

Quality Review Report 2009-2010

Franklin Delano Roosevelt

**High School K505
5800 20th Avenue
Brooklyn
NY 11204**

Principal: Geraldine Maione

Dates of review: April 27 - 29, 2010

Lead Reviewer: Myrta Rivera

Part 1: The school context

Information about the school

Franklin Delano Roosevelt is a high school with 3,479 students from grade 9 through grade 12. The school population comprises 8% Black, 33% Hispanic, 18% White, and 40% Asian students. The student body includes 41% English language learners and 11% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2008 - 2009 was 85.6%.

Overall Evaluation

This school is well developed.

The passionate principal has tremendous pride and connection to this large high school where diversity is valued and cherished as a great strength and contributes to the positive safe learning environment. There is tremendous respect among staff and students that results in an orderly and safe school climate supportive of the social/emotional and academic growth of students. High expectations are communicated with a clear vision to maximizing student outcomes and parents are embraced as partners in this endeavor. Teachers use rubrics to help students understand the steps to develop quality work and parents are provided progress reports to inform them of their children's progress. Students meet regularly with their teachers to discuss their progress. However, presently the school does not have embedded structures to evaluate the effectiveness of rubrics and progress reports, nor does it take into account if students and their families understand and can articulate their next steps to establish ownership of learning.

The school recognizes its challenge in meeting State graduation requirements for large numbers of English language learners, and ensures that its goals address their needs. There is a clear instructional focus supported by the entire school community. Furthermore, school leaders align its resources effectively to make organizational decisions to support the established instructional goals.

The school has highly effective data gathering systems that is the foundation for instructional and intervention activities at the school. Data analysis is also the basis of teacher teams using inquiry processes. Systems are in place to evaluate regularly the curriculum, instruction and organizational decisions, and adjustments are made to accommodate the various needs of students. The school prides itself in sending two former English language learners to represent the City in a Statewide math contest where students create complex and rigorous task as part of a math team. .

Professional development is recognized as vital to increasing student academic performance. The leadership invests in providing teachers with high levels of support to improve their practice. A teacher center provides on-site professional development, and a literacy coach provides workshops and demonstration lessons in differentiation of instruction. However, the use of data has not extended to evaluating and revising the impact of collaborative work on pedagogy and capacity building to improve further instructional practices.

Part 2: Overview

What the school does well

- Relationships among staff and students are very respectful and result in an orderly and secure environment that supports the social, emotional, and academic growth of students.
 - The no-scanning school provides a highly supportive environment that has consistent high expectations toward academic and social behavior that the school community clearly reinforces. School leaders view incidence data daily and address issues immediately and ensure that on an ongoing basis, students adhere to the no hats or cell phone policy. Students report that they feel good about the strict school rules, which makes them feel safe.
 - Students are engaged in their learning and say, “Teachers here are awesome.” The active student government has a voice in making decisions and recently influenced the establishment of pajama day. The Freshman Academy offers incoming grade 9 students with suitable social/emotional support. A guidance counselor and core group of teachers provide a yearlong interdisciplinary curriculum that successfully helps students increase their credit accumulation in their first year of high school.
- School leaders align its resources and make strategic organizational decisions to support the school’s instructional goals.
 - The principal effectively addresses the school goals by providing support for students and faculty to increase academic performance. The inclusion of a teacher center for on-going professional development, hiring of a literacy coach and consultants in literacy and the work of the data specialist around analyzing data contributes toward meeting and sustaining the school’s long-range goal of improving academic performance and teacher development.
 - The school securing a school-based option provides teacher teams with sufficient time to meet in collaborative inquiry. Teachers use the time effectively to analyze periodic assessment data and student work and to share instructional strategies that assist in improving academic performance for targeted students.
- The entire school community effectively communicates high expectations for attendance, behavior, and academic achievement to increase student performance.
 - Students and their families receive clear communication of expectations through student contracts, signed by parents for every class. Additionally, families receive newsletters and correspondence in six major languages allowing them clear access to school policies and academic requirements. The principal’s visit to every class to speak to students about the school goals further inspires students to improve their academic performance. Students, parents, and teachers admire the hands-on approach of the principal who is highly respected.
 - Parents are actively involved in the school leadership team and participate in decision-making. Their suggestion to improve open- school conferences, to include a band and food for parents, led to an increased turnout for these meetings.

- School leaders use a comprehensive range of data to identify school-wide trends and areas of needs to plan instructional programs that maximize student performance.
 - A review of Regents' performance data revealed that some students passed their classes but failed the exams. A newly created course, reviews Regent's components to assist students as they move forward but also to provide the skills needed to successfully pass prior Regents in which they were unsuccessful. Progress report data shows that the school is closing the achievement gap by earning five credits for their high needs students who made exemplary gains in English language arts, math, and earning a Regent's diplomas.
 - School leader's regular analysis of periodic assessments for student subgroups highlighted the clear need for English language learners in the area of language development. Teachers now include vocabulary words in all subjects to assist the struggling learners to reach academic success. The entire school community's focus on the needs of these students, and this strategy, is resulting in improvement in the school's periodic assessment data and students' writings.
- Professional collaborations by teams using an inquiry approach is a high priority that supports increased student outcomes.
 - All teachers participate in department level teams using collaborative inquiry to hone in on relevant issues and target students for inquiry work and study. The data specialist effectively supports their work by providing them with professional development in analyzing data. These sessions have improved the quality of teaching through the sharing of best practices and targeting interventions that improve student outcomes.
 - Teachers from the Freshman Academy who work in an interdisciplinary manner collaborate using an inquiry approach reviewing student data and sharing student work samples of targeted students who are English language learners. The sharing of a successful graphic organizer presently assisting targeted students to improve their writing skills is now being expanded for use as an instructional tool to help all learners.
- The school has a clear instructional vision with focused goals collaboratively developed and supported by the entire school community to maximize learning for all students.
 - The school community articulates the goals of the school and reports that they have been involved in the process through various foci groups for input. The Comprehensive Educational Plan comprehensively describes action plans, including programs and coursework that address the needs of the school's high number of English language learners,
 - The data specialist as a key member of the instructional team provides school leaders with data to inform their decisions. By providing scores for English language learners and comparing them to English speakers in math, specific math strands are targeted. As a result, English language learners outperform their peers in some areas of math.
- School leaders and faculty regularly evaluate the effectiveness of curricular, instructional, and organizational decisions and make adjustments as needed to improve student outcomes.

- School leaders meet regularly to examine the effectiveness of courses, by analyzing soft and hard data. Through an analysis of the scholarship report, which shows the percent of students passing specific classes, school leaders modify and adjust instructional practices. In science, 30% of students did not complete required labs. After a reorganization of the lab, there was a reduction to 17%, allowing more students to take the Regents. The Freshman Academy's protocol for grade 9 students to stay together with the same core teachers has yielded positive results. A greater number of students are obtaining the required number of credits in their first year.

What the school needs to improve

- Expand the use of data analysis to evaluate the impact and adjust the comprehensive professional development and collaborative programs to support the school's efforts.
 - The school has an extensive professional development program that includes a teacher center, coaches and consultants, and inquiry teams, where colleagues learn and share best practices. However, the school has not yet established consistent structures for monitoring its effectiveness on pedagogy with a clear focus on deepening adult learning and building capacity among staff.
- Refine teachers' responses to student work to provide actionable feedback and clear next steps for improvements based on specific rubrics that help set and achieve their goals.
 - Teachers use rubrics to assist students with an outline of how to produce a quality piece of work, and school communiqués, provide families with reports on student progress. However, next steps for further improvement are not yet clearly articulated. This practice hinders students, and parents from moving forward and taking charge of learning.
- Revise the process for sharing information with students and families making adjustments as needed that lead to student ownership of their learning.
 - While students meet regularly with their teachers regarding their progress and families receive progress reports and have translators available to understand these reports, there are no structures to monitor and evaluate their effectiveness so students and their families can understand their next learning steps.

Part 3: School Quality Criteria 2009-2010

School name: Franklin Delano Roosevelt High School	△	▷	✓	+
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	△	▷	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
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?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1				X
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.				
<i>To what extent does the school ...</i>	△	▷	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	
Overall score for Quality Statement 2				X

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>	△	➤	✓	+
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?				X
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?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X
Overall score for Quality Statement 3				X

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>	△	➤	✓	+
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?				X
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X
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?				X
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?				X
Overall score for Quality Statement 4				X

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>	△	➤	✓	+
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?				X
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?			X	
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?				X
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	
Overall score for Quality Statement 5				X

Quality Review Scoring Key

△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed
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