



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Aviation Career and Technical High School

**High School 610
45- 30 36th Street
Queens
NY 11101**

Principal: Eileen Taylor

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Lead Reviewer: Tony Boys

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Part 1: The school context

Information about the school

Aviation Career and Technical High School is a high school with 1852 students from grade 9 through grade 12, with a Fifth Year Honors Program. The school population comprises 7% Black, 54% Hispanic, 10% White, 22% Asian students and 6% from other ethnic groups. The student body includes 4% English language learners and 6% special education students. Boys account for 86% of the students enrolled and girls account for 14%. The average attendance rate for the school year 2006 -2007 was 91.6%. The school is in receipt of Title 1 funding with 58% eligibility.

As a career and technical high school, Aviation High provides New York City students with entry-level skills for college, the aerospace industry and related technical fields. It is the largest public school in the United States that provides city youth with an academic education alongside the Federal Aviation Administration (FAA) approved Aviation Maintenance Technology program leading to airframe and powerplant license certification. The school occupies a city block and has seven instructional floors, with a full complement of academic classrooms, laboratories (science, computer and aviation maintenance), an I-Net room and a hangar housing nineteen aircraft. Additionally, Aviation High School has an annex located at JFK International Airport for the Fifth Year Senior Powerplant Honors class and houses a Boeing 727 jet aircraft.

The school has approximately nine times more applications than the number of places it has to offer each year. Students come from all the boroughs of New York City, some travelling up to two hours each way to school.

Part 2: Overview

What the school does well

- The principal's strong and determined leadership inspires the whole community to do their best in pursuing her vision for the school's development.
- Teachers assess students' performance very effectively and have an excellent understanding of their progress.
- The school analyzes data very effectively to assess its own performance and to compare the progress of students in different classes, grades and subjects.
- The school successfully conveys very high expectations of work and conduct to students, parents and staff.
- Strategic planning is excellent and is totally focused on meeting the school's learning goals for its students.
- An exemplary atmosphere of trust and respect between students and staff permeates the school, strongly supporting personal and academic development.
- The curriculum is extremely rich, varied and rigorous, providing excellent opportunities for students to develop their academic and technical skills.
- Behavior and attendance are impressive, due to the school's very effective systems for promoting good discipline, responsibility and enjoyment of learning.
- Academic and personal support for students is very effective in keeping them on track to achieve their goals.
- The school has very high quality and productive partnerships with outside agencies to enrich and promote its unique curriculum

What the school needs to improve

- Expand strategies to promote the progress of students most in need of improvement, through the work of the inquiry team and others.
- Extend the use of interim goals in planning and in setting specific individual student learning goals.
- Deepen the existing good practice in differentiation and the use of technology to support instruction in all areas.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

The principal's strong and determined leadership, supported by a talented and committed cabinet, inspires the whole learning community to strive for high standards in pursuit of her vision for the school's development. This is based on providing a high quality academic and technical education within an orderly environment that encourages respect and self-discipline. The academic and technical aspects of the school integrate well to provide a rich, broad and rigorous curriculum that allows students to graduate with a Regents Diploma in addition to FAA certified licenses in Aviation Maintenance Technology. A high proportion of students succeed in achieving these qualifications because teachers gather data to assess their performance very effectively and have an excellent understanding of their progress. Teachers use this data to set learning goals for individual students. In some cases, these goals indicate specific areas of weakness and strategies that students need to improve their work, but practice is not consistent in this respect. Instruction focuses well on meeting students' needs and on using technology to enhance learning. Many teachers have considerable expertise in these areas but there is not yet consistency in the practice seen in different classrooms. The school monitors its own performance very effectively to measure the progress of students in different classes, grades and subjects. This leads to decisive strategic action focused totally on improving instruction and learning. Systems for reviewing whole school planning are effective, although they do not make full use of interim goals to measure the progress and impact of ongoing strategies. Very effective systems for ensuring smooth running promote excellent behavior, high attendance, enjoyment of learning and an exemplary atmosphere of trust and respect between students and staff. This very positive learning environment strongly promotes students' personal and academic development. Arrangements for guidance and support are very effective in keeping students on track to achieve their goals. The school has developed extremely strong and productive partnerships with outside agencies, particularly within the aviation industry, which provide excellent support for the curriculum and routes into the industry for graduating students. Many students take up employment in the industry as a direct result of these strong links.

The school has made good progress in tackling the issues raised at the previous Quality Review, through a variety of strategies to enhance integration between the academic and technical aspects of the school. It has also improved teachers' access to student data stored electronically, supporting this with training. The school has an effective inquiry team that is working to promote the progress of students most in need of improvement in math. The school has also taken decisive action to improve progress in math, through organizational and staffing changes. Strategies are beginning to have an effect but it is too early at this stage to assess the overall impact.

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 the student's progress over time.

This area of the school's work is outstanding.

The school has a data committee, which very effectively gathers data on progress and achievement from a wide range of sources. This includes data from Regents tests and from the detailed FAA data reports on the school's technical education program. Teachers also gather a wide range of informal assessment data through ongoing monitoring of student progress. These assessments include math and writing diagnostics as well as subject specific tests and assessments. The school also assesses student progress through scrutiny of work samples and through presentations the students prepare. In technical classes, students follow detailed and specific schedules, with rigorous assessment against rubrics. This wide range of assessment information gives teachers to an excellent understanding of the progress of all students. Special education students and English language learners undergo additional assessments in relation to their specific needs. The school's Progress Report recognizes the exemplary gains that these two groups have made. The school analyzes data very effectively to monitor its own performance, using a range of measures taken over the last five years. This leads to detailed reports for each curriculum area, including a breakdown by gender and ethnic groups, which are used as the basis for action plans. School data shows that this has been effective in raising achievement. The school uses data from the Progress Report and FAA data to compare its performance to that of similar schools. This is more difficult because of the lack of schools of a similar nature. However, FAA reports give a benchmark for similar technology schools. The data committee performs a very important function in identifying and meeting training needs in relation to data analysis. As a result, teachers are skilled and confident in the use of data to track and understand students' progress. This has a very positive impact on achievement.

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 has extremely good collaborative processes for considering data to set goals for improvement. Administration reviews the whole range of assessment data to identify areas for improvement goals. Cabinet members, who are each responsible for a particular curriculum area, consult with their teams to consider student data for each class, grade and subject in setting goals for improvement. Guidance counselors and college advisors carry out rigorous annual performance reviews with each student to consider progress and set goals. This allows medium and long-term goals to be established for each student, class, grade and subject. The inquiry team has identified a group of students most in need of improvement, comprising selected students in the lower third of the attainment range for math. The school has funded provision of a Kaplan intervention program for these students, focusing on improving specific topics in math. Student evaluations suggest that this program is effective but it is still too early to

tell what overall impact it will have on progress in math. Goals are reviewed and shared very effectively through the parents' association and leadership team, which includes student representatives. The school makes extremely clear its high expectations of work and conduct to students, parents and staff. It has very robust systems in place to reinforce expectations about behavior, attitudes and attendance. These include an established code of conduct and specific lessons emphasizing respect and good behavior. The effect of these systems is seen in all aspects of the very calm and orderly learning environment. The school places great emphasis on involving parents, through the work of the parent coordinator and by informing them of students' learning goals. Students are all aware of their learning goals but they are not always clear about the specific aspects of their work that are most in need of improvement. Parents are very satisfied with the arrangements to consult them on their children's learning needs through surveys, personal contact and progress reports.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is outstanding.

The school combines technical and academic aspects extremely well to provide a rich and rigorous curriculum, including the arts and a varied extra-curricular program. Alongside the academic curriculum, the school provides exceptional opportunities for students to pursue FAA certification in aviation technology, through rigorous and engaging courses in its extremely well equipped workshops. These courses are highly successful, with many students continuing to related college courses and employment in the aviation industry. Many of the school's teachers are alumni of its technical program. The school also has advanced classes for high achievers, a fifth year honors program in its annex at JFK airport and high quality internships. Very good teaching supports these courses because the school has very effective systems for ensuring the quality of instruction through rigorous and supportive monitoring. Consequently, the school has a very positive learning environment. All courses require teachers to use data to differentiate instruction to meet the needs of all students. This is done very well in many lessons but there is still some inconsistency in the extent to which work is closely matched to individual needs. Most teachers make very good use of the excellent technological equipment available but this is not consistent across all classes. Strategic planning to support the curriculum is very effective and totally focused on improving learning. This allows the school to fund its costly programs well. Respect is very important in the school and is strongly encouraged at all times, as is very evident in all aspects of school life. Attendance is high because there are very good systems to follow up on absence and students enjoy school.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

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

The school has effective systems for identifying and meeting professional development needs, through a combination of classroom observation, intervisitations and consultation

with teachers. Teachers are very happy with the support the school provides and find feedback from classroom observation very useful in improving instruction. New and inexperienced teachers have support from mentors and colleagues to help them settle in and improve their skills. Additional support comes from the school's excellent procedures to ensure good behavior and smooth running, which result in a very calm and relaxed but disciplined environment. This is also due to the very effective way in which the school allocates support services and operates guidance and counseling. "When you need help, its there" was a typical comment from one student. The school has been extremely successful in building up partnerships with outside agencies, particularly from the aviation industry, to support the curriculum. These provide considerable extra funding for technical courses, as well as expertise and contacts within the industry that are very beneficial to students. As a result of these partnerships, the school has a fully equipped annex at JFK airport, complete with a fully operational Boeing 727 aircraft that students work on in their technical courses. The school's partners also offer student internships, many of which lead to employment within the industry. Through the school's technical courses, many students are successful in gaining FAA licenses in aviation technology and go on to highly skilled jobs in the industry. The school also operates a Junior Reserve Officer Training Corps (JROTC) program, which is highly successful, some of its members having been accepted into prestigious military colleges. These partnerships have a very positive effect on the curriculum and on learning.

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

The principal's strong and determined leadership inspires the whole school community to strive for high standards in pursuit of her vision for the school's development. The school aims to provide a high quality academic and technical education, underpinned by an orderly environment that encourages respect and self-discipline. It is successful in providing this education because of the cohesion and sense of common purpose found throughout the school. Every member of the school community has a very clear idea of what the school stands for and is aiming at. As a result of this leadership, students and parents hold the school in high regard. "It's a privilege to be associated with this school" was one parent's comment. "It's a real family" was a typical comment from parents. The cabinet and staff plan very effectively to pursue the school's academic and social goals. They use a wide range of data very well to assess the effectiveness of plans and the school has clear and rigorous procedures for revising planning in the light of experience. The Comprehensive Education Plan contains clear goals that are linked to the school's overall aims. Each department translates these goals into action plans, ensuring that all staff are working to a common purpose. Each departmental action plan outlines its own goals, although these do not always make sufficient use of interim goals to make it easier to monitor the progress and effectiveness of improvement strategies. Overall, the high quality of leadership and effective planning systems enable the school to make the most of its human and other resources to provide a very effective academic and technical education for all its students. This gives them transferable skills that prepare them very well for college and employment in the aviation industry and beyond.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Aviation Career and Technical High School	Δ	▷	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?					X
1.2 an objective, constantly updated understanding of the performance and progress of special education students?					X
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?					X
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?					X
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?					X
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?					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 students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?					X
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?					X
2.5 convey consistently high expectations to students and their parents/caregivers?					X
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?					X
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?					X
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?					X
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?					X
Overall score for Quality Statement 3					X

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?					X
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?					X
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?					X
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?					X
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?					X
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?					X
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?					X
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?					X
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped