



The New York City Department of Education



Quality Review Report

Waverly School of the Arts

Public School 156

**104 Sutter Avenue
Brooklyn
NY 11212**

Principal: Beverly Logan

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Reviewer: Ken Bryan

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Part 1: The school context

Information about the school

Waverly School of the Arts is an elementary school serving 890 students from pre-kindergarten through grade 5. The school shares its functional, modern facility with an intermediate school. The school's ethnic composition is; 81% Black, 17% Hispanic, and 2% Asian and others. The proportion of students eligible for Title 1 funding is 90%, which is higher than similar and citywide schools. There are 44 special education students and 32 English language learners, most of whom speak Spanish or Haitian Creole. The student attendance rate is 92% which is broadly in line with similar and City-wide schools.

The current principal has been in post since August 2006, having been one of the school's teachers and assistant principals. Waverly offers an integrated arts program which includes the teaching of the visual and performing arts within the social studies curriculum.

Part 2: Overview

What the school does well

- The principal is very well respected by all members of the school community and demonstrates excellent instructional and operational leadership.
- The school gathers and uses data effectively to set challenging goals for individual students, classes and grades.
- Goals and plans for improving student performance drive the activity of all members of the school community.
- The faculty knows and responds to the needs of individual students through excellent academic and personal guidance.
- The principal and her administration collaboratively meet the needs of the faculty through differentiated, well designed and implemented professional development programs.
- The instructional programs actively engage the students, who obviously enjoy learning.
- The school runs very smoothly on a day-to-day basis, it is extremely well organized and the atmosphere in the hallways and classrooms is excellent.
- High expectations are communicated to all members of the school; parents, students and teachers.

What the school needs to improve

- Further develop the interrogation of comparative data to determine priorities for improvement.
- Improve the provision for technology to include data storage and presentation, instructional delivery and communication.
- Manage the growth of the school to maintain favorable class sizes and specialist facilities.
- Develop systematic and measurable structures to review the effectiveness of medium- and long-term plans.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well-developed aspects.

Waverly School of the Arts is continuing to broaden its arts programs based upon the already established solid foundations of high expectations and rigor. The principal is highly respected and she and her very effective cabinet demonstrate the capacity to effect change. The school gathers and uses data effectively and it sets challenging and flexibly modified goals for individual students and other areas of school life.

The teachers know the students extremely well and they adeptly meet their academic and personal needs through effective curriculum planning and through well-targeted academic intervention programs. The instructional programs actively engage the students, who are effectively involved in the learning process. High expectations are also articulated well to parents and care-givers, who are regularly involved in the work of the school. The school runs very smoothly on a day-to-day basis and the atmosphere in the hallways and classrooms is very conducive to hard work and academic success.

The school now needs to concentrate upon using technology more effectively to strategically manage data. Also, as the school grows and develops, care must be taken to ensure that all specialist facilities and class sizes are maintained in order for the school to meet its long-term aims.

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 student progress over time.

This area of the school's work is proficient.

Waverly School effectively uses a variety of formal State and City-wide and school-generated data to objectively understand the performance of each student. Teachers use ECLAS (Early Childhood Literacy Assessment System) results and data generated from reading and letter recognition assessments to set demanding goals. The impact of this analysis is the planning of differentiated instructional programs, the provision of Saturday school and morning tutorial classes and to inform academic intervention and special education programs. Data is aggregated to have a better understanding of the performance of classes and grades and the principal and her cabinet, effectively compare year-on-year data. This also applies to whole school performance in relation to other schools. However, comparisons with other schools in the district are compromised due to the large number of students in each grade.

The school uses data to identify and track the performance of its ethnic groups, its special education students and the English language learner population. Intervention programs are successfully assigned to meet the needs of these groups. The principal and her cabinet have carefully identified key target populations; the English language learner students who struggle with NYSESLAT assessments but succeed with English language arts tests and the academic intervention services cohort which includes those students in

greatest need of improvement. The school also meets the needs of its gifted and talented students through a rigorous process of identification and data analysis. The principal, her cabinet and faculty do not use technology to manage data effectively. This is a developing feature and clear targets are required for improvement.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is well developed.

Data is used effectively to set objective and measurable goals for individual students and groups within the school. The process for assigning targets and objectives is very collaborative and the grade and cabinet teams use the available data rigorously. Assessment binders, located in the classrooms form the basis of the goal setting process. Goals are set collaboratively for cohorts within the school; for academic intervention students, for the high achieving sub-group, for the English language learner population, and even for the basketball team, whose academic performance is monitored.

