

Sharing Data...Generating Ideas!



## Quarter 2 Report

SUPERINTENDENT'S RECEIVERSHIP SCHOOLS AND INNOVATION

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## EXECUTIVE SUMMARY

The Superintendent's Receivership Network has ten schools including the eight schools in Receivership Status and two schools in Priority Status.

Below is a chart of the schools in this network. The chart includes the link to each school's required NYSED quarterly report. By law, every report is required to be posted on the RCDSD website. In addition, quarterly reports are accompanied by a highly intensive monitoring school visit by the NYSED Assistant Commissioner where an examination of all school efforts designed and funds are used to meet the schools respective Demonstrable Indicators.

Demonstrable Indicators are NYSED determined metrics that are unique to each Receivership school and are the critical measures that determine growth. The schools in Receivership have an additional year to show progress.

School	Enrollment	Grade configuration	% of SWD	% of ELL	Accountability Status	Receivership Quarterly Reports
Nathaniel Rochester Community School #3	526	K - 8	16.6%	9.0%	Receivership	<a href="https://www.rcsdk12.org/Page/43316">https://www.rcsdk12.org/Page/43316</a>
Roberto Clemente School #8	495	PreK- 8	16.4%	9.7%	Receivership	<a href="https://www.rcsdk12.org/Page/43321">https://www.rcsdk12.org/Page/43321</a>
Martin Luther King School #9	698	PreK – 6	13.8%	42%	Receivership	<a href="https://www.rcsdk12.org/Page/43518">https://www.rcsdk12.org/Page/43518</a>
Enrico Fermi School #17	630	PreK– 8	15.9%	24.9%	Receivership	<a href="https://www.rcsdk12.org/Page/43322">https://www.rcsdk12.org/Page/43322</a>
School #19	449	PreK– 8	22.0%	5.0%	Priority	NA/SUNY Geneseo EPO Status Reporting
Kodak Park School #41		PreK– 6	22.0%	7.0%	Receivership	<a href="https://www.rcsdk12.org/Page/43512">https://www.rcsdk12.org/Page/43512</a>
Mary McCleod Bethune	584	PreK– 8	17.0%	15.0%	Receivership	<a href="https://www.rcsdk12.org/Page/49742">https://www.rcsdk12.org/Page/49742</a>
James Monroe High School	902	7 <sup>th</sup> -12 <sup>th</sup>	21.5%	42.2%	Receivership	<a href="https://www.rcsdk12.org/Page/43520">https://www.rcsdk12.org/Page/43520</a>
Northeast High School	639	9 <sup>th</sup> -12 <sup>th</sup>	21.4%	13.5%	Receivership	<a href="https://www.rcsdk12.org/Page/43515">https://www.rcsdk12.org/Page/43515</a>
Northwest Middle School	233	7 <sup>th</sup> -8 <sup>th</sup>	27.0%	12.0%	Priority	NA

## 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**

### RCSD Receivership Theory of Action:

The theory of action for our schools in most need is rooted in transformational efforts whereby central office supports and builds relationships with schools that focus on strengthening instructional leadership. In order to focus on strengthening instructional practices and building the capacity of all school faculty and staff members, support is dedicated to internalizing external expectations and developing accountable practices within the school, leading through data, and modelling what it means to lead in a fully accountable way as we reshape the scope of instruction and the instructional improvement conversation (Wallace, 2009). In addition, the network is designed to provide a coherent process to improve the quality of the systems, supports, structures, services, and culture that support schools to improve student outcomes and meet the required Demonstrable Indicators required by the NYSED.

Supporting schools in Receivership is embedded in a theory of action that works on the primary assumption that schools are the units of change and that improved student outcomes are grounded in evidenced based school transformation practices. The network is designed to disrupt patterns of failure to support transformation of Receivership schools.

The overarching goal and intent of Receivership is to address potential barriers to school turnaround in the following areas:

- Governance • School Leadership and Staffing • Collective Bargaining Agreements • Parent and Community Engagement • Social and Emotional Developmental Health of Students (Community Schools) • District Support • Fiscal Resources.

### Receivership Law Background:

In April 2015, Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) pertaining to School Receivership. Based on §211-f, the Department created §100.19 of the Commissioner's Regulations and has designated current Priority Schools that have been in the most severe

accountability status since the 2006-07 school year as “Persistently Struggling Schools.” In addition, the Department will vest the superintendent of a district containing a “Persistently Struggling School” with the powers of an Independent Receiver.

In a district with a “Persistently Struggling School,” the superintendent is given an initial one-year period to use the enhanced authority of a Receiver to make demonstrable improvement in student performance or the Commissioner will direct that the school board appoint an Independent Receiver and submit the appointment for approval by the Commissioner (Schools MLK#9 and James Monroe High School)

"Struggling Schools," have been Priority Schools since the 2012-13 school year and will be given two years under a “Superintendent Receiver” (.i.e., the superintendent of schools of the school district vested with the powers a Receiver would have under §211-f and §100.19) to improve student performance (Schools NRCS#3, RC#8, EF#17, KP#41, MBM #45 and NEHS). Should the school fail to make demonstrable improvement in two years then the district will be required to appoint an Independent Receiver and submit the appointment for approval by the Commissioner. Independent Receivers are appointed for up to three school years and serve under contract with the Commissioner.

Based on the newly adopted ESSA regulations accountability changes will occur. In partnership with the Office of Accountability, status of all schools will be monitored. Formal professional learning on the new regulations is beginning in February/March as the NYSED continues to provide updates.

Demonstrable Indicators:

For each school the NYSED established how a school would determine if a school makes Demonstrable Improvement based on a set of no less than 10 metrics by school, known as Demonstrable Indicators. Each school is accountable to meeting the metrics on an annual basis. Progress towards meeting both the RCSD goals and the NYSED Demonstrable Indicators are monitored on a regular basis. The chart below indicates current progress indicated in the first NYSED Receivership Quarterly report.

Demonstrable Improvement Indicators (Revised per NYSED January 2018)			Schools (Upper Row-							
			3	8	9	17	41	45	Monroe	NE
2	Plan for and implement Community School Model	Level 2			x	x		x		
5	School Safety	Level 1	x	x	x	x	x	x	x	x
6	Family and Community Engagement (DTSDE Tenet 6)	Level 2						x	x	
9	3-8 ELA All Students Level 2 & above	Level 1	x/M	x/M	x/M	x/N	x/N	x/Y	x/M	
10	3-8 ELA SWD Level 2 and above	Level 2								
11	3-8 ELA Black Students Level 2 and above	Level 2		x						
12	3-8 ELA Hispanic Students Level 2 and above	Level 2				x				
13	3-8 ELA LEP Students Level 2 and above	Level 2				x				
14	3-8 ELA ED Students Level 2 and above	Level 2	x	x			x	x	x	

15	3-8 Math All Students Level 2 and above	Level 1	x/M	x/M	x/M	x/N	x/N	x/Y	x/M	
17	3-8 Math Black Students Level 2 and above	Level 2	x	x			x			
18	3-8 Math Hispanic Students Level 2 and above	Level 2			x					
20	3-8 Math ED Students Level 2 and above	Level 2		x	x		x	x	x	
21	HS ELA All Students Level 2 and above	Level 2								x
22	HS ELA SWD Level 2 and above	Level 2								
33	3-8 ELA All Students MGP	Level 1	x	x	x	x	x	x	x	
39	3-8 Math All Students MGP	Level 1	x	x	x	x	x	x	x	
41	3-8 Math Black Students MGP	Level 2			x					
49	3-8 ELA LED Level 2 and above Gap with non-ED students	Level 2	x							
65	2013 Total Cohort with 5 or more credits	Level 2							x/Y	x/M
67	2012 Total Cohort Passing Math Regents (Score >=65)	Level 1							x/Y	x/Y
69	2011 Total Cohort Passing ELA Regents (Score >=65)	Level 1							x	x
70	Total Cohort 4-Year Grad Rate - All Students	Level 1							x/Y Aug	x/N
73	Total Cohort 4-Year Grad Rate - Hispanic Students	Level 2							x/M	
75	Total Cohort 4-Year Grad Rate - ED Students	Level 2							x	
76	Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	Level 1							x	x
83	Post-graduation plans of Completers (4-yr college)	Level 2							x	x
85	Grades 4 and 8 Science All Students Level 3 and above	Level 1	x	x		x	x	x	x	
86	Teacher Turnover	Level 2								x
88	Total Cohort 5-Year Grad Rate - All Students	Level 1							x	x
94	Providing 200 Hours of Extended Day Learning Time (ELT)	Level 2	x	x	x	x	x	x		x
98	Chronic Absenteeism	Level 2	x			x	x			

