



**Introduction**

*Part I Data*

This report presents PICCS Year 5 outcome data and key findings from the annual Teacher and Administrator Surveys, conducted by Measurement Incorporated (MI). Quality indicators aligned with the PICCS program components were embedded into items on the surveys; they are used to identify changes that may have occurred in grantee schools in the following outcome areas:

- (1) Improved teaching practices across five domains: planning, classroom management, instruction, professional responsibilities, and assessment.
- (2) Improved school climate and environment as observed in teachers’ attitudes, facilitative support structures, and school culture & norms.
- (3) Improved student outcomes as evidenced by increased positive behaviors, attitudes, and academic performance.

**ABOUT PICCS**

Since 2007, the Partnership for Innovation in Compensation for Charter Schools (PICCS) project has brought together public charter schools located across New York and New Jersey to develop new forms of human capital management and school improvement strategies that effectively support their shared mission of providing excellent public education options to children in grades K to 12. Through PICCS, schools have developed and implemented a schoolwide *Human Capital Management System* (HCMS) aimed at providing teachers and school leaders with intensive support from pre-service through their early years, retention strategies, and professional growth so that they can become highly effective in their work as measured by both student outcomes and aspects of professional practice.

*Part II Data<sup>1</sup>*

In addition to the survey data which presents teachers’ and administrators’ perceptions of change and impact (Part I), this report also includes outcome data related to staff and leader retention, teacher performance, and student achievement (Part II). Increases observed across these outcome areas are considered indicators of effective program implementation and positive program effect (see the table, below).

<b>Program Goals</b> Desired outcomes resulting from PICCS-HCMS implementation and professional development activities	<b>Success Indicators</b> Evidence of positive impact
<ul style="list-style-type: none"> <li>➤ Foster high quality school practices, conditions &amp; collaborative culture</li> <li>➤ Improve retention of school leaders and personnel</li> </ul>	<ul style="list-style-type: none"> <li>➤ High percentages of positive responses on the NYC School Survey from teachers, parents and upper school students (grades 6 -12)</li> <li>➤ Increased retention rates of Teachers, Teacher Leaders, and Principals</li> </ul>
<ul style="list-style-type: none"> <li>➤ Improve teacher performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased movement of teachers from lower HEDI ratings to higher HEDI ratings<sup>2</sup></li> <li>➤ Greater concentrations of teachers receiving Highly Effective and Effective ratings</li> </ul>
<ul style="list-style-type: none"> <li>➤ Improve student achievement (long term goal)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increased proficiency scores on the annual New York State English Language Arts (ELA) and Math exams</li> </ul>

<sup>1</sup> The sources reporting school data in Part II include the PICCS project team, the NYC Department of Education (NYC DOE), and the New York State Education Department (NYSED).

<sup>2</sup> Utilizing the HEDI scoring system defined by the school’s Performance Based Salary Structure (PBSS).

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## Key Findings

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### *Part I: Results of Measurement Incorporated's Year 5 Teacher and Administrator Surveys*

#### *Perceived Practice Change*

- The majority of PICCS NYC teachers reported they were **actively implementing** evidence-based practices of high quality instruction, and **working to improve their approach** (combined mean = 45%).
- A near-majority of teachers reported they were implementing evidence-based practices of high quality instruction **routinely with success**, and that now they were **refining those practices** (combined mean = 43%).

#### *Perceived Impact on Schools*

- Teachers felt that participating in PICCS had a great or moderate impact on their schools (mean = 82%).
- PICCS NYC Administrators felt that participating in PICCS had a great or moderate impact on their schools (mean = 88%).

#### *Perceived Impact on Students*

- Most teachers perceived changes in student outcomes, and two thirds felt they changed to a moderate extent or greater (mean = 69%).
- Most administrators perceived changes in student outcomes, and more than three quarters felt they changed to a moderate extent or greater (mean = 77%).
- There is strong agreement between PICCS NYC Teachers' and Administrators' perceptions of changes in student outcomes.

### *Part II: Results from other sources*

#### *School Practices & Conditions*

- Averaging the School Survey scores assessing the six Quality Components of NYC's Great Schools Framework, Schools A, C and D each had high percentages of positive responses from teachers, parents and students – indicating the presence of **high quality school practices and conditions**.
  - School A had a significantly higher percentage of positive responses (95%) compared to both the District (85%) and City (87%).
  - School C had a higher percentage of positive response (86%) compared to the City (82%), and only one percentage point less than the District (87%).
  - School D had a higher percentage of positive responses (93%) compared to the City (86%).
- Across Schools A, C and D, the Quality Components of (1) Effective School Leadership, (2) Relationships built on Trust and respect, and (3) Collaborative Teachers were the highest scoring – aligning with, and indicating implementation of, **critical components of a strong HCMS**.

#### *Retention*

- According to recently reported data, PICCS NYC schools' combined annual teacher retention rate (83% from 2015-16 to the beginning of 2017-18) exceeded the aggregate retention rate of all NYS

charter schools (59% from 2015-16 to 2016-17<sup>3</sup>), and was approaching the retention rate for all schools across the State (88% from 2012-13 to 2015-16<sup>4</sup>).

- PICCS NYC schools maintained a 100% retention rate of School Principals and Teacher Leaders (Data Coordinators and PLC Coaches) for the past three years (from SY 2015-16 through the first half of SY 2017-18).

### *Teacher Performance*

- Of the PICCS NYC teachers that were rated “Developing” on the HEDI scale in Year 4 (SY 2015-16), three quarters showed enough improvement in their practice to be rated “Effective” in Year 5 (SY 2016-17).
- Almost all (95%) teachers that were rated “Effective” or higher in Year 4 (SY 2015-16) either maintained their level of effectiveness or improved in Year 5 (SY 2016-2017).

### *Student Achievement: ELA*

- From Year 3 to Year 5 of the grant, School A’s students increased proficiency on the ELA exam by 232%. School A’s ELA proficiency in Year 5 was 38 percentage points higher than the district proficiency level, and 23 percentage points higher than the State level.
- With the exception of one year (2016), School B’s students increased their ELA proficiency scores by an average of 5 percentage points, annually, during the grant period.
- The positive, annual growth rate of School C’s ELA proficiency nearly matched the District and City growth rates over the grant period. School C’s growth rate was higher than the State’s by +1.3 percentage points.
- School D’s ELA proficiency level had not yet shown signs of significant growth by Year 5 of the grant; results revealed a slight, negative trendline. However, School D’s average ELA exam scores were higher than the City Comparison Group’s by an average of 5 points over three years.

### *Student Achievement: Math*

- From Year 3 to Year 4 of the grant, School A’s students increased proficiency on the Math exam by 112%. School A’s Math proficiency in Year 5 was 65 percentage points higher than the District proficiency level, and 45 percentage points higher than the State level.
- School B’s Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant. Proficiency levels from Year 3 to Year 5 remained at about 14%.
- School C’s Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant.
- School D’s Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant, however results revealed a slight, positive trendline. School D’s Average Algebra I Scores were higher than the City Comparison Group’s in Year 5 by 3 points.

<sup>3</sup> Katz, A. (2017, June 26). Turnover, a charter school plague. Retrieved from <http://www.nydailynews.com/opinion/turnover-charter-school-plague-article-1.3272954>.

<sup>4</sup> NYS Teacher Turnover/ Retention data for 2016-17 had not been reported on data.nysed.gov as of February, 2018.

## PARTICIPANTS

Results from the surveys have been aggregated and reported at the network level. This report presents results for the four participating PICCS schools in New York City listed in **Table 1**, below.

**TABLE 1** 2016-17 school profile data for NYC charter schools participating in the PICCS Round 4

School <i>Sorted Alphabetically</i>	Year opened	Grades served	Student Enrollment	Student Demographics	
<b>John W. Lavelle Preparatory Charter School</b>	2009	6-12 (2012-16) 3-12 (2016-17)	642*	FRL*	75%
				ELLs*	3%
				SWD*	35%
<b>Imagine Me Leadership Charter School</b>	2010	K-5	230	FRL	93%
				ELLs	2%
				SWD	13%
<b>New Dawn Charter High School</b>	2012	9-12	346	FRL	75%
				ELLs	5%
				SWD	40%
<b>Tech International Charter School</b>	2012	6-8	334	FRL	89%
				ELLs	13%
				SWD	22%

*Data sources: InsideSchools.org 2016-17 school statistics; Teaching Staff and Administrative Staff rosters submitted to PICCS/MI in April, 2017*

*\* Data for John W. Lavelle Prep is reported for upper school grades 6-12 only; this represents the pre-expansion portion of the school community directly subject to the PICCS experience & program effect*

## Sample of Survey Respondents

**TABLE 2** Representation of respondents from each NYC school in the total Year 5 study sample

NYC Schools	TEACHER Survey Responses N=92	ADMINISTRATOR Survey Responses N=13
<b>School A</b>	5%	15%
<b>School B</b>	32%	39%
<b>School C</b>	45%	15%
<b>School D</b>	18%	31%

## Teaching Experience of Survey Respondents

**TABLE 3** Years of teaching experience as reported by NYC teachers in Year 5

NYC Teachers	Mean	Mode	Minimum	Maximum
<b>Number of Years Teaching</b>	7	2	0	22
<b>Number of Years Teaching at this school</b>	3	1	0	8

## RUBRICS & LEGENDS

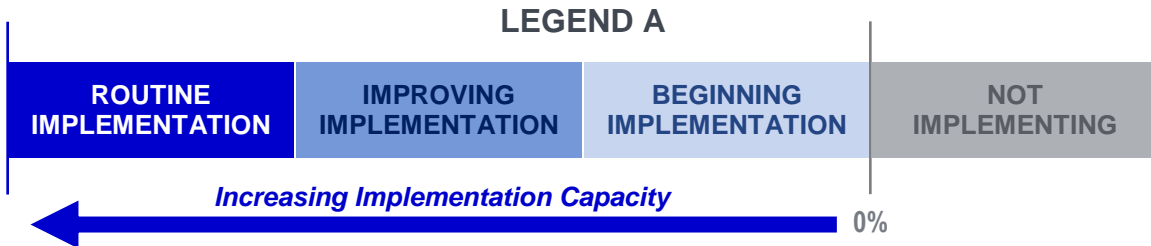
### *Implementation of Teaching Practices*

Respondents used Rubric A, below in *Table 4*, to report the extent to which they implemented teaching practices and strategies during the 2016-17 School Year.

**TABLE 4** Rubric A: Implementation of High Quality Teaching Practices

RUBRIC A	
Scale Number	Teacher's self-reported level of implementation
(1)	I am <b>NOT IMPLEMENTING</b> this activity
(2)	I am <b>BEGINNING</b> to implement this activity, but substantial improvements are needed in the quality and extent of my approach
(3)	I am implementing this activity, but I am still <b>IMPROVING</b> my approach
(4)	I am implementing this activity <b>ROUTINELY</b> with success; I continue to refine my approach

Legend A corresponds with Rubric A and can be used to interpret the data displays in the *Changes in Teaching Practices* section, pages 6 – 10.



