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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
08X301: M.S. 301 Paul L. Dunbar	320800010301	NYC GEOG DIST # 8 - 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	Hesham Farid, Principal	Aimee Horowitz, Executive Superintendent for Renewal Schools Karen Ames, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	06,07,08	210

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 Paul L. Dunbar 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 Paul L. Dunbar Middle School for Creativity, Collaboration and Community continues to focus on bringing rigorous academic instruction to the forefront of our work while fostering the development of the whole child. The school is making progress towards meeting our Level 1 and Level 2 targets based on our current data and our continued reflection and refinement of our practice

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.



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
3-8 ELA Growth Percentile	Y	45.4	46.4	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -implement Teachers College writing units on all grade levels -all students receive 10 periods of ELA weekly (approx. 500 minutes) -students take I-ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement
3-8 ELA Percent Level 2 & Above	Y	32%	33%	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -implement Teachers College writing units on all grade levels -all students receive 10 periods of ELA weekly (approx. 500 minutes) -students take I-ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement
3-8 Math Percent Level 2 & Above	Y	26%	27%	Based on current formative data, we believe we are on target to meet this goal. The following points serve as evidence of implementation and/or strategies:



				-implement CCLS aligned curriculum combining units from Engage NY and CMP3 -Smartstart tutoring targeting at risk students, provided twice a week
Grade 4 and 8 Science Percent Level 3 & Above	Y	12%	13%	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -teachers use item analysis from the previous year's exam to inform decisions -OMNI-Learn science CBO providing tutoring to 8 th graders, focusing on the hands on lab portion of the exam
Make Priority School Progress	Y	N/A	Meet progress criteria	Based on current formative data, we believe we are on target to meet this goal.

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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
Framework: Rigorous Instruction	Y	3.28	3.32	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -IRLA independent reading assessment administered 3 times per year (September, January, May) -Teachers College (TC) writing units implemented schoolwide -TC writing On demand baseline and endline data -Smartstart Math tutoring for targeted students -Generation Ready consultants in Math (60 days) and ELA (40 days) focusing on planning and coaching classroom practice -Daily common planning time focusing on looking at student work and planning
Implement Community School Model	G	N/A	Implement	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -Partner with Children’s Aid Society as lead CBO -Hire experienced Community School Director who supervises multiple initiatives, including Attendance Team, Positive Behavior Intervention and Supports (PBIS) Team, and Family Engagement -Classroom management, de-escalation and parenting professional development provided by Ramapo For Children



				-provide referrals for families to outside agencies for support
Performance Index on State ELA Exam	Y	36	38	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -implement Teachers College writing units on all grade levels -all students receive 10 periods of ELA weekly (approx. 500 minutes) -students take I-ready baseline and mid-year assessment to determine growth and determine targeted areas of improvement
Performance Index on State Math Exam	Y	28	30	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -implement CCLS aligned curriculum combining units from Engage NY and CMP3 -Smartstart tutoring targeting students based on assessment data, provided twice a week
Provide 200 Hours of Extended Learning Time	G	N/A	Implement	Based on our interim assessments, we are making progress towards our target. The following points serve as evidence of implementation and/or strategies: -an extra hour of Expanded Learning Time (ELT) added to each day -ELT planned and taught by Dunbar teachers with an approximate student-teacher ratio of 15:1 -ELT focus is two-fold: students alternate between literacy (WordGen vocabulary, 100 Book Challenge) and math (focus on fluency and basic skill building)



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.
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Part II – Key Strategies

Key Strategies 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.
<p>1. Rigorous Instruction</p> <p>Goals: By June 2016, there will be a 30% reduction of students scoring at a Level 1 on the New York State ELA and Math Tests as a result of teachers consistently developing and implementing lessons aligned to the Common Core Standards, which focus on students developing evidence-based claims.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School leaders, in collaboration with coach and SLT will implement a professional development plan that supports the continued development of teacher pedagogy informed by the instructional shifts, Danielson Framework and alignment to common core standards • Ensure that lesson planning is effective and instruction is engaging, and challenging. <p>Renewal School Priority Areas: Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<p>Y</p>	<p>-Robust assessment program used to adjust and modify curriculum and instruction including: -Administering baseline (September) and midyear benchmark (January) assessment in ELA and Math using IReady assessments -IRLA independent reading assessment administered 3 times per year (September, January, May) -TC writing units implemented schoolwide -TC writing On demand baseline and endline data -Smartstart Math tutoring for targeted students -Instructional consultants in Math (60 days) and ELA (40 days) focus on planning and coaching classroom practice -Daily common planning time focusing on looking at student work and planning -Afterschool program focusing on targeted students; Saturday Academy focusing on potential 3s and 4s in ELA and Math -Principal, AP, and ELA teachers receiving PD at Teachers’ College -Extended learning program focusing on fluency in math and Word Gen vocabulary and independent reading in literacy, planned and led by teachers</p>



	Professional Development: Educating All Students RTI/AIS		
2.	<p>Supportive Environment</p> <p>Goals: By June 2016, student attendance will be at or above 90% as a result of interventions and supports for students and families through collaboration with school support staff and CBO partners.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Through partnerships and the services of a full time MSW or LMSW, families and students will receive a wide range of supports including referrals to social service agencies and case management team to remove barriers to student learning and foster a more positive school climate and culture • Provide extended learning opportunities that support academic achievement 	G	<ul style="list-style-type: none"> -Daily attendance and month attendance posted for all stakeholders to view -Bi-weekly attendance meetings -Use of the New Visions heat map to inform attendance patterns and create action plans -Support staff using a success mentor model: identification of students with a 5% decrease in attendance since September; identification of students with YTD attendance between 80-89% -Monthly attendance celebrations for 100% YTD, 100% for the month and awards to parents for attendance achievements -Daily phone calls for absences and lateness -Classroom management, de-escalation and parenting professional development provided by Ramapo For Children
3.	<p>Collaborative Teachers</p> <p>Goals: By June 2016, all students will increase their overall points on the TC Writing Assessments by an average of 5 points from the pre to post on-demand tests for each of the four units as a result of teacher teams meeting on a weekly basis.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> • All staff will engage in the inquiry process using 	Y	<ul style="list-style-type: none"> -Implementation of TC writing units -TC writing On demand baseline and endline data -Principal, AP, and ELA teachers receiving PD at Teachers' College -Use of writing techniques across content areas in all grades -Daily common planning time focused on looking at student work and planning -Inquiry work with literacy department focused on writing



	<p>baseline assessment data along with NYSED item analysis to target student population who would benefit from extended learning opportunities, to plan and map out curricular expectations for extended day instruction and help teachers create student groups and supports based on need and ability.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle Inquiry</p>		
4.	<p>Effective School Leadership</p> <p>Goals: By June 2016, on average, teachers will improve 0.5 points on their rating of Danielson component 3D (Using Assessment in Instruction) as a result of timely, meaningful and actionable feedback and a focus on formative assessment.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • To deepen the understanding of pedagogical practices relative to the four domains espoused by Danielson’s Framework for Teaching with increased student outcomes as the overarching goal. • School leaders, and coaches will develop the pedagogy of teachers during the day using Danielson Framework for Teaching with particular focus on questioning and discussion techniques (3b), student engagement (3c) and using assessment in instruction (3d). 	Y	<ul style="list-style-type: none"> -PD focus on checks for understanding -Generation Ready consultants in Math (60 days) and ELA (40 days) -Observation calendars, feedback calendars -Tracking data from round 1 to round 2 of observations -IDE coach delivering staff PD focused on 3D and individualized coaching for teachers on Teacher Improvement Plans



5.	<p>Strong Family-Community Ties Goals: By June 2016, 80% of families will have attended at least one parent teacher conference as a result of collaboration between CBO partners and school staff to use multiple forms of outreach.</p> <p>Key Strategy:</p> <ul style="list-style-type: none"> School leaders and Children’s Aid Society will partner to ensure parent training and development in academic, social and emotional health supports to impact student achievement and positively increase participation in school and the education process. 	G	<p>-55% of parents attended the first PTC -Phone banking techniques learned from Office of Community Schools -Focus on parents who did not attend the first PTC for the 2nd PTC as well as setting up other meeting times -Appointments for Family Engagement Time on Wednesdays from 8:00 to 8:40 weekly</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	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> <p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part III – Community Engagement Team and Receivership Powers

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: Increase parental engagement and involvement by giving careful attention to the type of programs we offer parents, as well as, the type of outreach we are making. Parents were surveyed in the beginning of the year to identify interests and needs. Various workshops, trainings and celebrations have been conducted with the parents interests and needs in mind. Parent teacher conference saw 55% of the families attend. Various strategies have been employed, namely phone banking. Engrade has also been implemented in the school as a way to keep parents informed of their child’s performance in school. The school is in the process of developing a Google Apps For Education website to also improve communication an invovlement. A monthly newsletter and calendar are sent home. The school maintains an open door policy, welcoming parents to come into the building when they are available, and administrators make themselves accessible to the parents.</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>



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.

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
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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>
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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 IV – Best Practices (Optional)

Best Practices	
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.	Attendance Team that meets bi weekly to discuss patterns and trends as well as create action plans
2.	Implementation of Teachers College Writing Units of Study
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, Karen Ames

Signature of Receiver: _____

Date: _____

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