A Work in Progress

Sharing Data...Generating Ideas!

Quarter 2 Report

NETWORK 3

Toyia Wilson | School Chief | February, 2018

EXECUTIVE SUMMARY

Network 3 is comprised of 11 schools and 2 programs. World of Inquiry School #58 has an instructional focus on Expeditionary Learning, while the other schools' instructional foci include a balanced literacy and numeracy program. School #53 is a Montessori School, which is focused on offering a Montessori program to students citywide. Joseph C. Wilson Foundation Academy and Joseph C. Wilson Magnet High School offers a K-12 experience with an International Baccalaureate (IB) program across both schools. Edison Career & Technology offers a strong Career & Technical Education (CTE) program, while also functioning as the home site for Pathways to Technology (P-Tech). Both, P-Tech and All City High School are programs described below. Rochester Early College International High School (RECIHS) has a partnership with Monroe Community College (MCC), which provides the opportunity for all students in grades 11 and 12 to attend high school and college classes on the new, world class MCC Downtown Campus. The chart below provides the demographics of each of the schools within Network 3.

Schools	Enrollment	Grade Configuration	% of SWD	% of ELL	Accountability Status
Clara Barton School 2	388	PreK – 6	21.6%	2.8%	Priority
John Walton Spencer School 16	517	PreK – 8	19.0%	5.2%	Priority
Adlai E. Stevenson School 29	374	PreK – 6*	35%	7.8%	Good Standing
Dr. Louis A. Cerulli School 34	478	PreK – 6	20.9%	11.3%	Focus
Theodore Roosevelt School 43	520	PreK – 6	22.3%	7.1%	Focus
Montessori School 53	309	PreK – 6	11.0%	1.9%	Good Standing
World of Inquiry School 58 (WOIS)	898	K – 12	18.8%	7.7%	Focus
Joseph C. Wilson Foundation Academy (WFA)	568	K – 8	13.2%	9.2%	Priority
Joseph C. Wilson Magnet High School	756	9 – 12	19.8%	11.8%	Focus
Edison Career & Technology High School	1,770	9 – 12	24.5%	13.4%	Priority
Rochester Early College International High School (RECIHS)	329	9 – 12	19.5%	18.2%	Focus

Programs	Enrollment	Brief Program Description
All City High	335	Citywide support for students who are over-aged and under credited. Students remain enrolled at their home school while attending this program, therefore, all data is reported through the home school.
Pathways to Technology (P-Tech)	366	Partnership with Monroe Community College (MCC). Students attend for an additional two years for a total of six. At the end of the six years, students can earn an Associated degree from MCC in Information Technology. Students are enrolled at Edison as a homeschool; therefore, all data is reported through Edison.

*Data as of 11/26/17 - 13 students in grades 7 and 8 are enrolled in a specific Students with Disabilities program.

SWD = Students with Disabilities, ELL = English Language Learners, Accountability Status = NYS Department of Education designation based on academic performance

Section 1: Strategic Framework and Definitions of Terminology

RCSD Theory of Action:

Every Student by Face and Name. Every Classroom, Every School. To and Through Graduation.

If every student is known by face and name through a personalized multi-tiered systems of support that

- Promote the well-being of the whole-child, whole-school, whole community,
- Guarantee powerful learning for every student,
- Build capacity to ensure comprehensive school improvement, and
- Cultivate equity by design, then the District will disrupt long-standing patterns of failure ensuring every child is reading on grade level and graduating on time.

RCSD Core Values:

Equity   Relational Capacity   Innovation   Coherence   Accountability

Connections – Theory of Action and Core Values:

With the strategic planning elements at the core, the *unit of change is the school*, which references the day-to-day work of the Rochester community. Throughout this report, three areas will be used in reference to areas of performance: Bright Spots, On the Move, and Intensive Supports (defined below and will be identified using the correlating icons).

Bright Spots
- Areas of excellence
- Practice to be shared
- Opportunities for collaboration
- Implementing research based strategies & essential elements

On the Move
- Significant Growth
- Progress towards implementing research based strategies & essential elements
- The establishment of a plan that incorporates research based strategies & essential elements

Intensive Supports
- Identified supports
- Collaboration opportunities
- Professional development opportunities
- Coordinated efforts to implement research based strategies & essential elements

Bright Spots, On the Move and Intensive Supports are identified through the use of progress monitoring data in the identified areas, by section, and the level to which schools implement the district-identified strategies.

Strategies:

Strong Community Schools & Literacy for a Lifetime

High Quality Professional Development & Coaching Support for Principals and Teachers

Equity Policies, Goals & Measures

Positive School Culture & Relationships

High Quality Culturally, Linguistically Responsive & Rigorous 21st Century Curriculum and Instruction in all Classrooms

Community Partnerships Outcomes for Every Program & School

Safe, Supportive Trauma Responsive Schools & Classrooms

Responsive, Data Informed, Gap Closing Systems of Teaching and Learning and Social Emotional Interventions

Well-Designed Coherent Programs to Serve Our Students with Specialized Needs

Student Voice and Agency in Authentic School Work

Invitational & Family-Friendly Schools

Strong, Research Based Pre-School and Expanded Learning Opportunities Which Include Afterschool and Summer Learning Programs
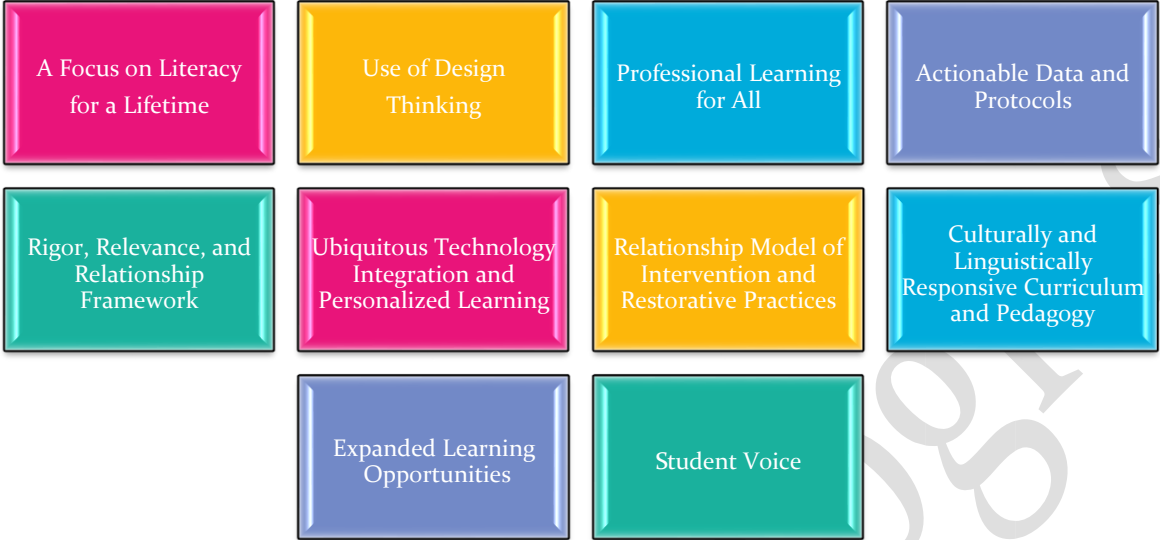
Community as a Classroom for Service Learning and 21st Century Skills

Leadership Opportunities for Students to Develop Agency

As part of strategic planning there were several essential elements identified that are evident in high performing schools. The essential elements further support school improvement planning and connect directly to the District Strategies.

Identified Essential Elements:

A Focus on Literacy for a Lifetime	Use of Design Thinking	Professional Learning for All	Actionable Data and Protocols
Rigor, Relevance, and Relationship Framework	Ubiquitous Technology Integration and Personalized Learning	Relationship Model of Intervention and Restorative Practices	Culturally and Linguistically Responsive Curriculum and Pedagogy
	Expanded Learning Opportunities	Student Voice	

As Bright Spots, On the Move, and Intensive Supports are identified, the data points, strategies and essential elements will be identified.

SECTION 2: READING AND MATH ANALYSIS

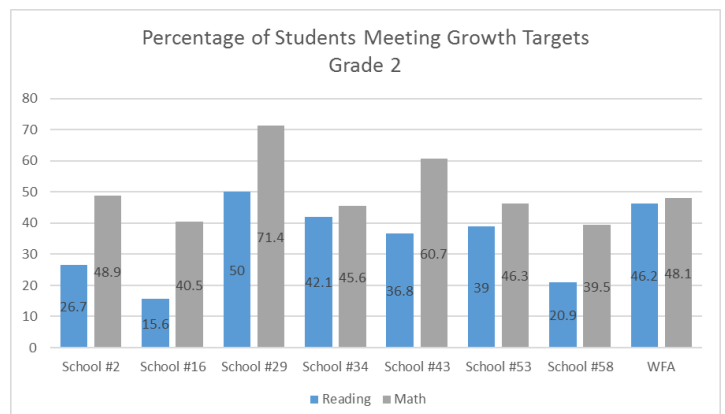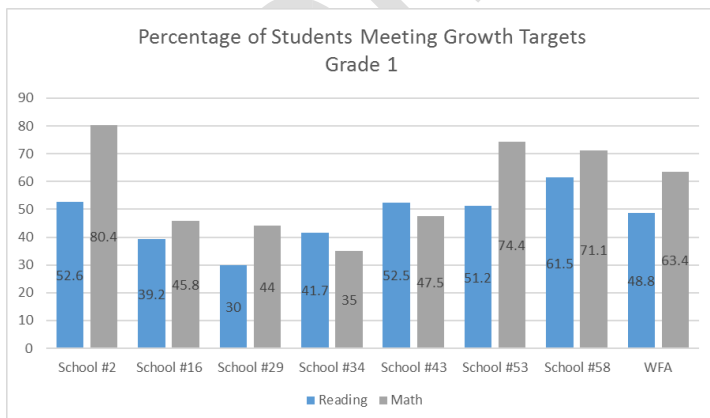**About The Northwestern Evaluation Association (NWEA)**