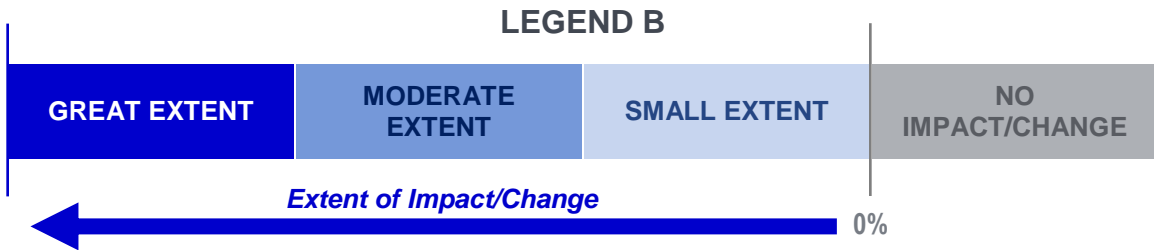
*Impact on Schools & Student Outcomes*

Respondents used Rubric B, below in **Table 5**, to report the extent to which they felt the PICCS program had an impact on their school or noticed changes in student outcomes during the 2016-17 School Year. Legend B corresponds with Rubric B and can be used to interpret the data displays in the *Impacts on Schools and Student Outcomes* section, pages 11 - 14.

**TABLE 5** Rubric B: Extent of Impact on Schools and Student Outcomes

<b>RUBRIC B</b>	
Scale Number	Respondent's perception of the extent of impact/change
(1)	<b>Not at all (No Impact/ No Change)</b>
(2)	<b>Small Extent</b>
(3)	<b>Moderate Extent</b>
(4)	<b>Great Extent</b>

Legend B corresponds with Rubric B and can be used to interpret the data displays in the *Impact on Schools* and the *Impact on Student Outcomes* sections, pages 11 – 14.





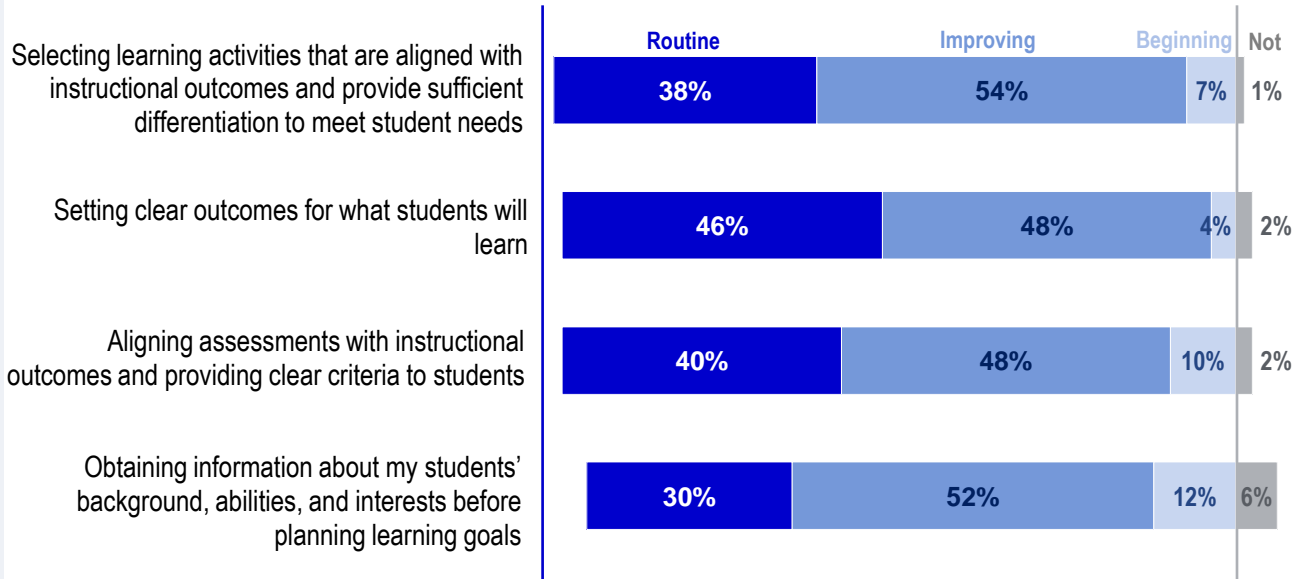
## Part I Results



### PLANNING

**FIGURE 1** Use of key planning practices reported by NYC Teachers in Year 5

**Teachers were using high quality planning practices to a great extent, and over a third were using them routinely** *Mean = 39%*

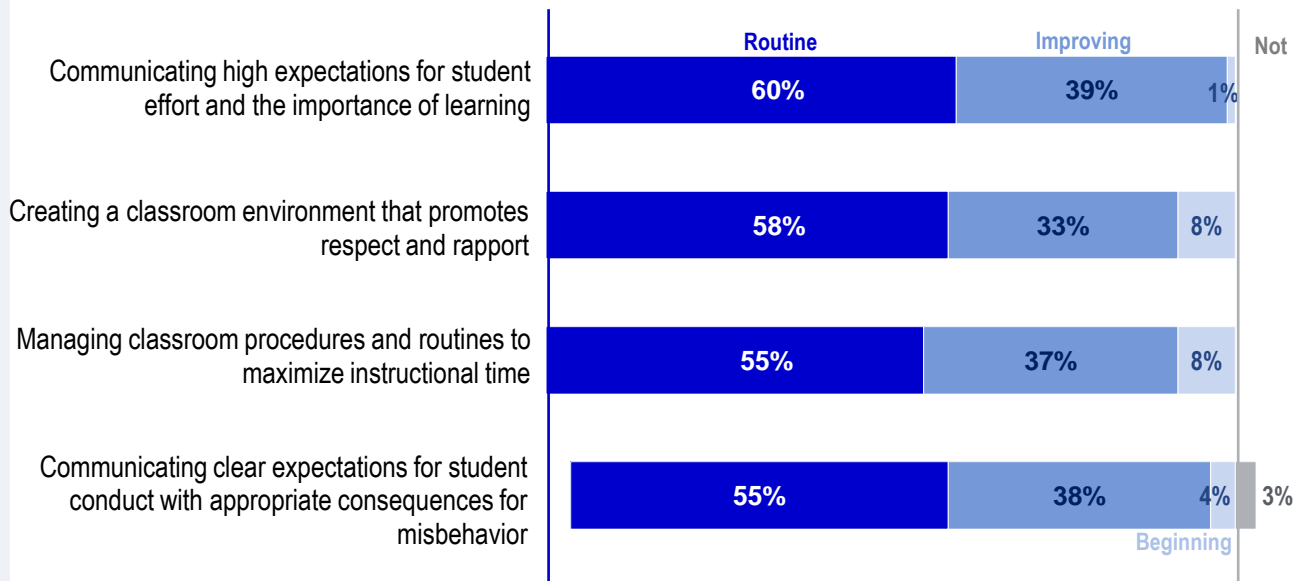




# CLASSROOM MANAGEMENT

**FIGURE 2** Use of key classroom management practices reported by NYC Teachers in Year 5

**Teachers were using high quality classroom management practices to a great extent, and over half were using them routinely** *Mean = 57%*

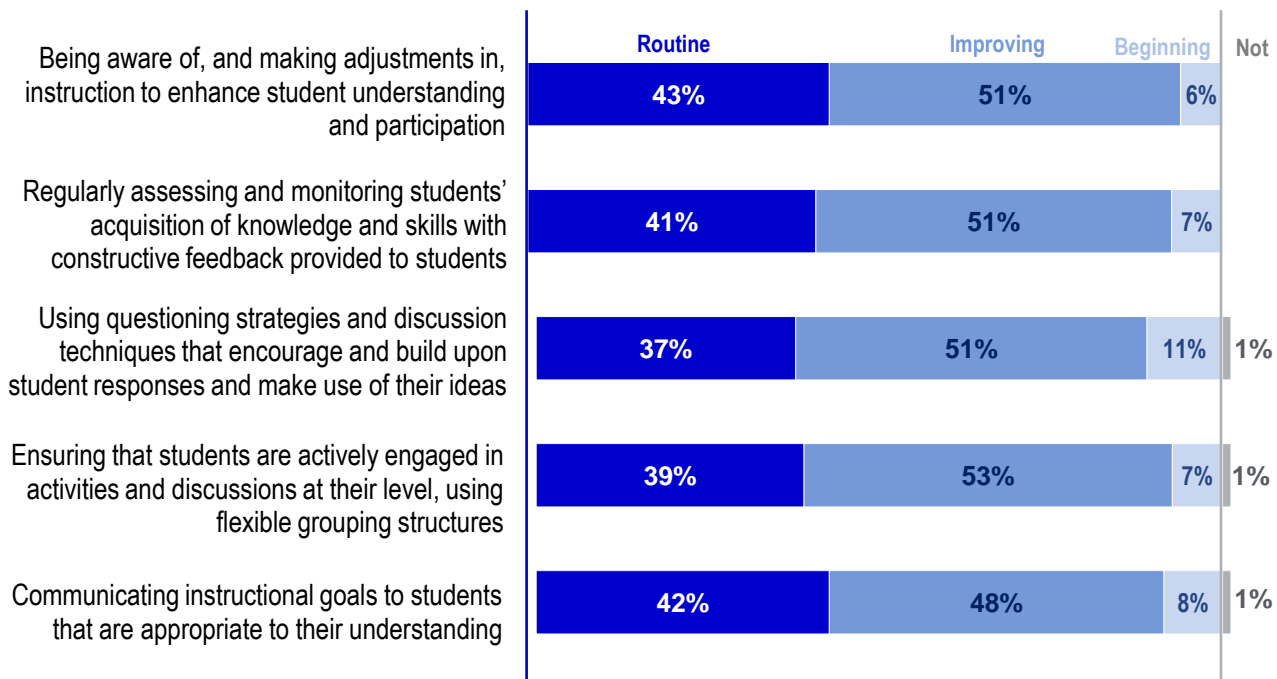




# INSTRUCTION

**FIGURE 3** Use of key instructional practices reported by NYC Teachers in Year 5

**Teachers were using high quality instructional practices to a great extent, and over a third were using them routinely** *Mean = 41%*



