



Office of Innovation and School Reform (OISR) Receivership End of Year/4th Quarter Report 2016

School Name	Frederick Douglass Academy II Secondary School (03M860)
School BEDS Code	310300011860
District	3
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Osei Owusu Afriyie
Additional District Personnel Responsible for Program Oversight and Report Validation	Ilene Altschul, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	06,07,08,09,10,11,12,SE
SIG/SIF/SCEP, and Cohort/Model	SCEP

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

The NYCDOE uses the Framework for Great Schools to monitor the school's progress. The Framework for Great Schools encourages all members of the school community to work collaboratively to improve student achievement. The school's progress is evaluated through the lens of an analytical approach, examining data, adjusting the plan, and shared responsibility in assessing effectiveness.

The school has a School Comprehensive Educational Plan (SCEP) which is used as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The challenges that are to be addressed are reflected in the needs assessment data of the School Comprehensive Educational Plan (SCEP) across the framework areas. A challenge to be addressed is:

Framework Area

Rigorous Instruction

Our teachers still need additional support and guidance in effectively implementing the Data Action Model as a framework for inquiry. Middle school teachers did not participate in the Inquiry Team Pilot. Moreover, in written feedback from her visit to our school on May 26, District 3 Superintendent Altschul recommended that school leaders “continue to ensure that teachers provide appropriate scaffolds and supports to ensure that all students are engaged in appropriately challenging tasks.” In written feedback from her visit to our school on May 26, District 3 Superintendent Altschul recommended that teachers continue to attend professional development focusing on higher order thinking questions and student-to-student discussions, and to “ensure teachers push student conversations by asking questions that allow students to demonstrate their thinking, make connections themselves and challenge each other.” She also recommended that school leaders “strengthen teachers’ assessment practices to ensure that teachers are using checks for understanding and students’ self-assessment practices to adjust curricula and instruction to meet all students learning needs” and “provide teachers with support on developing practices for student reflection so they can monitor their progress and take ownership of their learning.” These recommendations will be further incorporated into next steps to address the aforementioned.

The school receives support from the Office of Federal/State Education Policy and Grants and our Superintendent and districts. The Office of Innovation and School Reform should continue to provide support and resources for the needs identified by the school and the NYCDOE.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

An accomplishment from the past year that the community should know about is:

Collaborative Teachers

Our school earned a rating of Well-Developed in Indicator 4.2, Teacher Teams and Leadership Development on the 2015 Quality Review. High school grade-level teams piloted inquiry cycles using the Data Action Model during the Spring Semester. High school teams presented their work and reflections on the process to the whole staff on Chancellor’s Day on June 9. Team leaders all reported that the Inquiry Team Pilot was a powerful learning experience and that they are looking forward to continuing the work next year. According to our 2015 School Quality Guide and the results of our School Learning Survey, two areas of growth related to Collaborative Teachers are School commitment (51% positive response rate) and Collective responsibility (65% positive response rate).

Additionally, our school is no longer on the Receivership list. We are newly designated as a school in Good Standing.

3. What is one practice that OISR should continue in working to support Receivership schools?

OISR should continue to provide opportunities for schools to document their growth through the progress monitoring process.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

The progress monitoring template should be simplified to not solicit repetitive information from schools and districts. OISR should discontinue unannounced visits which are disruptive to the school community.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

OISR should consider facilitating site visits across districts to schools that have made improvements in order to support Receivership schools in improving their practices. Success stories of Receivership schools could be shared to facilitate information and best practice sharing for example through webinars with opportunities for questions and answers among participants.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

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.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

A public hearing was held to discuss receivership and its requirements. We were pleased to hear directly from parents, students, and community members about what the school needs 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. The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. This additional input and engagement has led to increased focus on improving student outcomes in the school.

8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?

Yes, we would send a district team to a “What Works in Receivership – Best Practices” Conference.

9. Would your district be willing to present a best practice at that conference?

Yes, we would be willing to present a best practice at the conference.

10. If so, what best practice would you present?

We would determine our best practice to present in consultation with our Community Engagement Team (CET).

DRAFT