

Sharing Data...Generating Ideas!



Quarter 2 Report

NETWORK 2

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EXECUTIVE SUMMARY

Network 2 is comprised of 8 elementary schools, 5 secondary schools and 1 program school. The elementary schools' instructional focus is a balanced literacy and numeracy program. All secondary schools are teaching NYS Standards while blending a unique strand to brand their school. Integrated Arts and Technology's instructional focus is to incorporate arts and technology in teaching and learning. Leadership Academy emphasizes teaching the various learning styles to meet the social and emotional needs of young men. The Rochester International Academy (RIA) is designed to facilitate the cultural and academic transition of newly arrived English Language Learners through rigorous language instruction and interdisciplinary learning.

School of the Arts offers an arts-based education, blending academic subjects. School Without Walls provides students with a project-based learning experience, emphasizing critical thinking. Vanguard Collegiate offers students additional opportunities to explore health and business careers.

The information contained in this document is a snapshot of the quantitative data for the schools. Many of our schools are leading the way in their qualitative data, and will likewise be on the move for the analytical trends.

The chart below provides the demographics of each of the schools within Network 2 as of February 16, 2018.

School	Enrollment	Grade Configuration	% of SWD	% of ELL	Accountability Status
Virgil Grissom School No. 7	542	PreK-6	24.5%	14.2%	Good Standing
Henry Lomb School No. 20	351	PreK-6	18.8%	9.7%	Focus
John James Audubon School No.33	1217	PreK-6	21%	14.9%	Priority
Pinnacle School No. 35	484	PreK-6	14.5%	49.3%	Priority
Abelard Reynolds School No. 42	515	PreK-6	21.4%	4.7%	Priority
Charles Carroll School No. 46	344	PreK-6	27.9%	8.2%	Priority
Frank Fowler School No. 52	348	PreK-6	16.1%	2.9%	Focus
Early Childhood School of Rochester School No. 57	221	PreK-2	20.4%	3.6%	Good Standing
Integrated Arts and Technology	786	7-12	25.8%	34.4%	Priority
Leadership Academy for Young Men	644	6-12	28.4%	13.2%	Priority
Rochester International Academy	373	K-12	0.5%	99.8%	Program – N/A
School of the Arts	1124	7-12	9.9%	12.8%	Good Standing
School Without Walls	263	9-12	10.3%	20.5%	Good Standing
Vanguard Collegiate	600	9-12	24%	27.5%	Priority

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 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:



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 Supports are 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

The three areas: 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 Partnership 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

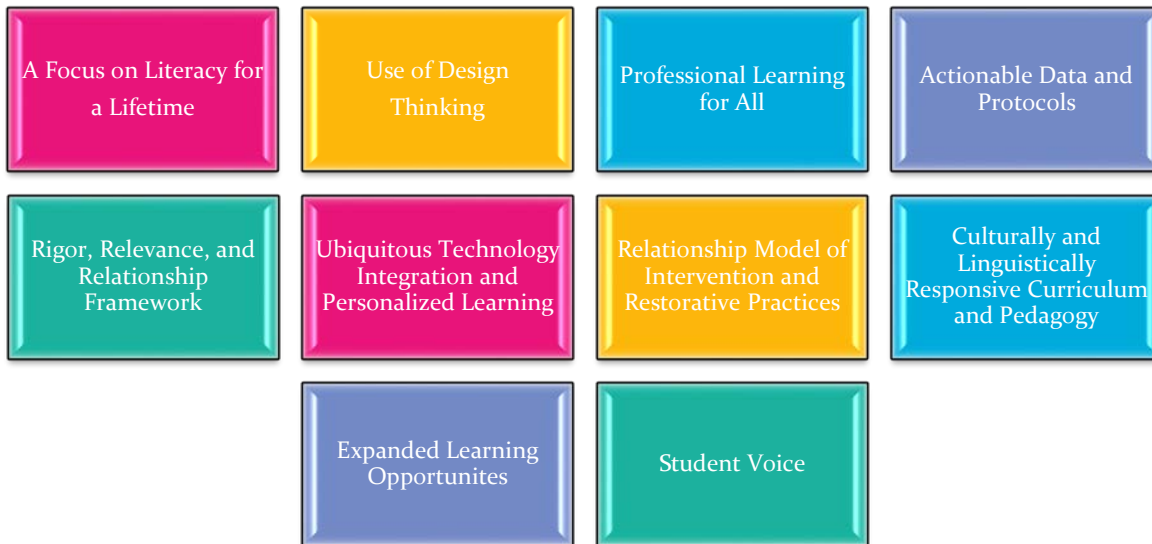
Strong, Research Based Pre-School and Expanded Learning Opportunities Which Include Afterschool and Summer Learning Programs

