

# Quality Review Report 2011-2012

**P.S. K225 - The Eileen E. Zaglin  
K-8 school K225**

**1075 OCEAN VIEW AVENUE  
BROOKLYN  
NY 11235**

**Principal: JOSEPH MONTEBELLO**

**Dates of review: November 29, 2011  
Lead Reviewer: Isabel DiMola**

## Part 1: The school context

### Information about the school

P.S. K225 - The Eileen E. Zaglin is a K-8 school with 911 students from pre-kindergarten through grade 8. The school population comprises 2% Black, 38% Hispanic, 17% Asian, 42% white students and 1% other students. The student body includes 38% English language learners and 19% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 92.6%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- School leaders build teacher effectiveness through a comprehensive observation and feedback system that promotes growth, reflection and accountability resulting in pedagogy that aligns to school goals and meets student needs. (4.1)
  - o School leaders and faculty demonstrate their commitment to teacher development and building cohesion between pedagogic practice and student outcomes through a comprehensive system of data analysis, goal setting, frequent cycles of classroom observation, formal evaluation and targeted professional development. All teachers set professional goals that grow out of their specific student outcome data and feedback from classroom observations. Supervisors use frequent cycles of observations to evaluate teacher progress toward reaching their goals using a research based rubric to measure teacher effectiveness and monitor progress toward reaching goals. Supervisors also collaborate with faculty to analyze student outcomes to design and implement action plans that articulate clear expectations, next steps and professional development to address pedagogic need. New teachers and those in need work with a mentor and engage in scheduled inter-visitations within the school as well as intra-visitations at other schools to observe best practices in areas where they struggle. As a result, instructional coherence is evident throughout classrooms and interim benchmark assessments show that students with special needs and English language learners are making progress toward reaching learning targets.
- School leaders and faculty create an environment that is collaborative with an atmosphere of respect that embraces all members of the school community. (1.4)
  - o School leaders make a priority of ensuring that the school environment is safe and that all community members hold high expectations for students. Programs, such as “Seasons of Peace” and “Respect for All” focus students and families on anti-bullying campaigns and positive student relationships. Student leaders meet regularly with administrators to participate in school environment campaigns. Students are acknowledged for acts of kindness and report “it is necessary for us to behave and serve as positive examples for each other.” Faculty and staff know each of the students and monitor the social/emotional aspects of youth development to ensure that every student has the supports needed to be successful. Staff closely monitors attendance, behavior and progress and students feel supported by the adults in the building. Students report that “there is always someone to talk to,” and express they feel that the teachers and the principal believe in their abilities to succeed. Teachers are supportive of student achievement and recognize that the diverse population has differing needs. Students explain that, “our teachers understand that when we struggle we get upset so they tell us it is okay and give us ways to do things different so we can do better.” As a result, there is a high level of student engagement and a focus by all stakeholders in working toward academic and social success.
- School leaders effectively gather and analyze a wide range of data to understand school-wide strengths and areas of need. (2.1)
  - o School leaders use comprehensive systems to collect, analyze and disaggregate an extensive range of data from a multitude of sources including Acuity, ARIS, formative assessments, student work products, on-line occurrence reports, and attendance reports to understand school-wide achievement and the progress of

students and sub-groups of students across the school. Analysis includes overall school outcomes in specific content strands and disaggregates the progress and performance of school sub-groupings with a focus on the different tiers of English language learners and students with special needs. Careful analysis of common periodic assessments provides an in-depth understanding of incremental progress of all students and student sub-groups. As a result, school leaders understand the strengths of the school and the needs of students, allowing for relevant school-wide and grade level goal setting and decision making. Consequently, periodic assessment and classroom data show that student sub-groupings are making accelerated progress toward reaching standards.

- The principal, administrators, faculty and staff are supportive of the social-emotional growth of students resulting in increased engagement and academic outcomes. (4.4)
  - o The principal works hard to ensure that the school is a supportive place for children and families creating an environment that allows for the greatest chances of success. Teachers receive professional development from a guidance counselor and school social worker to build sensitivity to the needs of new immigrant families, and to recognize external factors that may distract students from academic success. The school engages students, parents, and faculty in programs toward maintaining a safe, student-friendly environment including "Respect for All" and conflict resolution. In an effort to engage families further in supporting student achievement, several external community based organizations partner with the school to address the needs of families. These organizations provide immigrant families with supports to transition to their new surroundings as well as to assist with mental health needs and family counseling. As a result, families view the school as a community resource that goes beyond the education of children by providing opportunities for community members to support student-learning needs. Consequently, attendance is improving and more parents are involved in school functions and activities.
- School leaders and faculty align curricula to State standards, emphasize key standards, and structure opportunities for rigorous engagement for all students. (1.1)
  - o The development of comprehensive curricula across all grades and subject areas is a priority of the school. School leaders and teachers collaborate on making meaningful decisions that emphasize key standards that align to student needs based upon formative and summative data. Assessment data and student product analysis help staff to identify gaps in students' academic achievement so that the school fully aligns its curricula to the Common Core standards. Their analyses help them to focus on the sub-strands of the standards that will promote accelerated progress and provide opportunities to support college readiness across all grades. The process is ongoing, resulting in a school-wide shift in planning of instruction that is collaborative across grades and content areas. As a result, students have increasing opportunities to engage in rigorous tasks that stress writing and are designed to build their critical thinking skills and to demonstrate their progress toward becoming college and career ready.
  - o Teacher teams meet at least weekly to engage in curriculum development through a framework that studies the expectations of the Common Core Learning Standards and in identifying where current curricula needs revision to meet the needs of new standard expectations. Teacher teams meet weekly and use tuning protocols to study and analyze student work and synthesize data to understand student learning. The study of student work through various lenses helps staff to extrapolate patterns of achievement across all students and across sub-groups. Inquiry teams focus their work on special needs students as well as

English Language Learners to ensure that curriculum development differentiates to meet their learning needs. This results in clarity and consistency of curricula across the school and ensures that all students are accountable to demonstrating progress along the same set of standards.

