

Sharing Data...Generating Ideas!



Quarter 1 Report

NETWORK 1

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Working Draft

EXECUTIVE SUMMARY

Network 1 is comprised of 13 schools. Five of the schools offer an upper school component for Grades 7 and 8. School 10 instructional focus is Expeditionary Learning and is one of the city-wide elementary schools. School 15 is also a city wide elementary school. School 25 uses the Success for all concepts within the reading block. The other 11 other schools' instructional focus includes a balanced literacy and numeracy program. Three of the schools have a Bilingual component (School 12, 22, 28) and three of the schools have a heavy emphasis on English Language Learners (School 5, 15, 50). These six schools are sights for our students who have transitioned to Rochester due to the Hurricane disaster.

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 areas will be used in reference to areas of performance. Bright Spots, On the Move and Intensive Support are defined below and will be 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

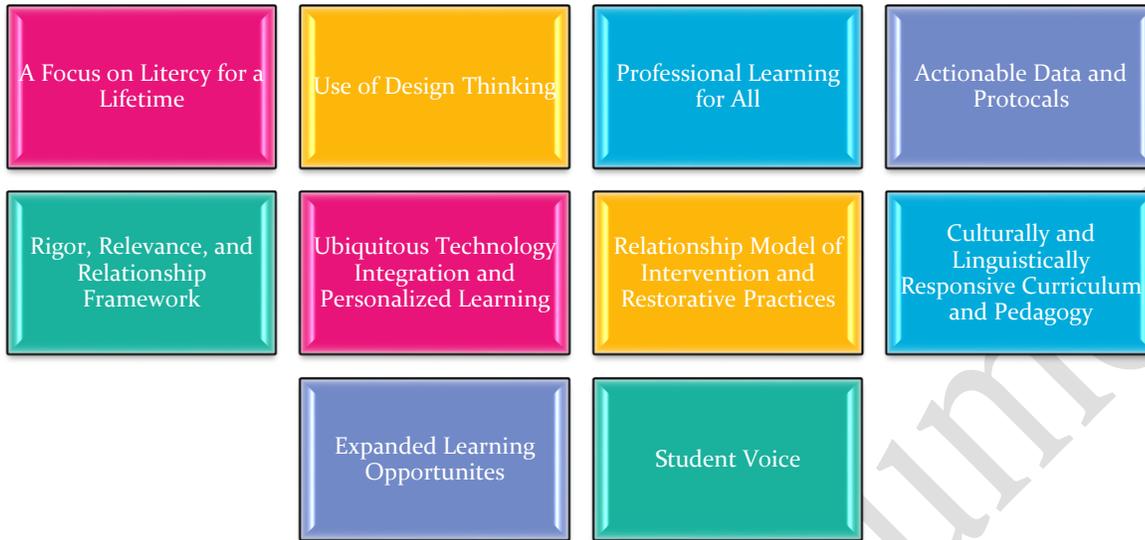
Research Based Pre-School and Expanded Learning Opportunities Including Afterschool
and Summer Learning Programs

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:



