



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Bayside High School

High School 495

**32-34 Corporal Kennedy Street
Queens
NY 11361**

Principal: Michael Athy

Dates of review: March 5 - 9, 2009

Lead Reviewer: Andy McClean

Part 1: The school context

Information about the school

Bayside High School is a high school with 3686 students from grade 9 through grade 12. The school population comprises 14.5% Black, 17.8% Hispanic, 19.3% White, and 47.7% Asian students. The student body includes 12% English language learners and 8% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2007 - 2008 was 91%. The school is not in receipt of Title 1 funding.

Overall Evaluation

This school is well developed.

The principal, very ably supported by a dedicated cabinet and thoroughly committed faculty, in his short tenure of office, has communicated a demand to all students and parents that Bayside equals College. To achieve this goal, all students receive a very broad and balanced diet of academic, arts and sports opportunities. A wide range of data is used to ensure students and parents receive almost daily feedback, which enables them to assess strengths and difficulties. The recent development of parent and student access to their records, through technology, makes a significant impact on student understanding of progress. School leaders accept the need to streamline and prioritize sources of data to ensure more focused use of those sources that have the greatest impact on achievement. The school is justifiably proud of its improvements in college graduation levels, its increased attendance and extension of academic opportunity, which all stem from listening to colleagues, students and parents.

Excellent lines of communication exist within an enthusiastic and dedicated faculty, who devote a substantial amount of their own time to developing the full academic, musical and sporting talents of their students. Entry to State and countrywide engineering, singing and athletic events, results in an unparalleled level of pride in their successes. The school exudes a partnership of equality, where all comprehend the need to work together to achieve. In class, students demonstrate a level of maturity towards both teachers and peers that results in very effective use of time spent in school. The principal is aware of a need to ensure the best instruction currently seen in school is disseminated to all classes. Recent steps to address this are beginning to pay dividends, with many teachers very happy to visit colleagues' classes and discuss ways to improve their own teaching. Special education students and English language learners receive very effective, focused support. Data is used exceptionally well to identify their needs and provide them with the tools to access the same high levels of challenge as their peers. The school excels in its actions to be proactive in its contacts with parents and students, rather than waiting for problems to happen. Guidance staff offer assistance in academic, social and emotional areas to students and parents. They work seamlessly with their teacher colleagues to remove barriers to learning and provide encouragement to ensure full student participation in a varied and exciting school calendar. The school successfully provides an array of tools that benefit students' academic growth and emotional maturation. However, at present, the use of technology to enable students to enhance their independent learning is limited. Because of the clear vision and demands of the principal for all students to achieve college status, the whole community demonstrates a profound cohesion to achieve this goal.

Part 2: Overview

What the school does well

- The principal's determination that all students will realize their full potential and achieve college status is understood and pursued with rigor by the whole faculty.
- Challenging school goals, based on detailed scrutiny of many data sources by a dedicated and professional cabinet, result in regular evaluation of school progress, with consequent adjustments.
- An enthusiastic and reflective faculty works in great harmony that ensures their deep commitment to total inclusion of all students remains a reality.
- A tangible culture of mutual trust, between students and all adults in school, results in a level of student maturity that enables them to accept the wide menu of academic and social challenges presented to them.
- A wide array of activities, both in and out of school, enables all students to develop skills and acquire knowledge that benefits their transition to the next stage of their academic lives.
- Special education students and English language learners succeed in school due to the commitment of their teachers in seeking to realize their full potential.
- A partnership of equality exists in school with students and teachers engaged in almost daily discussions about successes and challenges, resulting in all students fully comprehending their current status and the next steps they must take.

What the school needs to improve

- Further disseminate best instructional practice currently seen in school to become the benchmark for all teaching.
- Continue to prioritize the use of the wide range of data available in school to focus on raising student achievement.
- Expand the use of technology in all subjects to enhance students' opportunities for independent learning.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

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

All students understand current levels of progress in all subjects through regular, at least weekly and sometimes daily, use of data. Teachers use technology successfully to assess areas of strength and weakness with individual students and make necessary changes. This is dependant on a very wide range of data sources. School leaders are aware these are not sufficiently streamlined to ensure the most effective evidence is used to have the greatest impact on student learning. At present, some data sources produce little new understanding of student progress.

The school uses data so effectively that students are known and supported as soon as they enter school. Parents are deeply appreciative of teachers' immediate intervention on their children's behalf. This is particularly so with special education students and English language learners who make significant progress because of clearly focused academic programs. The school makes significant efforts to address the needs of different ethnic groups. Data analysis has identified a need to reach out to the local Korean community and engage them in a dialogue that ensures parental and student understanding of the school's goals.

Attendance continues to improve as a result of scrutiny of data and a rigorous system to inform parents of non-attendance. Complacency in this area is unacceptable to the school and guidance staff show great empathy with their colleagues and parents in ensuring regular school attendance. Because of very regular updates of performance data, teachers and students conduct a dialogue that results in each student having a clear understanding of what their next steps to improvement are. For example, this is evident in the selection of students to follow long-term Advanced Placement calculus classes and in the way that music students use a music technology laboratory to comprehend how to improve their performance.

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 communicates a message of college acceptance for all students very successfully from the moment of entry to set a tone of high academic challenge. Teachers plan with great collegiality to ensure a uniformity of purpose. Every six weeks each student's achievement is measured and goals are re-adjusted to provide immediate feedback. Grade, content area and cabinet meetings all contribute to the overall synopsis of progress, or lack of it. In physical education, students use

sophisticated technology and their teachers' reviews to assess their levels of fitness against challenging benchmarks and understand what they need to do to progress. Art students compile portfolios of work to measure their developing talents in a variety of media. Parents and students are left in no doubt if performance is unacceptable. Participation in school teams and activities is dependant on academic commitment. Guidance and support staff step in immediately if students appear to struggle. A wide menu of support is available. The school's philosophy of placing accountability on students' shoulders to choose from this menu pervades all classes. This results in a school-wide student maturity of attitude to all facets of school life whether academic, artistic or sporting.

Lines of communication between faculty members, both horizontally and vertically, result in immediate and informed debate on next steps for improvement. Because of this dialogue, high expectations are constantly communicated to students and parents, who then have many opportunities to discuss with staff how these demands are to be achieved. The devotion of teachers to their students, evidenced by the extra time they spend in school on a wide variety of activities, is deeply appreciated by parents.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

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

The school does not merely seek to achieve minimum pass levels for its students; it is also successful in its high levels of achievement. Such is faculty's determination that students' gifts and talents continue to expand that teachers plan in every subject to set further challenges when immediate goals are achieved. Celebration of success in a wide variety of fields is an integral part of school culture, whether the school's baseball or football team, or the success of students in acceptance for State choral ensembles. Students demonstrated enthusiasm in one science class, when using laptops, to make their own discoveries about chemical reactions. However, opportunities for independent research using technology in all subjects do not exist at present.

A formal structure of expectations for teachers to incorporate essential instructional elements in all their classes is in its infancy. This leads to some inconsistency in good practice within school. The dissemination of best practice continues to blossom, with all faculty members aware that their own craft of teaching benefits from being a learner themselves. Formal structures to mentor colleagues co-exist with many fruitful informal ones, with the result that a vibrant on-going pedagogical dialogue exists in school. Cabinet members correctly assess the need for more consistent student-student interaction in all classes, where students test their understanding with their peers.

Many students and parents testify to the "family" aspect of their school. The mutual respect and understanding of student's individual needs and challenges is widespread. Students show maturity in their acceptance of the great workload they face to succeed. All children matter in this school. Special education students and many of their mainstream peers are eloquent in their appreciation of the principal's lead in establishing many more collaborative team teaching classes. Students testify that two teachers are better than one! In one such class, the seamless teamwork between special education and English language arts teachers results in all students having a clear understanding of the difficult concept of symbolism in their chosen text.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

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

The school employs well-established and effective systems that determine professional development needs. Programs adhere closely to whole school goals, specifically the target to improve the impact of data use on student achievement. Teachers receive effective professional development in the use of technology to acquire data and then to use such data which informs their planning. As well as whole school initiatives, teachers have many opportunities through departmental and grade conferences to express their needs for specific support. School leaders understand the need to expand best instructional practice throughout the faculty through peer intervisitations as well as cross-departmental visits to ensure greater consistency of outstanding instruction.

Cabinet members use detailed scrutiny, not only of trends and patterns of feeder school, but also a comprehensive review of other similar size schools in the City to plan actions that support struggling groups of students. Lessons learned through the work of the inquiry team are disseminated to all staff on a regular basis. Its work to examine why students are not on track to graduate revealed a greater need to explain to them what their graduation requirements are in specific areas. As a result, steps are now taken to hold tutorials with all students to ensure clarity.

Genuine camaraderie exists in all professional relationships. The principal's leadership style empowers teachers to accept responsibility for their students and encourages them to innovate. Many teachers are involved with college placement procedures for students in all grades to ensure a clear understanding of this complex process. Students participate in many community service activities. Musical performances to local groups occur regularly. School athletes carry out coaching with local special school students. Such programs enable all students to take the next steps towards academic growth with confidence.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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.

As a result of the principal's quiet authority and a style of leadership that demands the highest expectations of teachers and students alike, the school progresses at a pace. An emphasis on students' attendance leads the process, with significant gains in this area from work carried out by guidance staff and the rest of the faculty. Students do not fear failure and use minor setbacks and academic reversals as opportunities to seek out assistance from their teachers or peers in order to re-try the task. The introduction of more frequent data scrutiny opportunities enables assistant principals and departmental leaders to keep their finger on the school pulse. Where logjams occur, senior leaders regularly scrutinize the causes and provide immediate support.

Whole school goals and plans are formulated through a rigorous process, with active parent and student involvement in school leadership team meetings. Very effective lines of two-way communication exist to enable leaders to listen to the thoughts and concerns

of both students and parents. At present concerns being addressed, because of such links, include the massive caseload of guidance counselors and the length of the school day for students.

In this large, vibrant and truly inclusive community, the celebration of the vibrant cultural diversity of students' backgrounds is evident. Students feel their teachers go the extra mile to help them succeed in the school's main aim of college acceptance. They and their parents are effusive in their praise for the vast array of extra-curricular experiences offered to them in their time at school, from robotics and calculus to membership of the school cricket club.

School Quality Criteria 2008-2009

School name: Bayside High School	△	➤	✓	+
Overall QR Score				X
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?				X
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?				X
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?				X
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			X	
Overall score for Quality Statement 1				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 student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?				X
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?				X
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?				X
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?				X
Overall score for Quality Statement 2				X

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.

<i>To what extent do ...</i>	Δ	➤	✓	+
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?				X
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?				X
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X	
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 3				X

Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?				X
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X	
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?				X
Overall score for Quality Statement 4				X

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

<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?				X
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?				X
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?				X
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?				X
Overall score for Quality Statement 5				X

Quality Review Scoring Key							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed