



# Public Receivership Hearing

October 12<sup>th</sup>, 2022

# NYS: Office of Innovation & School Reform

## Extension for Public Hearing

Commissioner's Regulations §100.19

requires Receivership Schools to hold a public hearing to discuss the performance of the school within 30 calendar days of the first day of student attendance.

# University/East Partnership Context

*East - among the lowest achieving public schools in the state for over ten consecutive school years*

*NYSED gave the district 5 choices for East for the 2014-15 school year*

*Close                      Phase Out*  
*Become a charter school    Operate Under SUNY*  
*Operate under an Educational Partnership Organization (EPO)*

The University of Rochester could not stand by and let East High School close without offering our **best efforts** to **turn it around.**

**1%**  
*ELA Proficiency*

**79%**  
*of  
freshman  
retained*

**91%**  
Economically  
Disadvantaged  
Students

**3%**  
*Math Proficiency*

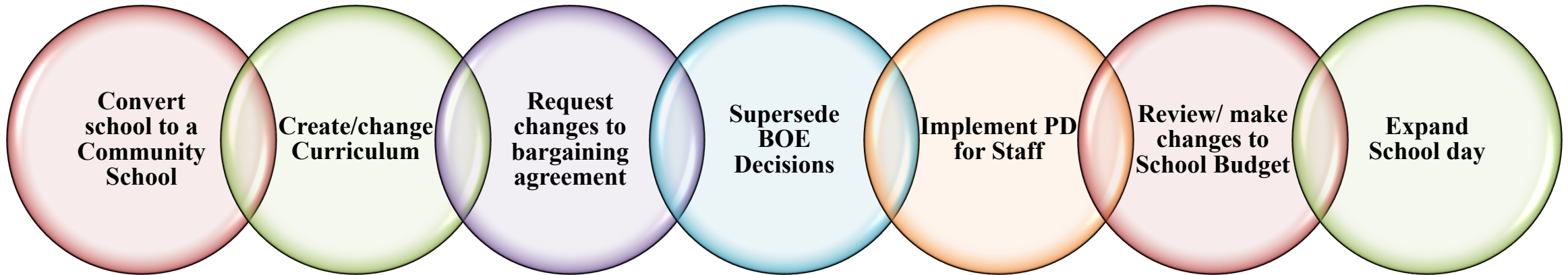
**33%**  
*Graduation Rate*

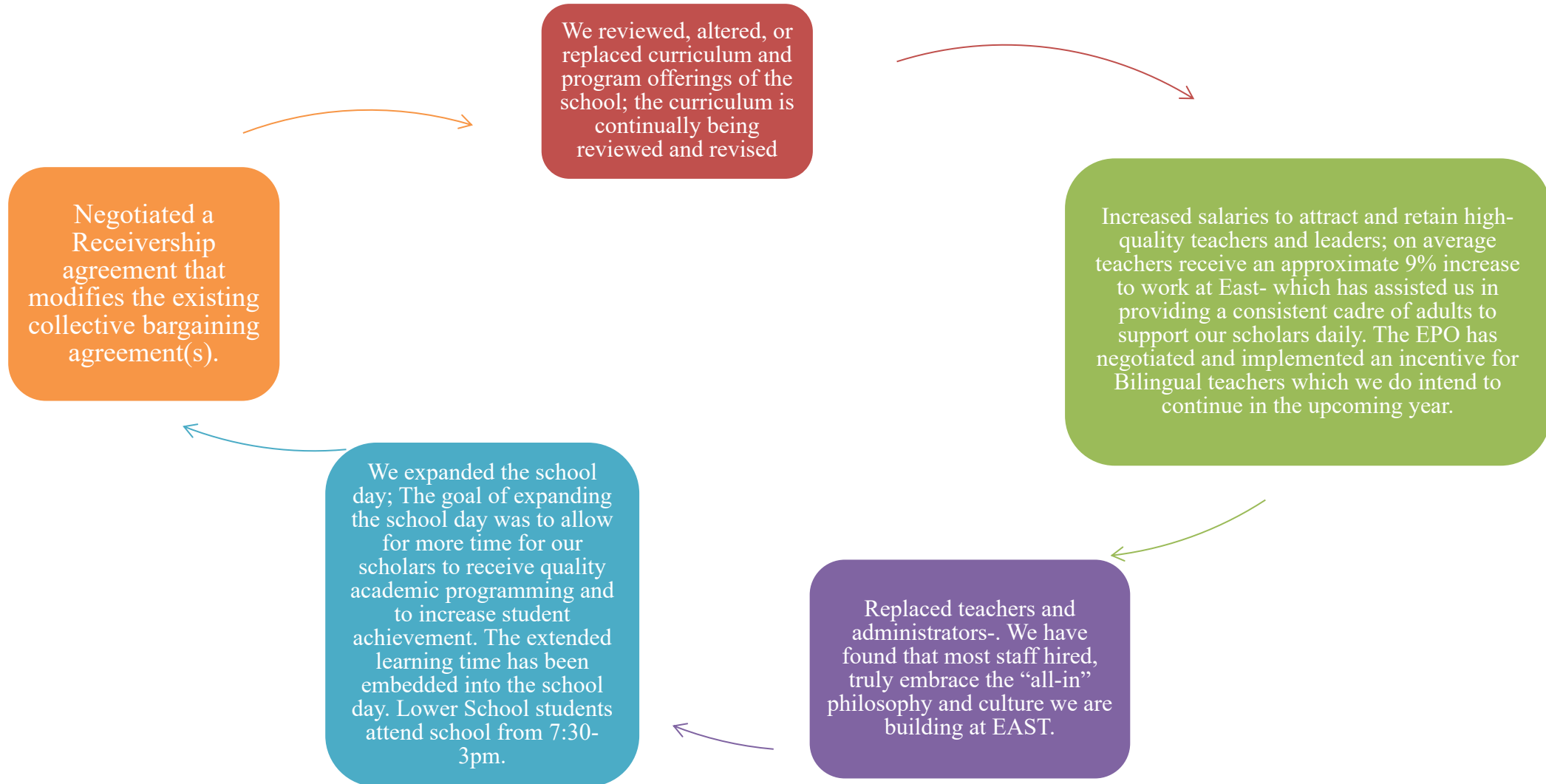
**19%**  
English  
Language  
Learners

**13%**  
Students  
with  
Disabilities

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# Powers of Receivership





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# COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 1  
Systems and  
Organization

Tenet 2 School  
Leadership

Tenet 3  
Curriculum

Tenet 4 Instruction

Tenet 5  
Social-Emotional  
Learning

Tenet 6  
Family and  
Community  
Engagement

# East's Mission

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

# NYS: Office of Innovation & School Reform



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# No DI determinations for 2020-21

- The Department will not use the 2020-21 school year results to make Demonstrable Improvement (DI) determinations for schools in Receivership, place any schools in Independent Receivership, or remove the designation of any school as Struggling.
- All schools identified as Struggling for the 2020-21 school year shall remain so identified for the 2021-22 school year.
- All schools that are operated under a school district Superintendent Receiver in the 2020-21 school year shall continue to operate under a school district Superintendent Receiver for the 2021-22 school year.

# Changes to 2020-21 School Year Reporting

Due to changes in the administration of state assessments the Department will not compute any DI indicators using the 2020-21 school year results.

# Reporting of 2020-21 school year results for DI Indicators

- The Department is waiving the requirement for districts to submit the 2020-21 school year results for their DI indicators to the Office of Accountability (OA).
- This waiver does not apply to any data that districts must submit to the Student Information Repository System (SIRS) in accordance with annual reporting requirements as directed by the Office of Information and Reporting Services (IRS).

# What Not to Expect in the Fall of 2021

- There will be no preliminary data review and appeal process.
- The Department will not release preliminary DI results to the districts and CETs.
- The Department will not compute the 2020-21 DI Indices for any schools.
- The Commissioner will not make DI determinations in the Fall of 2021.
- The 2020-21 school year results will not be released on the Receivership Dashboard.

# How a School Exits Receivership

- Schools will be removed from Receivership at the end of the school year in which the school is not identified as a Comprehensive Support and Improvement (CSI) School.
- The first opportunity for removal will be June 2023 if a school made CSI Progress based on 2018-19 and 2021-22 school year results.
- The next opportunity for removal will be June 2024 if a school is not re-identified as CSI based on 2022-23 school year results.
- Making DI does not determine whether a school is placed into or removed from Receivership.
- Making DI determines whether a school continues under a Superintendent Receiver or is placed in Independent Receivership.

