



DRAFT

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
09X329: DreamYard Preparatory School	320900011329	NYC GEOG DIST # 9 - BRONX	Yellow	SIG 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	Alicia Wargo, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Carron Staple, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	9, 10, 11, 12	289

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 Dreamyard Preparatory School 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.

Dreamyard Preparatory School has a strong community that engages all stakeholders in advocating for the whole child. With a robust extended learning time program that caters to students' academic and social-emotional needs, the community has drastically improved graduation rates over the last three years, as well as implemented a number of programs that prepare students for college and career. Moreover, the uniform practice of including life-ready tasks in every unit allows students to see the connections between their academic lives and "the real world."

The school has typically struggled with meeting the needs of English Language Learners (ELLs) and students with Individual Educational Plans (IEPs), as well as chronic absentees, who also fall into the aforementioned subgroups. Through the use of academic intervention plans that are both meant to offer support, as well as celebrate growth, the school has seen an improvement in performance and attendance for all students.

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.



DRAFT



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
4-Year Graduation Rate	G	33%	34%	Based on current credit accumulation and Regents pass rate data, DreamYard Preparatory School (DY Prep) is on track to achieve a 57% Graduation rate in the 2015-16 school year. There are currently 40 out of 70 students in Cohort R who have 4 Regents or more and need only 6 credits or less to meet Graduation requirements.
College Readiness Index	Y	3.3%	4.3%	As of February 1, 2016, 10% of Cohort R have met College Readiness Benchmarks in both ELA and math. Additionally, there are 19 students in Cohort R that have met the College Readiness Benchmarks for ELA, but not Math. These students are scheduled to take the Integrated Algebra Regents in February and June and have a class inserted into their schedule that will prepare them for this exam. This preparation will increase the amount of students meeting the College Readiness Standard in math.
English Regents Percent Pass By Year 3	Y	48%	49%	As of February 1, 2016, 41%, or 34 students, of Cohort S have passed their ELA Common Core Regents Examination. 23 of these students, or 27% of the Cohort, have earned the College Readiness Benchmark of 75% or higher. 8 students, or 8% of students, scored between a 55 and 64. 3 students who passed English 6 did not show up for the exam due to illness. These students have been targeted for Regents preparation and are scheduled for additional course work. If these students all earn above a 65%, DY Prep will meet the 49% target in the 2015-16 School Year.



Make Priority School Progress	Y	N/A	Meet progress criteria	The school is implementing all Renewal school initiatives to support Regents Examination pass rates and credit accumulation.
Math Regents Percent Pass By Year 2	Y	36%	37%	While the school does not normally sit students for the Integrated Algebra Exam in January, the school decided to sit all students currently in grade 10 for the exam this January in order to determine baseline data. The Math Teacher will use data gathered in January to strategically address areas of academic need so that more students will pass the exam in June. 17% of students currently in Cohort T have already passed the exam as of February 1, 2016. 26% of students in Cohort T scored between 50% and 64% on the January administration of the exam. These students are targeted for Saturday Regents preparation, which will start in March. This support, along with targeted instruction in class, will allow students who are close to achieving 65% to pass the exam in June.

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
Implement Community School Model	G	N/A	Implement	As part of the Renewal school initiative, Dreamyard Prep has partnered with a lead community-based organization, Counseling in Schools, to offer a robust offering of services, including mental health, to students and families.
Progress Toward Graduation-Years 2 and 3	Y	37.5%	38.5%	Through Expanded Learning Time (ELT), students receive ongoing support with credit accumulation; additionally, guidance counselors meet with students regularly to discuss their progress. Additionally, every teacher is responsible for monitoring and mentoring a caseload of 3-4 students, which also ensures that students are on



				track. The school continues to struggle with a group of chronic absentees and the school intervention team is working closely with these students and their families to re-engage these students.		
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	The school has thoughtfully and strategically used extended learning time to create a program that supports students academically, socially, and emotionally. Teachers created CCLS-aligned, high-interest electives that prepare students for college and career, and elective programs, such as cosmetology and barbering, offer students an opportunity to explore interests.		
Regents Completion Rate	Y	30.9%	31.9%	The school continues to have success on the ELA Regents exam, with over 65% of their students passing the CCLS exam. Select students sat for the January CCLS Integrated Algebra exam in order to assess students' readiness. Scores reflect students' growth areas and demonstrate that math continues to be a challenge for the school. The scores also show that ELLs and students with IEPs are performing on par with general education students, which demonstrates progress in with the two earlier-referenced subgroups who previously performed at much lower levels than general education students.		
Student Attendance: HS	Y	80%	81%	The Dreamyard Prep community has launched a targeted and supportive attendance intervention plan that includes all stakeholders reaching out to parents and students. The school intervention team meets regularly to discuss at-risk and chronically absent students. The students have teachers as advisors, as well as regular check-ins with guidance counselors and Community-Based Organization (CBO) staff in order to improve attendance. The school also provides incentives to students who have improved their attendance.		
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.
--	--	--	--	--

DRAFT



Part II – Key Strategies

Key Strategies		
<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.
<p>1. Rigorous Instruction</p> <p>Goals: By June of 2016, all teachers will implement Writing with Strategic Inquiry (WITSI) strategies that will increase writing across the curriculum and will result in a 5% increase of students in Cohort R meeting College Readiness Benchmarks as measured by 75% or higher on the ELA Regents and 80% or higher on the Integrated Algebra Regents.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> All teachers will receive regular professional development in WITSI and will implement WITSI strategies in their classrooms to improve student writing across all content areas. <p>Renewal School Priority Areas:</p> <ul style="list-style-type: none"> Classroom Implementation of Curricula/Writing Strategies Expanded Course Offerings Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students Professional Development: Educating All 	G	<p>Teachers are provided with school-wide WITSI training, as well as time to meet in teams to plan lessons and units that thoughtfully support rigorous instruction. As previously stated, 10% of Cohort R have met College Readiness Benchmarks in both ELA and Math as of February 1, 2016. Additionally, there are 19 students in Cohort R that have met the College Readiness Benchmarks for ELA, but not Math. These students are scheduled to take the Integrated Algebra Regents in February and June and have a class inserted into their schedule that will prepare them for this exam.</p> <p>Monthly professional development is centered around the targeted use of strategies to improve achievement among ELLs and SWDs.</p>



	Students		
2.	<p>Supportive Environment Goals: By June 2016, all stakeholders will engage in activities to address the social-emotional needs of our community that will result in an overall attendance increase to 81.5% from 79% in the 2014-15 School Year, as measured by ATS reports.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Professional Development for Life-Coaches on tracking data, working with Students with Disabilities (SWDs), ELLs and Students with Interrupted Formal Education (SIFE) Life-ready and leadership classes for all students Community School Model implementation 	Y	<p>The school has successfully launched the Community School Model by partnering with Counseling in Schools, their lead CBO. Students are offered myriad courses that range from standards-aligned electives like cosmetology, to book clubs and Regents preparation tutoring. Students also engage in “life-ready” tasks in each class which prepare them for the academic demands of college and provide training in leadership skills. Teachers engage in regular data analysis by looking at both quantitative and qualitative work during teacher team meetings in order to inform instruction.</p>
3.	<p>Collaborative Teachers Goals: By June 2016, all DY Prep teachers will create daily learning experiences that engage students in rigorous thinking that will result in 47% of students in year 2 and year 3 meeting progress to graduation targets as measured by students earning 10 credits or more in their most recent year of high school.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> Weekly meeting time for Departments, School Intervention Teams (SITs) and co-teachers focused on unit and lesson planning, looking at student work, inter-visitations and analyzing data. 	Y	<p>Teachers meet regularly to engage in strategic inquiry to discuss both formative and summative student data. Additionally, teachers engage in inter-visitations and regular lesson-planning meetings with department chairs and administration. Professional development sessions have addressed rigorous instruction and multiple entry points, and subsequent sessions will address these topics as well.</p>



	<ul style="list-style-type: none"> Professional development around the use of data to inform instruction Professional development on elements of rigorous instruction and multiple entry points 		
4.	<p>Effective School Leadership Goals: By June 2016, school leaders, attendance, department and SIT teams will meet regularly to evaluate academic and attendance progress data of cohort R and implement strategic interventions that will result in 57% of Cohort R graduating on time.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> School leaders, the attendance team, department teams and the SIT will meet regularly to evaluate the academic and attendance progress data of cohort R and implement strategic interventions for students in jeopardy of not graduating on time. Data trackers aligned to student skill (emphasizing ELLs and SWDs) will be updated and disseminated on a bi-weekly basis. 	Y	<p>Principal meets with the SIT team regularly to discuss cohort R attendance. The school, in partnership with Counseling in Schools, offers incentives to students for regular and consistent attendance. Additionally, the school uses the New Visions Data Tracker Tool to create targeted action plans to support students; this information is shared with the SIT, counselors, and advisors in order to ensure that they are providing differentiated support to students.</p>
5.	<p>Strong Family-Community Ties Goals: By June 2016, as a result of building a more profound relationship with existing and new CBO partnerships, family and community ties will improve, particularly</p>	Y	<p>The school partners with the CBO to offer parent workshops on a monthly basis; the parent coordinator, teachers and guidance counselors host events and make extensive outreach to ensure that they are attending.</p>



	<p>with parents of ELLs, as measured by an 10% increase in ELLs' parent attendance at school functions and meetings.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> Monthly workshops for families based on their area of interest, specifically targeting how to support their child in the demands of high school 		
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.		

DRAFT



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:</p> <ul style="list-style-type: none"> • Continue to support instruction for all students and provide academic intervention services • Increase parent and student attendance and partner with CBO to build trust and meet social emotional needs of students and their families • Increase expanded learning time to improve student academic outcomes and build strong ties with students, their families and the community at-large. <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>



<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.</p>	
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.</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>		
<p>List the best practice currently being implemented in the school.</p>		<p>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.</p>
1.	Restorative justice practices	The school uses restorative justice circles to promote a culture of learning, resulting in a drop in suspension rates and a positive impact on scholarship data, including graduation rate.
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, Carron Staple

Signature of Receiver: _____

Date: _____

DRAFT