The Northwestern Evaluation Association (NWEA) is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth/ proficiency and provides insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. The data from the NWEA is consistent, precise and provides an accurate measurement of each student's academic growth.
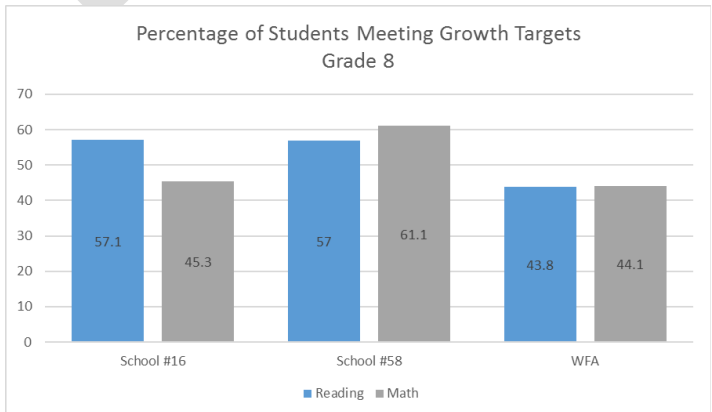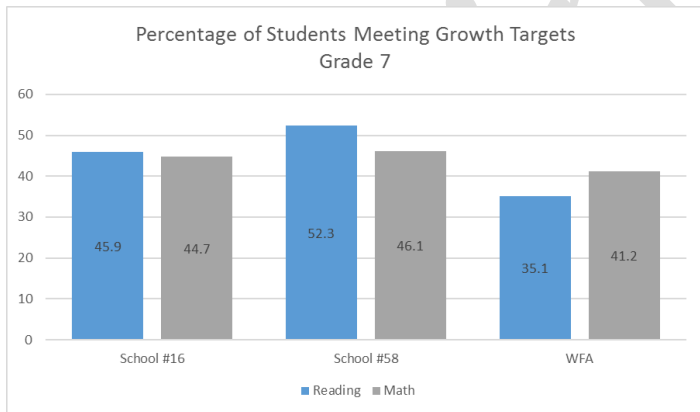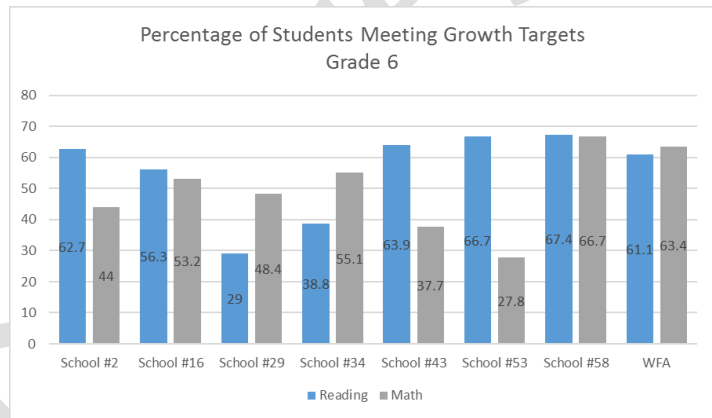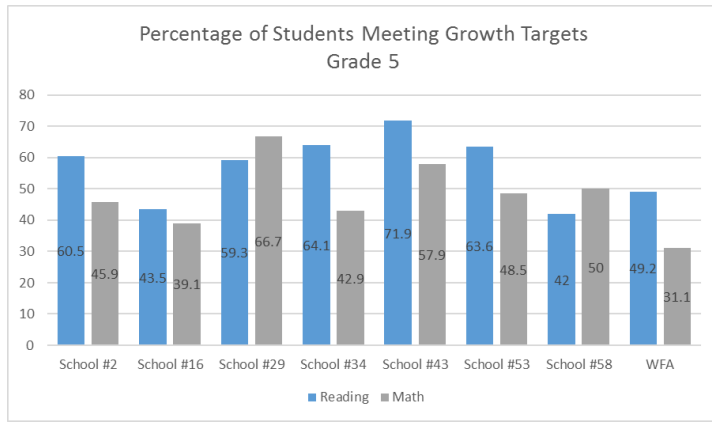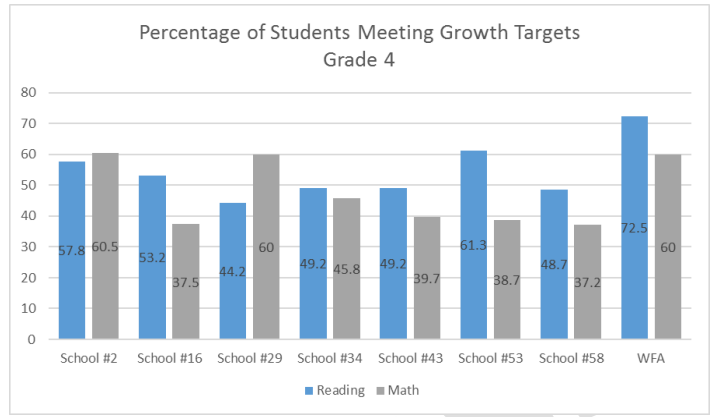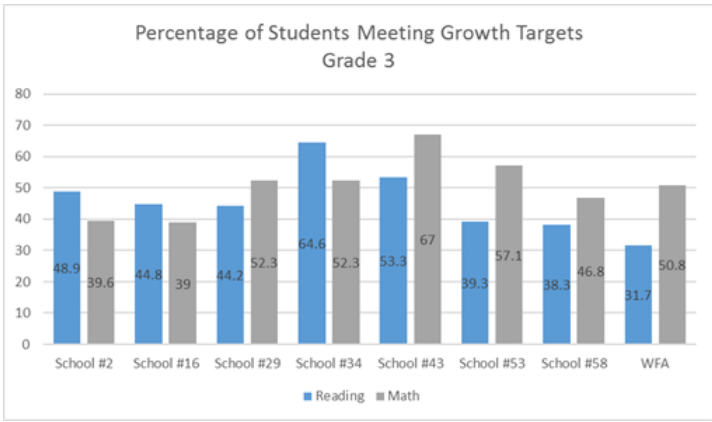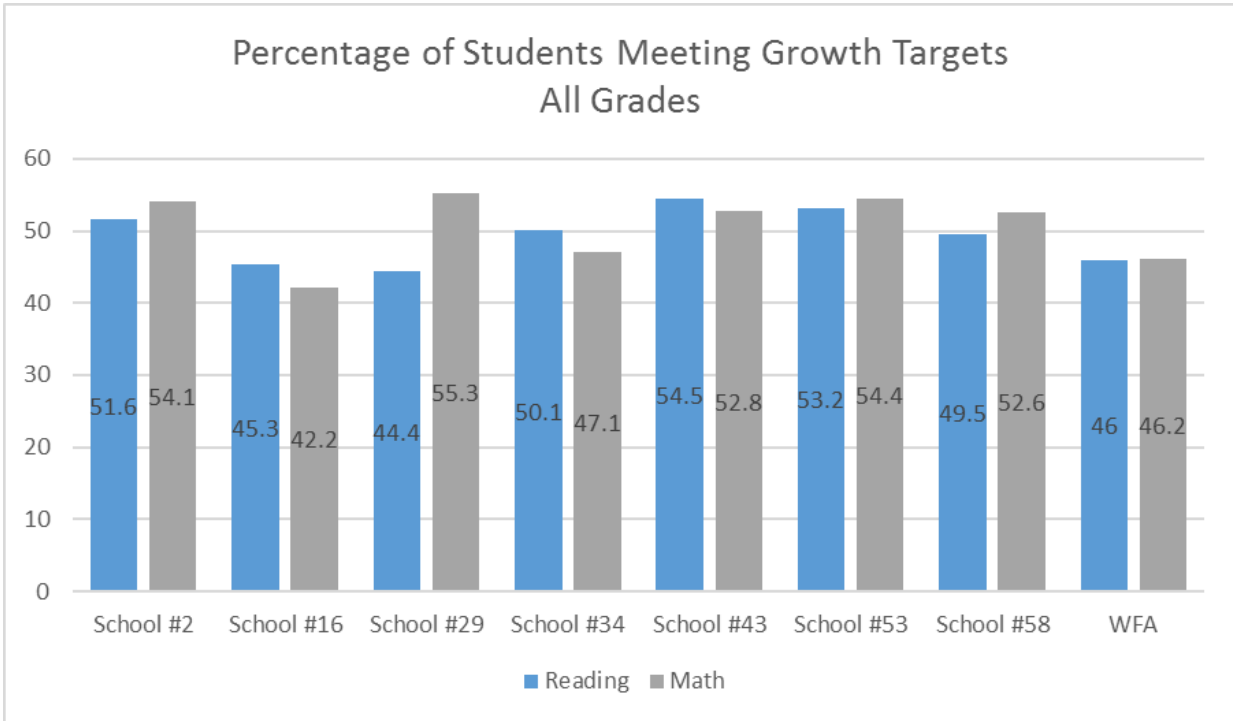
Teachers use the NWEA data to:
- zoom in on a student's missing skills
- connect to instructional resources aligned to student scores
- track longitudinal growth over a student's entire career
- group students for differentiated instruction based on score ranges
- inform lesson planning based on what instructional areas student scores reveal them to be ready to learn
- set growth goals with students

The NWEA is administered three times a year. After the second administration, the ability to track growth measures is an additional benefit. The first nine charts provide the growth measures for each of the schools in Network 3. The growth measure is the % of students who have met the fall-to-winter growth targets set by NWEA. This means that these are the students who have either maintained or gained from where they started in the fall.

