the average attendance was 96.7%. This represents very good improvement over last year and shows that the school's strategies for improving attendance are working very well.

**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 outstanding.**

The principal and assistant principal promote very high levels of collaboration among staff. There is a very clear plan of staff professional development activities through the year, although this has not been written in a format that includes measurable goals in relation to improving teacher outcomes. Nonetheless, professional development opportunities are extensive and very effective in ensuring a very high level of consistency in instructional practice across the school. Observations of instruction are

very focused and specific, and helpful feedback is provided. Action points for development are followed up rigorously in subsequent observations. Teachers who are new to the school or a grade have access to an intensive and very high quality induction program in which they are very well supported by more experienced colleagues. As a result, all students have access to a highly stimulating learning environment and good quality instruction.

The academic intervention team provides excellent support to individual students through the "Adopt a Child" support program in which each team member is responsible for the emotional and academic well-being of a specified number of students. This ensures that those at risk are carefully monitored and effective support and encouragement is provided to ensure that they succeed. The school is extremely well-organized and generates a high level of enthusiasm in students. Students understand the expectations that the school has of them and most of them behave extremely well. The school maintains a number of very successful partnerships with outside entities including the specialized school for students with severe or multiple disabilities with whom it shares the school site. A by-product of this partnership is that students develop a good awareness of various kinds of diversity. The family learning programs which the school runs in conjunction with other organizations are very effective in helping parents to better support their children's learning. Close links with a number of organizations are used effectively to provide parents with good advice and support in relation to health and nutrition matters.

**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 is clearly focused on improving the performance of students. In the principal's words, this translates simply into "All 3's and 4's and no more 1's"! To this end, the school assesses students' progress against specific benchmarks four times a year. Assessment data is reviewed regularly to measure the impact of intervention programs and the effectiveness of instruction, particularly on an individual student level. Decisions are taken accordingly as to how to modify provision. However, practice in this regard is not always consistent. For example, the goals set for the individual students in the inquiry project, have not been aggregated into measurable goals for the whole group so that the school can measure the effectiveness of the program as a whole. In many respects the school makes intuitive ongoing decisions and modifications in the light of assessment data. However, its written accountability procedures are weaker and evidence of revisions of plans is sparse. This is partly because the school goals, action plans, timeframes and professional development plans are not assembled into a single document.

Various team and grade level meetings are used to evaluate the effectiveness of professional development activities and to modify the support available to teachers accordingly. There are well established procedures for reviewing the school's achievements at the end of each year. Grade meetings are held to consider the implications of the data and to decide on what revisions to programs are necessary or desirable for the following year.

## Part 4: School Quality Criteria Summary

|                                       |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
| <b>SCHOOL NAME: John Wayne 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?   |          |          |          |          | <b>X</b> |
| 4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?   |          |          |          | <b>X</b> |          |
| 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? |          |          |          |          | <b>X</b> |
| 4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?  |          |          |          |          | <b>X</b> |
| 4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?   |          |          |          |          | <b>X</b> |
| 4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?   |          |          |          |          | <b>X</b> |
| 4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?   |          |          |          |          | <b>X</b> |
| <b>Overall score for Quality Statement 4</b>   |          |          |          |          | <b>X</b> |

| <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?  |          |          |          | <b>X</b> |          |
| 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?  |          |          | <b>X</b> |          |          |
| 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?   |          |          | <b>X</b> |          |          |
| 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?   |          |          |          | <b>X</b> |          |
| 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?                                    |          |          |          | <b>X</b> |          |
| 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?  |          |          |          | <b>X</b> |          |
| 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?   |          |          |          | <b>X</b> |          |
| <b>Overall score for Quality Statement 5</b>   |          |          |          |          | <b>X</b> |

|   |  |
|---|--|
| ◇ | <b>Outstanding</b>                             |
| + | <b>Well Developed</b>                          |
| ✓ | <b>Proficient</b>                              |
| ➤ | <b>Underdeveloped with Proficient Features</b> |
| Δ | <b>Underdeveloped</b>                          |