Quality Review Report

2016-2017

Bayside High School
High school 26Q495
32-24 Corporal Kennedy St.
Queens
NY 11361

Principal: Michael Athy

Dates of Review:
March 28, 2017 - March 29, 2017

Lead Reviewer: Joan Prince
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

Bayside High School serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
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### Systems for Improvement

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings

School leaders and faculty consistently communicate high expectations, including elements of the Danielson Framework for Teaching, to the entire school community. Administrators and teachers communicate expectations connected to college and career readiness and successfully partner with families to support student progress.

Impact

School leaders create elevated levels of expectations for all staff which are evidenced throughout the school through verbal and written structures, such as new teacher orientations, ongoing workshops, the website, and a staff handbook outlining clear professional responsibilities. The school orchestrates ongoing events and creates multiple opportunities to partner and engage families in learning, fostering a culture of high expectations connected to college and career.

Supporting Evidence

- *Bayside Gets It Done* is the school’s mantra; at all meetings including students and parents this was the slogan expressed by all. Parents stated that Bayside equals college, and students are expected to graduate with college credits within four years and successfully matriculate in college or become engaged in a career. There are clear lines of verbal and written communication such as monthly mailings of a newsletter along with progress reports and transcript updates. All parents at the parent meeting use Pupil Path/Skedula, an on-line program, to receive information both on their individual children and on student services offered. Parents addressed academic rigor in achieving goals and college readiness. The school has ongoing events, such as workshops, and creates multiple opportunities to partner with families to have conversations around high expectations for students and give families tools to help them meet these goals. Summative student work, course passing, and Regents passing are administratively evaluated and publicized across the school, including celebrations such as class trips and special assemblies, along with honor roll and parent notifications each marking period.

- Counselors successfully completed in person meetings with 91.4 percent of students as well as with parents of targeted students. All counselors present information at Financial Aid nights, and there are by-appointment guidance meetings in the evenings to accommodate parents who cannot come during the day. There is a College and Career Resource Center to support students in their explorations of career and college knowledge. In addition, there are college preparation seminars conducted by college counselors. A career fair presented by the CBO “Friends of Bayside High School” was planned by Bayside (BHS) alumni employed in various fields, who set up stations allowing for student interaction, and were joined by other community based organizations, such as Mercy College, PSAL, and Career Technology (CTE) enterprises, presenting coding opportunities.

- Progress toward school goals is communicated weekly to all staff members through an extensive memo written by the principal with contributions from staff members. A school website and Facebook page keep the wider school community informed. The Learning Environment Survey (LES) affords the school the opportunity to gauge perceptions among teaching staff, parents, and students concerning the school climate and goals. Moreover, there are informal surveys conducted by the administration on a regular basis. School Leadership Team walk-throughs occur with the entire team of teachers, parents, and students, and form a basis for teacher self-evaluation and curricula adjustments.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teaching strategies are aligned to the curricula and reflect the use of the Danielson Framework for Teaching and the instructional shifts. There is consistent use of multiple entry points and challenging tasks for all students in all grades, though there are some missed opportunities for advanced learners.

Impact

Student activities require high-order thinking skills and discussions, reflecting the participation of all learners, including English language learners (ELLs) and students with disabilities.

Supporting Evidence

- Teachers are aligning the curricula and instruction, and learning outcomes and activities are derived from standards-based curricula. The lesson structures are clear and allow for different entry points, resulting in students engaging in high-level activities. In many of the 16 classes visited, students were involved in text-based discussions or solving multi-step problems. For example, in a grade 9 Integrated Co-Teaching (ICT) class, there were three math scenarios for different groups to problem solve. Students were intellectually engaged in-group conversations and finding different solutions. All students were using graphing calculators and glossaries to support their answers and were working toward a class presentation, charting to support their arithmetic and geometric sequences. Student rubrics for evaluating their own work were present, and more advanced students worked on the scenario with greater level of difficulty. Yet, in a grade 9 Global History ICT class studying the Reign of Terror, the class had no groupings or subdivision of topics and most questions were on level one from Webb’s Depth of Knowledge (DOK) leveled question stems.

- The staff and administration believe that all student learn best through “guided experience and… student-centered instruction.” Teachers explain how particular teaching strategies and instructional tasks address the needs of individual students, including ELLs. Most teachers are dual-certified. Often tasks are extended for the advanced learner through the use of scaffolding and graphic organizers, as multiple-entry points for struggling learners were more evident than extension assignments. In a mixed grade English as a New Language class, students sat in rows working individually on do now activity sheets. Upon completion of these, the teacher asked questions about countries associated with imperialism, and one student responded. Most students were quiet and did not answer the teacher’s direct recall questions. The opportunity for group conversations about what was important to study and chart was missing. The class configuration was not conducive to student-centered instruction as students sat at their seats and wrote short phrases or topics according to the teacher’s direction. On the other hand, in an English class students created their own “Shark Tank Challenge.” Students in groups created prototypes and presentations. Each group worked to its own level of comfort, with one group creating solar panels while another group created a PowerPoint presentation. Peer reviews helped establish marketing sources, and each group had assigned roles. The teacher circulated, noted data, and often asked pressing questions, such as, “Do you have an accurate budget?” and “Where did this information come from?”

- Academic vocabulary is consistently used to promote higher-order thinking. Scaffolding is in students’ native languages, and visual imagery and technology are used in many tasks for all learners. A constant use of scaffolding meets the learning deficits of students in the school. There were some extensions to push thinking and broaden the learning experience of some students, though this was not apparent in the vast majority classes visited. In an engineering class, students discussed building a prototype, designed different concepts and solutions. Some students were proficient on their own; others used peers for support.
Findings

School leaders and teachers ensure curricula are aligned to the Common Core and the Danielson Framework for Teaching, with clearly defined criteria for students’ succeeding to the next level and learning key skills that foster success in colleges and careers. Rigorous habits and higher order skills are embedded into the curricula and academic tasks across grades and subjects.

Impact

The school makes purposeful decisions to build coherence and promote college and career readiness for all students. Across grades, curriculum maps including essential questions, interdisciplinary links, real-world and community connections, and the instructional shifts engage all students in learning.

Supporting Evidence

- The school has worked on the integration of the Common Core in everyday practice, as evidenced by professional development agendas and minutes of the team meetings. Teachers are aligning practice to the Danielson Framework and engaging in inquiry work using baseline, interim, and post-assessment data, as well as annotating lesson tasks for thinking skills. Teachers at team meetings are addressing the highest-leveraged skills, along with the integral components of their lessons in order to improve teaching and learning. Skedula data system is used, and a schedule for looking at the curriculum maps to continue alignment based on instructional revisions is ongoing. The school believes that making learning relevant to students’ lives is motivating, and curriculum maps include essential questions that relate to real world connections. Moreover, curriculum maps and lesson plans reflect the use of higher order thinking skills. Webb’s Depth of Knowledge is used in planning to promote critical thinking, and the math curriculum incorporates writing on an everyday basis.

- The school has six career and technical education (CTE) programs and is part of a CTE advisory board that meets yearly with industry personnel who assist with work-based learning initiatives, such as coding internships in technology-based firms. Each CTE program has its own Industry Advisory Board, who supports the development of Work-Based Learning opportunities such as job shadowing and internships. The school uses Google docs to share data and student information along with Skedula to track student progress. Teachers are using the integration of instructional shifts in planning, aligning units, and interdisciplinary learning. Together with guidance counselors, the faculty provides seamless academic and youth developmental supports and resources. Teacher teams are working on refining protocols for examining and assessing curriculum units along with looking at student work to assess outcomes. At the cross-curriculum team meeting, the teachers were discussing how to empower students to take charge of their own learning and have accountability to build on ideas for paid internships in their fields of study.

