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# Receivership Quarterly Report

*2<sup>nd</sup> Quarter - November 1, 2015 to January 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
11X418: Bronx High School for the Visual Arts	321100011418	NYC GEOG DIST #11 - BRONX	Y	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	Iris Witherspoon, Principal	Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	494

## 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 Bronx High School for the Visual Arts 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.

Principal Iris Witherspoon is focusing on developing strong teaching by supporting literacy across all subject areas. By using the Danielson Framework, the principal has focused her professional development plan, in conjunction with the professional development team, in order to offer teachers differentiated and targeted professional development. Since strong instruction is tied to greater student achievement, the principal has also established teacher teams where teachers use protocols to look at student work and use the data to inform their unit and lesson planning. Also, the principal has partnered with Generation Ready to provide coaching to teachers; and her partnership with Counseling in Schools has given the students additional social-emotional support that will likely improve attendance and progress to graduation. While the Principal is making fundamental changes to support the school's work towards meeting benchmarks, the school community is still challenged with students who are off-track with credits and Regents exams, as well as students who have issues with attendance.

**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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**

<b>LEVEL 1 – Indicators</b>				
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
College Readiness Index	Y	12.2%	13.2%	The Principal regularly uses the Danielson Framework to evaluate and support teachers with improving their pedagogy, especially with respect to aligning to CCLS and the new Algebra and English Regents. Recent scholarship report shows an increase in passing on the CCLS Algebra Regents exam, having gone from 5% in 2014-2015 to 22% in 2015-2016, but students still struggle with achieving college readiness scores on both exams.
Make Priority School Progress	Y	N/A	Meet progress criteria	The school is on target to make priority school progress based upon evidenced data in ELA and credit accumulation in grade 9 <sup>t</sup> and 10 <sup>t</sup> .
Progress Toward Graduation- Years 2 and 3	Y	39.8%	40.8%	While there was a slight decline in scholarship data for grades 11 and 12, the entire school’s 5+ credit accumulation in the fall semester went from 56% to 62%. Moreover, the number of students in grade 9 who accumulated 5+ credits went from 40% to 49%, and the number of students in grade 10 went from 49% to 62%.
Regents Completion Rate	Y	38.8%	39.8%	While there has been an improvement in the number of students who passed the CCLS Integrated Algebra exam, math continues to be a struggle for many students. Additionally, there was a 2% decrease in the number of students who passed the Global Regents



				exam from January 2016 since June 2015. The principal has instituted several Regents-preparatory opportunities for students, especially 6 weeks prior to the actual Regents examination. Preparatory tutoring is offered 3 days a week and several Saturdays.
School Survey - Safety	Y	3.08	3.12	The principal has instituted interventions whereby the social workers contact families to support students who are at-risk socially and emotionally. The principal has also enlisted the support of Counseling in Schools to help build a culture of success. In lieu of suspensions, the principal also holds several parent meetings and detention sessions, as well as interventions with social workers.

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**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	Y	73.4%	74.4%	The school continues to struggle with helping students in this cohort achieve advanced diplomas as well as pass Regents examinations. Barriers include ensuring student attendance in Regents preparation classes and in expanded learning time (ELT) activities.
College and Career Preparatory Course Index	Y	6.5%	7.5%	The school has a partnership with College Now, in order to prepare students for College and Career. Through a comprehensive approach, College Now is supporting academics, social emotional development, and overall guidance to best meet the needs of our students.
Framework: Collaborative Teachers	Y	1.72	1.76	The principal has ensured that there is weekly time for teachers to meet by department, and during Monday professional development time, the principal has made a plan to weave grade-team meetings at least once a month. Teacher teams are also using the inquiry process to move teacher practice and student outcomes.
Framework: Rigorous Instruction	Y	2.08	2.12	Administration provides differentiated professional learning for teachers on the different Danielson components, largely focusing on 3C—student engagement and 1E—planning and preparation. In addition to Monday professional development sessions, the principal also contracted Generation Ready to support teachers with planning and preparation. Teachers also attend Bronx Borough Field Support Center professional learning sessions. Using the Danielson Framework, school leaders give timely and evidence-based feedback to teachers.
Provide 200 Hours of	Y	N/A	Implement	The ELT program is voluntary, however, it is offered three



Extended Learning Time				times a week and on Saturdays; it includes tutoring and Regents preparation.		
Student Attendance	Y	87%	88%	The principal has regular attendance meetings with the attendance team; Counseling in Schools works directly with at-risk students and chronic absentees. In addition to these intervention plans, counselors and teachers make regular outreach to students.		
<b>Green</b>	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> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 II – Key Strategies

