

2024-2025 Receivership School Quarterly Report #3

Report Period: February 1, 2025, to April 23, 2025 (Due April 23, 2025)

All sections of this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document must be posted in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	District website hyperlink to this Report	
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 Schools Only Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
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, Katrina Brave, Director of State/Federal Program Implementation, Dan Atkins, Director of State/Federal Program Implementation	9-12	June 40.6%	August 46.3%

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 information is complete with accurate 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 building and district leaders, including, but not limited to:

☐ Incremental goals towards meeting DI targets.
 ☐ Strategies, actions, and resources towards meeting DI 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 supports meeting achievement-based progress towards this year’s DI 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)**

☐
 Every prompt is completed and CET implementation meets *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 regulatorily approved CET members who are **not** school administrators.

Executive Summary Please provide a <u>plain-language summary</u> of this Quarterly Report 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 that have framed a basis for developing a data-informed continuation plan for the academic 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. Limit the summary to <i>no more than 500 words</i>. 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. 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 .

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Data Source: New Visions Portal

Date of Capture: 4-22-2025

Total Current Enrollment/Registrant Counts: N = 133

ELL: 37%

SWD: 21%

SWDs who are also ELLs:

N = 7 / 5%

Average Daily Attendance and Chronic Absenteeism Rate by Year					Suspension % Rate and Number by Category				
	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)		2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Average Daily Attendance Rate	81 %	83 %	84 %	85 %	Out-of-School Suspensions	0 %/# 0	0 %/# 0	0 %/# 0	0.75 %/# 1
Chronic Absenteeism Rate	58 %	54 %	44 %	25 %	Duplicated Suspensions	0 %/# 0	0 %/# 0	0 %/# 0	0 %/# 3
					Unduplicated Suspensions	0 %/# 0	0 %/# 0	0 %/# 0	100 %/# 1
					ELL Suspensions	26 %/# 6	0 %/# 1	42 %/# 9	100 %/# 1
					SWD Suspensions	2.8 %/# 4	1.4 %/# 2	14 %/# 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.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

Graduation Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Grad. Rate	48 %	48 %	55 %	48 %
ELL Grad. Rate	44 %	56 %	56 %	57 %
SWD Grad. Rate	47 %	25 %	25 %	37 %
NYSAA Grad. Rate	NA %	NA %	100 %	100 %

Drop Out Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Drop Out Rate	46 %	43 %	42 %	12 %
ELL Drop Out Rate	38 %	38 %	41 %	90 %
SWD Drop Out Rate	42 %	50 %	63 %	0 %
NYSAA Drop Out Rate	NA %	NA %	0 %	0 %

3-8 ELA Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	NA %	NA %	NA %

3-8 Math Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	NA %	NA %	NA %

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 student(s) suspended out of school 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 only one time.

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

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.

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

Directions for Parts I, II, and III - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify key strategies that were included in the 2024-2025 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning and school improvement*. *Only salient data that maps to DI target attainment should be included.*

The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitably accessible educational supports 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 via the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to *Quarter 3 Report*, 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 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.

Data and narrative outlines should be comprised of supporting documentation. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

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 SMART 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 2025 and 5% overall by June 2025.”

<u>Building-based Commitments</u>	<u>SMART Goal Strategies and Actions Towards Attaining Commitments</u>
- All math teachers will be trained monthly on the NYC Mathematics Collaborative program which is currently instituting Illustrative Mathematics (IM) 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 attendance success to academic success.	<u>SMART goals:</u> By January 2025, 100% of teachers will provide personalized instructional support to students as evidenced by the use of the MLR (math language routine) scaffolds across all classrooms to deepen Illustrative Math discourse. - By January 2025, 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 2025, the school will achieve an 86% attendance rate and a 76% course pass rate across all major subject areas.

<u>District-based Commitments</u>	<u>SMART Goal Strategies, Actions and Resources Towards Supporting Commitment Attainment</u>
- 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.	<u>SMART goals:</u> By April 2025, the district math instructional leads will facilitate at least 3 training sessions on how to implement a standardized algebra program of Illustrative Math (Phase II) and provide resources inclusive of instructional and assessment tasks, lesson plans, and other resources for teachers. - By April 2025, 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.

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.

Quarter 3 Report - Reflection on Lead Strategies Utilized during February 1, 2025 – April 23, 2025

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the 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)	The Attendance Outreach Team helped our school achieve progress over the past quarter as evidenced by: • The school's average daily attendance rate is currently 84% and unchanged from Q2. • Aggregate schoolwide YTD attendance fluctuations also remain in the exact same range as previously reported for Q2, moving between 82% to 86% during the quarter. • The current 41% CA Rate (all students) exceeds the DI target by 15 percentage points. • The CA Rate for ELLs is 26%. • The CA Rate for SWDs is 50%.
2. Extended Learning Time (ELT)	(G)	The ELT program supported Q2 achievement-based progress in the following ways: • ELT attendance remains in line with school attendance, which currently stands at 85%. • We strategically program ELT for students who are scheduled to take Regents exams. • Learning to Work (LTW) opportunities include 75% of our most challenged learners and we currently are providing LTW through our CBO Wediko.
3. Focused School Support (FSS)	(G)	Our School Support Partner (SSP) supports achievement-based progress by: • The SSP and Principal agreed that the Q3 Focus Area would be: To provide quality interventions for students based on recent assessment data and individual student needs and help teachers understand the difference between interventions and scaffolds

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and the 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.
		• The SSP and Principal identified different approaches to helping teachers differentiate between interventions and scaffolds and integrate interventions into their lessons. • The SSP and principal visited 17 classrooms with a focus on expanding individualized interventions. • The SSP and principal analyzed student assessment data and discussed the reasons for the discrepancy between subject grades and Regents’ exam scores. • The SSP attended two pupil personnel team (PPT) meetings with the principal and discussed the team’s protocols for tracking students’ progress and discussing individual students who were referred by teachers for intervention.

Part II – Demonstrable Improvement Level 1 Indicators
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.

Quarter 3 Report with Reflection on Lead Strategies Utilized during
February 1, 2025 – April 23, 2025

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- 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 related documents. Such must be made publicly available prior to submitting this report.
2021 Total Cohort (11th Graders) Passing ELA Regents Progress Target: 8	(G)	<u>Key Strategies and Action Steps:</u> - The school will administer the following interim assessments: ELA MAP Growth and New Visions ELA Mock Regents. - Teacher teams will analyze emergent data trends and patterns from past NYS English Regents Exams, ELA MAP Growth Assessments, and New Visions Mock English Regents Exams. - The Transfer School District will support the school in disaggregating student results from the aforementioned.	<u>Data Trends:</u> - The 2024-25 SIRS 204 Total Cohort Report shows the 2022 Total Cohort (11th Graders) scoring at Levels 3-5 (65+) is now 49%. - The school is currently 41 percentage points above the receivership Demonstrable Improvement target. 72.3% or 34/47 students from the 2022 Total Cohort have now been tested on the English Regents Exam. - We had a 55% pass rate on the January 2025 English Regents compared to 27% from a year earlier. - The school developed a Mock Regents Improvement Plan Form the English Department that students complete. The form gives the goals students have identified for themselves as well as a

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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 related documents. Such must be made publicly available prior to submitting this report.
		• Teachers pull MAP and Mock Regents data from the New Visions portal to formulate and adjust strategies for individual and small group interventions; (Reading and Algebra I) • English department team has administered additional Mock English Regents simulations for students to gain whole-test fluency and to provide feedback on Part II and III performance (focus on MLL students)	checklist of improvement strategies in annotation, writing essays, and paragraph responses.
HS Chronic Absenteeism (CA) – All Students Progress Target: 56	(G)	<u>Key Strategies and Action Steps:</u> • 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	<u>Data Trends:</u> • The current 41% CA Rate (all students) exceeds the DI target by 15 percentage points. • The CA Rate for ELLs is 26%. • The CA Rate for SWDs is 50%. • The average daily attendance rate is 84% for the “all students” 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 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 related documents. Such must be made publicly available prior to submitting this report.
		- The Attendance Team will participate in monthly meetings to analyze emergent data trends and patterns across all subgroups. - The Attendance Team will provide attendance updates to the Community Engagement Team (CET). - The Attendance Team will expand the “Every Student, Every Day” initiative that helped to elevate our attendance rate to new historical highs. - The Attendance Team will partner with the Attendance Supervisor from the Office of Transfer High Schools to re-engage chronically absent students and students in temporary housing. - The Attendance Team will reward students with an array of Positive Behavioral Interventions and Supports (PBIS)	- The Attendance Outreach Team continues to meet on a weekly basis to adjust the school’s attendance plan and follow up with student outreach. - SCC has provided opportunities for students to attend Broadway shows and a variety of trips to different venues.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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 related documents. Such must be made publicly available prior to submitting this report.
		incentives from the School Culture Committee (SCC)	
2019 Total Cohort 6-Year Grad Rate – All Students Progress Target: 54	(G)	<u>Key Strategies and Action Steps:</u> • Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team. • School leaders will engage the CET in monthly reviews of graduation cohort data with attention to students still enrolled and HSE (High School Equivalency) opportunities. • School leaders, with the support of SEL staff, utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements.	<u>Data Trends:</u> • Our 2019 Total Cohort 6-Year GR (all students) is 48.3%. This represents Cohort Y. • 2019 Total Cohort 6-Year GR (ELLs) is 57.1%; 2019 Total Cohort 6-Year GR (SWDs) is 36.4%. • The 2020 Total Cohort 5-Year GR (Cohort Z) is expected to reach 59.4% • The 2021 Total Cohort 4-Year GR (Cohort 1) is expected to reach 60% • 2019 Total Cohort 6-Year GR (ED students) is 52.8%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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 related documents. Such must be made publicly available prior to submitting this report.
		• 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.	
Survey: School Survey-Safety Progress Target: 1.75	(G)	<u>Key Strategies and Action Steps:</u> • 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.	<u>Data Trends:</u> • On April 11, 2025, we completed the 2024-25 administration of the NYC School Survey which helps us assess stakeholder sentiment on school safety. Results will be available in August 2025. • We also administer internal surveys to track student sentiment on school climate and culture. • We continue to maintain historically low suspension rates with 1 out-of-school suspension all year.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- 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 related documents. Such must be made publicly available prior to submitting this report.
			Our 2024-25 NYC School Survey Response Rates indicate that 99% of students have completed the survey as of April 14th.
Transfer HS Persistence (non-dropout) Progress Target: 60.7	(G)	<u>Key Strategies and Action Steps:</u> - We will partner with District 79 to provide students with opportunities to earn their High School Equivalency (HSE) Diploma. - Guidance Counselors will monitor students who have enrolled in HSE programs and provide the CET with monthly updates. - 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	<u>Data Trends:</u> - We have 5 students from the 2019 Total Cohort (Cohort Y) who transferred to AHSEPP (Approved High School Equivalency Preparation Program). - We have 3 students from the 2020 Total Cohort (Cohort Z) who transferred to AHSEPP. - We have 2 students from the 2021 Total Cohort (Cohort 1) who transferred to AHSEPP. - As a final option, we will continue to encourage students to pursue the HSE Diploma when other graduation pathways are no longer feasible.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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 related documents. Such must be made publicly available prior to submitting this report.
		students), or were still enrolled in a DOE school.	

Part III – Demonstrable Improvement Level 2 Indicators
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 that support sustainable progress toward Demonstrable Improvement Indicator targets attainment.

**Quarter 3 Report with Reflection on Lead Strategies Utilized during
February 1, 2025 – April 23, 2025**

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 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 Progress Target: “Compliant” on Community School Rubric	(G)	<u>Key Strategies and Action Steps:</u> • The community school director will participate on the attendance team and the community engagement team (CET) to provide regular updates to stakeholders on community events and student attendance. • Community-Based Organization (CBO) Wediko will update our comprehensive school and community needs and assets assessment in partnership with the Office of Community Schools. • CBO Wediko will continue to host both academic and enrichment ELT sessions. • 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 implement	<u>Data Trends:</u> • Over the past quarter, Wediko’s New Directions Secondary School programming includes the following multi-tiered services (Intervention): ○ Whole-school culture change programs, i.e. Staff workshops, School Culture Committee material support, attendance and 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 • In collaboration with our Social Worker and Attendance Outreach Team, Wediko has helped the school maintain an 84% student attendance rate.

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 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.
		NYCDOE’s Every Student, Every Day (ESED) campaign, which calls upon all 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) Progress Target: "50% of the Tenet 4 Phase 2 indicators are common across the school and at least four Tenet 4 Phase 3 indicators are common across the school. *In addition, the school must also have 90% of the Phase 1	(G)	<u>Key Strategies and Action Steps:</u> - School leaders will collaborate with staff to develop an instructional focus which will be adjusted periodically. - School leaders will record and track teacher observation data, populate evaluator forms immediately after observations, and calculate both MOTP (Measures of Teacher Practice) and MOSL (Measures of Student Learning) scores and ratings.	<u>Data Trends:</u> - Teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. - Students use applicable technology applications and tools to reinforce previously learned skills. - Teachers assign students to smaller groups for specific lesson activities. - Teachers use assessment data to adjust instruction during lessons.

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 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.
indicators common across the school."		- Transfer School District staff will review agendas from the Instructional Leadership Team and provide district support where needed. - The NYSED School Support Partner (SSP) will support the principal in establishing a structure to provide meaningful feedback and coaching to all teachers.	
Providing 200 Hours of quality Extended Day Learning Time (ELT) Progress Target: "Compliant" on ELT Rubric	(G)	<u>Key Strategies and Action Steps:</u> - We will continue to collaborate with CBO Wediko to provide both academic and enrichment ELT. - Our ELT program will continue to target all students with a special focus on students considered to be at risk of not meeting state standards.	<u>Data Trends:</u> - Student performance on the January Regents' exams shows that: 57 of 64 scheduled students took exams 55 percent (34/64) students who took the English Regents' exam passed 50 percent (15/30) passed living environment 20 percent (1/5) passed earth science 10 percent (1/10) passed US history 12 percent (5/42) passed algebra 1

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 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.
		CBO Wediko will program special events around mental wellness, cultural awareness, and social-emotional support.	6.6 percent (1/15) passed global studies.
2019 Total Cohort 6-Year Grad Rate - ED Students Progress Target: 55	(G)	<u>Key Strategies and Action Steps:</u> - Transfer School District staff will review graduation cohort progress with school leaders and the instructional leadership team. - School leaders will engage the CET in monthly reviews of graduation cohort data with attention to students still enrolled and HSE (High School Equivalency) opportunities. - School leaders, with the support of SEL staff, utilize student orientations as a mechanism for helping parents and students understand promotion and graduation requirements.	<u>Data Trends:</u> 2019 Total Cohort 6-Year GR (ED students) is 52.8% and 2.2 points below the DI target. - Our 2019 Total Cohort 6-Year GR (all students) is 48.3%. This represents Cohort Y. 2019 Total Cohort 6-Year GR (ELLs) is 57.1%; 2019 Total Cohort 6-Year GR (SWDs) is 36.4%. - The 2020 Total Cohort 5-Year GR (Cohort Z) is expected to reach 59.4% - The 2021 Total Cohort 4-Year GR (Cohort 1) is expected to reach 55.7%

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 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.
Survey: Personal Attention and Support Progress Target: 1.39	(G)	<u>Key Strategies and Action Steps:</u> • In collaboration with the SSP, school leaders will develop new techniques for teachers to explain how students can improve in their classes. • School staff will continue to integrate SEL check-ins during each lesson to ensure teachers support all students when they are upset. • CBO Wediko will form lunch groups based on student interest to support health and wellness capacity. • School staff will facilitate PD in identifying at-risk behaviors and directing appropriate resources to both students and families.	<u>Data Trends:</u> • Over 93.4% or 114 of 122 possible students have provided responses to NYC School Survey questions on Personal Attention and Support with results pending. • Our school improved across 71.4% sub-categorical question types during the previous implementation of the NYC School Survey with increases in favorable responses on the following: ○ Do my teachers ask if I have everything that I need to succeed in their class? ○ Do my teachers give me suggestions about how I can improve my work in class? ○ Do my teachers explain things in a different way if I don't understand something in class? ○ Do my teachers support me when I'm upset? ○ Do I feel like I belong at this school?

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.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 SY.

**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 2024-2025 CET Plan Implementation

• 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*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2024-2025 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 - Wediko • Other School Leaders or Key Staff – UFT chair is new • Teachers – various teachers • Relevant Community Agencies – Housing solutions • Social Services and Youth-Serving Agencies, including Health and Behavioral • Health Services (Wediko, Housing Solutions) • Parents of or persons in parental relation to students attending the school • Two students from our school CET members may be modified at any time based on recommendations made periodically to the school leadership and, as applicable, the receiver.	<u>CET Action Items (February – April)</u> • NYSED Final Demonstrable Improvement (DI) determinations indicate that the school “Made DI” for SY 23-24 with a DI Index of 100%. • CBO The Home for Little Wanderers (Wediko) provided LTW Internship updates. • The CET began its annual comprehensive needs assessment planning to determine school needs and data-based goals for the 2025-26 Continuation Plan. • CET is planning to engage all families and students to ensure student 100% participation in ELT offerings for April, May, and June in preparation for June Regents Exams. • CET has reviewed student Mock Regents scores administered in March and April with results that show a 17% pass rate on the Mock ELA Regents Exam and a 21% pass rate on the Mock Algebra I Regents Exam.

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. If Powers of the Receiver were not utilized, indicate such.

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): _____ John Sullivan _____
Signature of Receiver: _____
Date: _____ 4/11/25 _____

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 2024-2025 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _____ Kristie Keener _____
Signature of CET Representative*: _____
Title of CET Representative: _____ UFT Chapter Leader _____
Date: _____ 4/11/25 _____

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