



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



# **Quality Review Report**

**Franklin Delano Roosevelt School**

**High School 505  
5800 20th Avenue  
Brooklyn  
NY 11204**

**Principal: Geraldine Maione**

**Dates of review: March 31 - April 1, 2008  
Lead Reviewer: David Glick and Lysbeth Bradley**

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## Part 1: The school context

### Information about the school

Franklin Delano Roosevelt is a high school with 3,665 students from grade 9 through grade 12. The school population comprises 10% Black, 37% Hispanic, 19% White, and 34% Asian students. The student body includes 29% English language learners and 8% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2006 - 2007 was 82.9%. The school is not in receipt of Title 1 funding.

The school's population of English language learners is extremely diverse. Students come from 89 different countries and represent 42 different language groups.

The school was revisited on June 17<sup>th</sup> so that additional evidence could be gathered.

## Part 2: Overview

### What the school does well

- The vision, tenacity and humanity of the principal, ably supported by her cabinet, ensures that the school community works as a team to increase the life chances of every student.
- The school cherishes and celebrates the diversity of its student body, ensuring that there is a very strong culture of respect and praise.
- Effective use of data ensures that the students most in need of improvement make good progress.
- All departments track the performance of English language learners exceptionally well through periodic assessments in order to accelerate their progress.
- The broad and highly engaging curriculum provides all students with multiple avenues for discovering their strengths and expressing themselves.
- The commanding presence of the principal, and her united and hardworking cabinet, ensures that the school runs extremely smoothly.
- Assistant principals gather data at department level from multiple sources and use it well to ensure that coherent and consistent approaches to the curriculum and instruction have made a strong impact on student progress.
- The school efficiently inducts new teachers to the mutually supportive, collegial environment that pervades the school.
- School leaders make good use of data to inform strategic decisions that significantly improve outcomes for students.

### What the school needs to improve

- Establish interim goals at whole school and departmental level to track progress towards outcomes and to evaluate the effectiveness of actions on student achievement.
- Involve all students in setting relevant short-term goals for success and in assessing how well they are going in achieving those goals.
- Build on the successful work with 9<sup>th</sup> graders to further raise their aspirations and increase their attendance and punctuality.

## 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 and assistant principals all share a powerful pride in the school. The principal, who is a commanding presence throughout the school, is highly respected. The assistant principals cite their desire to please her as a primary motivator and undertake their roles and responsibilities with energy determination. Effective induction processes help teachers new to the school quickly feel a part of the community.

The school's 1,200 English language learners drive the personality of the school. Special programs created for these students include all who wish to participate. The whole school community cherishes its diversity as a great strength that contributes to the positive atmosphere. Teachers describe their colleagues as "family." Students know that their teachers and guidance counselors are available to them and enjoy the frequent praise they receive. Many students develop close mentoring relationships with a particular coach or teacher. These factors all contribute to a safe and caring environment and a climate of mutual respect.

The school provides an exciting curriculum during and after school that offers a wide variety of opportunities to all students. All departments have a wide range of electives that help students discover new interests and build upon existing ones. All students, particularly seniors, appreciate these options.

Each department gathers a wide variety of data from diverse sources. The focus on English language learners permeates all assessments. Staff also take care to analyze the performance and progress of other subgroups in depth. Although the school sets measurable goals and interim goals at whole school and departmental level, these focus on curricular targets rather than relating to student outcomes. This limits the school's ability to evaluate the impact of its actions on student progress and performance. Individual goals are shared with students and their parents, but students are not yet involved in setting their own short-term goals or in tracking progress towards them.

Professional development is strategically planned to meet school goals and individual needs, and is particularly effective in enabling teachers who are new to the profession and new to the school to become effective members of the team.

Since the last review, the school has solicited ideas for and implemented several new programs in an attempt to increase the school's graduation rate. The sustained work of the school in raising achievement is beginning to pay dividends with the last progress report indicating strong growth. The school recognizes that its focus on raising the aspirations of ninth graders and changing the attitude to learning that they arrive with, is fundamental to achieving sustained growth.

## **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 well developed.**

Over the last five years, the school has worked extremely hard to establish and refine data management systems and to develop a consistent approach to the analysis and use of data to accelerate students' progress and boost achievement levels. These systems enable administrators and faculty to make effective use of a wide range of relevant data to track the progress and performance of individuals, sub-groups and cohorts. As a direct result of this sustained approach to the use of data, the school recorded impressive student growth on its Progress Report for 2006-2007.

The administration pays close attention to the data that the City provides from periodic assessments and Regents exams. There is a consistency of approach and coherence in the way that each department tracks and analyzes test scores to keep a close watch of the progress and performance of individuals, sub-groups and cohorts. For example, the English department carefully tracks passing rates in all classes. They also administer a system of quick assessments for interim data. These assessments help guide instruction in different courses. The school is also diligent in the way that it uses relevant data to ensure that special education students get the right level of support. The school is exceptionally thorough in the way that it analyzes data to inform decision making at all levels for its very large English language learner population. Departments regularly compare the performance of English language learners to that of indigenous English speakers. Using data from such comparisons, the school has intentionally targeted specific math strands. English language learners now significantly outperform their peers in some areas of math.

The school examines passing rate trends over time by class, period and teacher. Assistant principals collect this data and use it in periodic department meetings to identify areas for development. Administrators include collaborative team-teaching classes in this analysis so that special education students are part of the statistics. As a result of this careful tracking, pass rates in several classes have increased over time. The administration looks carefully at the progress and performance of the most relevant sub-groups in the school, taking more than one variable into account to pinpoint what changes to implement in the curriculum and instruction.

**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 academic departments monitor data collaboratively, but are consistent in setting measurable goals with specific timeframes that relate to curricular outcomes. However, students are not involved in setting personal short-term goals that could provide increased motivation and direction.

Academic efforts focus effectively on the students in greatest need of support. Collaborative team-teaching classes provide mainstreaming opportunities in every grade level and subject area. The school implements several special programs for English language learners and ninth grade students. The school also requires students to pass English and history before the students are promoted to grade 11. Although this may reduce the four-year graduation rate, it has helped to ensure success in grades 11 and 12. Achievement has increased as a result.

The school consistently communicates high expectations to students and parents so that behavior problems are rare. The school's main thrust has been to instill in grade 9 students a readiness to attend school regularly and a willingness to learn. The sustained increase in attendance rates between grade 9 and the upper grades is testament to the way in which the school's expectations are communicated so effectively, although the school realizes that there is still more work to do. The principal sends newsletters and other regular communication to parents as part of a strong effort to engage parents in school life, for example, by hosting an occasional free movie night. The school is well aware that these efforts provide only mixed success.

**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 well developed.**

The curriculum is well constructed and provides ample opportunities for regular assessments which inform decisions about instruction, interventions and where additional challenge is necessary. The school provides a broad and exciting selection of courses, such as yoga and archery. The art department offers classes in photography, ceramics and painting. Opportunities extend beyond the school day with a variety of athletics and clubs, which keep students involved in the school in multiple ways.

The school's large population of English language learners brings significant resources to the school. The administration creatively uses this money to design programs for all students. For example, a Saturday program designed to help English language learners also helps general education students develop language skills. Administrators' consistent use of data to monitor the effectiveness of teachers in their departments and regular opportunities to meet together to look at the bigger picture, ensures that all staff are held to account for their students' progress and performance.

A very strong sense of community permeates the building and supports students' personal and academic growth. Frequent verbal praise on student work and behavior contribute to the very positive atmosphere of respect and trust. Students appreciate the school's safe environment that is accomplished without resort to metal detectors. The principal is a constant presence throughout the building and ensures that the school runs smoothly and that incidents of poor behavior are kept to an absolute minimum. This is evidenced by the rate of suspensions that has decreased year on year.

**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 maintains a controlled and friendly atmosphere that is very conducive to learning. The school houses many more students than was originally intended, but creative scheduling and use of space keeps overcrowding to a minimum. For example, the school staggers its starting times for different grade levels and lunch periods start early in the day.

The principal has been effective in building the capacity of her large administration to ensure that there is a common understanding of what needs to be done to keep moving the school forward. Teachers feel very comfortable asking peers for assistance with any particular student or subject. The supportive atmosphere contributes to the professionalism and camaraderie of the staff. New teachers quickly feel at home in this atmosphere through frequent offers of assistance from more seasoned staff members. Professional development often focuses on department goals and is not always differentiated well enough for individual teachers. New or weaker teachers receive individualized support. The school is planning a Teacher Center to enhance professional development opportunities.

Several community partnerships further enhance the opportunities available to teachers and students. For example, the English department has programs sponsored by local theater companies and the business department established mentoring relationships for students with a local consulting company.

**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 proficient.**

The school establishes general whole-school goals such as increasing its four-year graduation rate. Each department establishes measurable annual goals for student performance in the Comprehensive Education Plan. However, the administration has not created measurable interim goals relating to student outcomes that would enable each department to make timely adjustments throughout the year, to measure success and to evaluate the impact of actions. Similarly, teachers' goals that derive from formal and informal observations do not have interim goals or benchmarks to maximize the effectiveness of monitoring and support procedures.

Assistant principals consistently track pass rates for Regents' exams and classes. They use the data well to adjust department practices. For example, low pass rates in chemistry and life science inspired the department to create a three-semester version of each class. Pass rates increased in response. Teachers use diagnostic assessments well to focus on special education students and their learning needs. In some cases, for example, teachers found that visual tools helped significantly, so they increased the use of visual technologies.

The principal's vision to engage each and every student in learning, to raise their aspirations and to increase graduation rates, particularly among English language learners, is widely known throughout the school. The school community is increasingly committed to achieving this vision and has tangible proof of the effectiveness of the school's work as it builds year on year.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Franklin Delano Roosevelt School</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>				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	
<b>Overall score for Quality Statement 1</b>				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		
<b>Overall score for Quality Statement 2</b>				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		
<b>Overall score for Quality Statement 3</b>				X	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 4</b>					X

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>