



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

**Public School 075
984 Faile Street
Bronx
NY 10459**

Principal: Marines Arrieta-Cruz

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Reviewer: Mary Summers

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The school serves students from pre-kindergarten through grade 6. The school is Title 1 eligible. Three-quarters of students come from Hispanic backgrounds and the remainder are mostly Black. The school has a much higher proportion of recent immigrants than in most City schools with a high turnover of students as families move in and out of the area. Twenty percent of students are English language learners and a further 20% are special education students. Attendance is around 91% and close to the City average. The school building is over 80 years old and is currently being remodeled. The principal was appointed in September 2006, along with a significant number of teachers new to the profession.

Part 2: Overview

What the school does well

- Performance in the State and City tests has risen steadily over the past few years.
- Students display good standards of behavior, enjoy school and try to do their best.
- The principal has an accurate overview of the school's current status and what needs to be done to move the school forward.
- The school works pro-actively with parents, providing excellent services and opportunities for them to become involved in their children's education.
- The school focuses on those students in greatest need of improvement, using a good range of intervention strategies to support their learning.
- Students feel safe in school and are able to share any concerns with adults.
- The school compiles an extensive range of data to help it understand the performance of individuals, classes and grades.
- Teachers are enthusiastic, care about their students and want to do their best for them.
- Teachers are well supported professionally; they have good opportunities to increase their instructional skills and obtain further advice or training if required.

What the school needs to improve

- Raise students' achievement further by increasing the percentage of students who reach levels 3 and 4.
- Enable teachers to use data more effectively to plan lessons which meet students' different needs.
- Set clear targets for students, giving them more responsibility for their own learning, share this information with parents and use these targets to make teachers more accountable for their students' performance.
- Broaden the curriculum to give sufficient emphasis to science and social studies, and extending the opportunities for students to practice their literacy and numeracy skills in other subjects.
- Formalize teachers' on-going assessment procedures to enable data to be managed and analyzed more easily.
- Check the impact of instruction and interventions more closely to assess their effectiveness.

Part 3: Main findings

Overall Evaluation

This school is proficient with some well developed features.

A great amount of time and effort has been invested in ensuring a safe and secure environment where students can develop positive attitudes to learning. Students' performance in the State and City tests has risen steadily over the past few years showing the impact of the work done to support those students in greatest need of improvement. Not enough students, however, reach the higher levels in the tests. The good range of data available is not being used well enough to plan lessons which meet the needs of all students successfully.

The administration has an accurate view of the school's current strengths and where it should improve. A whole school professional development event is planned in the near future to establish a shared vision for the school and to jointly examine school data to show how it can drive instructional practice.

Parents are very pleased with the work that the school does to support them and their children. Much of the credit for this goes to the parent coordinator who works tirelessly for their benefit.

The curriculum content focuses heavily on English language arts and mathematics with science and social studies appearing only infrequently on schedules. These subjects are not planned well enough to give students a range of opportunities to use their literacy and numeracy skills in relevant situations.

Teachers and other adults enjoy excellent professional relationships where they readily seek advice and support to help them develop their instructional practice. This demonstrates their commitment to the school and to their students and their willingness to support the administration in moving further forward.

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.

An extensive amount of data is collected about the performance of each student, class and grade. This enables individuals and groups needing further support to be quickly identified. The data shows year on year improvement in State and City tests, an accomplishment of which the school is rightly proud. Students achieving at level 1 have been successfully targeted and this is where most progress has been made. English language learners are also carefully monitored to see which are in most need of intervention to meet the school's targets.

Individualized student information is provided through the school's intervention programs such as Princeton Review and Read 180. This gives detailed data and ensures that students are provided with appropriately challenging work. Recently the school has begun to interpret data about the performance of different grades and classes. The administration has pinpointed that the grade 5 did not make as much progress as expected last year and is now trying to identify why. In addition, the data shows that not enough students achieve at the higher levels 3 and 4. The administration has correctly identified this as a key area of focus this year and has planned appropriate actions.

Teachers also collect ongoing information about students' progress in assignments, homework and class lessons. This information is not kept in a uniform way and is difficult to analyze. It does not provide useful interim information for the administration.

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.

