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Receivership Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
07X600: Alfred E. Smith Career and Technical Education High School	320700011600	NYC GEOG DIST # 7 - BRONX	Yellow	SIG Cohort 4
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Evan Schwartz, Principal	Juan Mendez, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	09,10,11,12	410

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining



12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are



confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. This summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at Alfred E. Smith are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

An analysis of mid-year data such as third marking period progress, January 2016 Regents Exams, Mid-Term Exams and interim assessments, leads us to believe we will meet all target benchmarks. A review of our 2014-2015 data revealed, we met AYP for all students and sub-groups in Math, ELA and 4-year graduation rate, outperforming our peer index and geographic district data in all categories. The Common Core Learning Standard (CCLS) aligned curriculum is now prevalent in all content areas, across grade levels as well as in our career and technical education programs such as Automobile Technology and Graphic Arts. Coupled with Professional Development, Teacher buy-in and consistent observation cycles focused on school-wide initiatives, we have increased the depth of rigor in all classrooms resulting in improved student outcomes as evidenced in scholarship data and four-year graduation rate.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on



the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.

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Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
4-Year Graduation Rate	Green	51%	52%	Analysis of Cohort R credit accumulation and Regents completion data put us on track to exceed a 52% graduation rate.
College Readiness Index	Green	2.1%	3.1%	Analysis of our most recent Regents results for our Senior cohort (R) in ELA and Math demonstrate over 3.1% of the cohort is on track to be considered college ready
Make Priority School Progress	Yellow	N/A	Meet progress criteria	Our classroom portfolios, increased attendance rate (85%), restorative conferences to address student misbehavior and our improving teacher pedagogy reflected in our Advance data puts us on track to make progress in these criteria
Math Regents Percent Pass By Year 2	Yellow	45%	46%	Interim assessments and mock regents in January put us on track to meet a 46% goal. Approximately 20% of our second year cohort students have already passed one math Regents
School Survey - Safety	Yellow	1.72	1.76	OORS reporting demonstrate a continued reduction in incidents and suspensions from last year.



LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
6-Year Graduation Rate	Green	66.0%	67.0%	An analysis of our P and Q cohort data shows super-seniors and students at YABC programs are continuing to make progress and that we should meet or exceed a 67% graduation rate
Framework: Effective School Leadership	Green	2.84	2.88	An analysis of our Advance (Teacher observations recording system) data shows that all teachers are on track to receiving their required observations and are making progress.
Framework: Rigorous Instruction	Green	2.04	2.08	School-wide of initiative of a minimum of two text-based evidence documents in every class per marking period is currently being implemented as evidenced by student portfolios in every class.
Framework: Trust	Yellow	2.76	2.80	Our learning environment survey in the previous year fell below our target. With that as an impetus, teacher meetings and Professional Development sessions have been built on a more collaborative foundation this year as the environment for colleagues to work together and discuss student progress and teacher practice is improving.
HS ELA Level 2 & above - Students with Disabilities Subgroup	Green	30%	31%	We made AYP last year in this sub-group and the portfolio data and January Regents data suggest we will continue to stay above our target.
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	Our extended day and summer program allows us to meet or exceed the 200 hour target
Regents Completion Rate	Green	42.1%	43.1%	Analysis of the January Regents data demonstrates our R cohort is on target to reach this goal. S and T cohorts will



				be measured in June 2016.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Key Strategies

Key Strategies		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
<p>1. Rigorous Instruction</p> <p>Goals: Our goal for the 2015-2016 school year is “90-80-70” – 90% Attendance, 80% Credit Accumulation, and 70% Graduation Rate. By June 2016, there will be an increase by 10 points as measured by a 70% graduation rate. The August graduation rate will increase by 5 points to 75%.</p> <p>Goals: · 75% graduation rate by August 2016</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> To obtain this goal, we will improve classroom practice aligned to the citywide instructional shifts, and informed by the Danielson Framework for Teaching and Common Core 	Yellow	<p>Attendance Rate for YTD is currently 85.1% up from 83% at the same time last year. We continue to aggressively contact homes and conduct attendance meetings with parents to improve student attendance.</p> <p>Cohort data analysis demonstrates we are on track to approach or meet our lofty goal of a 70% June graduation rate. We offer courses and tutoring to properly prepare our students.</p> <p>During The 2014-2015 school year we made AYP in Math, English, and graduation rate for all sub-groups</p> <p>As per our Professional Development plan teachers are regularly receiving PD driven by Advance data for our teachers to improve their classroom practice. An analysis of our Advance (Teacher observations recording system) data shows that all teachers are on track to receiving their required observations and are making progress.</p>



	<p>Learning Standards (CCLS).</p> <ul style="list-style-type: none"> Through these supports, we will positively impact student learning; improve the overall school climate by providing academic, socio-emotional supports to students; improve attendance; and promote College and Career Readiness 		
2.	<p>Supportive Environment Goals: By June 2016, there will be a 8% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> In order to foster a supportive environment the school will implement the following PBIS strategies: <ul style="list-style-type: none"> Peer mediation Formal restorative conference with adult mediation Advisory Classes designed to promote emotional and social growth. 	Yellow	<p>Attendance rate for YTD is currently 85.1% up from 83% at the same time last year. We continue to aggressively contact homes and conduct attendance meetings with parents to improve student attendance.</p> <p>We continue to have a strong advisory program which allows for 20 minutes of daily interaction between the small group advisories and an advisor. The advisor stays with their students for all four years in High School.</p> <p>Formal restorative justice conferences are used for all students returning to their classes following a suspension. In addition, we use restorative justice conferences to prevent students from being suspended.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, all grade teams will conduct unit and lesson plan inquiry to ensure that units are aligned with the Common Core Learning Standards.</p>	Green	<p>Teachers are meeting regularly to participate in lesson plan and unit plan inquiry using the Achieve/Equip format.</p> <p>Common assessments are used through text based evidence documents in which all students maintain a portfolio in every class. This school initiative outlined a mandate that all students complete two text-based</p>



	<p>Key Strategies:</p> <ul style="list-style-type: none"> Teachers will engage in data-driven Inquiry. The student sorter tool in concert with the marking period analysis reports and Mock Regents data will be used for grade teams and content teams to sort data accordingly and focus on individual and groups of students to follow academic progress during common planning time. Common assessments will be used to address student deficits. Data will be compared and strategies recommended. 		<p>evidence documents per marking period (six MP per year). Teachers use these as common assessments during grade team meetings to discuss student progress and improving teacher practice.</p> <p>During Regents week in January all students grade 9-12 took mock Regents as their interim assessment to provide student progress data for grade and content teams to inform instruction for the spring term.</p>
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, all Social Studies teachers will collaboratively develop rigorous instruction as measured by an increase of 5% on student performance on the New York State Regents examinations in Global History and Geography and U.S. History and Government .</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Administrators will review the classroom observation trends observed from the cycle of observations to determine areas of support needed by all staff. 	Green	<p>All Global History and US history teachers are participating in a common core aligned curriculum development program with schools throughout the NYCDOE.</p> <p>All students took a midyear assessment. After analyzing the data by breaking each question and skill set we believe we will see at least a 5% increase on both examinations.</p> <p>As per our Professional Development plan teachers are regularly receiving PD driven by Advance data for our teachers to improve their classroom practice. An analysis of our Advance (Teacher observations recording system) data shows that all teachers are on track to receiving their required observations and are making progress.</p>
5.	<p>Strong Family-Community Ties</p> <p>Goals:</p>	Yellow	<p>Due to our increased parental contacts, we saw an increase in our participation rate in our September curriculum night and in our</p>



	<p>By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by the number of participants at parent teacher meetings and workshops.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> The school will engage in ongoing communication with families through Skedula and the parent coordinator in order to keep them informed of student progress and learning opportunities The school will provide parent workshops designed to support students with college and career readiness. 		<p>November Parent teacher conferences.</p> <p>We have facilitated workshops around college financial aid, college readiness and parenting. Our parent coordinator continues to work to improve attendance at PTA meetings.</p> <p>Skedula is used by all teachers so parents and student can access real time data.</p>
6.			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Yellow	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations:</p> <p>Create smaller classes to provide more support for struggling students. Although the school receives extra funding, we are recommending to contact the Department of Education to provide for the placement of ATR teachers until they are able to find placement in their license area.</p> <ul style="list-style-type: none"> • Update An ATR was provided by the DOE in order to allow for us to provide more support in the classroom <p>Continue to implement Common Core curriculum across disciplines and provide ongoing professional development through coaches from Teacher's College, New Visions (Affinity Group), and DOE Renewal School Training.</p> <ul style="list-style-type: none"> • Update We have had 12 visits from teachers College in the Fall and have purchased twelve more visits for the spring. We are now collaborating between the English and Social Studies department to improve writing on the Social Studies Regents <p>Implement student portfolios in all classrooms that demonstrate evidence of text-based learning and assessments.</p> <ul style="list-style-type: none"> • Update All teachers are maintaining student portfolios with text based evidenc documents to be used as common assessments <p>Continue to promote the social and emotional well-being of students through our guidance support team and advisory. Which includes outside referrals for families, all-girls meetings, Curriculum Night, peer mediation and informational meetings for parents.</p> <p>Continue to grow College and Career Program by expanding our work-based earning program and Internships, College Now Opportunities, and Advanced Placement courses.</p> <ul style="list-style-type: none"> • Update Students are participating in College Now course. Advisory and parent workshops continue to provide social and emotional



	<p>support.</p> <p>During the first week of the 2015-16 school year, written notice was sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school. Once the school’s hearing was held, a summary of recommendations was provided to the school based on commentary from speakers captured in a transcript of the public hearing, a recommendations form provided to participants at the hearing, an online survey on our NYCDOE website, any email feedback received to our receivership@schools.nyc.gov email address, or by mail. The CET met to review the public input and finalize school improvement plan recommendations, which were submitted to the Superintendent, acting on behalf of the Chancellor as Receiver, for review. Upon Superintendent determination of which CET recommendations would be incorporated, the improvement plan was revised and resubmitted.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>
<p>Powers of the Receiver Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.</p>	
<p>Status (R/Y/G)</p>	<p>Analysis / Report Out</p>
<p>Green</p>	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part IV – Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

	List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Student Portfolios that capture the literary shift	Student Portfolios are used in all classes in order to promote writing and use of text-based evidence documents. These portfolios are used as common assessments in order to target specific skills and improve student outcomes
2.		
3.		



Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Juan Mendez

Signature of Receiver: _____

Date: _____

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