



The New York City Department of Education



Quality Review Report

Franklin D. Roosevelt High School

High School 505

**5800 20th Ave
New York
NY 11204**

Principal: Geraldine Maione

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Reviewer: Chrissie Pittman

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Part 1: The school context

Information about the school

Franklin D. Roosevelt School is a popular oversubscribed high school in Brooklyn. It caters for nearly 4000 students, from grades 9 through 12. The school has an ethnically diverse population with over 1000 English language learners from 89 different countries. The greatest proportion of students [37%] come from an Asian background. In addition, 33% are Hispanic, 22% White and 8% are Black. The proportion of English language students (32%), and the proportion of recent immigrants, mainly from China, Pakistan and Bangladesh, are both well above that found in both similar and City schools. The proportion of special education students is 8%. The school does not receive Title 1 funding. The school attendance level, at 86%, is above that of similar and City schools.

Part 2: Overview

What the school does well

- The principal has a high profile around the school and provides exemplary leadership and support for teachers and students.
- Assistant principals work excellently together, creating an environment in which students say they feel empowered to learn.
- It is evident from the very positive relationships between teachers and students that students feel safe and cared for in the school.
- Students have made good progress this year in English and mathematics.
- Staff systematically collect a wide range of data which they analyze rigorously to ensure no student is left behind.
- Staff continuously assess students' progress to improve achievement.
- Staff support for one another is outstanding and is central to the good teaching that is seen throughout the school.
- There is a particularly wide range of enrichment activities which provide all-round development of students.
- The school has established excellent relationships with parents, who hold it in high regard.
- The monitoring of teaching and learning by the principal and her assistant principals is very good.

What the school needs to improve

- Improve long-term strategic planning to enable the school to monitor its improvement even more effectively.
- Ensure that there are more teachers' observations of each other's instruction, so that students' progress is further enhanced.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Franklin D Roosevelt High School is characterized by its passionate concern for the welfare of its students. Regardless of the fact that this is a large school, students are well known to the principal and staff, who appreciate and respect them as individuals and take pleasure in their success. The principal has only been at the school for 18 months, but in this time she has won the respect and loyalty of students, parents and staff.

Relationships throughout the school are good. Students are encouraged to do their very best so they emerge as well-rounded citizens who achieve well academically, socially and emotionally. The leadership of the principal has done much to instigate a sense of pride and belief in their own value in the students. Parents are very appreciative of the way the school involves them and their children discussions on academic improvement and school safety.

A considerable range of performance data is analyzed and used very effectively to improve progress and target support to where it is needed. Teachers use this data very well and present lively, interesting lessons where students are actively involved and have high expectations of themselves. The progress made in literacy and mathematics has been consistently good and there has been an immediate rise in achievement as a result. The curriculum is exciting and well-thought-out. Enrichment classes are a notable feature of the school.

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 well developed.

The school regularly collects a wide range of information from assessments and tests which provide teachers with detailed data on the performance and progress of every student. The results in every class and each grade level are also assessed to evaluate how best to improve scores. Teachers add to this a comprehensive range of in-house data on the students' achievements. Cohort data is continuously checked to identify any subgroups that are not making enough progress. For example, graduation rates increased again last year, but the school feels it can improve even further on this figure and is actively looking at ways of doing so. The school is particularly successful in ensuring that students make progress towards their own goals.

The collection of data in relation to English language students is particularly good. For example, in response to data showing that English language learners were not achieving as well in English as their counterparts, the school created new intervention programs in literacy, analyzed scholarship reports and offered solutions to take the students forward. This was particularly helpful for the special education students who are also English language learners. They are offered extra periods in English and intensive small group tutoring to improve their basic skills. This understanding of and commitment to different

ethnic groups has recently produced data that shows that the strategies are effective and lead to very good progress. Examples of improvement include a higher percentage of English language learner students passing the Regents test in the last two years.

The assistant principals constantly measure student performance and progress against the school's past performance and that of similar schools. Subject leaders are particularly interested in improving performance in their own individual areas. This has led to improved performance in graduation levels in English language arts and mathematics and the passing rate in the Regents examinations has surpassed similar schools in history and science.

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 school has thorough planning and very effective goal-setting procedures. Teachers discuss students' work together and set goals for improving their instruction. This enables them to reflect effectively on the next learning step for individual students and to refine their plans accordingly. Collaborative planning is very well matched to the needs of students. The Comprehensive Education Plan is well focused on raising standards, identifying key priorities such as improving literacy skills for English language learners, and increasing the number of students receiving advanced Regents diplomas.

Senior leaders use the data very well to identify the students in need of the most help and those that are 'borderline' for passing the Regents examination. Very good attention is given to improving the performance of these students by setting ambitious goals and targets based on current levels of performance. Staff accurately annotate and grade students' work to help them understand what they need to do in order to improve. There is a wide range of support services to which students with learning difficulties are referred. These services work together very well ensuring a collaborative approach to problems.

Students and their parents are actively involved in discussions about the goals set. Progress towards their goals is regularly tracked and new goals set where appropriate. Students and their parents are aware of the school's high expectations and the very good attention given to enhancing their performance. Given the low starting point of a significant proportion of students when they first come to the school, most make very good progress in their learning. A few make excellent progress. This is a clear indication of how the school's objectives are being reflected in the work and commitment of the school community to raising achievement.

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 degree to which instruction is planned and modified according to the needs of students is very good. The school not only implements the mandated curriculum very well, but is very successful in broadening other areas of students' learning. For instance, it

offers visual arts, drama and ballroom dancing, to name but a few examples. The school has an extensive and well-planned program of courses and an extension curriculum for students with differing needs. The school also has a wide range of enrichment classes. As a result of the support they receive, students develop into confident, motivated individuals who get on well together and are well prepared for life after school. Students say that they feel safe in the family atmosphere knowing there is always someone they can go to who is concerned about their welfare and support.

Teachers readily take responsibility for student learning. They work very well together in curriculum mapping exercises to ensure the alignment of instruction with the necessary skills and concepts needed to maintain and improve standards. This is being reflected in the continuing emphasis which is being given to addressing the needs of gifted and talented students. Teachers constantly discuss how they can improve results and the effectiveness of their own teaching. Their ability to look at their own teaching and share ideas and strategies is a strength of the school. Teachers' planning for differentiation reflects their awareness for the different learning styles of students.

The school budget is used carefully to support the curriculum and planned improvements. There are numerous examples of careful budgeting, for example, there is a significant budgetary allocation for the development of academic intervention strategies to support special educational students. Staffing decisions are also closely aligned to curriculum and learning needs. The drive to improve standards has resulted in the appointment of highly qualified staff to promote the achievement agenda. Scheduling decisions in relation to after-school programs, particularly for English language learners, reflect the exemplary way the school is responsive to the needs of these students. For example, in order to validate students in bilingual Spanish and Chinese language programs, the school has set aside one period a week for these students.

Most students are clearly motivated and enthusiastic about what they are doing. Students acknowledge they are well supported by staff. This attitude to school is reflected in student attendance which is above average when compared with similar and City-wide schools. The school shows the priority it gives to this by its very efficient means of following up lateness and absences. Suspensions, which were high, are also improving now as a result of procedures instigated by the new principal.

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 school has stringent criteria for the appointment of staff based upon high expectations related to student achievement. A school committee reviews the resumes of potential staff. Subject expertise and the ability to facilitate the learning of a diverse group of students are high on the list of requirements.

The facility to analyze data is reflected in the well-documented assessment portfolios maintained by staff. The school has a very effective professional development strategy to support staff. Staff development has centered on developing instruction. For example, teachers of mathematics in grade 6 had professional development to vary their teaching. This has resulted in improved performance. Staff are very supportive of each other and are effectively involved in peer assessments. These activities help to sustain the improvements seen throughout the school.

The principal and her assistant principals have an excellent program for observing classroom teaching and a considered strategy for improving the quality of each teacher. Because the senior leaders are constantly in the classrooms, observing staff formally and informally, talking to students and looking at their work, they have a very detailed knowledge of the strengths and areas for development for all staff and students. Teachers are given opportunities to observe each other, which help to improve their practice, but would like more time to do this.

The principal is very well respected by the staff, students and local community. She has a high profile in the school and parents support the changes she has brought about. The significant improvements in the school are a direct consequence of her drive and energy. Procedures are clear and communicated to all and the school is now a well run and well ordered community. Department meetings are well run and emphasize accountability. These collaborative activities make a significant contribution to the evaluation and improvement of curriculum planning.

The school has established many positive partnerships with community-based organizations and institutions in various subject areas. For example there are established partnerships with the Theatre Development fund and Open Doors. Visiting specialists, such as dance and drama teachers, provide students with specialist tuition to extend and enrich their learning experience.

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 proficient.

The school administration and leadership team periodically review goals and plans drawing on all the available data. The school is planning to extend their school improvement planning to three years to enable them to be more proactive in setting long-term measurable objectives. They have acknowledged that the Comprehensive Education Plan, although it has been used well as a working document, is not over a long enough period to be of immediate use as a strategic planning tool. The effectiveness of shorter-term diagnostic assessment is shown in how the school modified its science curriculum to be delivered in three terms rather than one to enhance student progress. The monitoring and revision of planning for all students is systematic and almost taken for granted among staff. As a result, staff plan regularly and evaluate and revise interventions and initiatives according to the needs of the students.

Comparisons of student progress within and across classrooms indicated that students needed more problem-solving activities. These were introduced by the greater application of technology in lessons. In this way the school is showing its flexibility in adapting its instructional programs to the needs of the students. Push-in literacy sessions and the extended day programme are also good examples of the school's adaptability. The school is responsive to student need and has the capacity to sustain change and improvement.

Part 4: School Quality Criteria Summary

SCHOOL NAME Franklin D. Roosevelt High School [HS 505]	∅	✓	+
Quality Score			X

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.	∅	✓	+
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"> • each student, classroom, grade level, 			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"> • ethnic groups, English Language Learners, special education students* 			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"> • all other categories of interest to the school* 			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
Overall score for Quality Statement 1			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.

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.	∅	✓	+
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
Overall score for Quality Statement 2			X

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.	∅	✓	+
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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
Overall score for Quality Statement 3			X
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.			∅ ✓ +
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
Overall score for Quality Statement 4			X
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.			∅ ✓ +
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
Overall score for Quality Statement 5			X