

Sharing Data...Generating Ideas!



Quarter 2 Report

NETWORK 1

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Work in Progress

EXECUTIVE SUMMARY

Network 1 is comprised of 13 schools. Five of the schools offer a Middle Level Program for students in Grades 7 and 8. Dr. Walter Cooper Academy School 10's instructional framework is Expeditionary Learning and is one of several city-wide elementary schools. Nathaniel Hawthorne School incorporates Success for All concepts within the reading instructional block. The remaining 11 other schools' instructional focus include a balanced literacy and numeracy approach. Three of the schools have a Bilingual Literacy program, with either a dual way or one way language component (James PB Duffy School 12; Abraham Lincoln School 28 and Henry Hudson School 28) and three schools have a higher enrollment of English Language Learners in which the ESL teacher co-teaches with the classroom teacher (John Williams School 5, the Children's School of Rochester School 15 and Helen Barrett Montgomery School 50). The Children's School of Rochester School 15 is also a city wide elementary school. These three schools are also service as the primary school location for our students who have transitioned to Rochester due to the Hurricane affected areas.

The chart below provides the demographics of each of the schools within Network 1.

School	Enrollment	Grade configuration	% of SWD	% of ELL	Accountability Status
George Mather Forbes School 4	415	K - 8	31.1%	8.7%	Focus
John H Williams School 5	656	PreK - 8	13.7%	27.6%	Priority
Dr. Walter Cooper Academy School 10	361	PreK - 6	20.8%	4.4%	Priority
James PB Duffy School 12	901	K - 8	16.2%	24.1%	Focus
The Children School of Rochester School 15	364	PreK - 6	12.9%	36.8%	Good Standing
Abraham Lincoln School 22	647	PreK - 6	20.4%	26.0%	Focus
Francis Parker School 23	351	PreK - 6	21.7%	6.0%	Good Standing
Nathaniel Hawthorne School 25	345	PreK - 6	37.7%	3.2%	Good Standing
Henry Hudson School 28	679	K - 8	21.8%	35.9%	Priority
Andrew J Townson School 39	627	PreK - 6	16.9%	3.0%	Focus
Lincoln Park School 44	293	PreK - 2, 4-6	17.4%	3.4%	Good Standing
Helen Barrett Montgomery School 50	672	PreK - 8	15.0%	25.0%	Priority
Flower City School 54	432	K - 6	19.2%	6.5%	Focus

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 school is the unit of change, which references the day-to-day work of the Rochester community. Throughout this report, three categories are used in reference to the school's performance. Bright Spots, On the Move and Intensive Support are defined below and identified using the correlating icons.



Bright Spots

- Areas of excellence
- Practices to be shared
- Opportunities for collaboration
- Implementation of research-based strategies & essential elements



On the Move

- Significant Growth
- Progress towards implementation of 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

The three areas: Bright Spots, On the Move and Intensive Support 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:

Community Schools & Literacy for a Lifetime

High Quality Professional Development & Coaching Support for
Principals and Teachers
Equitable Policies, Goals & Measures