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

Leadership Opportunities for Students to Develop Agency

As part of strategic planning, several essential elements 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



SECTION 2: READING AND MATH ANALYSIS

About The Northwestern Evaluation Association (NWEA)

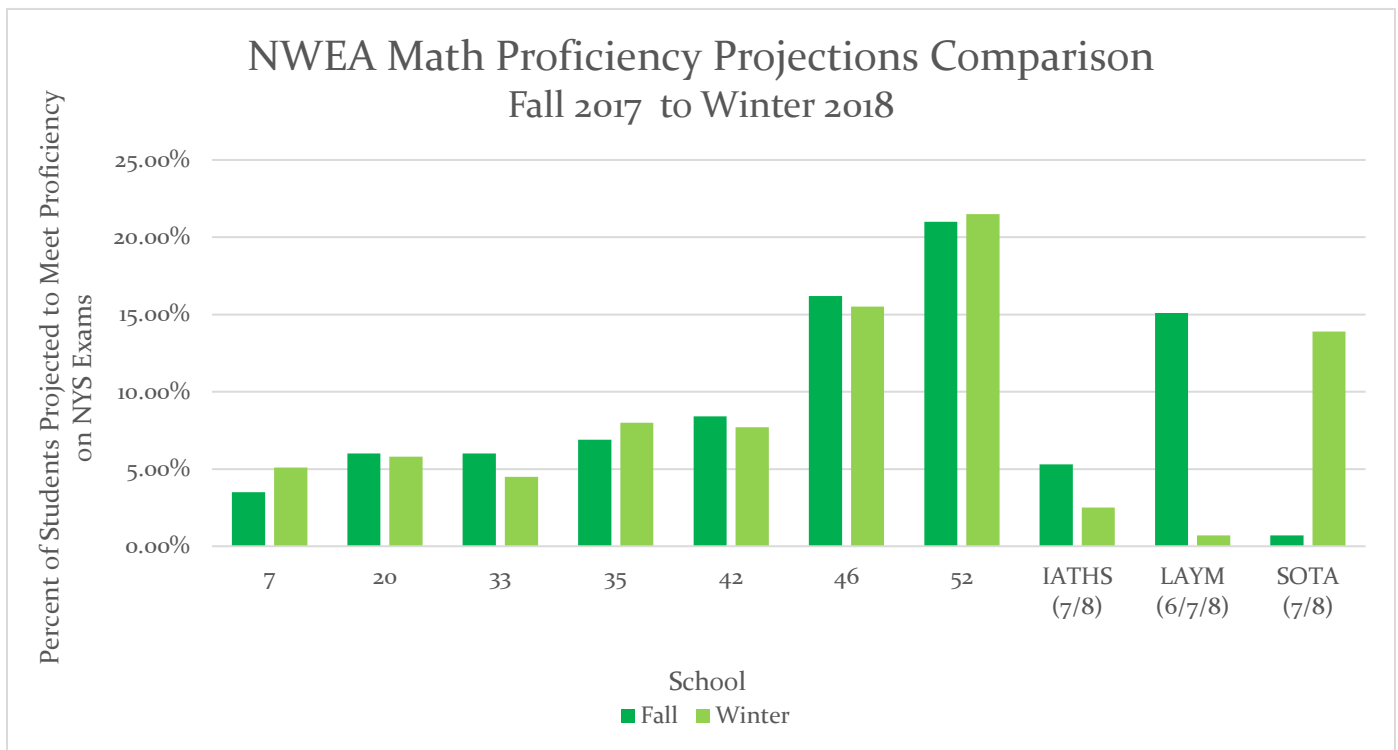
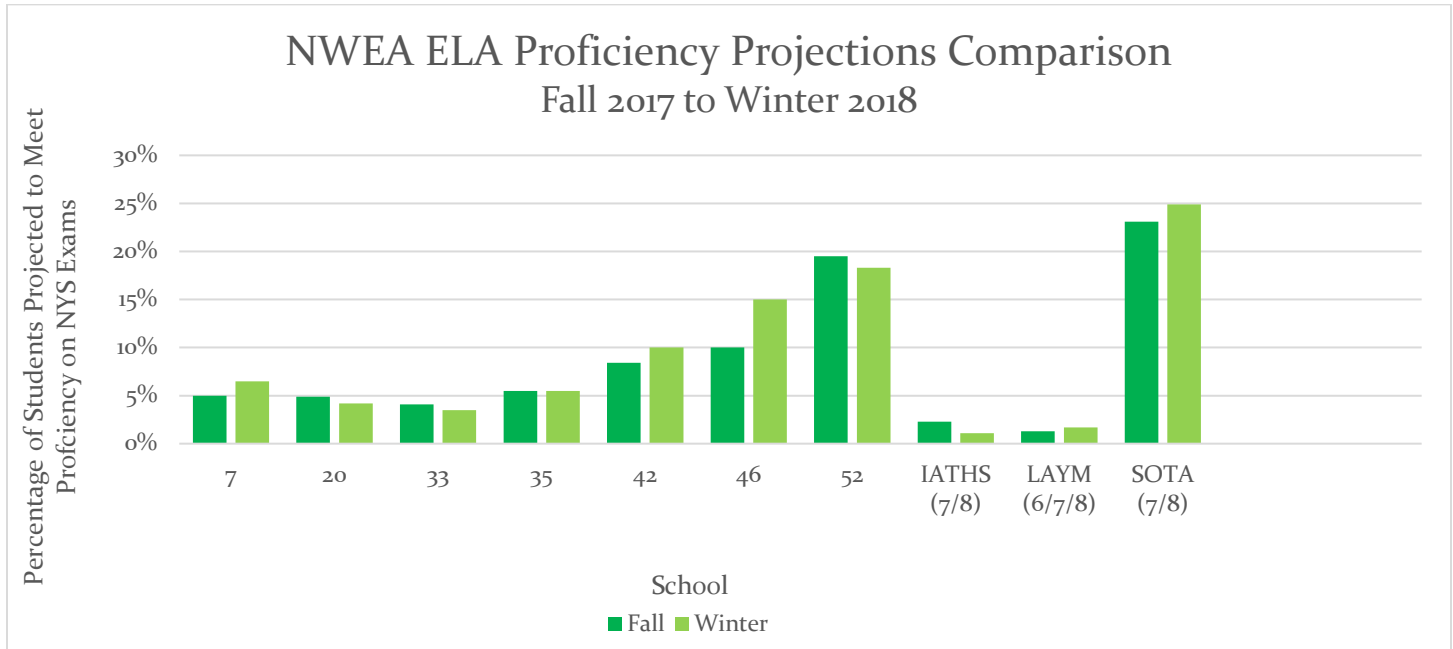
The Northwestern Evaluation Association (NWEA) is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed 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.