# Considerations for Making DI Determinations

- The Department is considering a waiver request to USDE to use 2021-22 school year results to reestablish robust and stable baselines for measuring school and district performance on accountability indicators instead of making determinations.
- Unless the Department secures a waiver from USDE, districts should expect that the Department will make DI determinations using 2021-22 school year results.



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# Lower School Level One DII

3-8 ELA All  
Students MGP

3-8 ELA All  
Students Core  
Subject PI

3-8 Math All  
Students Core  
Subject PI

Grades 4 and 8  
Science All  
Students Core  
Subject PI

Grades 4 and 8  
Science All  
Students Core  
Subject PI

EM Chronic  
Absenteeism - All  
Students



# Lower School Level Two DII

3-8 ELA SWD  
Core Subject  
PI

3-8 ELA Black  
Core Subject  
PI

3-8 ELA  
Hispanic Core  
Subject PI

3-8 ELA ELL  
Core Subject  
PI

3-8 ELA ED  
Core Subject  
PI

3-8 Math SWD  
Core Subject  
PI

3-8 Math  
Black Core  
Subject PI

3-8 Math  
Hispanic Core  
Subject PI

3-8 Math ELL  
Core Subject  
PI

3-8 Math ED  
Core Subject  
PI

# Upper School Level One DII

2020 Total Cohort  
(10th Graders)  
Passing Math  
Regents

2019 Total Cohort  
(11th Graders)  
Passing ELA  
Regents

2018 Total Cohort  
4-Year Grad Rate -  
All Students

2017 Total Cohort  
5-Year Grad Rate -  
All Students

HS ELA All Students  
PI

HS Math All  
Students PI

College, Career  
and Civic  
Readiness Index -  
All Students

HS Chronic  
Absenteeism - All  
Students

HS Science All  
Students PI

HS Social Studies  
All Students PI

2016 Total Cohort  
6-Year Grad Rate -  
All Students

# Upper School Level One DII

2018 Total Cohort  
4-Year Grad Rate -  
Black Students

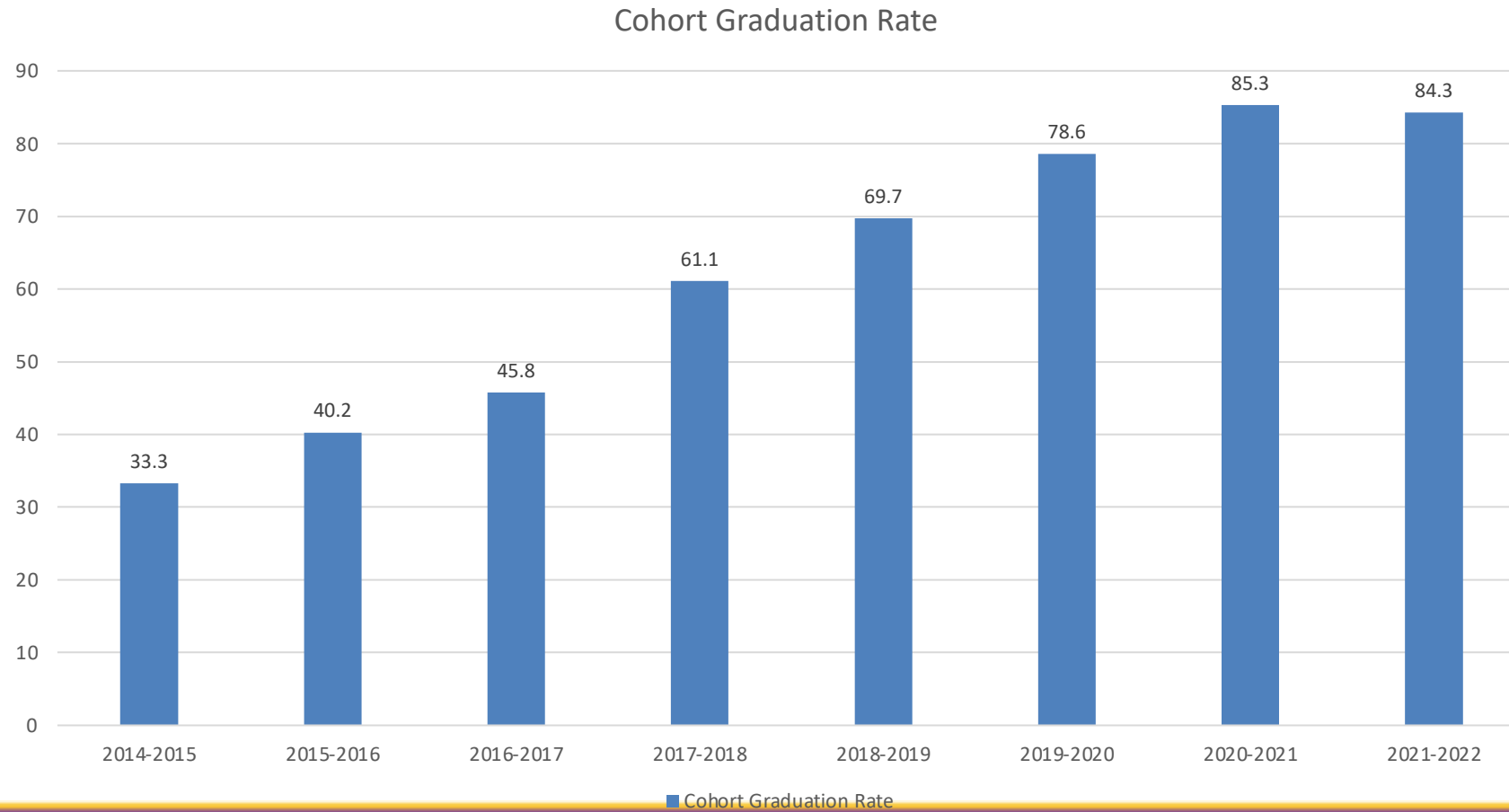
2017 Total Cohort  
5-Year Grad Rate -  
Black Students