Positive School Culture & Relationships

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

Community Partnerships; Outcomes for Every Program & School

Safe, Supportive, Trauma-informed and Responsive Schools

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

Well-Designed Coherent Programs to Serve Our Students with Disabilities

Student Voice and Agency in Authentic School Work

Invitational & Family-Friendly Schools

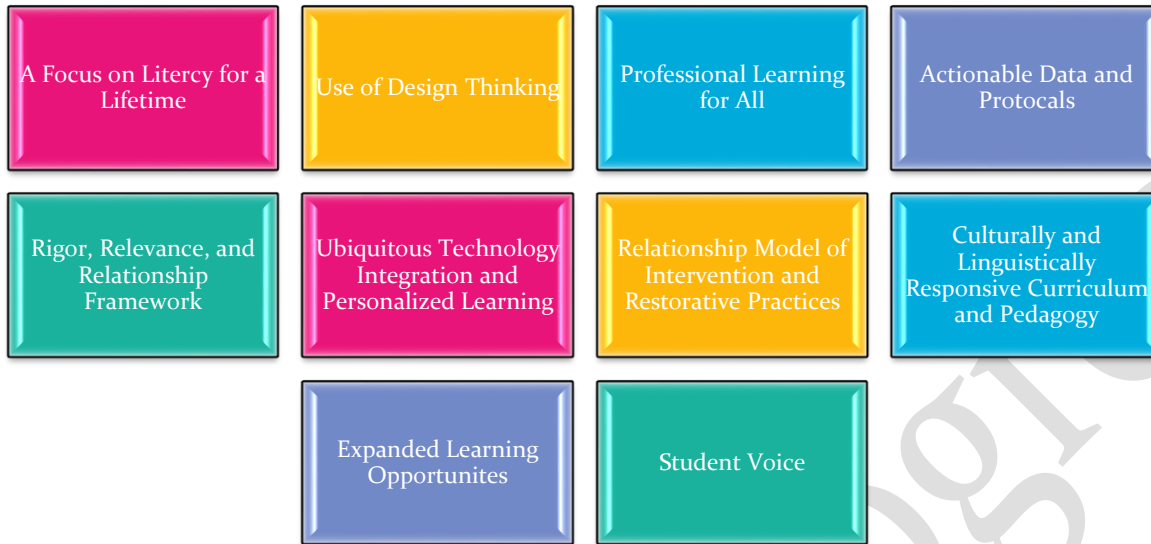
Research Based Pre-School and Expanded Learning Opportunities Including Afterschool
and Summer Learning Programs

Community as a Classroom and Service Learning & 21st Century Skills

Leadership Opportunities for Students to Develop

As part of strategic planning there were several essential elements that were 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:



Work in Progress

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 and proficiency—and provide 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.

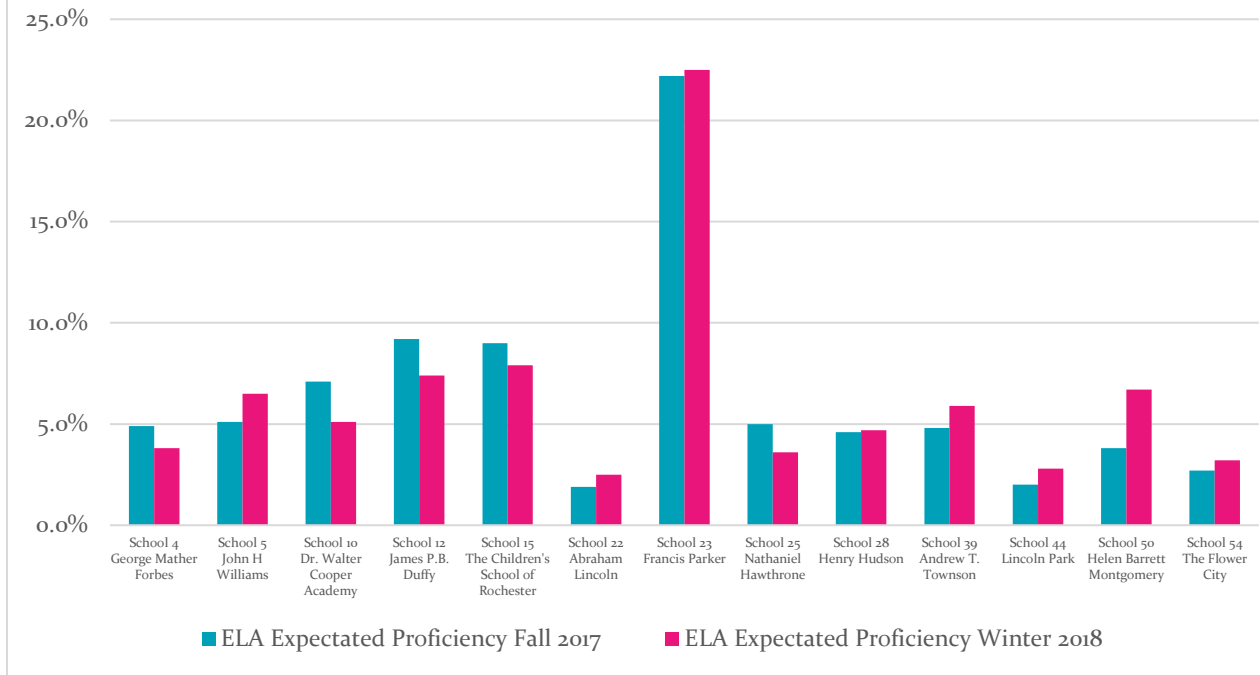
Teachers use the NWEA data to:

- 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

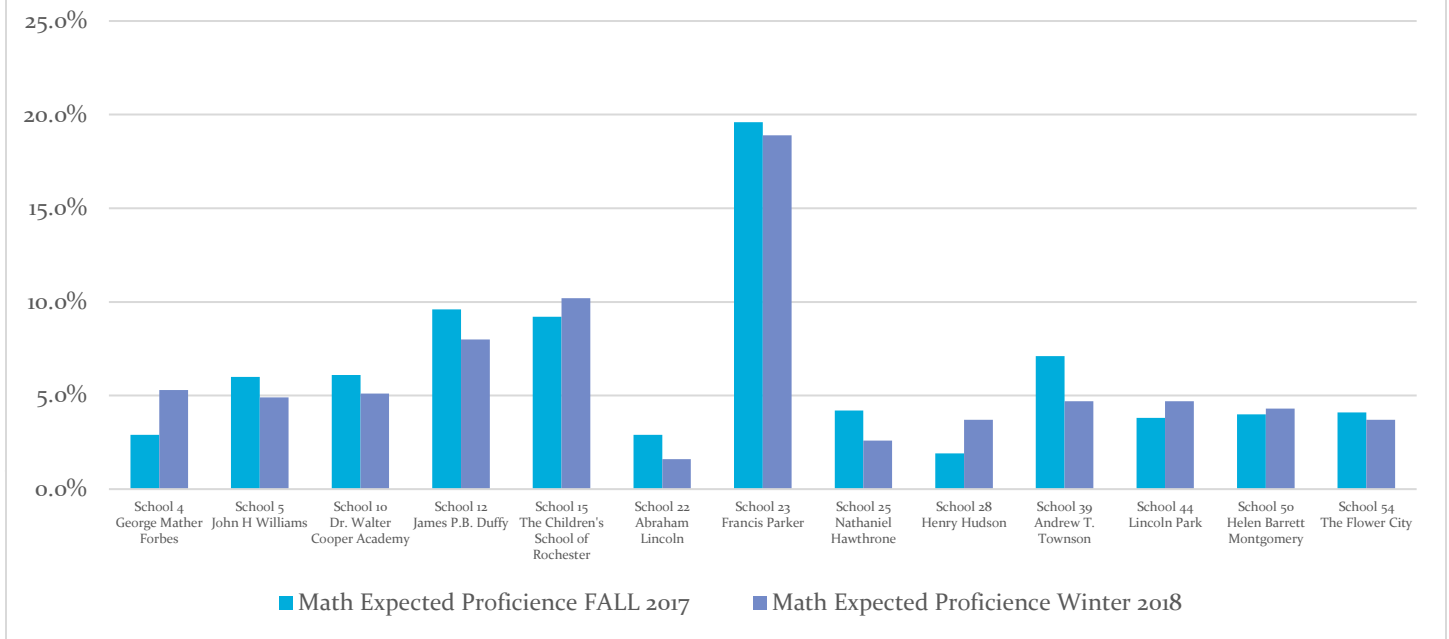
The NWEA is administered three times a year. After the second administration, tracking growth measures is an additional benefit. The first two charts below compares the total expected proficiency rates at each school from Fall 2017 and Winter 2018. The third chart provides the growth measures for each of the schools in Network 1. 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 our 10% 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, running reading records, progress monitoring and student work.

