



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

Modified School Review



| | |
|-------------------------------------|--|
| BEDS Code | 33200011505 |
| School Name | Franklin D. Roosevelt High School |
| School Address | 5800 20 th Avenue, Brooklyn, NY 11204 |
| District Name | New York City (NYC) Community School District (CSD) 20 |
| School Leader | Steven M. DeMarco |
| Dates of Review | October 17-18, 2013 |
| School Accountability Status | Priority School |
| Type of Review | SED Integrated Intervention Team (IIT) |

| School Configuration (2013-14) | | | | | |
|---|-------------|---|------|---|-----|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 3130 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | 28 | # Dual Language | N/A | # Self-Contained English as a Second Language | 12 |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | 178 | # SETSS | 16 | # Integrated Collaborative Teaching | 78 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 57 | # Music | 26 | # Drama | 19 |
| # Foreign Language | 127 | # Dance | N/A | # CTE | 22 |
| School Composition (2012-13) | | | | | |
| % Title I Population | 69.0% | % Attendance Rate | | 84.9% | |
| % Free Lunch | 74.9% | % Reduced Lunch | | 4.3% | |
| % Limited English Proficient | 38.1% | % Students with Disabilities | | 11.5% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | | 9.0% | |
| % Hispanic or Latino | 27.6% | % Asian or Native Hawaiian/Pacific Islander | | 43.2% | |
| % White | 19.6% | % Multi-Racial | | 0.2% | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 2.17 | # of Assistant Principals | | 12 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 17 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | 8.9% | |
| % Teaching with Fewer Than 3 Years of Experience | 11.6% | Average Teacher Absences | | 6 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | 69.7% | Mathematics Performance at levels 3 & 4 | | 80.1% | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | 59.7% | |
| 6 Year Graduation Rate | 67.8% | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | X | | | | |

Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | |
|---|-----|---|-----|
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | No |
| White | No | Multi-Racial | N/A |
| Students with Disabilities | Yes | Limited English Proficient | Yes |
| Economically Disadvantaged | Yes | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | |
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | Yes |
| White | No | Multi-Racial | N/A |
| Students with Disabilities | No | Limited English Proficient | Yes |
| Economically Disadvantaged | Yes | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | |
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | Yes |
| White | Yes | Multi-Racial | N/A |
| Students with Disabilities | No | Limited English Proficient | Yes |
| Economically Disadvantaged | No | | |

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL

1. Increase the number of elective courses offered to promote college and career readiness.
2. Continue to create a shared understanding of teacher effectiveness and instructional excellence.
3. Increase parental involvement.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|---|---|
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | | X | | |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | | | X | |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | | | X | |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | | | X | |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | | | X | |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision. | | | X | |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | | | X | |

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Strengths:

2.3: The school has received a rating of *Effective* for this Statement of Practice: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leader collaborates with staff and makes strategic, thoughtful decisions. According to the school leader and staff, teacher programs follow the collective bargaining agreement process. Per this agreement, teachers complete a preference sheet once a year, which the school leaders use to program teachers for the classes in their respective departments. Additionally, guidance counselors help students identify which classes they need to meet graduation requirements. Staff indicated that guidance counselors and students make course selections using Pupil Path, the student and parent access component of the Skedula data collection system. Staff and students can access data from assessments and track graduation requirements. The school leader established the ninth and tenth grade academies in 2010 and 2011 school years, respectively, to address the school's low graduation rate. The academy structure is a block-programming model wherein counselors schedule groups of students in the same classes with the same group of teachers. The teachers are assigned to academies and teach within that academy. During interviews, students reported that the academy allows them to get to know each other and their teachers as well as become part of a small, learning community within the school. Teachers indicated that working with a core group of their colleagues allows them to meet daily and co-plan curricula units. The entire cohort of ninth graders was able to acquire at least ten credits each during their first year in the academy. School leaders stated that the success of the ninth grade academy led them to create academies for other grade levels in 2012-13. The school leader reported the school has an extended learning program, which includes a Saturday program serving 150 students. These programs all have literacy and math components in addition to intervention supports for students with disabilities and English language learners (ELLs). Students and staff stated that the school has a homework club for ELLs; a tutoring program before the regular school day begins for ninth graders; tutoring for eleventh and twelfth graders at the end of the school day; advanced placement (AP) study hall; and a unique Destination Math program on Saturdays. According to the school leader, over the last year, the school has begun to offer students elective courses taught by the teachers who developed the curriculum for the course. The school has a very low staff turnover rate; therefore, the school leader has not had many opportunities to recruit new staff. School leaders and staff indicate that when they need to fill a teacher vacancy, they partner with a former colleague, a retired teacher who currently works as a professor at Brooklyn College. She recommends new teachers for employment at the school through student teaching placements. The school leader reported that other than the partnership with the Brooklyn College employee, the school has no formal partnerships to recruit and hire personnel. The school leader reported that in the past few years, the school has significantly increased technology in the building. He consistently reviews the fiscal capital available and promotes the use of technology in all areas of instruction. During class visits, the Integrated Intervention Team (IIT) members saw Promethean boards in

