



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Bayside Elementary School**

**Elementary School 031**

**211 46 Street  
Bayside  
Queens  
NY 11361**

**Principal: Terri Graybow**

**Dates of review: October 9 - 10, 2007**

**Lead Reviewer: Helen Donnellan**

## 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

Bayside School is an elementary school with 556 students from pre-kindergarten through grade 5. The school population comprises 9% Black, 19% Hispanic, 19% White and 53% Asian students. The student body includes 19% English language learners and 7% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 was 97.7%. The school is not in receipt of Title 1 funding.

Student enrollment changed significantly during the 2007 summer vacation, with more than 50 students moving to other parts of the country with their families. The school admitted its first pre-kindergarten students in September 2007. Of the 30 pre-kindergarten students, 15 attend morning sessions and the other 15 attend afternoon sessions.

## Part 2: Overview

### What the school does well

- The administration work together as an effective and unified team, committed to improving instruction and learning outcomes for students.
- The school runs smoothly with all adults and students following agreed procedures.
- There is a high level of collaboration among staff, which adds to the team focus on improving instruction.
- Students are positive about being at school and learning.
- Creative and performing arts are well integrated into the curriculum for all grades.
- Data is gathered to give extensive information on progress and performance of all students.
- Data is used to identify and successfully address the performance and progress of students in greatest need.
- The school works well with organizations in delivering unified services to support students and their families.

### What the school needs to improve

- Review performance data to identify strategies to raise achievement for higher-achieving students.
- Ensure that plans for improvement include interim goals that are measurable and allow progress to be monitored.
- Share the whole school vision and plans with staff, so they understand their own contribution and the difference they can make.
- Ensure that all teachers, throughout the school, differentiate instruction.
- Continue to develop technology so that students can extend their skills and knowledge.

## Part 3: Main findings

### Progress made since the last review

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

### Overall Evaluation

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

The principal at Bayside School makes clear her intention to improve the education offered at the school through improving instruction and a broad curriculum.

The school keeps up-to-date records on student progress and performance, which are analyzed to highlight patterns, trends and issues. The focus of assessment is on core subjects, so detailed information on students' strengths or difficulties in arts subjects lacks the rigor of objective data collection. Comparisons of data from other schools are not yet used fully to identify the school's strengths. Staff work well together to plan successful interventions for students in greatest need of improvement. The school strives to include parents as partners in their children's learning. Creative and performing arts are well integrated into the broad curriculum, which allows students to develop as well-rounded individuals, as well as learning academic knowledge. Differentiation is not yet part of all classes so instruction does not always match the needs of students. Professional development is highly valued with staff learning from each other to improve their work and applying knowledge from other sources. Partnerships with organizations in the community help to extend the curriculum and provide specialist support where needed. The school's systems for planning, monitoring and reviewing the effects of changes are based upon meetings, but do not link to defined plans with interim goals. Modifications are made within this system, but staff lack knowledge of how short and medium-term changes connect with long-term plans.

The inquiry team is established and has identified areas to consider as the focus for its research. The assistant principal has been appointed as data analyst and teachers from across the school are represented in the team. The school has taken steps to address the points raised in the last review. In technology, the focus has been on seeking funding to replace all the computers in the computer lab. This funding has recently been secured, but the equipment is not yet installed. The use of projects within the curriculum allows higher-achieving students to work at a higher level, which helps them to extend their learning. However, the school has identified that additional work is needed to enable the higher-achieving students to extend their learning, particularly within English language arts.

## **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 gathers extensive data on the progress and performance of its students, particularly in math and English language arts. The school also understands and assesses the progress of each classroom and grade level. Through this analysis teachers and administration have a clear understanding of the performance of English language learners, special education students and other groups of interest to the school. This has allowed the school to successfully address student needs through a variety of strong support services.

Samples of student work are considered in addition to standardized test scores to give an overall view of how each student performs in class and during tests. The principal analyzes test scores in math and English language arts to produce a detailed picture of students' performance. Tests are selected to give a valid picture of students' performance and link to plans to improve learning outcomes. Detailed progress in English language arts is assessed in the youngest students so that early intervention can be provided to minimize delays in learning. The progress of special education students is monitored through assessments by teachers and other service professionals to give a complete view of their progress. Examining data to identify patterns and trends, based on the school's own past performance is not undertaken to the same depth as is the comparison of performance with other schools. Consequently the school is not making the most of the data to gain insights into actions taken by successful schools to achieve their outcomes, or to identify its own strengths.

**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 focus of the school is clearly on improving student outcomes. Staff use their common planning time effectively to reflect on the previous week's work and agree the next priorities for student learning. The outcomes of plans made at these meetings are formally reviewed at monthly grade meetings to ensure that they have made a positive effect on student learning. While the actions for improvement are known by staff, there is no defined plan which clearly identifies interim goals. Additionally, it does not outline how these interim goals will be measured and which key staff will be involved. The absence of meetings between grade teams prevents staff from always having a full picture of student progress in the previous year to use in their planning.

