



DRAFT

# 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
09X313: I.S. 313 School of Leadership Development	320900010313	NYC GEOG DIST # 9 - BRONX	Yellow	SIG Cohort 6
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	Earl Brathwaite, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Leticia Rodriguez-Rosario, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	308

**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 IS 313x School of Leadership Development 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.

IS 313x administered baseline benchmarks early in the fall and will be administering mid-year assessments in February in order to evaluate student progress. Teachers are continuously analyzing weekly-created assessments; formative and summative unit assessments to gauge student progress throughout the year. Teacher lesson plans are adjusted to ensure all students understand the curriculum at their own learning capacity. Teachers submit class analysis (math) data results as evidence for progress, and they discuss and analyze their class progress data every week.

**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.



**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
3-8 ELA Growth Percentile	Yellow	44.1	45.1	<p>The instructional cabinet identified and discussed fall benchmarks and we analyze the data around the following standards:</p> <p>Grade 6 - RL 6.2, RL 6.3, RL 6.5, RL 6.6, RI 6.2, RI 6.3, RI 6.4, W 6.2</p> <p>Grade 7 - RL 7.2, RL 7.3, RL 7.4, RL 7.6, RI 7.3, RI 7.4, RI 7.5, RI 7.6, WI 7.1</p> <p>Grade 8 - RL 8.2, RL 8.3, RL 8.4, RL 8.6, RI 8.2, RI 8.3, RI 8.5 and RI 8.6</p> <p>Based on this analysis, the school identified Brienza’s Academic Advantage as an Academic Intervention Service curriculum to support Expanded Learning Time (ELT). Brienza includes Readorium, a supplemental reading resource to increase reading comprehension for students enrolled in ELT.</p>
3-8 ELA Percent Level 2 & Above	Yellow	37%	38%	The school uses Mastery Connect to continuously assess and identify standards and plan accordingly.
3-8 Math Growth Percentile	Yellow	48.1	49.1	The school has identified power standards and has aligned them to Academic Intervention Services to support students during Expanded Learning Time. The school is using Brienza’s Academic Advantage as an Academic Intervention Service Curriculum in mathematics in Expanded Learning Time.



3-8 Math Percent Level 2 & Above	Yellow	35%	36%	<p>The leadership has identified Level 2 students who are receiving skill based academic intervention in mathematics four times a week during Expanded Learning Time.</p> <p>Based on Item Skills Analysis from 2014-2015 to identify challenges for students, the school identified Ratios and Proportion areas of need for students as many students did not so well on the NYSED assessment. and identified areas of need based on Fall assessments In mathematics</p>
Grade 4 and 8 Science Percent Level 3 & Above	Yellow	15%	16%	The school has been having challenges implementing the New York City Scope and Sequence and looking into Project-based Inquiry Science (PBIS) as curriculum to support science instruction.
Make Priority School Progress	Yellow	N/A	Meet progress criteria	The school is working towards meeting benchmarks indicators and improvement in rigorous instruction will enable the school to make substantial progress toward meeting Priority School Progress criteria.

<b>LEVEL 2 Indicators</b>				
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	Yellow	2.12	2.16	Teachers are engaged in collaborative inquiry to look at data and to use data to support planning and instruction. Teacher teams meet to engage in component studies aligned to 1e, 3b, and 3c. A UFT teacher center coach provides professional development around teacher



				practices. This professional development is based on teacher needs, generated from our Advance data. Teachers are meeting three times a week for common planning and three additional times for 40 minutes for profession development.
Framework: Effective School Leadership	Yellow	1.40	1.44	The school leadership has implemented cycles of observations as a team to ensure that instructional leader's ratings and actionable feedback are normed and calibrated.
Implement Community School Model	Yellow	N/A	Implement	Phipps Neighborhoods is the Community-Based Organization (CBO) currently working with IS 313 to serve the entire student body. Services include attendance outreach, support with Expanded Learning Time programs, and after-school. Phipps Neighborhoods is still working to support the entire staff in receiving training on how to interface with parent/families during school and home visits. This training is in progress and will be fully implemented by June 2016.
Performance Index on State Math Exam	Yellow	41	43	The leadership has identified Level 2 students who are receiving skill based academic intervention in mathematics four times a week during Expanded Learning Time
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	Expanded Learning Time is in full implementation in MS 313X. Phipps Neighborhoods and school staff have crafted a schedule of activities that provides high-interest academic programming for a minimum of 4 days/week, 2.5 hours/day (360 hours/year), with a 5th day open for clubs (Basketball, Dance, Cheerleading etc.)
<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.

