Quality Review Report

2016-2017

Ebbets Field Middle School
Junior High-Intermediate-Middle 17K352

46 Mckeever Pl.
Brooklyn
NY 11225

Principal: Margaret Baker

Dates of Review:
May 16, 2017 - May 17, 2017

Lead Reviewer: Michele Ashley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

Ebbets Field Middle School serves students in grade six through grade eight. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
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</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

The majority of teachers are engaged in structured inquiry on content teams. Teachers analyze Measures of Student Learning (MOSL) beginning and middle of the year data for students across the grades.

Impact

Professional collaboration and the sharing of best practices strengthens the instructional capacity of teachers. Consistent analysis of assessment data and student work result in progress toward goals for groups of students.

Supporting Evidence

- The majority of teachers meet weekly for inquiry-based professional collaboration on content teams and follow a pre-set agenda. Teachers take on rotating roles as facilitator, note taker, and timekeeper. Team facilitators establish meeting objectives and notify team members of any preparation required before each meeting. During the observed English Language Arts (ELA) team meeting, objectives stated that participants would share their Bridge to Practice activities and discuss how the activity impacted student learning, as well as, sort low inference intervisitation notes to identify trends for a Problem of Practice. In preparation for this meeting teachers brought samples of student work, their common planning binder, and an Affinity Protocol for creating a hypothetical Problem of Practice.

- Teachers noted that each team is at a different stage in the inquiry process and all are working toward the selection of a content-based Problem of Practice. Teachers across teams stated that the work they have accomplished on their teams has contributed to their instructional capacity. Teachers noted that they have been able to work collaborative, “not in isolation,” to develop new strategies for learning which they have implemented and analyzed as Bridge to Practice strategies. Teaching practices developed and implemented across teams include the use of Translanguaging (processes by which multilingual students and teachers use a student’s native language to support engagement in activities), visual thinking strategies, and shared graphic organizers. Many of these practices were observed across classrooms visited.

- Leadership and teachers also attribute student progress to the work of teachers on teams and the inquiry process. Teachers analyze student and teacher work by selecting agreed upon strategies to implement and analyzing the impact of that work using student work samples. During the ELA team meeting, teachers analyzed student work as well as notes from intervisitation, to identify trends in teaching and learning. Based on their analysis team members decided that they would conduct another round of inter-visitations before finalizing their official problem of practice.

- A review of data analysis conducted by teacher teams reveals that students have made progress when comparing the MOSL beginning of the year and end of the year data. In ELA, the percentage of students in grades six, seven, and eight scoring level 3 increased 8, 22, and 8 percent respectively. In math, the percentage of students in grades six, seven, and eight scoring level 3 increased to 12, 22, and 3 percent respectively.
Findings

Across classrooms, teaching strategies consistently provide language and visual supports to engage all learners and teachers across most classrooms provide opportunities for students to share their thinking through discussion. However, some teachers have yet to provide the high-quality supports and extensions that hold all students accountable for participating in tasks.

Impact

Limited access to high-quality supports, extensions and routines hinder participation for some students and limit opportunities for these students to independently demonstrate their thinking and take ownership of their tasks and discussions.

Supporting Evidence

- Most teachers provide language and visual supports for students. For example, in an ELA classroom the teacher paired students with language partners to assist with the translation of verbal instructions and distributed written prompts and copies of text translated into Arabic, Haitian Creole, and Spanish. In addition, the teacher displayed translated journal prompts on the interactive white board. In a math classroom, a sign language translator translated all verbal exchanges for a hearing-impaired student. Teachers across grades and content areas provided similar language support across most classrooms visited.

- Although most teachers provide supports to ensure that English Language Learners (ELLs) and students with disabilities have multiple entry points to tasks, some teachers have yet to establish high-level routines and supports that ensure all students engage in challenging tasks and demonstrate their thinking. For example, in a social studies class the teacher assigned students to groups to compare the governmental structures of Ancient Chinese Dynasties. The teacher provided students with language partners, tiered questions and vocabulary translations to ensure all students had access to the task. In some groups, all students participated equally sharing information and possible responses to prompts, however, in another group students waited for the group leader to find and share the key information. A lack of an established group structure, limited accountability for each student to fully engage in the task and demonstrate their thinking.

- In most classrooms, teachers assign students to engage in group work and participate in group discussions, however, in some classrooms teachers do not provide students with the high quality supports and resources to engage in independent discussions and take ownership of their learning experience. In a grade seven classroom, the teacher expected students to match visual images displayed on the interactive white board with descriptions in the text Lyddie and discuss them in their groups. In this classroom, the teacher did not provide students with group copies of the images or focus questions to guide student discussion. Without these supports, students had difficulty viewing the details of the images displayed and were confused as to what should be discussed in their respective groups.
**Findings**

Curricula consistently incorporates rigorous habits through the incorporation of learning and language objectives, problem solving, and the use of academic and content vocabulary. Lessons are planned and refined to include *Translanguaging*, Visual Thinking Strategies (VTS), graphic organizers, and tiered tasks.

**Impact**

Alignment to Common Core Learning Standards and planning for access ensure that a diversity of learners, including ELLs and students with disabilities, can engage with curricula and tasks.

**Supporting Evidence**

- School leaders and faculty ensure that unit and lesson plans identify Common Core Learning Standards and include the academic and content vocabulary aligned to lessons and units. In a science lesson, the teacher plans a review and pre-assessment of the academic terminology of the unit on multicellular organisms. The lesson includes a graphic organizer for students to review the definition of superior, inferior, anterior, ventral, posterior, dorsal, medial, and lateral. The plan requires students to add an illustration or explanation that explains the definition of each term. In a math lesson on linear equations, the teacher planned to introduce the content vocabulary which includes key terms specific to linear equations including rate of change, ordered pair, and initial value.

- Across grades and content areas, lessons and unit plans include learning and language objectives, and planned opportunities for students to engage in problem-solving activities. For example, in a math lesson the learning objective states that students will find the solution of a system of linear equations graphically and algebraically. The language objective stated that students would present and explain how to find the solution of a system of linear equations graphically or algebraically. In this same lesson, students would complete an Exit Slip activity in which they would solve a real-world problem using systems of equations. In a science lesson plan, the teacher designed a group experiment to allow students to identify the variables that impact a ball rolling down a ramp. Students would then use their learning to define and explain force, mass, speed and acceleration.

- Teachers across grades and content areas use student data to plan and refine lessons. Across lesson plans reviewed teachers used data from assessments, individual education plans and exit tickets to assign students to learning groups and pair students for language support. Teachers adjust lesson plans to incorporate videos, visual imagery, translated texts, and prompts to support ELLs and students with disabilities. In addition, many teachers included tiered graphic organizers and tasks in lessons. In a social studies plan, the teacher assigned beginner students to a *Tier III* group and plans to introduce difficult content vocabulary using guided instruction and a Know, Want to know, and Learned (KWL) chart. In this same lesson, the teacher assigned advanced students to a *Tier I* group and plans for them to independently determine the meaning of key symbols and domain specific words using a Frayer four-square graphic organizer.
### Additional Finding

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<thead>
<tr>
<th>Quality Indicator</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Across most classrooms, teachers use content specific rubrics, assessments and grading policies that align with the curricula. Leaders and faculty use MOSL, unit and New York State assessment data to monitor student progress toward goals.

**Impact**

Teachers use data from rubrics and assessments to provide students with actionable verbal and written feedback and make adjustments to curricula and instruction.

**Supporting Evidence**

- Across classrooms, teachers align assessments and rubric performance levels to the *Ebbets Field Middle School Uniform Grading Policy*. The policy states, “In an effort to provide transparency, congruency and consistency, we have interpreted each level to have a value consistent with the middle school report grades. Based on this policy, a level 1 includes all grades of 64 and below, a level 2 includes grades from 65 to 79, a level 3 ranges from 80 to 89 and a level 4 spans grades 90 to 100.

- Across grades and content areas, teachers create content specific assessments and rubrics that align to a performance scale of one to four and assess student performance across a variety of criteria. A math problem solving rubric assesses student performance across eight mathematical practices including “Makes sense of problem and perseveres in solving.” An *Argument Essay Writing Rubric* assesses student performance across four criteria including Claim and Reason, Command of Evidence, Coherence, Organization and Style and Control of Conventions. A review of student work folders reveals that students use data from rubrics and checklists to make adjustments to their work and increase their performance. On a compare and contrast essay, a student used teacher- and peer-feedback to make adjustments to his final draft and improve his performance.

- Faculty use data from New York State ELA and math assessments and MOSL benchmark results to monitor student progress and make adjustments to curricula and instruction. During this year’s Summer Planning Session for 2016 -2017 faculty identified primary areas of weakness based on the lowest performing Common Core Standards from 2016. Based on this data, teachers identified an overall a preliminary ELA Problem of Practice and Learner Centered Problem for 2016 -2017. In addition, faculty selected supplementary curricula to support students and identified options for teacher implementation of each supplementary tool. Faculty incorporated designated periods within each teacher's schedule to conduct academic intervention and support services weekly.
### Findings

School leaders and staff consistently communicate academic expectations to families via a parent handbook, phone calls, MOSL reports, and parent workshops. Teacher teams and staff establish a culture for learning that communicates high expectations for all students using rubrics, conferencing and college exposure.