Data has been well used to identify unusual features in the performance of individual students, classes, grades or subjects. Issues are examined in detail so that appropriate intervention can be implemented. Examples include more resources for science and adjustments to teachers' schedules to enable individual tutorials for students struggling in mathematics. When data revealed that former English language learners had insufficient knowledge of American history to succeed in social studies tests, a tailor-made program was put in place to increase their subject knowledge and enable them to do well.

Teachers use conferences with students to determine short or medium term-goals, so they know what they need to learn in order to make progress. The needs of higher-achieving students are not always met as there is insufficient challenge for them. Students expressed their frustration at this and listed different ways to extend their learning, including foreign language instruction for English-speaking students, debates and extended lessons in core academic subjects. The school has recently adopted the Independent Investigation Method as a strategy to raise the challenge for higher-achieving students, but the effect of this has yet to be seen. Differences between the numbers of students achieving Level 4 in mathematics and English language arts is an area of concern for the school, but the effect of actions to reduce this gap have yet to be seen. Great efforts are made to work with parents and to involve them in their children's learning. Parents receive information about future subjects to be covered, which are well supported by workshops on approaches to learning. Parents and students work together at Saturday workshops in creative arts, where practical tasks are combined with story telling and form the basis of activities for learning at home. The school is extending the range of information translated into Korean, Chinese and Spanish in order to better meet the needs of those parents for whom these are the primary languages.

**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 curriculum blends core and creative subjects to provide a stimulating menu of classes that enable students to develop into well-rounded young people. Creative arts, music, dance, story-telling and physical education enable students to enhance their knowledge and consolidate their learning by applying it to other subjects. Activities in the school day are complemented and extended by the after-school program. Computers in the classrooms have recently been replaced, but these are currently underused for learning, as teachers do not view technology as a basic tool for instruction. As a result, computer work is not integrated with other subjects, but rather taught as a separate subject area.

The administration holds staff accountable for their instruction and for what students learn during classes. They address under performance which makes all teachers aware of high expectations for instruction. Teachers do not make full use of the extensive data available on students' performance to differentiate instruction so that it closely matches the needs of all students. Higher-achieving students are insufficiently challenged, which is reflected in the limited numbers of students achieving Level 4 in English language arts. Short-term adjustments are made during conferences with individual students to determine their goals. This does allow individuals to progress but overlooks the range of interests and strengths that exist within classes.

Students show high levels of respect for other students and their work. As a result behavior is good and students share thoughts and knowledge with each other and consider others' views in their own thinking. A strong sense of community exists at the school and many parents speak of the school being like a family to the students. One described the staff as, "...above taking a pride in their job, it's a genuine concern for the kids." Student eagerness to come to school is reflected by attendance being above the average for city schools. The school is concerned about some students who often arrive late for school and works with parents to identify and overcome the reasons for this.

**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 well developed.**

Developing teachers and improving instruction is a priority for the administration. They observe teachers formally and walk through classes to gain a full picture of teachers' strengths and weaknesses. The principal and her assistant carry out some paired observations to agree expectations and guidelines for their judgments so that consistent standards are applied across the school. There is a growing culture that encourages teachers to share their expertise by observing each other and agreeing upon strengths and weaker areas. Well-structured processes support this. When teachers formally observe a colleague, there is an agreed-upon focus that they observe and later integrate into their own practice. The skills and confidence of newly-hired staff increase as a result of their learning through the mentoring program with more experienced staff.

The school runs smoothly as staff and students are clear about systems to follow on a daily basis and in emergencies. Meetings and weekly information bulletins ensure that all staff know what is happening in the school each week and any changes they need to make to their regular routines. Effective partnerships with community-based organizations support the school's own staff in delivering the broad curriculum by exposing students to a wide range of skills and expertise. Support services work as a team with teachers to provide additional intervention for special education students as an integrated service.

**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 proficient.**

This school has a clear focus on improvement in meetings, rather than clearly defined plans, as the driving force behind making and reviewing changes. At meetings, progress is discussed and subsequent changes are made to achieve the desired goals. However, the lack of defined plans limits the effectiveness of monitoring and staff are not always clear about how short-term actions link with strategic goals.

Teachers use data well to monitor student progress and to identify their next stages in learning through the regular conferencing process. This leads to most students making good progress and performing well on tests. Teachers modify plans so that students can achieve these successes. At a whole-school level, student numbers in grade 4 classes have been reduced in an attempt to improve test results. The effect of this is not yet apparent. The progress of students receiving additional services and support is tracked regularly, so that changes can be made when actions have achieved the desired result or no progress is seen. This is clear from the test results of those students who have received support from Reading Recovery teachers.

The principal has a clear vision for all students to achieve well and for Bayside school to be one of the best in the city. The staff do not work with the administration to determine exactly what needs to change, or be done differently, in order to achieve this. Staff do not have a clear understanding of the vision or how their actions will help to achieve it, leaving them without a long-term focus.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Bayside School (PS 031)</b>	△	▶	✓	+	◇
<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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
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	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▷</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>▷</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>▷</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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 makes 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	