



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



# **Quality Review Report**

**The Bayswater School**

**Elementary School 104**

**26-01 Mott Avenue  
Queens  
NY 11691**

**Principal: Katie Grady**

**Dates of review: March 12 - 14, 2008**

**Lead Reviewer: Jean Mackie**

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## Part 1: The school context

### Information about the school

Bayswater is an elementary school with 635 students from pre-kindergarten through grade 6. The school population comprises 69% Black, 25% Hispanic, 1% White, and 4% Asian students. The student body includes 4% English language learners and 18.5% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006 -2007 was 91.2%. The school is in receipt of Title 1 funding with 78% eligibility.

## Part 2: Overview

### What the school does well

- The principal, ably supported by her cabinet, is providing inspirational leadership in driving forward school's goals and aspirations for its students.
- The school has a wealth of data which is used very effectively at all levels to measure and monitor academic and personal development of the students.
- Data is used very well to target students who are at risk of underachieving or who need additional intervention services.
- Many teachers are using data well to inform the grouping of students in class and provide focused support for them.
- Administrators have a very good understanding of school strengths and areas for development and take proactive steps to revise programs where necessary.
- The school has made good progress in setting interim goals, most notably in English, and this process has positive impact on teachers' expectations and classroom practice.
- Teachers have established positive learning environments within the classrooms, with enthusiastic students who are eager to reach their goals.
- The school has implemented the Core Knowledge curriculum effectively so that the students develop a wide range of skills and understanding across all content areas.
- The very well planned professional development program is fully aligned to school priorities and supplemented effectively with additional targeted support for individuals.
- There is a very positive climate in the school which reflects the strong relationships and mutual respect between students and adults.

### What the school needs to improve

- Continue to build on the successful approaches to interim goal setting in reading and writing to inform the developing practice in mathematics and other content areas.
- Continue the drive to strengthen curriculum and instructional links across grades, especially from grades 2 to 3.
- Take steps to strengthen the effective group work evident in class through developing peer learning.
- Sustain the differentiated professional development so that practice continues to improve.

## 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.**

The principal has effected significant change since she arrived at the school and much has been achieved this year. The data systems are now very sophisticated, with quantitative interim goals across all content areas which the school uses rigorously as targets for achievement and benchmarks for measuring progress. Goal setting in reading and writing is particularly well embedded. Approaches in mathematics and other content areas are developing positively. The school has purchased books to promote boys' interest in reading and is monitoring their levels closely. The school's introduction of the Core Knowledge curriculum has been effective in providing a broad and balanced experience for the students and has helped teachers to improve assessments in science and social studies. The school is now looking to strengthen cross-grade links especially from grade 2 to 3. The professional development program is very strong. It has successfully raised teachers' awareness and use of data. This in turn has resulted in higher expectations and improved classroom practice although this is still an area for continued development. An increasing number of parents are actively engaged in the school.

The school has a good range of support services. These work well with teachers to ensure that students who are not achieving as well as they should be and those with specific learning or emotional needs receive well-focused support and intervention. There is a purposeful climate in the school and relationships are good. Students' work is well displayed and annotated with constructive feedback from teachers. The inquiry team comprises teachers and support staff with a good range of expertise. Fifth grade students who dropped a reading level form the target group and interventions for them have been well considered. Progress checks are already showing improvements as a result. Under the principal's clear direction, the school is moving forward and is very well placed to secure further improvement.

### 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 outstanding.**

The school's approach to collecting and displaying data so that it can track and monitor the progress of students and their overall performance is of very high quality. The principal has collated all of the quantitative and qualitative data into simple, easily manageable formats so that performance of students at whole school, grade, subject and class level can be checked at a glance. Interim assessments have been linked to four performance levels so that progress and growth can be readily checked at regular

intervals throughout the school year. In addition to tracking performance over time, the principal has also undertaken longitudinal tracking of cohorts as they move through the school. She has identified some drops in performance as students moved from one grade to the next, which has led to well focused targeted intervention. This data is regularly shared with the staff so that they have a clear understanding of how the students are progressing and where further improvements need to be made.

The school is fully aware of how different subgroups of students are doing. The school has noted that younger boys progress as well as girls but that their performance declines as they get older. This has informed the types of books purchased by the school. Teachers monitor the progress of special education students regularly against progress towards targets in their individual education plans. Teachers also track the progress of students requiring academic intervention according to their level of need. English language learners are similarly carefully monitored. The school disaggregates class data by sub groups so that teachers not only have a clear picture of individual strengths and needs but can also see how specific groups of students are progressing. The teachers keep comprehensive reading logs, conference notes and student portfolios, which have a common structure to promote consistency of approach across the school. The principal proactively uses her network group links to compare performance and benchmark how well the school is doing. This includes visits to schools as well as a comparison of data.

