Quality Review Report

2016-2017

I.S. R002 George L. Egbert
Junior High-Intermediate-Middle 31R002
333 Midland Ave.
Staten Island
NY 10306

Principal: Adrienne Stallone

Dates of Review:
November 29, 2016 - November 30, 2016

Lead Reviewer: Buffie Simmons
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

I.S. R002 George L. Egbert serves students in grade 6 through grade 8. 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

#### Instructional Core

<table>
<thead>
<tr>
<th><strong>To what extent does the school...</strong></th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<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>Additional Finding</td>
<td>Developing</td>
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<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>Area of Focus</td>
<td>Developing</td>
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## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>Area of Celebration</td>
<td>Proficient</td>
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<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>
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## Systems for Improvement

<table>
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<th>To what extent does the school...</th>
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<th>Rating</th>
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<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>Developing</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>Additional Finding</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>Developing</td>
</tr>
</tbody>
</table>
Findings

A positive tone permeates the three learning academies cultivating a safe and orderly learning environment.

Impact

Students are adopting effective academic and personal behaviors because of a nurturing and personal learning climate.

Supporting Evidence

- The school has a safe and welcoming tone that is evident in the students’ behavior and mutual respect toward each other and the adults in this multicultural school. Students stated on the School Survey that 93 percent feel safe in their classes in school.

- The culture of trust and positive attitudes fully support the academic and personal growth of students. Students’ spoke highly of the structure for support, stating that, whenever needed, it is easy to speak to a favorite teacher, or the counselor, or administrator. Students further demonstrate their positive attitude toward their school through their attendance, which is at 94.9 percent year to date.

- The school is divided into three small learning Academies; Science and Technology Academy, Business, Communication and Law Academy, and the Arts and Humanities Academy. Through the small learning communities, teachers stated that they form strong relationships with students. During the meeting, some students shared they feel a sense of community and self-worth.
Findings

Across classrooms, teachers use rubrics that are loosely aligned with the school’s curricula. Teacher assessment practices inconsistently show the use of ongoing checks for understanding.

Impact

Students receive limited actionable feedback and checks for understanding do not always lead to effective adjustments to instruction.

Supporting Evidence

- Many of the rubrics showed criteria circled and/or highlighted with no teacher feedback. In places where the teacher provided rubric-aligned feedback, the feedback was about spelling, grammar, or conventions and not about analysis, explanation, or connections to textual evidence. In a student meeting, students were unable to state a next step for improving the quality of their work other than to cite grammar and punctuation or to add more details.

- In some classrooms, students were using rubrics to guide their work and receiving verbal and written feedback for their next steps. Most students could identify a skill or rubric trait they were trying to improve. However, some student responses indicated the feedback was not prescriptive in nature. Specifically, one student stated that the teacher told them that they are progressing. Another student indicated that they know he has some strong areas but was unable to indicate the strength. Lastly, students struggled to explain how they would progress to the next level. The feedback on student work posted on bulletin boards, provided during the student meeting, and viewed in notebooks and portfolios across the school, was not consistently clear or actionable.

- In a few classrooms visited, teachers were observed conferring with students and noting their answers. However, this practice of adjusting instruction is yet to be implemented across all classrooms. In many of the classrooms, teachers walked from group to group and spoke with students but there was no recording of student questions or misunderstandings. In a math class, while students were working in groups, the teacher circulated around the room to interact with students.
Findings

All curricula are aligned to Common Core Learning Standards and introduce careers. Higher-order skills are emphasized for all learners across grades and content areas.

Impact

The school's curricular decisions build coherence and promote college and career readiness for all learners. Academic tasks push student thinking across grades and subjects.

Supporting Evidence

- Unit plans in content areas indicate various types of academic assignments with scaffolds for all students. For example, one lesson included extended thinking and complex reasoning while students searched for text based responses. In another English Language Arts (ELA) lesson, students read “All Summer in a Day” and were given evidence to analyze to evoke visualization.

- Students are introduced to careers across curriculum. Units of study integrate the Common Core Learning Standards and instructional shifts across content areas. Formalized strategies include multi-step problem solving, justifying claims, classifying information, and determining two or more main ideas of a text. Students agree that their assignments help them have a clearer picture of what work will be required for the next level of proficiency and beyond their current grade.