- Curriculum crosswalks are conducted to ensure that professional certification programs and college-level work are aligned. Teachers use student performance data to refine curricula and academic tasks to cognitively engage students, including the lowest and highest achieving students. Consequently, adjustments are made in response to PSAT scores from each grade to the academic tasks and teaching strategies to focus on vocabulary development and reading comprehension, including additional scaffolds for ELLs, such as direct academic vocabulary instruction and visual aids. Refinement of curricula for implementation of courses such as double periods of Global History and Fundamentals of Chemistry for all students has resulted in 95.8 percent of all students meeting graduation criteria.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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</table>

Findings
The school uses common assessments in all subject areas, tracks student progress on these, and adjusts curricula, and makes instructional decisions to meet all students’ learning needs. Teachers and teacher teams effectively analyze data to gather information about students’ progress.

Impact
The school’s data systems track student progress and inform students of their next learning steps. Checks for understanding and student self-assessment lead to effective lesson adjustments for all students.

Supporting Evidence

- Teacher teams agree on learning goals and benchmark performance for units, tasks, and courses prior to designing or using formative assessments to measure student mastery of goals. A review of curricula units provided evidence that the school is embedding the use of assessment and ongoing checks for understanding into lesson planning. All teachers work on data verification, spreadsheets and trackers, baseline assessments, and Measure of Student Learning outcomes (MOSL) and use verified trends from item analysis on specific skills to identify gaps. Teachers accurately identify specific instructional responses to data which might include re-teaching content, changing instructional approaches to meet the needs of students, and developing more challenging tasks within units of study. A variety of feedback to students, both from teachers and peers, is accurate, specific, and actionable, thus advancing learning. Challenging tasks are provided through industry-prescribed exams, such as National Occupational Competency Testing Institute assessment tests for students studying career and technical programs. New York State Identification Test for English Language Learners to determine levels of competency are used to adjust curriculum. There are four quarterly assessments of mastery, which are uniform exams within a course of study.

- Math problems are created with real life applications in mind, such as in a grade 10/11 trigonometry class that used right angle and triangles in a ratio song. The class also connected the Pythagorean Theorem to their previous science class. Work sheets are uploaded on Google docs for feedback by teacher peers. Teachers used quick checks for student understanding of concepts, and this has assisted in feedback from both peers and teachers. As a result, students have access to meaningful feedback regarding progress, and assessment practices inform curricular and instructional decisions, positively impacting student learning. All exams are developed, first presented to the entire department for discussion, and then given to the assistant principal of supervision for edits. This process ensures that all teachers have clear expectations of what students need to know and be able to do in order to be successful in each class.

- Embedded in each unit of study are multiple opportunities for informal assessments in addition to exit slips, conferencing notes, peer or self-assessment, and students are actively involved in collecting information from assessments by peers and teachers to support their next steps. Support structures are in place for advancing students to the next level because teachers have reinforced the use of evidence-based strategies in instruction across all grades. Gathering all assessment information and using it to monitor each student’s progress over time is embedded into the schoolwide system and provides actionable feedback documented on all work products, exams and presentations to further student learning outcomes. PSAT tests are administered to grades 9-11 for data analysis and to provide application of continuous improvement in the classroom.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings

School leaders, teacher leaders, and instructional coaches support the development of all teachers, including those new to the profession, with effective feedback that includes next steps. This feedback accurately captures strengths and challenges, using the Danielson Framework for Teaching to articulate clear expectations for teacher practice.

Impact

Accountable talk at teacher team meetings, with self and peer reflection that includes a focus on instructional intervisitation, supports teacher development and practice.