2017 Total Cohort  
5-Year Grad Rate -  
ED Students

2016 Total Cohort  
6-Year Grad Rate -  
Black Students

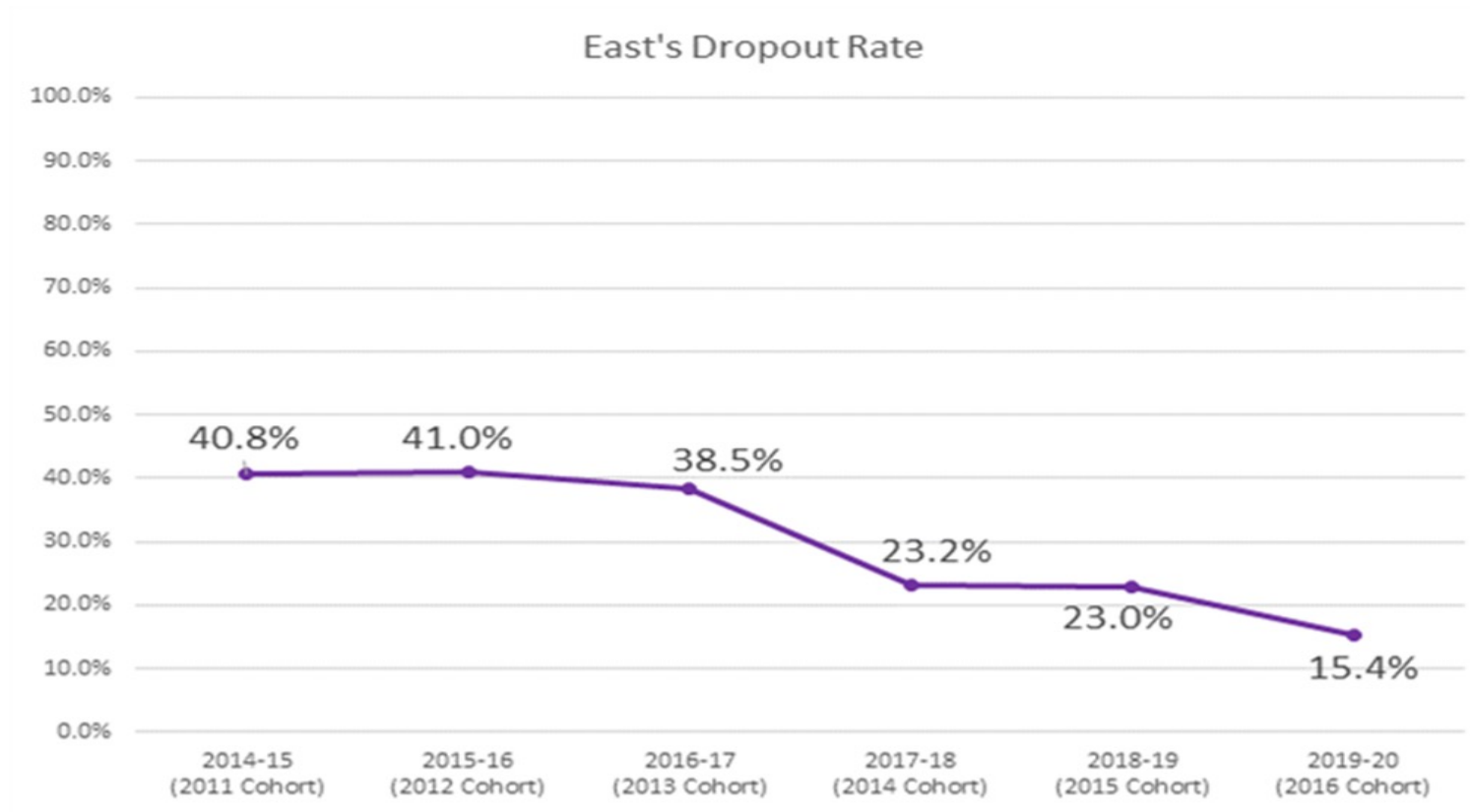
2016 Total Cohort  
6-Year Grad Rate -  
ED Students