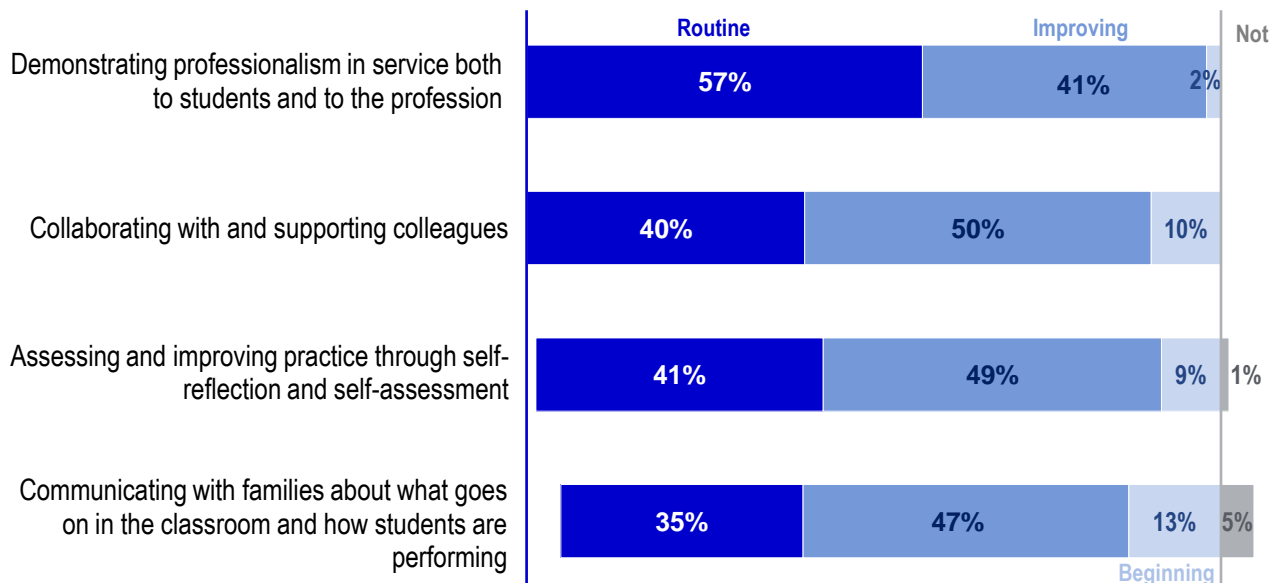


# PROFESSIONAL RESPONSIBILITY

**FIGURE 4** Engagement in key, professional responsibilities reported by NYC Teachers in Year 5

**Teachers were engaging in their professional responsibilities to a great extent, and over a third were engaging in them routinely**

Mean = 43%

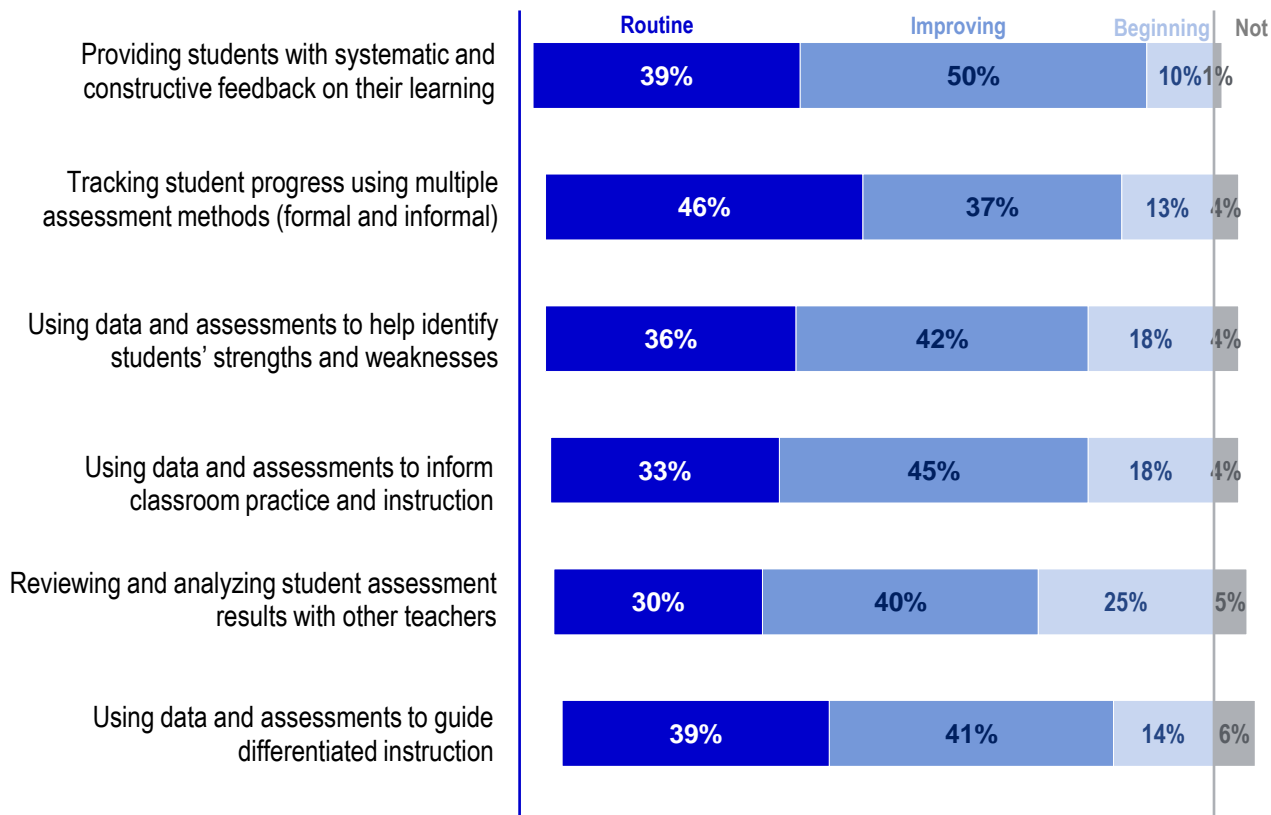




# ASSESSMENT

**FIGURE 5** Use of key assessment practices reported by NYC Teachers in Year 5

**Teachers were using high quality assessment practices to a great extent, and over a third were using them routinely** *Mean = 37%*