**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 school’s aspirations for its students are clearly reflected by the goals set in the Comprehensive Education Plan. The principal has led her staff well in a collaborative exercise to set quantitative goals for every grade level and each subgroup. These are underpinned by well-articulated curriculum goals across all content areas, which show clear progression from one grade to the next. The principal and her team have set specific interim goals, with clearly identified growth targets. Steps taken to refine this process further for reading levels is particularly impressive. The work done on goal setting has significantly strengthened the teachers’ awareness of what the school is trying to achieve and has raised expectations throughout the building.

The various teams within the school use data well to allocate students to specific classes and identify those in need of academic intervention. The pupil personnel team works effectively to ensure that students’ personal needs are also considered when interventions are being planned. The teachers and support staff work collaboratively to differentiate interventions according to need. The school ensures, for example, that support for special education students is appropriately focused on their individual targets. The inquiry team regularly reviews the progress of the targeted group of students to ensure that they are on track.

The school has a proactive approach to sharing goals and expectations with parents through regular progress reports, parent teacher conferences, personal contact and school events. Teachers provide explicit details of reading and mathematics goals so that parents know exactly what skills their child must improve. This process reinforces parents’ understanding of their child’s needs and how they can help them. The students themselves know their reading goals very well and can articulate what they need to do to reach the next level. At present, they are less secure about their mathematics goals.

**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 implemented the Core Knowledge curriculum effectively so that the students experience good opportunities to develop a wide range of skills and understanding across all content areas, including art. The administration carefully analyzes interim data to evaluate the effectiveness of the curriculum and this has, for example, informed the decision to strengthen the phonics program in the early grades. The team has noted that more needs to be done to secure better curriculum alignment from grade 2 to 3. After school clubs, intervention programs and the Saturday Academy all provide additional support and enrichment for the students.

The principal and the administration use the school’s sophisticated data systems very effectively to hold teachers to account for the progress that their students are making. They also use the evidence from lesson observations and walkthroughs to inform their discussions with staff. Teachers have established positive learning environments within their classrooms. Many of them are using data well to inform the grouping of students in class and provide focused support for them. Where practice is particularly effective, teachers adjust their groups in line with up-to-date assessments of progress and set tiered assignments to match their needs. Students respond positively and work well in groups although teachers miss opportunities to build on this and develop peer learning. The school is working proactively in classes where instructional practice is less secure.

There is a very positive climate in the school, which reflects the strong relationships and mutual respect between students and adults. These underpin the continuing efforts of the school to enhance both the personal and academic development of the students. The principal is very astute in her use of data to inform staffing, curriculum and scheduling decisions. The school has taken wide-ranging actions to improve attendance, ably supported by the local attendance officer, who is based in the building. Persistent absentees are rigorously pursued, with increasing success.

**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.**

The principal and the administration use a whole range of strategies, including classroom observations, walkthroughs, grade conferences and individual conversations to discuss teaching quality and professional development needs. This has resulted in a very well thought out professional development plan for the year, which is closely aligned to the school’s priorities. The plan clearly identifies training for subject specific and whole school issues such as the continuing focus on data to support differentiated instruction. The principal has a good understanding of the strengths and needs of all of her staff, which enables her to target individual support in a very focused way. She has personally provided training on the manipulation of data and has established a strong team of internal providers, which includes a Core Knowledge facilitator along with mathematics and literacy specialists.

Teachers have used common planning periods well to develop the Core Knowledge curriculum for each grade in a very short time period. Intervisitations and informal meetings continually reinforce the sharing of practice, reflecting the strong determination

of teachers to learn from each other and hone their skills. The school has effective procedures, including weekly sessions with the assistant principal, for inducting new teachers. As a result, they are quickly brought up to speed with daily routines, their students' needs and the curriculum for their class. The school also provides professional development so that the skills of the support services are continually updated for the benefit of the students. Training in the writing of individual education plans has taken place, for example, and this has been shared with teachers. The principal is passionate about developing the school as a center of learning for the community, with programs for students and parents throughout the week and Saturday. To this end, she has increased the number of local partnerships, which provide valuable enrichment opportunities for the students as well as strengthening neighborhood links.

**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 school uses the well-articulated Comprehensive Education Plan regularly to monitor progress towards both interim and annual goals. The principal and her team have a very good understanding of the school's strengths and areas for development and take proactive steps to revise programs where necessary. These adjustments are recorded clearly in the plan so that there is an ongoing cycle of reflection and realignment of priorities. The school identified, for example, the decline in English language arts achievement as students moved from one grade to the next and has put in additional programs to reinforce their skills and understanding. In addition, the Core Knowledge program was introduced more rapidly than originally planned to support the drive for improved progress for the older students. The school has made adjustments similarly to the early childhood curriculum as outcomes in grade 2 were not as high as expected.

The school has a very clear meeting structure so that both quantitative and qualitative data can be shared. This system ensures that the school is responding promptly and flexibly to areas of need at many levels. The intervention teams, for example, work very well with teachers to revise student groupings and adjust support programs where there is a need to do so. Teachers themselves are continually using the interim goals to check the progress of students and revise their approaches in the light of assessment. Appropriate support is being provided for those teachers who are finding this difficult. The principal is continually looking to develop staff and build capacity.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: The Bayswater 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	

<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

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>