- Leaders make organizational decisions that align with school instructional goals and support efforts toward improved student learning (1.3)
  - Strategic use of financial resources addresses the needs of a diverse population of students. Funding is directed toward increasing the technology available in classrooms to provide innovative, differentiated strategies to meet the needs of special needs students and English language learners. For example, the use of Smart Boards allows teachers to use visual and auditory aids in communicating with students who are new to the country and have limited English skills. Special needs students have access to computer programs that scaffold content so they can work at their own pace and so students and teachers can monitor progress in real time. As a result, effective use of technology is evident in many classrooms and targeted students are engaged in their learning, demonstrating progress through writing projects, visual representations of their learning and improving verbal communication skills.
  - Programming decisions provide all students with supports necessary to be successful. A large percentage of students are English language learners and the school programming demonstrates their success is a priority. Most beginning and intermediate English language learners are in classes with two teachers to reduce the student to teacher ratio. Push-in instruction by teachers licensed in English as a Second Language further supports skill development of these students. As a result, students in this targeted population make accelerated gains as evidenced in periodic and interim assessments as well as through their work products that demonstrate progress in the English language and written communication.

### **What the school needs to improve**

- Extend instructional practice to build consistency to ensure that all students are engaging in rigorous tasks that promote higher order thinking. (1.2)
  - School leaders and faculty have placed priority on ensuring curricula aligns to the Common Core Standards by programming time during and after school for teachers to work diligently in preparing and creating tasks for students to demonstrate higher order thinking and achievement of learning goals. However, as the school raises the bar for instruction to ensure that all students are engaging in tasks that build critical thinking skills, the alignment between curricula expectations and instructional practice is uneven in some classes throughout the school. Although tasks are beginning to align to Depth of Knowledge scales, pedagogy in some classes is just beginning to demonstrate teaching strategies that support questioning and opportunities for higher order thinking for all students and sub-groups of students. As a result, there are gaps in teaching methodologies that correlate to student learning leading to missed opportunities to engage some students at the highest of levels.
- Build capacity of teachers to align assessments and rubrics to the standards to ensure that evaluation of student work is accurate and defines next teacher steps. (2.2)
  - Supervisors provide teacher teams with student data that serves as a foundation for teams in developing curriculum, engaging in inquiry, analysis of student work,

and developing rubrics. Teams are only beginning their work to ensure alignment between the standards, assessments and rubrics. Therefore, it is unclear if data that teachers collect to supplement school-wide data is valid information for making judgments on student progress toward reaching standards. In addition, the accuracy of student grades garnered from rubrics is unclear as teams are working through normalizing the use of rubrics to ensure consistent evaluation of all students including English language learners and special needs students along a standard, consistent set of expectations and demonstration of achievement. Although the teams diligently disaggregate and analyze data to understand student trends, the work does not always articulate the connection between teaching practice and student outcomes. Consequently, the work of teacher teams is limited in its effectiveness in evaluating student achievement and instructional decisions across grades and the school.

- Develop data collection and dissemination tools that are more efficient and accessible in order to enhance the organization and sharing of data, thus allowing for more timely analysis of outcomes and initiatives that influence student progress. (2.3)
  - o Although data collection is rigorous and effective in providing an understanding of school wide trends, methods for organizing the data are manual, complicated and require many person-hours to organize the information for meaningful use. As a result, structures for collection and organization of information do not always provide for the comprehensive, efficient use of data to enable a timely response to trends in student learning needs. This results in a delay in adjusting practice, causing missed opportunities for some students in making accelerated progress.
  - o Although there is an expectation that teachers use consistent grading practices to evaluate student achievement, currently, individual teachers do not always use the same criteria as their colleagues when evaluating student work product, leading to inconsistent interpretations of how to use rubrics to understand student performance. In some cases, student effort and improvement is a considered factor when evaluating a piece of work against a rubric, resulting in grade inflation and an inaccurate score of actual performance. As a result, there is inconsistency in capturing effective classroom level data to inform curricular and instructional decisions and in articulating next steps to improve student performance.
- Expand the systems and structures throughout the school that evaluate assessment and grading practices to ensure consistency and alignment to standards. (5.2)
  - o School leaders regularly meet to evaluate their practice in norming their views of instruction, assessment, grading practices and organizational structures. Currently, their work is not explicit in ensuring that all faculty and supervisors school-wide are looking at student work through the same lens toward establishing firm definitions of grades and for consistency in evaluating student work for all groups of students including high achievers, English language learners and students with special needs. In addition, methods of evaluating structures for organizing and presenting data are not fully developed. As a result, it is unclear how effective data collection procedures ensure that the information presented is actionable to affect change. There are gaps in the usefulness of data generated by student work product because there are some inconsistencies in the use of rubrics so it is not clear if data reveals consistent, meaningful information about student progress. As a result, some students have stronger class grades yet are unable to perform at the same level on summative assessments that measure competency along the standards.

## Part 3: School Quality Criteria 2011-2012

School name: - The Eileen E. Zaglin	UD	D	P	WD
Overall QR Score			X	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<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 as evidenced by meaningful student work products?			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
<b>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.</b>				
<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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?		X		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
<b>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.</b>				
<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 staff, students and families, and support students and families to achieve them?			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, guidance/advisement 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, with particular attention to the CCLS?			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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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