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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
11X514: The Bronxwood Preparatory Academy	321100011514	NYC GEOG DIST #11 - BRONX	Y	SIF 3
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	Janet Gallardo, Principal	Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	417

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 Bronxwood Preparatory Academy 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 Bronxwood Preparatory Academy has successfully worked together as a community to provide students with academic and social-emotional support. Having improved their attendance rate to an average of 88.13%, the school has also successfully raised credit accumulation to 73.85% from 68.50% from the first term of the 2014-2015 school year. Offering advanced placement courses in US History and ELA, the school also partners with College Now to offer students an opportunity to begin their college academic experience while in high school.

The school continues to struggle with Regents passing rates, particularly in mathematics, and with meeting the college readiness index in both areas. To improve the overall academic rigor of classes, the school community has implemented an aggressive and targeted professional development plan that provides teachers differentiated support. In order to effectively evaluate how effective professional development is in moving teacher practice, administration uses classroom observation and teachers use inquiry teams to look at pedagogy and its impact on student outcomes.



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.

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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
6-Year Graduation Rate	Y	65.6%	66.6%	While the school continues to offer Regents preparatory tutoring and support, students continue to struggle with passing Regents exams as well as earning advanced diplomas.
College Readiness Index	Y	11.5%	12.5%	School-wide credit accumulation has increased from 68.% to 73.85%, with the highest increases in grades 11 and 12 with a 7% and 3% increase, respectively. Regents passing rates in mathematics, however, continue to be a challenge for the school, as well as achieving college-ready scores in ELA. Thus while overall scholarship and credit accumulation have improved, the gains have not translated to gains on math and ELA Regents exams for college readiness.
Make Priority School Progress	Y	N/A	Meet progress criteria	The school in on target to meet this metric as evidenced by the data
Math Regents Percent Pass By Year 2	Y	55%	56%	Fall semester credit accumulation in math, which also includes predictive assessments for the Regents examination, has decreased from 64.66% in term 1 of 2014-2015 to 64.09% in term 1 of 2015-2016. However, administration and teacher leaders are using the data to inform their instruction and provide more targeted support during class and tutoring.
School Survey - Safety	Y	1.72	1.76	The school has partnered with The New York Junior Tennis League to provide students with opportunities to be mentored and supported ,both inside and outside of school. Mentoring and anti-bullying



				campaigns have shown a decrease in the number of suspensions.
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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		
College and Career Preparatory Course Index	Y	22.9%	23.9%	The school currently offers advanced placement courses in US History and English Composition. In addition to AP courses, the school has a partnership with College Now.		
Framework: Effective School Leadership	G	3.20	3.24	The Principal and assistant principal meet with teachers regularly to provide timely and evidence-based feedback that aligns to the Danielson Framework. Additionally, the school’s instructional focus on student engagement guides the work of the professional development plan.		
Progress Toward Graduation- Years 2 and 3	Y	42.5%	43.5%	School-wide credit accumulation has increased from 68.% to 73.85%, with the highest increases in grades 11 and 12 with a 7% and 3% increase, respectively.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	The school offers after school Extended learning Time (ELT) four times per week, as well as credit accumulation programs on Saturdays. Programs also include tutoring and Regents preparatory support.		
Regents Completion Rate	Y	40.8%	41.8%	While there has been an increase in the number of students passing the ELA Regents exam, mathematics continues to be a challenge for the school. As a result, the principal has created targeted professional development to support the teachers, and is using the inquiry model to measure its success through student outcomes.		
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.



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: By June 2016, there will be a school-wide credit accumulation increase from 75% to 78% as a result of teacher teams using data to inform instruction. Key Strategy: <ul style="list-style-type: none"> For ELT, the technology lab will be upgraded and personnel assigned so as students can pursue multi-level, multi-content course work toward graduation and college credit. 	Y	Through the use of technology, teachers have focused on developing more engaging lessons and units, using teacher team time to examine their progress and growth areas. As a result, there has been an overall increase in credit accumulation of 5+ points.
2. Supportive Environment Goals: By June 2016, the overall attendance of Cohort T will increase from 80% to 83% as a result of Bronxwood Prep Academy’s partnership with external organizations to enhance social- emotional support. Key Strategy: <ul style="list-style-type: none"> Provide advanced and student interest-based 	Y	By establishing a partnership with the New York Junior Tennis League, enlisting the support of the teachers, counselors and parent coordinators, as well as incentivizing positive behavior and good attendance, the school has moved their overall attendance to 86.19%



	courses for all students.		
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, the percentage of students earning 10+ credits in Cohort T will increase from 60% to 63%.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Train teachers and administrators in the use of the blended learning model. 	Y	Teachers meet in content area teams weekly and infuse grade team meetings into monthly professional development meetings. As a result, there has been an increase of 5 points in the school-wide credit accumulation rate.
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, there will be overall faculty improvement by one HEDI rating as evidenced by MOTP data, as a result of structured and collaborative teacher professional development.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • Support at-risk students with an innovative, blended learning model. 	Y	The Principal and assistant principal use observation cycles to give teachers evidence-based feedback as well as comprehensive support plans to improve their pedagogy, with a school-wide focus on student engagement (3C). The teachers also receive one-on-one coaching and feedback on unit plans. Lead teachers also provide model lesson exemplars and facilitate team meetings.
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, the overall parent engagement category of NYC School Survey participation rate will improve from 15 to 30 parent attendance in all school wide venues.</p>	Y	Parent workshops are high interest and are offered regularly. The school partners with the New York Junior Tennis League for support with providing evening and weekend workshops for parents.



	<p>Key Strategy:</p> <ul style="list-style-type: none"> Provide parent workshops in online courses and technology training. 		
6.			
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.		

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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>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: The CET would like after school and Saturday tutoring sessions for students who need extra help and support. ELT activities include: tennis, through the New York Junior Tennis League, Regents preparation, and tutoring in all academic core areas.</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 or Saturday mornings.</p>



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	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers– United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p>				
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)

<p><u>Best Practices</u></p> <p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

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Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Superintendent, Carron Staple

Signature of Receiver: _____

Date: February, 2016

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