



The New York City Department of Education



Quality Review Report

The Henry Longfellow School

Public School 094

**5010 6 Avenue
Brooklyn
NY 11220**

Principal: Janette Caban

Dates of review: March 14 - 19, 2007

Reviewer: Peter Williman

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Part 1: The school context

Information about the school

The Henry Longfellow School is a large elementary school serving 1129 students in grades kindergarten through 5. The school population comprises 59.9% Hispanic students, 33.9% Asian students, 5.1% White Students and 1.1% Black students. Special education students represent 1.9% of the school population, a far lower proportion than similar and City schools. At 44.1%, an unusually high proportion are English language learners compared to similar and other City schools. Attendance at a daily average of 95.1% is well above that of City and similar schools.

Title 1 funding is received for 87.3% of students and this is higher than the averages for City and similar schools. The principal had been an assistant principal in the school prior to her appointment three years ago.

Part 2: Overview

What the school does well

- The principal is a highly motivated leader, committed to the achievement and welfare of her students and she uses her high expectations and very good understanding of data to drive her school development decisions.
- The school collects a comprehensive range of data and uses it very effectively to understand the progress of students, classes and grades and as a result student achievement continues to rise.
- Members of the various teams carry out their responsibilities to a very high standard and as a result what the school provides for students is of a high quality.
- Grade teams use data from State and school generated assessments very effectively to inform the next steps in learning to accelerate student progress.
- Students enjoy school and are very engaged in lessons because of the quality of instruction, the curriculum and programs they receive both during and after school.
- The school selects new programs, projects and strategies carefully to promote the achievement of its instructional goals and to add breadth to the curriculum.
- Teachers know their students well and use a range of strategies to individualize and encourage collaborative learning and to raise student awareness of their next steps.
- Formal and informal professional development is well tailored to meet the needs of individual teachers and of school development plans.
- The school uses data and resources very effectively to make high quality programs that accelerate learning of English language learners.
- The school is a caring community that communicates openly with all members of the school community to promote commitment and loyalty from all.

What the school needs to improve

- Consolidate the current good use of data to track the longitudinal progress of students and subjects and to be more proactive in identifying achievable, objectively measurable targets for students, classes and grades.
- Consolidate the training of all staff in analysis of the data from school and City assessments to further refine planning for differentiation.
- Continue to pursue strategies to broaden the involvement of parents in the life and work of the school.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The Henry Longfellow School is very successful in raising student achievements and in meeting the needs of its diverse and changing population. Data of all kinds is used very effectively to understand student progress and to plan school, grade and class goals for smooth and continuous improvement over the short, medium and longer terms. All students are appropriately matched to well-managed mainstream, dual language and English language learner classes. English language learners and special education students are well supported through effective intervention services that meet their specific needs. Logistical staffing and budgetary resources are managed well to underpin instructional activity. The school is in a strong position to maintain the momentum of its work. Further refining individualized and group differentiation and using its longitudinal data of student progress to set year-to-year objectively measurable targets for students, classes and grades are next on its list for improvement.

The strength of this organizational cohesion does not come by accident. The school is very well lead by a skilled and highly motivated principal, dedicated to her students and staff and setting 'consistency' as the byword to drive improvement. This is essential to coordinate success in such a large school. She took the key decision to reorganize classes into their present structure and this has proved very successful for student achievement. She is very well supported in the day-to-day planning and implementation of instruction by the assistant principals and faculty through the very effective work of the cabinet and extensive range of teams. The concerted effort of all to raise standards and expectations combined with the warmth and mutual respect between principal, teachers, staff, students and parents alike defines the Henry Longfellow School.

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 well developed.

The school collects a comprehensive range of data from City, state and self-generated sources and uses it very effectively to understand the progress of students, classes and grades. As a result, student achievement continues to rise. Effective systems ensure that the administration, leaders, teams and faculty have the information they need. Good leadership by the administration enables faculty to maintain consistent records, to understand data and to share judgments. As a result, information about student progress flows effectively within and across grades during and at end of the year to inform instruction and maintain progress.

The school looks at the performance of sub-groups and individuals within its broader analysis of how well students from different ethnic groups are progressing. Students from ethnic groups are very well served by the system and those learning to speak English are

appropriately placed to meet their needs. The pupil personnel team and the academic intervention teams have very effective protocols and exchanges of information to ensure that the progress of English language learners and special education students are efficiently monitored.

School performance and progress are compared with similar schools. Good analysis of assessment data and class information enables the administration to compare the progress of students, classes and grades within the school. The school is aware that some refinement of the longitudinal tracking is now required to add the dimension of comparing progress against student's individual targets. As a result of close scrutiny of the comparative progress within subjects the cabinet has agreed to revise rubrics and the curriculum map in mathematics to accelerate student progress.

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.

Good quality planning at school, class, grade and student levels ensures that students' next steps are well considered in the planning process. The school carefully prepares its plans and goals, and subsequently the Comprehensive Education Plan, through consultative focus committees from April through June each year. As a result, there is relevance in the plans to school priorities and a flow of planning from one year to the next. The Comprehensive Education Plan outlines the substantive goals and the strategies the school plans to use to achieve them. The school recognizes that although this qualitative information provides some measure of progress, the statistical targets are arbitrarily set. The principal's goals are much clearer with interim date-related objectives, which are realistic and enable progress to be measured in classrooms. Equally the principal sets statistical benchmarks for progress because of her good knowledge of students and classes. The administration has good knowledge of each grade for which they are responsible and this assists in identifying and sharing relevant objectives. The high quality of communication between relevant teams enables data to be used very effectively to make plans and programming for English language learners and ethnic groups.