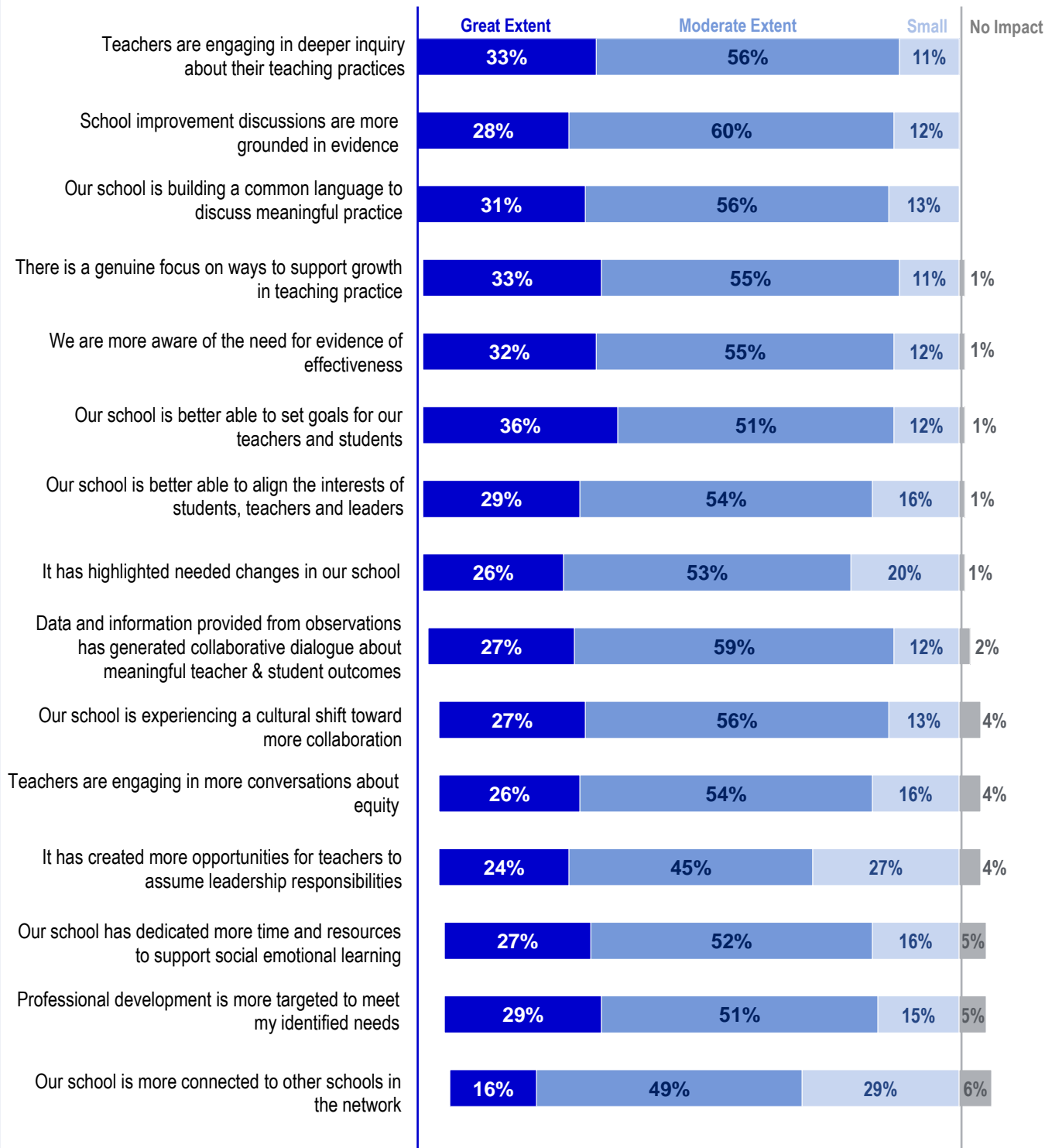




# SCHOOL IMPACT

**FIGURE 6** Teachers' perceptions of the impacts of the PICCS project on their schools

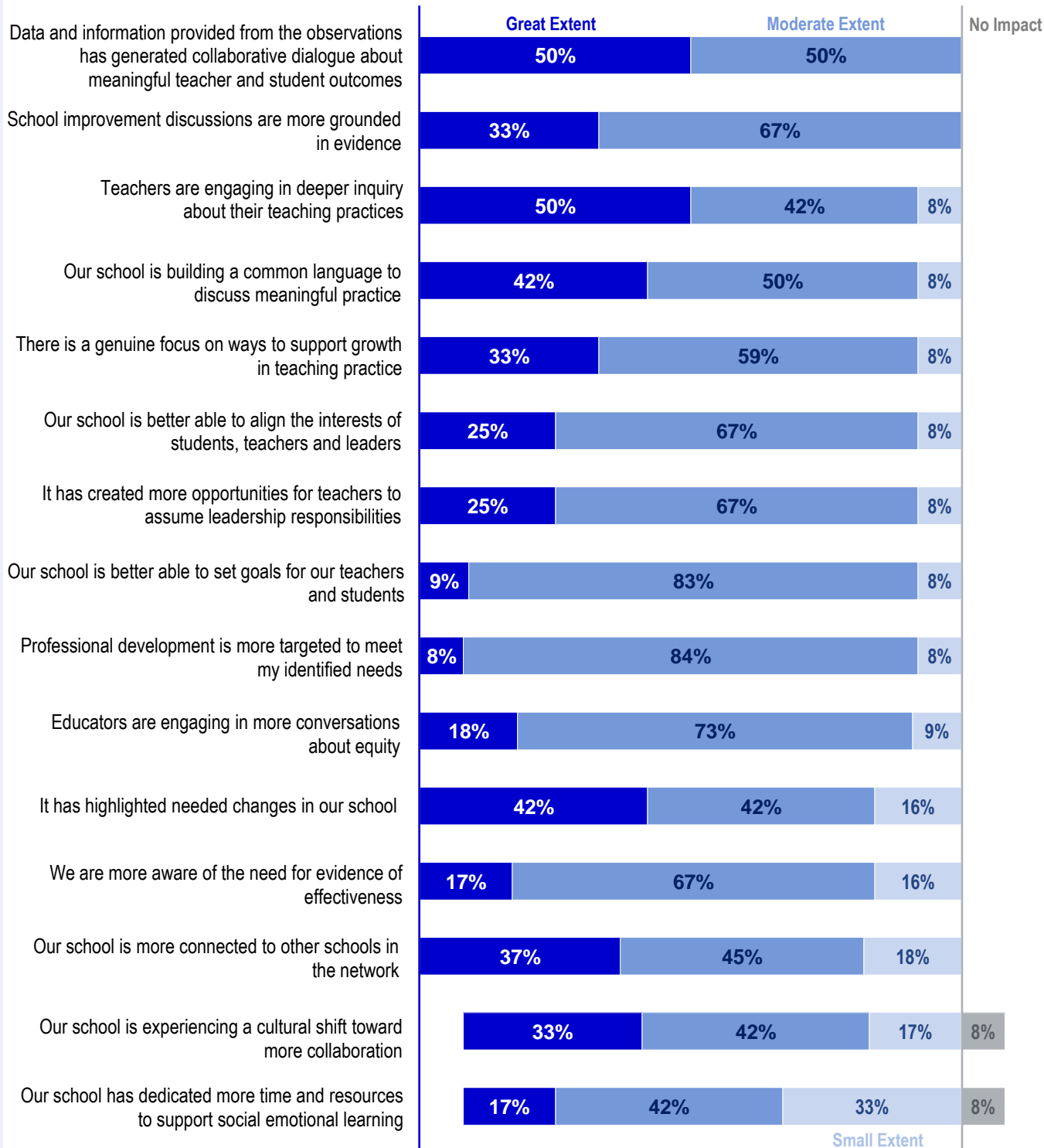
**Teachers felt that participating in PICCS had a great or moderate impact on their schools** *Mean = 82%*





**FIGURE 7** *Administrators' perceptions of the impacts of the PICCS project on their schools*

**Administrators felt that participating in PICCS had a great or moderate impact on their schools** *Mean = 88%*

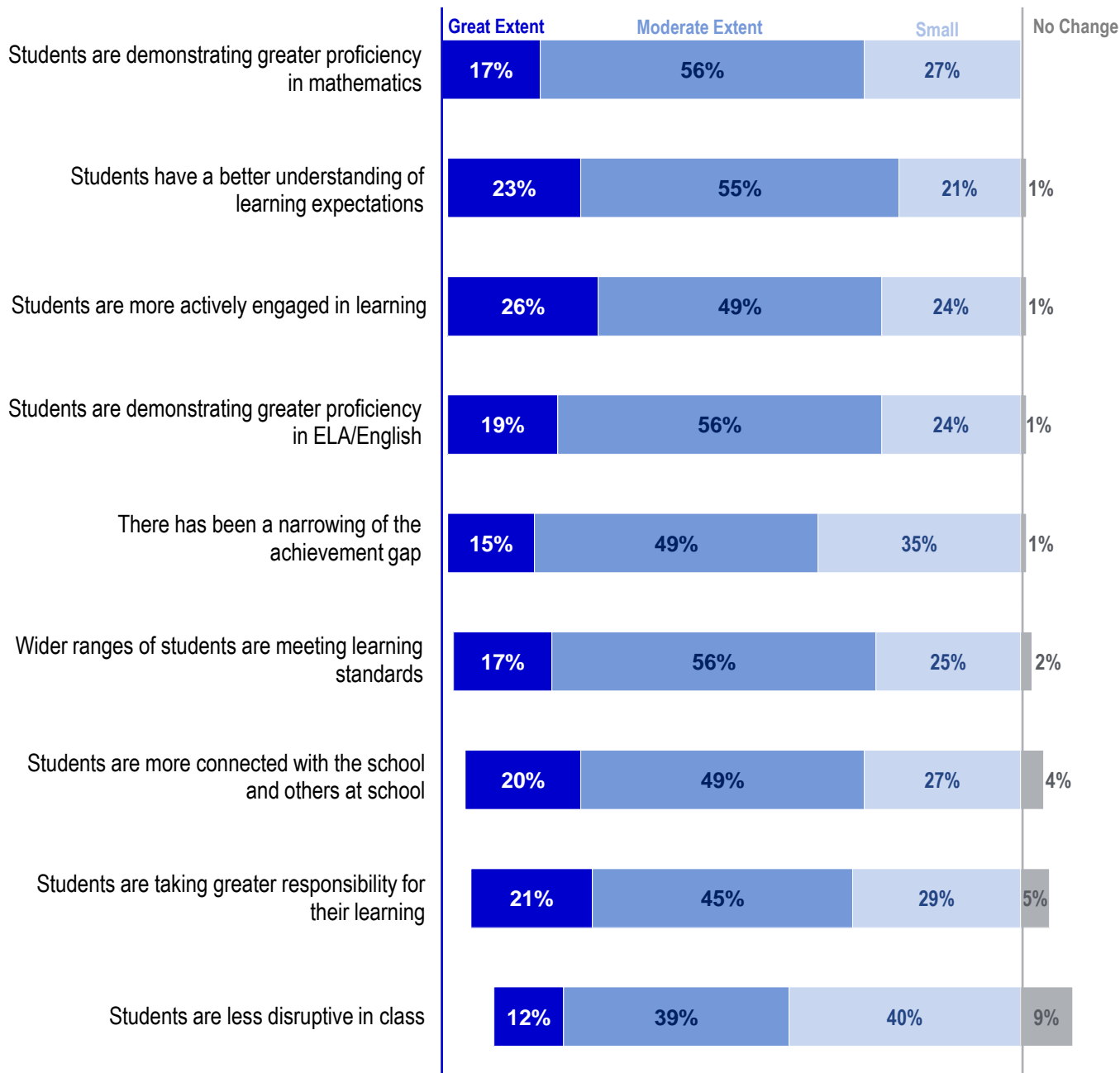




# STUDENT OUTCOMES

**FIGURE 8** *Teachers' perceptions of changes to student outcomes in Year 5*

**Most teachers perceived changes in student outcomes, and two-thirds felt they changed to a moderate extent or greater** *Mean = 69%*

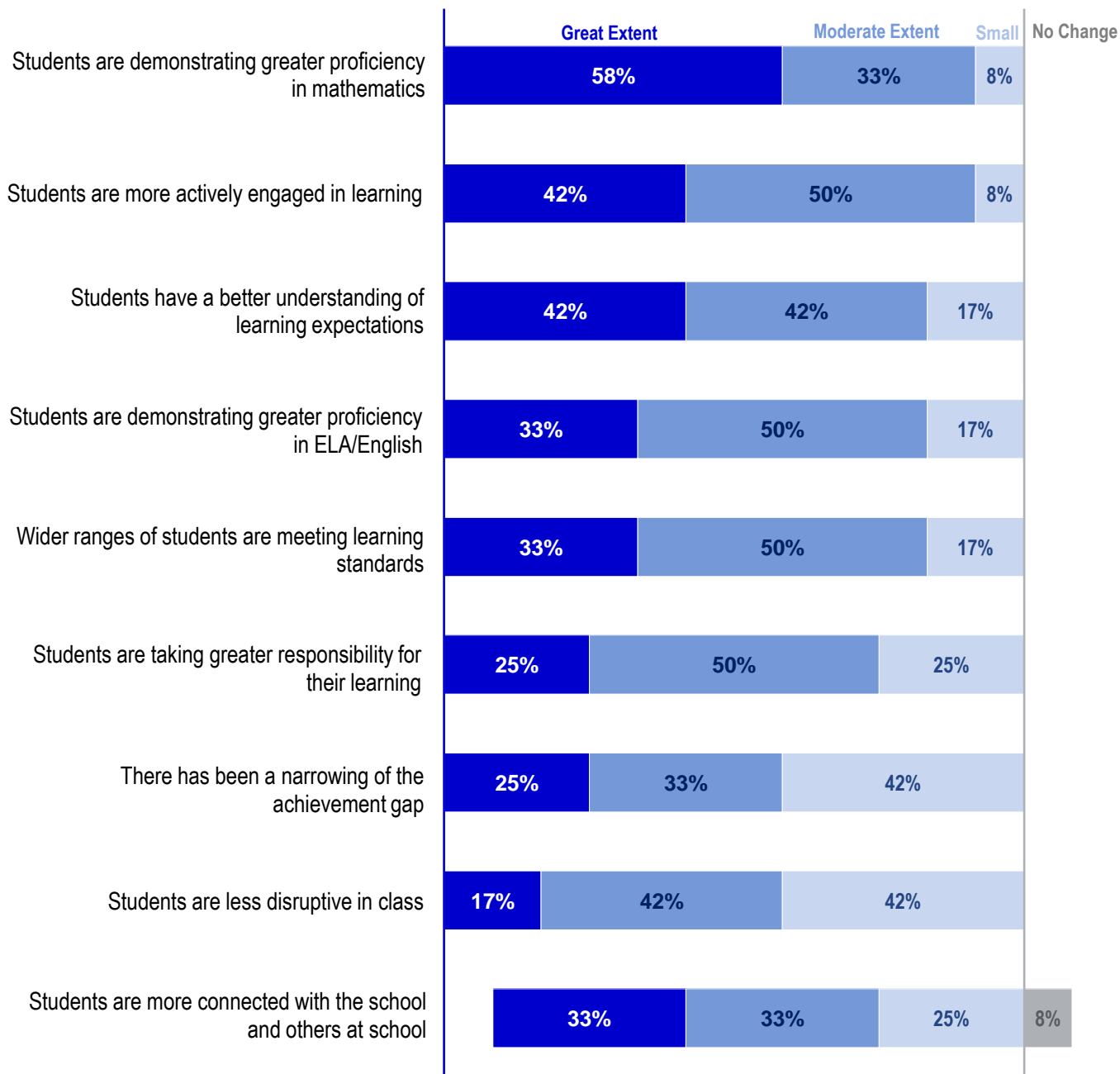






**FIGURE 9** *Administrators' perceptions of changes to student outcomes in Year 5*

**Most administrators perceived changes in student outcomes, and more than three-quarters felt they changed to a moderate extent or greater** *Mean = 77%*



## Part II Results



### SCHOOL PRACTICES & CONDITIONS<sup>5</sup>

The following results are based on the New York City Department of Education’s annual School Survey. The survey is aligned to the DOE’s Framework for Great Schools.<sup>6</sup> The components of this framework, listed in **Table 6** below, contribute to each school’s ability to support student success.

