



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Bayard Taylor School**

**Elementary School 158**

**1458 York Avenue  
New York  
NY 10021**

**Principal: Darryl Alhadeff**

**Dates of review: November 28 - 29, 2007**

**Lead Reviewer: Mike Smith**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well  
What the school needs to improve

### **Part 3: Main Findings**

Progress made since the last review  
Overall evaluation  
How well the school meets New York City's evaluation criteria

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

Bayard Taylor School is an elementary school with 733 students from pre-kindergarten to grade 5. The school population comprises 5.7% Black, 17.4% Hispanic, 63.2% White, and 12.4% Asian students. The student body includes 3.4% English language learners and 15.99% special educational students. Boys account for 50% and girls account for 50%. The average attendance rate for the school year 2006-2007 was 95.6%. The school is not in receipt of Title 1 funding.

## Part 2: Overview

### What the school does well

- The principal and assistant principal work very effectively together and have a very clear and strategic vision for school improvement with high expectations for staff and students.
- The very knowledgeable, experienced and committed leadership team contributes very effectively to the high level of collaboration in the school.
- Teachers respond positively to the high expectations expected of them.
- There is a positive, professional and supportive culture in the school, which effectively promotes teacher and learner improvement.
- The excellent opportunities for professional development are based upon data and directly support whole school goals as well as teachers' and students' personal goals and outcomes.
- Senior leaders demonstrate a thorough understanding of student learning and effectively facilitate the sharing of the very best instructional practice.
- The curriculum effectively supports high standards and offers a rich and varied range of learning opportunities that fully engages and motivates students to do their best.
- Data on student progress is very effectively gathered, analyzed and used to identify how best to meet student needs.
- School leaders track student outcomes and make strategic decision to modify practices where necessary.
- The parents association works hard at supporting every aspect of school life and its drive for the best student outcomes.

### What the school needs to improve

- Further engage those parents who are not as involved in their children's learning or who are not aware of the school goals.
- Develop more effective ways to improve the attendance of a small number of students, whose absence is preventing their overall progress.
- Increase training, support, and hands on opportunities for teachers to use technology for the gathering, analysis and use of student information and progress data.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is well developed.**

Parents and students speak very highly of the school and greatly value the emphasis placed on high expectations within a trusting and respectful school community. Students feel happy and secure in the school. The school is an especially well-managed and orderly community that effectively promotes a very supportive culture with high expectations of achievement. Student learning is very well supported by a rich and varied curriculum. Visits and visitors enhance students' experience and understanding and the increasing access to technology stimulates their interest and supports their learning. The school looks to evaluate new programs that may improve instruction and the learning opportunities of all its students and is always prepared to make changes if it is to the benefit of the students and their continued progress. The school acknowledges that there is a need to train teachers in the use of technology to support instruction and to gather and analyze student data. Technology is also being used well to support community communication and the recently installed large screens in the community areas give parents and visitors interesting and up to date information on what is going on in the school.

Students clearly appreciate that their teachers and the administration have high expectations of them and they attend school to do their very best. One student remarked, "I am really good at math, but I need to concentrate on my writing." The school has a range of ways in which it involves parents, but knows that there is more to do, particularly for those parents who are not so involved in their children's learning or may not be aware of the school goals. In response to last year's Quality Review, the principal goes out of her way to accommodate parental contact and is always considering strategies to improve overall communication. The principal and assistant principal provide strong direction and support for improving instruction and raising achievement, and are very well supported by the competent and hard working leadership team. The inquiry team is considering relevant questions based upon gathered data and are determining the focus and methodology for their action research project. The administration has identified a small number of students whose absence is impairing their overall progress, and improvement strategies are being implemented.

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

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

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

The school uses a range of tests and assessments to monitor the progress of individual students, which in turn drives the work of the school. Administration effectively use technology to assist in their data analysis. Faculty keep written records on the progress of each student. These are constantly updated. Systems are in place to give all teachers the confidence to use technology. Regular and systematic monitoring of students' progress in reading, writing and math, allows teachers to have a clear understanding of their individual needs and to target their instruction accordingly. The learning needs of special education students and English language learners, are well met. The leadership team keeps a close watch on interim and summative data as well as a close check on individuals, classes, grades, and on cohorts of students as they move through the school.

Teachers are being encouraged and supported to consider and use a wide range of data. They are effectively using it to think about, and promote, the progress of individual students and to inform their debates on improving instruction. The administration is ensuring teachers receive the appropriate training in the use of technology to enhance their understanding of the use of data to track progress and inform their planning. The effectiveness of this is becoming more consistent as seen in teachers' planning and assessment records, and the administration is working to ensure the best practice is effectively shared and consistently delivered across the school.

**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 well developed.**

The principal and assistant principal ensure that school improvement is focused on a small number of priorities that have a direct impact on teaching and learning. The work of the leadership team, the systematic monitoring of lessons and the emphasis on quality professional development, ensures teachers feel closely involved in whole school goals. They understand how the choice of programs and the work they do in lessons relate directly to the school's drive for improved rates of progress and higher achievement. Interim goals allow for discussions on whether adjustments are necessary to reach the goal. Some goals are more easily measurable than others and the school is aware of the need to constantly discuss and agree exactly what success looks like. For example, what does improved learning look like and how will the extent to which the quality of student writing has improved be evident?