The principal is motivated by a desire that all students should succeed to their best and as a result has reorganized the school to meet this imperative. High expectations are communicated very effectively to students from behavior codes and contracts of commitments, to teachers' high expectations and close respectful relationships in the classroom. Above all, the administration, leaders and faculty share the principal's commitment and as a result there is a consistent approach by a very cohesive staff team. The detailed staff handbook formally underpins expectations for teachers and the benefits of these cascade to students.

Good procedures introduce new parents to the school. Additional reports to the annual report are provided for parents mid-year. The parent coordinator, working effectively with the parent teacher association, maintains a good range of workshops and information for parents but struggles sometimes to achieve extensive support because of many parents work. The Henry Longfellow is a very cohesively focused school, which combines commitment from parents, the community, faculty and administration to work effectively with students to raise their expectations and achievements.

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.

The school uses its instructional resources very effectively to ensure that the mandatory requirements are met and that the curriculum is delivered to address the learning needs of the students. Curriculum maps and pacing calendars enhanced by the school-designed rubrics delineate instruction and track achievement and expected outcomes closely. Programs, for example in word studies, have been selected because they are more informative of student progress. The reading program includes benchmarks by which to judge progress. The school has created rubrics to monitor progress in the recently adopted investigatory mathematics program.

The consistency of assessment records combined with frequent contacts with the administration and well-managed grade meetings, provides a sound basis for teacher accountability. Strategies such as focus reviews within grades supplemented by inputs from other leaders enables the principal to have a very good understanding of instruction, which effectively follows the workshop model. Feedback to the cabinet adds a further dimension of review. Such overview provides the principal with a clear evidence of the quality of differentiation in the school. Teachers use an appropriate mix of focus groups, student independent work, conferencing and pullout groups to match next step instruction to students’ needs and strategies such as book clubs to match challenge to students’ levels. Well-maintained accessible records of assessments and portfolios of work support this organization and planning effectively. As confidence with workshop methodology grows, the school plans to share the best practice of some teachers in refining group and individual challenges more rigorously in independent work with all teachers.

The school’s decisions about budgeting, staffing and scheduling very effectively underpin plans to improve student outcomes. The creation of dual language classes for students in Spanish and Chinese has dramatically accelerated students’ learning. Expenditure on professional development through university partnerships and increased staffing for social studies and science has had significant impact on achievement and new programs and methodologies are more effectively introduced. Scheduling for grade and team meetings, and for the ‘seamless’ day supports student progress effectively.

The careful selection of programs and the fine tuning of their delivery, together with the strong personal relationships and mutual respect which characterizes the school’s ethos, results in students being very attentive. Students enjoy lessons and have confidence to talk with teachers and staff. They particular enjoy the enrichment clubs, such as Broadway Jr. Drama and basketball. Attendance is high because students want to come to school. The school maintains a close eye on this data and on absence or tardiness.

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 principal has established the prerequisite that data is important to guiding decisions and confirming the impact of the school’s work. The high quality of the work of the

administration, the grade teams and of the various support teams confirms the principle in practice. The principal has made it a personal priority to have a good understanding of the use of data through appropriate mentoring. The work of the school is subsequently directed around the principle of good use of data and as a result no member of staff attends a meeting without the relevant information at hand. Great care is taken to hire faculty who can blend with the culture of the school and who are committed to its goals. Often, staff members are hired from those who have worked as interns in the school and therefore there is secure knowledge of their work.

Day-to-day professional development is tailored to the needs of each grade team through the good work of the coaches. The assistant principals are highly diligent in supporting their respective grade ranges. A whole-faculty training day focused on the introduction of the 'Developing Reading Assessment' program and this is now well established in each classroom. Record systems are up and running and clearly demonstrate student progress. Very good use is made of university consultants to support specific development for teachers in English language arts and mathematics and to develop assessment rubrics.

The principal knows her large teaching team very well. Teachers value the quality of the observations and feedback she and the assistant principals undertake. Teachers themselves visit each other's classrooms and there are some inter-class visitations. Coaches use lab-site lesson modelling as collaborative exercises to raise skills.

The principal respects all who meet and work with her. She in turn is well respected within and beyond the school for her organizational skills, determination, vision and commitment to students. She has good capacity to keep the momentum of school development. Well-established systems and procedures ensure the school runs very smoothly.

The school reaches out to harness the resources of politicians within the community to support it towards its goals. Partnerships with organizations, such as the YMCA and the Chinese American Association, offer pertinent services to widen students' experience and academic development. Columbia University Teachers' College, City College of New York and Syracuse University provide valued partnerships for school improvement.

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 well developed.

Planning is well focused to ensure student progress is effectively monitored through a range of assessments and to direct the work of the school to accelerate all students' learning. The principal with the cabinet uses the available data effectively to monitor the progress of plans against interim goals outlined in the Comprehensive Education Plan and in the principal's goals document. Data is tabulated within the school by individual student, and by classes and grades outcomes which enables comparisons of the impact of plans across these categories. The school's unusually high proportion of English language learners and the diversity of ethnic origin of these groups make a similar school comparison problematic. However, the school looks to network schools to share and compare outcomes. The school planning confirms that grades teams and the cabinet, when making decisions about suitable programs respond effectively to the evidence to identify students going off course and consequently adjust plans and practices flexibly.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Henry Longfellow School (PS 094)	∅	✓	+
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