**TABLE 6**

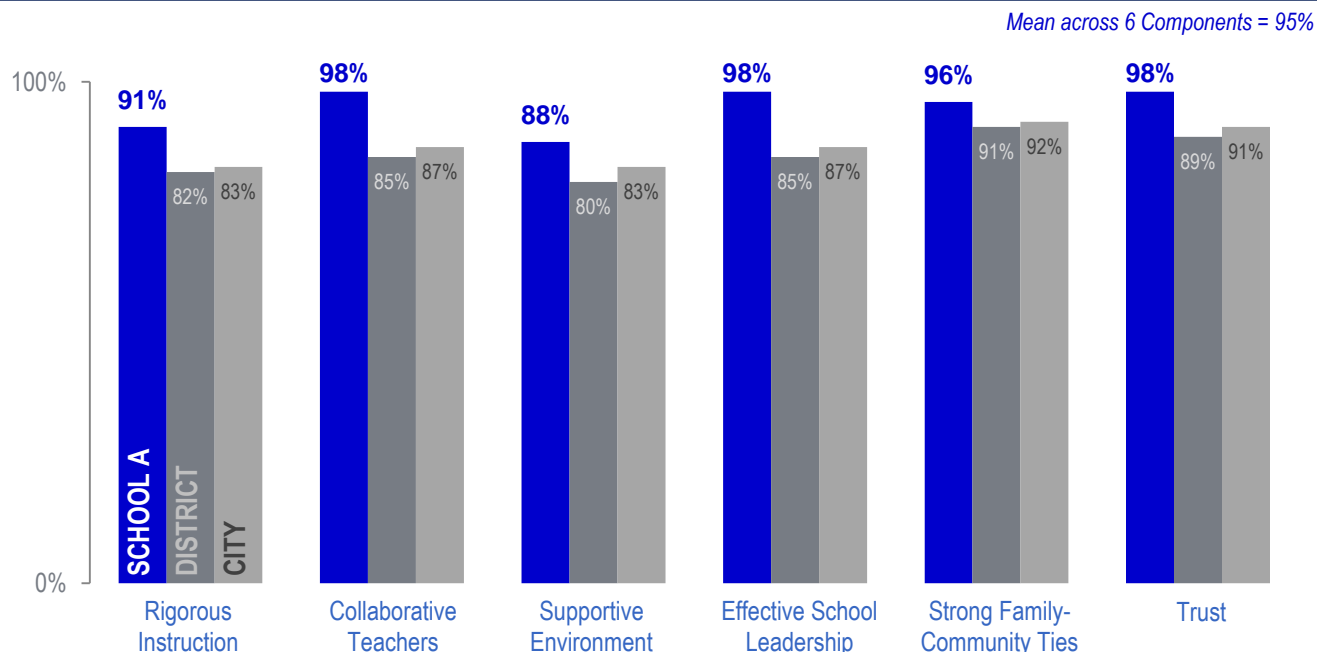
Components of NYC DOE’s Great Schools Framework assessed through an annual School Survey administered to Teachers, Parents and upper grade Students

Component	Definition
<b>Rigorous Instruction</b>	Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core
<b>Collaborative Teachers</b>	Teachers participate in opportunities to develop, grow and contribute to the continuous improvement of the school community
<b>Supportive Environment</b>	The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations
<b>Effective School Leadership</b>	School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision
<b>Strong Family-Community Ties</b>	The school forms effective partnerships with families and outside organizations to improve the school
<b>Trust</b>	Relationships between administrators, educators, students and families is based on trust and respect

Source: NYC DOE (schools.nyc.gov)

**FIGURE 10**

Percent of teachers and parents surveyed\* from School A who responded positively to questions about each Component



\*Teacher Response Rate: 96% (N=24); Parent Response Rate: 58% (N=118)

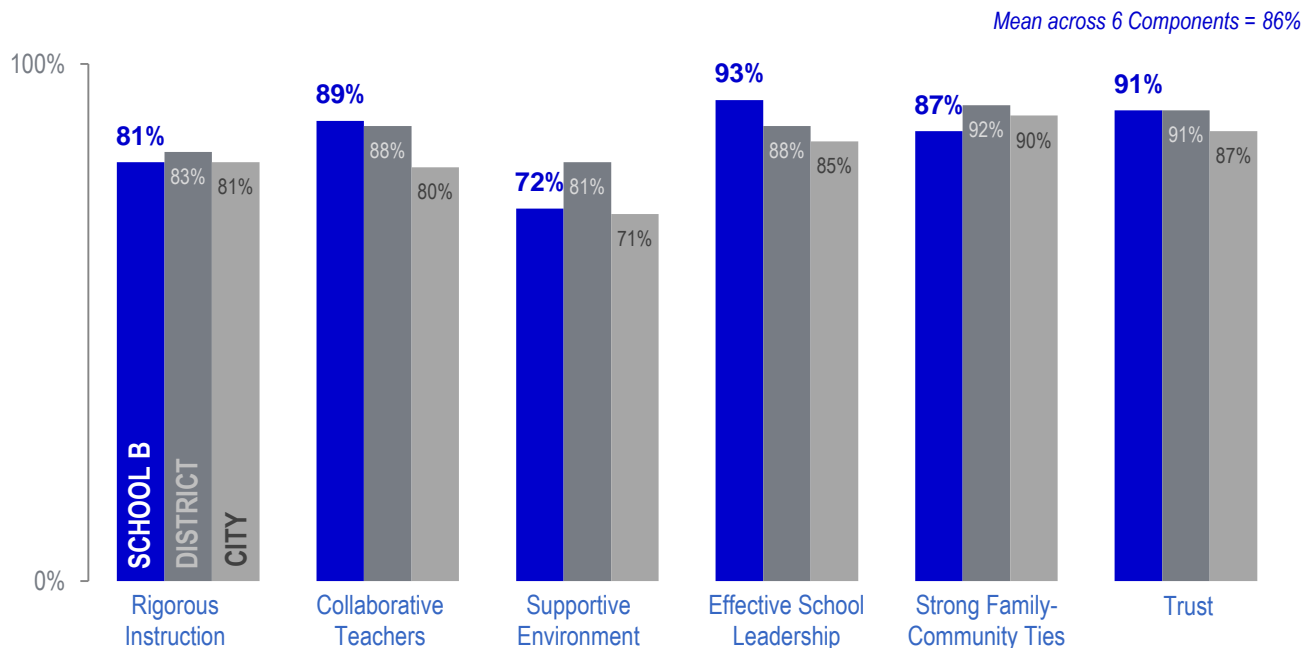
<sup>5</sup> Data for School B was not available.

<sup>6</sup> Retrieved from: <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>



**FIGURE 11**

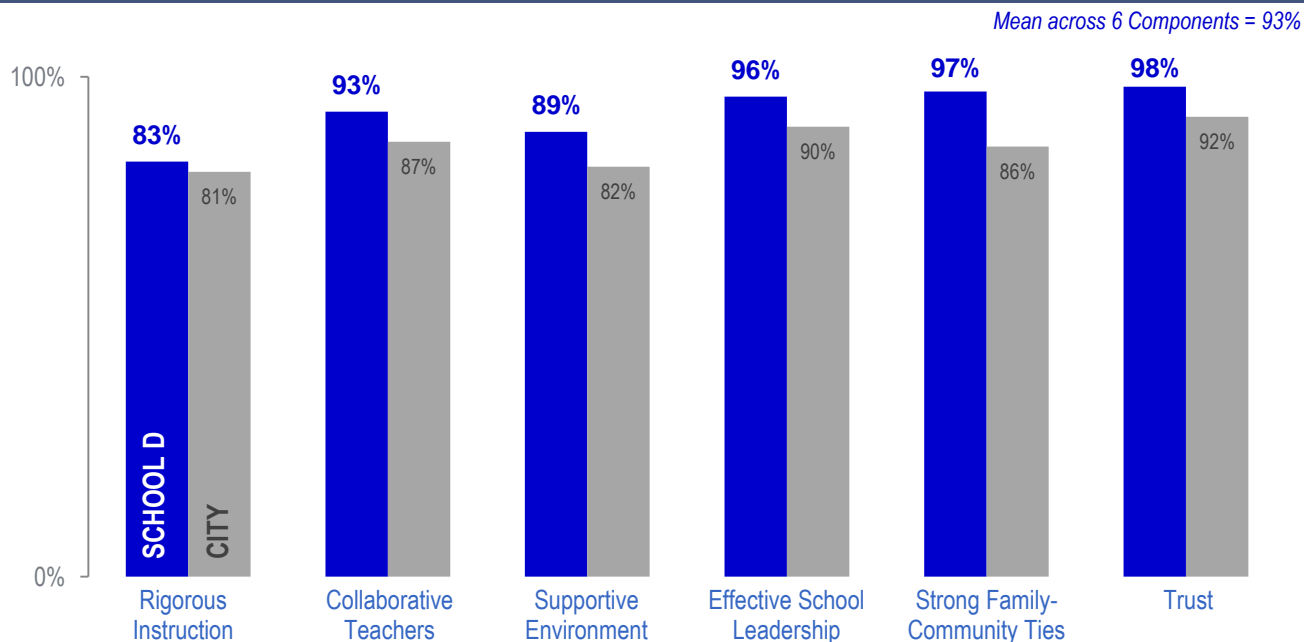
Percent of teachers, parents and students surveyed\* from School C who responded positively to questions about each Component



\*Teacher Response Rate: 100% (N=109); Parent Response Rate: 82% (N=408); Student Response Rate: 98% (N=468)

**FIGURE 12**

Percent of teachers, parents and students surveyed\* from School D who responded positively to questions about each Component



\*Teacher Response Rate: 100% (N=25); Parent Response Rate: 82% (N=254); Student Response Rate: 61% (N=197)