School	3-8 ELA	3-8 Math	Attendance	Algebra 1
#19				
Northwest				

*The New RISE Schools*

**Executive Summary: RISE Schools**

The Rochester Innovation Schools-are-Empowered (RISE) program is a component of the RCSD school redesign plan. Its purpose is to offer tiered supports to our most struggling schools and in turnaround and redesign efforts. The RISE program’s primary mission is to redesign struggling schools through replication of high performing/high demand schools using research and evidenced based practices in tandem with the school redesign plan. Furthermore, the RISE program is rooted in the pillars of the District’s path forward and national research (Meier & Gasoi, 2017)

The RISE program’s call to action is to make certain that a) a common mission and vision exists among all stakeholders; b) accountability is shared at every level; and c) strong partnerships exist among students, families, staff and all community stakeholders including agencies, faith communities and business partners.

Guiding the design of new RISE schools is the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) which aligns to the District values. Fundamentally, the goal is to build a strong community culture where all stakeholders have a voice, everyone feels safe, valued, and affirmed in their individuality, and there are high expectations for all. Moreover, RISE schools will be Community Schools which are places where the school becomes the hub of the community and the needs of the whole child and family are met.

In addition to the DTSDE, support has been provided for this plan through the RISE school elements. These elements are rooted in research and provide a framework for all RISE schools. The graphic to the below identifies these essential RISE elements.



**New RISE School: RISE Community School (RISECS)**

**Overview: School Experience/Mission/Guiding Principle**

As a result of the Kodak Park School #41’s inability to make Demonstrable Improvement, it will close in June 2018 and RCSD will reopen a new RISE school temporarily called RISE Community School in September 2018. (The name of the school will be determined per RCSD Board of Education Policy)

In order to effectively plan and garner input an Advisory Team was formed to guide the development of the new school. Members of the Advisory Team have representatives from the following groups:

- Parents
- Community Members
- Rochester Teachers Union (RTA)
- Association for Supervisors and Administrators (ASAR)
- BENTE
- Rochester Association for Paraprofessionals (RAP)
- District Administration
- Office of Human Resources

Based on collective input, the RISE Community School (RISECS) will have a clear mission, vision, and set of values that mirror and replicate the RCSD's highly selected schools. The school will use a culturally relevant inquiry based learning approach that is rooted in the core areas of Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Research shows that Science, Technology, Engineering, and Mathematics (STEM) have been at the center of the national landscape for school change. Adding the arts, however, **STEAM**, removes the limitations of pure orderly thinking and replaces them with wonder, critique, inquiry, and innovation that ensures students acquire skills for success in the 21st Century (Riley, 2013). As a result, *the mission of the RISECS is to have all students develop a passion for learning and possess 21st Century Learning Skills in a community of high expectations.*

A set of core principles, grounded in research, are designed to guide the development of the school to achieve the mission of the school. The guiding principles for the RISECS are that all students will be provided equitable access to (Blankstein 2015):

- Culturally relevant curriculum (DeGruy, 2005, Goodwin & Swartz)
- High Quality Educators (Darling-Hammond, 2017)
- Interdisciplinary inquiry based approach to learning (Drake and Burns, 2004)
- Additional opportunities for Science, Technology, Engineering, Arts and Mathematics (Riley, 2013)
- Personalized learning with acceleration and support (Tomlinson, 2014)
- Inclusive environment that supports the needs of the whole child (McLeskey and Waldron, 2000)
- Community School framework (Frankl 2016)

The RISECS will be a learning community immersed in a language rich environment that asserts that every teacher is a teacher of literacy.

The work of Dr. Noma LeMoine as well as Dr. Susan Goodwin of the Rochester Teacher Center regarding language and literacy acquisition will be incorporated into the daily literacy instruction. Professional learning will be provided to all teachers to assure excellence in education for traditionally underperforming students including Standard English Learner populations.

The vehicle to ensure student literacy will be the use of the reading and writing strategies espoused by the work of Lucy Calkins. Built on best practices and a proven framework developed over decades of work, the Lucy Calkins *Units of Study in Opinion/Argument, Information, and Narrative Writing*:

- Support explicit instruction in opinion/argument, information, and narrative writing and provide rich opportunities for practice.







### 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

### *Strategic planning, pillars and supporting strategies:*

As part of strategic planning four pillars were identified. These pillars build the District’s Theory of Action and each pillar is supported by four strategies.

