

2023-2024 Receivership School Quarterly Report #3
Report Period: *February 1, 2024, to April 19, 2024 (Due April 19, 2024)*

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 <i>(If appointed since the last reporting period, attach resume)</i>	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/Federal Program Implementation	9-12	55.9%

Procedural Checklist for Quarterly Report Completion Review

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Title Page



All boxes are fully completed with accurate and point-in-time information.

Executive Summary



The Executive Summary is completed per the related outline.

Data Trend Tables



All tables have been completed with the most recent point-in-time data.

***Suspension Tracking and Reporting Addendum**



*The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page.

Building- and District-based Commitments and SMART Goal Strategies



The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by the building and district leaders, including, but not limited to:

- Incremental goals towards meeting targets.
- Strategies, actions, and resources towards meeting targets.
- How all goals and strategies will be measured/assessed.

Part I - Lead Strategies for School Improvement



Each Lead Strategy is outlined, including how the strategy supported meeting achievement-based progress towards this year's DII targets.

Demonstrable Improvement Level 1 Indicators



Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part III – Demonstrable Improvement Level 2 Indicators



Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed.

Part IV – Community Engagement Team (CET)



Prompts in each column are completed with the understanding that CET implementation is guided by *Commissioner's Regulations §100.11(b)*.

Part V- Powers of the Receiver & Part VI – Assurance and Attestation



A clear summary of the application of the Powers of the Receiver is provided.



Required signatures have been obtained from regulatory approved CET members who are **not** school administrators.

Executive Summary

Please provide a plain-language summary of this Quarterly Report #3 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.

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 DOE 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 6 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: _____ April 19, 2024 _____

SWD 23%

Total Current Enrollment/Registrant Counts: N = 139

ELL 39.6%

SWDs who are also ELLs:

N = 8 / 5.7 %

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%	83%
Chronic Absenteeism Rate	54%	54%	59%	41%

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

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.
$$\text{Out of School Suspension \% Rate} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$$

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.
$$\text{Duplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

Unduplicated Suspensions #:

Number of students suspended out of school one time.
$$\text{Unduplicated Suspension \% Rate} = \frac{\text{Number of Students Suspended Out of School One Time}}{\text{Total Number of Suspensions}} \times 100$$

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.
$$\text{ELL Suspension \% Rate} = \frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.
$$\text{SWD Suspension \% Rate} = \frac{\text{Number of SWD Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

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 third 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 #3*, identify processes:
 - Applied throughout Quarter 3 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the pending 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. The strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- For example, “ELA proficiency of SWDs will increase 2% by January 2024 and 5% overall by June 2024.”

Building-based Commitments

- All math teachers will be 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 will receive feedback from the school administration about ways to advance student learning and how to integrate student feedback activities into daily lessons.
- The school will convert success in attendance to academic success.

SMART Goal Strategies and Actions Towards Attaining Commitments

- By January 2024, 100% of teachers will provide personalized instructional support to students as evidenced by the use of scaffolds across all classrooms to deepen Illustrative Math discourse.
- By January 2024, 100% of teachers will help students take ownership of their learning by engaging students in frequent opportunities to provide written feedback to peers for reflection and improvement.
- By April 2024, the school will sustain an 84% attendance rate and a 75% course pass rate across all major subject areas.

District-based Commitments

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

<ul style="list-style-type: none"> • 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 a Multi-Tiered System of Supports (MTSS) and advance learning. 	<ul style="list-style-type: none"> • By April 2024, district math instructional leads will facilitate at least 3 training sessions on how to implement a standardized algebra program of Illustrative Math and provide resources inclusive of instructional and assessment tasks, lesson plans, and other resources for teachers. • By April 2024, the district MLL/ELL Services Administrator will share at least 8 monthly MLL Newsletters with school staff highlighting ongoing professional development opportunities aligned to the Four Pillars of ML/ELL Engagement: building intentional community, ensuring accessibility, supporting social-emotional well-being, and culturally responsive and sustaining practices. • By April 2024, the district MLL/ELL Services Administrator will participate in at least 4 instructional rounds to assess the quality of ELL instruction at New Directions Secondary School. • By June 2024, instructional leads will provide training on John Hattie’s <i>Unlocking the Power of Classroom Discussion</i> to advance learning.
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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 #3 - Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	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	G	<p>The following Attendance Outreach Team supports helped our school achieve progress over the past quarter:</p> <ul style="list-style-type: none"> • The Attendance Outreach Team works in collaboration with the District Attendance Supervisor to monitor attendance trends. • The school's attendance rate is currently 83%. • This rate accounts for 139 students at the school. • The rate has decreased marginally by one percentage point year over year.
2. Educational Technology	G	<p>Computer-based NWEA MAP Growth Assessments were administered last quarter and teacher teams analyzed the results below (shared in Q2 report) to spiral appropriate skills into the curriculum:</p> <ul style="list-style-type: none"> • 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)	G	<p>The following ELT supports have been provided over the past quarter:</p> <ul style="list-style-type: none"> • We continue to implement a 9th period instruction class attended by 50% of our school. • Students are scheduled for 9th period based on whether they will be taking an upcoming Regents exam. • We also provide ELT enrichment that engages students in fitness classes to ensure students are maintaining healthy lifestyles.
4. Focused School Support (FSS)	G	<p>The School Support Partner (SSP) provided the following support during onsite meetings and virtual visits to increase the instructional capacity of math teachers implementing the Illustrative Math (IM) Curriculum:</p> <ul style="list-style-type: none"> • Reviewed January Regents assessment data. • Conducted three class visits to math classrooms. • Reviewed and revised the plan to identify instructional practices that effectively support all students.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> • Collaborated with the principal to have the assistant principal identify coaching opportunities with math teachers. • Illustrative Math professional development opportunities consisted of a visit to Queens Academy Transfer School and a series of online sessions focusing on using IM with English Language Learners (ELLs) and in Integrated Co-Teaching (ICT) classrooms.

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 #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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	G	<p>By August 2024, at least 5% of students from our 2021 Total Cohort will pass the English Regents Exam.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • Teacher teams analyze emergent data trends and patterns from past English Regents Exams and mock exams. • The school uses 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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • The SIRS 204 Total Cohort Report shows 73.5% of students in the 2021 Total Cohort have taken the English Regents Exam. • 38.8% scored at Level 1 • 8.2% scored at Level 2 • 4.1% scored at Level 3 • 22.4% scored at Level 4 or 5. • ELA teachers participated in the following District-led PD sessions: Let’s Talk about Talk: Elevating Academic Discussion and Preparing for Regents Success - Focusing on the Writing Tasks.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		Association) and now a subdivision of HMM (Houghton Mifflin Harcourt).	Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.
HS Chronic Absenteeism – All Students	G	<p><u>2023-24 Goal:</u> By August 2024, we will achieve a Chronic Absenteeism rate of at least 57%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Guidance counselors and office staff ensures they know every student well and will provide a Success Mentor model to support chronically absent students. • Our counselors provide Students in Temporary Housing with wellness checks and necessary resources for success. • The attendance team monitor attendance trends on a weekly basis. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • According to Insight, 41% of students are chronically absent at school. • This accounts for 57 students. • 4 students are at risk of being chronically absent. • Among 139 students, 78 have between a 90-100% attendance rate. • 21 students have between a 80-89% attendance rate. <p>Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.</p>
2018 Total Cohort 6-Year Grad Rate – All Students	G	<p><u>2023-24 Goal:</u> By August 2024, the 2018 Total Cohort 6-year graduation rate will increase to 67%.</p>	The following data trends show continued progress toward meeting this indicator:

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		<p>Key Strategies:</p> <ul style="list-style-type: none"> • School leaders, with the support of SEL staff, 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 provide APEX programs and explore YABC (Young Adult Borough Center) options for identified students to additional options for credit accumulation. 	<ul style="list-style-type: none"> • The SIRS 201 Total Cohort Summary Report shows the 2018 Total Cohort 6-year graduation rate is currently 55.9%. • 33/59 students have graduated from this cohort (Cohort X). • All 33 have earned Regents Diplomas without Advanced Designation. • School counselors are working to re-engage students who may have dropped out from this cohort to enroll in HSE programs. <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>
Survey: School Survey-Safety	G	<p>2023-24 Goal: By August 2024, the NYC School Survey indicator for Safety will increase to 1.58.</p>	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • As part of the implementation of our PRT (Progress Reporting Tool), school counselors surveyed a sample size of 35 students which accounts for 25% of the school population.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		<p>Key Strategies:</p> <ul style="list-style-type: none"> • We administer longitudinal surveys to collect data on student perceptions of school climate. • We will engage our Community Engagement Team in survey analysis protocols to glean findings from quarterly surveys of students and staff. 	<ul style="list-style-type: none"> • 15 students shared concerns about student-to-student trust indicating that there may be instances where students do not treat each other with respect. • 25 students shared positive sentiments about the Restorative Justice program at the school and how school staff use questions to encourage reflection and resolve conflicts. <p>Future action steps will remain as indicated in the school's continuation plan and no adjustments will be made during this reporting period.</p>
Transfer HS Persistence (non-dropout)	G	<p>2023-24 Goal: By August 2024, our Transfer HS Persistence rate will increase to 59.9%.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • 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 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • We have 64 students in our HST Persistence Rate subgroup. • We now have 2 Cohort X students who are looking to obtain an HSE Diploma, an increase from 1 last quarter. • Last year, we were able to support 4 students in Cohort W in obtaining their HSE Diplomas. • New York City Public Schools (NYCPS) has Pathway to Graduation (P2G) programs that New Directions partners with to ensure alternative pathways for students.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		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 school.	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 #3 with Reflection on Lead Strategies Utilized during
February 1, 2024 – April 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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.
Plan for and implement Community School Model	G	<p><u>2023-24 Goal:</u> By August 2024, we will implement a community school model as evidenced by NYSED’s community school rubric.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Community-Based Organization (CBO) Wediko conducts an annual comprehensive school and community needs and assets assessment. • School leader assigns adult or peer success mentors to high school students with a history of chronic absenteeism. • In partnership with the Office of Community Schools, we implement NYCDOE’s Every Student, Every Day (ESED) campaign, which calls upon all New York City schools to take strategic actions to reduce chronic absenteeism 	<p>Wediko’s New Directions Secondary School programming includes the following multi-tiered services (Intervention):</p> <ul style="list-style-type: none"> • 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). <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		(CA) and help students reach their potential.	
Teacher Practices and Decisions (DTSDE Tenet 4)	G	<p><u>2023-24 Goal:</u> By August 2024, we will achieve 40% of the Tenet 4 Phase 2 DTSDE indicators and 90% of Phase 1 indicators.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • School leaders collaborate with staff to develop an instructional focus which will be adjusted periodically. • School leader records and tracks observation data at both the teacher- and school level, populate and prints Evaluator Forms after observations, and calculates both MOTP (Measures of Teacher Practice) and MOSL (Measures of Student Learning) scores and ratings. 	<p>The following data trends show continued progress toward meeting this indicator:</p> <ul style="list-style-type: none"> • Student transitions are timely and require minimal guidance. (4B) • Teachers praise student effort and work habits. (4A) • Teachers model and demonstrate procedures with the use of visuals and examples. (4D) • 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) <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		<ul style="list-style-type: none"> • Peer Collaborative Teachers (PCTs) work with teacher teams to deepen understanding of key curricula. 	
Providing 200 Hours of quality Extended Day Learning Time (ELT)	G	<p><u>2023-24 Goal:</u> By August 2024, we will provide at least 200 total hours of Extended Day Learning Time (ELT).</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • We offer our ELT program to all eligible students considered to be at risk of not meeting state standards. • We program special events around mental wellness, cultural celebrations, and social-emotional support. • Our CBO supports the programming of ELT to ensure it offers opportunities for individualized academic support, and enrichment activities that emphasize real-world learning. 	<p>The following data trends show continued progress toward meeting this indicator and are unchanged from the previous quarter:</p> <ul style="list-style-type: none"> • Our current school year calendar reflects an additional 200 student contact hours to the compulsory school year of 990 hours per year in secondary school. • To achieve this, we provide a 9th-period instruction class. • Students are scheduled for 9th period based on whether they will be taking an upcoming Regents exam. • We also provide ELT enrichment that engages students in fitness classes to ensure students are maintaining healthy lifestyles. <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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 - ED Students	G	<p><u>2023-24 Goal:</u> By August 2024, the 2018 Total Cohort 6-year Graduation Rate for Economically Disadvantaged (ED) students will increase to 52%.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • School leaders, with the support of SEL staff, 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, determine emergent trends and patterns in Cohort data review X through Y. 	<p>The following data trends show continued progress toward meeting this target:</p> <ul style="list-style-type: none"> • 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. • This data is unchanged from the previous quarter. <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>
Survey: Personal Attention and Support	G	<p><u>2023-24 Goal:</u></p>	<p>The following data trends show continued progress toward meeting this indicator:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend 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.
		<p>By August 2024, the NYC School Survey indicator for Personal Attention and Support will increase to 1.19.</p> <p>Key Strategies:</p> <ul style="list-style-type: none"> • School staff integrate SEL check-ins during each lesson. • Lunch groups are formed to support health and wellness capacity. • School staff facilitate PD in identifying at-risk behaviors and directing resources to students and families. 	<ul style="list-style-type: none"> • School counselors have informally surveyed a sample size of 35 students which accounts for 25% of the school population. • 23/35 students surveyed indicated that their teachers notice if they have trouble learning something. • 20/35 students felt that their teachers support them when they are upset. • 100% of the students surveyed indicated that they feel like they belong at this school. <p>Future action steps will remain as indicated in the school’s continuation plan and no adjustments will be made during this reporting period.</p>

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

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. 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.
<p>Our categorical CET membership includes but is not limited to:</p> <ul style="list-style-type: none"> 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 <p>CET members may be modified at any time based on recommendations made periodically to the school leadership and, as applicable, the receiver. We have no changes to CET membership nor recommendations to report at this time.</p> <p>The most encompassing data that showcases the efficacy of our CET comes from the NYC School Survey where the school increased the percentage of positive teacher responses by 5 points in the area of innovation and collective responsibility, moving from 83% to 88% positive. This result shows the school’s CET has helped to improve the school environment by:</p> <ul style="list-style-type: none"> Forging positive, trusting relationships with staff and community. Collaborating with school administrators to adjust curriculum and instruction. 	<p>The process by which new members of the CET will be identified and selected is as follows:</p> <ul style="list-style-type: none"> 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.

- Offering opportunities to develop leadership among staff.
- Regularly visiting other transfer schools to observe teaching in action.
- Generating enthusiasm for a shared school vision.
- Valuing and funding professional learning.

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.

Part V – Powers of the Receiver

NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling. Provide a summary of the use of the School Receiver’s powers during this reporting period.

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.***