# RETENTION

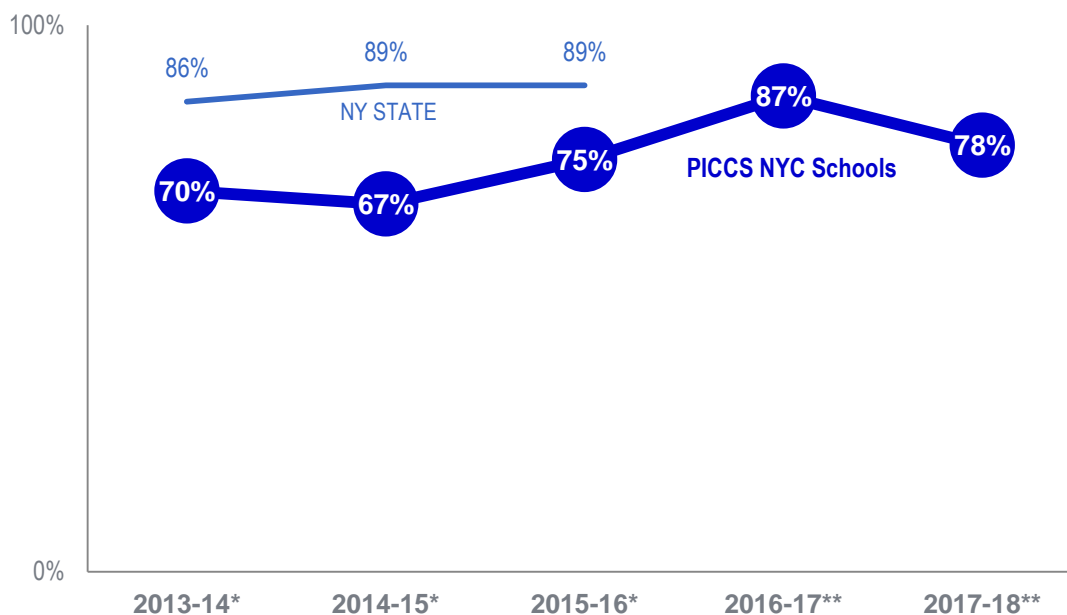
**TABLE 7** Retention of PICCS NYC teachers, teacher leaders and principals from Year 4 through Year 6\*

NYC Staff & Leaders	Year 4 to Year 5 (SY 2015-16 - 2016-17)	Year 5 to Year 6 (SY 2016-17 - 2017-18)	Two Year Average
<b>Teachers</b>	87%	78.1%	83%
<b>Teacher Leaders</b>	100%	100%	100%
<b>Principals</b>	100%	100%	100%

*Reported by PICCS*

\*These results represent the aggregated data from all four schools

**FIGURE 13** Percent of teachers retained annually in PICCS NYC schools compared to NYS over time



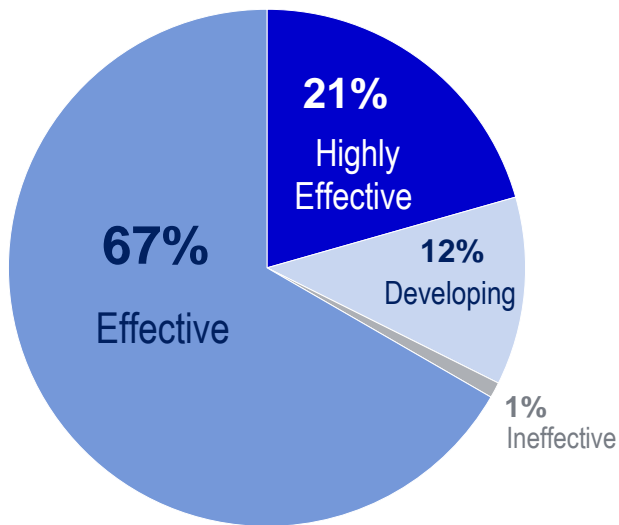
\* Source: NYSED ([data.nysed.gov](http://data.nysed.gov))

\*\*Reported by PICCS



# TEACHER PERFORMANCE

**FIGURE 14** Distribution of PICCS NYC teachers rated Highly Effective, Effective, Developing & Ineffective in Year 5\*



*Reported by PICCS*

\*These results represent the aggregated data from all four schools



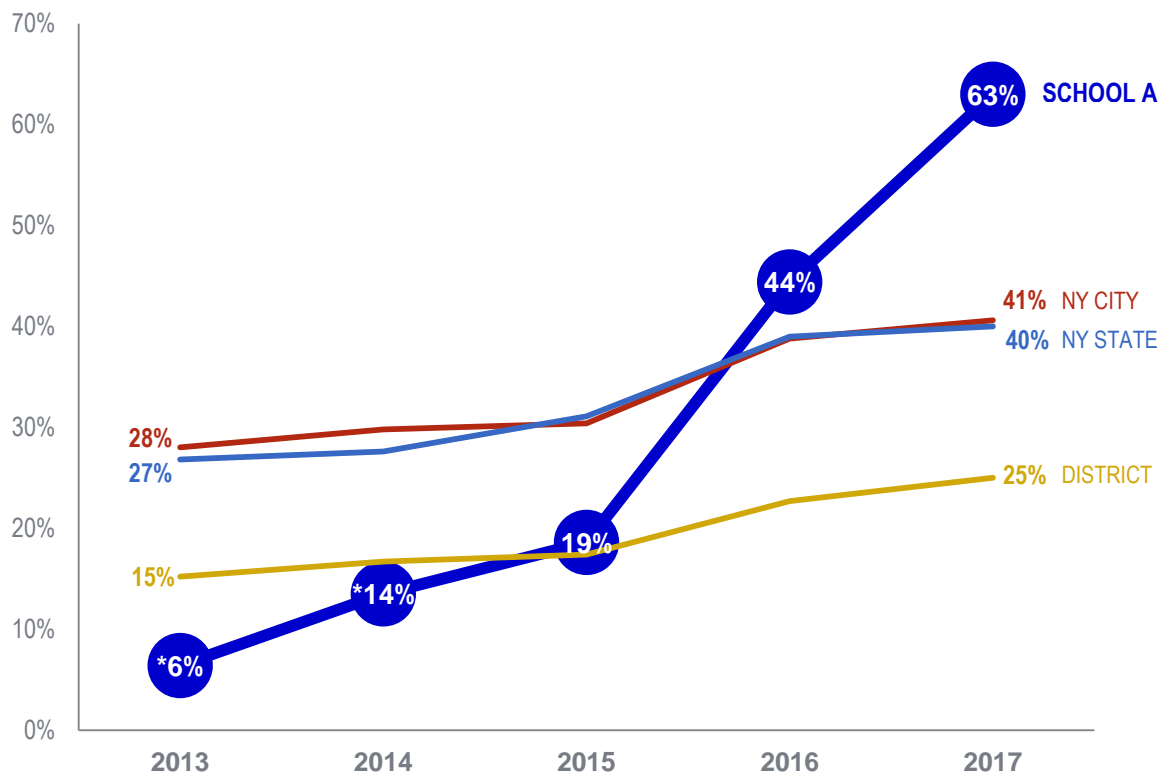
# STUDENT ACHIEVEMENT: ELA PROFICIENCY

## School A English Language Arts (ELA) Proficiency Grades 3 - 5

From Year 3 to Year 5 of the grant, School A’s students increased proficiency on the ELA exam by 232%.

School A’s ELA proficiency in Year 5 was 38 percentage points higher than the District proficiency level, and 23 percentage points higher than the State level.

**FIGURE 15** Percent of students achieving proficiency on Grades 3-5 NYS ELA Exams from School A compared to District, City and State (Year 1 through Year 5)



Source: NYSED (data.nysed.gov)

\*N.B.: School A’s proficiency data from 2013 includes scores for Grade 3, only; data from 2014 includes scores from Grades 3 and 4, only.



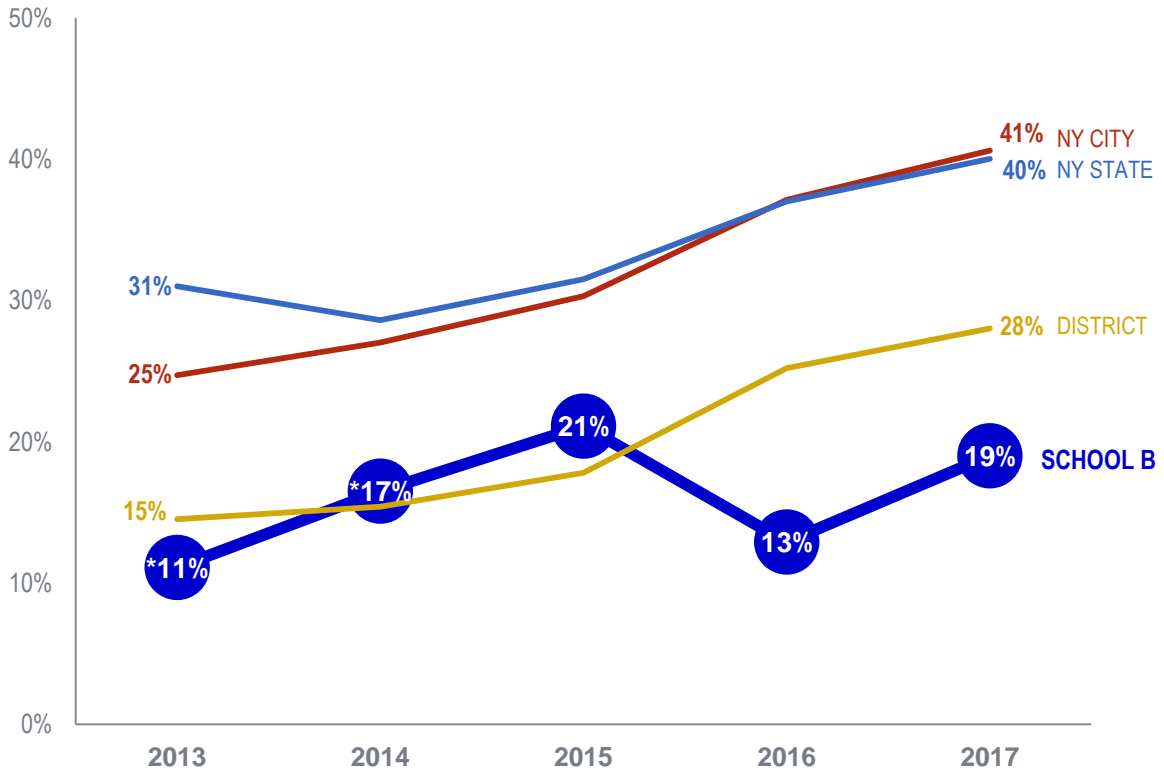
## School B

### English Language Arts (ELA) Proficiency

#### Grades 6 - 8

**With the exception of one year (2016), School B’s students increased their ELA proficiency scores by an average of 5 percentage points, annually, during the grant period.**

**FIGURE 16** Percent of students achieving proficiency on Grades 6-8 NYS ELA Exams from School B compared to District, City and State (Year 1 through Year 5)



Source: NYSED (data.nysed.gov)

\*N.B.: School B's proficiency data from 2013 includes scores for Grade 6, only; data from 2014 includes scores from Grades 6 and 7, only.