During the five-week data visits to each school, the discussion is focused on disrupting patterns of failures. Knowing every student by face and name, allows school leaders to discuss individual students, and the progress they are making toward meeting proficiency and the supports and services needed. Although the proficiency projections overall do predict a 10% increase in growth targets, they are only one measure of student progress. The school uses multiple measures to determine students' progress toward meeting proficiency to include common formative assessments, that include reading records, progress monitoring and student work.

Percentage of Students Meeting Growth Targets — Grade 1

School	Reading	Math
School #2	52.6	80.4
School #16	39.2	45.8
School #29	30	44
School #34	41.7	35
School #43	52.5	47.5
School #53	51.2	74.4
School #58	61.5	71.1
WFA	48.8	63.4

Percentage of Students Meeting Growth Targets — Grade 2

School	Reading	Math
School #2	26.7	48.9
School #16	15.6	40.5
School #29	50	71.4
School #34	42.1	45.6
School #43	36.8	60.7
School #53	39	46.3
School #58	20.9	39.5
WFA	46.2	48.1

Percentage of Students Meeting Growth Targets — Grade 3

School	Reading	Math
School #2	48.9	39.6
School #16	44.8	39
School #29	44.2	52.3
School #34	64.6	52.3
School #43	53.3	67
School #53	39.3	57.1
School #58	38.3	46.8
WFA	31.7	50.8

Percentage of Students Meeting Growth Targets — Grade 4

School	Reading	Math
School #2	57.8	60.5
School #16	53.2	37.5
School #29	44.2	60
School #34	49.2	45.8
School #43	49.2	39.7
School #53	61.3	38.7
School #58	48.7	37.2
WFA	72.5	60

Percentage of Students Meeting Growth Targets — Grade 5

School	Reading	Math
School #2	60.5	45.9
School #16	43.5	39.1
School #29	59.3	66.7
School #34	64.1	42.9
School #43	71.9	57.9
School #53	63.6	48.5
School #58	42	50
WFA	49.2	31.1

Percentage of Students Meeting Growth Targets — Grade 6

School	Reading	Math
School #2	62.7	44
School #16	56.3	53.2
School #29	29	48.4
School #34	38.8	55.1
School #43	63.9	37.7
School #53	66.7	27.8
School #58	67.4	66.7
WFA	61.1	63.4

Percentage of Students Meeting Growth Targets — Grade 7

School	Reading	Math
School #16	45.9	44.7
School #58	52.3	46.1
WFA	35.1	41.2

Percentage of Students Meeting Growth Targets — Grade 8

School	Reading	Math
School #16	57.1	45.3
School #58	57	61.1
WFA	43.8	44.1

Percentage of Students Meeting Growth Targets — All Grades

The following charts compare the total expected proficiency rates at each school from fall 2017 and winter 2018. Such performance projections suggest that the students are expected to be proficient on the (pending) NYS 3-8 ELA and Math assessments. Predictive variability is with withstanding.

3rd Grade Expected to be Proficient

4th Grade Expected to be Proficient

Grade 5 Expected to be Proficient

Grade 6 Expected to be Proficient

7th Grade Expected to be Proficient

8th Grade Expected to be Proficient

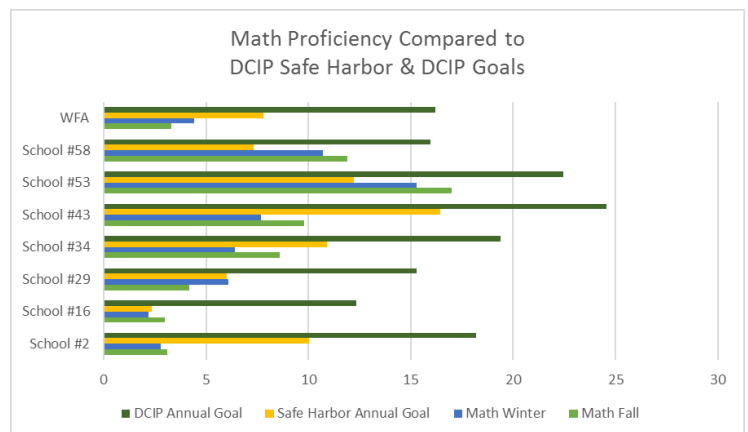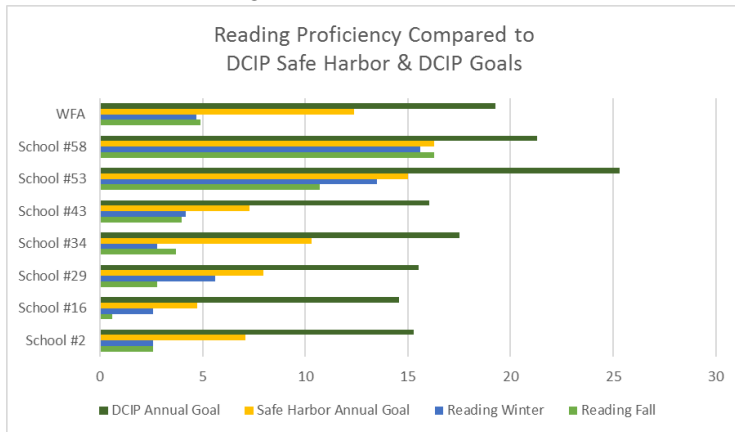Network 3 Expected to be Proficient Grades 3-8
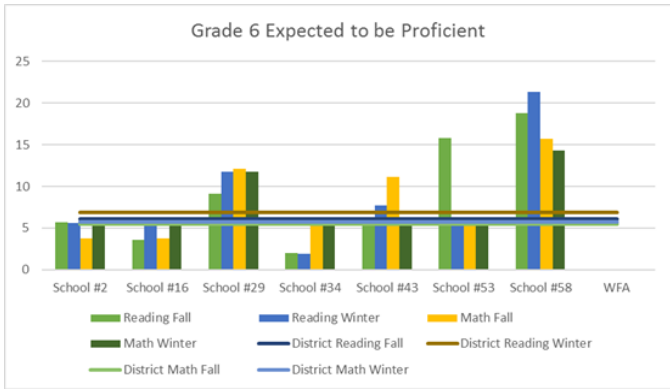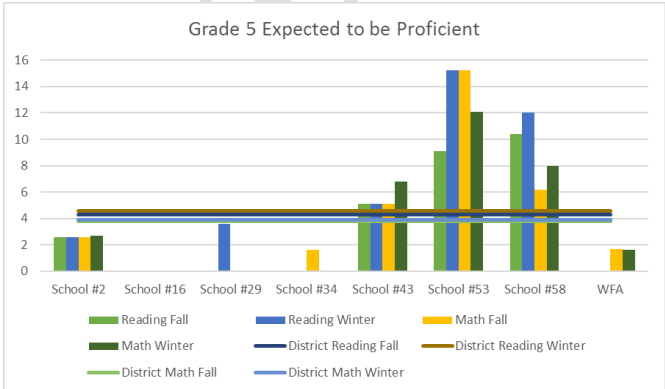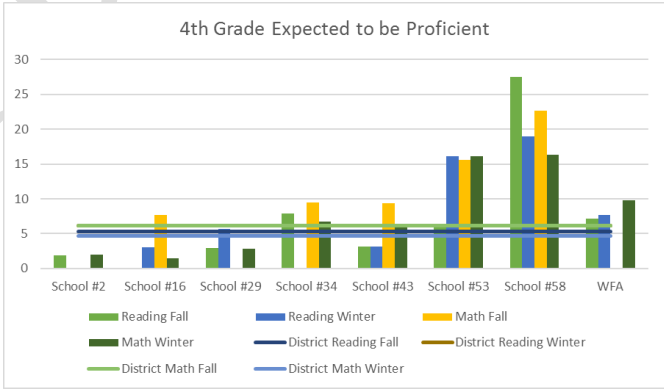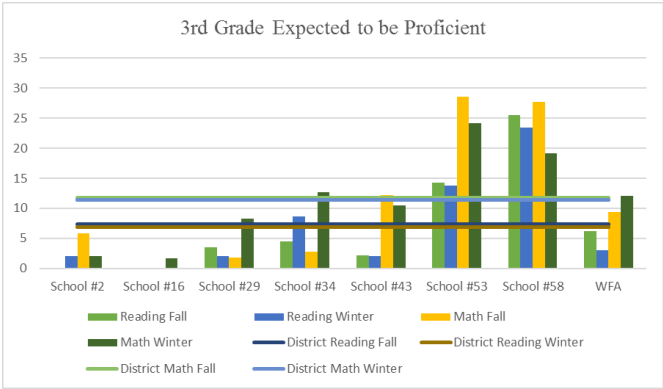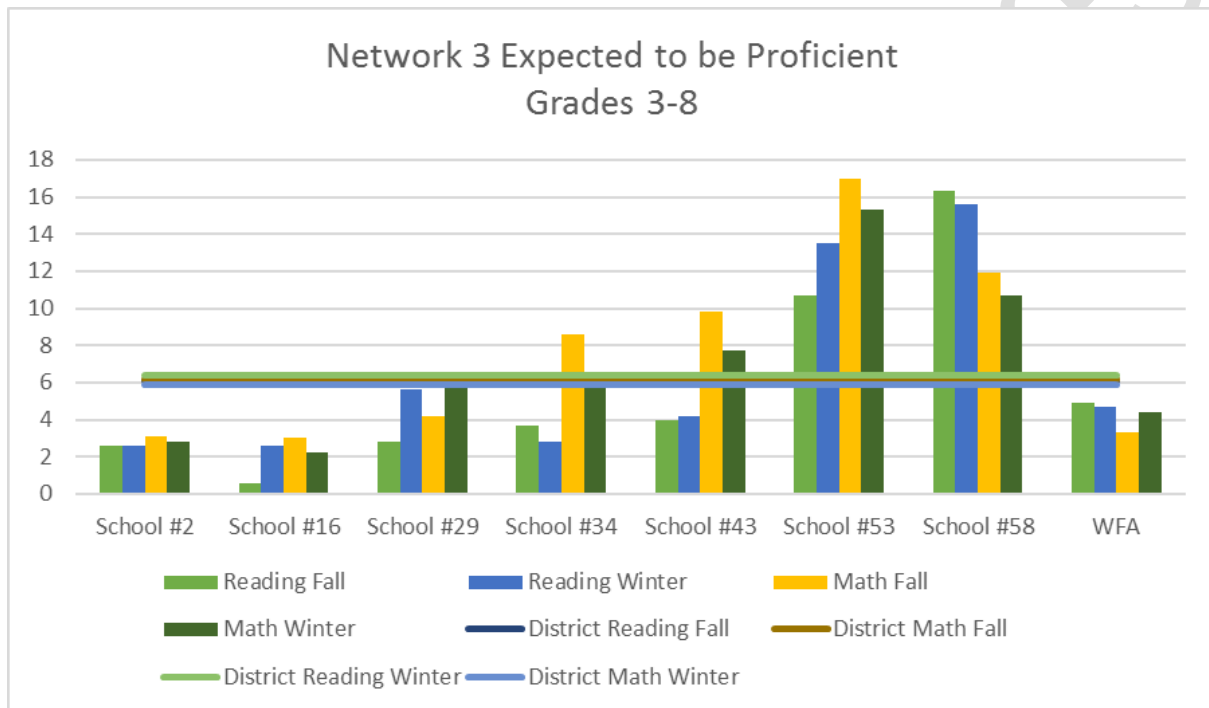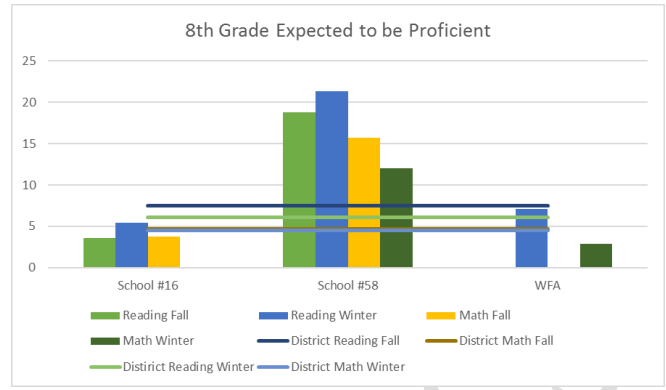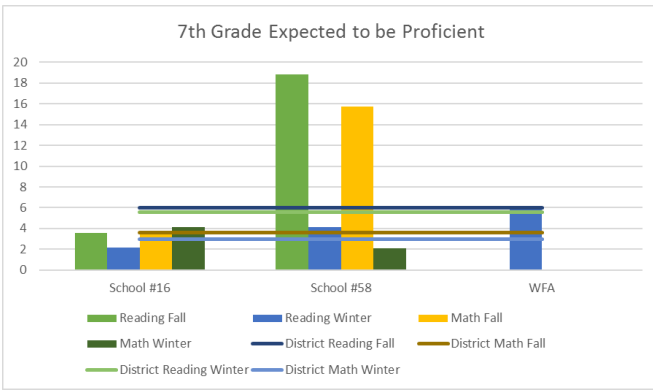
As part of the District Comprehensive Improvement Plan (DCIP), a statistical analysis that was used to determine each school's goal included:

- A moving average method applied for projections of 2018 NYS ELA proficiency rates and the results were then adjusted based on the District DCIP Goals.
- Exponential smoothing method was used for projections of 2018 NYS Math proficiency rates and the results were then adjusted based on the District DCIP Goals.

The development of DCIP goals included the development of Safe Harbor Targets, which were based on a 10% increase (not 10 percentage points) in NYS ELA/Math proficiency rates from the school year 2016-2017.

The following graphs provide a comparison of the first NWEA administration results in comparison to each school's Safe Harbor and DCIP goals.

Reading Proficiency Compared to DCIP Safe Harbor & DCIP Goals

Math Proficiency Compared to DCIP Safe Harbor & DCIP Goals

Going further to determine progress towards meeting DCIP goals and ultimately meeting the overall district goal of a 10% increase in ELA and Math on the NYS 3-8 assessments, an alternative approach was used to calculate the progress number each school needs. While these targets are not used in the DCIP goals, they were developed to provide more guidance in the progress monitoring process for each school.

Methodology

In this current approach, the size of enrollment was used as weights in calculating each school's share of the DCIP growth targets. However, this variation resides within each Chief's network. Each Chief's network should have the same overall goals as the District's DCIP goals. Specifically, the following formulas were used to calculate the goals for this school year.
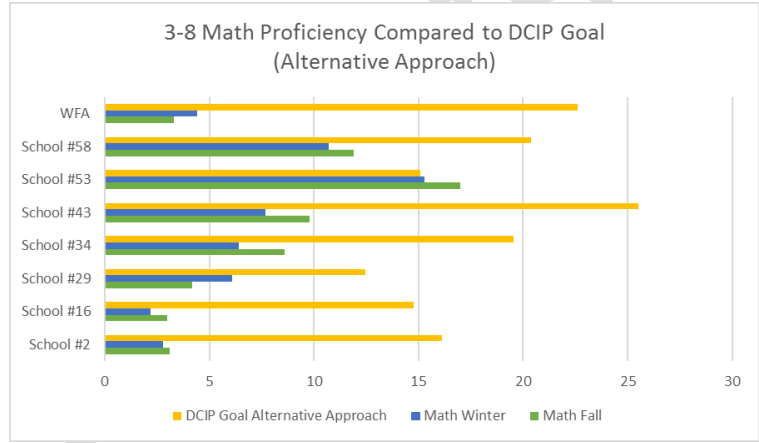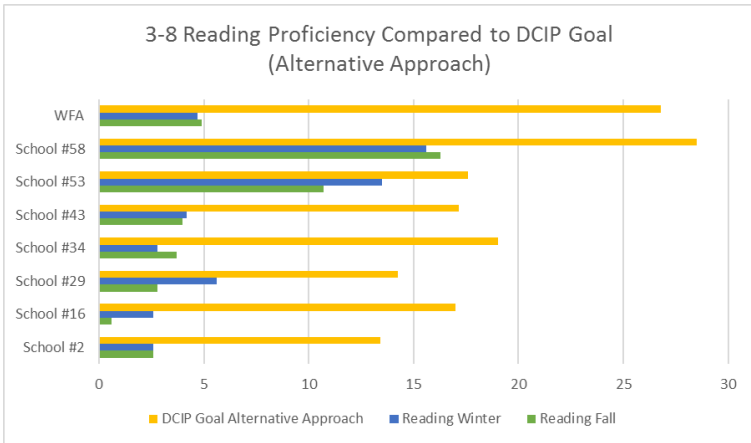
The formulas applied were:

$$NYS\ 3-8\ ELA\ Proficiency\ Rate\ 2018\ Goal = NYS\ 3-8\ ELA\ Proficiency\ Rate\ in\ 2017 + \left(10\% \times Number\ of\ Schools\ Within\ a\ Chief's\ Network \times \frac{School's\ Current\ Enrollment\ in\ Grades\ 3-8}{SUM\ of\ Grades\ 3-8\ Enrollment\ of\ Schools\ Within\ a\ Chief's\ Network}\right)$$

$$NYS\ 3-8\ Math\ Proficiency\ Rate\ 2018\ Goal = NYS\ 3-8\ Math\ Proficiency\ Rate\ in\ 2017 + \left(10\% \times Number\ of\ Schools\ Within\ a\ Chief's\ Network \times \frac{School's\ Current\ Enrollment\ in\ Grades\ 3-8}{SUM\ of\ Grades\ 3-8\ Enrollment\ of\ Schools\ Within\ a\ Chief's\ Network}\right)$$

School-level DCIP Goal-Setting (Alternative Approach) --3-8 NYS ELA Proficiency Rate									
School Name	**2013**	**2014**	**2015**	**2016**	**2017**	**Current 3-8 Enrollment**	**Weighting**	**10% Increase by School**	**2018 Goals Using Alternatice Approach**
02 - Clara Barton	2.05%	3.65%	5.21%	4.10%	6.43%	196	0.087	6.99%	13.42%
16 - John Walton Spencer	3.70%	2.35%	2.95%	4.84%	4.32%	355	0.158	12.66%	16.98%
29 - Adlai E. Stevenson	1.53%	1.18%	3.07%	3.77%	7.25%	196	0.087	6.99%	14.24%
34 - Dr. Louis A. Cerulli	2.73%	4.70%	5.04%	5.63%	9.39%	270	0.120	9.63%	19.02%
43 - Theodore Roosevelt	8.74%	7.67%	6.23%	5.51%	6.61%	296	0.132	10.56%	17.17%
53 - Montessori Academy	11.94%	13.04%	9.86%	17.02%	13.64%	111	0.049	3.96%	17.60%
58 - World of Inquiry	18.81%	15.29%	9.38%	7.79%	14.81%	384	0.171	13.70%	28.51%
Joseph C. Wilson Foundation Academy	13.74%	11.65%	5.24%	7.25%	11.27%	435	0.194	15.51%	26.78%
District	5.40%	5.50%	4.70%	6.70%	7.60%				17.60%

School-level DCIP Goal-Setting (Alternative Approach) --3-8 NYS Math Proficiency Rate									
School Name	2013	2014	2015	2016	2017	Current 3-8 Enrollment	Weighting	10% Increase by School	2018 Goals
02 - Clara Barton	2.06%	3.28%	5.24%	6.67%	9.14%	196	0.087	6.99%	16.13%
16 - John Walton Spencer	1.49%	7.51%	5.32%	1.74%	2.12%	355	0.158	12.66%	14.78%
29 - Adlai E. Stevenson	1.16%	1.19%	1.91%	6.10%	5.48%	196	0.087	6.99%	12.47%
34 - Dr. Louis A. Cerulli	2.33%	9.17%	7.95%	8.26%	9.92%	270	0.120	9.63%	19.55%
43 - Theodore Roosevelt	7.87%	7.97%	12.79%	14.69%	14.96%	296	0.132	10.56%	25.52%
53 - Montessori Academy	8.96%	17.39%	11.43%	16.85%	11.11%	111	0.049	3.96%	15.07%
58 - World of Inquiry	12.28%	12.77%	10.29%	1.52%	6.67%	384	0.171	13.70%	20.37%
Joseph C. Wilson Foundation Academy	10.13%	5.75%	5.52%	3.28%	7.10%	435	0.194	15.51%	22.61%
District	5.00%	7.20%	7.40%	7.20%	7.90%				17.90%

3-8 Reading Proficiency Compared to DCIP Goal (Alternative Approach)

3-8 Math Proficiency Compared to DCIP Goal (Alternative Approach)

Reading & Math Conclusions:

Bright Spots

Growth – Schools that have 50% or more students that reached their growth targets.

Expected to be Proficient – Schools that perform above the district average.

On the Move

Growth – Schools that have between 40% - 50% of students that reached their growth targets.

Expected to be Proficient- Schools that are at or approaching the district average.

Intensive Supports

Provide intensive supports through the use of Instructional Coaches.

Provide an increased opportunity to share best practice with Bright Spot schools.

Use detailed daily walkthrough data to continue to identify unique needs of each school to further support.

Growth Network 3 Schools		
Bright Spots	*On the Move*	*Intensive Support*
School 2	School 16	
School 29 (Math)	School 29 (Reading)	
School 34 (Reading)	School 34 (Math)	
School 43	School 58 (Reading)	
School 53	WFA	
School 58 (Reading)		
Expected to Be Proficient Network 3 Schools		
Bright Spots	*On the Move*	*Intensive Support*
School 34 (Math)	School 34 (Reading)	School 2
School 43	School 29	School 16
School 53		WFA
School 58		

SECTION 3: DESCRIPTION OF COHORT ANALYSIS

Network 3 has four high schools (grades 9-12) as identified below:
Comprehensive Improvement Plan (DCIP) graduation goals for 2017-2018 (based on projected graduation performance from Aug 2017 follow):

- World of Inquiry School #58 – DCIP goal, 100%;
- Edison Career & Technology High School & Pathways to Technology (P-Tech) – DCIP goal, 57.6%;
- Rochester Early College International High School – DCIP goal 90.31%;
- Joseph C. Wilson Magnet High School and one secondary program – DCIP goal 76.35%;

Each school has a table that outlines the number of students and the earned grade designation arranged by cohort. Grade designation is determined by the following:
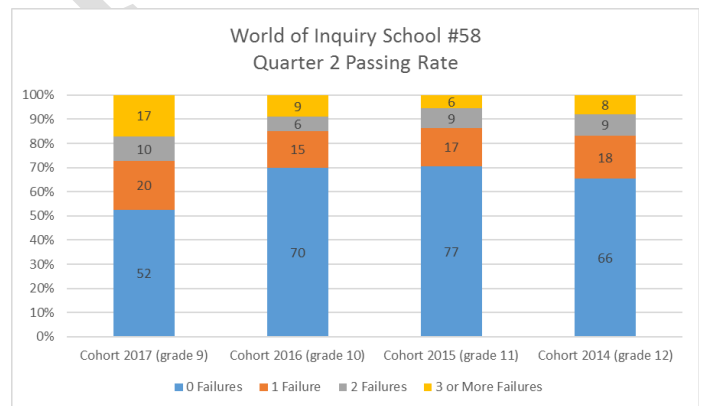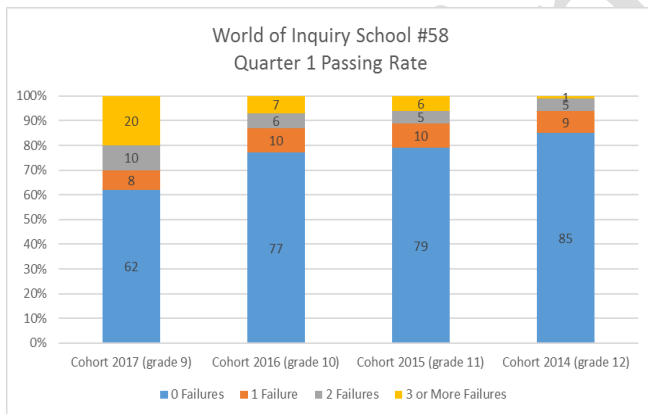
- The grade level earned credit expected - by the end of 9th grade – 6 credits, by the end of 10th grade – 12 credits, by the end of 11th grade – 18 credits and by the end of 12th grade – 22 credits
- The expected Regents Exams passed (using the max Regents score) - by the end of 9th grade – 1 Regents Exam, by the end of 10th grade – 2 Regents Exams, by the end of 11th grade – 3 Regents Exams and by the end of 12th grade – 5 Regents Exams

These data points are cross-referenced to determine the grade level for students in each cohort. A secondary level cohort consists of the students who first enter grade 9 anywhere, or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. The percentage highlighted in yellow is where all students who belong to each cohort should be, to be considered "on-track. The percentage highlighted in green are those students who appear to be one grade level ahead of their cohort.

With the completion of Quarter 1, a failure report further details student performance by cohort for each school.

World of Inquiry School #58 Quarter 1 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	102	100	7	7	0	0	0	0
10	0	0	91	93	7	8	1	1
11	0	0	0	0	79	91	2	2
12	0	0	0	0	1	1	93	97
Total	102	100	98	100	87	100	96	100

World of Inquiry School #58 Quarter 2 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	101	99	8	8	0	0	0	0
10	1	1	94	92	7	8	1	1
11	0	0	0	0	83	91	2	2
12	0	0	0	0	1	1	95	97
Total	102	100	102	100	91	100	98	100

World of Inquiry School #58 Quarter 1 Passing Rate

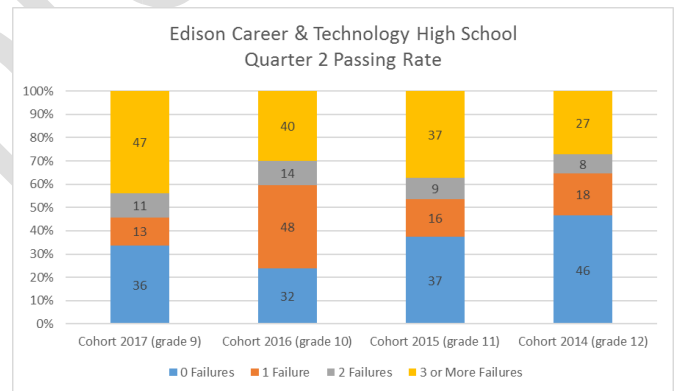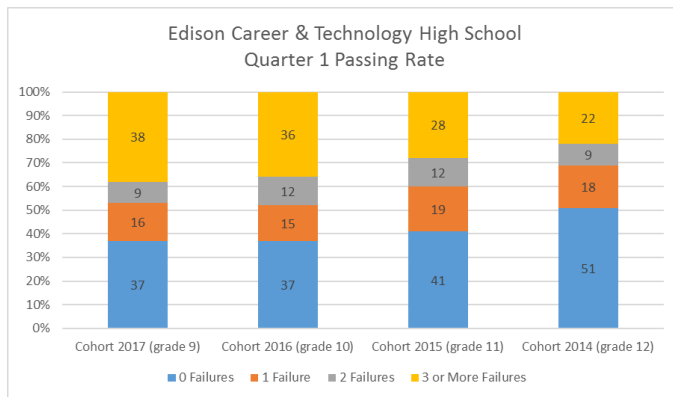

World of Inquiry School #58 Quarter 2 Passing Rate

Strategies Used:

- Support from All City for students in need of intensive academic intervention
- Year-to-date - 8 credits recovered; 4 credits recovered from All City
- Intensified academic intervention comprehensive program for semester two, which includes an increase in OCR, an increase in learning recovery, and an expansion of supports offered throughout the day and after school

Edison Career & Technology High School Quarter 1 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	395	100	163	36	67	17	19	5
10	0	0	284	64	95	24	50	14
11	0	0	0	0	233	58	51	14
12	0	0	0	0	5	1	241	67
Total	395	100	447	100	400	100	361	100

Edison Career & Technology High School Quarter 2 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	400	100	164	36.1	61	15	20	5.6
10	0	0	290	63.7	90	22	46	12.8
11	0	0	1	0.2	243	61	46	12.8
12	0	0	0	0	7	2	246	68.8
Total	400	100	455	100	401	100	358	100