**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 <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.
1.	<p><b>Rigorous Instruction</b></p> <p><b>Goals:</b>                      By June 2016, all content area teachers will be engaged in refining a curriculum map, which includes performance tasks and common assessments aligned to the CCLS as measured by an increase of 5% proficiency rating in both ELA and Math on state test scores.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>To engage all content area teachers in refining their curriculum maps to include performance tasks and common assessments aligned to the CCLS.</li> </ul> <p><b>Renewal School Priority Areas:</b>                      Classroom Implementation of Curricula/Writing Strategies                      Professional Development: Academics                      RTI/AIS</p>	Yellow	<p>School leadership has established a professional development plan to support the instructional core-aligned evidence from problems of practice and student work. Teachers are meeting three times a week for common planning and three additional times of 40 minutes for professional development. Teachers, instructional coaches and instructional leadership attend external professional development such as Teachers College Writing Program and then meet as a team to plan and support other teachers.</p> <p>Albeit, teachers are meeting three times a week for common planning to refine curriculum maps that includes performance tasks. Teacher teams have not yet identified specific standards to support writing strategies across all content areas.</p>
2.	<p><b>Supportive Environment</b></p> <p><b>Goals:</b></p>	Yellow	<p>The year to date (YTD) attendance for the school is 90.2% percent, which is more than a 3% increase from last year's YTD of 86%. The school has</p>



	<p>By June 2016, there will be an increase in student attendance by 3% from the previous school year, as a result of the school-wide attendance program, the perfect attendance and honor assemblies.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>To support at least 75% of staff members in mentoring and monitoring 3 at risk students.</li> </ul>		<p>worked with Phipps Neighborhoods and the attendance teacher to promote good attendance through assemblies and celebrations.</p>
<p>3.</p>	<p><b>Collaborative Teachers</b></p> <p><b>Goals:</b>                  By June 2016, 100% of teachers will be engaged in teacher collaborative team work to evaluate students' progress and to adjust teacher practice towards greater promotion of students academic success.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>To engage teachers in collaborative team work to evaluate students' progress and to adjust teacher practice towards greater promotion of academic success.</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework Implementation - Observation Cycle                  Inquiry</p>	<p>Yellow</p>	<p>Teachers are engaged in collaborative inquiry and look at data to support planning and instruction. Teacher teams meet to engage in component studies aligned to the Danielson rubric 1e, 3b, and 3c. A UFT teacher center coach provides professional development focused on pedagogy. This professional development is based on teacher need that is generated from our Advance data. Teachers are meeting three times a week for common planning and three additional times for 40 minutes for professional development.</p>
<p>4.</p>	<p><b>Effective School Leadership</b></p> <p><b>Goals:</b>                  By June 2016, the School leaders will implement frequent cycles of observations so that 90% of teachers will demonstrate proficiency in their practice by</p>	<p>Yellow</p>	<p>School leadership has implemented cycles of observations as a team to ensure that instructional leader's ratings and actionable feedback are normed and calibrated and are focused on Component 3b- Questioning and Discussion Techniques.</p>



	<p>incorporating the Danielson Framework for Teaching rubric as evidence in the improvement in at least one competency by one or more HEDI rating.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>A data analysis measure of teacher practice data for the first round of teacher observations in Domain 3 (questioning and discussion, engaging students in learning and assessment in instruction.) will drive our professional development plan.</li> </ul>				
5.	<p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b>                  By June 2016, staff members, with the support of Phipps Neighborhood, will increase parental participation rates by 20 percent at all school wide events, as evidenced by sign in sheets and agendas.</p> <p><b>Key Strategy:</b></p> <ul style="list-style-type: none"> <li>The Phipps Neighborhoods Community School at IS 313 will provide services to include family literacy, health services and services to support and increase parental engagement including parent workshops to understand graduation requirements, careers, college and work readiness, and higher learning incentives.</li> </ul>	Yellow	<p>The school has had challenges with parental outreach. The school has planned several parent workshops focused on graduation requirements, careers, college and work readiness, and higher learning incentives; however, there has been minimal parental involvement. The School Leadership Team/Community Engagement Team (SLT/CET) which includes parents, the schools Community Based Organization (CBO) Director, teachers, administrators and other staff, have met monthly to develop a plan to engage parents, school community, students and curriculum. The school continues to struggle, however, with parent engagement for Parent Association meetings. The school, Parent Association President and CBO have met to devise a plan to engage all stakeholders to increase parental participation for the school year.</p>		
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>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>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
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><b>Superintendent-Approved CET Recommendations:</b>                      UFT recommended reaching out to local elementary schools to inform their fifth graders regarding information and preparation for the upcoming year in Middle School.                      The school should have 4-5 things a transitioning elementary student would need to know as they matriculate into the new school.</p> <p>During the first week of the 2015-16 school year, written notices were 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 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 at a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>



<b>Powers of the Receiver</b>			
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		
Green	<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 need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p>		
<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.		



**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.	



**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, Leticia Rodriguez-Rosario

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

Date: \_\_\_\_\_

DRAFT