There are effective processes in place to monitor the progress and performance of students in the core subjects and this enables the school to accurately identify, which groups of students are in need of improvement. The school support team and the academic intervention teachers ensure that they take into account a very wide range of information relating to the social, emotional and academic needs of all students. Internal and external support services are effectively coordinated and help ensure that all students have the best possible chance to succeed whatever the circumstances. One student said, "Everyone wants me to do well and I always get any support I need to succeed." The principal and administration look for different ways to reach out to parents and caregivers and there is a recognition that still more work needs to be done.

The parent association is very well organized and very successful in raising funds to support the school in its drive for continual improvement and high standards.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school’s work is well developed.**

The school has a broad and rich curriculum that includes opportunities to study the arts, theater, technology, science and social studies as well as English language and math. Students also take part in a range of after school and Saturday morning activities. The school is not afraid to change or adapt the curriculum and instruction to meet the particular needs of the students. When, in the light of researched evidence, it is suggested that a learning strategy or program would benefit the students, the administration responds quickly and resources are purchased and if necessary, relevant training is arranged. The curriculum has built in additional assessment opportunities for all subjects to improve further the understanding that teachers have of student progress. The breadth and challenge within the curriculum ensures that students are enthusiastic and eager to do their very best. This is reflected in the good levels of attendance. There is however a small number of students whose absence is impeding their progress. Administration has worked hard to put procedures in place and these are having some positive effects.

Instruction is very well organized and there is constant professional dialog between teachers and the administration. Teachers are very clear what is expected of them and they are held accountable for the quality of their instruction through a rigorous and systematic program of class visitation and developmental feedback. This helps to ensure that work is planned to engage and interest the students and to promote their learning well. Teachers share their professional expertise, supporting and learning from each other. There is an open, respectful and learning culture pervading the school, resulting in students and adults feeling safe and well supported. This also ensures that students can get the very best from all their learning experiences. Teachers draw on a wide range of data to inform their planning, so that their knowledge of individual needs and how to meet them is very good. Instruction is very well differentiated to cater for student needs. There is good use of information technology to support their learning across the curriculum.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.**

**This area of the school’s work is outstanding.**

The school invests in excellent professional development opportunities for all staff. It is clearly focused on teacher and student improvement, meeting their goals and whole school goals, and is a major influence on the overall success of the school. The professional developer along with a very able leadership team and extremely focused principal, ensure that the learning needs of the school community are met. This is an undoubted strength of the school and supports their goal of continuing to be a learning community committed to high standards. To use the principal’s own words, “through

constant collaboration and professional development we are able to refine our practice, push ourselves as learners and meet the needs of all of our students”.

The principal and administration work very well together to carry out a systematic program of class observation, giving sharply focused and analytical feedback that helps teachers to improve their practice and develop their skills. This has a direct influence on the quality of instruction and the progress that students make. The professional development program is clearly focused on areas of identified need that relate directly to the school’s goals for improvement. Teachers have many opportunities to discuss the professional aspects of their work with each other and meet regularly to plan in teams. Teachers confirm that meetings are directly related to improving instruction, whole school goals and meeting student needs. As a result of this focus, they value these opportunities. New teachers are supported and mentored very well, enabling them to improve their skills and grow professionally. There are established and clear systems in place that ensure that the school runs smoothly. As a result, student behavior is very good and everyone in school understands what is expected of them. Parents and students value highly the safe and secure environment that the school provides.

**Quality Statement 5 - Monitor and Revise: The school has structures for 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 well developed.**

The principal has established a very clear direction for the school, based on providing high quality professional development that enables teachers to understand and meet students’ needs, in order to enhance their learning. The assistant principal and other administrators give effective collaborative support and clearly understand how to put policy into practice. A question being constantly asked is, “how do we measure success?” The leadership team is adept at exploring the different ways of accomplishing this and interim goals are clearer in allowing progress towards the achievement of long-term objectives to be tracked and strategies revised as necessary. The school utilizes data well in planning for further improvement. Grade conferences and staff development meetings provide very effective opportunities for analyzing data and other information and drawing from it implications for modifying and improving teaching.

Improvement planning focuses on a small number of relevant goals that are carefully evaluated in order to drive the next round of goal setting. A good example is building on the general goal of improving differentiation in lessons, by making the goal more explicit. The administration is aware of the importance of “follow through” by all teachers and the consistency of practice as well as the “measurability” of goals so it is clear when they have been successfully reached. Teachers have positively responded to the drive for continued improvement as promoted by the principal and assistant principal and the school clearly demonstrates its commitment to striving for excellence in everything it does.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Bayard Taylor School</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>				X	

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>				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 students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?					X
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
<b>Overall score for Quality Statement 2</b>				X	

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?					X
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?				X	
<b>Overall score for Quality Statement 3</b>				X	

**Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?					X
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?					X
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?					X
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?					X
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?					X
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

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

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
<b>Overall score for Quality Statement 5</b>				X	