# Graduation Progression



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# Drop Out Trend Data



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# Our Plan



# Lead Strategies for School Improvement

A primary strategy will continue to be capacity building of leaders and systems related to strategic planning, including overall school improvement planning across all 6 tenets of the DTSDE as well as department-specific strategic planning and continuous improvement related to SMART-Goals and school-wide instructional improvement goals. Administrative leaders have used the tenets and the DTSDE framework for strategic planning

# Lead Strategies for School Improvement

We will continue to the pursuit of our “guaranteed and viable curriculum” (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units, using extensive materials developed for this purpose such as the Unit Checklist. **The specific focus areas for this upcoming year are vertical alignment.**



# Lead Strategies for School Improvement

Staff will engage in collaborative inquiry around engaging scholars at their optimal level of challenge by adjusting various “levers” as part of **lesson design and implementation**, including **questioning, scaffolding, and differentiation**. As part of this work, we will continue into our second year of school-wide implementation of Advancing Thinking Through Writing (ATTW) strategies.

# Lead Strategies for School Improvement

The attendance team will work with the school culture committee to build upon our School Climate and Culture. Based on faculty and student surveys, and student attendance data we have developed the following strategies to address the aforementioned:

- Reduce chronic absenteeism. Using historical data, scholars have been identified as “at-risk” for being chronically absent.
- Work to ensure that our community partners are working with our neediest students regarding their attendance and social emotional health
- Restructuring our Family Group model to build upon the school, climate, and culture and to help to with student attendance
- Restorative Justices Training

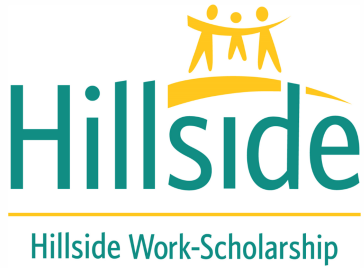
# School #33 Partnership

*Goal of the partnership is to create a true feeder pattern between School #33 and the East - Educational Partnership Organization (EPO), while building on the Community School Model.*