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

SECTION 2: READING AND MATH ANALYSIS

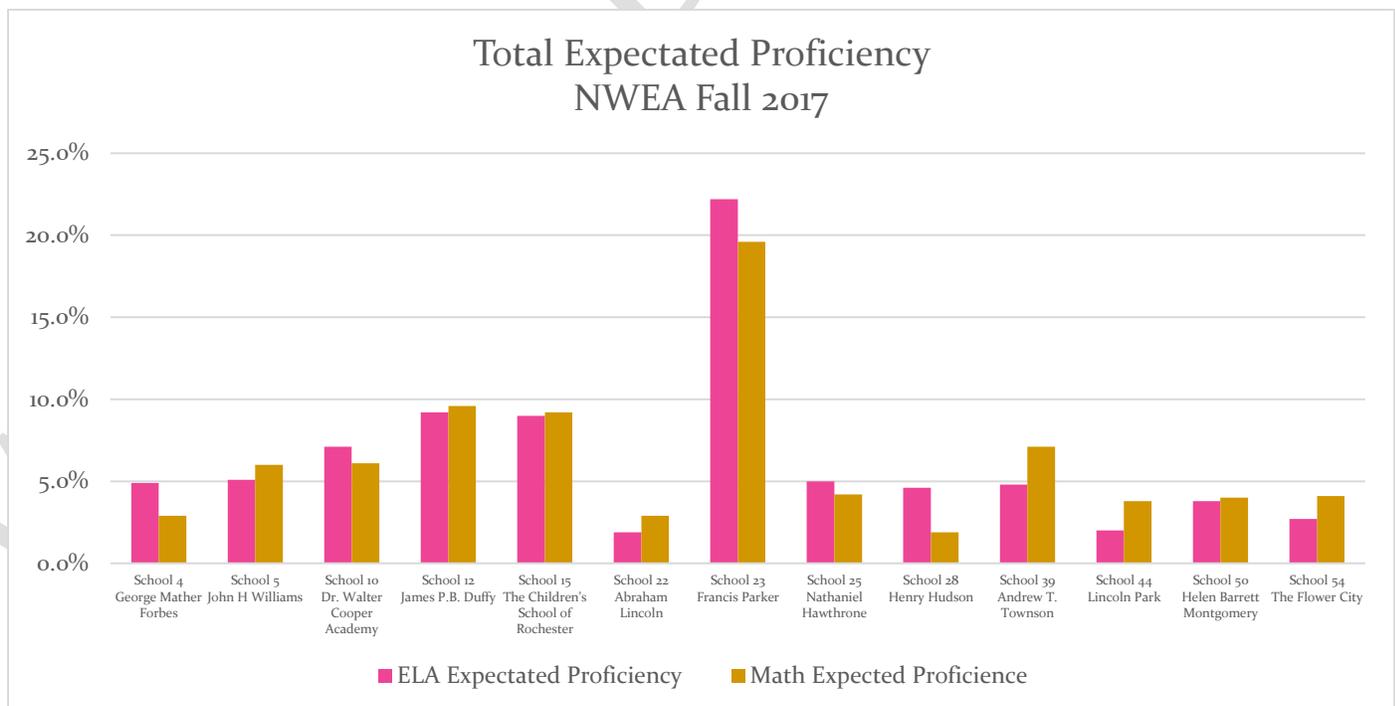
About The Northwestern Evaluation Association (NWEA)

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.



Reading & Math Conclusions:



Bright Spots

- Schools have identified the number of students needed to meet proficiency rates for an overall 10% increase
- Schools have implemented multiple tiered systems of supports to increase proficiency
- Schools are providing students with additional instruction in ELA and Math
- Master schedules include 120 minutes of ELA and 90 minutes of math



On the Move

- Schools are implementing five-week data review sessions with teachers
- Schools are using common planning sessions to analyze data
- Reading and Intervention teachers are participating in district-level professional learning
- Reading and Intervention schedules are reviewed after first quarter



Intensive Supports

- Instructional Coaches are working with various schools to ensure high quality instruction
- Instructional Coaches working with Intervention team to address meeting needs of all students
- Professional learning on data informed, well-designed coherent programs
- Support provided to schools to address academic needs of students with disabilities