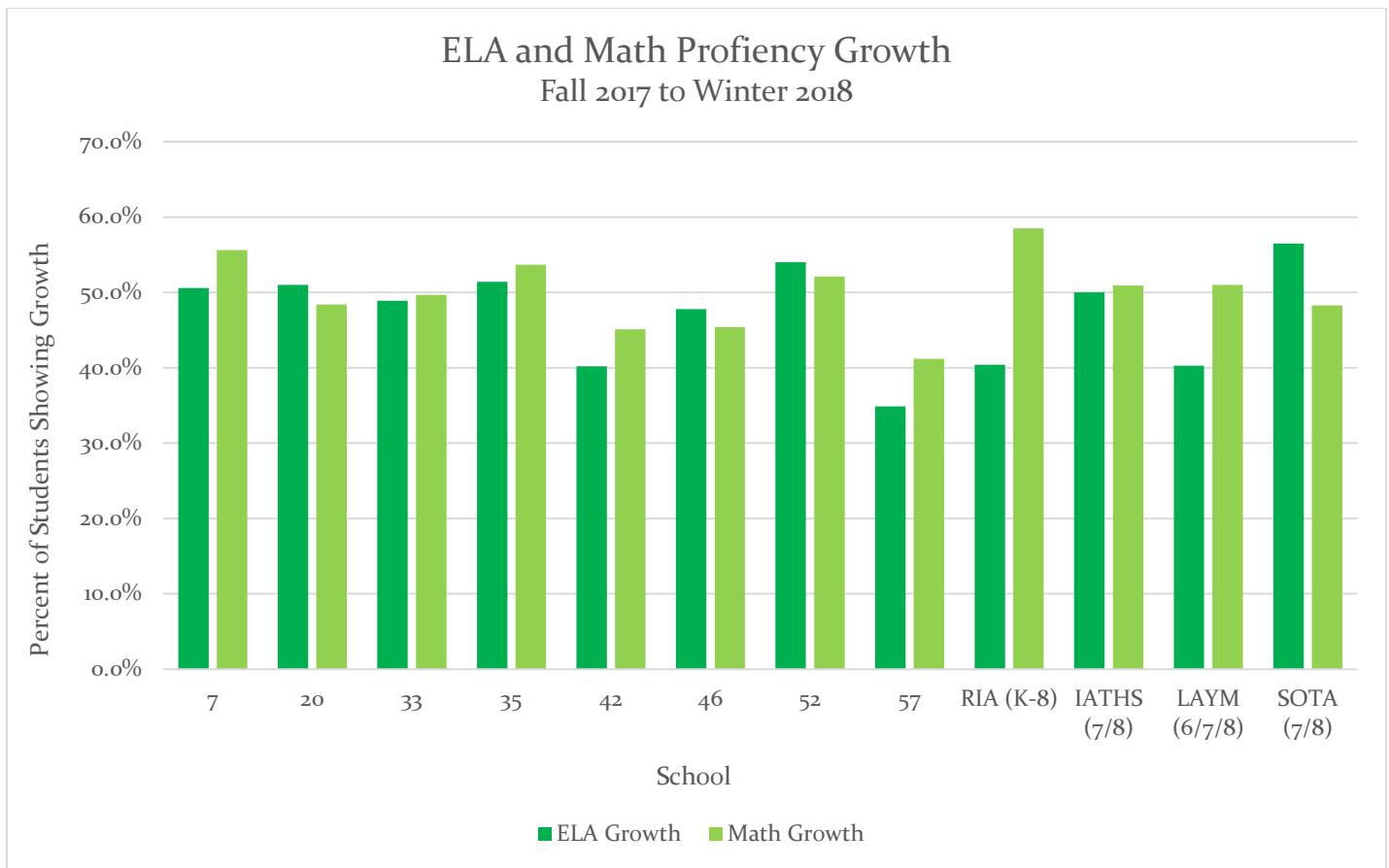
Teachers use the NWEA data to:

- 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 compare 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 2. The growth measure is the % of students who have met the fall-to-winter growth targets set by NWEA and shows the students who have either maintained or gained from where they started in the fall.

During the five-week data visits to each school 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.





Reading & Math Conclusions:

School proficiency projections in the area of reading improved for School of the Arts and School 46. School proficiency projections in the area of math improved significantly for School of the Arts, while decreasing significantly for The Leadership Academy for Young Men.

