



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Eileen E Zaglin School

Elementary-Middle School 225

**1075 Oceanview Avenue
Brooklyn
NY 11235**

Principal: Joseph Montebello

Dates of review: December 3 - 4, 2008

Lead Reviewer: Ken Bryan

Part 1: The school context

Information about the school

Eileen E Zaglin is an elementary/middle school with 956 students from pre-kindergarten through grade 8. The school population comprises 5% Black, 27% Hispanic, 50% White, and 18% Asian students. The student body includes 39% English language learners and 11% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2007 - 2008 was 91.2%. The school is in receipt of Title 1 funding with 66.5% eligibility.

The school shares its main building with a District 75 school, some of whose students are integrated successfully into PS 225's classrooms. The school has an annex, managed by an assistant principal, and located two miles away, with four collaborative teaching classes from pre-kindergarten through grade 2. The school has a large number of English language learners, including Russian, Urdu and Spanish speaking students.

Overall Evaluation

This school is proficient.

The school administration has improved systems since the last Quality Review. It now effectively gathers, tracks and analyzes school-wide data to set goals for individual students, subgroups and those students most in need of improvement. Subject and individual learning goals are set in all core subjects, although the process is relatively new. The students have become very adept at articulating these goals and communication with the home, using planners, is very effective. These goals are realistic and measurable in English language arts and math, but are not yet set with sufficient clarity in other subjects. All teachers carefully track the progress of students using a variety of individual systems. However, there is not a consistent school-wide system for teachers to log data to monitor off- and on-track students. The school does not effectively store and present summative data to demonstrate clearly how well it is doing.

Throughout the school, there is a professional culture of collaboration, reflection and evaluation. The teachers appreciate the quality of support provided for them by the math and literacy coaches, and members of the administration. The data-driven decision-making process lies at the heart of grade and academic intervention services planning, goal setting, professional development, and the increasing confidence of teachers to differentiate instruction. The quality of teaching and learning has improved across the school since the last Quality Review. Teaching is now proficient at the annex, although it lacks academic rigor and learning activities rarely excite and motivate the young students. In addition, expectations for higher achieving students in general education settings are not high enough and teachers do not use information well enough to provide the right level of challenge. The inquiry team is now advising faculty upon the effectiveness of collaboratively taught classes to better meet the needs of special education and English language learners. The school is able to demonstrate growth for special education and English language learner population, as a direct consequence of innovative organizational strategies and effective programs. The curriculum is broad and balanced and the school has established excellent partnerships with organizations such as Shorefront Y, which considerably enhance and enrich the learning experiences of the students.

Part 2: Overview

What the school does well

- The principal and his administration have developed a professional, reflective and caring school culture where expectations are generally high.
- The school's analysis of a wide range of data has a positive impact on the goal setting process, instruction and student achievement.
- Faculty is collegial, works collaboratively and is effectively supported by a wide range of differentiated professional development opportunities.
- The school has established excellent partnerships with community-based organizations that enhance and enrich the academic and personal development of the students.
- The curriculum is relevant, flexible and frequently motivating, and includes effective periodic, interim assessments.
- The students and teachers have developed excellent relationships, which significantly impact upon student progress and achievement.

What the school needs to improve

- Establish a school-wide system for monitoring the performance and progress of individual students to ensure consistency across classrooms and subjects.
- Ensure that goal setting in all subjects is as rigorous and specific as it is in English language arts and math.
- Further develop strategies to synthesize school data and communicate progress towards cohort and school-wide goals clearly to members of faculty so that they understand the way their work impacts on the school's priorities.
- Refine differentiation strategies to raise expectations for higher achieving students in general education settings.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school has put systems in place to gather, analyze and track school-wide data in all core subjects. The administration frequently and adeptly monitors student achievement and progress using formal and informal data to positively impact upon instruction and the goal-setting process. This results in school leaders and faculty knowing students' strengths and needs well. The teachers track the achievement and progress of students using a variety of individual systems. The school's leadership appreciates the need to standardize a school-wide system in order to monitor on- and off-track students effectively. Students can clearly articulate their learning goals and can speak about the summative and formative responses to their work. The use of rubrics is particularly consistent and effective.

