

Quality Review Report 2009-2010

Bayside High School

High School 495

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

Principal: Michael Athy

Dates of review: April 14 - 16, 2010

Lead Reviewer: Cheryl Jones

Part 1: The school context

Information about the school

Bayside High School is a high school with 3,769 students from grade 9 through grade 12. The school population comprises 15% Black, 18% Hispanic, 19% White, and 47% Asian students. The student body includes 13% English language learners and 8% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2008 - 2009 was 92.3%.

Overall Evaluation

This school is well developed.

Diversity, tolerance, and respect characterize Bayside High School's student population of 3,769 students. Students benefit from the nurturing, supportive, and inclusive environment resulting in 92.3% attendance. Although one of the largest high schools in Queens, students say, "It has a small school feel." Administration and faculty provide consistent feedback to families and students. Parents say the principal is a visionary who consistently presents goals, ideas and plans to the School Leadership Team and the Parent Association, and that "communication on all levels" is the key to Bayside High School's success.

The principal provides clear direction, instructional focus, and has high expectations for staff and students. He has created a school community well-focused and informed on data analysis and goal setting, resulting in an entire school constituency involved in a proposal to implement an extensive Career and Technical Education program (CTE). As a result of data analysis, school leaders introduced a Whole-Child Guidance model to address student needs especially those in the lowest performing percentile. This school-wide initiative is providing immediate academic and support services resulting in improved credit accumulation and timely interventions. Parents praise the program and say the increase in counselors and extended hours are "a blessing". The challenge now is for the school to extend its curriculum so that it provides suitable challenges and engagement for all subgroups, and that instruction is differentiated to ensure all students reach their potential.

Budget, staffing, and hiring decisions are strategic and effective to support student needs and school-wide goals. The expansive transcript audit provides valuable information to the cabinet and faculty, resulting in major program changes, course additions, and individual education plans adjustments. As a result, students and subgroups are receiving Saturday, extended day, and after-school support.

An excellent monitoring and evaluative process, including interim adjustments, maximizes student achievement and positively affects student learning. The grading policy committee provides periodic reports so teachers are making instructional and curriculum adjustments throughout the school year. The school is diligent in their high-quality professional development, resulting in an improvement in instructional practice. However, given the limited common planning time, administrators have not yet perfected providing staff with sufficient individualized support, thus limiting the personal growth of some teachers.

Part 2: Overview

What the school does well

- Administration and faculty provide meaningful and consistent feedback to students and families, resulting in high levels of parental involvement and support.
 - Parents and students unanimously and enthusiastically praise the faculty who daily post class work, lectures, grades, homework assignments, and lesson plans on E-Chalk. In addition to e-mails, phone calls, ARIS Parent Link and personal interviews, all constituents agree the administration's consistent encouragement and support of this web site is contributing to a significantly informed school community. Family and staff involvement on a daily basis is resulting in heightened student engagement and ownership of learning. Parents say they are excited to have easy access to class assignments and graded work so they can help with current and future class requirements.
- The school community is nurturing, supportive, and inclusive so students have a positive attitude toward learning and appreciate the myriad opportunities offered.
 - The student council was awarded the Gold National Recognition for one of the most effective and active councils in the United States. A well-organized and daily student sponsored tutoring program exists in all subject areas to which many students attribute their success in improving their academic achievement. Student involvement and participation on the School Leadership Team led to a decision by administrators to shorten the length of the school day; consequently, there is a dramatic increase in participation in sports and after school clubs.
 - The principal's effective use of the Learning Environment Survey is responsible for the re-organization of duties and responsibilities of attendance teachers, assistant principals, advisors, support staff, and deans resulting in a 92.3% attendance rate and a decrease in the number of suspensions.
- The school staff is consistent and rigorous is using a wide range of data to establish a clear understanding of student progress and achievement.
 - The school's thorough analysis of classroom assessments, attendance, and scholarship reports, identified 20% of the student population who are underachieving. This resulted in the creation of a Whole-Child Guidance program and a reduced student/guidance ratio, which supports an individualized graduation plan for all off-track students, post-secondary planning, and compliance assurance. Immediate academic and support services are improving credit accumulation for all students.
 - School leaders and teachers regularly and meticulously examine English Language Arts Regent, New York State English as a Second Language Assessment test for English Language Learners, and foreign language scholarship reports, to identify trends and track progress. Because of this practice, English Language Learners are assigned to Saturday academy, native language classes in subject areas, and before and after school tutoring which are supporting the needs of underachieving former and current English language learners.
- Budget, staffing, and hiring decisions are made strategically and effectively to support student needs and school-wide goals.