### Impact

Consistent communication and ongoing support from teachers and staff help families understand their child’s progress and prepares students for their next level of learning.

### Supporting Evidence

- School leaders distribute parent calendars, newsletters, and an Ebbets Field Middle School 352 Family Handbook to all families. The 2016-2017 handbook outlines school policies, including grading, behavior and promotional guidelines. In addition, the handbook includes a Message from the Principal and sections that focus on the characteristics of the middle school child and the benefits of parent involvement. The parent handbook highlights research that states students and schools benefit when parents are involved, grades, and test results are higher and students’ attitudes and behavior are more positive. Parents shared that the school faculty reaches out to encourage parents to volunteer and get involved with school events, including school dances, college trips, and raising Parent Teacher Association funds through Picture Day.

- Parents interviewed shared that teachers and school leaders make them aware of their child’s needs by reaching out by phone, providing MOSL reports, and sharing student assessment data online. Parents also shared that the school leaders provide them with information on grade level expectations and academics through open school activities and parent workshops. During the beginning of the year, an open school night teachers provided parents with information on the learning expectations at each grade level. This year, parents have also participated in a variety of academically focused workshops. In January and March 2017 parents attended Parent Involvement and Empowerment (P.I.E.) Academies, in which they participated in a menu of workshop sessions on Middle School College Readiness. In March 2017, parents also attended a Mathematical Reasoning Boot Camp to review curriculum resources available to support students and parents at home.

- Teacher teams and staff articulate high expectations for all students using rubric feedback, student conferencing, and exposure to college readiness. Teachers and staff meet with students for individual and small group conferences as well as to prepare them for March Student Led Conferences. During Student Led Conferences students followed an established protocol that required each student to introduce their parent and explain the contents of their fall portfolios. In addition, faculty introduces families to college and career awareness via an annual Career Day and college trip to Howard University. The 2015-2016 School Quality Snapshot highlights that 83 percent of this school’s former grade eight students earned enough high school credit in grade nine to be on track for graduation.
Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
School leaders support the development of teachers with consistent effective feedback from observations and learning walks that includes next steps and the analysis of student work. Written and verbal feedback captures teachers strengths, challenges and next steps aligned to targeted domains of the Danielson, Framework for Teaching.

Impact
Consistent and clear expectations support the development of teachers and promotes professional growth and reflection.

Supporting Evidence

- School leaders support teachers with effective feedback and next steps from frequent cycles of observation. A review of the observation calendar for 2016-2017 demonstrates that leaders have scheduled four cycles of observations for this year which include both pre and post observations meetings. Supervisors request that teachers bring lesson plans to these meetings and be prepared to discuss student grouping, assessment criteria and modifications for students. A review of observation feedback demonstrates that leaders share and discuss low inference notes of teacher and student work. A 2016-2017 post observation template also asks teachers to be prepared to discuss assessment tracking, conference notes and actionable feedback provided to students.

- Feedback from school leaders captures teacher strengths and challenges and highlights next steps for instruction that align to targeted areas of need that align to the Danielson Framework for Teaching. A review of Advance feedback to teachers demonstrates that leaders highlight student and teacher actions during the observed lesson and make note of student data as it impacts the lesson. For example, in one observation, the school leader noted the number of ELLs in a teacher’s classroom and recommended that the teacher examine the make-up of student groupings, vary the problems assigned, and offer incentives to ensure that all students engage and participate actively.

- School leaders and coaches support teacher development with Learning Walks, demonstration lessons and student work/portfolio feedback. Leaders follow Learning Walks with emailed feedback that summarizes noticings, wonderings, and next steps developed by the leadership team. In one email, leaders noticed that most students received actionable feedback on their work with the exception of students who scored 100. Leaders noted that these students should also receive feedback and actionable next steps for continued improvement. Leaders follow demonstration lessons with detailed emails that highlight the best practices demonstrated, noticings shared by teachers, and expectations for teacher growth in practice moving forward. In a January email, a leader notes expectations for improvement and highlights the specific practices she will observe “within five days.” A review of advance data demonstrates that individual teachers improved from developing to effective practices in domains targeted during coaching and one on one support sessions.