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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                                    |
|-----------------------------------|--------------------------|---|----------------------|--|
| 01M015: P.S. 015 Roberto Clemente | 310100010015             | NYC GEOG DIST # 1 - MANHATTAN   | Y                    | SCEP   |
| 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         | Irene Sanchez, Principal | Aimee Horowitz, Executive Superintendent for Renewal Schools<br>Daniella Phillips, Superintendent<br>Sharon Rencher, Senior Advisor to the Chancellor | PK,0K,01,02,03,04,05 | 168  |

## 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 Roberto Clemente 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 Roberto Clemente School is currently on track to 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.



***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  |
| 3-8 ELA Growth Percentile  | Y              | 42.1      | 43.1                   | Modifications and enhancements to the ELA curriculum maps for grades 3-5 show evidence of the following: emphasis on Common Core focus standards for ELA; scaffolds included for ELLs and SWDs; integration of Teacher’s College writing units; embedded strategic independent reading time. |
| 3-8 ELA Percent Level 2 & Above  | Y              | 37%       | 38%                    | IRLA data, rigor of student work tasks, improvements in teachers’ instructional practices, and student learning products indicate progress towards realizing demonstrable improvement.   |
| 3-8 Math Growth Percentile   | Y              | 37.6      | 38.6                   | Modifications and enhancements to the Math curriculum maps for grades 3-5 show evidence of the following: emphasis on Common Core focus standards for math; integration of Metamorphosis consultants   |
| Make Priority School Progress  | Y              | N/A       | Meet progress criteria | School is on track towards meeting both state and Renewal benchmarks on Level 1 and 2 indicators, through increase in AIS and ELT programs in ELA and Mathematics.   |
| School Survey - Safety   | Y              | 4.32      | 4.36                   | School has made significant improvements to school culture, staff morale, and school environment, and is on track to making demonstrable improvements.   |



**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: Rigorous Instruction             | Y  | 3.08      | 3.12          | Teachers have planned and implemented rigorous Teachers College CCLS aligned units of study and performance tasks that have improved rigorous instruction. Demonstrable improvement has been identified in the number of completed units. |            |   |
| Implement Community School Model            | G  | N/A       | Implement     | Partnership with Community Based Organization (CBO) Pathways to Leadership is in place and all staff has been hired for the 2015-2016 school year.  |            |   |
| Performance Index on State ELA Exam         | Y  | 39        | 41            | IRLA 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  | 56        | 58            | 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 hours embedded within their school’s schedule. All students have been scheduled to meet the mandates.   |            |   |
| <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><br>As applicable, 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. <b>Rigorous Instruction</b><br><b>Goals:</b><br>By June 2016, teachers will have planned and implemented rigorous Teacher’s College CCLS aligned units of study and performance tasks to improve rigorous instruction as measured by 6 completed units in ELA.<br><br><b>Key Strategies:</b><br>Ensure multiple entry points to instruction and support the needs of students with disabilities, English language learners, and other high needs students: <ul style="list-style-type: none"> <li>• Administrators will provide professional development on effective co-teaching models, such as station teaching and parallel teaching, which serve to reduce class size and provide targeted needs-based instruction.</li> <li>• Teacher teams will create lesson plans incorporating purposeful co-teaching models.</li> <li>• Teachers will create lesson plans incorporating UDL strategies which include flexible means of representation, expression, and engagement.</li> </ul> | Y                               | Teachers have been provided with professional development on the use of TC rubrics and the TC Learning progression as formative assessment tools to ensure data informed instruction, and therefore, modifications and enhancements to the ELA curriculum maps for grades 3-5 show evidence of the following: emphasis on Common Core focus standards, scaffolds included for ELLs and SWDs and integration of Teacher’s College writing units. |



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|    | <ul style="list-style-type: none"> <li>Administration will regularly review lesson plans for evidence of multiple entry points.</li> <li>Develop teacher practice in the use of UDL strategies. Teachers will:</li> <li>Meet in teams during professional development time to develop a repertoire of UDL strategies for consistent implementation across the school.</li> <li>Engage in peer inter-visitations to observe UDL practices and provide feedback.</li> </ul> <p><b>Renewal School Priority Areas:</b><br/>                 Classroom Implementation of Curricula/Writing Strategies<br/>                 Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students<br/>                 Professional Development: Academics<br/>                 Professional Development: Educating All Students</p> |   |  |
| 2. | <p><b>Supportive Environment</b><br/> <b>Goals:</b><br/>                 By June 2016, there will be an increase in attendance to an average of 93.6% by addressing key elements that reduce chronic absenteeism and fully implementing a community school model in collaboration with P2L.</p> <p><b>Key Strategies:</b><br/>                 Engage students and families:</p> <ul style="list-style-type: none"> <li>Create a formal school-wide attendance policy.</li> <li>Provide PD to school staff on the attendance policy to ensure it is widely known.</li> <li>Provide all parents with the attendance policy</li> </ul>   | G | PS 15 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. Their YTD attendance exceeds the renewal benchmark. |



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|    | <p>and refer to it in all conversations related to attendance.</p> <ul style="list-style-type: none"> <li>• Provide personalized early outreach during the first month of school by identifying all chronically absent or potentially chronically absent students and reaching out to families in order to provide early intervention.</li> <li>• Monitor attendance data:</li> <li>• Meet regularly with the attendance team to analyze student attendance data.</li> <li>• Provide families with monthly RISAs so that they can monitor their child’s attendance.</li> <li>• Review attendance records for accuracy and make corrections when necessary.</li> <li>• Monitor monthly school-wide attendance and compare with attendance for the same month in previous years.</li> </ul> <p><b>Renewal School Priority Areas:</b><br/>                 Attendance Systems &amp; Structures</p> |   |   |
| 3. | <p><b>Collaborative Teachers</b><br/> <b>Goals:</b><br/>                 By June 2016, collaboration in using assessment to offer more targeted and consistent support for student learning will result in improved teacher practice in 3C: Engaging Students in Learning, and 3D: Using Assessment in Instruction, as evidenced by a 15% increase in the number of teachers rated effective in these areas.</p> <p><b>Key Strategies:</b></p>  | Y | <p>Teachers have been collaboratively planning instructional units that include higher order thinking skills as depth of knowledge and habits of mind. In additional, PS 15 utilizes a co-teaching models that support student-learning goals, as well as implementing common assessments and rubrics to identify student performance levels and evaluate progress. Evidence of impact has been identified in the percentage of teachers observed and rated effective in 3C and 3D.</p> |



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|    | <p>During instructional work time and common planning time teachers will:</p> <ul style="list-style-type: none"> <li>Analyze student work using rubrics and the TC Learning Progression.</li> <li>Identify student strengths and high leverage next steps</li> <li>Share best practices and intervention strategies and use student work products to reflect on the effectiveness of the strategies.</li> <li>Create targeted data-informed action plans for students.</li> <li>Evaluate student progress towards meeting pre-determined benchmarks.</li> <li>Ensure instruction is rigorous:</li> <li>Teachers will collaboratively plan instructional units that include higher order thinking skills as defined by Depth of Knowledge and Habits of Mind.</li> <li>Teachers will utilize co-teaching models that support student learning goals</li> <li>Teachers will engage in inter-visitations and provide peer feedback on observed rigor.</li> <li>Teachers will utilize common assessments and rubrics to identify student performance levels and evaluate progress.</li> </ul> |   |  |
| 4. | <p><b>Effective School Leadership</b><br/> <b>Goals:</b><br/>                 By June 2016, K-5 classroom teachers will have implemented a school-wide system for determining students' incoming performance levels and growth over time by administering a mathematics baseline,</p>   | G | <p>Teachers have developed a comprehensive number sense and operations assessment for students in grades K-5 to be used for both the baseline and midline assessments. PS 15 has administered the assessment as a baseline and midline and results have been reported on the schools online platform. Impact has been identified in the percentage of students who have completed both the baseline and midline assessments.</p> |



|    |  |   |  |
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|    | <p>midline, and post assessment in number sense and operations as measured by reported test scores for 100% of enrolled students at the time of each assessment period as captured in our online platform.</p> <p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Develop a comprehensive number sense and operations assessment for students in grades K-5</li> <li>• We will administer the assessment as a baseline, midline, and end of year assessment</li> </ul> <p>Administration will create an online platform to capture student performance.</p>  |   |  |
| 5. | <p><b>Strong Family-Community Ties</b></p> <p><b>Goals:</b></p> <p>By June 2016, 10% of PS15 families will have utilized school resources to meet family needs as evidenced by sign-in sheets. PS15 will partner with P2L to further open lines of communication, create parent spaces, and use flexible scheduling to make additional resources available to families, and create opportunities for families to connect to the school community.</p> <p><b>Key Strategies:</b></p> <p>Make more resources available to parents:</p> <ul style="list-style-type: none"> <li>• Work with our community school partner, P2L, to design a welcoming lobby that includes access to computers, a printer and parent information.</li> <li>• Provide parents with access to school library Media Center through designated parent use</li> </ul> | G | <p>School leaders, Parent Coordinator, and the CBO collaborate on multiple means to increase parent involvement this school year, parents surveys have been administered to determine the extent to which parents feel informed about their child’s academic needs and valued as an active participant in their child’s education. Additionally, PS 15 has worked with the community school partner, P2L, to design a welcoming center (lobby). At the mid-year check in, the lobby is in the works as the school is still waiting on necessary resources.</p> |



|              |   |   |   |
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|              | <p>hours.</p> <ul style="list-style-type: none"> <li>• Create parent logins and personalize computers with links to resources such as NYC Schools Accounts</li> <li>• Ensure access by creating multilingual signage to raise awareness of available resources such as the Library Media Center.</li> <li>• Create more opportunities for open dialogue:</li> <li>• Engage in monthly “Coffee and Conversation” sessions where parents can join the school leaders, community school partner leaders, and other parents to informally discuss happenings at the school, experiences, concerns, and provide overall feedback.</li> <li>• Create class parents in to provide parents with an opportunity to network and develop a greater connection to the school community.</li> <li>• During parent engagement time, teachers will engage in conversations with parents and offer grade specific workshops that empower parents to support children at home (i.e. Are you smarter than a second grader?).</li> </ul> |   |   |
| <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>   | <b>Red</b>  |
|              |   | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | 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

| <b>Community Engagement Team (CET)</b><br>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  |
| G  | <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><br/>                     This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework.</p> <p>The administrative team is now utilizing the New Visions - Student Sorter attendance heat map to monitor students.</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 <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 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   |               |   |
| 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. |               |   |
| <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)**

| <b>Best Practices</b>   |   |
|---|---|
| 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. |   |
| 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.  | Implementation of the Renzulli – A schoolwide enrichment model. |
| 2.  | Implementation of ELA/Math programs                             |
| 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, Daniella Phillips

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

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

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