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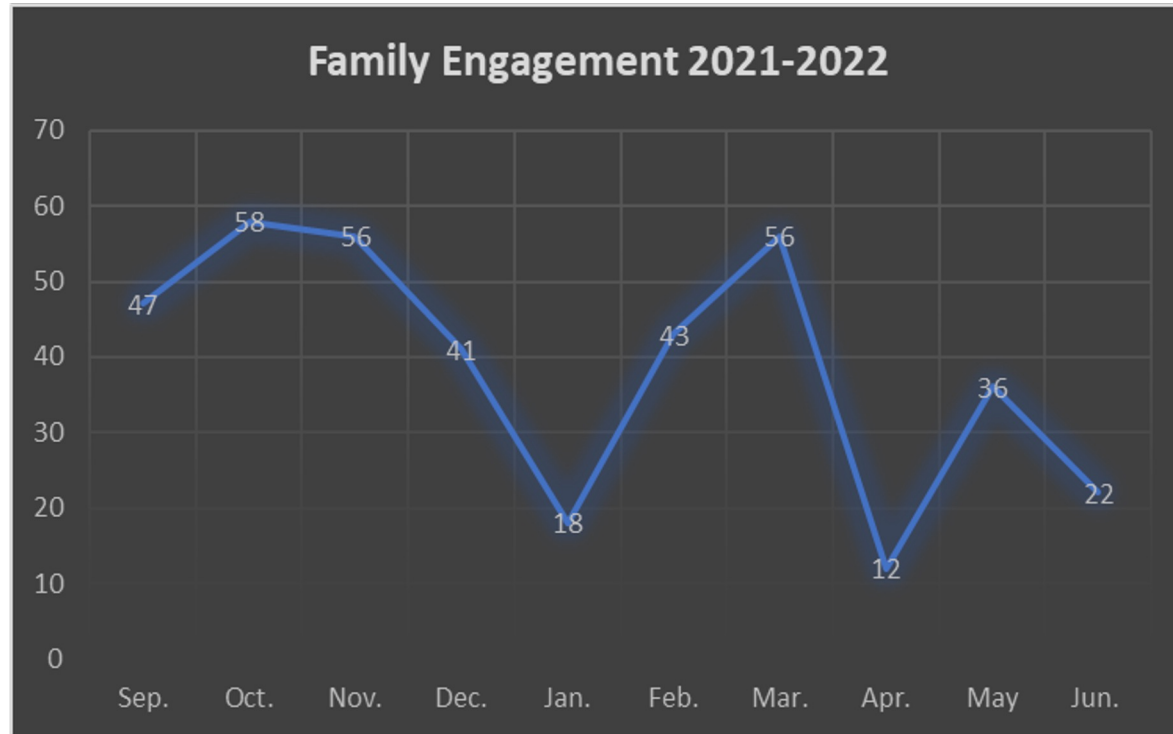
# Collaborative Partners



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# Focus on Family and Community Engagement



On average FACE has engaged with 50 families monthly over the past school year

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How are we measuring parental engagement?

- ☐ PTC
- ☐ Orientation
- ☐ Open House
- ☐ FACE meetings
- ☐ Title 1 events
- ☐ Raptor
- ☐ and other school events



# East Community Resource Center

## East Community Resource Center



The East Community Resource Center offers free services for East Scholars and their families. Including a Barber Shop, Braiding Boutique, Food Pantry, and Thrift Store.

- Food Pantry averages 50 families per month
- Thrift Store average 100 students a month
- Barbershop averaging 15 students per month
- Hair Braiding clinic averaging 12 students per month
- Holiday Food Baskets served 245 families in 2021-2022
- [Community Newsletter](#)

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WARNER  
SCHOOL OF EDUCATION  
UNIVERSITY of ROCHESTER

## CENTER FOR URBAN EDUCATION SUCCESS

- The role of CUES
- CUES connection to East
- Potential for broader impact beyond East
- Center's Goal - To expand opportunities to apply quality research-based solutions at East and to leverage the knowledge gained at East to have greater reach in the revitalization of K-12 urban education regionally, nationally, and globally.



<https://www.rochester.edu/warner/cues/>

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# GREAT THINGS ARE HAPPENING HERE



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# Public Notice & CET Requirements

- Community Engagement Team must be able to review the plan and provide feedback and/or recommendations:
  - EAST EPO Plan– [Summary](#) or [Full Proposal](#)
- EPO must provide an avenue for feedback in writing and/or electronically
  - [Let's Talk!](#) Application
- Quarterly reports must be publicly available in the school district's offices and posted on the school district's website
  - [www.rcsdk12.org/east](http://www.rcsdk12.org/east)