



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



# **Quality Review Report**

**Bayview School**

**Public School 102**

**55-24 Van Horn Street  
Queens  
NY 11373**

**Principal: Anthony Pisacano**

**Dates of review: May 14 - 15, 2007**

**Reviewer: Clive Parsons**

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## Part 1: The school context

### Information about the school

Public School 102, Bayview School caters for students in pre-kindergarten through grade 6. There are currently over 800 students enrolled. Approximately 58% of students are Asian or Pacific Islander and 32% are Hispanic. A further 9% of students are White and 1% are Black. Just over 20% of students are English language learners, which is higher than in similar schools and schools across the City. The proportion of special education students, at just over 6%, is below that in both similar and City schools. Both the proportion of English language learners and of special education students have risen in recent years. There are more recent arrivals to the country than in other schools. Most new arrivals were born in China, with significant proportions of students also from Colombia and the Philippines. The school receives Title 1 funding. Attendance in 2005-06 at 94.7% was above that of similar and City schools. It has risen since that time and is currently over 95%.

The school occupies three separate buildings on the site. The main school is over 80 years old and there are also two temporary buildings that are both well past their intended life span. The school is due to benefit from an extension program that will provide much needed, modern space.

## Part 2: Overview

### What the school does well

- The principal is providing very effective leadership and is steadily building the capacity of students and adults to take greater responsibility for their own development.
- The culture of continual monitoring and evaluation, rooted in data, is strategically improving the quality and impact of the school's work in striving for excellence.
- Data is being used well to diagnose individual student needs, to target interventions and to monitor their impact.
- Parents feel welcomed in the school as partners in the education of their children and feel well informed to support learning at home.
- The school operates smoothly, with a well-ordered environment that is conducive to learning for students and adults alike.
- The cabinet is highly focused on instruction and, together with the coaches, is providing very effective support for teachers in tailoring the curriculum to meet the needs of learners.
- Students appreciate the breadth of opportunities provided, behave well, engage actively in lessons and welcome the positive relationships with their teachers.
- The shared understanding of the principal's long term vision and of the school's shorter term goals is ensuring a consistency of action between all parts of the school community.
- There is much high quality teaching producing good levels of learning and student progress and the basic classroom routines and expectations are consistently implemented.
- Teachers are committed to improving student outcomes and are dedicated to the personal as well as academic progress of their students.

### What the school needs to improve

- Ensure that the planned developments in social studies and science produce the same data rich and data driven learning that is the hallmark of literacy and mathematics.
- Continue to strive for excellence in the use of data to differentiate instruction, targeting mini lessons and small group work.
- Ensure that gifted and talented students receive the same degree of personalized attention that at risk students do so that their maximum growth is also guaranteed.
- Continue building and dispersing leadership within the faculty and students.
- Continue to enrich students' use of functional, academic and technical vocabulary, as well as that used in their imaginative and creative writing.
- Ensure that the planned developments to mathematics and literacy continue the improvements in the quality of instruction and student outcomes achieved in recent years.

## Part 3: Main findings

### Overall Evaluation

**This is a proficient school with well-developed features.**

Public School 102 is steadily and strategically moving towards an overall well-developed status. The development areas noted in this report are already part of the school's improvement planning. They are not deficiencies, as the school has many strengths and no important weaknesses. The key developments are further curriculum refinements and associated assessment and data developments, together with ensuring even greater focus for gifted and talented students.

The school is very well led and managed, with the principal well supported by key staff members. There is a shared vision for continued development and a school-wide understanding of the school's plans and goals. Monitoring, evaluation and consequential change are rooted in the school's culture. Positive relationships between adults and students underpin a climate where all, including parents, can learn.

### 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 student progress over time.**

**This area of the school's work is proficient.**

A good range of formative and summative assessments are used to evaluate and monitor student performance and progress in English language arts and mathematics. Teachers record and collate this data so that they have a consistently updated view of each student and for the class as a whole. The administration routinely gathers data for each classroom so that they can evaluate student performance and progress for each grade, as well as across the school as a whole. The principal has recognized that the collection and analysis of data in content areas is less developed and that more focus is needed on understanding and supporting student achievement in these areas. Science and social studies being identified as key curriculum areas. The school is also looking to adopt or develop alternative interim assessments for English language arts and mathematics to provide diagnostic assessments that are more in line with its curriculum calendar.

The progress of the increasing populations of special education students and English language learners is tracked carefully. A number of diagnostic and intervention tools are used effectively to identify individual student needs and to support student progress. These enable the school to identify students who are at risk of not making the expected progress, as well as those who would benefit from enrichment activities. Nevertheless, the principal remains concerned that, at present, gifted and talented students do not receive the same degree of personalized attention as do 'at risk' students. Comparisons within the data are used to systematically evaluate student progress and to focus additional attention. Consequently, the school is aware of the relative performance of different subgroups of students, including gender and ethnicity. Performance is evaluated in comparison with similar schools and with the school's own previous performance trends.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.**

**This area of the school’s work is well developed.**

The principal has established a clear vision for the continued development of the school. The vision is supported by effective goals and plans, such as outlined in the Comprehensive Education Plan. This plan contains goals that are measurable and represent a steady and achievable increase in student outcomes. Plans and goals are formulated through collaboration, consultation and discussion. They are based on a thorough analysis of the data available, together with broader evidence of the impact and effectiveness of the school’s work. Effective communication ensures that not only are the goals understood by all sections of the school community, they are also shared by all. This is ensuring that there is a consistency and convergence of actions from all constituents to achieve their success. Curriculum goals and plans are developed collaboratively, with good support provided by the school’s coaches.

Data is being used well to diagnose individual student needs, to target interventions and to monitor their impact. Good systems are in place to ensure that potential at risk students are identified early and their specific needs identified accurately. Good attention has been paid to providing teachers with a range of strategies to support their own classroom interventions. Evaluation of the intervention programs shows students progressing to the point where they no longer require the additional support. Great care is taken to continue to monitor the progress of each student to ensure that they maintain their progress. Evaluation also shows that the success of preventative programs put into place are leading to fewer students being identified with particular needs.

High expectations of academic and personal growth are communicated consistently to parents and students. Students know what they need to do to improve. Parents feel welcomed and encouraged to play a full part in the life of the school. Many parents volunteer, including as learning leaders as well as monitoring bathrooms and accompanying trips. The school is quick to make contact to praise students, as well as to raise any concerns that might arise. Parents are enabled very well, through information sessions and workshops, to support learning at home.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school’s work is well developed.**

The curriculum meets mandated requirements and provides for meaningful assessment data. The school feels that it has outgrown its current literacy development partner. Plans are well underway to implement changes for next academic year which are intended to meet the needs of students even more effectively. Similarly, the school is reviewing its mathematics program and aligning new resources to it. Science and social studies are being developed to support enhanced student understanding and progress in these areas. These steps will provide opportunities to continue to enrich students’ use of functional, academic and technical vocabulary, as well as that used in imaginative and creative writing.

Students and their parents appreciate the breadth of opportunities provided that recognize and develop individual strengths and interests. This is achieved through, for example, a widespread arts program, as well as extensive celebration and performance days and wide range of trips. Budgeting, including the allocation of resources and staffing, and scheduling decisions are all driven by the identified needs of students.

Teachers are accountable for improving the quality of their instruction and for student outcomes. There is much high quality teaching which is producing good levels of learning and student progress. The school's basic classroom routines and expectations are consistently implemented. Teachers use data to plan mini-lessons and to group students according to common needs, although they are at varying levels of experience and expertise in doing so. Students behave well and engage actively in lessons. The principal is concerned to ensure that gifted and talented students receive the same degree of personalized attention as at risk students so that their engagement is at an appropriately challenging level and their maximum growth is guaranteed. The school is continually striving for excellence in the use of data to differentiate instruction and supporting teachers to this end.

Teachers are committed to improving student outcomes and are dedicated to their personal as well as academic progress. Students welcome their positive relationships with teachers and confirm that there is an adult on the staff to whom they would turn should the need arise. Students believe that their teachers go out of their way to support and encourage them, as well as to celebrate their success and to make learning fun. Attendance is afforded a high priority, with any absence triggering an immediate response and longer term patterns approached with rigor.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around 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 has been careful to ensure that teachers are appointed who will make a positive contribution to the school's work. The school's systems, structures and expectations are so well embedded that teachers new to the school are able to grow and mature in a safe and nurturing environment. The instructional leadership team, including the coaches, is providing very effective support for teachers in tailoring the curriculum to meet the needs of learners. On-going first hand evidence of implementation is provided through focused walkthroughs by the administration, who have a good, shared understanding of effective classrooms. Professional development is afforded a high priority and differentiated to meet individual teacher's needs. Inter-visitations between classrooms are encouraged and teachers often take advantage of such opportunities, although some find it difficult to prioritize the time to do so.

Collaborative planning time is provided, which is leading to a consistent approach between teachers. The review of students' work routinely provides a basis for such discussion and planning. The school's open and student centered culture encourages teachers to evaluate themselves and to share effective practice, which is driving improvement. The school operates smoothly, with expectations and routines clearly communicated and followed. The well-ordered environment that results is conducive to learning for students and adults alike.

The principal is providing very effective leadership. He has the respect of all sections of the school's community, who rightly judge that he has a very high capacity to continue the school's growth. The principal is ably supported by key players, including the assistant principals and coaches. The capacity of students and adults to take greater responsibility for their own development is steadily building. This will be increasingly important as the school moves into its next phase of expansion. The principal has, for example, identified the potential benefit of including grade leaders in cabinet meetings when instructional decisions are made. The school has developed some very effective partnerships with external groups, including community based organizations. Again, these are targeted to achieve maximum impact for student interest, motivation and progress. The principal is rightly proud of the students' work in the wider community, such as the chorus singing in a local pediatric ward and kindergarten students working with local senior citizen groups.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

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

The cabinet is highly focused on instruction and performance data. Very good systems and structures are in place to monitor the impact of new developments. While formal interim targets are not always set, the cabinet has a good understanding of what constitutes good progress in order to make accurate evaluations. On-going information is provided through reviewing records and through classroom walkthroughs. Instructional decisions are made by the cabinet after reviewing students' work. Comparisons, between grades and classes for example, play an important part in evaluation. An example of the school's effective monitoring and revising is the introduction of a phonetics program in lower grades. Careful analysis showed that primary grade students often did not have strong decoding and basic phonic skills. A program was then introduced into grades kindergarten through two. Analysis following the first year showed that students were now performing significantly better than their predecessors.

Teachers use data to flexibly meet individual student needs through mini lessons and changing focused learning groups. The academic intervention team uses student progress data to additionally evaluate the impact and effectiveness of the intervention program being used. Parents and teachers are included in the school's January walkthrough which is focused on the implementation of the school's yearly goals as outlined in the Comprehensive Education Plan. Parents are involved in the discussion of the plan through the leadership team. The culture of continual monitoring and evaluation, rooted in data, is strategically improving the quality and impact of the school's work and supporting its continued drive for excellence. It also ensures that the school can respond flexibly as needs change and that each successive plan is securely based on the achievements of those that have gone before. The principal has a secure understanding of the school's strengths and development areas.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Bayview School (PS 102)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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 student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>each student, classroom, grade level,</li> </ul>		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>ethnic groups, English language learners, special education students*</li> </ul>		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>All other categories of interest to the school*</li> </ul>			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
<b>Overall score for Quality Statement 1</b>		X	

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
<b>Overall score for Quality Statement 2</b>			X

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>			X
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
<b>Overall score for Quality Statement 4</b>			X
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
<b>Overall score for Quality Statement 5</b>			X