Promote the Well-Being of the Whole Child, Whole-School, Whole Community	Ensure Powerful Learning for Every Student	Build Capacity to Ensure Comprehensive School Improvement	Cultivate Understanding, Collaboration, Partnerships and Advocacy for Equity, Justice and Achievement for All

*Strategies that support the four pillars include:*

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Community Schools & Literacy for a Lifetime

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High Quality Professional Development & Coaching Support for Principals and Teachers

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Equitable Policies, Goals & Measures

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Positive School Culture & Relationships

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

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Community Partnerships; Outcomes for Every Program & School

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Safe, Supportive, Trauma-informed and Responsive Schools

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

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Well-Designed Coherent Programs to Serve Our Students with Disabilities

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Student Voice and Agency in Authentic School Work

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Invitational & Family-Friendly Schools

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

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

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Leadership Opportunities for Students to Develop

*Essential Elements:*

Supporting the District’s Pillars and Strategies, there are eight essential elements that were identified as necessary and evident in high performing schools. The essential elements further support school improvement planning and connect directly to the district strategies.



## SECTION 2: READING AND MATH ANALYSIS

### About The Northwestern Evaluation Association (NWEA)

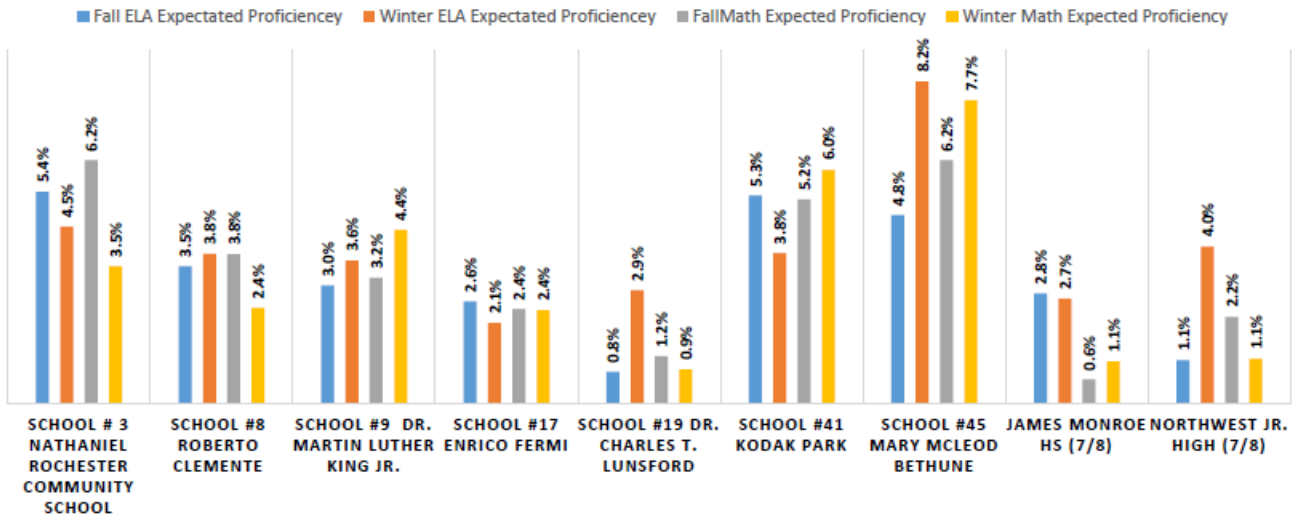
The Northwestern Evaluation Association (NWEA) is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed 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. Below is results of the first administration of the grades 3-8 from Network 1. This chart indicates the total expected proficiency rates at each school.

**TOTAL EXPECTED PROFICIENCY  
NWEA WINTER 2018**



### Section 3: Description of Cohort Analysis

Graduation Data:

School	17-18	18-19/June	Demonstrable Indicator
James Monroe High School	49%	51%	49%
Northeast College Prep High School	49%	45-49%	55%



#### Bright Spots

- Master Schedule Intervention Adjustments
- Star Program
- Saturday/Recess Support
- Offering accelerated courses to students in the 8th grade as part of their master schedule that allows for ample time for labs
- Ongoing monitoring progress is occurring on a 5 week basis
- Partnering with SYFR to support Core instruction in Science
- ICLE in three schools using Rigor and Relevance Framework



#### On the Move

- Additional Academic Supports provided to students who are struggling
- Saturday and after school programs offered for support and credit recovery
- Thorough analysis of the needs of each student/cohort
- Standards Based Grading
- Intervention Supports/Additional support provided
- PLC on Data and progress by student



