

Quality Review Report 2010-2011

Franklin Delano Roosevelt

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

Principal: Steven De Marco

Dates of review: March 30 – April 1, 2011

Lead Reviewer: Hoa Tu

Part 1: The school context

Information about the school

Franklin Delano Roosevelt is a high school with 3,486 students from grade 9 through grade 12. The school population comprises 9% Black, 33% Hispanic, 19% White, and 39% Asian students. The student body includes 43% English language learners and 8% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2009 - 2010 was 86.1%.

Overall Evaluation

This school is Proficient.

Part 2: Overview

What the school does well

- The principal makes informed and effective budgetary and organizational decisions that support improvements in teaching and learning.
 - The decision to utilize a school-based option to change the school schedule allows for a Teacher Collaborative Inquiry Day on Friday's, creating additional common planning time for teachers. Wise use of the budget supports an AUSSIE consultant, a school-based United Federation of Teachers Resource Center, and effective allocation of a transformation grant, all of which engage teachers in professional learning and sharing of effective practices that impact on improving students' learning outcome.
 - Smaller structures, Freshman Academy, Sophomore Academy, and Sea Star Academy, allow for smaller teacher to student ratio and closer monitoring of students' data and progress. Each academy block scheduling of a cohort of students with a small team of teachers is resulting in an increased sense of community and personalization, and an increase in attendance and credit accumulation across each cohort.
- The school has a positive and inclusive culture and tone where students engage in learning and appreciate the support they receive for their personal and academic development.
 - Guidance counselors, assigned to small cohorts of students, work closely with teacher teams to discuss behavioral and emotional issues hindering students' academic progress. As a result, teachers are aware of factors that impact students' learning and adjust assignments to support students meeting of expectations.
 - Academies and numerous extracurricular teams and clubs promote personalization through caring and supportive relationships that foster student growth. Students taking advantage of tutor times, before school, during lunch, after school and on Saturdays, as well as faculty and staff serving as informal mentors impacts positively on students' academic achievement and increases their motivation to succeed.
- School leaders and faculty gather and analyze a comprehensive array of formative and summative data in order to create a complete picture of the school's strengths and areas for improvement.
 - The analysis of scholarship, Regents, and attendance data, results in successful intervention programs such as academies, Saturday programs, and the Sea Star Academy, that meet students' needs. Students, who began grade 9 in 2009, have shown an increase from 60% to 80% to being on track for graduation. The focus on attendance data and utilization of unified support personnel including attendance teacher, data specialist, guidance counselor, deans, and aides, has resulted in a preliminary increase in attendance rate from 83.4% to 86.1%.
- Administration and faculty use existing tools and develop departmental related tools to aggregate and organize data on student performance.
 - A data specialist, hired to compile and aggregate various sources of data from ARIS, acuity, New York State English Second Language Achievement Test, (NYSELAT), scheduling, Transcript and Academic Reporting System (STARS),

- surfaced trends in student performance with a keen eye to drilling down to relevant subgroups, such as English language learners and students with disabilities. Each department effectively references this aggregation of school-wide data to identify strengths and weaknesses of students and performance trends within their respective content areas to inform organizational and curricula decisions, such as the development of a business program for students with disabilities, and the life and career preparatory curriculum in the Young Adult Borough Center (YABC).
- Departments use a content area specific learning style survey to assess students' needs in conjunction with guidance anecdotal data, item analyses of Regents' exams, and inquiry team focus on subgroups, to make decisions on student placement and movement between regular and accelerated classes. This ensures that students are effectively targeted for appropriate level of instruction.
 - The school's coherent vision for future development is reflective of a short list of focused, data based goals understood and embraced by the school community.
 - School goals, developed through an in-depth review of available data, are posted in every classroom and office thus enabling staff and students to take personal ownership in actualizing plans through developing consistent and uniform supports. During team meetings, teachers discuss instructional strategies to move students' performance and attendance. Students have proposed peer mentoring between upper and lower classmen as a means to support and shift struggling students' perspective on attendance and academic achievement. This increased focus has resulted in an increased attendance rate and credit accumulation in the grade 9 and 10 academies.
 - The school leadership effectively uses classroom observations and students' outcomes to promote professional development that impacts the growth of teachers and students.
 - Classroom observations using a teacher effectiveness framework provide targeted feedback and next steps based on four teaching standard domains. Further support of professional development is determined based on classroom observation, scholarship reports, and teacher conversations with assistant principals and the principal. This results in alignment of instructional practices to the school's overall instructional goals.
 - Differentiated support provided to teachers is based on their individual interest, strengths, and needs. Opportunities are vast and varied, and include working with the AUSSIE consultant, UFT Teacher Center, the network around Common Core Standards and the, transformation process, and linkages with outside partnerships, lead to increased teacher engagement and improvement of their classroom practice. The principal's personal mentoring of probationers ensures that they are suitably supported to meet the teacher effectiveness targets.

What the school needs to improve

- Build on the work of the City's transformation model for persistently low achieving schools to develop coherent and rigorous curricula that demand higher order thinking of students at all levels across all subjects.
 - A standards-based, vertically aligned curriculum is enriched with electives and specialized programs. Expectations are high, especially in the honors track and advanced placement (AP) classes. However, tasks across classes are

- insufficiently rigorous thus minimizing students' ability to produce consistently high volume and quality of written and oral communication required for college readiness. Students have few opportunities to problem solve, as instruction tends to be teacher dominated.
- Strengthen pedagogy to ensure that instruction is differentiated, based on student learning outcomes, and that tasks are consistently rigorous, engaging, and challenging for diversified student groups.
 - Many teachers in the special education and English as a second language departments utilize data to establish groups based on performance, skill, or learning style; however, this is not an embedded practice for all teachers across content areas. Presently, differentiation is not the norm in most classes. Some student work products require high levels of student effort while others do not require students to use or develop skills of exploration, analysis, or synthesis, as apparent in the use of whole class worksheet and chart completion. This uneven level of student engagement and critical thinking results in some groups of students unable to attain the skills and knowledge to achieve successful outcomes in complex tasks and sophisticated problem solving.
 - Deepen the use of assessment data to align curricula development and instruction to raise the achievement and graduation rate of relevant subgroups of students.
 - In response to the last year's data and analysis of the New York State English Second Language Achievement Test (NYSELAT), the school has begun to adjust course offerings and curricular to focus on vocabulary development across content areas. Teachers and teacher teams are building capacity in accessing and disaggregating student data to coordinate learning goals and inform curricular and instructional decisions for all students within the academies. However, this is not yet a practice used by all department teacher teams to meet the needs of English language learners and special education students.
 - Variations in the methods departments and teachers use to monitor students' progress hamper their ability to evaluate the effectiveness of instructional strategies on student performance and progress. This results in some students not demonstrating sufficient academic growth as evidenced by the Progress Report.
 - Distribute leadership to build capacity so that all teacher teams use an inquiry based approach to improve student learning.
 - Teachers participate in multiple team meetings, from academy teams to content inquiry teams, and understand that the research cycles with the small group should lead to systemic change, yet teams are of uneven quality. More experienced teams have protocols for facilitation and learning from student work, and connect their work to curricular change. Others are still developing skills, and are focusing on student behaviors isolated from teacher practice. The school does not yet have a yearlong professional development plan or monitoring system in place to determine effectiveness. As a result, not all teams are as successful nor are teacher members as well versed in leadership skills, limiting their contribution to decisions that affect student learning.

Part 3: School Quality Criteria 2010-2011

School name: Franklin Delano Roosevelt	UD	D	P	WD
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>	UD	D	P	WD
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
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>	UD	D	P	WD
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	

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>	UD	D	P	WD
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	

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>	UD	D	P	WD
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	

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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