



Cathleen P. Black, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2009-2010

Public School 75

08X075

**984 Faile Street
Bronx
NY 10459**

Principal: Marines Arrieta-Cruz

Dates of review: March 28-29, 2011

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

P.S. 75 is an elementary school with 628 students from pre-kindergarten through grade 5. The school population comprises 24% black, 72% Hispanic, 1% White, 1% Native American students and 2% not reported. The student body includes 15% English language learners and 19% Special Education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009-2010 was 91.5%.

Overall Evaluation

This school is proficient

Part 2: Overview

What the school does well

- The school's curriculum emphasizes reading comprehension, inference skills, non-fiction literature, phonics and the arts to support student learning.
 - An arts consultant has developed interdisciplinary links between the arts and the school-wide English language learners' curriculum. Students' cultural backgrounds assist in planning rigorous activities that focus on their skill development and in developing higher order thinking skills. Students use high interest books and visual arts to improve language skills. Student work has been exhibited at the State Association for Bilingual Education. As a result students' self esteem is enriched and there has been increase in performance as evidenced by student report cards.
 - The school effectively uses an enrichment model to engage students in advancing their higher order thinking skills. Math lessons incorporate real world applications to improve problem solving skills. The result is highly motivated students, focused upon their mastery of mathematical concepts.
- Students demonstrate engagement and enthusiasm for learning in differentiated lessons to reach their full potential.
 - The school's use of the workshop model of instruction allows students to be grouped according to their learning strengths and skill need. Conferencing supports student's specific strengths and weaknesses and teachers plan activities aligned to student's interest and knowledge. As a result, students are able to express their learning through their style and know that they are encouraged to do their best in a risk free educational environment.
 - Teachers effectively differentiate instruction to engage both the lower and higher achieving student in utilizing higher order thinking skills. The "Read Well" guided reading program engages students in activities to improve their reading abilities. Consequently, students are motivated, as evidenced by the timely completion of assignments and there has been an increase in independent reading levels as measured by running record results.
- The school makes strategic organizational decisions to support the school's instructional goals and to meet the needs of students.
 - The school used grant monies to purchase the Rigby Focus Forward Program to address the learning needs of students. Teacher teams meet across grades to review and ensure vertical alignment of the school's curriculum with this fluency based program. The subsequent professional development sessions aim to adjust how instructional decisions align with, and reinforce, the school's capacity building practices. Consequently, these teacher teams are creating exemplar lesson plans that teachers utilize to improve student performance as evidenced by teacher made tests and student work.

- Students with disabilities and English language learners participate in after school programs that provide small group instruction in literacy. This allows for the individual needs of students to be addressed. Consequently, student performance is progressing as evidenced by improved independent reading levels.
- Teacher teams work effectively to share good practice, analyze data, and to plan curriculum and instruction in order to adjust instruction to meet student needs.
 - Teachers regularly use student work products and, teacher made tests that are aligned to the school's key standards to that inform instructional and curriculum adjustments. Thus, teachers are able to provide instruction to support the needs of their students.
 - Teachers analyze Periodic Assessments to determine the strengths and needs of subgroups. They reflect on their craft and ask themselves, "How do I assist students to perform at grade level"? The school's curriculum maps and subsequent lesson plans are continually referenced. Grade level teams then update or revise plans needed. This results in ongoing improvement of instruction to meet the needs of targeted subgroups.
- The school uses the observation tool to monitor classroom instructional practices in order to ensure the continued improvement of student performance.
 - Differentiation of instruction, rigor, and engagement of students during lessons is prioritized as a common school focus. Periodic Assessment data and student work products are analyzed and discussed to develop clear learning targets for students. Performance evaluations and feedback to teachers are used to plan differentiated professional development. Thus, the continued development of staff is fostered and classroom instruction is improving as evidenced by informal and formal observations.
- The school's partnerships and network of specialized support personnel work to support the academic, social- emotional and physical needs of students and families.
 - The school works closely with the Episcopal Social Services Agency to supplement services to students in an after-school program offering educational enrichment, a family support focus, and social learning in a caring atmosphere. In addition, Edison Learning provides free school tutoring in reading and math. As a result, the school is providing varied opportunities for students and their families to grow socially and enrich their learning experiences.
 - City Year a member of Ameri Corps provides a cadre of young adults who take an active role in many classes. Thereby providing students with more individualized consideration to enhance academic performance to improve student outcomes.

What the school needs to improve

- Extend the analysis of data of all relevant subgroups in order to aggregate and identify trends in order to take timely action to attain academic goals.

- The school uses formative and summative data reports to monitor groups of students. However, the school is not aggregating data to measure overall trends. Therefore, some teachers are not revising student's goals on a regular basis. Consequently, some students are not attaining one year progress as determined by the February, 2011 Periodic Assessment results in English language arts and math.
- Formalize structures for monitoring the sharing of information of performance data with families in order for parents to assist their children in the home environment.
 - Although the school shares performance data with families the information is not specific to allow parents to have a clear understanding of their child's learning needs. They are not clear on how, why, and when the school and classroom teachers transition from one goal to the next. This has resulted in limited knowledge of what parents actually understand about student progress and next steps. Thus impeding assistance from families which effects the academic growth for some students.
 - Teachers use rubrics to grade student work. However, teachers do not consistently provide clear next steps on written work that are in portfolios or displayed in hallways and classrooms. Accordingly students have the impression that their assignments are not in need of enrichment. Therefore, not all students are progressing to their full potential.
- Refine and ensure that all goals include precise short and long term measurable outcomes to monitor student progress effectively and to reinforce ownership and accountability.
 - Although the school uses quantitative and qualitative data to analyze student performance not all grades use common assessments to determine student outcomes. The school does not use a tracking tool with measurable benchmarks to determine the growth of its students. Consequently, students with disabilities are not making exemplary gains as measured by the progress report. However, the school is now effectively adjusting its data systems and school-wide goals to meet the needs of students, as evidenced by student work and professional development program.
- Design systems to monitor and evaluate the organization of data and the process for sharing information with students and families to increase coherence across the school.
 - Inconsistencies in tracking student attainment of interim learning objectives result in a lack of clarity at the classroom and student level. This hampers the school's ability to determine the progress that students are making is good enough to attain the long term goals set by the school. Parents also have difficulty in expressing where their children are as learners and what they need to improve during the course of the academic year. Consequently, initiatives are introduced on an ad hoc basis, hindering the schools capacity to make strategic timely adjustments.

Part 3: School Quality Criteria 2010-2011

School name: Public School 75	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		X		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X		
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

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

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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