



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

School Name	W.E.B. Dubois Academic High School (17K489)
School BEDS Code	331700011489
District	17
Superintendent *(Chancellor)	Carmen Fariña, Chancellor
School Principal	Catherine Hartnett
Additional District Personnel Responsible for Program Oversight and Report Validation	Paul Rotondo, Superintendent Sharon Rencher, Senior Advisor to the Chancellor
Grade Configuration	09,10,11,12
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

Supportive Environment

Our most pressing needs are apparent from an analysis of qualitative and quantitative data on the social and emotional health needs of students. This data reveals that many students are experiencing social and emotional obstacles that are interfering with their ability to attend school on a regular basis and focus on their education. The average daily attendance rate for the 2015-2016 school year was 62%. It is therefore necessary to identify resources to address the needs of students and further develop staff capacity to respond to the social and emotional needs of students. It is essential that we foster resilience in students by teaching students specific strategies to employ when social and emotional obstacles threaten academic success. We believe we can do this by ensuring that there is a structure in place so that every student is known well by at least one staff member who helps them stay focused on goals and coordinates social-emotional supports. Teachers, students, and parents have a voice in decision-making processes and must work together to create a positive school culture. A range of data will need to be regularly gathered and analyzed in order to respond to the social and emotional health needs of our students. Moreover, we believe that in order to increase student engagement and deepen students' understanding of the curriculum, leading to academic success, it is necessary to increase interdisciplinary curricular opportunities.

The school receives support from the Office of Federal/State Education Policy and Grants as well as 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:

Rigorous Instruction

School leaders and faculty ensure that the curricula are aligned to Common Core Learning Standards. It is evident curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades, subjects, and all students. An array of learning experiences support rigorous student learning, promote critical thinking, college and career readiness. School-wide teaching practices were evident across classrooms and reflect the schools beliefs of how students learn best. There are consistent classroom practices which result in high levels of student thinking and participation which is demonstrated in work products. The school has aligned curricula in English Language Arts, Math, Science, and Social Studies to Common Core Learning Standards and instructional shifts by creating units of study based on close reading of complex texts, readings of primary source documents, scientific articles, performance tasks which require students to identify mathematical misconceptions and appropriate solutions. The

impact of this curricular work is an array of learning experiences support rigorous student learning, promote critical thinking, college and career readiness.

Additionally, our school is no longer on the Receivership list. We are now a Focus School.

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).

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