The administration carefully tracks the progress of subgroups through the analysis of disaggregated school-wide data. Grade cohorts, special education students, students in need of improvement, boys and girls, and ethnic populations are monitored to identify trends. The school's pupil personnel and school assessment teams work collaboratively and effectively to provide targeted interventions. As a result of this rigorous analysis and timely actions, the school can demonstrate significant growth in student progress, particularly for English language learners, special education students and Hispanic and other students in the lowest third City-wide. The school even uses detailed information to monitor the usage of the library and media center. However, the school does not monitor the performance and progress of its higher-achieving students rigorously enough, which leads to those in general education settings not being sufficiently challenged.

The longitudinal data also shows that year-on-year growth is strong until the end of grade 5, when significant numbers of students transfer to the District 21 gifted schools with and talented programs. In response to this, the school has introduced the intermediate algebra Regents course for students in grade 8 and has recently opened a new science laboratory. Attendance data is systematically monitored, although this has led only to small gains in the last academic year. The administration does not organize trend data in a clear way to demonstrate how well the school is doing to meet its goals.

Parents and caregivers are provided with frequent and meaningful information relating to their children's achievement and progress. Weekly meetings are scheduled to discuss academic service provision for at risk students. After-school workshops provide information and translation services for the large number of recent immigrant families. In addition PAC (parent and children) meetings and a family literacy program considerably enhance the school's ability to connect with its diverse community. Student progress and achievement data, goals and programs relating to all curriculum subjects are carefully communicated to parents and caregivers.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

This area of the school’s work is proficient.

School-wide, cohort and individual student goals are determined by a rigorous process. The school has made good progress in goal setting, although goals are more specific and measurable in English language arts and math than in all other core subjects. The administration and faculty collaboratively and continually analyze data to set, adjust and modify goals. These data-driven decision-making processes effectively impact upon the school’s Comprehensive Educational Plan. The school leadership team uses constantly up-dated data from interim assessments designed by the school and from external formal measures to make adjustments. However, because the administration does not make its analysis of data fully accessible to faculty, teachers are not always sure how their work is impacting on progress toward cohort and school-wide goals. Nor does the administration organize the trend data in a clear way to demonstrate easily how well the school is doing to meet its goals.

Goals are adjusted weekly for the purposes of the academic intervention and the school assessment teams and monthly for all other core curriculum subjects. Individual student learning goals change each month as necessary, through the successful use of student conferences. This ensures that teachers know their students very well and students know what they have to do to improve. Factors such as student absence, behavior and attitudes to learning are addressed immediately. Student planner binders effectively log these changes and these are shared with the parents. This is a highly formative and collaborative process.

High expectations are communicated to the entire school community, although they are not high enough for higher achieving students in general education settings. For the school’s large English language learner population, where English may not be the home language, the school proactively reaches out using translation services and workshops. Frequent parent-teacher conferences are well attended, reflecting the priorities of a community where education is valued so highly. This is effectively supplemented by letters, phone calls, emails, and the use of the school’s website. The setting and communicating of goals for students in need of improvement is a high priority by the school. To this end, the assessment team, guidance counselor and family assistants work effectively and collaboratively to promote the school’s high expectations.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.

This area of the school’s work is proficient.

The principal and his administration have effectively created a school culture that is conducive to learning. The school provides a broad and balanced curriculum, which meets the needs of most learners through flexible planning and organization. Teachers work collaboratively to determine interdisciplinary themes and the components of literacy and numeracy are carefully woven into core subjects. The teachers successfully modify instructional strategies to meet the needs of most learners, through differing modalities, reference to Bloom’s taxonomy and adherence to the professional teaching standards.

In addition, teachers use the school-wide enrichment and independent investigation models, which significantly raise levels of student engagement. A good degree of consistency is clearly apparent across subjects and grades at the main site where students are frequently given the opportunity to work in pairs or in small groups, with good opportunities for accountable talk. This results in greater independence and increased student reflection. The students at the main site commented about interesting and stimulating lessons to capture the imagination. Teachers at the annex have some way to go in engaging students in interesting activities, although teaching and learning has improved to a proficient standard since the last Quality Review. The school motto is "I believe in me" and the level of self-confidence and belief pervades the whole student community.

The use of rubrics is another consistent feature of each classroom. All core subjects include the use of scoring rubrics and student self-assessment is well established and formative. Students respond very well to the setting of individual learning goals. Expectations are high for students in need of improvement, especially for English language learners and special education students, who make good progress. However, they are not high enough for higher achieving students in general education settings. The level of academic challenge through increased rigor and higher level questioning does not fully meet the needs of these students. The curriculum is well served by the school library and media center. Students and teachers from across the school have frequent access to high quality technology, reading and instructional materials.