Edison Career & Technology High School Quarter 1 Passing Rate

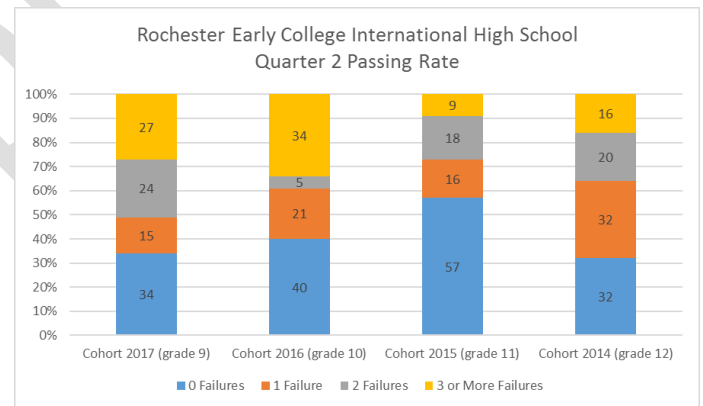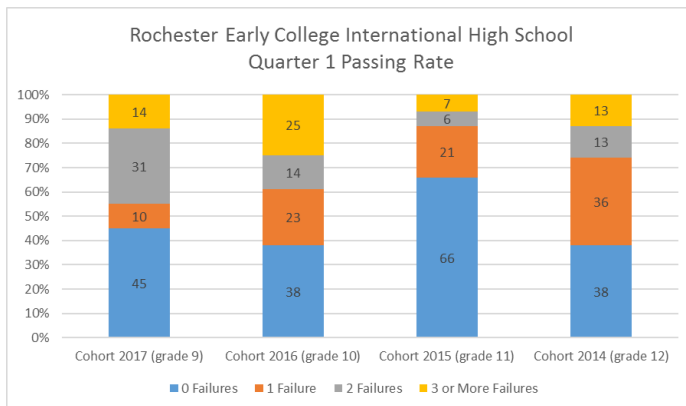Edison Career & Technology High School Quarter 2 Passing Rate

Strategies Used:

- Graduation Coach position was added in January to provide an intensive focus on Cohort 2014 and the protocols to support Cohorts 2015-2017
- Support from All City for students in need of intense academic intervention
- Year to date - 124 credits recovered; 30 credits recovered from All City
- Intensified Academic Intervention Comprehensive program for semester two, which includes an increase in OCR, an increase in learning recovery, and an expansion of supports offered throughout the day and after school – designated as the Twilight Program
- The Back on Track Program is scheduled to start up by the week of February 26th. This program is designed to provide targeted support throughout the school day and into the evening. There are social-emotional supports embedded, as well as, strong academic supports. Back on Track provides an array of options to support students in all Cohorts
- Intensive focus on Algebra I, passing rate, with supports from the Executive Director of Mathematics

Grade Designation	Rochester Early College International High School Quarter 1 Active Students in Each Cohort at Each Grade Designation							
	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	81	100	31	34	3	4	3	4
10	0	0	53	58	18	24	8	11
11	0	0	8	8	44	59	17	23
12	0	0	0	0	10	13	46	62
Total	81	100	92	100	75	100	74	100

Grade Designation	Rochester Early College International High School Quarter 2 Active Students in Each Cohort at Each Grade Designation							
	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	81	100	29	32	2	3	3	4
10	0	0	53	59	17	23	8	11
11	0	0	8	9	48	66	13	19
12	0	0	0	0	6	8	46	66
Total	81	100	90	100	73	100	70	100

Rochester Early College International High School Quarter 1 Passing Rate

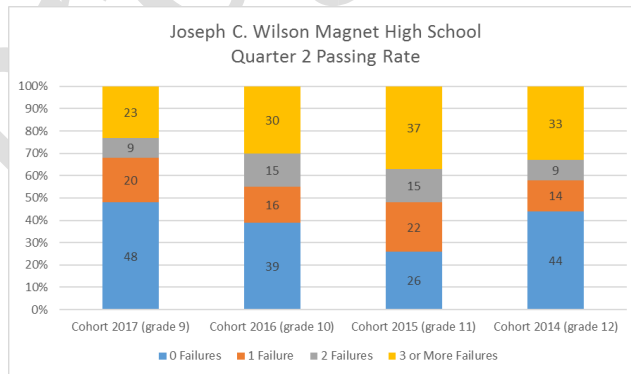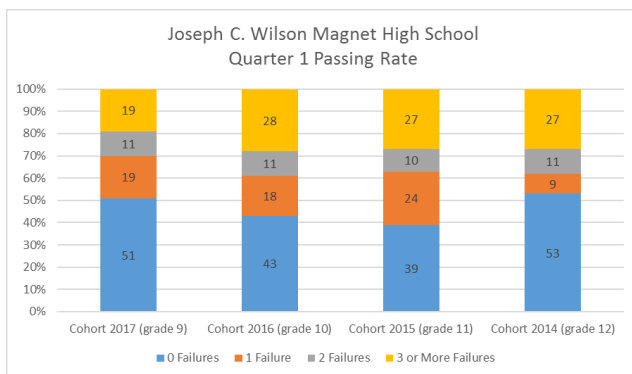Rochester Early College International High School Quarter 2 Passing Rate

Strategies Used:

Smart Scholars Grant was approved in February and will provide supports for academic intervention provides 2 FTEs to support learning and credit recovery
- Support from All City for students in need of intense academic intervention
- Year to date - 13 credits recovered; 4 credits recovered from All City
- Intensified academic intervention comprehensive program for semester two, which includes an increase in OCR an increase in learning recovery, and an expansion of supports offered throughout the day and after school

Joseph C. Wilson Magnet High School Quarter 1 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	140	99	52	27	15	8	7	5
10	1	1	142	72	39	20	19	12
11	0	0	2	1	135	69	7	5
12	0	0	0	0	7	3	120	78
Total	141	100	196	100	196	100	153	100

Joseph C. Wilson Magnet High School Quarter 2 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	152	99	51	25.7	16	8	5	3
10	1	1	144	72.7	35	18	17	11
11	0	0	2	1.01	138	70	7	5
12	0	0	1	0.5	8	4	121	81
Total	153	100	198	100	197	100	150	100

Joseph C. Wilson Magnet High School Quarter 1 Passing Rate

Joseph C. Wilson Magnet High School Quarter 2 Passing Rate

Strategies Used:

- Freshman Academy developed to support students starting on track and staying on track; the Freshman team works collaboratively to support students' social emotional needs as well as academic needs
- Support from All City for students in need of intense academic intervention
- Year to date - 55 credits recovered; 29 credits recovered from All City
- Intensified academic intervention comprehensive program for semester two, which includes an increase in OCR, an increase in learning recovery, and an expansion of supports offered throughout the day and after school

Going further to determine progress towards meeting DCIP goals and ultimately meeting the overall district goal of a 10% increase in the August Graduation Rate, an alternative approach was used to calculate the number each school needs. While these goals are not used in the DCIP goals, they were developed to provide more guidance in the progress monitoring process for each school.

In this model, the size of enrollment was used as weights in calculating each school's share of the DCIP growth targets. However, this variation resides within each Chief's network. Each Chief's network should have the same overall goals as the district's DCIP goals. Specifically, the following formulas were used to calculate the goals for this school year. The enrollment numbers for the 2014 cohort were pulled from NYSED's Level 2 Reporting site, but these numbers did not reflect updates from SY 2017-18. If the projection for graduation rate is beyond 100%, the 2018 goal will be manually set to be 100%.

Formula Used:

$$4-Year\ Cohort\ June\ or\ Aug\ Graduation\ Rate\ 2014\ Cohort\ Goal = 2013\ Cohort\ Graduation\ Rate + (10\% \times Number\ of\ Secondary\ Schools\ Within\ a\ Chief's\ Network \times \frac{School's\ Enrollment\ for\ 2014\ Cohort}{SUM\ of\ Cohort\ 2014\ Enrollment\ Within\ a\ Chief's\ Network})$$

School-level DCIP Goal-Setting (Alternative Approach) --4-Year Aug Cohort Graduation Rate

	School Chief	2009	2010	2011	2012	2013	Cohort 2014 Enr	Weighting	10% Increase by School	2018 Goals
Edison	TW			35.70%	43.60%	47.60%	408	0.522	20.90%	68.50%
Wilson	TW	64.90%	70.90%	63.50%	67.00%	66.30%	168	0.215	8.60%	74.90%
RECHS	TW	100.00%	71.00%	75.90%	70.30%	82.10%	109	0.140	5.58%	87.68%
World of Inquiry	TW			91.80%	89.40%	92.60%	96	0.123	4.92%	97.52%
RCSD		48.10%	51.00%	50.90%	53.30%	56.70%				66.70%

Note: If the projection for graduation rate is beyond 100%, the 2018 goal will be manually set to be 100%.

Cohort Analysis Conclusions:

Bright Spots

The "Active Students in Each Cohort at Each Grade Level" cross-referenced with the "Quarter 2 Passing Rate" reveals that 1 school is on track to accomplishing both DCIP goals.

There will be more opportunities provided to share best practice among schools to support schools in other categories.

On the Move

The "Active Students in Each Cohort at Each Grade Level" cross-referenced with the "Quarter 2 Passing Rate" reveals that 2 schools are in need of learning recovery for Quarters 1 & 2 grades to continue to be on track to meeting both DCIP goals.

Intensive Supports

Each School has worked in collaboration with their School Chief to develop strategies to support students. The identified strategies are highlighted on each school's one page data (page 13-16).

Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
WOIS	Wilson Magnet	RECIHS
	Edison (Cohort Designation)	Edison (Qt. 2 Passing Rate)

SECTION 4: DESCRIPTION OF QUARTERLY ANALYSIS ALGEBRA I (HS)

Algebra is one of the strongest predictors to determine if a student will be successful in 9th grade for the first time and also successful in the completion of high school graduation requirements. The following data points are the results from marking period 1 for all students enrolled in Algebra. Students who are accelerated in 8th grade are not enrolled in these sections, as they complete Algebra a year earlier.
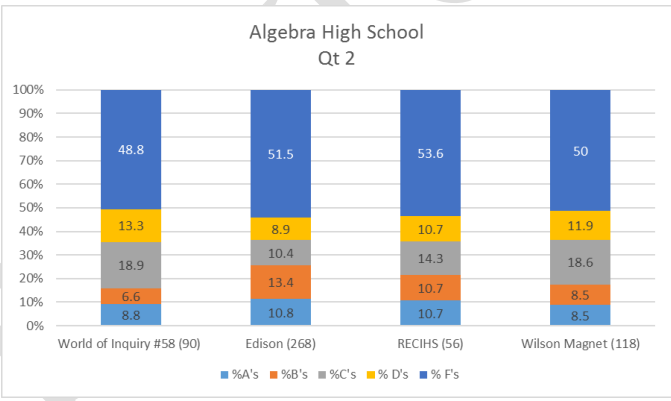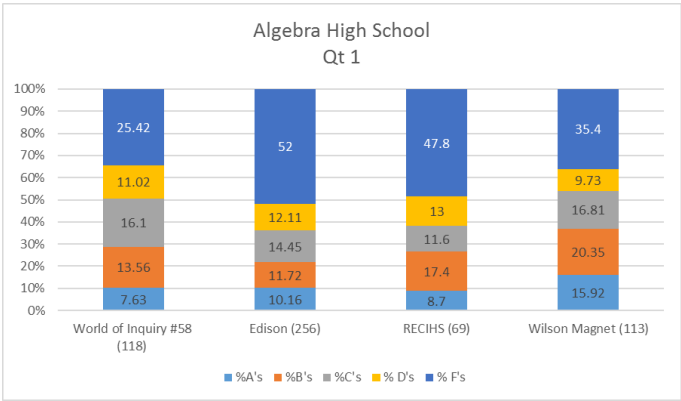
Algebra I HS Analysis Conclusions:

Bright Spots

With the second marking period, mid-terms and Regents exams have greater impact.

Each school has identified some strategies to support improvements. This work will continue through the bi-weekly visits and walkthroughs.

On the Move

One school has more than 50% of first time 9th graders earning grades A, B, and C, while another is approaching.

All four schools have systems in place to support learning recovery for those students who earned a D or F.

Intensive Supports

Two of the four high schools show signs of needing intensive support as more than 50% earned a failing grade.

Strategy – Well-designed coherent programs to serve our students with specialized needs. In conjunction with the School Chief, the school will go deeper in identifying agency support to meet specific student needs.

Strategy - Positive School Culture & Relationships Further support in developing and support the relationship model to better connect with students.

Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
	Wilson Magnet	RECIHS
	WOIS	Edison

SECTION 5: ACCELERATED COURSES WORK QUARTERLY ANALYSIS (ALGEBRA I & LIVING ENVIRONMENT – 8TH GRADE)

Accelerated coursework helps students earn high school credits prior to starting their cohort year, 9th grade. Students who have opportunities to take accelerated work not only get ahead in high school credits, they are more likely to stay ahead. Three schools in Network 3 have 8th grade and therefore, can offer students the opportunity to engage in accelerated course work.

While there are multiple enrichment opportunities to offer, acceleration in 8th grade, Algebra I and Living Environment are the two courses that all three schools have in common.
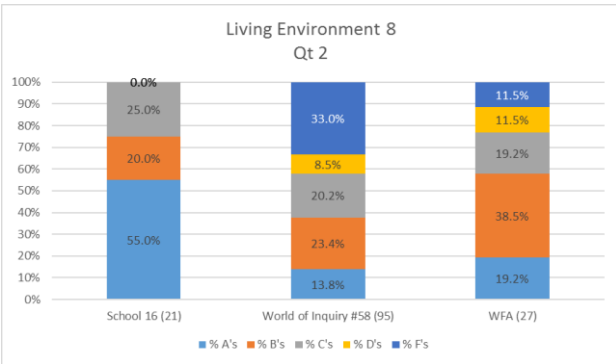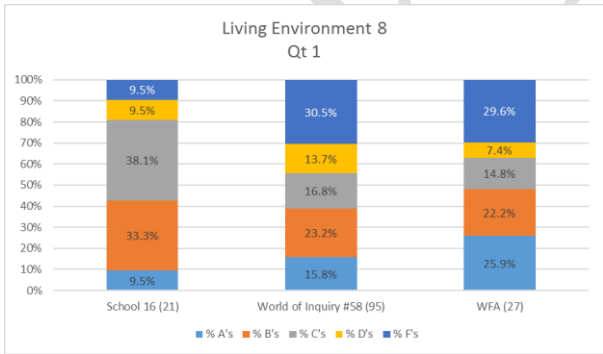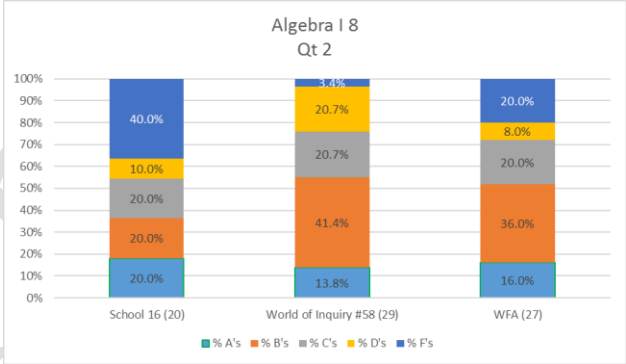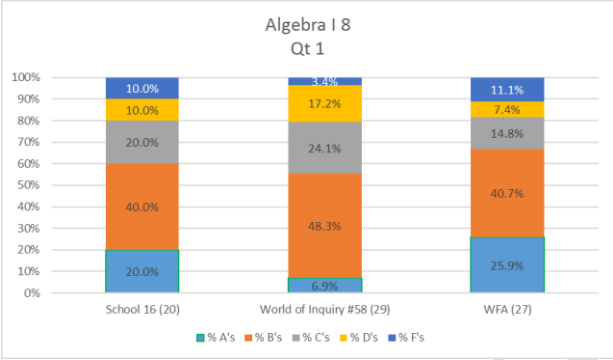
Algebra I & Living Environment Grade 8 Analysis Conclusions:

Bright Spots

A higher percentage of students earn A's & B's.

In 1 school, nearly 80% earned grades A's, B's and C's with other schools in each area approaching 80% A's, B's and C's.

On the Move

All Schools, the shift to offer more accelerated courses is clear in the increase of students who are offered the opportunity to engage in a high school Regents science course in the 8th grade.

Less than 25% in total (all schools) received a grade of F.

Intensive Supports

Strategy - Responsive, data informed, gap closing systems of teaching and learning and social emotional interventions.

Strategy - Strong, research based pre-school and expanded learning opportunities which include afterschool and summer learning programs.

Strategies used in Bright Spot and On the Move schools can be shared across the entire Network to further support quality initial instruction.

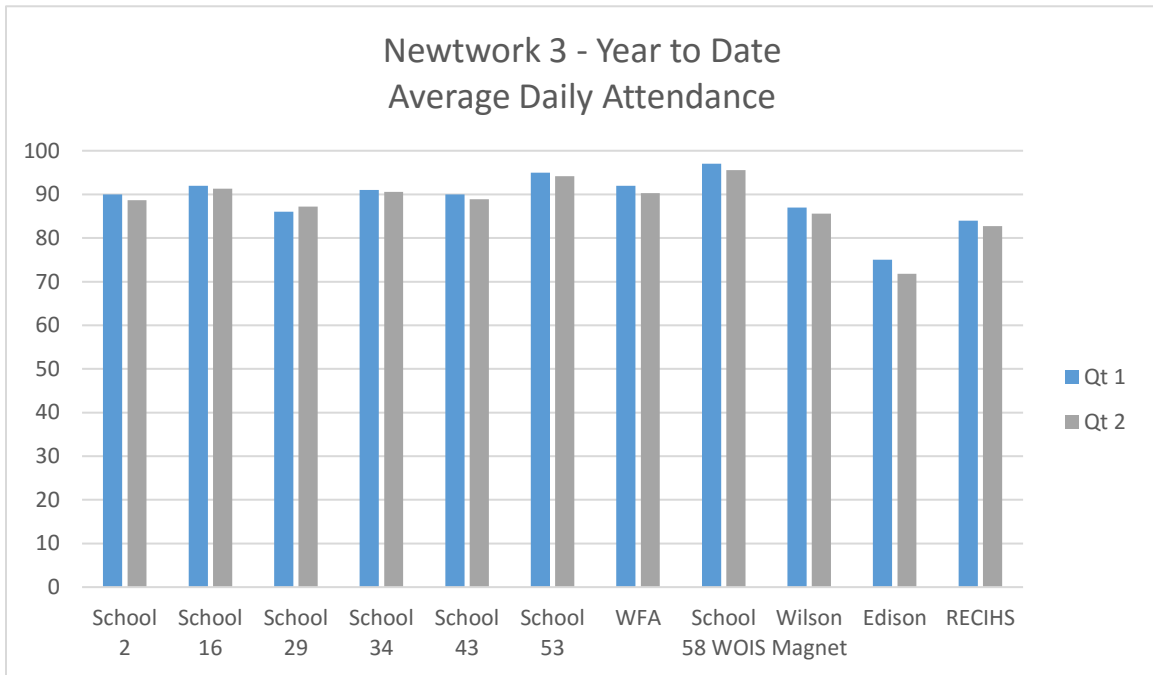| Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
WOIS (Alg.)	WFA (Alg.)	WOIS (LE)
School 16 (LE)		School 16 (Alg.)
WFA (LE)		

SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

Attendance Analysis Conclusions:

The graph following depicts the comparison of the average daily attendance for the schools in Network 3 from November 2017 and February 2018. Many of the schools show a slight decrease in overall average daily attendance. Much of this decrease is attributed to the cold winter months and illnesses due to the flu and other viruses. Schools continue to work with families to support improving student attendance. This includes phone calls, home visits, request for special transportation and meetings with agencies.

An additional attendance measure is chronic absences. The chart indicates the total percentage of students with chronic absence of 10% -19.99% and severe chronic absence as 20% or greater.

Of note, there is an increase in chronic absences in all of the schools. Again, as overall attendance decreases, chronic absences will automatically show an increase. The schools have instituted weekly meetings with the attendance team at

the school level. Several of the schools work closely with the Attendance Department on a biweekly basis. Schools participate in the Attendance Blitz and document supports provided to families. All relevant communication with families is noted in Attend Action, our the district database, for each individual student.

Below is a graph of the chronic attendance rate for each school in Network 3.
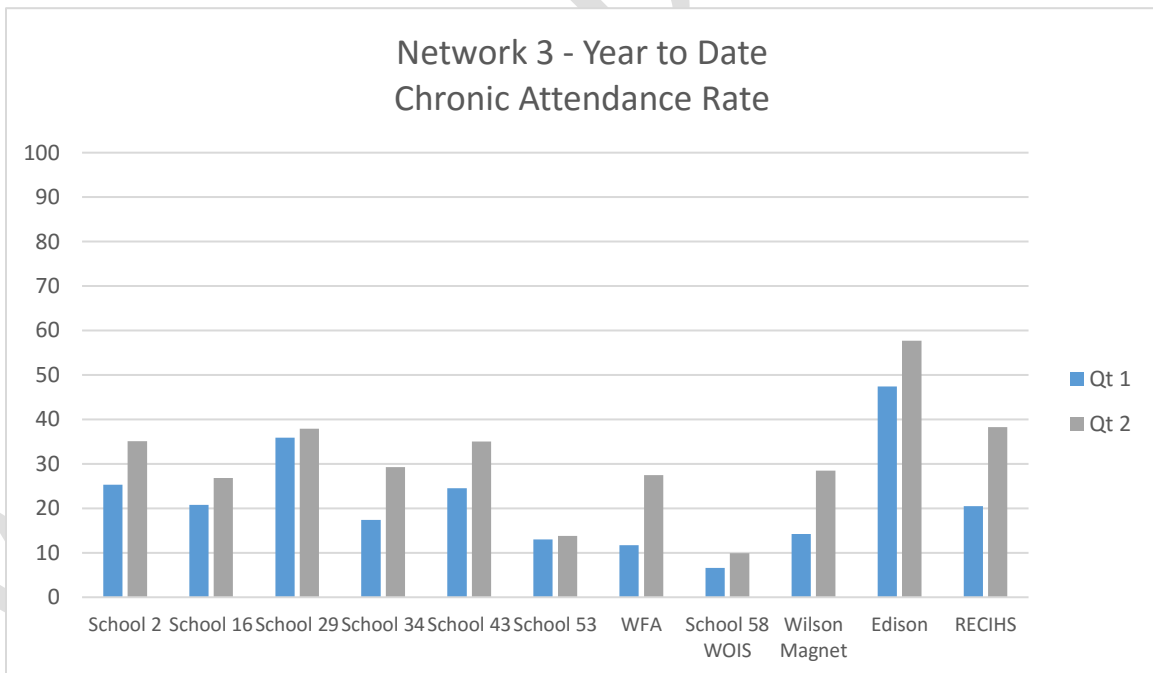
Going further to determine progress towards meeting DCIP goals and ultimately meeting the overall district goal of a 5% decrease in chronic attendance rate, an alternative approach was used to calculate the number each school needs. While these targets are not used in the DCIP goals, they were developed to provide more guidance in the progress monitoring process for each school.
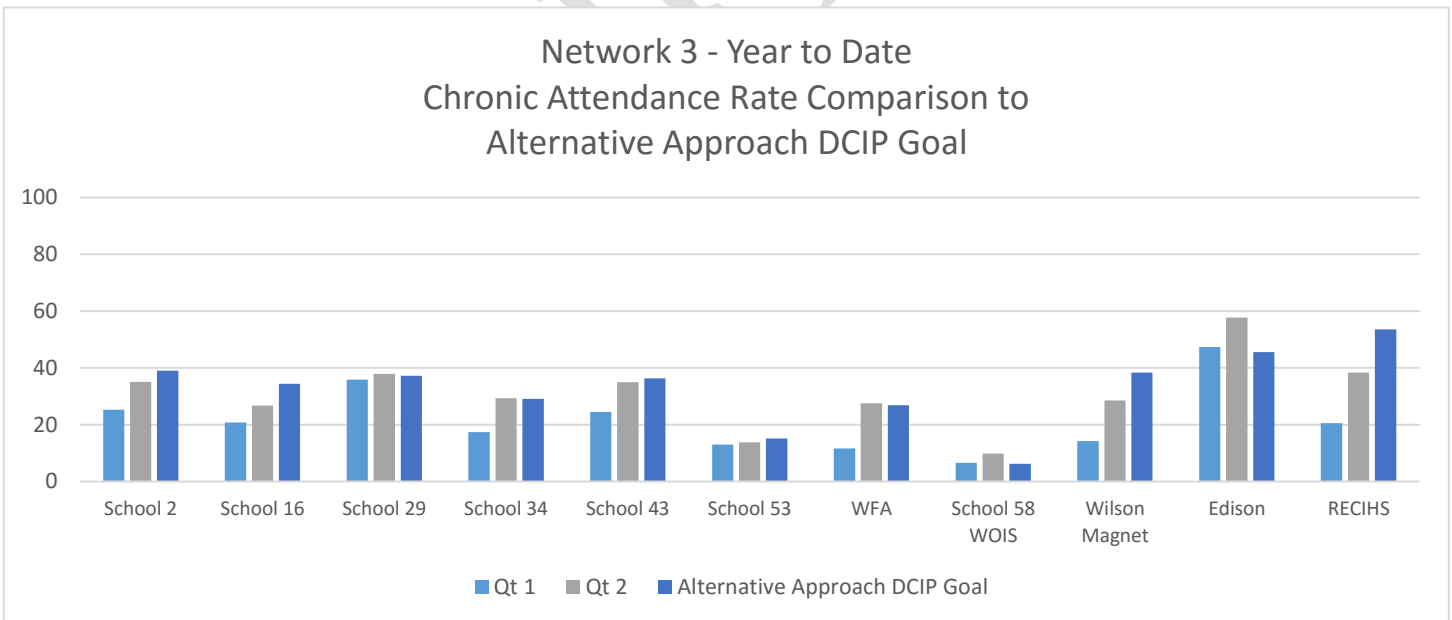
Methodology

In this current approach, enrollment was used in calculating each school's share of the DCIP growth targets. However, this variation resides within each Chief's Network. Each Chief's Network should have the same overall goals as the district's DCIP goals. Specifically, the following formulas were used to calculate the goals for this school year.

The formula applied is as follows:

$$\text{Chronic Absence Rate 2018 Goal} = \text{Chronic Absence Rate in 22017} - \left(5\% \times \text{Number of Schools Within a Chief's Network} \times \frac{\text{Current Enrollment of a School}}{\text{SUM of Enrollment of Schools Within a Chief's Network}}\right)$$

School-level DCIP Goal-Setting (Alternative Approach) --Chronic Absence Rate									
School	**2013**	**2014**	**2015**	**2016**	**2017**	**Current Enrollment**	**Weighting**	**5% Reduction by School**	**2018 Goals**
02 - Clara Barton	31.86%	35.50%	32.77%	33.59%	42.13%	388	0.056	3.10%	39.03%
16 - John Walton Spencer	29.21%	31.70%	28.52%	33.69%	38.45%	512	0.074	4.09%	34.36%
29 - Adlai E. Stevenson	32.19%	36.84%	33.97%	32.30%	40.24%	372	0.054	2.97%	37.27%
34 - Dr. Louis A. Cerulli	31.29%	36.12%	34.72%	31.40%	32.88%	476	0.069	3.80%	29.08%
43 - Theodore Roosevelt	33.06%	35.63%	32.45%	31.82%	40.41%	517	0.075	4.13%	36.28%
53 - Montessori Academy at RCSD	18.42%	14.62%	14.65%	15.93%	17.58%	309	0.045	2.47%	15.11%
58 - World of Inquiry	7.88%	7.05%	10.77%	8.46%	13.43%	901	0.131	7.20%	6.23%
Edison Career and Technology High School			59.11%	54.22%	59.70%	1,764	0.256	14.09%	45.61%
Joseph C. Wilson Foundation Academy	23.57%	23.64%	25.98%	27.32%	31.40%	567	0.082	4.53%	26.87%
Joseph C. Wilson Magnet HS	33.73%	31.08%	40.03%	37.34%	44.36%	753	0.109	6.01%	38.35%
Rochester Early College High School	19.49%	27.38%	34.10%	40.97%	56.19%	327	0.047	2.61%	53.58%
District	31.00%	38.00%	35.00%	33.00%	41.00%				36.00%

Network 3 - Year to Date
Chronic Attendance Rate Comparison to
Alternative Approach DCIP Goal

Attendance Analysis Conclusions:

Bright Spots

Four schools are at or above 90% and can serve as exemplary schools for the network as their grade configurations span Pre-K to grade 12.

Several schools are "on track" to meet the DCIP goal using the alternative approach to calculate.

On the Move

Three schools show signs of significant improvements with respect to decreasing chronic absence attendance (16, Wilson Magnet, and RECIHS).

Intensive Supports

Strategy - Positive school culture & relationships.

Strategy - Safe, supportive trauma responsive schools & classrooms.

Strategy - Invitational & family-friendly schools.

Support staff is deployed depending on the school needs which is determined in conjunction with the School Chief, for extra support during visits from the Office of Accountability Attendance, Counseling support, Attendance Blitz intensive support and help zones.

Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
School 2	WOIS (Chronic)	School 29
School 16	School 34 (Chronic)	School 43
RECIHS	School 53 (Chronic)	WFA
Wilson Magnet		Edison
WOIS (ADA)		
School 34 (ADA)		
School 53 (ADA)		

SECTION 7: Suspension/ Climate and Culture Analysis

Please see Dr. Idonia Owen's report for suspension/ climate and culture data