

# Quality Review Report 2010-2011

Academy of Medical Technology

Q309

8-21 Bay 25<sup>th</sup> Street  
Queens  
NY 11691

Principal: Jose Merced

Dates of review: October 5-6, 2010

Lead Reviewer: Jill Herman

## Part 1: The school context

### Information about the school

Academy of Medical Technology is a middle and high school with 397 students from 6 through grade 11. The school population comprises 54.5% Black, 30.1% Hispanic, 2.8% White, and 10.8% Asian students. The student body includes 8.7% English language learners and 15.9% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2009 - 2010 was 92%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- Teams of teachers and individual teachers analyze a variety of assessments, aligned to curriculum to leverage change both in classrooms and school wide in order to adjust practices and impact learning for all students.
  - Teachers use various strategies to check for understanding at the end of classes. In addition, after each unit, teachers give assessments, and analyze a gap analysis which informs them of individual and group strengths in order to adjust instruction or provide after school remediation.
  - Teams of teachers, having aligned curricula to school wide goal of improving writing, created common assessments and share what's working and what needs to be improved in order to strengthen students' skills and performance on state tests.
- School leaders provide differentiated opportunities for staff to work in ways that promote individual growth and reflection in order to improve student achievement.
  - School leaders use a variety of data to assess strengths and weaknesses of staff. The principal maintains a gap analysis spreadsheet on teachers so that he can differentiate support to improve school practices that improve student achievement. Feedback provided is based on individual teacher goals and meeting students' needs which promote both professional and personal development.
  - Teachers meet in a variety of ways which strengthens and builds a young staff in both content and practice. In a collegial and transparent manner, these sessions build in reflection and growth in order to improve practice.
- Curricula, aligned to school's goals, reflects a belief about teaching and learning that is supported by routines in which all students have multiple opportunities to demonstrate understanding in their work products.
  - All teachers use an on line curriculum mapping tool. Department goals are aligned to school wide goals. Teachers align curriculum to department goals which ensures coherence leading to. Classroom scaffolded instruction and opportunity for discussions and questions.
  - Classroom strategies including participation and frequent checking for understanding encourages engagement by promptly clarifying any confusion a student may have. This practice results in work products reflecting student voice and choice demonstrating personal investment.
- A clear set of focused goals, intentionally selected to accelerate student learning and data driven, are known, understood, and supported by all members of the school community
  - The school's goals, reflected in the Comprehensive Educational Plan, were determined based on standardized tests, and course pass rates. Action plans were constructed based on a needs assessment to

accelerate student learning to address specific sub-groups who were not achieving at same rate as other students resulting in goals designed to target Special Education and English language learners.

- School leaders and staff review data together. Teachers can articulate the findings, how it informs their planning. Students are aware of goals as they are posted in hallway and classrooms. Parents assert they are involved in decision making based on data. They plan and attend college trips, and support the school in areas they have identified as in need. An on track to graduation is also posted resulting in students and families knowing where they are in relationship to college acceptance.
- A system of multiple data sources is used by the school to evaluate professional activities in order to ensure that capacity building strategies are effective.
  - School leaders collect agendas and minutes of team meetings. They both participate on inquiry teams. When a modification is made in a department, structures are in place for teachers to adjust and align. Learning walks are conducted targeted to assess impact of professional development in classrooms. Student work products are examined by school leaders and staff to assess student learning impact. Scholarship reports, periodic and summative assessments are also considered in evaluating evidence of professional growth aimed at improving achievement.
  - Teams select team leaders, and teachers are encouraged to take on leadership roles and they have high degree of autonomy. During full staff development, all teachers have the opportunity to lead a session following a protocol they select. These varied opportunities support distributive leadership throughout the school.

### **What the school needs to improve**

- Strengthen tone and culture so that social emotional development leads to improved student progress.
  - The Learning Environment Survey states that bullying is a problem. Students and parents expressed their awareness and concern on this issue, especially in the middle school. Currently no school wide program is addressing this matter which may impede the building of a strong inclusive culture.
  - While students talk favorably about teachers who encourage them academically, there is no formal system that supports and focuses on their social/emotional development that enables student performance.
- Strengthen reflective practices in classrooms and communication with families so that students are able to assess their own learning and next steps and families can understand and support that development as well.
  - The school is planning a portfolio initiative where students will reflect on pieces of work. In addition students will read transcripts and receive feedback as to what it means to be a “4”. However, currently procedures

are not yet in place such that students are not able to assess their own progress and plan goals for building skills and abilities.

- Parents cannot identify strengths, weaknesses and next steps that would promote achievement and involve their collaboration. On-going communication is not systemically operational, limiting the opportunity for collaboration with many families that supports improvement.
- Provide staff with supports and tools in youth development in order to develop internal capacity and consistently address social and emotional needs of students.
  - Advisory was greatly decreased as teachers found it difficult. This removed a time and space for students to verbalize their personal concerns and make personal connections with adults.
  - There is an external agency health center at the site, but it is not integrated into the school and the staff does not benefit from their expertise
- Strengthen academic tasks that embed higher order thinking skills across grades and classes to provide rigor and college readiness skills for all students.
  - Classrooms and subject areas are not always consistent in executing tasks that are both rigorous and provide opportunity for higher order thinking. Tasks vary from being challenging to sometimes providing limited opportunity for analyzing, interpretation, and imagination, resulting in inconsistency across grades and content. Only 18% of students who took the Math Regents passed with 65% or better, providing evidence of lack of alignment to standards that focus on college readiness.
  - The middle school Progress Report reflects limited growth in progress and performance demonstrating an inability to reach a diversity of learners and close the achievement gap.
- Allocate resources that directly support school's goals and needs in order to provide necessary tools to accelerate student learning.
  - While an English Language Arts coach is being hired, there are insufficient texts so students cannot take home English books. Moreover, there are no classroom libraries. This lack of resources may impede college readiness skills.
  - Teachers have a student load of 125 students and teach multiple grades making it difficult to identify targeted needs and plan solutions for specific groups that would lead to increased rigor and accelerated student achievement.

## Part 3: School Quality Criteria 2010-2011

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

**Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.**

<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			<b>X</b>	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>	

**Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			<b>X</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>X</b>	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			<b>X</b>	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?	<b>X</b>			

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			<b>X</b>	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			<b>X</b>	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			<b>X</b>	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>	

<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>