#### Intensive Supports

- Instructional Directors providing Professional Learning to core subject teachers
- Additional supports for science is in process to ensure this DI is met
- Expanding the number of students in accelerated courses

### 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. 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.

School	Enrolled	Satisfactory	At-Risk	Chronic	Severe	Chronic +Severe	Chronic+ Severe%
03 - Nathaniel Rochester Community School	513	223	144	95	50	145	28.27%
08 - Roberto Clemente	458	216	111	78	35	113	24.67%
09 - Dr. Martin Luther King Jr.	706	220	189	200	95	295	41.78%

17 - Enrico Fermi	555	217	146	131	56	187	33.69%
19 - Dr. Charles T. Lunsford	365	100	99	95	57	152	41.64%
41 - Kodak Park	426	188	121	87	29	116	27.23%
45 - Mary McLeod Bethune	493	189	147	96	56	152	30.83%
James Monroe HS (66)	877	203	176	180	266	446	50.86% 80% ADA
NE College Prep HS at Frederick Douglass (73)	564	111	107	94	202	296	52.48% By Cohort
NW College Prep HS at Frederick Douglass (89)	230	72	43	53	57	110	47.83%



## Bright Spots

- Highly effective Attendance Teams are in place to meet the Chronic Absenteeism DI
- High monitoring and understanding of Chronic Absenteeism/ NYSED Rubric posted on February 20, 2018
- Reduction in CA



## On the Move

- Schools are participating in monthly team meetings with the Attendance Department
- High levels of monitoring at High Schools for all Cohorts
- Community School Framework launched for all Recievership Schools



## Intensive Supports

- Schools meet weekly with Attendance Team and Attendance Department representatives
- Schools participate in the monthly Attendance Blitz
- Analysis of high school cohorts occurs on a regular basis

## SECTION 7: SPECIAL EDUCATION READINESS

Submitted by Office of Special Education and Specialized Services

## SECTION 8: DESCRIPTION OF SUSPENSION

Submitted by Dr. Idonia Owens

## SECTION 9: OFFICE OF SCHOOL INNOVATION

The RCSD Office of School Innovation focuses on providing school intensive supports and innovation, through the coherence framework, among District departments and schools for responsive collective action to support students, staff and families. At the District level examples of that work include the District Comprehensive Improvement Plan (DCIP) process, the Diagnostic Tool for School and District Effectiveness (DTSDE) process, the School Comprehensive Education Plan process and the School Climate Survey.

Aligned directly with the Superintendent’s Chief of Receivership Schools, the Office of School Innovation team works to implement and monitor school improvement strategies, the use of data and mandated accountability processes to ensure equitable supports and opportunities for all students. The Office of School Innovation team works as Ambassadors to all Receivership and SIG schools supporting grant implementation, reporting and innovation opportunities.

The OSI team monitors the planning and use of grant funding to support school improvement strategies and innovation within the District impacting all students. These grants include, but are not limited to School Improvement Grants (SIG), Title I, Persistently Struggling Schools Grants (PSSG), Socio-Economic Integration Grants (SES), 21<sup>st</sup> Century, Smart Scholars, Community Schools, Empire After-School Program grant and the **Expanded Learning** grant.

Additionally, the Office of School Innovation works to build coherence through collaborative relationships with District teams, collective bargaining units, schools, families, community organizations and students to support the implementation of school and District improvement strategies and projects. Some of these strategies or supports include Expanded Learning Opportunities (Summer Learning, Expanded Day, and After-school programming), Community Schools, and the continued support of District transformation.

### Current activities

<i>OSI School Ambassador’s</i>	Ongoing support to the highest need schools with programs, grants and funding
<i>District Comprehensive Improvement Plan</i>	Ongoing monitoring and updates occur at the Instructional Cabinet Meetings
<i>DTSDE</i>	Majority of schools completed, analysis of findings shared at Instructional Cabinet Meetings
<i>SCEP</i>	All SCEP plans updated and monitored pending submission on March 16, 2018
<i>Empire State After-School Program Expanded Learning Opportunities</i>	Grant Awarded, Programs started in January/February RFP completed for all Vendors for beginning 18-19 SY
<i>Elementary and Community Summer Learning</i>	Curriculum and Operational Planning is underway for Summer 2018, continuing work with the Wallace Foundation to support the Innovation on the Move
<i>Title I</i>	Support for schools and families in planning for reallocated parent engagement funding and continued monitoring of all Title I funding.
<i>Community School Support</i>	Acting Director & two Lead Teachers hired

