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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
11X370: School of Diplomacy	321100010370	NYC GEOG DIST #11 - BRONX	Y	SIG Cohort 5
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	Sean Licata, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Meisha Ross Porter, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	6 , 7 , 8	232

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 School of Diplomacy 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.

The School of Diplomacy (SOD) 11x370 is currently on track in implementing key strategies and action steps outlined within their 2015-2016 Renewal School Comprehensive Education Plan (RSCEP). The school is engaging the community and meeting their State and Renewal progress monitoring benchmarks for the 2015-2016 school year. Improvements in school leadership, student learning products, teacher practice, culture/environment, and collaborative teacher inquiry are evident across the school as determined from on-site visits from the D11 Superintendent, Principal Lead Facilitator (PLF), and Director of School Renewal (DSR).

The Director of School Renewal (DSR) will support the school directly in meeting the goals articulated in the Renewal School Comprehensive Education Plan (RSCEP). When reached, improvement will be demonstrated in each element of the Framework for Great Schools; school leadership, family and community ties, student outcomes, overall school culture and environment, collaboration among teachers, and rigorous instruction. Specific and measurable improvements in these areas will ultimately lead to improvement in overall student achievement. Short-range goals are written by the DSR and are used to monitor progress towards the long-range goals and ensure movement towards the meeting of these goals by the end of the school year. At the end of this school year ELA and math teachers will have engaged in their second cycle of teacher inquiry work and presentations that will demonstrate progress towards identifying best instructional practices, student attendance will have increased by at least 1% since the last reporting period, teachers will have aligned rigorous units with scaffolds included for English as a New Language learners (ENL) (formerly known as English as a Second Language-ESL) and Students with Disabilities (SWDs), and teachers will be showing growth on the Danielson Rubric in components 1e (Designing Coherent Curriculum); 3b (Questioning and Discussion Techniques); 3c (Student Engagement); and 3d (Assessment). Teachers will also work with their students to update their student promotional portfolios, and school leaders will conduct their quarterly checks to monitor student portfolio progress. The school will



also have made progress toward increasing parental engagement in collaboration with their parent coordinator and community- based organization (CBO).

There is currently a proposed consolidation of SOD with The Globe School (11x272) pending for the 2016-2017 school year. The proposal is up for approval/voting by the Panel for Educational Policy (PEP) on March 23, 2016. The Superintendent of District 11, the Director of School Renewal (DSR), and the Office of School Design and Charter Partnerships (OSDCP) will continue to provide support and guidance to Principal Licata and his staff throughout the process. The Educational Impact Statement (EIS) will be posted by Friday, February 5.

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.



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
3-8 ELA Growth Percentile	Y	48.6	49.6	-Degrees of Reading Power (DRP) data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement. - Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of the following: emphasis on Common Core focus standards for ELA and math; scaffolds included for ELLs, and SWDs); integration of Teacher’s College writing units; embedded strategic independent reading time; and Depth of Knowledge (DOK) level 3-4 end of unit performance tasks.
Average ELA Proficiency Rating	Y	2.12	2.13	DRP data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
Grade 4 and 8 Science Percent Level 3 & Above	Y	28%	29%	Rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.
Make Priority School Progress	G	N/A	Meet progress criteria	School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators.
School Survey - Safety	G	1.32	1.36	School has made significant improvements to school



				culture, staff morale, and school environment. Positive Behavioral Interventions and Support systems are in place (PBIS). Principal and superintendent suspensions are down as compared to the last school year.
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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		
Framework: Collaborative Teachers	G	2.76	2.80	Teachers this year are collaborating within teacher teams to complete a minimum of two inquiry team cycles aligned to one or more of the school's Danielson Framework focus components (1e, 3b, 3c, or 3d). Teacher teams have completed their first cycle.		
Implement Community School Model	G	N/A	Implement	Partnerships with the Phipps Neighborhoods CBO and the Astor Services for Children and Families CBO are in place and all staff have been hired for the 2015-2016 school year.		
Performance Index on State ELA Exam	Y	54	56	Degrees of Reading Power (DRP) data, rigor of student work tasks, improvements in teachers' instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.		
Performance Index on State Math Exam	Y	52	54	DRP data, rigor of student work tasks, improvements in teachers' instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	School's schedule has the required Expanded Learning Time (ELT) hours embedded within their school's schedule. All students have been scheduled to meet the mandates.		
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.
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Part II – Key Strategies

Key Strategies As applicable, 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.
1. Rigorous Instruction Goals: During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common-Core aligned curricula for all scholars, to support meeting our metric target in increasing the average student proficiency rates to 2.15 for ELA and 2.14 for math, as evidenced by data from the NYS ELA and math exams . Renewal School Priority Areas: Professional Development: Educating All Students	Y	Modifications and enhancements to the ELA and math curriculum maps for grades 6-8 show evidence of the following: emphasis on Common Core focus standards for ELA and math; scaffolds included for ELLs and SWDs; integration of Teacher’s College writing units; embedded strategic independent reading time; and Depth of Knowledge (DOK) level 3-4 end of unit performance tasks.
2. Supportive Environment Goals: During the 2015-2016 school year, our PBIS team in collaboration with our Community Based Organization (CBO) will continue to develop our positive behavioral interventions and supports initiatives to target our chronically absent students, and other identified students with poor attendance, resulting in our school's	G	The School of Diplomacy (SOD) has an attendance team that meets weekly. The team uses the New Visions Student Sorter Attendance Heat Map to monitor students. The attendance team also has CBO staff members assigned to help track and serve as Success Mentors for designated students.



	<p>movement from a 86.4% student attendance rate to a 90.7% attendance rate.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Attendance Systems & Structures • Community Schools Implementation 		
<p>3.</p>	<p>Collaborative Teachers Goals: During the 2015-2016 school year, all teachers will collaborate within teacher teams to complete a minimum of two inquiry team cycles aligned to one of the school’s Danielson Framework focus components (1e, 3b, 3c, or 3d).</p> <p>Renewal School Priority Areas: Inquiry</p>	<p>Y</p>	<p>Teachers this year are collaborating within teacher teams to complete a minimum of two inquiry team cycles aligned to one or more of the school’s Danielson Framework focus components (1e, 3b, 3c, or 3d). Teacher teams have completed their first cycle.</p>
<p>4.</p>	<p>Effective School Leadership Goals: Throughout the 2015-2016 school year, school leaders collaborate with teachers in the development and integration of school-wide student promotional portfolios that will include Depth of Knowledge (DOK) level 3/4 student learning products, supporting our school's movement towards meeting our benchmark performance index metric target of 58 for ELA and 55 for math.</p>	<p>G</p>	<p>Quarterly reviews of student promotional portfolios are being conducted by the principal and Instructional Cabinet this year. Feedback is given to teachers regarding their portfolio progress. Sample ELA and math portfolios from each grade will be shared and reviewed for evidence of rigor during progress monitoring checks conducted by the principal, instructional cabinet, assistant principals, and the Director of School Renewal (DSR).</p>



5.	<p>Strong Family-Community Ties Goals: Throughout the 2015-2016 school year, school leaders in collaboration with the school’s Community Based-Organization (CBO) will use multiple means of communication to inform parents and families of their child’s progress, school events, programs, and services available to them in or near the school, resulting in a 10% increase of parents responding positively on the ‘Strong Family & Community Ties’ section of the NYC School Survey.</p>	G	School leaders, parent coordinator, and the CBO collaborate on multiple means to increase parent involvement this school year (School Messenger, Skedula, School Of Diplomacy App, Facebook page, interest surveys, parent workshops, CBO services, school events, Family Nights and other informationals).
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
Y	<p>SLT/CET meetings are conducted monthly to review progress towards RSCEP goals and Renewal School benchmarks. Information is disseminated to SLT/CET members regarding Renewal School expectations, updates, and mandates at each meeting.</p> <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: Review and finalize RSCEP ‘Rigorous Instruction’ goal. Review and finalize RSCEP ‘Supportive Environment’ goal. Review and finalize RSCEP ‘Collaborative Teachers’ goal.</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</p>



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				
G	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.				
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 IV – Best Practices (Optional)

Best Practices	
<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.	Collaborative School Leader
2.	Collaborative Teacher Team Inquiry Cycles
3.	School Culture/Environment



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, Meisha Ross Porter

Signature of Receiver: _____ (scanned and sent electronically) _____

Date: 1/28/16

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