- Lesson plans in content areas include a choice of strategies for students to use for completing academic tasks that require higher-order thinking. Strategic choices include use of transitional phrases, discussion prompts and cause and effect cues. In an ELA class, students were tasked to reflect on their understanding of the short story, “A Homeless Girl’s Dream” and evaluate the pros and cons. The lesson plan states that the students need to infer the author’s impression of Khadijah and explain answers in details using the text.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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Findings

Across classrooms, teaching strategies and scaffolds inconsistently provide multiple entry points into the curricula. Student work products and discussions have uneven levels of student thinking.

Impact

As a result, there are uneven levels of student engagement and demonstration of thinking varies across classrooms.

Supporting Evidence

- Across classrooms, questions in some classes were improperly phrased. For example, in a math class, students were subtracting rational numbers by using the additive inverse. The teacher asked multiple questions, “What did you do? It is the same thing like doing ‘the’ what?” Responses to these questions were teacher-student-teacher. Although students were prompted to answer questions and seated in groups, participation was low.

- Across classrooms, Depth of Knowledge (DOK) questions were Level 1-2. For example, in a science class, students copied the task off the board. The teacher asked students to list five metals. Students did not reply. The teacher asked “What is the proton, electron, and neutron for Nitrogen?” Students did not reply and the teacher asked “who knows how to figure it out? How many of you know the atomic number?” Students called out randomly and the teacher responded to them directly.

- There were opportunities for students to turn and talk to their tablemates and work in groups. For example, in a social studies class, students worked together to complete a writing activity. Several students turned to the teacher rather than trying to work through their thinking collaboratively. However, across classes, partner or small group discussion to contemplate a higher-order question, think through an answer, and engage in sustained discussion was inconsistently demonstrated.
Additional Finding

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

Findings

School administrators have developed structures to communicate and monitor implementation of expectations and provide training to staff to support set expectations. Teachers provide oral and written feedback on student progress towards school expectations connected to college and career readiness.

Impact

Teachers conform to a culture of learning aligned to verbal and written expectations set by school leaders. Families understand students' progress toward the next level of learning.

Supporting Evidence

- The principal shares her expectations with staff during faculty and professional development meetings. School leaders expressed the expectation that teachers understand each student’s entry point to support students’ continued growth, as evidenced by a review of the professional development plan, agendas from professional learning sessions, and observation of teacher practice.

- Professional needs based intervisitations, classroom observations, and timely feedback from classroom visits that is discussed at teacher team meetings to norm practices, create a strong accountability structure for meeting expectations.

- Parents shared that teachers offer guidance and support and regularly send updates on their child’s progress via phone and email outreach. Progress reports distributed twice annually, report cards, and parent workshops enable staff and parents to exchange ideas and discuss goals aligned to the school’s expectations for student success. Parents stated that the school offers workshops on the Common Core Learning Standards to help them better understand the expectations of those standards. Additionally, other communication systems such as, the PupilPath online grading program, used effectively schoolwide to monitor student progress and track student data, has increased communication between the school and parents.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

The majority of teachers participate in teacher-led, structured professional learning and collaborations, working together to analyze students’ work and data to improve classroom practices across the school.

Impact

The work of teacher teams has strengthened teacher collaboration resulting in instructional adjustments and changes in pedagogical practices to improve student outcomes.

Supporting Evidence

- The school has incorporated a Child Study team, which meets bi-weekly to discuss students that are having academic, behavioral, and/or social-emotional challenges in classrooms. Classroom teachers provide the team a list of names of students, who are having difficulties in making academic and social adjustments inside the classroom. The team reviews the teacher’s antidotal notes and look at the students’ work and social history at the school. The team is beginning to look for researched based interventions that can be shared with the teacher to support the student in achieving academic and social success. During the meeting, team members shared that curriculum and instructional adjustments that have been made to accommodate the learning needs, have identified students.

- Teacher teams systematically analyze key elements of teachers’ work, including teacher classroom practice, assessment data, and student work for students they share or on whom they focused. During the visit, math team meeting teachers met to review and discuss partaking in a Japanese lesson study. After reviewing and discussing the structure of this initiative, teachers asked about the benefit, the noticing from the study, and potential results. Teachers stated that collaborative efforts of the team strengthen their pedagogical practices and increase their instruction repertoire.

- Cross-functional teams comprised of teachers and support staff such as guidance counselors and attendance teachers, meet frequently to monitor the progress of students who are at risk. Teams meet to examine student work and provide targeted academic supports and intervention to students who are persistently underperforming.