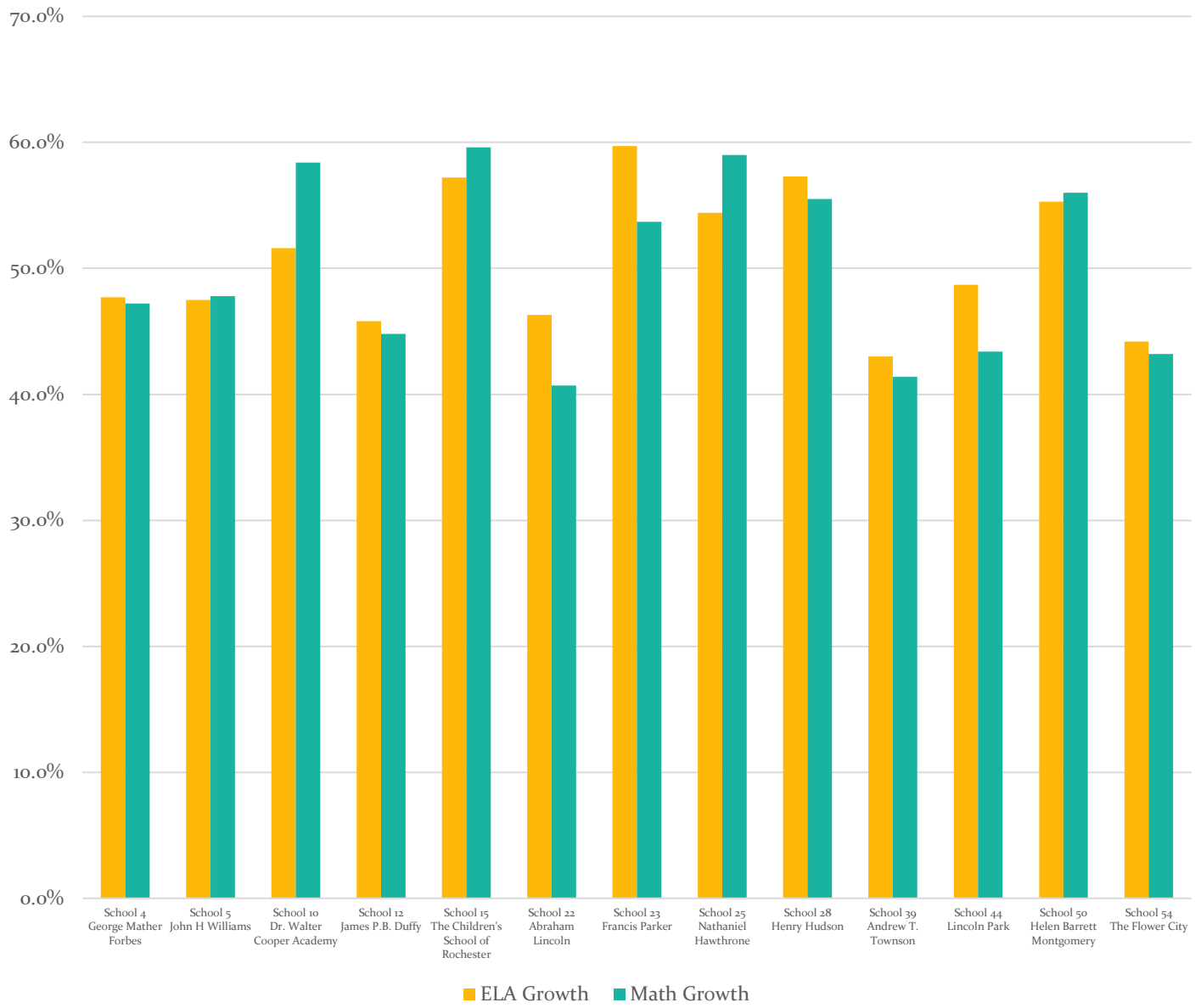
ELA NWEA comparison Fall 2017 and Winter 2018



Math NWEA comparison Fall 2017 and Winter 2018



ELA and Math Growth Fall 2017 - Winter 2018



Reading & Math Conclusions:



Bright Spots

Schools have shown slight improvement in ELA and Math Projections as measured by NWEA and school data.

- Intervention/Prevention Reading Teachers have identified groups who are meeting growth targets; identified students by face and name
- Direct instruction is provided to students identified as needing additional instruction.
- Writing has been identified as a need across all schools and grade levels.
- Growth at 50% or more



On the Move

- Intervention/Prevention Reading Teams have implemented a strategic plan to support students for Quarter 3.
- Middle Level Grades provide an AIS/Lab period for students to disrupt patterns of failure.
- Algebra I and Living Environment courses are provided additional instruction to ensure credits are obtained.
- Professional Learning offerings have been provided during Grade Level planning time.
- Instructional Coaches are meeting weekly with Intervention/Prevention reading Team to identify resources and analyze data.
- Growth between 40-50%



Intensive Supports

- Increase the frequency of support with additional progress monitoring
- Growth below 40%

Network 1 Schools		
Bright Spots	On the Move	Intensive Support
Dr. Walter Cooper Academy School 10	George Mather Forbes School 4	
The Childrens School of Rochester School 15	John Williams School 5	
Francis Parker School 23	James PB Duffy School 12	
Nathaniel Hawthorne School 25	Abraham Lincoln School 22	
Henry Hudson School 28	Andrew J Townson School 39	
Helen Barrett Montgomery School 50	Lincoln Park School 44	
	Flower City School 54	