Most schools in the network show at least 50% growth in either reading or math. School 7, School 35, and School 52 show at least 50% growth in both reading and math. Schools showing a need for support are School 42 and School 57.

Network 2 Schools		
Bright Spots	On the Move	Intensive Supports
Charles Carroll School No. 46	Abelard Reynolds School No. 42	Leadership Academy for Young Men
Frank Fowler Dow School No. 52	Virgil Grissom School No. 7	Integrated Arts and Technology
School of the Arts		

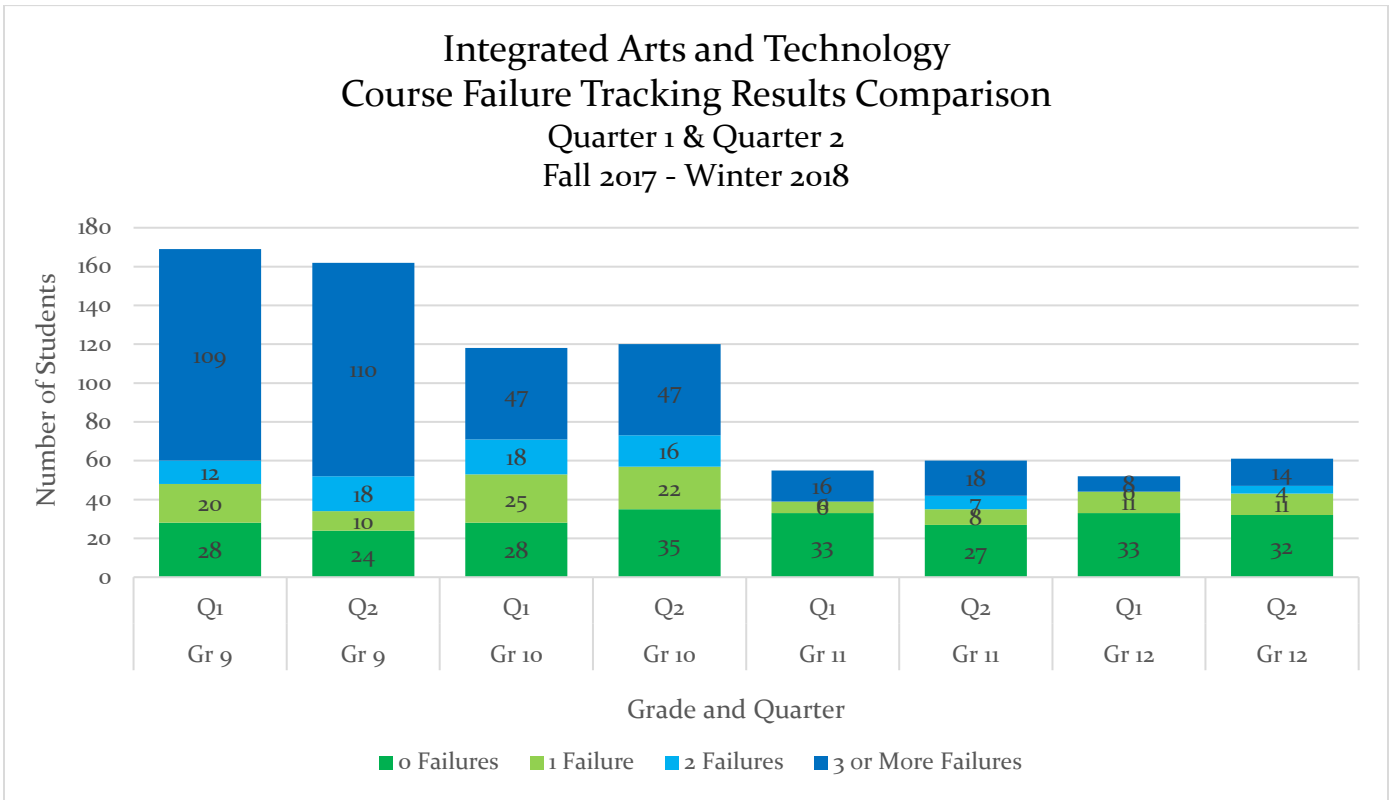
SECTION 3: DESCRIPTION OF COHORT ANALYSIS.

