



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



# **Quality Review Report**

**Meyer London School**

**Public School 002**

**122 Henry Street  
New York  
NY 10002**

**Principal: Brett Gustafson**

**Dates of review: January 16 - 18, 2007**

**Reviewer: Louise Kapner**

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## Part 1: The school context

### Information about the school

Meyer London School, Public School 002, is located in an ethnically diverse neighborhood in lower Manhattan. The principal is in his third year as the school leader and immediately prior was the assistant principal. The school has 702 students from pre-kindergarten through grade 5. Eighty-six percent of the students are Asian, 7% Hispanic, 6% Black and 1% White. Approximately 5% are special education students who receive instruction either in collaborative team teaching classes, 12:1:1 setting, or special education teacher support services. This school has a higher proportion of Asian students and a higher percentage of recent arrivals when compared to similar and City schools, with the majority of the families from China. As of the 2005 data, 35% percent of the students were English language learners. However for 2006, while the register of the school has remained fairly constant, there are close to 100 new English language learners, now representing about 50% of the student population. Many of these students come from the countryside of China with little formal education.

The school's Title 1 eligibility of 89% is about the same when compared with similar schools but above City schools. Attendance, at 95%, is above both similar and City schools.

## Part 2: Overview

### What the school does well

- The principal is an effective leader with a clear vision of a school of high-achieving students.
- He is ably supported by his assistant principal to provide the school with effective leadership.
- The use of data to drive instruction is seen as a key element in supporting all students.
- Staff members work together as a cohesive team to maximize instruction.
- The principal maximizes the budget allocation to impact on learning.
- Teachers create learning environments that engage students and support instruction with high expectations.
- Collaborative planning and professional development are an integral part of the school's program.
- Students are happy learners and feel challenged and respected.
- Parents are appreciative of the learning environment and safe school.
- Outside community agencies and other resources are used to enhance the school program.

### What the school needs to improve

- Continue to review data to drive instruction of English language learners and special education students to ensure they are provided with appropriate differentiated instruction.
- Compare student-specific progress year to year to ascertain the impact of services provided.
- Explore opportunities to provide parents with further learning experiences, for example, English as a second language classes, to help them to engage further as partners in their children's education.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well developed school.**

The Meyer London School is a warm, welcoming, and caring environment. The principal and assistant principal collaborate to create a community of learners. Teachers are actively engaged in on-going professional development, work collaboratively intra- and inter-grade to ensure a high level of instruction. Data is used extensively to design programs that engage students in meaningful work to create a school of high achievers. Students are happy and eager to learn. Their work, reflecting high standards, is seen throughout the school. Recognizing the important role of parents, information is translated, distributed and placed about the school building. The parent coordinator, proficient in many Chinese dialects, is tremendously supportive of Asian parents and works closely with parents of all students.

The principal recognizes the challenge of creating an educationally strong school for a very diverse population, and the school has seen an overall rising trend for the past three years in English, mathematics and science. The school intends to monitor the results from this year's assessments that may impact on school performance. Disaggregated data for special education students shows a decline in the number of students achieving on levels 3 and 4. Using this information, the school is continuing to design instructional programs and support services with at-risk students in mind, a continued focus of supporting the English language learners and special education students, while providing a rigorous academic program for all students.

### 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 principal constantly reviews the data school-wide and by grade, and compares his school to neighboring schools with similar populations to serve as a gauge to monitor the performance and progress of his school. The school makes excellent use of all available test and assessment data from a wide range of sources. It charts the results by student, including level of proficiency and results for all subtests for the past three years. These results are compared to the English language arts results and used to drive differentiated instruction and placement in appropriate program. Results on the interim assessments are reviewed as are specific questions to determine what areas need greater attention.

Teachers are united in recognizing the significant role data provides in not only driving instruction but also identifying areas for professional development. School-generated data is abundant. Students' writing notebooks and portfolios, teachers' conferencing notes, and mathematics assessments determine each student's mastery and identifies area of need. This year, reading and writing assessments from the Teachers' College, used in conjunction with the school's reading writing program, provides further insights into how well a child is performing relative to the standards. Teachers chart students' progress

month to month, monitoring reading level progress. A professional development debriefing activity of 4th grade teachers, the Teachers' College coach, and the school's literacy coach, included a critique on students' writing to identify specific instructional needs.

Individual education plans for special education students are used to differentiate instruction. Additionally, opportunities for mainstream instruction in grade appropriate classes are being pursued to support students in the 12:1:1 bridge class of 3rd, 4th, and 5th graders who may not be meeting standards.

**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.**

School leaders and faculty are involved with setting goals for the entire school community. Each year, through a self-reflective collaborative process, the principal revisits previous years' plans to continue, revise or develop new goals, which are then shared with staff. A comprehensive outline includes instructional strategies, evidence for student learning and year-long pacing calendar. The goals are formulated by a highly detailed analysis of student achievement and progress. Teachers' detailed class and student specific record-keeping, along with scheduled meetings between service providers, allows the monitoring of interventions and planning of next steps. New York State English as a second language achievement test results, given the high percent of English language learners, helped identify the need to address expressive language through writing and speaking. Recently received results on the 2006 exams highlighted student growth in this area, thus informing the need to revise this goal for next school year.

English as a second language services are a major support program in the school. Newly-arrived students are placed in bilingual education classes based upon language assessments. Students receive a range of services that address their academic and special educational needs, with differentiated materials to support them instructionally. Teachers have opportunities to articulate what they are doing for a specific student. However, the school does not formally monitor students' performance and progress to determine the impact of multiple services.

Well-attended monthly parent association meetings allow time to share instructional goals and information and provide parents with strategies to encourage and support their children at home. Parents view the school, principal, and teachers in a very positive light and as "all helping each other to help each other." The challenges of helping non-English speaking parents learn English face both time constraints and program availability. Parents see this as a need in order to help their children be successful in school. Students echo parents' views. They are very positive about their educational experiences that they see as challenging, feel that teachers praise them for a job well done, and tell them when they are not doing as expected. They especially feel good about being prepared for the recent English language arts exam.

**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.**

Although the school has exempt status, the principal recognizes the importance of instructional programs that engage all students in learning opportunities that are challenging and meet their needs. Students see teachers as “teaching a lot” so they can be more successful. The Teachers’ College reading and writing process supports the teaching of literacy while meeting individual student needs. The associated assessments help teachers to differentiate instruction. Classroom activities include partner-sharing, turn-and-talks, read-a-louds, and writing opportunities, strategies that engage all students. Classrooms are print-rich, have libraries that are leveled and grouped by genre and author, display rubrics with clear expectations and word walls to support student learning. TERC mathematics is used throughout the school and includes end of unit student assessments to identify areas of mastery and areas that need further study. Pacing calendars for literacy and mathematics are developed by the teachers and used to guide instruction. A phonics program recommended as congruent with the Teachers’ College reading and writing process is effectively used in kindergarten through grade 4.

The school’s schedule and staffing decisions reflect maximizing the monies allocated to the school to support learning during both the regular school and extended-day programs. Early grade reduction money keeps class registers low. Coach positions support literacy and mathematics. Three reading recovery teachers work intensively with individual and groups of students on the 1st grade. Multi-graded collaborative team classes enable zoned special education students to remain in their neighborhood school. While literacy can be individualized in this setting, the principal and teachers have set up a schedule so students are departmentalized for grade appropriate subjects such as mathematics and social studies. Self-contained English as a second language classes provide a full day of instruction in English as a way to help students identified as intermediate and advanced on the New York State English as a second language achievement test meet standards. The school has not formally reviewed this programming to ascertain its effectiveness on student learning.

Attendance for all students is given top priority, and procedures to secure good attendance are rigorously and successfully pursued.

**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 leadership and management of the school are of a very high standard and the principal is well respected. The assistant principal and principal collaboratively work to create a school of high-achievers. Staff are selected for their ability to enhance the school program. Teachers see the administration as supportive, providing opportunities for them to meet and share, and non-judgmental. They view the school as a community with a clear focus on children. Teachers are very comfortable with the available data regarding student performance and progress and use this information to understand students’ strengths and weaknesses, to drive instruction, and to identify areas in which they would benefit from professional development.

The entire teaching staff is involved in the Teachers' College reading and writing program. Teachers have opportunities to attend professional development at the college and then turn-key the information with colleagues. For example, working with grade-specific teachers, the Teachers' College coach models lessons with a class and then debriefs the activity with the teachers. Teachers are encouraged to try the lesson and then provide feedback during their next professional meeting. The literacy and mathematics coaches support teachers well, providing them with opportunities to review data and develop teaching strategies.

Staff members also learn from each other. Weekly grade conferences take place during common planning time, and grade leaders meet weekly with the principal. Teachers feel they have a voice in creating a community of high achievers. The school counselors are involved with all aspects of the school program. The academic intervention services team and pupil personnel team meet regularly and use student specific data to identify students in need of and assignment for additional support.

The principal and assistant principal observe teachers both formally and informally and share responsibilities across the grades. A pre-observation check list outlining good practices is provided as a guide for teachers and the comprehensive post-observation write-up addresses all areas of the lesson. Classroom inter-visitation is encouraged and teachers visit other schools involved with the mathematics program.

After-school programs run by local community agencies in the school also provide additional instructional support for students and have been part of a discussion around the school's program. A music program sponsored through a grant from the National Dance Institute further supports student growth through music and drama.

**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.**

While the school's Comprehensive Education Plan is written, reviewed, and shared with all constituents, it is also a document that is revisited and revised to reflect the ever-changing needs of the school. The school leadership team, grade conferences, grade leader and principal meetings and professional development activities are all ways in which members of the school community are heard individually and as a group. The ongoing review of data as it becomes available provides opportunities to review programs and their congruency with student needs.

Student progress and performance are monitored and discussed. This year's scheduling is reflective of previously identified needs and will be monitored and revised in the future as needed and appropriate. Discussion is beginning regarding what supports are in place for English language learners in science and social studies and mathematics in the general education setting. The commitment by the entire school community to work together to create a safe and successful school is very evident.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Meyer London School (PS 002)</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>• ethnic groups, English Language Learners, special education students*</li> </ul>		<b>X</b>	
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"> <li>• all other categories of interest to the school*</li> </ul>			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.

<b>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.</b>	∅	✓	+
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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 5</b>			X