The school has set a clear and achievable goal of increasing the percentage of level 3 and 4 students by 5% by the end of the year. The administration is now in the process of determining a plan of action to enable this target to be met. Goals are not yet posted for individual grades and classes and students are not yet involved in agreeing to their own goals with teachers, sharing these with their parents and taking more responsibility for their own learning.

The school works extremely hard to bring parents on board and to involve them in their children's education. The parent coordinator has a deep understanding of what parents within this particular community need not just to support their children but to develop their own skills and knowledge. Regular workshops are held to help recent immigrants learn their way around the community, find how to access health services as well as participate in craft sessions and other social activities. Parents are regular visitors to the school and feel able to share any concerns with school staff, confident that they will be quickly sorted.

The school implements a range of good programs to support students in greatest need of improvement and the positive impact of these is seen in the annual test results. The administration is currently seeking to assess the impact of each of the different programs to identify which are the most cost effective.

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 overall but with areas of weakness.

Teachers enjoy positive relationships with students. There are few discipline issues as students respect their teachers, knowing they can turn to them if they have a problem. Students value the help that teachers give them, saying they enjoy practical lessons such as science where they get a chance to consolidate their learning through hands-on activities. At the moment, teachers aim too much of their instruction towards the lower-

achieving students who already receive a good amount of extra help through intervention strategies. Their expectations are too low. The administration is correct to redirect the focus towards meeting the needs of the higher-performing students, to help them achieve at higher levels. The administration holds teachers accountable for meeting class goals.

A very large proportion of curriculum time is devoted to English language arts and mathematics. Social studies and science appear infrequently on timetables and often towards the end of the day when students are tired. There are few opportunities for students to become the problem solvers and independent thinkers. Literacy and numeracy are not integrated well into other subjects to make learning more coherent and enable students to use their skills in meaningful situations.

Students enjoy coming to school. Youngsters in the pre-kindergarten class participate enthusiastically in a good range of practical activities, showing obvious delight in their accomplishments. Grade 1 students could hardly wait to go on their school visit to the farm, eagerly holding their clipboards and pencils ready to record details of the trip. 'Teachers strive to help us pass the tests,' noted one girl, describing how some lessons are repeated if they don't understand them the first time.

Attendance is broadly average and the vast majority of students arrive punctually each morning. Although responsibility for monitoring attendance is delegated to key staff, the principal takes a close interest and is quick to take action if necessary when daily figures are received.

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.

Well-established procedures ensure that the school runs smoothly. The current remodeling of the building has been managed very well, with the safety of the school community being a high priority for the administration. External agencies are used very effectively to support students and their families, enabling students to concentrate on their learning. The City Year project provides young adults to work in classrooms helping students with specific programs and also providing a sports program after school. The Episcopal Service offers a valuable after school program to look after children at the end of the day, while their parents are at work. It provides dinner and activities as well as support with homework.

In a very short space of time the new principal has developed an accurate view of the school's current strengths and where practice can develop further. This view has been established as a result of sharp analysis of the available data, productive discussions with the established assistant principals and staff and a very comprehensive program of informal lesson observations. This has already informed professional development opportunities for teachers, to ensure that they are supported in improving their instruction. Teachers have received feedback from these observations which make it clear where improvement must be made. They are proactive in seeking help, often arranging inter-visitations and discussions with professional coaches. Grade teams meet regularly to discuss how student outcomes can be improved by adapting instruction. There is an excellent climate for continuing improvement in this school.

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.

Teachers and administrators check the progress of individual students informally over the course of the year. Grade meetings also provide a useful forum for discussion and modification of programs. In one meeting, for example, teachers discussed the results of a Princeton Review assessment from which they were able to identify in which areas of English language arts the students needed more support. A professional coach was on hand to advise the teachers about different instructional methods and how to access further information on the Princeton Review website.

The school has plans to introduce more formal procedures to check the impact of instruction and specific interventions. At present, it is not clear which of the interventions has the most successful impact and which require amendment. Similarly, there are no formal evaluations carried out during the year to see how well classes and grades are progressing towards whole school goals.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 75	∅	✓	+
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.	Ø	✓	+
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.	Ø	✓	+
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.	Ø	✓	+
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	