2023-2024 Receivership School Quarterly Report #2
Report Period: *October 31, 2023, to January 19, 2024 (Due January 19, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee.

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
New Directions Secondary School (09X350)	320900011350	NYC Geographical District #9	Wediko	2	https://infohub.nyced.org/reports/students-and-schools/school-receivership

Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
John Sullivan	James Waslawski	3/31/2015	Dr. Danika Rux, Deputy Chancellor of School Leadership Sharon Rencher, Senior Executive Director of State/Federal Education Policy Dr. Tanicia Rivera, Senior Director of State School Improvement Interventions Daniel Atkins, Director of State and Federal Program Implementation	9-12	55.9%

1 | P a g e
Receivership, 2023-2024 Q2 Report/OISR_Nov.23
 (As required under Section 211(f) of NYS Ed. Law)

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report #2 to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.

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*. Applicable links must be made publicly available prior to submitting the report.

Mission:
Our mission at the New York City Public Schools is to ensure that each student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change.

The New York City Public Schools (NYCPS) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every one of our students graduates on the pathway to a rewarding career and long-term economic security, equipped to be a positive force for change in our community and city. This vision is grounded in the Chancellor's Four Pillars for Building Trust in NYC Public Schools and focuses on a reimagined school experience that prioritizes student well-being by supporting schools to create an Ecosystem of C.A.R.E. (Connect, Affirm, Respond, Empower) for the whole child that affirms student identity and voice, ensures physical and emotional safety, and supports students in reaching their full potential.

Four Pillars for Building Trust in NYC Public Schools
The four pillars for improving and building trust with our families include:
1. Reimagining the student experience
- Career Pathways Initiative - creating career-connected learning and pathways for all our students to help activate their passion and sense of purpose.
- Ensuring that all students graduate with a strong plan and head start on a pathway to the middle class, including financial literacy and civics skills.
- Supporting our children to become strong readers.
- Making sure every single one of our students is getting strong, phonics-based literacy instruction from the very start.
- Building on the universal screening tools that identify risk for dyslexia to tailor more effective responses at the earliest possible ages, strengthening early childhood education.
- Creating an advisory council on literacy.
- Virtual learning - expanding virtual options for students.

2. Scaling, sustaining, and restoring what works

- Identifying the amazing practices throughout the NYCDOE and sharing via state-of-the-art knowledge-sharing systems so that they become models that other schools can try to emulate.
- Expanding opportunities for accelerated learning in every school.

3. Prioritizing wellness and its link to student success
- Working with the NYC Mayor's office to increase the number of school safety agents.
- Collaborating with community-based partners to support school safety, mental health, attendance, and enrichment.
- Extending learning beyond the four walls of the classroom to feed the souls of our children with visits to museums, parks, and activities in the great outdoors.
- Increasing our school's capacity to provide quality mindfulness practices that are scientifically researched, evidence-based, and culturally responsive.

4. Engaging families to be our true partners
- Ensuring that schools and districts are in close communication with our families, surfacing their expertise to enable all of the staff members to more effectively educate and support our children.
- Engaging with families in policy creation and implementation procedures at all levels.
- Supporting superintendents, school leaders, and other school staff with professional development to find ways to permanently embed families' voices in their particular school communities. That includes supporting governance structures like Parent Associations, PTAs, School Leadership Teams, and Citywide Councils so they can provide policy recommendations that work for all schools and the system as a whole.
- Adjusting and updating the NYCPS website to make it more family-friendly.

Overview of School Demographic and Four-Year Trend Data
Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: _____ Insight _____

Date of Capture: ___ October 15, 2023_____

SWD _22.3_%

Total Current Enrollment/Registrant Counts: N= _148__

ELL _44.6_%

SWD/ELL percentage total _6.8_%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	71%	79%	83%	%
Chronic Absenteeism Rate	54%	54%	59%	___%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	2.2%/3	0%/#0	0%/#0	0#0
Duplicated Suspensions	21.7%/#5	0%/#0	0%/#0	0%/#0
Unduplicated Suspensions	13%/#3	0%/#0	0%/#0	0%/#0
ELL Suspensions	26%/#6	0%/#1	42.8%/#9	0%/#0
SWD Suspensions	2.8%/#4	1.4%/#2	14.2%/#3	0%/#0

Overview of School Demographic and Four-Year Trend Data
Use the template below to provide four-year graduation, Drop-out rate, and 3-8 ELA and Math Proficiency Rates trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	27.3%	50.8%	42.9%	55.9%
ELL Grad. Rate	6.2%	51.2%	51.9%	56.1%
SWD Grad. Rate	31.6%	25%	30%	25%
NYSAA Grad. Rate	0%	0%	0%	0%

Drop Out Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	43.6%	37.3%	35.7%	40.7%
ELL Drop Out Rate	43.8%	34.1%	33.3%	39%
SWD Drop Out Rate	47.4%	62.5%	40%	62.5%
NYSAA Drop Out Rate	N/A	N/A	N/A	N/A

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	N/A	N/A

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	N/A	N/A

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.

$$Out\ of\ School\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ with\ at\ Least\ 1\ Day\ Suspension}{Total\ Enrollment\ as\ of\ BEDS\ Day}\ x\ 100$$

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.

$$Duplicated\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ Suspended\ More\ Than\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

Unduplicated Suspensions #:

Number of students suspended out of school one time.

$$Unduplicated\ Suspension\ \%\ Rate = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

$$ELL\ Suspension\ \%\ Rate = \frac{Number\ of\ ELL\ Students\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

$$SWD\ Suspension\ \%\ Rate = \frac{Number\ of\ SWD\ Suspended\ at\ Least\ One\ Time}{Total\ Number\ of\ Suspensions}\ x\ 100$$

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Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the second quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement.* The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion* and *Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ DEI Framework and Policy Statement | New York State Education Department (nysed.gov), Culturally Responsive-Sustaining Education | New York State Education Department (nysed.gov), and in support of the NY Social Emotional Learning Benchmarks @ NYS SEL Benchmarks (nysed.gov).

- When responding to prompts pertaining to the *Quarterly Report #2*, identify processes:
  - Used throughout Quarter 2 to assess the impact of *strategies implemented* to improve student learning outcomes, *as aligned to Building- and District-based Commitments*.
  - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.

- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.

  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.

- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound
At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. Note that the strategies section is to be completed by school and district leadership. This report should assess the progress and actions toward meeting each commitment as aligned to the school's Lead Strategies and DII targets, while assessing the status of how these commitments have been aligned with and support meeting DII target attainment.

<u>School-based Commitments</u>	<u>SMART Goal Strategies and Actions Towards Attaining Commitments</u>
- Teachers will continue to provide personalized support, such as the use of scaffolds, to deepen Illustrative Math discourse. - Teachers will help students to take ownership of their learning by engaging students in opportunities to provide written feedback to peers for reflection and improvement. - The school will convert success in attendance to academic success.	- All math teachers are being trained on a monthly basis through the NYC Mathematics Collaborative program which is currently instituting Illustrative Mathematics Algebra I Phase I across NYC transfer schools. - Teacher teams are receptive to feedback from the school administration about ways to advance student learning and have begun to integrate student feedback activities into daily lessons. - Our 84% attendance rate has translated into above average rates across subject areas. According to STARS, 73.1% of 10th grade students passed their math classes during the first marking period; 75% passed their English classes; 72.3% passed their science classes, and 78.1% passed their social studies classes.

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

District-based Commitments

District-based Commitments	SMART Goal Strategies, Actions and Resources Towards Supporting Commitment Attainment
• The district will support the school in its implementation of Illustrative Math. • The district will help to facilitate a partnership between the school and the NYC Office of Multi-Lingual Learners (MLL) to provide targeted support to ELL students. • The district will support teachers in the use of class discussions to enhance Multi-Tiered System of Supports (MTSS) and advance learning.	• The district has launched a standardized algebra program of Illustrative Math and has been providing instructional and assessment tasks, lesson plans, and other resources for teachers. • The district MLL/ELL Services Administrator shares a monthly MLL Newsletter with school staff highlighting ongoing professional development opportunities which align with the Four Pillars of ML/ELL Engagement - namely, building intentional community, ensuring accessibility, supporting social-emotional well-being, and culturally responsive and sustaining practices. • The school has dedicated district coaches who visit the school on a weekly basis to provide support not only in the Danielson Framework but also in MTSS.

Part I – Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

Quarterly Report #2 - Reflection on Lead Strategies Utilized during
October 31, 2023 – January 19, 2024

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
1. Attendance Outreach Team	Green	The following Attendance Outreach Team supports helped our school achieve progress over the past quarter: • The school's current attendance rate is 84%, which is unchanged from the first quarter report. • 27% of our students are chronically absent, which is a 2% increase from the first quarter. • 17% of students are at risk of being chronically absent, which accounts for 23 out of 135 students. • Students in the 9th grade have an 84% attendance; 10th grade has an 80% attendance rate; 11th grade has an 87% attendance rate; and 12th grade has an 87% attendance rate. These average daily attendance rates across grade levels remain consistent with the first quarter report.
2. Educational Technology	Green	Computer-based NWEA MAP Growth Assessments were administered this quarter and resulted in the following: • The overall Algebra I RIT score for students who will be taking the Algebra I Regents Exam in 2024 was 20% (low), 40% (low average), 20% (high average), and 20% (high). • The area of statistics and probability represents a key area for improvement in Algebra I among this student group. • The overall Reading RIT score for students scheduled for the English Regents Exam in January or June was 67% (low), 11% (low average), 17% (high average), and 6% (high). • Vocabulary acquisition and use represents a key area for improvement in Reading for this subgroup. • Please note: NWEA's RIT scale stands for Rasch Unit scale and reflects student achievement.
3. Expanded Learning Time (ELT)	Green	The following ELT supports have been provided over the past quarter: • Our Community Organization (CBO) partner, Wediko, aligns its support to the following Demonstrable Improvement Indicators: ELT, Community School, Chronic Absenteeism, and Personal Attention and Support. • Wediko works outside of the normal school day to address concerns among youth at risk of gang involvement, substance abuse, and homelessness. • Wediko's enrichment ELT services prioritize paid Learning to Work (LTW) internships with the community. • The LTW coordinator develops job experience locations/sites, conducts employment readiness classes during student lunch times, and checks in with worksite hosts and students to resolve any issues that may arise from internship work.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
4. Focused School Support (FSS)	Green	The principal and the School Support Partner (SSP) agreed that the following Focus Areas would be addressed: • Improving the overall quality of instruction based on the school's continued implementation of its instructional focus, resulting in the students' improvement on all graded work. • Elevating the instructional capacity of math teachers as they implement the Illustrative Math curriculum. • The principal and SSP established strategies to implement the school's instructional focus which included school leaders in collaboration with the instructional leadership team. The instructional leadership team revised the school's instructional focus to include domains 1e and 3b from the Danielson Framework. • The principal identified the instructional practice of "I do, we do, you do" as a foundation of the Illustrative Math Program. Through three class visits to math classes, the principal and SSP agreed that all math teachers could benefit from the standardization of instructional practices. The principal is working with teachers from the math department to identify best practices that can be expanded to all teachers.

Part II – Demonstrable Improvement Level 1 Indicators
Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 19, 2024

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2021 Total Cohort (11th Graders) Passing ELA Regents	Green	By August 2024, at least 5% of students from our 2021 Total Cohort will pass the ELA Regents Exam. **Key Strategies:** - Teacher teams will analyze emergent data trends and patterns from past English Regents Exams and mock exams. - The school will use multiple assessments to monitor student efficacy in ELA, including the English Regents Exam, English Mock Regents Exams, and MAP Grow by NWEA (formerly known as Northwest Evaluation Association) and	The following data trends show continued progress toward meeting this indicator: - We administered a Mock English Regents Exam in December 2023 to gauge the readiness of students who will be scheduled for January or June English Regents Exams. - Results of the Mock English Regents Exam show 10/25 (40%) passed. - Teacher teams conducted an itemized analysis of the Mock Regents and found that most student writing tended to rely on summary without the use of counterargument and textual evidence. - Teacher teams are currently developing remedial lessons to spiral in skills that the Mock Regents revealed as areas for improvement.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		now a subdivision of HMH (Houghton Mifflin Harcourt).	Future action steps will include the development of remedial lessons to be implemented both in class and during ELT.
HS Chronic Absenteeism – All Students	Green	**2023-24 Goal:** By August 2024, we will achieve a Chronic Absenteeism rate of at least 57%. **Key Strategies:** • Guidance counselors and office staff will ensure they know every student well and will provide a Success Mentor model to support chronically absent students. • Our counselors will provide Students in Temporary Housing with wellness checks and necessary resources for success. • The attendance team will monitor attendance trends on a weekly basis.	The following data trends show continued progress toward meeting this indicator: • 27% of our students are chronically absent, which is a 2% increase from the first quarter. • The school's current attendance rate is 84%, which is unchanged from the first quarter report. • 17% of students are at risk of being chronically absent, which accounts for 23 out of 135 students. • The average daily attendance (ADA) rate is 84% in grade 9, 80% in grade 10, 87% in grade 11, and 87% in grade 12. • These average daily attendance rates across grade levels remain marginally consistent with the first quarter report. Future action steps will remain as indicated in the school's continuation plan, and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
2018 Total Cohort 6-Year Grad Rate – All Students	Green	**2023-24 Goal:** By August 2024, the 2018 Total Cohort 6-year graduation rate will increase to 67%. **Key Strategies:** • School leaders, with the support of SEL staff, will utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. • School leaders, with the support of the district staff, will determine emergent trends and patterns in Cohort data review X through Y. • School leaders will provide APEX programs and explore YABC (Young Adult Borough Center) options for identified students to additional options for credit accumulation.	The following data trends show continued progress toward meeting this indicator: • SEDDAS/L2RPT shows our 2018 Total 6-Year (Cohort X) Grad Rate inclusive of students who earned Regents, Local, or HSE Diplomas is 55.9%. • L2RPT indicates that our 2018 Total 6-Year Cohort (Cohort X) is comprised of 59 students with no change since the first quarter. • 33/59 students have graduated thus far. All 33 have earned Regents Diplomas without Advanced Designation. • We are currently working to re-engage students who may have dropped out from this cohort to transfer into Approved High School Equivalency Preparation Programs (AHSEPP). Future action steps will remain as indicated in the school's continuation plan, and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Survey: School Survey-Safety	Green	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Safety will increase to 1.58. **Key Strategies:** ● We will administer longitudinal surveys to collect data on student perceptions around school climate. ● We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff.	The following data trends show continued progress toward meeting this indicator: • Informal student interviews conducted by guidance counselors reveal that 90% of our students feel safe both inside and around the school building. • The school currently has no principal or superintendent suspensions. • The school had 7 incidents over the past quarter, yet none resulted in suspension. • Student incidents were comprised of low-level infractions that occurred in the cafeteria or bathroom. These matters were all addressed in CBO conflict groups. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
Transfer HS Persistence (non-dropout)	Green	**2023-24 Goal:** By August 2024, our Transfer HS Persistence rate will increase to 59.9%.	The following data trends show continued progress toward meeting this indicator: • We have 64 students in our HST Persistence Rate subgroup.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<u>Key Strategies:</u> We will train our data team to track this metric as defined: This metric shows the percentage of students in the transfer school's graduation cohort (defined above) who either earned a Local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS/SACC (only NYSAA eligible students), or were still enrolled in a DOE	- Last year, we were able to support 4 students in Cohort W in obtaining their HSE Diplomas; this year, we have 1 in Cohort X which is a marginal improvement from the first quarter. - We have made connections with Pathway to Graduation (P2G) programs to ensure alternative pathways for targeted students. Future action steps include supporting additional students who wish to transfer into HSE programs.

Part III – Demonstrable Improvement Level 2 Indicators
Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Plan for and implement Community School Model	Green	**2023-24 Goal:** By August 2024, we will implement a community school model as evidenced by NYSED's community school rubric. **Key Strategies:** - Community-Based Organization (CBO) Wediko will conduct an annual comprehensive school and community needs and assets assessment. - School leaders will assign adult or peer success mentors to high school students with a history of chronic absenteeism. - In partnership with the Office of Community Schools, we will implement NYCDOE's Every Student, Every Day (ESED) campaign, which calls upon all	Wediko's New Directions Secondary School programming includes the following multi-tiered services (Intervention): - Whole-school culture change programs, i.e., Staff workshops, PBIS, behavior monitoring - Professional development for staff and direct clinical support on SEL and mental health. - Parent outreach (daily outreach calls, workshops, home visits, and community referrals) - Daily individual and small group counseling, crisis counseling - Weekly Advisory class sessions and Side by Side groups (social and emotional skill-building groups)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		New York City schools to take strategic actions to reduce chronic absenteeism (CA) and help students reach their potential.	
Teacher Practices and Decisions (DTSDE Tenet 4)	Green	**2023-24 Goal:** By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators. **Key Strategies:** • School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. • School leaders will record and track observation data at both the teacher- and school level, populate and print Evaluator Forms after observations, and calculate both MOTP (Measures of Teacher	The following data trends show continued progress toward meeting this indicator: • Teachers ensure that all students interact with their peers and teachers respectfully. (4A) • Teachers re-direct off-task students who need to re-focus attention on their learning. (4B) • Lessons start and end on time, with students participating in instructional activities throughout the duration of the lesson. (4B/D) • Teachers model and demonstrate procedures with the use of visuals and examples. (4D) Future action steps will remain as indicated in the school's continuation plan, and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		- Practice) and MOSL (Measures of Student Learning) scores and ratings. - Peer Collaborative Teachers (PCTs) will work with teacher teams to deepen understanding of key curricula.	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	Green	**2023-24 Goal:** By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT). **Key Strategies:** - We will offer our ELT program to all eligible students considered to be at-risk of not meeting state standards. - We will program special events around mental wellness, cultural celebration, and social emotional support. - Our CBO will support the programming of ELT to ensure it offers opportunities for	The following data trends show continued progress toward meeting this indicator and are unchanged from the previous quarter: - Extended day 9th period instruction supports 60 students (priority given to students taking a regents exam) and occurs three days a week. - Students who are entering and emerging ELLs are prioritized for virtual tutoring twice weekly for 75 minutes in the evening (after 6 pm). - ELT provides time to effectively assess student literacy levels and to engage Tier 2 and Tier 3 supports in literacy. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		individualized academic support, and enrichment activities that emphasize real-world learning.	
2018 Total Cohort 6-Year Grad Rate - ED Students	Green	**2023-24 Goal:** By August 2024, the 2018 Total Cohort 6-Year Graduation Rate for Economically Disadvantaged (ED) students will increase to 52%. **Key Strategies:** • School leaders, with support of SEL staff, will utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements. • School leaders, with support of the district staff, will determine emergent trends and patterns in Cohort data review X through Y.	The following data trends show continued progress toward meeting this target: • L2RPT indicates that ED students account for 94.9% (56/59) of Cohort X. • 30/56 or 53.6% of Cohort X ED students have graduated. • All 30 ED graduates received a Regents Diploma without Advance Designation. Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point-in-time data such as BOY, MOY, and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of the impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
Survey: Personal Attention and Support	Green	**2023-24 Goal:** By August 2024, the NYC School Survey indicator for Personal Attention and Support will increase to 1.19. **Key Strategies:** • School staff will integrate SEL check-ins during each lesson. • Lunch groups will be formed to support health and wellness capacity. • School staff will facilitate PD on identifying at-risk behaviors and directing resources to students and families.	The following data trends show continued progress toward meeting this indicator: • As part of the school's instructional leadership framework, all staff are required to know every student well. • Supporting our diverse learners means making sure every student in every classroom is engaging with rich and inclusive curriculum materials and with appropriate assessments so that we understand and meet their needs. • Our teachers work diligently to create a school environment that values and teaches respect for all. • Having 0 principal and superintendent suspensions is a testament to our ongoing efforts to provide personal attention and support.

Part IV – Community Engagement Team (CET)
The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its membership for the 2023-2024 SY should be included and detailed below.

Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Report Out of 2023-2024 CET Plan Implementation

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 (As required under Section 211(f) of NYS Ed. Law)

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	• Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
Our categorical CET membership includes but is not limited to: • School Principal • Lead Partner Agency • Other School Leaders or Key Staff • Teachers • Relevant Community Agencies • Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services • Parents of or persons in parental relation to students attending the school • Students from our school CET members may be modified at any time on the basis of recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership to report at this time.	The process by which new members of the CET will be identified and selected is as follows: • The Community School Director and Parent Coordinator meet regularly and work closely with key community stakeholders from the School Leadership Team (SLT), Parent Associations, community groups, elected Community Education Councils, and Parent Advisory Councils to engage families and community members and invite them to participate in our CET. • CET members all have a vested interest in the well-being of our school and participate in monthly meetings that serve to continually assess and report on the implementation of the School Comprehensive Education Plan (SCEP), informed by current data regarding school performance on selected receivership Demonstrable Improvement Indicators and any other information necessary to assess the implementation of the plan. • The school principal champions the notion that selected CET staff who operate as a cohesive group can make a difference in the lives of the children. The principal's relationship with staff members is what propels the formation of a purposeful school community embodied by the CET. That is why our CET is comprised of both school and community members who volunteer their time to develop and use resources to accomplish goals that matter. The primary method for CET meeting agenda development and the best means to ensure the CET will have the necessary information to analyze the impact of lead strategies is through periodic review of receivership reports.

Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Part V – Powers of the Receiver   *Provide a summary of the use of the School Receiver's powers during this reporting period.*
The New York City Public Schools regularly consults with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCPS is currently reviewing the revised CEP and SIG plans to identify any elements necessitating adjustments in collective bargaining agreements. Engagements with UFT and CSA are underway for planning and conducting these activities. Following this engagement process, NYCPS will determine necessary changes to collective bargaining agreements.   Additionally, below are other initiatives utilizing the School Receiver's authority: • Replacement of school leadership as needed to facilitate school transformation.   • Organizing school-level community engagement meetings to discuss the status of receivership and seek public input and recommendations.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2023-2024 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _____

Signature of CET Representative*: _____

Title of CET Representative: _____

Date: _____

***The CET Attestation must be signed by a CET member other than a school administrator.**