The latest Learning Environment Survey positively endorses the school's view that students' personal and academic needs are being met. The survey showed significant improvements, particularly in the area of student engagement. The addition of a new science laboratory, where hands-on experimenting is encouraged, is a good example of the school's positive response. The principal and his administration make effective and timely strategic decisions to the school's organization to meet the needs of the learning community. The hiring of additional math teachers to meet the needs of students whose performance lies on achievement-level boundaries, small class instruction for English language learners and the development of a science laboratory are good examples.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

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

The school's principal, assistant principals and the literacy and numeracy coaches have created a professional climate. Teachers are increasingly reflective and evaluative because the data-driven decision-making process is increasingly well established. There is an open culture of professional support. School leaders use each teacher's professional development goals based on the professional teaching standards in pre and post observation conferences and observation assessments. Inter-visitations are commonplace and informal peer support and guidance is endemic among all members of staff. Grade, academic intervention and other faculty teams meet frequently to plan, review student work and analyze data. Teachers new to the professional receive with good support. Trained mentors frequently meet with staff and opportunities are provided for peer observation and district training.

Effective monitoring of instruction and data analysis determine differentiated professional development opportunities. The principal, his administrators and coaches frequently

visit the classrooms to determine need. Robust systems to monitor teaching and to provide formative feedback are well established. In-house needs-led professional development, such as that provided on ARIS, the school enrichment model, the independent investigation model, the California Teaching Standards and the use of technology have all been successful. These sessions have had a significant impact on the quality of teaching and the use of data to set goals and differentiate instruction. The firmly established and effective inquiry team is having a considerable impact on teachers' ability to plan for differentiated instruction and the fruitful use of special education teachers in collaborative team teaching classes.

The school has established very effective partnerships with families and community-based organizations. It also provides effective outreach programs for parents and students during the school's popular extended day, after school and Saturday tutorial sessions. Collaborations with TASC (The After-School Corporation) Brighton Beach, Shorefront Y and Mental Health significantly enhance the academic and personal development of students. The well-attended after-school program from Shorefront Y is particularly substantive. Many students are encouraged to be artists, performers, scientists, musicians, songwriters and animators.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

The school's systems for monitoring and evaluating its progress towards its goals are robust. The school leadership team constantly revisits the Comprehensive Educational Plan, utilizing school-wide data to determine progress towards quantifiable goals. The principal and his administration, in collaboration with the staff and the inquiry team, monitor informal and formal data to determine trends and patterns.

The review cycle is well established. Weekly and monthly meetings, particularly with English language learner and Title 1 funded teachers, systematically report on the progress of all subgroups, grades and subjects to determine revisions and modifications. The school's own interim assessments, Acuity and ATS data and continuous classroom assessments frequently inform this process and provide the school leadership with a clear picture of how well the school is doing. However, the school appreciates the need to create systems to communicate trends and successes graphically using histograms, line graphs and pie charts to make the useful information more readily accessible.

The school has made good progress in aligning the monitoring of teaching and learning with the professional teaching standards and teachers' professional development goals. All feedback to teachers is through the lens of their progress on the Continuum of Teacher Development and based on their use of data, instruction and classroom environment as well as the impact of teaching on learning, student outcomes, and school goals.

The principal and his administration have a clear vision for the school. They demonstrate the capacity to develop the school further through their ability to analyze data, provide clear curricular guidance, and ensure that professional development is differentiated to meet the needs of staff, through their systematic monitoring of the quality of teaching and learning.

School Quality Criteria 2008-2009

School name: Eileen E Zaglin School	△	▷	✓	+
Overall QR Score			X	
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>	△	▷	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?			X	
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			X	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			X	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			X	
Overall score for Quality Statement 1			X	
Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	▷	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			X	
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			X	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?			X	
Overall score for Quality Statement 2			X	

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYO, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.							
<i>To what extent do ...</i>	△	▷	✓	+			
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?			X				
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X				
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X				
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?				X			
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.							
<i>To what extent do school leaders...</i>	△	▷	✓	+			
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?				X			
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X			
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X				
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent do...</i>	△	▷	✓	+			
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?			X				
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X				
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X				
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X				
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	▷	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed