

Quality Review Report 2011-2012

Franklin D. Roosevelt High School

K505

**5800 20th Avenue
Brooklyn
NY 11204**

Principal: Steven DeMarco

Dates of review: May 21 - 23, 2012

Lead Reviewer: Mary Barton

Part 1: The school context

Information about the school

Franklin D. Roosevelt is a high school with 3,020 students from grade 9 through grade 12. The school population comprises 9% Black, 27% Hispanic, 19% White, and 44% Asian students. The student body includes 38% English language learners and 10% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2010 - 2011 was 85.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and faculty align curricula to State standards across all departments and make purposeful decisions to emphasize key Common Core Learning Standards (CCLS) in order to close the achievement gap. (1.1)
 - Curricula in English language arts and math have been revised to reflect the CCLS. English language arts teachers updated two units of study to reflect the shift towards informational text and writing. Reviewing student work and surfacing gaps, they study model units from the Common Core Library and develop tasks as a part of their inquiry work. The math department has stressed key practices to reflect constructing viable arguments and modeling. This work has resulted in students being exposed to lessons reflecting State standards and CCLS, resulting in increased passing rates on Regents exams.
 - Project based work has been instituted in core subjects. Students complete a math project six times yearly around a topic covered in courses with students showing their thinking in writing. A school wide math research project is given yearly with students at all ability levels participating. Freshman Academy students complete a “Terra Nova” project around developments in global history. Tying math and science topics into the research, students choose their focus and present their work. These habits of research, writing and speaking connect the tasks to the expectations of the CCLS, furthering the rigor and resulting in students who are cognitively engaged and demonstrating higher levels of thinking.
- The principal strategically uses time and resources to further the school’s instructional goals, resulting in improved outcomes for students. (1.3)
 - In response to data on the school’s graduation rate, academies were established for ninth and tenth graders and for newly arrived immigrant ninth graders. Teachers in the Freshman and Sophomore Academies, established in 2010 and 2011 respectively, teach a common group of students. Teachers plan instruction and cross curricula units, meeting daily, and guidance counselors touch base as well. The Freshman English Language Learner Academy focuses on new arrivals to the United States or on students who have not been successful on the New York State English as a Second Language Achievement Test testing, honing in on English language skills needed for high school level content. As a result, improvements have occurred as measured by periodic assessment data.
 - An extensive professional development plan, based on trends from teacher observations and student assessments, includes support around such topics as developing CCLS units of study, inquiry teams and the use of Promethean boards. Vendors such as AUSSIE, Inc., Teaching Matters and Learning Village further develop teachers’ skills in teaching literacy. As a result, teacher instructional practice has improved as evidenced by

feedback on observations, and student work products have shifted to reflect more informational and argumentative writing.

- The school provides a supportive environment for students, resulting in students' academic and social growth. (1.4)
 - There are extensive guidance supports for students. Counselors speaking Chinese, Spanish and Russian have been hired in recent years to meet the needs of the large English language learner population. Counselors track students in accumulating credits and attendance using Pupil Path and ATS reports. Counselors meet with students to assist with course selection and the college application process. Students reported that their counselors are always available, with one student reporting that his counselor is "like my second mom." The school shares On Line Occurrence data with counselors who are working with students around emotional and behavioral issues. Thus, students are well known by staff and acquire strategies and tools to be successful in school and beyond.
 - Students participate and have voice in the school through many avenues including: a student leadership team that meets monthly; the senior government that plans senior activities and discusses concerns with administrators; peer mediators who resolve disagreements; and thirty student ambassadors who represent the school. Students email teachers through Pupil Path discussing concerns around their courses. Students join clubs with faculty guiding students. Cultural clubs enable students to learn about each other. Sports teams, music and theater programs are available for boys and girls. Thus, students have a wide variety of available outlets to develop their talents and gain experiences in areas in which they are interested, leading increased engagement in the school community and better awareness of future career options.
- Teachers use a comprehensive range of assessments that result in an ongoing understanding of the performance and progress of students, by group and subject, which informs curricula and instructional decisions. (2.2)
 - The social studies department developed common assessments and rubrics around the writing of argument in line with departmental goals. Common assessments and rubrics around constructing viable arguments in problem solving are firmly entrenched in the math department as well, with teachers examining data and then giving students focused feedback. Areas for improvement are then often incorporated into future lessons and assessments to ensure mastery. Students expressed that teachers utilize rubrics and share expectations before the start of a task. As a result, teachers are able to view student strengths and areas for improvement, adjusting curriculum and instruction accordingly.
 - The math department has developed and administers its own diagnostic test for all entering ninth graders to appropriately assign students to courses so that they are successful. English language learners take diagnostic exams periodically in core subjects to pinpoint their readiness for Regents level testing. Teachers utilize item skills analysis from Regents exams to inform them of curricula and instructional adjustments. With this as well as the use of the English language learners periodic assessment, Acuity and Regents-like questions used as assessments,

teachers have a multitude of data to utilize to meet the needs of the school's subgroups.

- Teacher observation, feedback, and performance evaluation are strategically used to elevate instructional practices. (4.1)
 - The school has used the Danielson framework for the past two years. Competencies of focus include designing coherent instruction, questioning and discussion, and the use of assessment. Feedback is given through reciprocal conversations and in writing. Next steps for teachers are connected to professional goals and professional development is tailored to meet individual teachers' needs based on trends from feedback and assessments of students. Supports include mentoring for new teachers, intervisitations and two master classrooms, developed with the United Federation of Teachers (UFT) Teacher Center that teachers can observe. Teachers are aware of the expectations of school leaders. Course data is reviewed with teachers each term and teacher assignments are made with this in mind. These systems have lead to increased collaboration among teachers as well as improvement in practices, as evidenced by teacher feedback, classroom observations and student work products.
- School leaders use a wide range of data to regularly evaluate the effectiveness of teacher teams and distributed leadership, support teachers' work and make adjustments as necessary. (5.4)
 - An assistant principal and the UFT Teacher Center staff developer lead the work of monitoring and supporting teacher teams' work. Teams use protocols and document their work, and then teacher co-leaders attend monthly meetings with leaders and administrators reporting on their team's activity and impact. Teams have shared with colleagues on each of the Chancellor's Professional Days. Some teachers serve as assists to department chairs, often leading meetings. They are involved in curricula and administrative work. The principal considers this structure to be important in the development of future supervisors and monitors their effectiveness. These initiatives provide opportunities for teachers to practice leadership as the school develops a cadre of future leaders.
 - Department chairs use scholarship reports, Regents data and observations to evaluate the success of teachers. Teacher assignments and granting tenure is considered carefully using this information. Differentiated professional development, including mentoring of newer teachers, is provided based on trends seen through this data analysis, resulting in teachers being supported in their professional growth as well as gaining additional tools to improve their practice.

What the school needs to improve

- Establish systems for all teachers to set differentiated learning goals, based on data, for all students that include specific supports to accelerate student performance. (3.2)
 - Teachers from some departments set goals for students based on scholarship reports and/or Regents data to support their efforts to raise

scores on Regents tests. In order to gain insight and to provide additional information in setting goals, math teachers ask students to set their own goals at the start of the semester. Despite the voluminous information including item skills analysis of various assessments, teachers, in many cases, do not set goals for students based on this data. Students, therefore, do not consistently have differentiated goals at this time, limiting the ability of teachers to meet their specific learning needs.

- Ensure that all goals include precise short and long term measurable outcomes to monitor students' progress effectively and to reinforce student ownership and accountability for their learning. (3.3)
 - The school sets purposeful annual goals and utilizes Regents and periodic assessment data to track the progress in meeting these school level goals. However, these findings and adjustments are not yet communicated fully to the school community. This missed opportunity prevents all members of the community in having the full picture of the state of the school at specific intervals during the school year and to support new and additional initiatives to further school and student progress.
 - Teachers provide feedback to students on their work and students are able to explain their feedback and next steps. Parents, however, could not speak to receiving feedback beyond grades in most cases. Thus, parents are not able to fully assist and support their children.
- Improve the quality and consistency of instruction so that it is differentiated across all classrooms, lesson planning reflects meeting students at their entry points and questioning extends thinking to maximize learning. (1.2)
 - Learning style surveys are administered to students across most departments to gain insight into how students learn best. Although teachers have this information and data from periodic and summative assessments, the translation of this information to then plan lessons reflecting differentiated activities or texts is inconsistent. In some classrooms visited, teachers taught using a whole class structure with limited student interaction. These missed opportunities result in students not having their learning needs met at their entry points.
 - Professional development and the short, frequent cycles of observation around questioning and facilitating student discussion have been a major focus. Teachers are increasingly using Promethean boards in math classrooms with students using the boards to model their thinking. However, the questioning and discussion viewed during some classroom visits was mostly at the recall level and teacher dominated. Thus, in some instances, students are missing the opportunity to have their thinking stretched to reach higher levels of cognitive challenge.
- Expand communication and collaboration with parents to increase their capacity to assist their children with learning. (2.4)
 - Parents stated that they serve as partners on the School Leadership Team, sharing in the decision to install cameras next school year to assist with ensuring safety in this non-scanning school. Parents though do not

have regular opportunities beyond this to participate in school decision making. In addition, the school reports grades and attendance in writing to parents six times yearly in English and Spanish. Pupil Path, an online tool updated daily, informs families on current progress and attendance in English. However, this program is not currently available in other languages such as Mandarin and Cantonese, which reflects over 40% of the student population. This limitation does not allow some parents to have access to a full accounting of their child's progress as well as the opportunity to fully participate in decision-making systems at the school.

Part 3: School Quality Criteria 2011-2012

School name: Franklin D. Roosevelt /K 505	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			X	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?		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 staff, students and families, and support students and families to achieve them?			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, guidance/advisement 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, with particular attention to the CCLS?			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