



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



# **Quality Review Report**

**Eileen E. Zaglin School**

**Public School 225**

**1075 Oceanview Avenue  
Brooklyn  
NY 11235**

**Principal: Joseph Montebello**

**Dates of review: January 22 - 23, 2007**

**Reviewer: Clive Parsons**

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## Part 1: The school context

### Information about the school

Eileen E. Zaglin School serves children in grades pre-kindergarten through 8. The school was reorganized in 2002 to include the middle school grades. The school also has an annex at Kingsborough Family College which incorporates a pre-kindergarten through grade 2 collaborative team teaching program. The main site is shared with a District 75 school for special education students. Just under 1000 students are enrolled. Eighty five percent of grade 6 students are new admits to the school. The predominant ethnic groups within the school are White (51.5%) and Hispanic (26.1%). The remaining groups are Asian and Pacific Islander (16.3%), Black (5.7%), and Native American and Alaskans (0.2%).

Nearly one quarter of students, are recently arrived into the country. Most of these students were born in Russia, Pakistan or China, a much higher figure than in schools across the City. Almost 8% of students are special education students and nearly 40%, again a much higher proportion than in other schools, are English language learners. The stability of the student body is lower than in other schools across the City. Student attendance is about the same as similar schools and schools across the City, being 92% in 2005. The school is in receipt of Title 1 funding.

## Part 2: Overview

### What the school does well

- The principal is building the capacity of the school very well to achieve and sustain the shared vision for its further development.
- Staff feel ownership of the developments that are taking place and well supported in achieving the school's goals, with collegiality and cooperation being evident throughout the school's work.
- The management, as well as leadership, of a complex organization is effective in enabling the school to function well.
- The relationship with the associated school for special education students and the inclusion of the school's own students is well managed and a positive influence for all students.
- Instruction is of a good quality in many classrooms, with some particularly effective use of visual resources and hands-on experiences.
- The school's media resource centre is fulfilling a positive role in developing the students' communication skills, as well as their research skills.
- Communication with families is strong and effective, so that they know what the school's procedures and expectations are and are therefore able to play their part in the partnership for learning.
- Effective work with community based organizations is providing additional experiences for the students and making a positive contribution to their learning.
- The principal has established a climate for success so that students feel well supported by teachers and other adults in the school and this is enabling them to grow, both academically and personally.
- The school is successful in managing the changing student population, both in terms of students newly arrived in the country and students entering from other elementary schools.

### What the school needs to improve

- Continue to develop more standardized systems for recording teacher-generated, periodic assessment information.
- Continue to embed differentiated instruction, through balanced literacy, the workshop model, student self-directed study and student self and peer assessment.
- Continue to develop the use of educational technology to engage and enthuse students even more effectively in the learning process.
- Continue to refine and develop academic intervention services to ensure that services are targeted even more effectively.

## Part 3: Main findings

### Overall Evaluation

**This is a proficient school, with well-developed features.**

The Eileen E. Zaglin School is well led and managed by the principal and his three assistant principals. Their functioning as a team ensures that this complex organization runs smoothly and effectively, to the benefit of the students. Each assistant principal has responsibility for a major section of the school: elementary grades, middle school grades and the Family College. Inclusion and meeting the needs of all students is a major part of the school's work. Special education students and English language learners are well supported, although the school constantly strives to improve outcomes for these groups. The relationship with the school for special education students with which it shares the main site is well managed and is a positive influence for all students. The school is also successful in managing its changing student population. This includes those students newly arrived into the country, as well students entering from other elementary schools.

### 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, with well-developed features.**

The school utilizes a good variety of assessment information to provide an objective view of student performance and progress. Formal data is reviewed as it becomes available. Periodic, interim and diagnostic assessments are used to evaluate progress and to identify specific areas that need working on for individuals and groups of students. This formal data is supplemented through the review and collection of authentic assessment portfolios, as well as class tests and direct teacher observations. The work of the school's coaches and assistant principals, with individuals and groups of teachers, is helping to make teacher-generated assessments accurate and reliable.

Data for each cohort of students is tracked year-on-year to provide an overview of progress and growth as the students move through the school. Data comparisons are also made between classes and academic subject areas, as well as with other schools. Students close to level boundaries on State and City tests have been identified as of particular interest, especially those at high level 2 and low level 3. The performance of other key groups, including English language learners and special education students is analyzed, as is that for ethnic groups and gender.

The administration has recognized that, if the school is to use the breadth of data already held to best effect, there is a need to develop greater consistency in the recording of the information. For example, a matrix of the additional services supplied to individual students has been prepared to enable class teachers to take an overview of these interventions. Furthermore, the administration has also recognized the potential of holding this data electronically to be able to sort students and thereby explore patterns and compare the performance of groups with ease. The next step identified is to develop more standardized systems for recording teacher-generated, periodic assessment information.

**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 proficient, with well-developed features.**

The principal has established a climate for success, with collegiality and cooperation being evident throughout the school’s work. A review of data is used to formulate the school’s goals and objectives, such as those within the Comprehensive Education Plan. Student performance data is supplemented well by a review of current practice. This ensures that the plans address the needs of learners and target those areas that will have greatest impact on outcomes for students. Parents have become more active on the school’s leadership team, which in turn has become more involved in planning and decision making. Consequently, the goals and plans developed to improve student progress and performance consistently drive the actions of the school community. The school’s ongoing initiative to use standards-based rubrics is also seen as providing a mechanism to develop further the students’ involvement in setting their own learning goals and monitoring their progress towards them.

The school pays particular attention to identifying and meeting the needs of those students in greatest need of improvement, as well as those with difficulties that impact on their learning. A range of interventions are used effectively, with their impact being monitored so that changes can be made to their frequency and duration, or to the intervention itself should the need arise. Opportunities are also provided for articulation between the various professionals involved to maintain coherence. The principal has correctly identified that the continued refinement of academic intervention services is necessary to ensure that they have even greater impact by being targeted even more effectively, especially in the higher grades.

Communication with families is strong and effective, so that issues or concerns are raised openly, to the benefit of students. Families know what the school’s procedures and expectations are, which is enabling them to play their part in partnership with the school. Outreach to families new to the country is seen as particularly important in enabling students to settle quickly and effectively. Workshops and family literacy programs support this work well.

**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 proficient, with well-developed features.**

The school has selected a curriculum and methodology that are in line with the mandated curriculum. Sufficient data is generated periodically to enable student progress and performance to be measured. Community based organizations are effectively used to provide academic and recreational after-school services. The school’s media resource centre is fulfilling a positive role in developing the students’ communication skills, as well as their research skills. This includes effective use of technology. In general, much emphasis has been placed on developing the use of technology to support learning. The

principal recognizes the potential to engage and enthuse students even more effectively by extending this further still.

Teachers are held accountable for the quality of their instruction and their impact on students' outcomes. Instruction is of a good quality in many classrooms. There is some particularly effective use of visual resources and hands-on experiences for students which are supporting all of them, but especially English language learners and special education students, to make good progress. Students engage well in the activities offered, although the school has identified that more differentiated instruction would support more consistent challenge and engagement with learning. Consequently, the administration has identified the continued need to embed differentiated instruction, through balanced literacy, the workshop model, student self-directed study and student self and peer assessment.

Decisions, including budget, staffing and scheduling are all securely based around the school's plans for improved student outcomes. The school's investment in technology, the media center and leveled classroom libraries is a good example of the resources being used to support improvements in the students' literacy. Staff feel that they are provided with the resources to do the job well. The students feel well supported by teachers and other adults in the school. This is enabling them to grow, both academically and personally. Students confirm that there is an adult on the staff to whom they would turn, should the need arise. Attendance is a high priority, with rigorous follow up when rates or patterns warrant it. The school has introduced an electronic attendance and lateness monitoring system for middle school students, to support its drive for improving attendance further.

**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 is building the capacity of the school very well. He is concerned to ensure that new teachers have the capacity to add value to the school's work and can enhance its climate and culture. New teachers receive support from a good variety of professionals, including coaches, and are mentored by a more experienced teacher. Professional development is also afforded a high priority. Surveys are used to enable individual teachers to input their needs into the program. Follow-up sheets are used to evaluate the effectiveness of development sessions. Consequently, staff feel ownership of the developments that are taking place and well supported in achieving the school's goals.

The principal is ably supported by the assistant principals and together they make a very effective team. They are working well to achieve and sustain the shared vision for the school's further development. Members of the administration regularly meet with teachers and visit their classrooms. The routine use of focused walkthroughs ensures that the team maintains a constant view of the pulse of the school and the impact of its work. Consequently, the administration knows the teachers well. There is a well-considered plan for the sustained improvement for each teacher. The principal has a very good capacity to effect continued and sustained improvement. The management, as well as leadership, of such a complex organization is effective in enabling the school to function effectively. The principal is very well respected by the whole school community.

Collegiality and cooperation are evident throughout the school's work. This includes positive relationships with community based organizations who provide additional experiences for the students and make a positive contribution to their learning.

**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.**

The principal has a long-term vision for the school and what needs to be put into place to enable its success. He and the assistant principals are constantly monitoring the way that the school is functioning and evaluating the impact of the actions being taken to improve it further. Evidence is drawn from all available sources. Performance data is reviewed as it becomes available. Comparisons are drawn with the school's own past performance, as well as with that of other schools. Variations in the performance of key groups are looked for and explanations considered. The school is developing its practice in recording on-going teacher-generated data so that it will be able to look at trends and patterns in an even more timely fashion. Similarly, the work of the school's academic intervention services is being focused and directed more strategically for greater impact. The principal reviews the range of data available, together with on-going evaluation of the quality instruction, with the instructional team on a regular basis. This ensures that the need for refinement and fine tuning is disseminated regularly through weekly grade meetings and monthly faculty meetings.

A review of data is used to underpin the Comprehensive Education Plan, which contains goals and objectives, of which some are specific and measurable. The involvement of parents and staff members in its development and monitoring is increasing, through the parent teacher executive board and the school's leadership team for example. The goals and objectives within the Comprehensive Education Plan are constantly reviewed and adjusted as a result. The open dialogue encouraged, and the collegiality achieved, help to ensure that all voices and contributions are heard and welcomed.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Eileen Zaglin School (PS 225)</b>	∅	✓	+
<b>Quality Score</b>		X	

<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>			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"> <li>ethnic groups, English language learners, special education students*</li> </ul>		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"> <li>all other categories of interest to the school*</li> </ul>		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	
<b>Overall score for Quality Statement 1</b>		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.

<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.			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	
<b>Overall score for Quality Statement 2</b>		X	

<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>	∅	✓	+
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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>			
<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>			
<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>			