



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Bayside High School**

**High School Q495**

**32-24 Corporal Kennedy Street  
Queens  
NY 11361**

**Principal: Michael Athy**

**Date of review: May 18, 2015  
Lead Reviewer: Musa Ali Shama**

## The School Context

Bayside is a high school with 3,186 students from grade 9 through grade 12. The school population comprises 13% Black, 28% Hispanic, 18% White, and 41% Asian students. The student body comprises 5% English language learners and 14% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 93.2%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<b>Additional Findings</b>	<b>Proficient</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</b>	<b>Proficient</b>
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	<b>Additional Findings</b>	<b>Well Developed</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

**Quality Indicator:**

**3.4 High Expectations**

**Rating:**

**Well Developed**

### Findings

School leaders consistently communicate high expectations to staff and families and provide multiple paths of support to ensure a clear path for career and college.

### Impact

Collaboration between all staff members for teaching and learning and student support has resulted in culture of mutual accountability that includes successful partnership with parents towards career and college readiness.

### Supporting Evidence

- Bayside High School begins promoting the message of college for all students in the ninth grade. All ninth graders are scheduled to take the PSAT. All students are programmed to earn an Advanced Regents Diploma with a Career and Technical Education (CTE) endorsement which requires students to earn credits in a selected course of study aligned to a career cluster that they would like to pursue. Additional supports have been put in place to support all students' access to rigorous courses such as Chemistry, Physics, and Trigonometry to prepare students for college and career. The school has created partnerships with St. John's University, Dowling College, Adelphi, State University of New York to give students access to a wide range of College Now, Advanced Placement, and college-accredited courses to earn transferable college credits to advance their college education. The principal highlighted that they were able to issue hundreds of fee waivers covering students' participation in SAT, SAT II, and AP testing. School leaders indicated that over ninety percent of students were on target to meet the College and Career Preparatory Course Index for 2014-15 school year including students with disabilities and English language learners.
- The principal and faculty have created systems to effectively communicate with parents to keep them of the path and progress towards graduation and career and college readiness. The school engages students and parents in CollegeBoard's college readiness curriculum MyRoad and MyCollege Quickstart programs. Teachers and guidance counselors work collaboratively to ensure that families have constant feedback regarding their progress towards college and career readiness. There are multiple initiatives to support parents in understanding the path towards career and college readiness for students such as Guidance Nights, Career fairs, and Financial Aid workshops. In order to ensure a path for college for all students, counselors hold separate "Guidance Nights" for parents of students who are English Language Learners, at-risk students, and/or students with disabilities to ensure that they have more personalize time to work with and support these parents. In addition, to assisting all families with workshops on financial aid, counselors provide specialized support to undocumented students by locating private sources of financial aid.
- A weekly school newsletter called the "the calendar notes," published by the principal keeps faculty informed of school initiatives and data as well as upcoming school and community initiatives. The principal stated that all staff members are expected to review this as it promotes professional expectations, teaching and learning and on-going collaborations between staff and faculty.

## Area of Focus

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Across classrooms, teacher practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that promotes student discourse and critical thinking across classes.

### Impact

Across classrooms teaching practices promote high levels of student thinking and participation and engage students in rigorous habits that lead to college and career readiness however across the vast majority of classes, classroom discussion did not reflect student ownership of discussions and in student work products.

### Supporting Evidence

- Student discussions are facilitated by teachers through analysis questions that stimulated critical thinking. For example, in a grade 9 Integrated Co-Teaching (ICT) English language arts class, students read *Persepolis*, and engaged in a discussion regarding Islam in Iran. The teacher asked “What are the different sects of Islam?” and “What impact has the different sects of Islam had on the Middle East?” to guide student discourse. The teacher strategically pre-determined student groups to ensure a high level of student-to-student discussions. Student conversations served as a springboard into a writing activity.
- Teacher pedagogy that stimulated high levels of student thinking and participation was also exemplified in a grade 9 Career and Technical Education (CTE) Introduction to Non-Profit Management course. In this class, the teacher facilitated classroom interactions through the use of specific questions to stimulate critical thinking. Students presented surveys that they had designed as part of an assignment. Students highlighted the findings and led discussions where they asked each other questions about the project with the teacher occasionally redirecting students to the task at hand. However, this level of student ownership of learning was not evident across the all classrooms visited. For example, in an ICT social studies class, students analyzed the factors that led to the rise of Hitler and Nazism after World War I and had to write an essay. As students prepared to write an argumentative essay, the teachers began to lead a discussion using the SmartBoard to provide students with visual of German propaganda. This quickly became a teacher centered lesson and students were not given the opportunity to discuss the images or interpret their meanings.
- The shared belief that students learned best when engaged in guided experiences tied to work based learning was evident in the CTE classes. For example, in a Digital Media class, students utilized the industry standard image editing software Photoshop to create new images. Students used this software to synthesize different images to create a mythical creature. However, in a Social Studies class where students prepared for a financial literacy exam, the students were reviewing a list of terms and engaged mostly in recall type questions.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure that curricula are aligned to Common Core learning standards and purposeful decisions have been made to emphasize rigorous habits and higher-order skills.

### Impact

Purposeful decisions that promote college and career readiness for all students has led to the development of curricula and academic tasks that emphasize rigorous habits and higher-order skills as well as Career and Technical Education (CTE) courses for all students including English language learners and students with disabilities.