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

SECTION 3: DESCRIPTION OF COHORT ANALYSIS

There are no high schools in Network 1

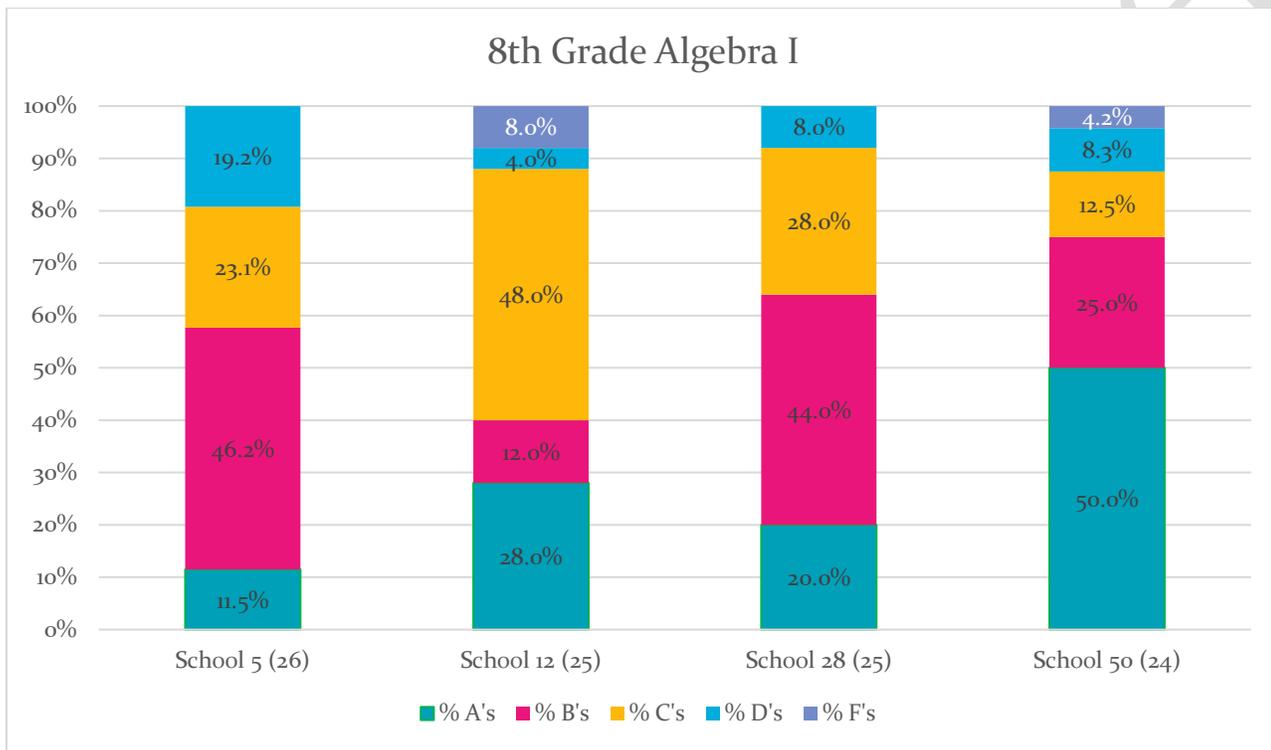
SECTION 4: DESCRIPTION OF QUARTERLY ANALYSIS ALGEBRA I (HS)

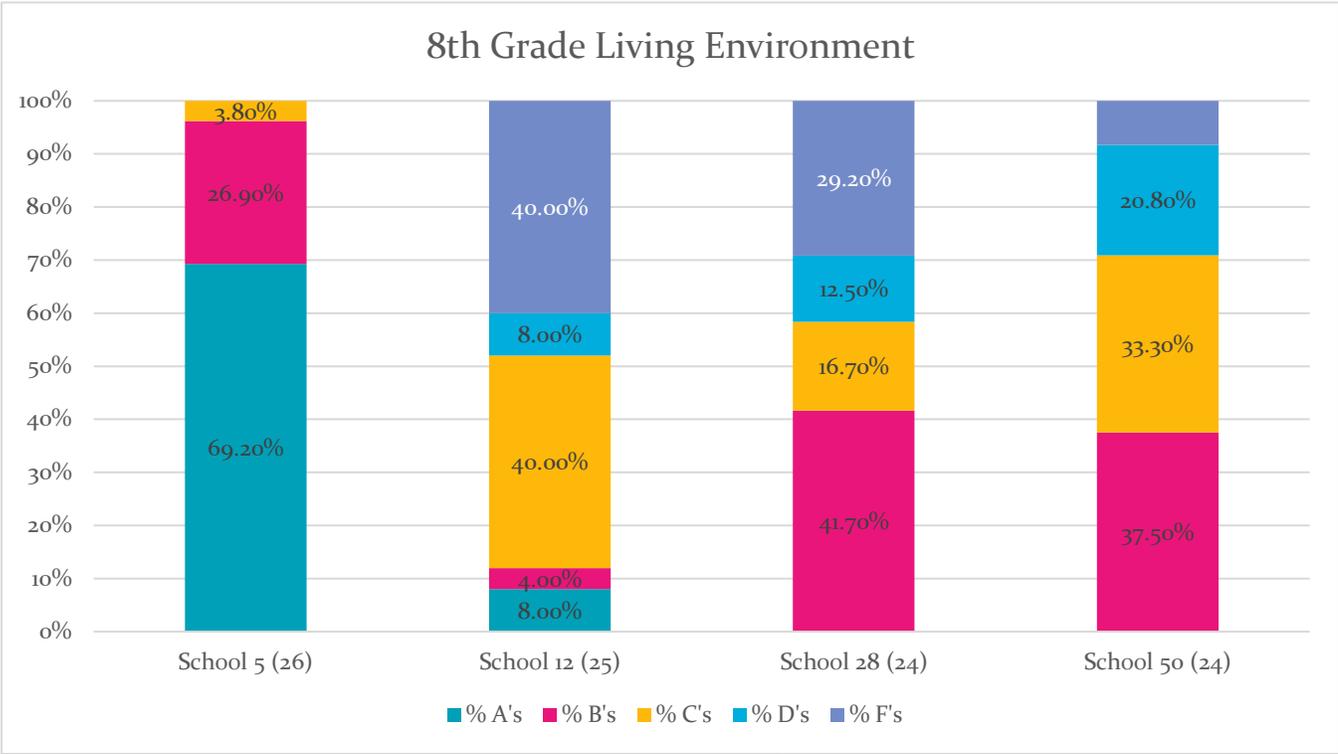
There are no high schools in Network 1

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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.





Algebra I & Living Environment Analysis Conclusions:

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Bright Spots

- 70-90% of Students earning passing grades during first quarter in Living Environment
- 82% of students earning passing grades during first quarter in Algebra I
- Full time teaching staff vs itinerate for core subject teachers



On the Move

- Academic Supports provided to students who are struggling first quarter
- Providing additional supports to students in Grade 7 to prepare for higher level course work
- Providing well-designed coherent instructional program in upper school



Intensive Supports

- Working with Science Director to hire certified Science Teacher
- Instructional Directors providing Professional Learning to core subject teachers
- Counselor working with Admin team to revisit Intervention and student schedules

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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	

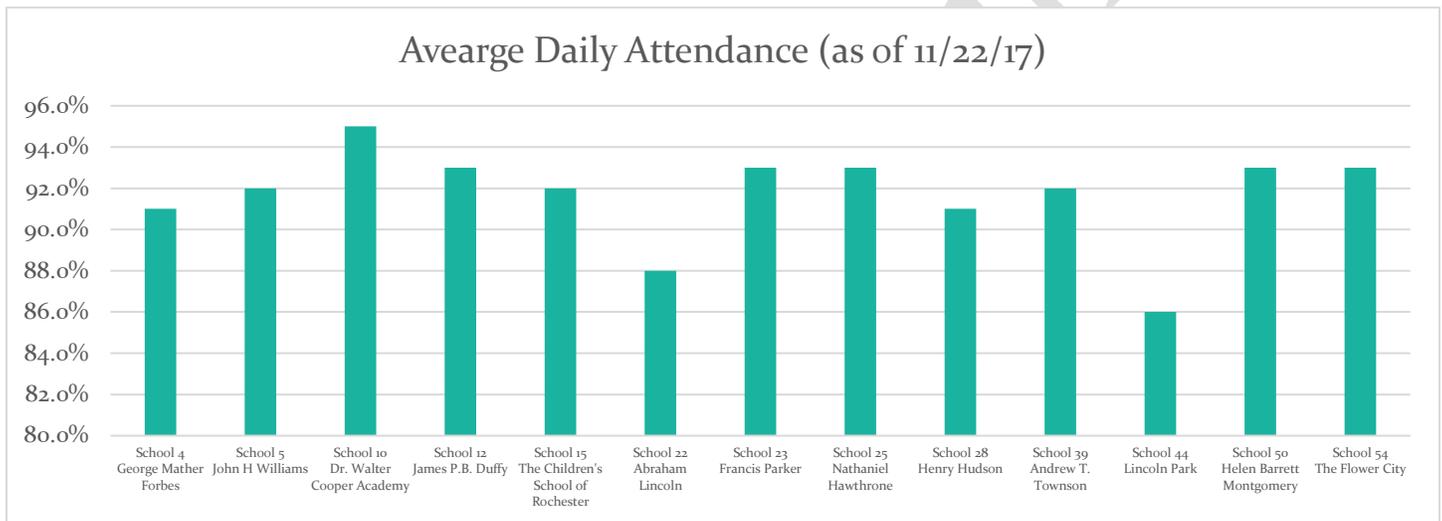
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SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