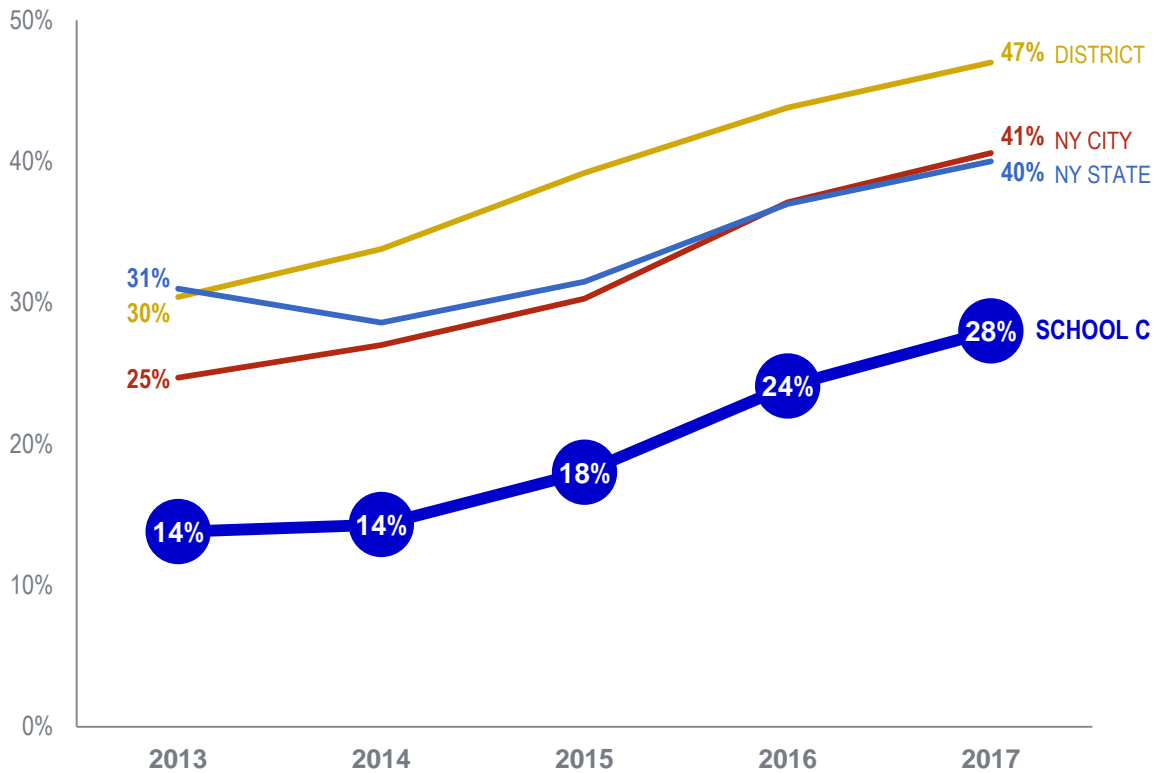
**School C**  
**English Language Arts (ELA) Proficiency**  
**Grades 6 - 8**

**The positive, annual growth rate of School C’s ELA proficiency nearly matched the District and City growth rates over the grant period.**

**School C’s growth rate was higher than the State’s by +1.3 percentage points.**

**FIGURE 17**

Percent of students achieving proficiency on Grades 6-8 NYS ELA Exams from School C compared to District, City and State (Year 1 through Year 5)



Source: NYSED (data.nysed.gov)



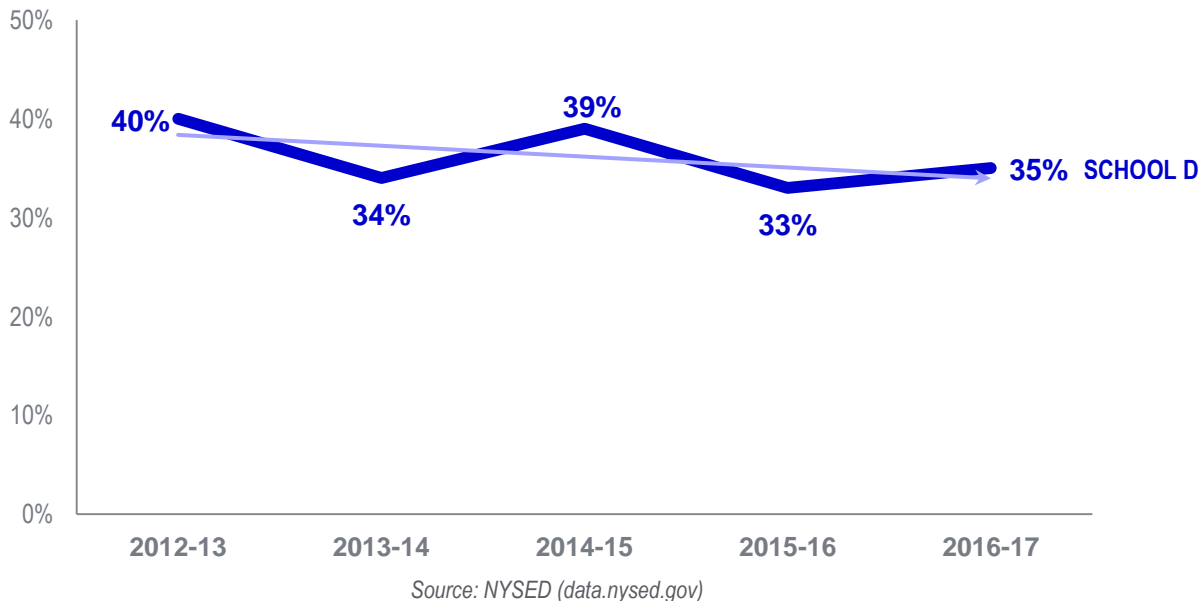


## School D

### English Language Arts (ELA) Proficiency High School Cohort after 4 Years of Instruction

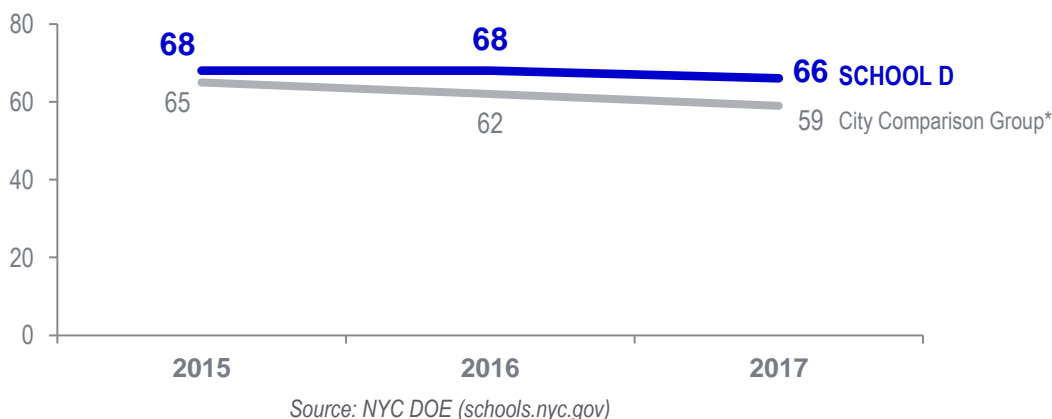
**School D’s ELA proficiency level had not yet shown signs of significant growth by Year 5 of the grant; results revealed a slight, negative trendline.**

**FIGURE 18** Percent of students in the 2013 Cohort from School D achieving ELA proficiency



**School D’s Average ELA Scores were higher than the City Comparison Group’s by an average of 5 points over three years.**

**FIGURE 19** Average Scores achieved by students on the NYS ELA Exam from School D and the NYC Comparison Group (2014 – 2017)



\*\*\*The Comparison Group is made up of students from across [New York] City who were the most similar to the students at this school, based on factors such as incoming test scores, disability status and economic need. The Comparison group result provides an estimate of how the students at this school might have performed if they had gone to other schools throughout the City.”



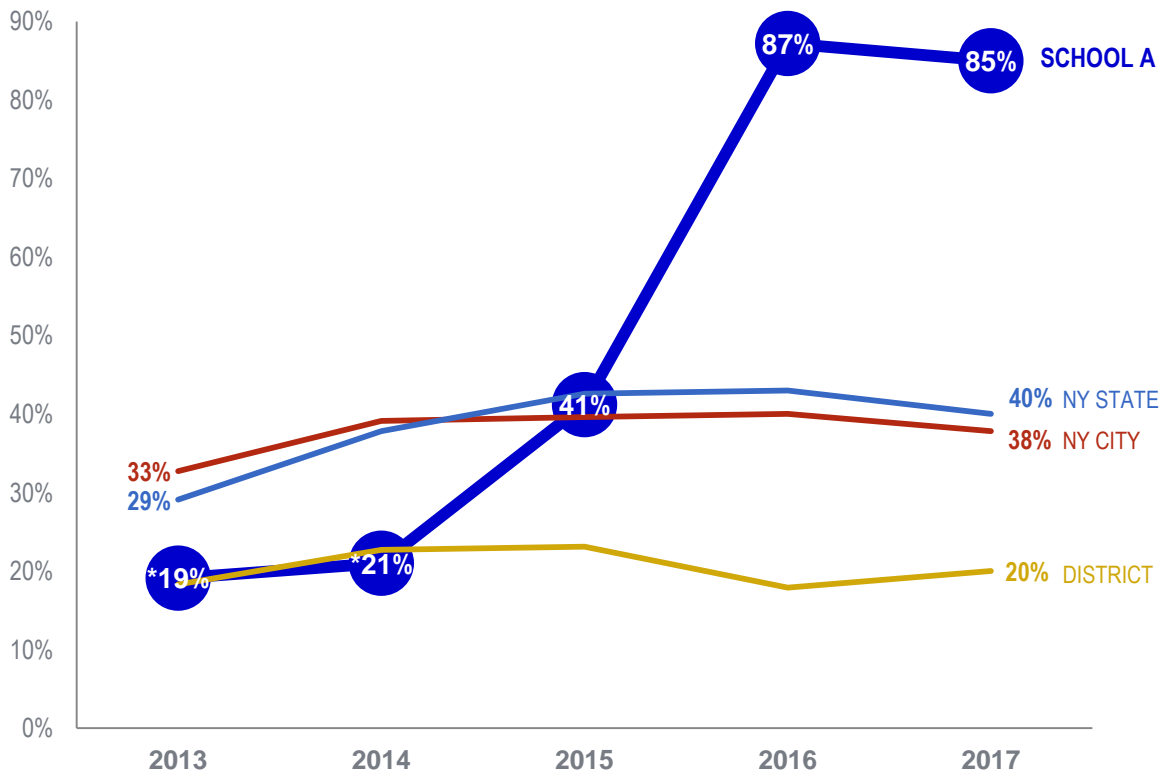
# STUDENT ACHIEVEMENT: MATH PROFICIENCY

## School A Math Proficiency Rates Grades 3 - 5

From Year 3 to Year 4 of the grant, School A’s students increased proficiency on the Math exam by 112%.

School A’s Math proficiency in Year 5 was 65 percentage points higher than the District proficiency level, and 45 percentage points higher than the State level.

**FIGURE 20** Percent of students achieving proficiency on Grades 3-5 NYS Math Exams from School A compared to District, City and State (Year 1 through Year 5)



Source: NYSED (data.nysed.gov)

\*N.B.: School A’s proficiency data from 2013 includes scores for Grade 3, only; data from 2014 includes scores from Grades 3 and 4, only.