Rigorous goals are set for students in greatest need of improvement. The school effectively identifies key students via grade level performance data and provides academic intervention programs to meet their needs. These include the use of special reading programs, small group work, the increased use of classroom differentiation and the provision of extended day and Saturday academy classes. The latter is used to meet the needs of the English language learner population.

High expectations are regularly communicated with parents/caregivers through well-established lines of communication. The ‘Come Chat with the Principal’ sessions are offered in addition to the usual use of report cards, parent workshops and phone calls.

The school is exploring the use of more frequent written reports to augment this process. Goals and plans for improving student performance drive the whole school community. The school is constantly modifying its objectives in light of new data and classroom evaluations. A good example of this informed flexibility is the way the principal, the cabinet and the teachers have embarked upon a detailed analysis of discrepancies in performance between grades. The phonics programs have been adjusted a consequence.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed.

Curriculum maps and pacing calendars demonstrate alignment with the mandated curriculum for English language arts and mathematics. Very good use of adjustments is made to accommodate the needs of the students, as determined by the data. An example of this approach is the provision for increased time for independent reading to meet the needs of special education students. The school is developing modifications to the arts curriculum and it is preparing for the introduction of the core knowledge programs, to be introduced next year.

Teachers are held very accountable for improving instruction. As a result, levels of student performance are improving. Differentiation is clearly evident in planning, the grouping of students, in assessments and in the use of guided reading. Budgeting decisions are driven by the needs of the students as determined by data. The principal has made effective modifications to the staffing of the academic intervention service programs and to the provision of the arts' cluster teachers. The school's schedule has also been creatively adapted through the creative use of the budget to accommodate the needs of the arts strands. Instructional programs actively engage students, they are eager to learn and actively contribute in a two-way dialogue with teachers regarding their learning goals. The teachers know and respect the students very well and they work hard to meet their academic and personal needs. In support of the teachers, one student stated that, "This school gives us everything, it is a loving school."

Student attendance is given a high priority by the school. Good attendance is celebrated and absence is challenge through the use of numerous robust strategies. The school could develop its strategies further by developing the use of incentives for classes and grades.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed

The teachers at Waverly School have been selected according to their high expectations, their level of commitment and upon their capacity to receive professional development, which includes guidance in the use of data. The hiring process is very collaborative. The design and the implementation of the professional development programs are securely based upon the available data from the formal tests and from teacher-generated assessments. For example, the differentiated sessions focus upon the early childhood and testing grades to provide support for the teachers in the compilation of portfolios, questioning techniques and the analysis of data. The school's recent focus upon conflict resolution training was particularly effective. A consequence of this thoroughness is the provision of professional development programs for teachers, designed to help them differentiate instruction more effectively for high achieving students.

The principal and her cabinet conduct frequent formal and informal observations and the school actively encourages peer support and collaboration through inter-visitations. Collaboration underpins planning within grade and subject teams across the school. The teachers' center is a particularly effective feature and the coaches and the teachers' center specialist provide guidance and support within a culture of collaboration and staff development.

The principal is highly respected by all members of the school community and she provides excellent instructional and operational guidance. The school operates very smoothly on a day-to-day basis and procedures are followed consistently. The school aligns itself with a number of community based organizations who significantly enhance the education of the students. Such collaborations support the numerous arts programs; a teacher and writer collaborative group links writing with the arts, a community works program provides professional development for the dance program and there is further support for the music program.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

Waverly School of the Arts uses interim goals and interim assessments to review its medium- and long-term plans. The school's Comprehensive Education Plan, written by the school leadership team, is informed by current data and by the outcomes of a pass review and a whole-school self-review. Modifications are made when ECLAS and State and City-wide data becomes available, and this is supplemented effectively by the school's own data.

Comparisons of student performance are made, across grade and classes, and between schools. The principal and her cabinet are now considering the use of Dibels assessments to augment its current testing regimen, as a direct result of this review. Goals for English language arts also reflect modifications and adjustments based upon data analysis. Plans are immediately modified in accordance with the data analyses which include a rigorous analysis of the Princeton Review to determine the current level of reading skills.

Information gathered from periodic and other formal assessments drive the different phases of the school self-review process. This process is very collaborative, intrinsic and on-going. The formulation of the school's plans and goals involve all members of the school community and the process is informed by current evidence and data throughout the school year.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Waverly School of the Arts (PS 156)	∅	✓	+
Quality Score		X	

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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	