Supporting Evidence

- Professional learning walks are utilized to address problems of practice and areas of specific needs and strengths. As a result of walk-throughs and teacher intervisitation, teachers have implemented increased multiple entry points into their lesson planning. Teachers are supported in instructional expectations through professional development, mentoring, and increased opportunities to view classes where exemplar differentiation and questioning techniques are practiced. The ELA Language Development team has established a partnership with the Arts Connection program which enables ELLs to learn to work and think like artists. This partnership has helped teachers foster small group work to facilitate collaborative discussion and decision-making with peer assessment practices to help students analyze and improve their language development. There is a common understanding of what effective teaching looks and sounds like, including strategies to support all students.

- A routine of scheduled observations, as recorded in Advance with face-to-face as well as written feedback and next steps, is established. This system fosters ongoing pedagogical conversations between administrators and teachers, teachers and their peers, and between members of the administration, all concerned with giving feedback and next steps. Professional development (PD) is scheduled weekly and is based on teaching experience and individual teacher needs using formal and informal observations as well as teacher self-reflection to inform PD topic choices. Common planning times are scheduled during the day for teachers to meet in different team configurations to share insights on learning styles and needs of individual students. The school handbook is used to build support for common understanding of the socioemotional needs of all students. All teachers are supported by teacher leaders and an assistant principal assigned to the subject area.

- Scheduling accommodations by the administration with teacher leaders are made to provide opportunities to visit other sites and share best practices. BHS has made long-term investments in their teaching staff by paying tuition for course work leading to ESL extensions and CTE Work Based Learning extensions (WBL) through SUNY Buffalo and City Tech and TESOL extension program through Mercy College. Teachers are sent to conferences related to instructional methodology, targeting high need learners, such as Project Lead the Way, Integrative Physics, and New Visions Methodology Series for social studies and Living Environment. This process of professional collaboration has strengthened the instructional capacity of teachers as evidenced by teacher evaluation data and the school’s observation tracker.
Additional Finding

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: | Proficient |

Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity. Distributed leadership structures provide a means for teachers to have input on key decisions about curricula and practice.

Impact

Teacher team work involves systemic analysis of key elements of classroom practice, assessment data, and student work. This has resulted in schoolwide instructional coherence, and effective, increased shared leadership structures that build teacher capacity in improve student learning.

Supporting Evidence

- Teachers across subject areas and grades are fully invested in inquiry teams that meet vertically and horizontally on a regular basis, analyzing student work and instruction with regard to engagement, differentiation, and coherence to promote higher student achievement and improve teacher practice. Teachers work in grades and in subject areas to ensure curricula alignment and make key decisions about teacher practice. Furthermore, teachers plan instructional practices workshops, conduct intervisitations, and communicate schoolwide recommendations to the instructional cabinet for decision-making, such as looking at the previous June’s exams for item skills analysis and finding trends and patterns for classroom instruction including accommodations and modifications for ELLs and students with disabilities.

- Cross-curriculum and grades teams meet twice monthly to look at student work and discuss strategies for improving instruction, including implementing the CCLS and the instructional shifts. Department teams meet daily during a common prep, such as the math team observed. It was stated at the meeting that through teacher collaboration and the sharing of ideas there is better teaching and more effective use of assessments. It was stated that experts in specific areas are identified and used as mentors and for intervisitations. There is a regular schedule of intervisitation among teachers to observe and exchange effective practices. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work, supporting each other by providing feedback on next steps to strengthen instructional capacity. This was evident during the teacher team meeting where each teacher had a specific role and all voices were heard. There is a culture of distributive leadership throughout the school that allows teacher leaders to serve as peer instructional coaches, offering support and providing professional development to demonstrate best practices.

- Teachers work to determine which standards need improvement and create a plan to reteach material and reassess student learning. As an example, at the team meeting, one teacher stated that she wanted help on a particular lesson to make it student-centered and to make sure that she was addressing the needs of struggling learners. The team assisted her in developing ideas about how to strengthen the scaffolding of strategies to support students. Throughout the year, teachers compare successes and struggles across subject areas by discussing the varying strengths and needs of students. Teachers effectively implement systems to monitor a variety of data and classroom practices to inform instruction, leading to the achievement of goals for individuals as well as groups of students.