### Supporting Evidence

- Teachers in the English language arts and the math departments have adopted and adapted the EngageNY modules as part of the school curriculum in order to align instruction to the Common Core Learning Standards and incorporate the instructional shifts. Professional development has been provided to the entire faculty to support them in incorporating the instructional shifts into their lesson plans. Teachers teaching CTE courses have conducted curriculum crosswalks to ensure that the school curricula are aligned to professional certification programs as well as college-level coursework. Teachers also are working to build coherence across content areas by identifying key skills that lead to college and career readiness.
- Teachers utilize a variety of leveled texts, and have incorporated scaffolds such as graphic organizers and guided notes to ensure that students are engaged in developing skills that allow them to experience college level coursework that is endorsed by the school's numerous college partners such as St. John's University, Dowling College, RIT, Adelphi, and SUNY. As the school begins planning for Career and College Readiness (CCR) in grade 9, the school looked at grade 9 student work to ensure that the tasks developed were rigorous. As a result of looking at student work, there has been a grade 9 focus on the instructional shifts literacy skills such as determining central ideas or themes of historical texts and summarizing the key supporting details and ideas of texts. Additionally the English curriculum also reflected English as a second language modules which have been added to create an access point to rigorous work for second language learners.
- Lesson plans and unit plans reviewed incorporated the appropriate CCLS as well as scripted higher order thinking questions that demand analysis, revision and proving concepts as well as citing evidence for ideas. For example, questions such as, "How can we use photography to better understand the history of the Holocaust?" was noted in an ninth grade English lesson plan, and "For a given set of data, how do we manually construct a reasonable line of best fit and determine the equation of that line?" was documented in an Algebra 1 lesson plan. These lessons required students to be able to explain and support their answers by citing evidence.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### **Findings**

Across the vast majority of classrooms, teachers use or create assessments and rubrics that are aligned with the school’s curricula, offer a clear portrait of student mastery, and utilize common assessments to track student progress towards goals.

### **Impact**

The use of assessments has informed the adjustment of curricular and instructional decisions so that all students are provided with meaningful and actionable feedback that leads to increased mastery across all grades and subjects.

### **Supporting Evidence**

- The school has a school wide grading policy that was collaboratively developed with faculty and delineates the composition of students’ grades as it relates to content and demonstrating effort. Students shared that they are aware of how they are graded and articulated that they receive feedback regularly with clear next steps on what they need to do in order to attain mastery of content in their respective courses. Student work displays in classrooms and on bulletin boards included rubrics with rubric aligned feedback documenting clear next steps to move the quality of work towards mastery. For example, one piece of student work had the teacher comment; “Good analysis. Keep working on developing your ideas and explaining your logic. I think you could have provided better reasons if you focused more on it.” Another example was “Good textual evidence, good interpretation. Next Steps: Develop analysis even further, reread your sentences out loud for clarity and punctuation, and be sure to have a clear closing sentence.” Students stated that this was typical from all their teachers.
- Students receive eight academic achievement reports during the year. Reports capture student progress in each class and incorporate the school grading policy so that students clearly understand the elements that make up the overall grade. Students in student meetings highlighted that in meetings with guidance counselors and teachers they discuss their progress and the supports available to them to help improve their academic performance. Students felt that they always knew where they stood in regards to their performance and acknowledged that they knew what supports were available to them such as small group tutoring, guidance advisement, etc. Teachers utilize an online grading system to record each assessment result as well as assignments to help provide ongoing feedback to students regarding their progress. Students stated that most of their teachers posted their grades.
- Teachers utilize common assessments across grades and subjects to track student progress and inform curricular and instructional decisions. For example, incoming grade 9 students take a placement exam as well as an interest inventory assessment. This provides teachers with a writing sample for this group of student as well as information for guidance counselors. Data binders reviewed demonstrated item analysis reports of Regents exams for all subject areas. The principal and his cabinet were able to highlight areas in curricula that were refined and modification to curricula due to item analysis reports. Teachers articulated areas in the curricula that were developed to provide literacy strategies for students with disabilities and English language learners due to item analysis of student work.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

School leaders have distributed leadership structures that support teacher teamwork to consistently analyze assessment data and student work to build teacher practice.

**Impact**

Teacher voice in key decisions supports student learning across the school and has resulted in improved teacher practice and progress toward goals for groups of students.

**Supporting Evidence**

- In a team meeting, teachers articulated their process of analyzing student work for students they shared and identified additional areas of teaching to increase student mastery. For example, in grade 9, the English teachers identified writing a counter-claim as a skill in which students needed further support. In doing this work, teachers spoke about using writing rubrics across the grade and using looking at student work protocols. They analyzed low, medium, and high student work samples to refine curricula and create targeted interventions for students in need of additional supports. Teachers were observed discussing individual students and identified support for the students. As a result of identifying and supporting students at risk, the grade 9 cohort had 94% attendance with 96% of students on track to earn ten plus credits.
- Teachers teams work collaboratively with other staff have members to support the school goals of developing instruction that is robust with real world opportunities. For example, teacher teams worked in tandem with the school support team to have the students they share in common have opportunity to use the career and college acquired skills in the real world. As a result this collaboration, the school has developed opportunities for all students to be involved in work place shadowing, and other experiences aligned to the schools mission of preparing students for college and careers.
- Teacher teams reported that they have helped shape key decisions that affect student learning leading to progress of goals for students. For example, the social studies department team led the restructuring of the Global History course from a four semester course to a two semester course, resulting in a 21% increase in students passing the exam on the first attempt. The teacher team work has also resulted in the science department revision of curriculum with enriched student experiences in the lab. This work led to the development of a sequence of lab activities that deepen students' understanding of key science concepts and skills. Additionally the English as a second language and languages other than English departments have worked on developing blended learning modules to provide students with additional resources to access content. The principal credits this collaboration of teachers working with English language learners for the increase of students meeting the college readiness metric in English Language Arts.