



The New York City Department of Education



Quality Review Report

Eleanor Roosevelt High School

High School 416

**411 East 76 Street
NY 10021**

Principal: Susan Elliott

Dates of review: January 10 - 11, 2008

Lead Reviewer: Liz Robinson

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Part 1: The school context

Information about the school

Eleanor Roosevelt is a high school with 484 students from grade 9 through grade 12. The school population comprises 8% Black, 12% Hispanic, 57% White, and 22% Asian and other students. The student body includes no English language learners and 2% special education students. Boys account for 37% of the students enrolled and girls account for 63%. The average attendance rate for the school year 2006-2007 was 95.5%. The school is not in receipt of Title 1 funding.

Eleanor Roosevelt selects students based on their grades, attendance and standardized test scores in grade 7.

Part 2: Overview

What the school does well

- Students graduate into very good colleges with many being successful in receiving merit-based scholarships through the school's support.
- Instruction uses interactive and practical approaches, putting learning into a real-life context and resulting in high student engagement and participation.
- The staff are committed to the school and their own professional development and communicate well with each other.
- Positive relationships between students and staff and an atmosphere of mutual respect result in students feeling very safe.
- There is effective use of technology for learning, which engages students and provides a context for independent study.
- The school supports teachers new to the profession very well.
- Effective and diverse partnerships with a number of outside organizations offer the students a wide range of additional opportunities.
- The school engages well with the community and with parents, who are welcome in school, and many play an active role in their children's education.
- Student attendance is very good, through high levels of motivation and a range of approaches for encouraging good attendance by the school.
- The school cares about the well-being of the students and plans provision well to support their personal development

What the school needs to improve

- Develop the use of data at whole-school level to monitor more closely the progress of individuals and other groups of students by grades and classes.
- Develop a more formal approach to goal setting for individual students and groups of students, identifying both short-term and long-term goals.
- Support teachers in ensuring that instruction more precisely meets the needs of all students, taking into account individual targets and goals.
- Refine whole-school goal setting and review, with more specific targets, explicit success criteria, precise timescales and evaluation procedures.

Part 3: Main Findings

Progress made since the last review

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

Overall Evaluation

This school is proficient.

The staff and students have positive relationships with each other. The instruction in the school is interesting and uses technology well. This supports high levels of engagement from the students. Many students successfully gain places at good colleges. The school offers a good range of curricular programs, including a high number of advanced placement classes and extra-curricular opportunities.

The staff are committed to both the students and their own professional development. They support each other well, and share good practice. A good range of development opportunities is offered, and this encourages a reflective and proactive approach from staff. The staff care about the students and the small size of the school supports the feeling of community. Attendance is very high, and students are highly motivated. The school has developed very strong partnerships with a wide range of external organizations, and these create diverse opportunities for both students and staff. The school works well with parents, and welcomes them into school.

The school is not currently using assessment data to set formal goals for students. This means that not all students are fully challenged and so making the best possible progress. The inquiry team has begun to investigate relative levels of participation in lessons by students achieving less well, and to use this as the base for comparison with other students. They have developed a self-assessment questionnaire to use with students and plan to analyze the results to identify trends within the different student groups.

This review identifies similar development points to the previous review. The school has worked to identify whole-school goals, but these remain insufficiently specific. Some data analysis has been completed, but is still not fully developed or fully effective in monitoring the progress of individuals and groups of students by class and grade.

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 proficient.

The school has a number of systems for collecting information about students, including test data, teacher observations and the guidance counselor. Teachers keep a record of students' grades and scores from tests and quizzes and complete a progress report for

each student at regular periods through the academic year. These are read by a range of staff in the school to give them an idea of how individual students are doing. This system is currently effective at highlighting those students who are achieving at a low level, or who dip in their grades or attitude. The current format does not make it easy to track students' progress, from one report to the next. The two criteria of "satisfactory" or "needs improvement" do not give teachers sufficient scope to evaluate fully students' progress.

The school leaders have begun to use data to look at the performance and progress of special education students, ethnic groups, and gender groups and to look at how the school's performance compares with other schools. This analysis has highlighted some interesting issues for the school, including differences in the number of applications from male and female students. The school leaders have used this information to inform their practice, and have made some changes to the school curriculum specifically to try to attract more applications from male students. This is an example of good practice in using data to inform decision making, and is an approach that the school can now expand upon. The principal has attended the training for the Achievement Reporting and Innovation System (ARIS) and is positive about the possible applications of this technology for the school.

The principal has begun to work with colleagues from other similar schools to analyze the differences in performance between the schools. This work is in its early stages, and as yet there are no concrete outcomes, but this represents another example of good practice in using data to evaluate the practice of the school.

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 proficient.

The school has worked collaboratively to set some whole-school goals which include some indicators of progress and accomplishment, as well as the resources and budget needed and the tasks to be completed. These goals outline broad aspirations for the school. The process of developing these goals did not include sufficiently detailed analysis of student assessment data. The teachers are aware of the goals implicitly as a part of the school culture, but they are not specifically identified as school improvement priorities.

Teachers use their observations and assessments of students to identify the next steps in their learning and then set goals with students at a classroom level. As a result, students were able to articulate in lessons what they were learning and why. However, neither students nor teachers were aware of the specific goals they were aiming for. This resulted in some students not making as much progress as they were capable of.

Students' progress reports are sent home to parents, and this gives them some information about how their children are progressing. Parents and students are not sufficiently involved in setting long-term and short-term goals in conjunction with the school. Parents are welcomed into the school, and there is a high level of participation from parents. The parent teacher association (PTA) effectively supports the work of the school by fundraising and providing resources for activities in school, including teacher professional development.

Teachers identify students in the greatest need of improvement, and information is shared with colleagues, which leads to additional support for these students. The school expresses high expectations of its students, through a commitment to “academic rigor” and wants them to achieve well.

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 proficient.

The school offers a range of classes, including a large number of advanced placement classes for higher achievers. All students are entitled to one elective class in grade 9, and have a choice of foreign language. Before-school and after-school classes, including advanced placement classes, mean that some students have very long days in school, which some find difficult. The school has worked creatively to increase access to sport, which has increased student participation in a number of sporting activities.

Instruction shows a commitment to providing engaging and stimulating learning opportunities, with practical and collaborative tasks integrated into the lessons. Examples of this include a specific “discussion model”, which sets out high expectations and a protocol for classroom participation, very good use of labs for science investigations, and use of “think, pair, share” strategies to encourage collaborative learning. The use of technology is well embedded in instruction, and this includes effective use of Smart boards to model and present ideas, as well as the use of laptops to encourage independent learning. An emphasis on project-based learning allows students to make choices and express themselves, as well as putting learning into real-life contexts. The teachers do not yet have a formal approach to goal setting for individual students and groups of students to identify what they are working towards in both the short and the long term.

The very positive relationships between staff and students in the school are a strength. One student said that “the teachers can be your friend, but you still know where the boundary is.” The staff are dedicated and professional, and embrace professional development opportunities. Students feel safe in the school, and most feel that they can access the guidance and support facilities whenever they ask. A few students indicated that they have found it hard to access this support. Parents are readily invited into school to discuss any concerns about their children. In response to discussions, the guidance counselor and principal put in place detailed support programs to meet individual student’s needs.

Student attendance is very high. This reflects students’ motivation and commitment to coming to school, and strong, established systems in place to monitor attendance. The principal plays an active role in ensuring that the high attendance is maintained.

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 proficient.

The school runs smoothly, and there is good communication between staff. Common planning time and regular staff professional development have encouraged a reflective

and collaborative approach from the teachers. Some teachers regularly take up informal opportunities for intervisitation and more formal visits a few times a year. Staff work effectively in teams, and support each other in planning for particular classes, suggesting strategies and approaches. Plans for professional development are based on teachers' self-assessment of need, as well as whole-school goals. The principal and assistant principal carry out lesson observations and identify areas of strength and weakness. Staff are open to the feedback from observations, and are keen to take on board their evaluations. These observations do not include a close scrutiny of student data or progress. The school has very effective procedures for the induction and support of teachers who are new to the profession. This includes mentoring and support from more experienced staff, who offer a high level of evaluative input and support. One new teacher expressed how lucky she is to be working in such a nurturing environment.

The school has very strong and effective links with a wide range of external organizations, many of them very prestigious. These partnerships provide additional opportunities for students to get real-life experiences and engage in high-level participation in a number of areas of interest. Examples of this include use of sports facilities to allow the school to have a basketball team, as well as a link with New York University which provides high-level professional development for teachers.

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.

Teachers track student progress using a range of data, and raise concerns about students who are not making the grade. They use this information to meet the students' needs by addressing areas of weakness. This information is shared with other staff and a range of interventions are available to address these needs. However, teachers do not adequately monitor student progress against what they are capable of achieving. This results in some students not being sufficiently challenged and so not making as much progress as they could.

The school uses a range of informal data, including student assessment information, to inform an evaluation of interventions and approaches. The school's leaders have made some changes based on analysis of data, for example in attempting to attract more applications from male students based on the disparity in the number of applications from boys and girls. However, the school does not undertake a sufficiently comprehensive analysis of student progress data to inform strategic decision making. Differences in achievement in math and English language arts have not been sufficiently analyzed, and no clear plan to address this is in place. The principal articulates a clear vision for the school, and these aspirations are shared by staff and parents.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Eleanor Roosevelt High School (M416)	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 demanding, 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?				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?			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

* There are no English language learners in this school.