- The principal has provided substantial funding hiring additional counselors and support staff to conduct a transcript audit for all students resulting in a significant number of spring program and course adjustments, corrected transcripts, and individual education plan modifications. Consequently, underachieving students are programmed for extended day academic assistance, after-school tutoring, and independent study.
- Well balanced and thoughtful programming for all students, particularly those in special education, is enhanced by over 180 collaborative team-teaching classes in a wide range of subjects, including music, art, and physical education, enabling faculty to collaborate on student progress and learning goals. As a result, academic success for both general and special education students are showing substantial increases for the fall and spring terms. In addition, the administration uses Title I funding to support workshops and training for dual licensing in teaching promoting collaboration and student accountability among a wide range of teachers and teacher teams.
- An excellent monitoring and evaluative process includes interim adjustments that maximize student achievement and positively affect student learning.
 - The grading policy committee, an ongoing research study initiated by data from the Learning Environment Survey, Progress and scholarship reports, and surveys by students, parents, and teachers, enable faculty and administration to examine effectively a wide range of information relative to instruction, and student performance and progress. A pilot study focusing on grade expectations versus achievement provides a detailed report each marking period. Consequently, throughout the year teachers are making adjustments in their instructional practice, class organization, and coursework. This is positively affecting student progress and learning opportunities, and is influencing revising a school-wide grading system to be employed in the fall.
 - Building on the previous Quality Review's recommendation staff are successfully expanding the use of technology. Representative of teachers visited; a teacher of History-Humanities used a Smart board to incorporate a wide range of technology strategies, such as power point and web usage, over the course of three days to enhance the lesson. As a result, student interest, engagement, and independent learning are increasing. The school periodically reviews their progress in this area and suitably makes adjustments so that staff is provided with the tools to improve their expertise.
- School leaders and staff are well focused and informed on data analysis and goal setting as effective tools to inform instruction and organizational practice.
 - The effective partnership with cohort schools to research students' performance on the verbal section of the PSAT and SAT provide the foundation for instructional goals for the Comprehensive Educational Plan and the school's self-evaluation. All school level goals and action plans reflect attention to verbal and written literacy and emphasize college readiness. The school uses the PSAT skill checklist and formative assessments as a benchmark so teachers are able to incorporate skill deficiencies into lesson planning. As a result, goals are aligned with instructional needs and positively impacting student learning.
 - The school effectively includes parents and students in all aspects of the school leadership team, as well as other school-wide committees, resulting in them

feeling part of all decision-making processes and goal setting. An initiative to create CTE communities is a direct result of parental and student input.

- The school is diligent and thoughtful in offering high quality professional development, which provides opportunities for leadership and instructional growth.
 - Administrators' use of observations, department level best practices, and teacher surveys, results in extensive and well-defined professional development targeted to instruction and aligned with school-wide goals. Teachers regularly receive highly effective training in technology integration evident in classrooms visits. This is developing a faculty extremely comfortable and proficient with technology, ensuring growth and an improvement in school-wide instructional practice.
 - The CTE research and planning teams actively involve teachers and assistant principals as participants effectively providing regular opportunities for professional learning and growth. The proposed CTE programs encompass music, visual arts, math and science, computer applications, and the humanities. Teacher leaders are involved in every aspect of planning and development as well, resulting in a substantial level of leadership capacity.

What the school needs to improve

- Provide differentiated support and other opportunities to teachers, with an eye on new staff, based on classroom observations and conferencing to promote professional growth.
 - School leaders promote peer intervisitations and inter-departmental visits and sharing that is reinforced during conferencing and department meeting. However, since common instructional planning and meeting times are limited few opportunities exist to provide individualized support. As a result, teacher growth and reflection are inconsistent throughout the school.
 - Although new teachers are welcomed and embraced by their colleagues, there is no evidence of a structured and formal mentoring program. As a result, not all new teachers are benefitting from the school's instructional expertise.
- Develop additional challenges and engagement in the curriculum so all subgroups are provided with suitable opportunities for academic success.
 - The school offers a wide-ranging curriculum including advanced placement and College Advantage programs however, the lowest third, English language learners and special education students, are not provided with similar opportunities, which weakens the potential for all students to achieve to their potential.
- Promote greater consistency in differentiated instruction and teaching strategies based on data so lesson planning in all subject areas reflects activities and questions that maximizes student learning.
 - There is evidence of differentiated instruction in many classes and examples of exemplary student work products. However, there are limited examples of teachers using data to design student groups based on skill and performance levels. As a result, many students are not receiving instruction that challenges their individual needs.

Part 3: School Quality Criteria 2009-2010

School name: Bayside High School	△	▶	✓	+
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	△	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				X
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	△	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X
Overall score for Quality Statement 2				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	(+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroup additional support?				X			
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals 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 progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X			
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed