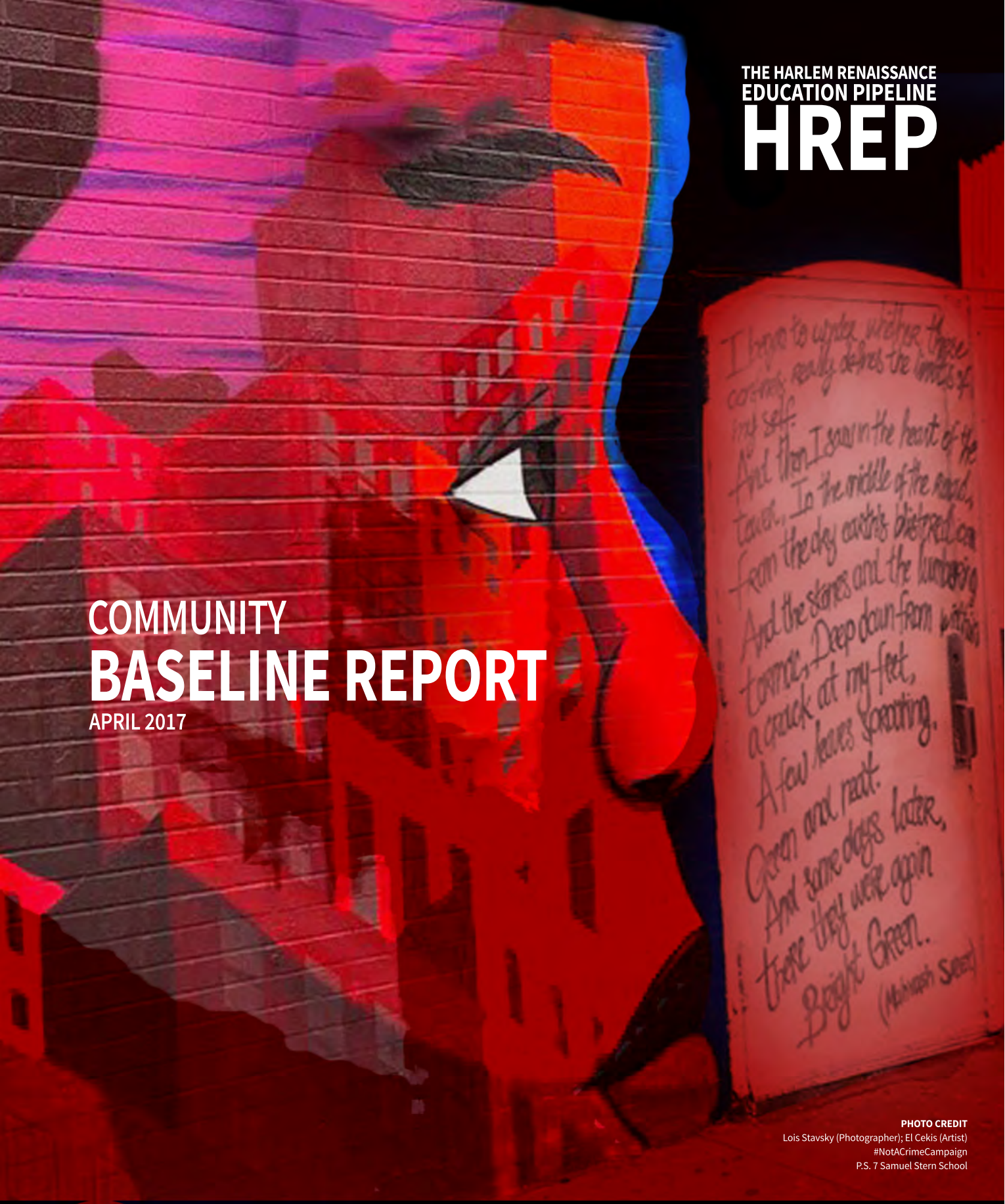


THE HARLEM RENAISSANCE
EDUCATION PIPELINE
HREP

COMMUNITY
BASELINE REPORT
APRIL 2017

PHOTO CREDIT
Lois Stavsky (Photographer); El Cekis (Artist)
#NotACrimeCampaign
P.S. 7 Samuel Stern School

PRODUCED BY THE HARLEM RENAISSANCE EDUCATION PIPELINE

DR. SANDYE P. JOHNSON
HREP Co-Director

OCYNTHIA WILLIAMS
HREP Co-Director

COMMUNITY SCHOOL DISTRICT 5
WEST AND CENTRAL HARLEM

AT A GLANCE

WHO WE ARE

The Harlem Renaissance Education Pipeline is a *Cradle to Career Collective Impact Partnership* made up of a cross-sector of organizations working together to improve outcomes for families and students in Central and West Harlem.

OUR MISSION

Through transformative family and community engagement, all students in District 5 will have equitable access to a well-rounded education so that they can become productive members of a thriving Harlem community.

OUR COMMITMENT

Our commitment is to work collectively with community stakeholders to significantly impact student outcomes in Community School District 5 to ensure equal access to education, economic opportunity, and the advancement of life as something that is the standard, not the exception.

THE HARLEM RENAISSANCE EDUCATION PIPELINE

HREP

50 West 131st Street, LL
New York, NY 10037
646-442-6565

hrepc2c@gmail.com

@HREPC2C

www.hrep.nyc

OUR COLLECTIVE

K-12
Community School District 5 Public Schools
District 5 Superintendent's Office

EARLY CHILDHOOD
Northern Manhattan Perinatal Partnership

HIGHER EDUCATION
Bank Street College of Education
Columbia University, Teachers College
SUNY College at Old Westbury
SUNY Educational Opportunity Center
The Juilliard School

PHILANTHROPIC INVESTORS
West Harlem Development Corporation

COMMUNITY-BASED ORGANIZATIONS
Abyssinian Development Corporation
Fresh Air Fund
Harlem Commonwealth Council
The Boys and Girls Club of Harlem
West Harlem Development Corporation
West Harlem Group Assistance

CIVIC / GOVERNMENT
Community Education Council, District 5
New York City Councilman, District 7
#NYCEDU
PASSNYC
Tech Row
The Alliance for Quality Education
The New York City Coalition for Educational Justice

LOCAL BUSINESS
Brandchild Marketing Group
Ponty Bistro

HOSPITALS
Harlem Hospital

UNIONS
Council of Supervisors and Administrators
United Federation of Teachers

FAITH-BASED INSTITUTIONS
Abyssinian Baptist Church
Friendship Baptist Church

DEAR COMMUNITY,

The Harlem Renaissance Education Pipeline Cradle to Career "Collective Impact" Partnership is happy to share our 2017 Community Baseline Report, regarding performance and success for students attending public schools in District 5.

For many decades, there have been concerns about the availability of resources and student progress in District 5. We will not allow this to continue. Students in District 5 deserve the best possible education, allowing them opportunities for self-discovery and empowerment, preparing them for meaningful careers.

It is important to note that there are "bright spots," in this District, but too often, the good work goes unnoticed or has a very isolated impact. It is our goal to bring the best practices to scale so that great results become the norm and not the exception, and every child in the District has the opportunity to receive a high-quality education.

We are committed to working collectively with community stakeholders, experts, and practitioners to significantly improve outcomes for students. It is our belief that an **evidence-based decision-making process**, with ongoing assessment and evaluation, will help us to obtain the best possible results.

This baseline report is HREP's starting point for a **"Roadmap to Change."**

Sincerely yours,
The Collective

WATCH "NO DREAMS DEFERRED" TO LEARN EVEN MORE ABOUT HREP'S MISSION
WWW.BIT.LY/ABOUTHREP

READER'S GUIDE

HOW TO READ THIS REPORT

The HREP Community Baseline Report will give readers insights and data on the **performance and success of students attending public schools in Manhattan's District 5.**

The Focus

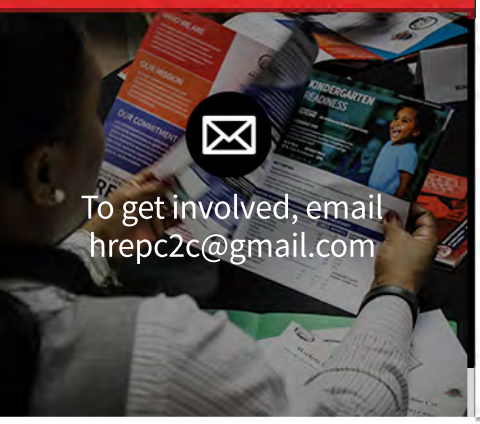
There are 13 charter schools in the District, however, HREP's focus for this report will be on the 29 public schools, as they serve a greater number of students.

The Language

For better understanding, definitions for terms used throughout the report are **bolded** and can be found in the **Glossary on page 5**.

The Research

Information sources are noted as superscripts (i.e.- [1]) throughout the report and are listed in the Endnotes on pages 22 and 23.



PAGE BY PAGE GUIDE

A summary of each section is provided below to give an easier understanding of the flow of information in the report.

page	
2	**At A Glance** - About the ***Harlem Renaissance Education Pipeline (HREP)***, their mission, and commitment; also provided is a list of partner organizations referred to as ***The Collective***, who support the work of HREP.
3	**Introductory Letter** - A letter from the partner organizations (The Collective) stating the purpose of the Community Baseline Report and their commitment to ensure that students in District 5 have the best possible educational opportunities.
4-5	**Reader's Guide and Glossary** - You are here!
6	**Cultural Context** - How the Harlem Renaissance ignited a cultural movement to provide better educational opportunities.
7	**Table of Contents** - Will help you find a specific topic quickly.
8	**Working Differently** - This section discusses how organizations have worked in silos and the need to work more collectively with each other.
9	**The Approach** - Provides information on the "collective impact approach" and why this approach is being used to impact student performance and success.
10	**HREP Accountability Structure** - Provides a diagram showing the accountability structure and an explanation for each component.
11	**Our Journey** - A roadmap outlining the steps needed to obtain significant students outcomes that are sustained. The red marker indicates where HREP is currently in their journey to reaching that goal.
12-13	**Our Community**- Demographics data (population, income, employment, education) for Community Boards 9 and 10. **Community School District 5**- Identifies schools in District 5, their population and ethnic breakdown.
14	**Success Dashboard** - Outcomes and core indicators that a student must achieve to be successful from Pre-K through Post-Secondary; identified by a cross sector team of community stakeholders.
15-19	**Student Proficiency** - Provides information and data points on student performance from Pre-K through Post-Secondary. Information is also provided as to why proficiency in each grade level matters, and its long-term impact.
20	**Recommendations** - Based on information provided in the Community Baseline Report, the Community Leaders Table has approved 2 recommendations for HREP to focus on as an initial start to improving student outcomes.
21	**Summary**- The Community Baseline Report conclusion and next steps.

GLOSSARY OF TERMS

1 [p. 3] ***Community Baseline Report***

An initial report to the community that provides recent data regarding the state of student success in Community School District 5. It presents the starting point for the "Dashboard for Student Success community level outcomes and gives us a point of departure against which we can measure progress over time.

[p. 2] ***Transformative***

A dramatic change in form, nature or appearance.

[p. 2] ***Collective Working Group***

Ad Hoc group to work on issues that have an indirect or secondary impact on the work of the Collaborative Action Networks.

[p. 2] ***Stakeholder***

A person, group or organization with an interest in a project.

[p. 3] ***Strive Together Badge***

This badge is the official signage from Strive Together, that HREP has successfully met the criteria for the emerging gateway (see pg. 9) and is a certified collective impact initiative.

2 [p. 6] ***Showcase Schools***

The Showcase Schools program is designed to recognize, celebrate, and share promising practices across New York City Department of Education schools. Showcase Schools promote collaboration by hosting three visits throughout the school year, in which any interested NYC DOE educator may attend.

3 [p. 6] ***Silos***

When organizations work in isolation of each other when trying to achieve the same goal or outcome.

[p. 6] ***Bright spot***

An instance where student outcomes are positively impacted and stand out from other District-wide performance data.

4 [p. 7] ***Collective Impact Approach***

The commitment of a cross sector of members from the community to a shared vision and mission for solving a specific social problem, using a structured form of collaboration. The underlying principle of Collective Impact is that no single organization can create large-scale change on its own.

5 [p. 8] ***Strive Together***

The Strive Together Cradle to Career Network is a national network of 68 community partnerships in 32 states and Washington D.C. working to improve education success for every child by bringing together cross-sector partners around a common vision. Together, the Network impacts over 8.2 million students nationwide.

6 [p. 8] ***Cross sector***

Representatives from various organizations working together (faith based, higher education, business, civic, etc.)

7 [p. 8] ***Theory of Continuous Improvement***

An ongoing effort to improve services and supports for children and families over time in order to improve a community level outcome. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

14 [p. 11] ***Good Standing Schools***

Schools that have met their performance targets as determined by the New York State Department of Education.

15 [p. 11] ***Focus Schools***

Schools that have been identified as needing improvement in specific areas (i.e. ELA, Math, graduation rate, etc.)

16 [p. 11] ***Priority Schools***

Schools that have been identified as being among the 5% of the lowest performing of all Title I schools, statewide over the past three years.

17 [p. 11] ***LAP***

An LAP is a local assisted plan school: a school that fails to meet adequate yearly progress for an accountability group for 3 consecutive years, or when there is a 100, or more point gap between the performance of a subgroup and non subgroup students.

18 [p. 11] ***Title I***

Provides financial assistance to local educational agencies (LEA's) and schools with high numbers or percentages of children from low-income families to help insure that all children meet challenging state academic standards.

19 [p. 12] ***Core Indicators***

The specific measures that are being used to track progress on moving the community level outcomes and have been agreed upon to be the main metric, OR one that directly measures an outcome (e.g. % of students assessed ready for Kindergarten upon school entry).

[p. 12] ***ELA***

This is a shortened form for the term, English Language Arts.

20 [p. 12] ***Cross-Outcome Contributing Factors***

These are key, high level indicators that contribute to the improvement of the related core indicator.

24 [p. 13] ***ECERS-R***

This is the acronym (short form) for Early Childhood Environmental Rating System. The ECERS-R measures the extent to which programs are successful at reaching many of the standards related to pre-K learning environment. Research shows that the learning environment, as measured by the ECERS-R, related to student outcomes.

25 [p. 13] ***CLASS***

This is the acronym (shot form) for Classroom Assessment Scoring System. It is a tool that measures the extent to which programs are successful at reaching the standards related to interactions between teaching staff and children, which research suggests is the foundation of student learning and environment.

32 [p. 16] ***College Readiness***

An initial report to the community that provides City University of New York (CUNY) identifies students as "college ready" based on scoring an 80> on the Math Regents and 75> on the English regents. These students can register for a regular program without taking remedial classes in English and Math.

36 [p. 16] ***Outliers***

An outlier is an observation that lies an abnormal distance from other values in a random sample from a population

40 [p. 18] ***Design Team***

The Design Team is comprised of a cross sector of community stakeholders that developed the Dashboard for Student Success.

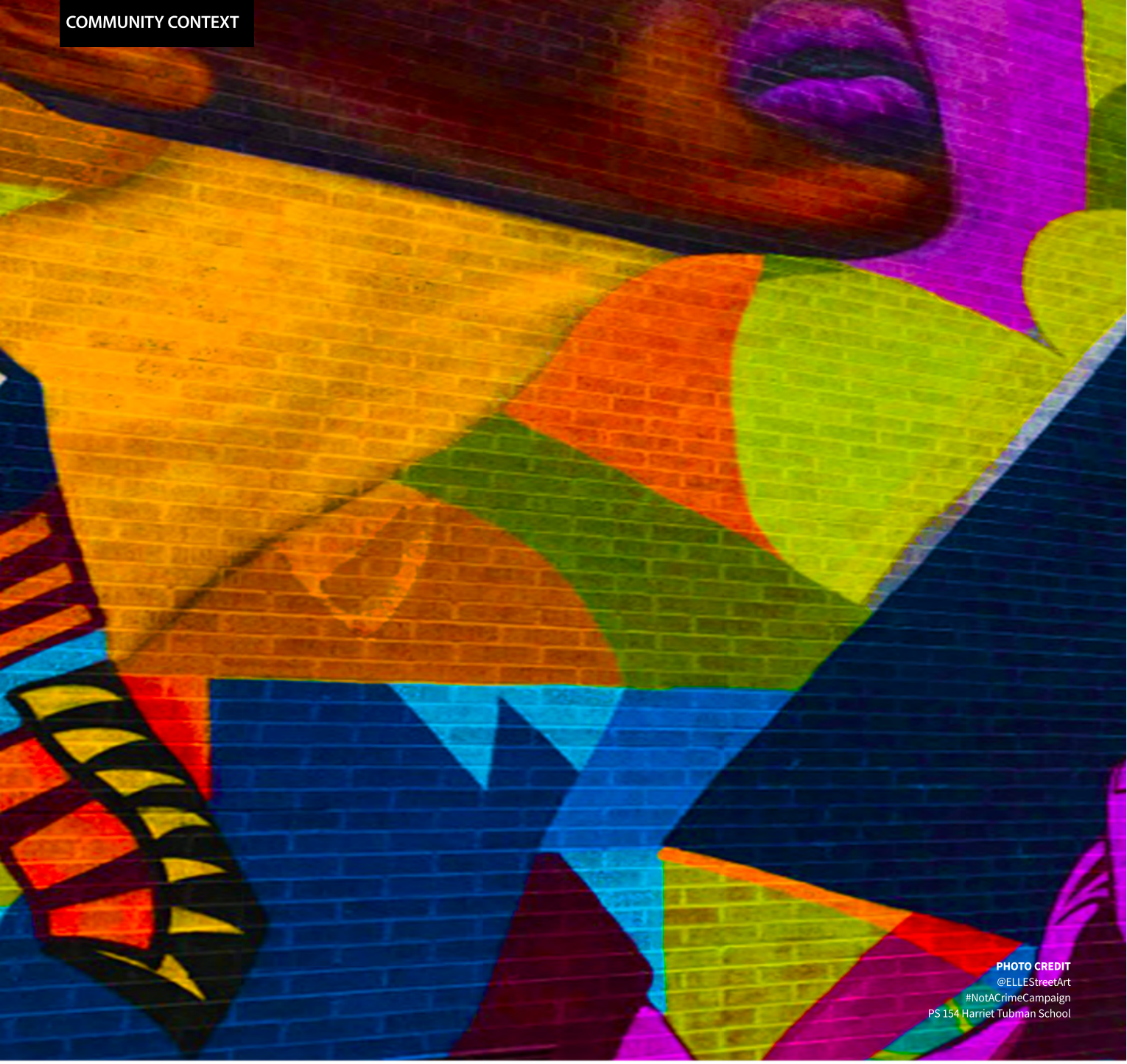


PHOTO CREDIT
@ELLEStreetArt
#NotACrimeCampaign
PS 154 Harriet Tubman School

HARLEM: A MECCA FOR OPPORTUNITY

During the 1920s through the mid-1930s, Harlem was a magnet that attracted thousands of individuals for better economic and educational opportunities.

This promise for advancement of life increased and enhanced a population that became part of the cultural movement known as the *Harlem Renaissance.* Many decades later, however, progress in education was not sustained. The time to ignite a second renaissance is *now*.

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THE NEED TO WORK **DIFFERENTLY**

District 5 provides public educational programs to approximately **13,000 students** and their families. The District has several schools that have been identified as either a "showcase" school[2] or "bright spot" and there are organizations and institutions that work alongside these public schools to help impact student success. However, they usually work with only a few schools and have historically worked in ***silos[3],*** limiting their ability to make impact to scale.

Consequently, for over several decades, District 5 students have not made progress, district-wide, compared to their counterparts in other districts. They have been faced with challenges such as, but not limited to, homelessness, poverty, and technology access.

HEIGHTENING STUDENT SUCCESS THROUGH COLLECTIVE IMPACT

There is a nationwide movement in communities to form collective impact initiatives to increase student success. Strive Together, a non-profit network of more than 70 community partnerships, was founded on a simple principle: those who care about a community's children--from parents and educators, to civic leaders and local employers, can accomplish more by working together than by working apart. The network has reached 8 million students and operates in 31 states and Washington, D.C.

HREP is based on this model.

WHY IT MATTERS

Education is necessary for a community's health and economic success.

Communities across the United States that have used collective impact have been successful in increasing student success and making sustainable systematic changes to close the inequality gap in the educational system.

SCALING STUDENT SUCCESS THROUGH COMMUNITY COLLABORATION

PHOTO CREDIT
Harlem Children's Zone

HOW IT'S DIFFERENT

The Collective Impact Approach[4]

WE START WITH A COMMON AGENDA 1

Coming together to collectively define the problem.

WE ESTABLISH SHARED MEASUREMENT 2

Progress tracking for continuous improvement.

WE FOSTER MUTUALLY-REINFORCING ACTIVITIES 3

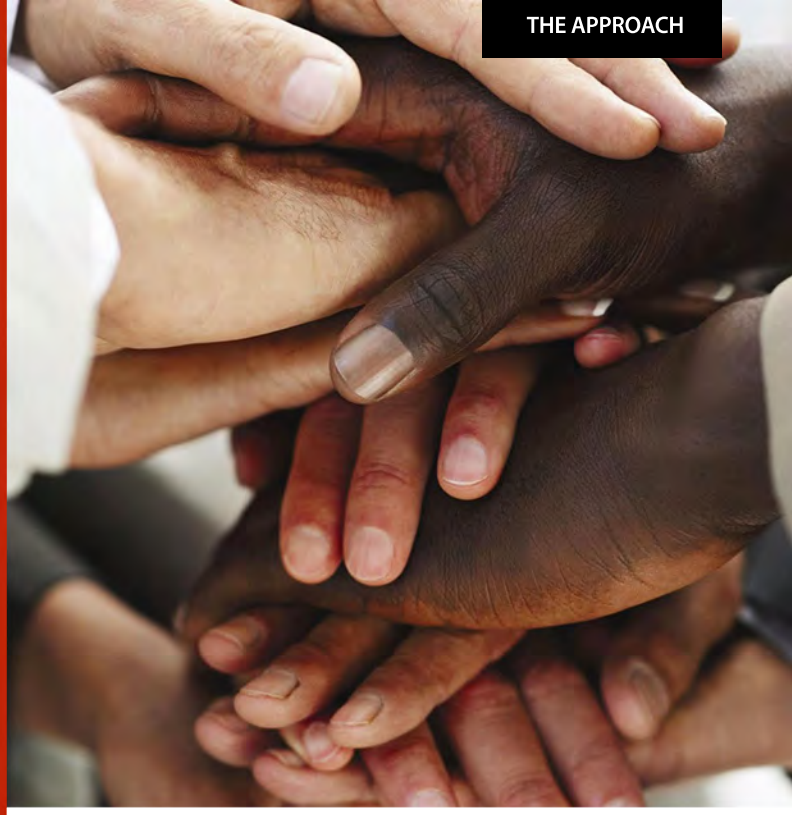
Coordinating collective efforts to maximize the end result.

WE ENCOURAGE CONTINUOUS COMMUNICATION 4

Building trust and relationships among all participants.

WE HAVE A STRONG BACKBONE 5

A team dedicated to orchestrating the work of the group.



Equity is the priority

We are cross-sector partners leveraging data, cultivating leaders, sharing strategy, fostering culture, and serving community.

All of these conditions together *can produce* extraordinary results. Collective impact uses common goals to *achieve* greater results.

Collective impact brings communities together in a structured way to achieve academic and social transformation.

HREP ACCOUNTABILITY **STRUCTURE**

The Harlem Renaissance Education Pipeline is the only certified StriveTogether$_{TM}$[5] collective impact initiative in Harlem developing a network of partners working together to achieve the same outcome.

COLLABORATIVE ACTION NETWORKS (CAN)

Cross-sector[6] practitioners using the theory of continuous improvement[7] to an action plan and implementing strategies to achieve community level outcomes.

OPERATIONS

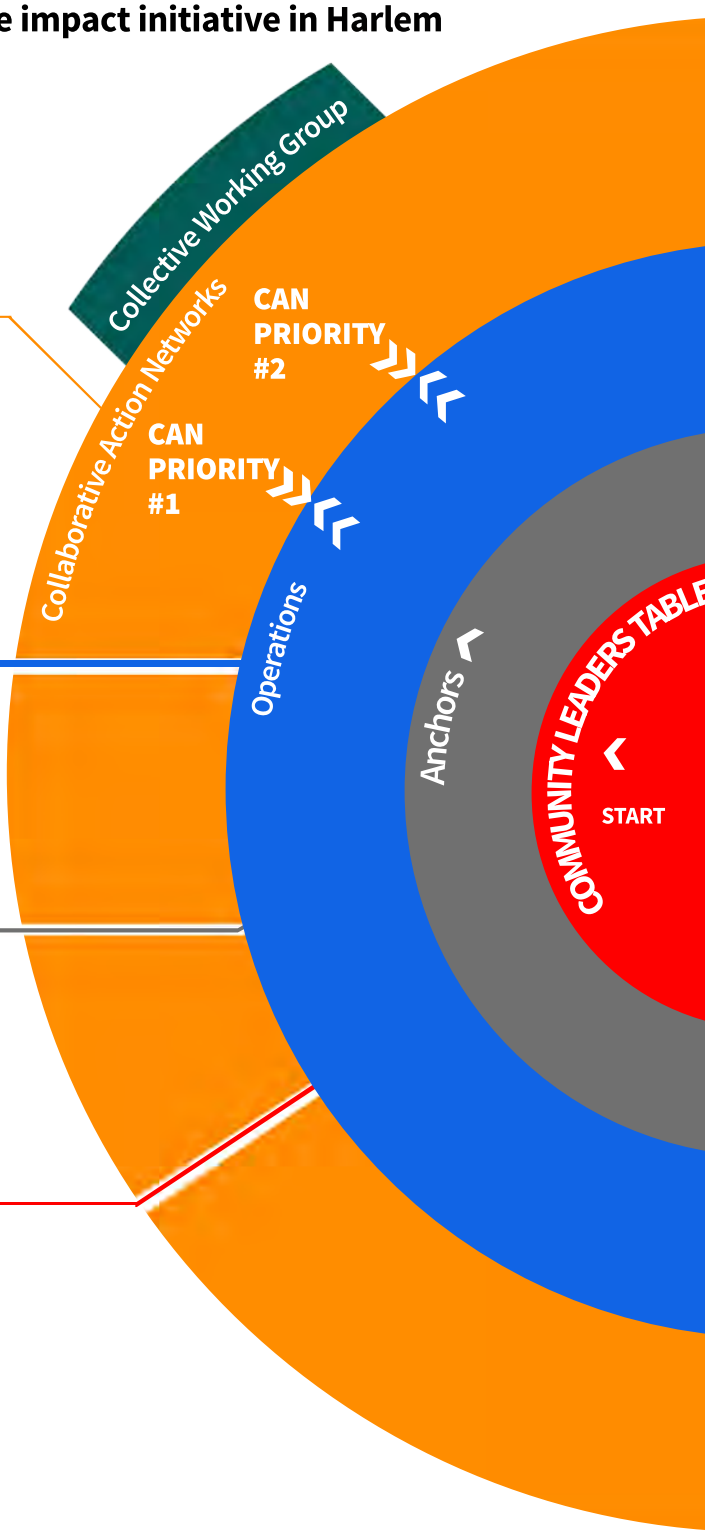
Organize resources, internal and external communications, and infrastructure for HREP.

ANCHORS

Leadership support - Funding for infrastructure, input into decision making.

COMMUNITY LEADERS TABLE

Stakeholders, backbone partners, decision makers, develop resources and opportunities for HREP.



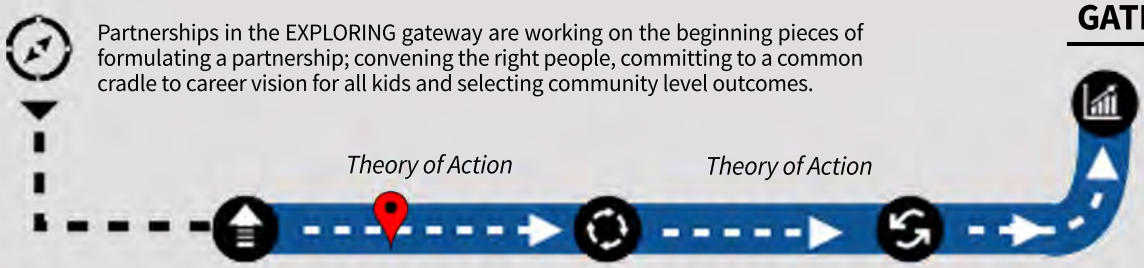
OUR **JOURNEY**

Moving the needle of success in District 5

In 2015, The Harlem Renaissance Education Pipeline (HREP) was started to develop a collective impact partnership that would focus on improving student performance and success in District 5. The roadmap[8] below shows you the journey and benchmarks that we have already reached and the benchmarks that need to be achieved to reflect significant proof points of improved student success.

EXPLORING GATEWAY

Partnerships in the EXPLORING gateway are working on the beginning pieces of formulating a partnership; convening the right people, committing to a common cradle to career vision for all kids and selecting community level outcomes.



EMERGING GATEWAY

Partnerships in the EMERGING gateway are focused around accessing and collecting data and putting in place the supports necessary for data driven decision-making; releasing a baseline report; development of collaborative action networks.

SUSTAINING GATEWAY

Partnerships in the SUSTAINING gateway focus on using data in a continuous improvement process to identify improvements and interventions to impact outcome.

SYSTEMS CHANGE GATEWAY

Partnerships in the SYSTEMS CHANGE gateway focus on navigating the necessary evolutions, transitions and continuous improvement a partnership goes through to improve student outcomes including: annual reports of progress and data to community, and the alignment of resources around evidence based strategies.

PROOF POINT GATEWAY

Partnerships who have become PROOF POINTS are seeing real impact as evident through improvement in their community level outcomes and indicators. More specifically, Proof Point Partnerships are seeing 60% or more of their indicators trending in the right direction.

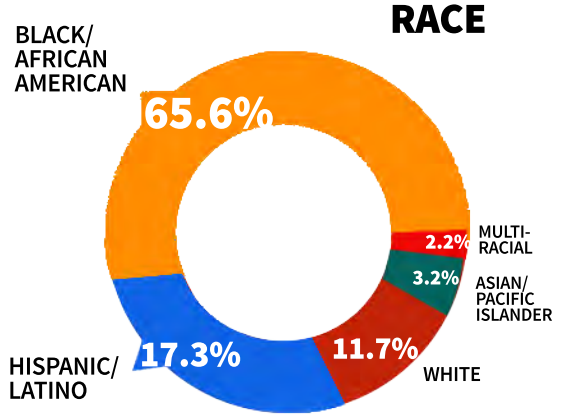
HARLEM

COMMUNITY BOARD DISTRICTS 9 & 10

POPULATION[9] 2017 DATA

260,200
RESIDENTS
IN CB'S 9 & 10

RACE



EMPLOYMENT[9] RESIDENTS 16 YEARS & OLDER 2017 DATA

53%
EMPLOYED

7%
UNEMPLOYED

$39,821
MEDIAN INCOME

40%
NOT IN WORKFORCE

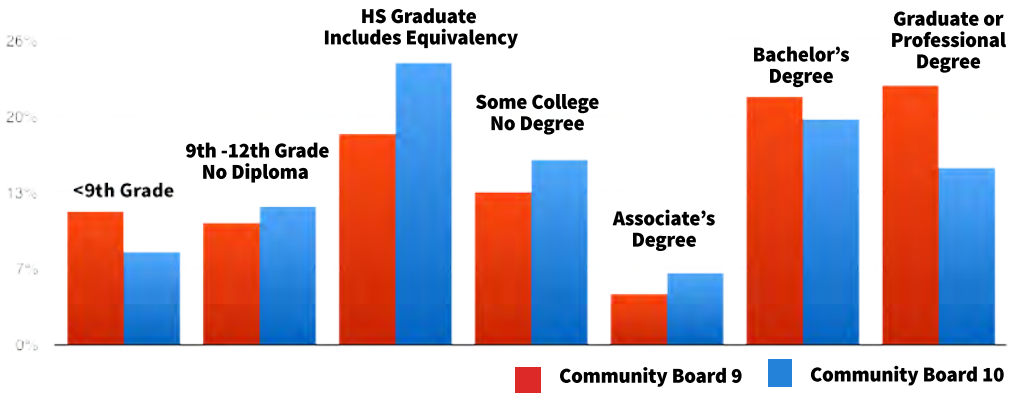
POVERTY LEVEL[10]
2016 DATA

COMMUNITY BOARDS 9 & 10 **28.5**

VS.

MANHATTAN **17.9**

EDUCATION



2015 DATA

NEW DEVELOPMENT[11]

Rezoning of 125th Street to promote:

- **AFFORDABLE HOUSING**
- **MAIN STREET RETAIL DEVELOPMENT**

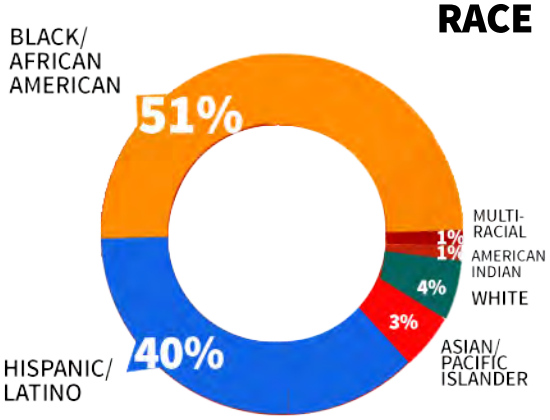
COMMUNITY SCHOOL[12] DISTRICT

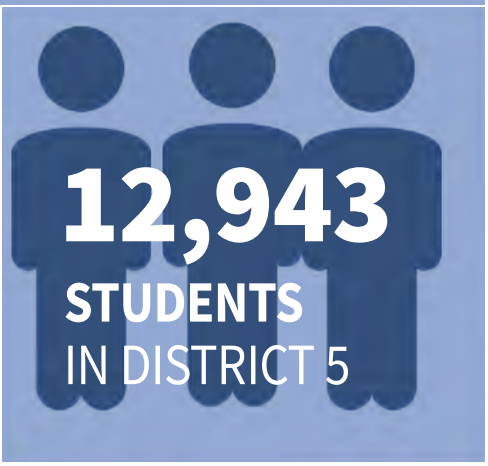
5

POPULATION[13]

2015-2016 DATA

RACE





16	6	5	2
Good Standing Schools[14]	Focus Schools[15]	Priority Schools[16]	LAP (State) Schools[17]

20.24%
STUDENTS IN TEMPORARY HOUSING
HIGHEST IN MANHATTAN

83%
TITLE 1-ECONOMICALLY DISADVANTAGED STUDENTS[18]

22%
STUDENTS WITH A DISABILITY

89.78%
AVERAGE ATTENDANCE RATE

PUBLIC SCHOOLS	29
ELEMENTARY SCHOOLS (K-5)	11
ELEMENTARY/MIDDLE SCHOOLS (K-8)	5
MIDDLE SCHOOLS (6-8)	3
SECONDARY SCHOOLS (6-12)	4
HIGH SCHOOLS (9-12)	6
CHARTER SCHOOLS	13

DISTRICT 5 PUBLIC SCHOOLS

ELEMENTARY SCHOOLS (PK-5)

PS 30	Hernandez/Hughes
PS 36	Margaret Douglas School
PS 92	Mary McLeod Bethune
PS 125	Ralph Bunche School
PS 133	Fred R. Moore School
PS 154	Harriet Tubman
PS 194	Countee Cullen School
PS 197	John B. Russwurm School
PS 200	The James McCune Smith School
PS 318	Thurgood Marshall Academy Lower School

PK-8 SCHOOLS

PS/MS 46	Arthur Tappan School
PS/MS 123	Mahalia Jackson School
PS/MS 129	John H. Finley Campus School
PS/MS 161	Pedro Albizu Campos School
PS 175	Henry H. Garnet School
PS517	Teacher's College Community School

MIDDLE SCHOOLS (6-8)

IS 286	Urban Assembly Academy for Future Leaders
MS 302	KAPPA IV
MS 514	New Design Middle School

SECONDARY SCHOOLS (6-12)

MS/HS 362	Columbia Secondary School
MS 148	Eagle Academy for Young Men of Harlem
MS/HS 499	Frederick Douglass Academy
MS/HS 670	Thurgood Marshall Academy for Learning and Social Change

HIGH SCHOOLS (9-12)

HS 157	Urban Assembly School for Global Commerce
HS 285	Harlem Renaissance High School
HS 304	Mott Hall High School
HS 367	Academy for Social Action
HS 369	Urban Assembly School for the Performing Arts
HS 692	High School for Mathematics, Science and Engineering at City College

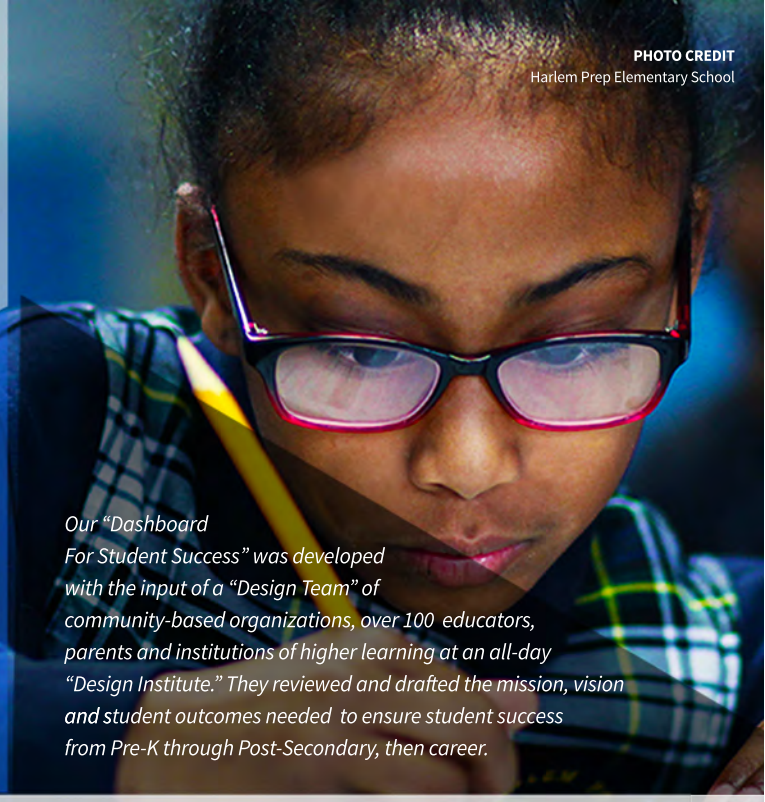


PHOTO CREDIT
Harlem Prep Elementary School

Achieving Student Success

When attempting to improve student performance, it is important to identify core indicators needed to obtain specific student outcomes along the educational continuum from Kindergarten to Post-Secondary.

Through achieving community level outcomes, the overall goal for student success and community viability is for "All Students to Achieve Academically" and become civically engaged as members of a thriving community.

Our "Dashboard For Student Success" was developed with the input of a "Design Team" of community-based organizations, over 100 educators, parents and institutions of higher learning at an all-day "Design Institute." They reviewed and drafted the mission, vision and student outcomes needed to ensure student success from Pre-K through Post-Secondary, then career.

DASHBOARD FOR STUDENT SUCCESS

VISION

- Collective Responsibility
- Supportive Communities
- Equitable Access
- Educational Empowerment
- Productive Global Citizens

MISSION

Through transformative **family and community engagement** → All students in District 5 have EQUITABLE ACCESS to a **well-rounded education** → For students to **become productive members** of a thriving Harlem community

GOALS

- All Students Achieve Academically
- All students become successful and engaged members of a thriving community

COMMUNITY LEVEL OUTCOMES

CORE INDICATORS[19]

ALL CHILDREN ARE **KINDERGARTEN READY**	**EARLY ELEMENTARY** PROFICIENCY	**MIDDLE SCHOOL** PROFICIENCY	**HIGH SCHOOL** SUCCESS & COMPLETION	**POST-SECONDARY** SUCCESS & COMPLETION
% of students **ENROLLED IN HIGH-QUALITY PRE-K PROGRAMS**	% of **3rd grade** students meeting or exceeding proficiency standards for **ELA**	% of **8th grade** students meeting or exceeding proficiency standards for **MATH & ELA**	% of students **GRADUATING IN 4 YEARS**	% of students **ENROLLED IN COLLEGE/UNIVERSITY**
	% of **3rd grade** students meeting or exceeding proficiency standards for **MATH**	% of **8th grade** students taking and passing the **ALGEBRA REGENTS**	% of students **PASSING THE ENGLISH & MATH REGENTS** to meet NYC standards for college readiness	% of students **ENROLLED IN VOCATIONAL, TRADE, OR MILITARY SERVICE PROGRAMS**
			% of students with **10 CREDITS BY THE END OF 9TH GRADE**	% of students **COMPLETING A DEGREE OR CERTIFICATE PROGRAM**

CROSS-OUTCOME CONTRIBUTING INDICATORS[20]

- School Attendance
- Family Engagement
- Community Engagement

KINDERGARTEN READINESS

COMMUNITY LEVEL OUTCOME

All children are Kindergarten ready

CONSIDER THIS

Pre-Kindergarten impacts a child throughout his or her entire school experience, resulting in everything from vocabulary scores to improved attendance and high school graduation rates[21].

Ready for Kindergarten

WITH PRE-K	WITHOUT PRE-K
67%	28%

WHY IT MATTERS

Research has shown that the academic and social emotional success of children in later years depends heavily upon their Kindergarten readiness.

However, in light of these benefits of Kindergarten readiness, 55 percent of 4 year olds - or almost 6 out of every 10 children in New York State are not enrolled in publicly funded programs. Even fewer are enrolled in high-quality early childhood programs[22].

AT-A-GLANCE

Higher likelihood of success in
- Secondary school
- Post secondary

SNAPSHOT OF DISTRICT 5 PRE-KINDERGARTEN OBSERVATION SCORES[23]

ECERS-R[24] [Early Childhood Environment Rating System]

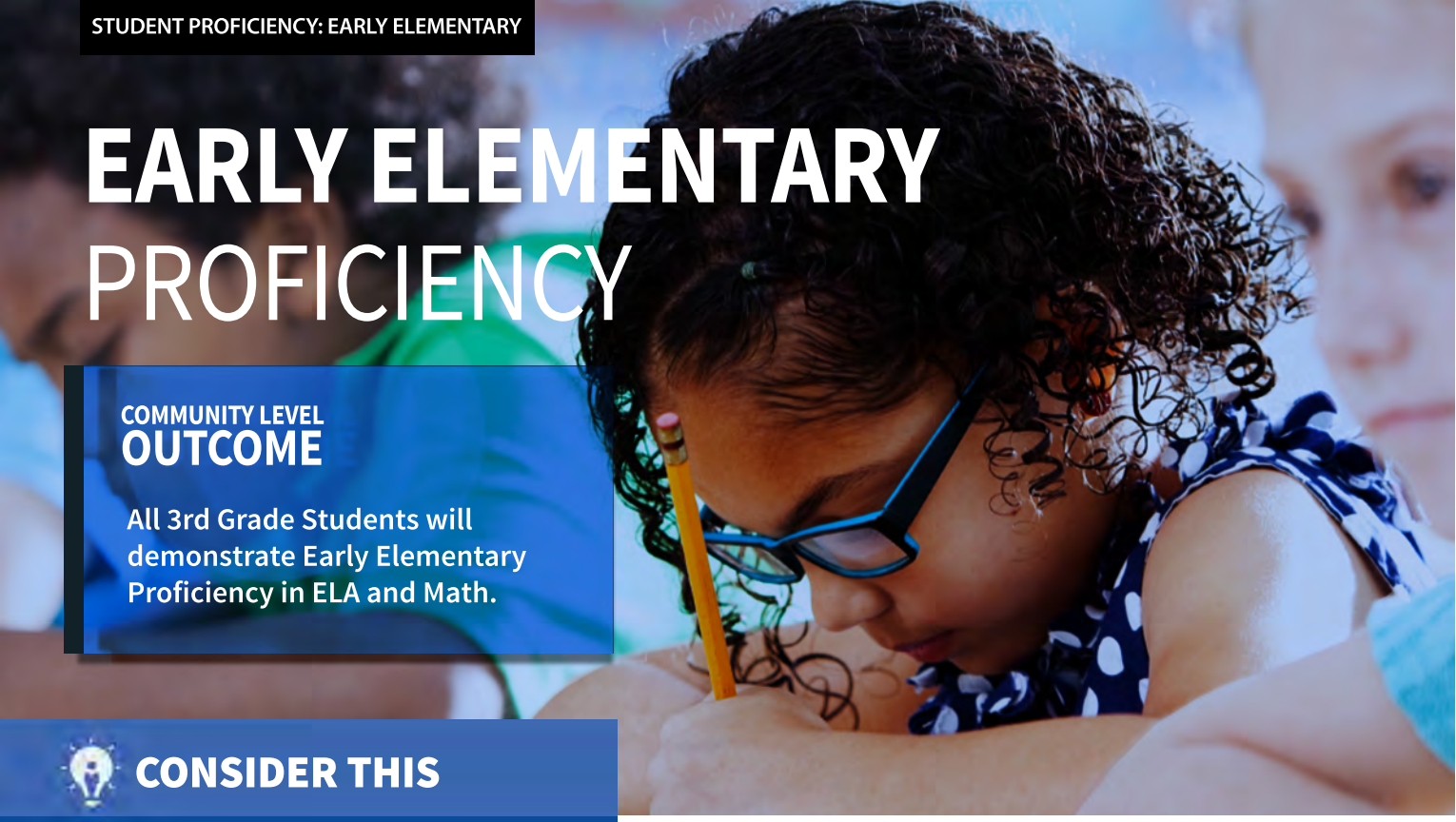
Scores >3.4 are strongly correlated with improved student outcomes.

	NYC	DISTRICT 5	
# of Pre-K programs in District 5		10	
Overall Average ECERS Score	3.9	3.5	6/10
Space and Furnishing	3.8	3.5	8/10
Personal Care Routines	2.6	2.3	0/10
Language Reasoning	4.6	4.4	7/10
Activities	4.3	3.8	6/10
Interaction	4.7	4.0	4/10
Program Structure	3.5	3.4	3/10

CLASS[25] [Classroom Assessment Scoring System]

Emotional Support and Classroom Organization scores >5.0 and Instructional Support >3.3 are correlated with improved student outcomes.

			# OF DISTRICT 5 SITES SCORING >5.0 AND >3.3
Emotional Support	6.0	6.4	6/6
Classroom Organization	5.8	6.2	6/6
Instructional Support	3.6	2.7	1/6



EARLY ELEMENTARY PROFICIENCY

COMMUNITY LEVEL OUTCOME

All 3rd Grade Students will demonstrate Early Elementary Proficiency in ELA and Math.

CONSIDER THIS

Research has shown that 75% of students who struggle with reading in 3rd grade never catch up. In fact, those students are four times as likely to drop out of high school.

16% of students nationwide do not have a diploma by age 19, but students who struggled with reading in early elementary school made up 88% of those who do not receive a diploma.

A combination of poverty and low reading skills made a student 13 times less likely to graduate by age 19[26].

WHY IT MATTERS

Early elementary proficiency in reading and math are strong predictors for positive student outcomes.

By 3rd grade, students are expected to know the fundamentals of reading and math and be able to apply their reading and math skills across the curriculum, however students are not being taught how to read in 3rd grade anymore. Instead, teachers use written text to teach other material, such as science, history, math, or literature.

AT-A-GLANCE

- Higher likelihood of success:
  - In post secondary
  - In career

This shift from "learning to read" to "reading to learn" is extremely difficult for children who have not mastered basic reading skills. As they get older, students who have not demonstrated early elementary proficiency continue to struggle in school and eventually face a much higher likelihood of dropping out altogether. Those students who demonstrate early elementary proficiency are more likely to be successful in their post secondary education and career aspirations[27].

SNAPSHOT OF DISTRICT 5 EARLY ELEMENTARY PROFICIENCY[28]

YEAR	TEST	GRADE	% PROFICIENT DISTRICT 5*	% PROFICIENT DOE/NYC*
2014	ELA	3rd	13.5%	29.9%
2015	ELA	3rd	16.2%	30.2%
2016	ELA	3rd	20.8%	40.9%
Point Increase			7.3	11.0
2014	Math	3rd	17.3%	38.6%
2015	Math	3rd	19.9%	38.5%
2016	Math	3rd	22.2%	41%
Point Increase			4.9	2.5

*Students scoring Levels 3 and 4, which indicates on grade level or proficient

MIDDLE SCHOOL PROFICIENCY

COMMUNITY LEVEL OUTCOME

All 8th grade students will demonstrate Middle School Proficiency in ELA and Math

CONSIDER THIS

- Each course failed in 8th grade increases the odds of non-promotion from 9th to 10th grade by 16%.
- Although 8th-grade test scores are good predictors of students' likelihood to do well in high school courses, course attendance is eight times more predictive of course failure in the freshman year[29].

WHY IT MATTERS

Passing all ELA and Mathematics courses and meeting state benchmarks for proficiency is one of the major indicators correlating with secondary success and post secondary readiness.

However, many middle schools struggle to attain an acceptable academic performance level as indicated by standardized testing.

Although there is demonstrated increase in proficiency levels in District 5, it is significantly lower than proficiency increases when compared to other districts[30].

AT-A-GLANCE

Higher likelihood of success in
- Secondary school
- Post secondary

SNAPSHOT OF DISTRICT 5 MIDDLE SCHOOL PROFICIENCY[31]

YEAR	TEST	GRADE	% PROFICIENT DISTRICT 5*	% PROFICIENT DOE/NYC*
2014	ELA	8th	16.9%	28.9%
2015	ELA	8th	22%	32.9%
2016	ELA	8th	25.8%	40.5%
Point Increase			8.9	11.6
2014	Math	8th	6.8%	22.8%
2015	Math	8th	5.6%	22.5%
2016	Math	8th	6.9%	25%
Point Increase			1.3	2.5

HIGH SCHOOL PROFICIENCY AND COMPLETION

COMMUNITY LEVEL OUTCOME

All high school students will demonstrate college readiness[32] and graduate high school in 4 years.

CONSIDER THIS

What if 90% of students from the Class of 2012 in New York had earned a high school diploma? The benefits would be huge.

- $374 million in increased annual earnings
- 2,200 new jobs
- $261 million in increased annual spending
- $491 million in increased annual gross product
- $61 million in increased annual federal tax revenue[33]
- $652 million in increased home sales

WHY IT MATTERS

Students who graduate from high school are more likely to meet success in college, career and life, becoming productive, engaged members of society.

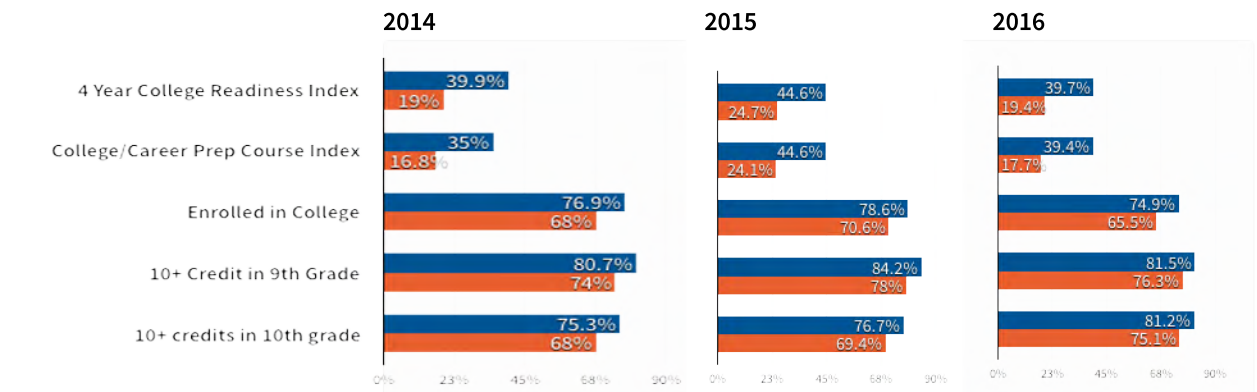
Conversely, dropping out of high school not only has a lifelong, devastating impact on a person's future, but also negatively affects their community and our nation as a whole[34].

AT-A-GLANCE

- Higher likelihood of success:
  - In college
  - In career
  - In life
- Enagaged members of society

SNAPSHOT OF DISTRICT 5 HIGH SCHOOLS[35]

College and Career Ready Data 2014 - 2016



All District 5 High Schools with college readiness data

District 5 High Schools **excluding outliers[36]** (Columbia Secondary & HS for Mathematics, Science and Engineering)

POST-SECONDARY COMPLETION A SUCCESS

COMMUNITY LEVEL OUTCOME

All high school graduates will enroll and successfully complete college/university or career preparatory programs.

CONSIDER THIS

The gap in pay between college educated adults and those without has been growing for decades. The Bureau of Labor Statistics estimates that lifetime **earnings of those with a four year degree is $1 million more than for those with a high school degree.**

By 2018, 63% of all jobs will require some post-secondary education (college/ university, vocation, trade, military)[37].

WHY IT MATTERS

There is a high correlation between the percentage of college graduates in a region and the vitality of the economy in that region. **The percentage of college graduates and career preparatory graduates in a city's population explains almost 60% of a city's economic success as measured by per capita income.**

As a gateway to intellectual growth and diverse careers, postsecondary education, including certificates, licenses and degrees, opens the door to opportunities. Studies show that individuals who attain a higher level of education tend to have higher incomes, pay more taxes, are less likely to be unemployed, require fewer state supported services, save more for retirement and in general live longer.

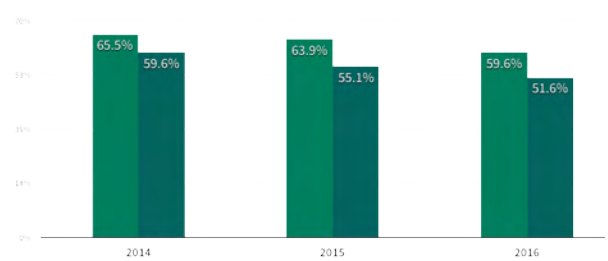
In addition, postsecondary education provides the kinds of skills and knowledge that are vittal to success in today's global economy, including the ability to create, innovate and think critically to solve complex challenges. A skilled and knowledgeable populace is also critical to attracting diverse industries and fueling long-term economic growth and prosperity[38].

AT-A-GLANCE

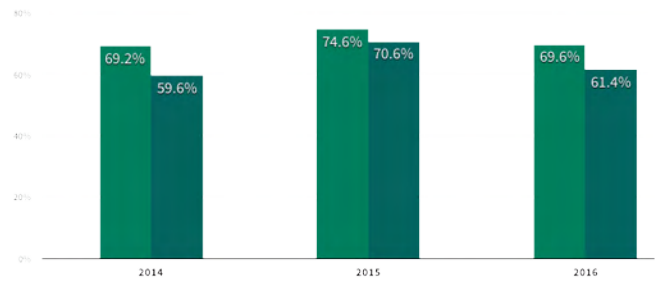
- Higher incomes
- Lower unemployment
- Higher tax brackets
- Less state funded services
- Retirement savings
- Longer lifespan
- Competitive skills

POST-SECONDARY COMPLETION AND SUCCESS[39]

ENROLLED IN POST SECONDARY WITHIN **6 MONTHS** AFTER GRADUATION



ENROLLED IN POST SECONDARY WITHIN **18 MONTHS** AFTER GRADUATION



All District 5 High Schools with college readiness data

District 5 High Schools **excluding outliers** (Columbia Secondary & HS for Mathematics, Science and Engineering)

RECOMMENDATIONS

Community Level Outcomes across the educational continuum were developed by the Design Team[40] and presented and approved by the Community Leaders Table. Community Level Outcomes are indicators of student success from Pre-K – Post Secondary and Career. Snapshot data of each community level outcome was collected. Data always tells a story and when looking at the snapshots, it was evident that there were several areas of concern.

Based on information provided in the Community Baseline Report, the following recommendations for improving student success in District 5 were presented to the Community Leaders Table. The recommendations were unanimously approved by the Community Leaders Table for HREP to begin developing Collaborative Action Networks around 8th grade math proficiency and increasing opportunities for students to take college/career preparatory courses.

RECOMMENDATION	THE URGENCY	THE ACTION PLAN
1 **8TH GRADE MATH PROFICIENCY** To identify and share anchor practice strategies to increase 8th grade math proficiency	Although students have demonstrated some progress in the State exams, 8th grade proficiency in Math has had the lowest progress rate in District 5 with only 6.9% of all 8th grade students in District 5 demonstrating math proficiency.	A Collaborative Action Network (CAN) of practitioners in the field will be created to dive deeper into the data, review best practices, and develop and implement action plans aimed at targeted goals to increase 8th grade math proficiency.
2 **COLLEGE & CAREER PREP** To increase the percentage of students taking and successfully completing college and/or career preparatory courses.	Excluding those schools considered as outliers (High School of Math, Science, and Engineering and Columbia Secondary) , 5 of the high schools in District 5 have an average of 19.6% of their students taking and successfully completing approved college and/or career preparatory courses.	A Collaborative Action Network (CAN) of practitioners will be created to dive deeper into the data, and develop and implement action plans aimed at targeted goals to increase the percentage of students taking and completing college or career preparatory courses.

SUMMARY

HREP's Community Baseline Report has given you a snapshot of student success in District 5, highlighting areas of concern.

Once the major areas of focus has been identified, Collaborative Action Networks will be formed which will dive deeper into the data and develop action plans to address the areas of need.

Measuring what matters, identifying effective practices, and aligning resources are necessary for students to be successful in District 5.

Using relevant data is key for taking action. Based on the data, we will know what aggressive steps must be taken to ensure all students have an equal opportunity at lifetime success.

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