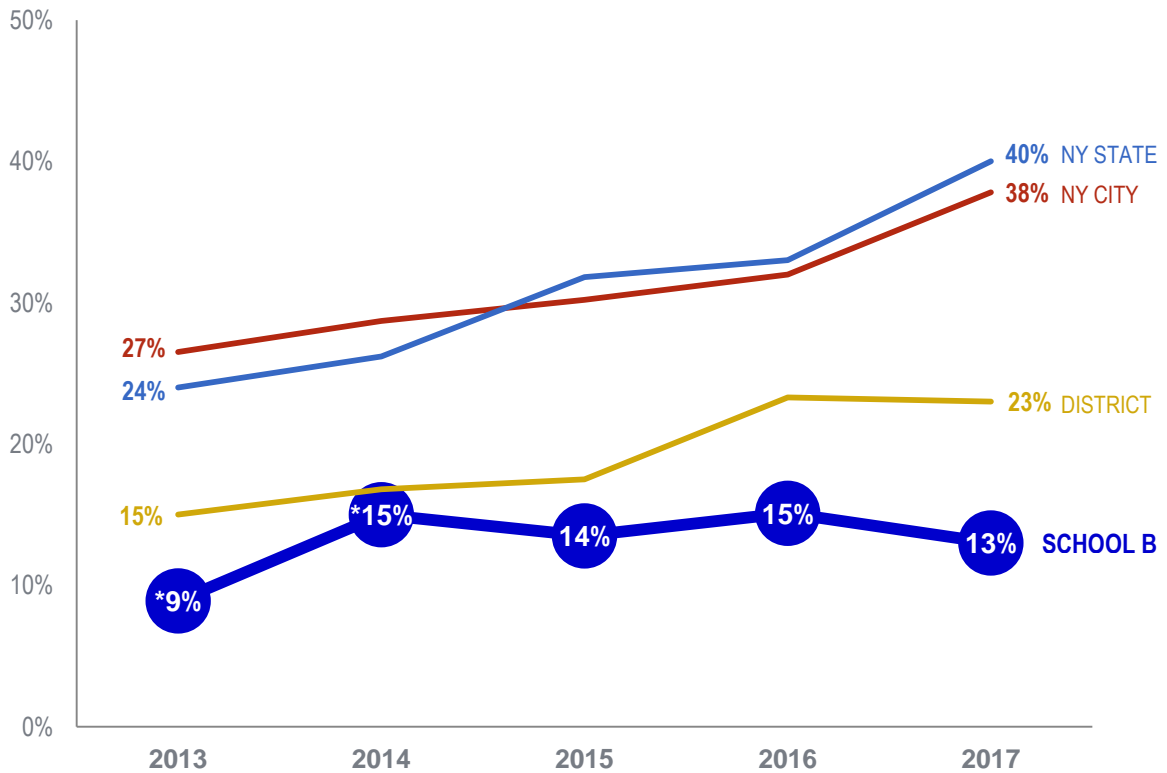


**School B**  
**Math Proficiency Rates**  
**Grades 6 - 8**

**School B's Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant. Proficiency levels from Year 3 to Year 5 remained at about 14%.**

**FIGURE 21**

Percent of students achieving proficiency on Grades 6-8 NYS Math Exams from School B compared to District, City and State (Year 1 through Year 5)



Source: NYSED (data.nysed.gov)

\*N.B.: School B's proficiency data from 2013 includes scores for Grade 6, only; data from 2014 includes scores from Grades 6 and 7, only.

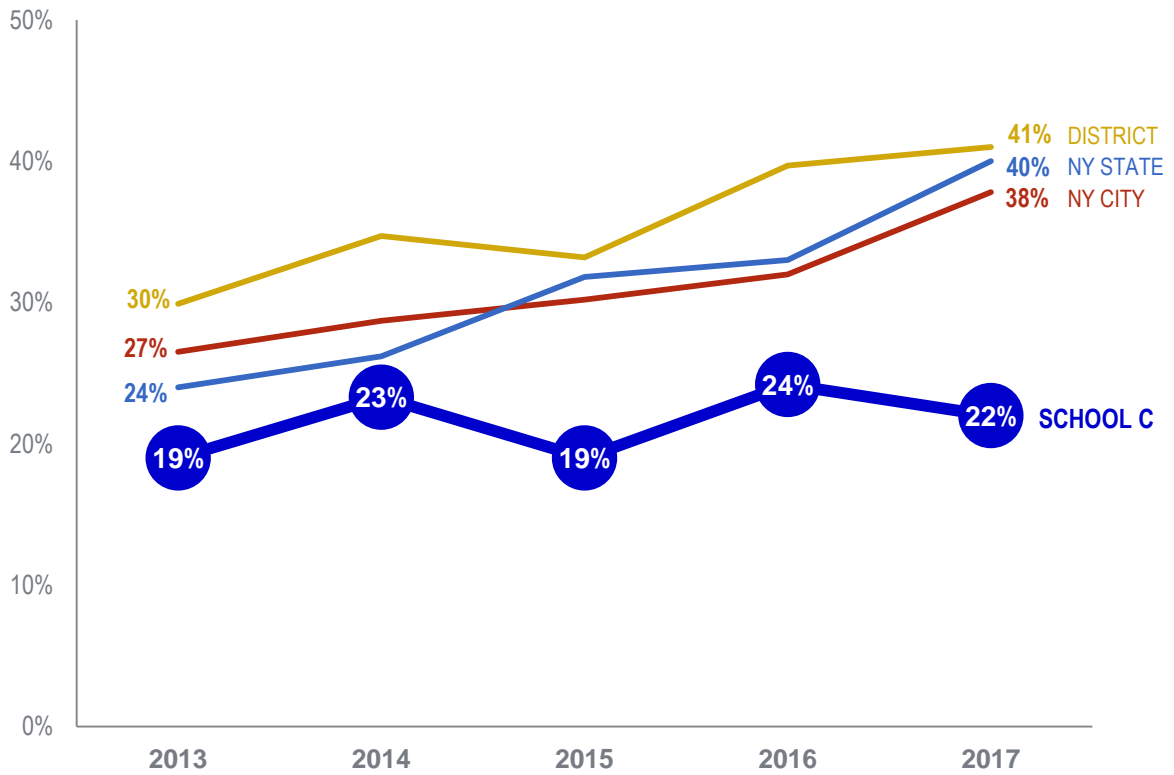


### School C Math Proficiency Rates Grades 6 - 8

**School C’s Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant.**

**FIGURE 22**

Percent of students achieving proficiency on Grades 6-8 NYS Math Exams from School C compared to District, City and State (Year 1 through Year 5)



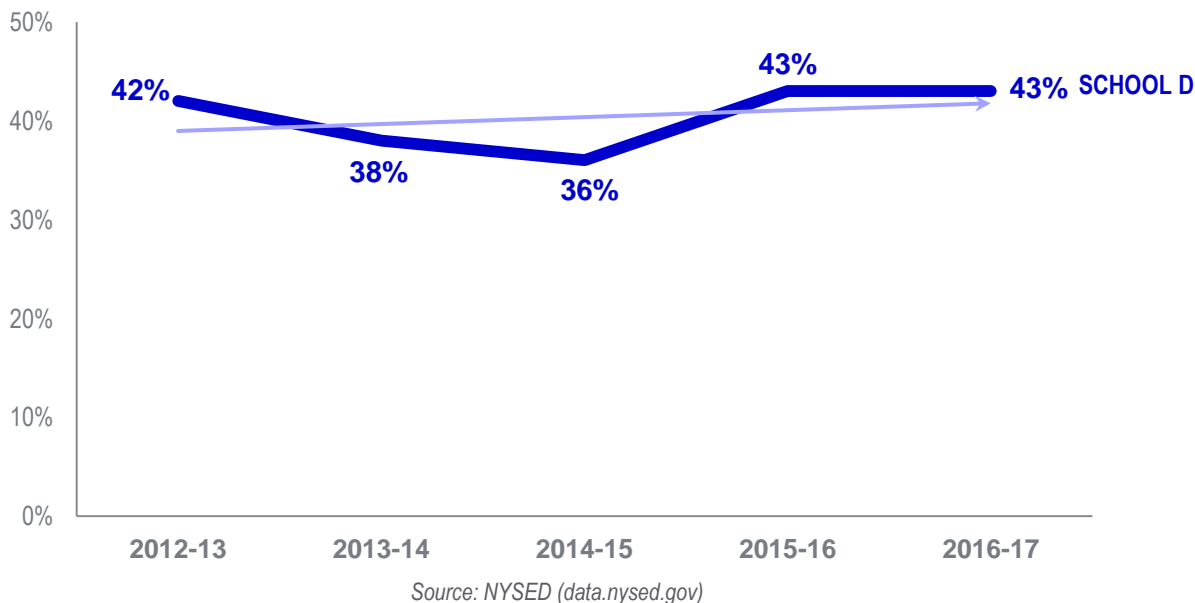
Source: NYSED (data.nysed.gov)



**School D**  
**Math Proficiency**  
**High School Cohort after 4 Years of Instruction**

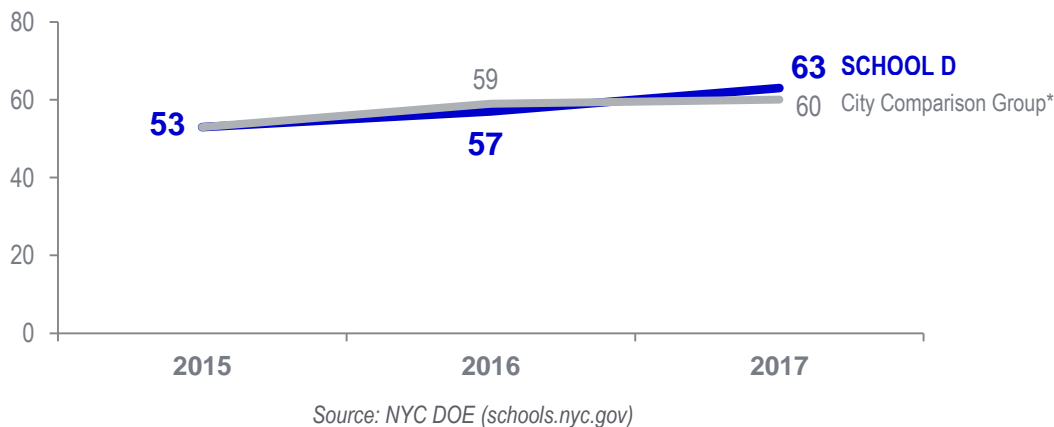
**School D’s Math proficiency level had not yet shown signs of significant growth by Year 5 of the grant, however results revealed a slight, positive trendline.**

**FIGURE 23** Percent of students in the 2013 Cohort from School D achieving Math proficiency



**School D’s Average Algebra I Scores were higher than the City Comparison Group’s in Year 5 by 3 points.**

**FIGURE 24** Average Scores achieved by students on the NYS Algebra I Exam from School D and the NYC Comparison Group (2014 – 2017)



\*"The Comparison Group is made up of students from across [New York] City who were the most similar to the students at this school, based on factors such as incoming test scores, disability status and economic need. The Comparison group result provides an estimate of how the students at this school might have performed if they had gone to other schools throughout the City."