SECTION 3: DESCRIPTION OF COHORT ANALYSIS

There are no high schools in Network 1

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

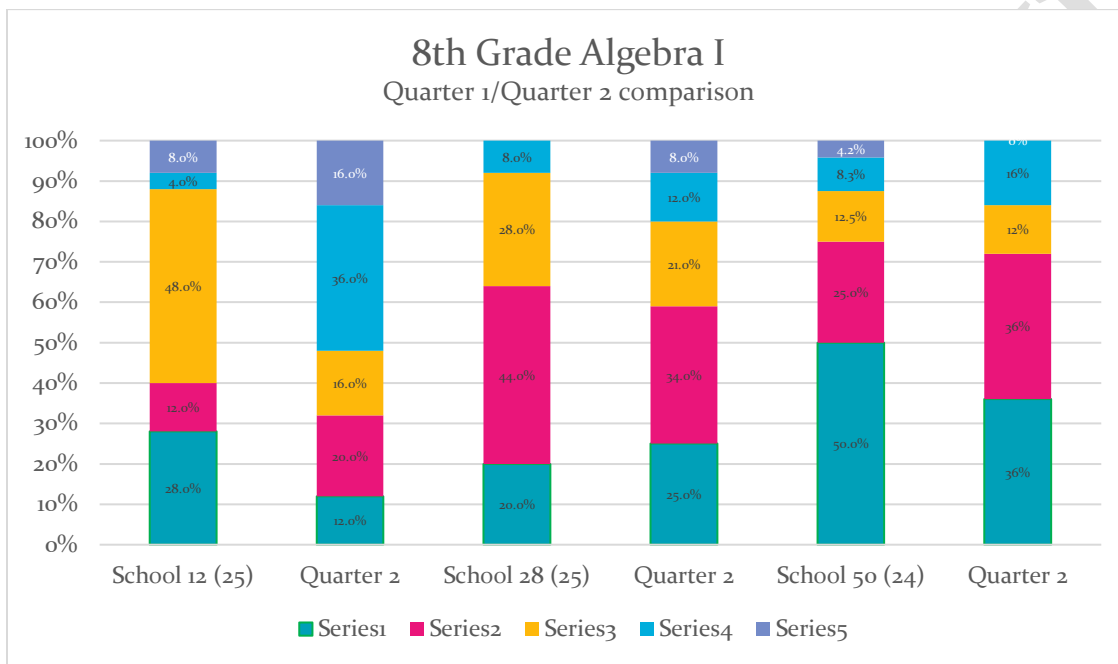
There are no high schools in Network 1

Work in Progress

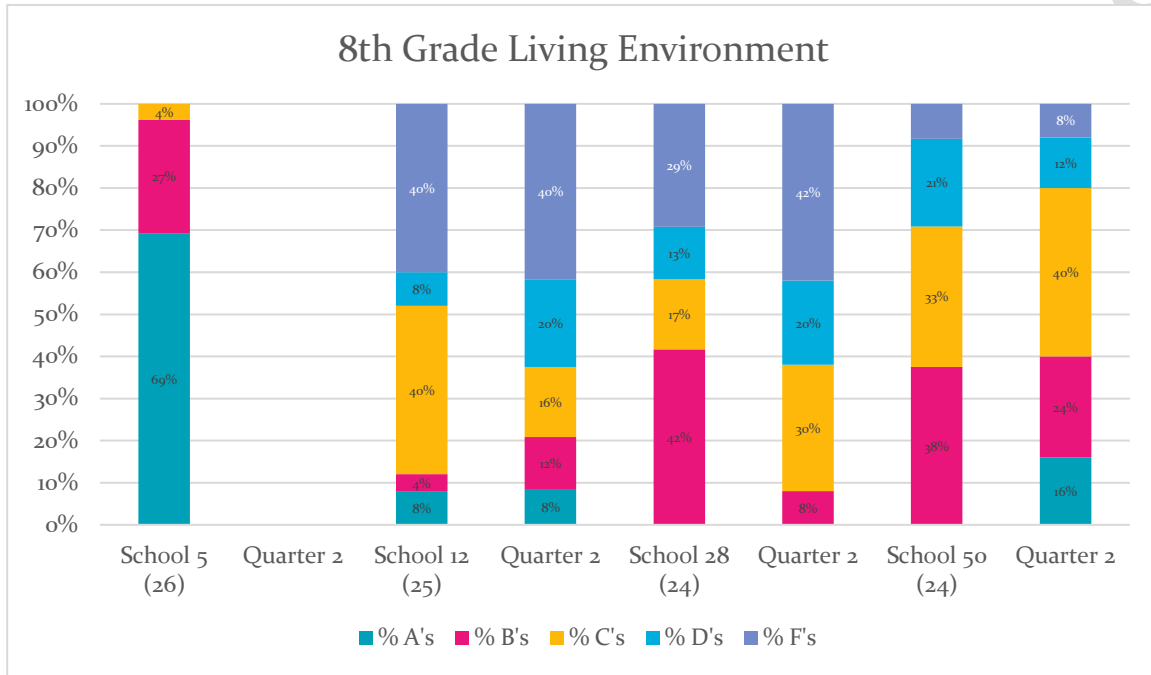
SECTION 5: ACCELERATED COURSES WORK QUARTERLY ANALYSIS (ALGEBRA I & LIVING ENVIRONMENT – 8TH GRADE)

Accelerated coursework helps students earn high school credits prior to starting their cohort year. Students who have opportunities to take accelerated work not only get ahead in high school credits, they are more likely to stay ahead. There are four schools in Network 1 that offer Algebra 1 and Living Environment to students in Grade 8 providing students the opportunity to engage in accelerated course work. They are Schools 5, 12, 28, 50. Although School 4 has an upper school program Grade 7 and 8, they are not offering these two courses as they begin to transition to a Pre K – 6 building in the 2018-19 school year.

The chart below provides a comparison of the 8th Grade Algebra I course for Quarter 1 and Quarter 2. As noted, there is a small number of students at each school who are failing the course. Each school provides an additional period to support students with academic support.



The chart below provides a comparison of the 8th Grade Living Environment course for Quarter 1 and Quarter 2. John Williams School 5 and Helen Barrett Montgomery School 50 are currently without a certified teacher for this class. Although there is a substitute teacher assigned, the executive Director Science and Science Lead Teacher is working directly with these teachers. They are providing support with ensuring the curriculum is delivered and the students have the required hours for labs. The schools are meeting with the teachers, students and counselors to provide support during Quarter 3 as a means to disrupt patterns of failures.



Algebra I & Living Environment Conclusions:



Bright Spots

- Schools have shown an increase in the % of students passing from Quarter 1 to Quarter 2
- More than 75% of students earning a C or better



On the Move

- Schools have shown a decrease in the % of students passing Quarter 1 and Quarter 2
- Additional resources provided from the Science Department (curriculum materials, resources, labs)



Intensive Supports

- More than 10% of students failing the course
- Additional instruction provided to disrupt the pattern of failure

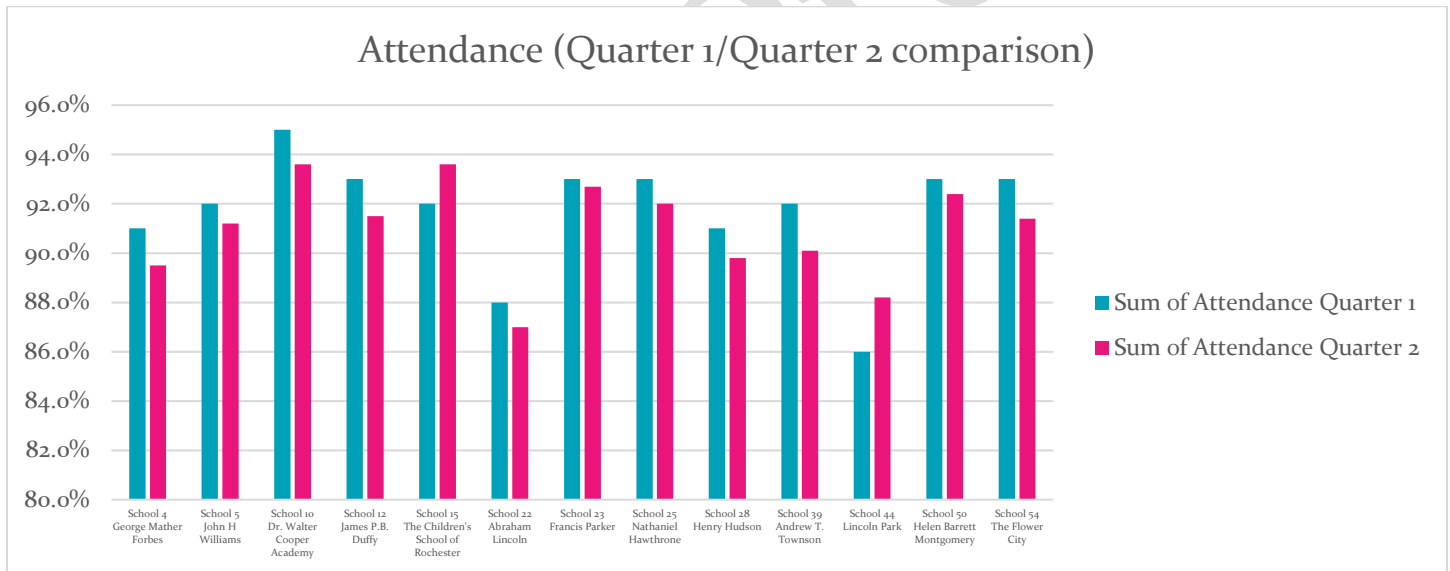
Network 1 Schools		
Bright Spots	On the Move	Intensive Support
Henry Hudson School 28	John Williams School 5	
Helen Barrett Montgomery School 50	James PB Duffy School 12	

SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

The chart below provides the average daily attendance for each school for active students. The district goal is noted as 93% average daily attendance. The average daily attendance percentage is calculated by dividing the total days present by the sum of the total days absent and present. Average daily attendance reports are broken down and analyzed into the following categories for monitoring overall school progress:

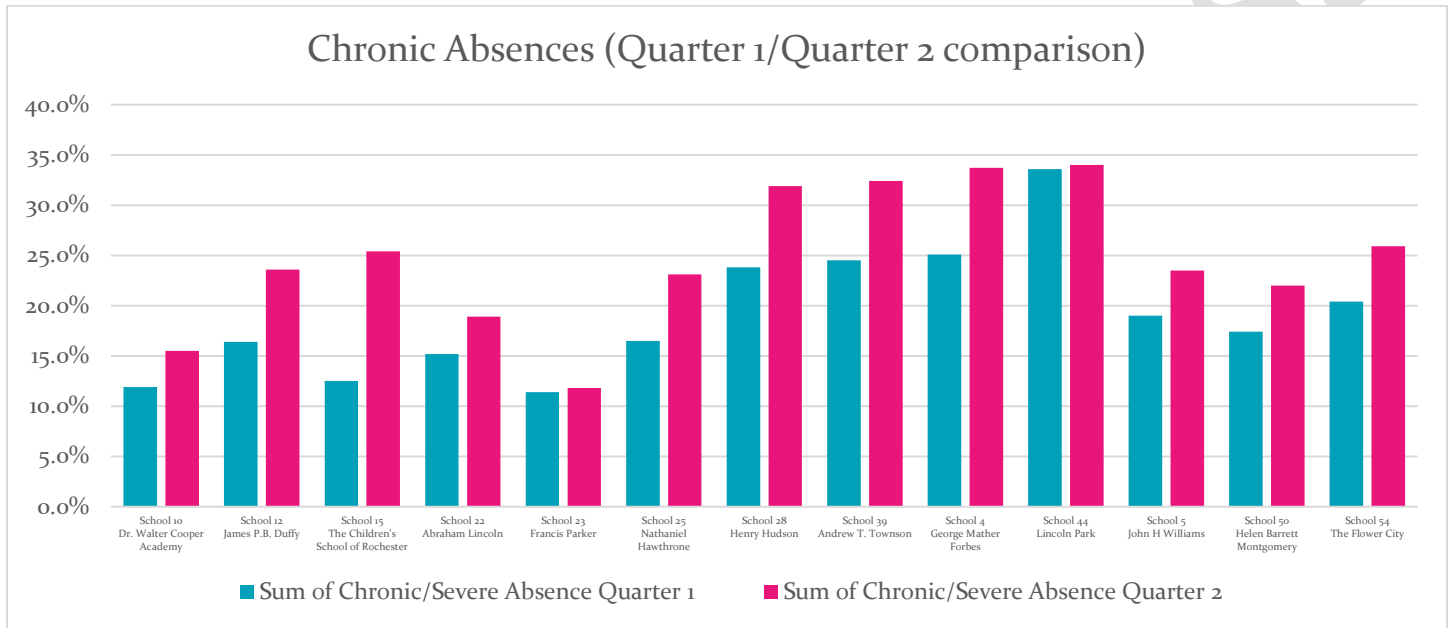
- Greater than or equal to 93%, Bright Spot
- Between 90% and 92.9%, On the Move
- Below 90%, Intensive Supports

The graph below depicts the comparison of the average daily attendance for the schools in Network 1 from November 2017 and February 2018. Many of the schools show a 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 measurement is chronic absences. The chronic absence provides the students whose average daily attendance falls within the threshold of the report. The chart indicates the total % of students with chronic absence of 10%-19.99% and severe chronic absence as 20% or greater.

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 for each individual student. Below is a graph of the chronic attendance rate for each school in Network 1.



Attendance Analysis Conclusions:



Bright Spots

- Schools highlight grade level daily attendance - competitive teams
- Attendance Teams meet weekly to review absence report
- ADA 90% or better
- Chronic absences 'on track' to meeting target



On the Move

- Schools are participating in monthly team meetings with the Attendance Department
- Attend Action reflects personal contacts with families
- Schools have shown improvements toward meeting chronic absence targets



Intensive Supports

- Schools are meeting weekly with Attendance Team and Attendance Department representatives bi-weekly
- Schools participate in the monthly Attendance Blitz
- Increasing personal contacts with families, building positive relationships
- Overall attendance below 90% and/or chronic absences above target

Network 1 Schools

Bright Spots	On the Move	Intensive Support
John Williams School 5	James PB Duffy School 12 (chronic)	George Mather Forbes 4
Dr. Walter Cooper Academy School 10 (ADA)	Andrew J Townson School 39 (chronic)	Abraham Lincoln School 22
The Children's School of Rochester School 15 (ADA)		Lincoln Park School 44
Francis Parker School 23		Henry Hudson School 28
Nathaniel Hawthorne School 25		
Helen Barrett Montgomery School 50		
Flower City School 54		