nearly every classroom. In addition, the school purchased iPads, science kits, and materials for afterschool programs. Additionally, the school leader reported that he allocated resources from the original school improvement grant and Tax Levy Blueprint funds to support the credit accumulation program, Achieve 3000 for ELLS and students with disabilities, and the My Reader program for struggling readers. According to the school leader, many of these purchasing decisions were in response to the New York City Quality Reviews, the New York City Learning Environment Survey, and graduation rate identification. School leaders make strategic decisions to organize available resources to address the needs of the community. These efforts support and promote increased student achievement.

Areas for Improvement:

2.5: The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- The school has some structures in place to address school-wide practices; however, during the visit, the IIT found limited evidence that staff members use evidence-based systems to monitor and revise practices. In interviews, the school leader, teachers, and student support staff were all unable to articulate a thorough understanding of their use of a formal evidence-based system. Staff members consistently referenced their use of Skedula while discussing evidence-based systems; however, they use this system primarily to post student work, assignments, and grades. Staff, parents, and students can review individual student progress concerning assessments, projects, and credit accumulation on this system. During interviews, staff and students shared inconsistent information regarding the translation features within Skedula. The school leader reported that the system does not currently translate information into all of the languages represented by the families of the students; however, the guidance counselor and students reported that the system does translate the information and has a pull down menu with various language translations. Based on interviews conducted during the visit, the IIT concluded that while the systems has many features, the school is not currently using data from the system to consistently monitor practices and revise instructional practices. When the IIT questioned the school's use of other evidence-based systems, a school staff member stated, "There is a lot of soft data collected, like observation and anecdotal notes." The school leader reported that the school uses the Danielson Framework for Teaching to evaluate teachers. The school started implementing the Danielson Framework over three years ago and, according to the school leader, the school is currently in the advanced stages of implementation. The school leader expressed a fondness for the structure the model brings to teacher evaluations and feedback. School leaders provide time for teachers to meet during common periods. Staff stated that over the last two years, the weekly schedule has included a structured inquiry time for teachers to meet on Fridays every week. There was sparse evidence provided to show the work that occurs during these inquiry times. The school leader indicated that he and other school leaders are in the beginning stages of documenting and monitoring the work of the inquiry teams to provide recommendations for next steps. There was no evidence articulated or presented to support that the systems mentioned are interconnected. As a result, the analysis of practices and systems does not occur in a way that allows staff to connect and revise school-wide

practices to measure progress.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Areas for Improvement:

3.2: The school has received a rating of *Developing* for this Statement of Practice: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school is in the beginning stages of implementing curricula support that reflect the Common Core Learning Standards (CCLS). According to school leaders, staff efforts to enact the CCLS have increased over the last three years. The school leader indicated that he allocated funds to contract with the Australian United States Services in Education (AUSSIE) organization to promote and support the instructional alignment to the CCLS. One assistant principal reported that he is a CCLS math fellow in the New York City Department of Education CCLS Fellows program. This program brings together a select group of teachers and administrators to write curriculum aligned to the CCLS. The assistant principal reported that through his participation in this program, he has assisted in the writing of several modules now posted on the EngageNY website. The school leader reported that the mathematics assistant principal checks lesson plans for his subject area and ensures that the lessons support alignment to the CCLS. According to school leaders, several staff members attend monthly network trainings focused on CCLS alignment. The individuals who attend these trainings are then required to turnkey the information learned to fellow staff members. The English language arts (ELA) teachers and school leaders who focus on ELA reported that the school has created ELA units referencing the CCLS library. According to documents reviewed by the IIT, the school has a written professional development (PD) plan; however, the plan is generic and lacks specific topics and a timetable for implementation. The school leader shared that each school leader is now responsible for establishing his or her department's PD calendar for the year. At the time of the visit, these school leaders had not completed the calendars. Document reviews indicated that individual teacher schedules include time for team meetings, inquiry team sessions, and common planning periods. The school provides opportunities for teachers to receive PD on the CCLS; however, during classroom visits, the IIT observed limited evidence of this support in implemented lessons. Most instruction was generic, teacher-directed, and lacking in differentiated strategies for subgroups. In most classrooms, instruction was void of higher-order thinking questions and students, though compliant, were not actively engaged in inquiry and discussion. Document reviews and interviews indicated that the school offers elective courses and dual-credit courses through the College Now program. In addition, some staff were aware of intervention services through Response to Intervention (RtI) and Academic Intervention Services (AIS); however, most staff members were unable to articulate their knowledge of these intervention models. Although the school leader provides regular support to teachers concerning curriculum alignment, this support does not translate to effective instructional practices in the majority of classrooms at the school. This inhibits some students' progress toward becoming college and career-ready.

3.3: The school has received a rating of *Developing* for this Statement of Practice: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- School leaders provide common planning times for staff to collaborate. However, staff members have not developed consistent protocols to monitor and adjust curricula to support CCLS instructional shifts. According to staff, the weekly schedule includes structured time on Fridays for teachers to meet in inquiry teams to discuss student work and instructional strategies to promote student achievement. Teacher teams include special education teachers. School leaders said that teacher teams meet weekly to discuss and develop unit and lesson plans. The document review of subject area binders indicated the school uses the New York State CCLS bundles from the Engage NY website. Unit plans in the binders were directly from the Engage NY website. The review team did not see evidence that teachers adjusted these lesson plans to meet the learning needs of the students in each classroom. The school leader provided one complete matrix template and one incomplete matrix template that showed the beginning stages of a record and monitoring system for teacher inquiry work. A document review of lesson plans indicated that eight of ten plans did include student data. Additionally, teacher plans inconsistently included differentiated strategies. In six classrooms visited by IIT members, teachers neither included complex materials in their lessons nor provided scaffolds for students in need of additional support. Staff did not provide the IIT with documentation regarding ongoing formative and summative assessments and student work products. Additionally, much of the student work provided for review by the IIT was out of date, with dates from the Spring/Fall 2012 school year. Teachers reported that they assess student learning daily using exit tickets; however, in several classes visited, teachers were unable to complete the lesson of the day and, therefore, exit tickets were not a part of the lesson conclusion. During student interviews, students provided sample rubrics that they use during instruction; however, parents were unaware of the use of rubrics. Some teachers are developing unit and lesson plans with student data that reflect the CCLS; however, inconsistent practices in planning and pedagogy hinder progress towards overall improvements in student achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Areas for Improvement:

4.3: The school has received a rating of *Developing* for this Statement of Practice: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

- Teachers do not consistently provide instruction that supports the CCLS. During class visits, the IIT observed some teachers presenting energetic and engaging instruction while others presented generic instruction that included basic questions garnering one-word responses from students. Teachers who asked challenging questions did not provide adequate wait-time for students to think about and share answers; instead, teachers often answered their own questions quickly and moved

on with the lesson. The IIT observed that Promethean boards are in all classrooms. However, not all teachers used the boards in the same manner. In some classrooms, teachers used the board as a screen to display projected images, while in other classrooms, teachers used the boards to access the Internet and view articles and photographs pertaining to the lesson. The IIT noted greater levels of student engagement in the classes where teachers used the boards for multiple purposes. The document review of lesson plans indicated teachers referenced CCLS and included supports for CCLS aligned instruction; however, actual classroom instruction did not reflect CCLS instructional shifts and high levels of student inquiry and engagement. In many classrooms, students completed tasks that did not require critical thinking skills. Most lessons did not include differentiation strategies or multiple access points for students. Reviewers observed limited evidence of teachers asking students higher-order thinking questions. In addition, the pace of instruction in most classes was slow, which meant that not all lessons were completed. Instructional practices that do not consistently support the CCLS limit students' access to a robust curriculum that fosters high levels of student thinking and engagement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Areas for Improvement:

5.4: The school has received a rating of *Developing* for this Statement of Practice: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- The school is developing protocols and processes to provide appropriate supports for students. However, the lack of defined expectations for teachers and limited parent involvement hinders all stakeholders from developing a common understanding of the school vision of social and emotional developmental health. According to staff, the guidance department supports teachers by sharing strategies on how to approach and talk to students about social and emotional issues. Students stated that specific teachers are regularly available to listen and talk to students about social and emotional issues they face. In addition, students reported that they feel safe in the school building and that they have recently noticed the presence of added security officers in the school. Teachers reported that they are the first point of contact and that there is a ladder of referral for student needs. When asked what their role is in providing social and emotional developmental supports to students, teachers were unable to articulate their role beyond the initial referral to the guidance department. According to the school leader and school-based support team, guidance counselors go into classrooms to conduct lessons on time management and bullying. Guidance counselors reported that they keep "soft data" such as written observations and notes. At the time of the visit, there was no evidence provided to the IIT regarding a formal system for monitoring and responding to student social and emotional developmental health needs. The school leader reported that in recent years the school has tried to limit the number of out-of-school suspensions. Currently suspensions are down in number and the school has an on-site in-school-suspension (ISS) program. The ISS room has a teacher and a dean who provide instruction and the school works with parents

to correct reoccurring negative behavior. When asked about the school's process for developing formal protocols and processes to provide appropriate student supports for all groups of students, staff members were unable to provide concrete information to the IIT. The school leader reported that getting parents to collaborate with the school to promote the school's social and emotional developmental health vision is challenging, and parents interviewed reported that they were unaware of their specific role in collaborating with the school to promote student social and emotional health. At the moment, the student support staff assumes the bulk of the responsibility to ensure that students' social and emotional needs are met. Without a unified approach to address social and emotional health from all stakeholders, the school ends up reacting to address needs without being proactive to prevent issues from arising. As a result, not all students are developing the social and emotional security they need to be successful academically.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Areas for Improvement:

6.5: The school has received a rating of *Developing* for this Statement of Practice: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success, encourages, and empowers families to understand and use data to advocate for appropriate support services for their children.

- While the school shares some data with parents, it is still developing its ability to inform parents about student learning in a way that will allow them to best support their children. The staff and parents reported that the school's biggest challenge is parental engagement. According to the staff, while parents attend cultural events in great numbers, attendance is lower for conferences and other events focused on academics. According to the school leader, the school uses Pupil Path to promote an increase in parental engagement. During interviews, staff reported using a portion of the time at open house events to explain to parents how to log in to Pupil Path, a data portal that allows parents to access information remotely regarding their child's progress. Some parents and most students reported that they use Pupil Path; however, some reported that this data system is not translated in all languages represented by families of the student population, which prevents all parents from signing on and using the system. The guidance counselors said they have created an early intervention program that tracks grade nine students' progress during the first three weeks of the school year. The counselors invite parents of students identified as at-risk to come to the school to discuss student needs and supports. Most parents in the parent meeting stated that they could access the Pupil Path system from their home computers or smart phones. However, there was limited evidence to indicate that all parents at the school have access and use these features due to the lack of full translations for all represented languages. Parents shared that they receive telephone communications from the school regularly. According to the school leader, the school offers a Saturday program for non-English speaking parents to learn English. Document review of a parent involvement binder provided evidence that the school translates some notifications into Spanish, Chinese, and Arabic. However, some parents indicated to the IIT that the school sends most documents in English or Spanish, which may be a problem for families who do not speak either of these languages. During interviews, parents reported they have no knowledge of the CCLS, Rtl

and AIS, career and technical education, and credit recovery. While the school has begun promoting family-school partnerships, the lack of consistent and formalized ways to share data with parents limits the school's ability to engage all community stakeholders in supporting higher levels of student success.