<b>Key Strategies</b>		
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , 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. <b>Rigorous Instruction</b>  <b>Goals:</b>                      A 5% increase in the percentage of passing students will be made in Global History and Math Common Core Exams as evidenced by the NYS June 2016 results.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Strengthening of the professional learning committee.</li> </ul>	Y	<p>The principal has created a professional learning committee that meets monthly to discuss professional development and trends in teacher observation data. While there was an improvement in the CCLS Integrated Algebra results in January 2016, having gone from a 2% passing rate in June 2015 to 22% in January 2016, the school also experienced a 2% decline since June 2015 in Global.</p> <p>In response to this issue, the school created the “Are you Green Academy” which is coordinated by the 10<sup>th</sup> grade team. This program includes intensive Saturday intervention for students who need Regents prep and/or failed two or more classes.</p>
<p>2. <b>Supportive Environment</b>  <b>Goals:</b>                      By June 2016, the school will implement a universal Positive Behavioral Intervention Supports (PBIS) system, whereby teachers will create a tiered behavioral approach to address the social and emotional needs of all students. This will be used to track and monitor academic achievement resulting in a 1.5% improvement in attendance.</p>	Y	<p>A PBIS system is currently being rolled out school-wide, targeting lateness and attendance. Ramapo, CIS, and a PBIS core team of school-level stakeholders are responsible for overseeing the initiative and developing teachers in said area.</p>



	<p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Invest in social/emotional partnerships and programs to help to support both student attendance and academic growth in our school.</li> </ul>		
3.	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b>              Through a commitment to the true intentions of the Advance cycle of observation there will be a 10% increase in the number of “Effective” or “Highly Effective” teachers in Domain 3 as evidenced by the Measures of Teacher Practice (MOTP) data when comparing fall 2015-16 Cycle 1 ratings to June 2016 Cycle 4 ratings.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Strengthen teacher teams through the ongoing development of Common Core curriculum.</li> </ul>	Y	<p>The principal uses the Danielson Framework to provide timely and evidence-based feedback to teachers, heavily focusing on domains 1 and 3. To support teachers beyond weekly professional development, the principal also enlisted the help of Generation Ready to coach teachers at different levels, and she also ensures that teachers attend professional learning offerings from the BFSC.</p>
4.	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b>              By June 2016, the data will show a 20% increase over the 2014-2015 (active student) credit accumulation rate in every grade level [grade 9 students from 7% to 27%; grade 12 from 10% to 30%; grade 11 from 6% to 26%; and grade 10 from 25% to 45%] as evidenced by the June 2016 transcript data.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>Development of the school design team.</li> </ul>	Y	<p>As previously stated, there was a drop of less than 10% in credit accumulation in grades 11 and 12, however, the entire school’s 5+ credit accumulation in the fall semester went from 56% to 62%. Moreover, the number of grade 9 students who accumulated 5+ credits went from 40% to 49%, and the number of grade 10 students went from 49% to 62%.</p> <p>The principal uses this data, along with Advance data, to support the professional learning committee’s work. This group is comprised of the principals, several teachers, and Generation Ready coaches.</p>



5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  By June 2016, at least 50% of families will have engaged in a minimum of 3 parent engagement opportunities, such as parent-teacher night, curriculum and reading nights, workshops and orientations, phone conferences, kid talk meetings, as evidenced by their parent participation logs.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>• Use a parental engagement survey to determine which parent workshops to offer.</li> </ul>	Y	High-interest workshops are being offered to parents on Saturdays and in the evenings. Additionally, parents are invited to meet with teachers during cohort meetings, which have drastically improved parental engagement and participation.
6.	<p>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>.</p>	<p><b>Yellow</b> Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b> 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
Y	<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><b>Superintendent-Approved CET Recommendations:</b></p> <p>Create a Regents prep intensive after school program 6 weeks before each regents exam.</p> <ul style="list-style-type: none"> <li>Regents preparation programs are taking place both during ELT and Saturday Academy.</li> </ul> <p>Organize three alumni events in the course of the year.</p> <ul style="list-style-type: none"> <li>One alumni event was held in the fall semester, and the subsequent two are being held in the spring semester in order to increase parental outreach, and ensure all stakeholders are engaged.</li> </ul> <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 <a href="mailto:receivership@schools.nyc.gov">receivership@schools.nyc.gov</a> 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</p>



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.

**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.

Status (R/Y/G)	Analysis / Report Out
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G	<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. Listed below are any other efforts to utilize the powers of the School Receiver:</p>
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<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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)**

<p><b><u>Best Practices</u></b></p> <p>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.</p>	
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.	
2.	
3.	

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**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, Carron Staple

Signature of Receiver: \_\_\_\_\_

Date: February, 2016

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