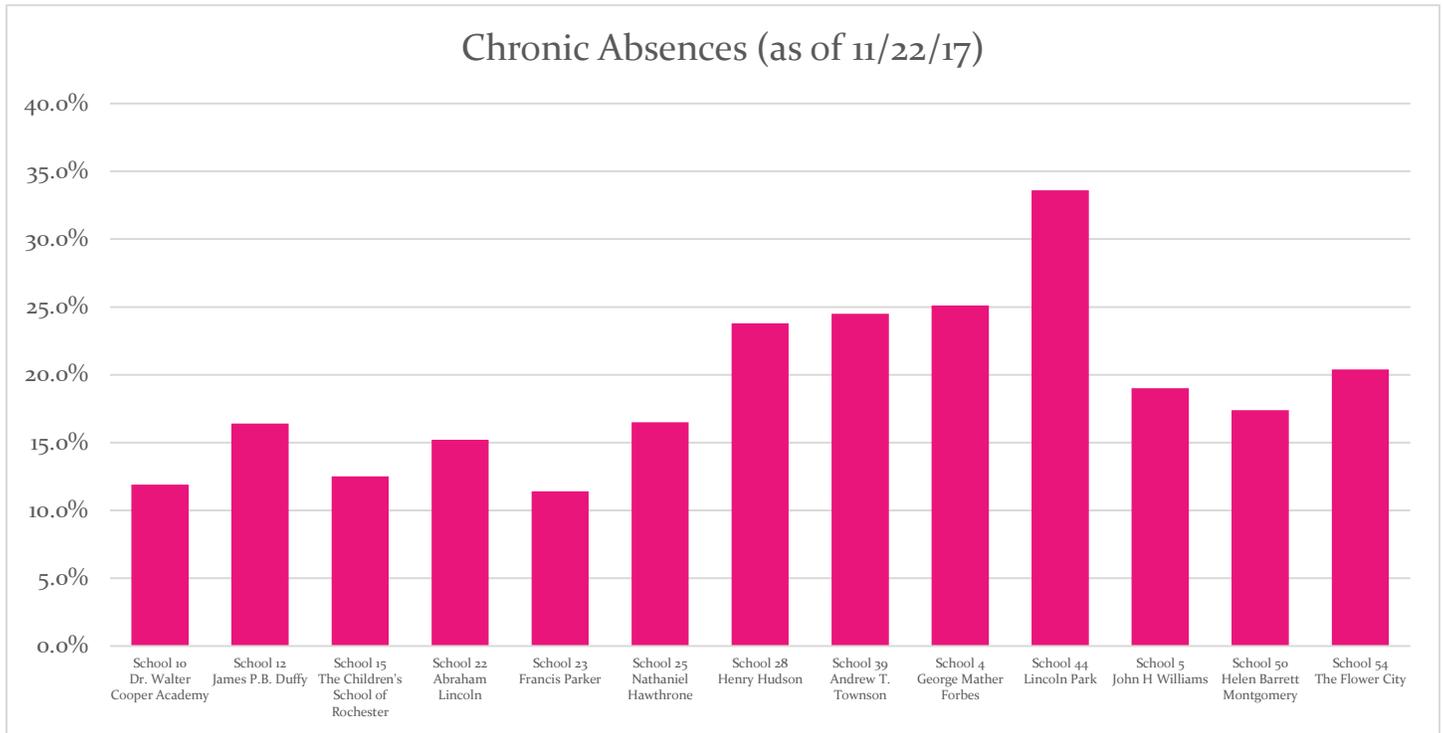
The chart below provides the average daily attendance for each school for active students. The district goal is noted as 93% average daily attendance. The average daily attendance percentage is calculated by dividing the total days present by the sum of the total days absent and present. Average daily 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 average daily attendance for the schools in Network 1.



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



Attendance Analysis Conclusions:



Bright Spots

- Schools have grade level competition for daily attendance
- Attendance Teams meet weekly to review absence report
- Schools post weekly attendance in school building
- All schools chronic absences are showing a decrease from previous year



On the Move

- Schools are participating in monthly team meetings with the Attendance Department
- Schools are locating students to improve attendance or indicate relocation
- Attend Action indicates number of contacts with families



Intensive Supports

- Schools are meeting weekly with Attendance Team and Attendance Department representatives
- Schools will participate in the monthly Attendance Blitz
- School targets are reviewed every five weeks

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

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SECTION 7: SPECIAL EDUCATION READINESS

Refer to the Special Education Quarterly Report for details pertaining to special education. This report will be submitted by Sandra Simpson.

SECTION 8: DESCRIPTION OF SUSPENSION

Refer to the Suspension Quarterly Report for details regarding district and school level suspensions. This report is being submitted by Dr. Idonia Owens.

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