NETWORK 2 HAS TWO HIGH SCHOOLS (GRADES 9-12), TWO HIGH SCHOOLS (GRADES 7-12) AND ONE HIGH SCHOOL (GRADES 6-12).

With the completion of Quarter 2, a failure report further details student performance by grade level for each school and active cohort enrollment by each school

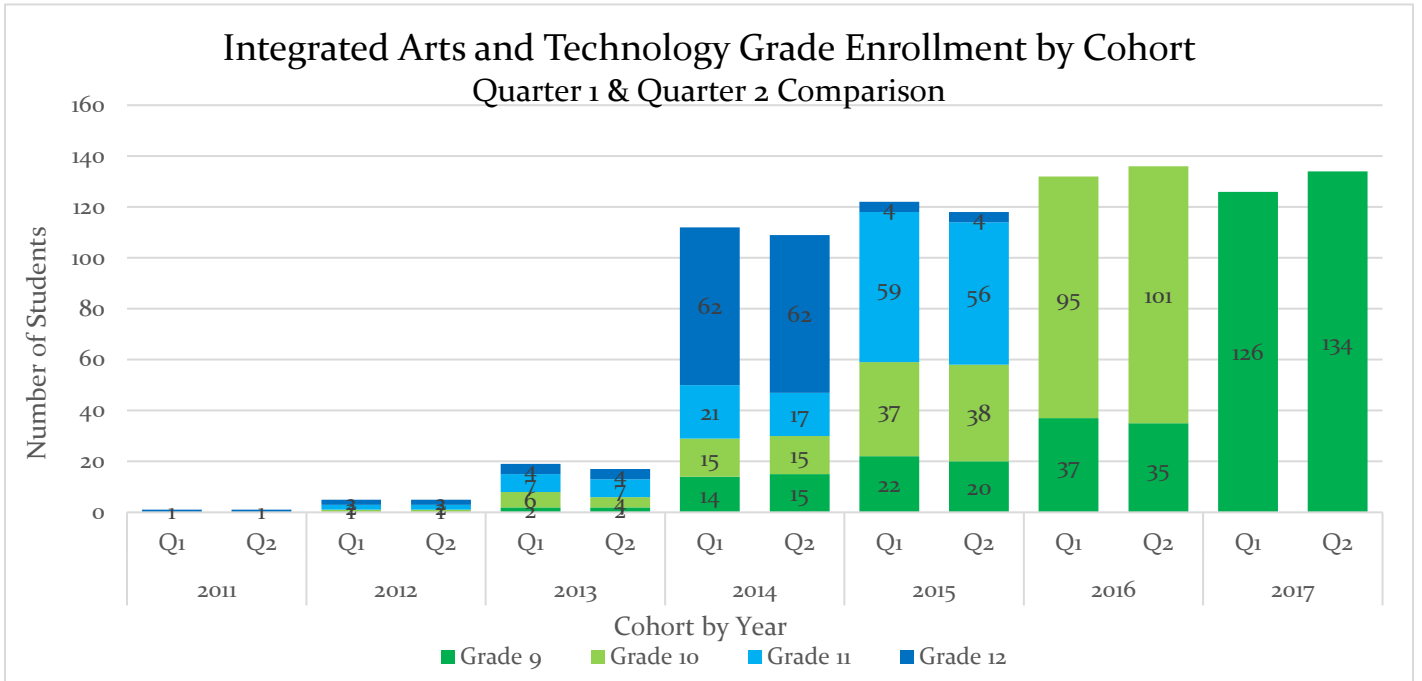
Integrated Arts & Technology High School

Course Failure Tracking Results Comparison Quarter 1 & Quarter 2



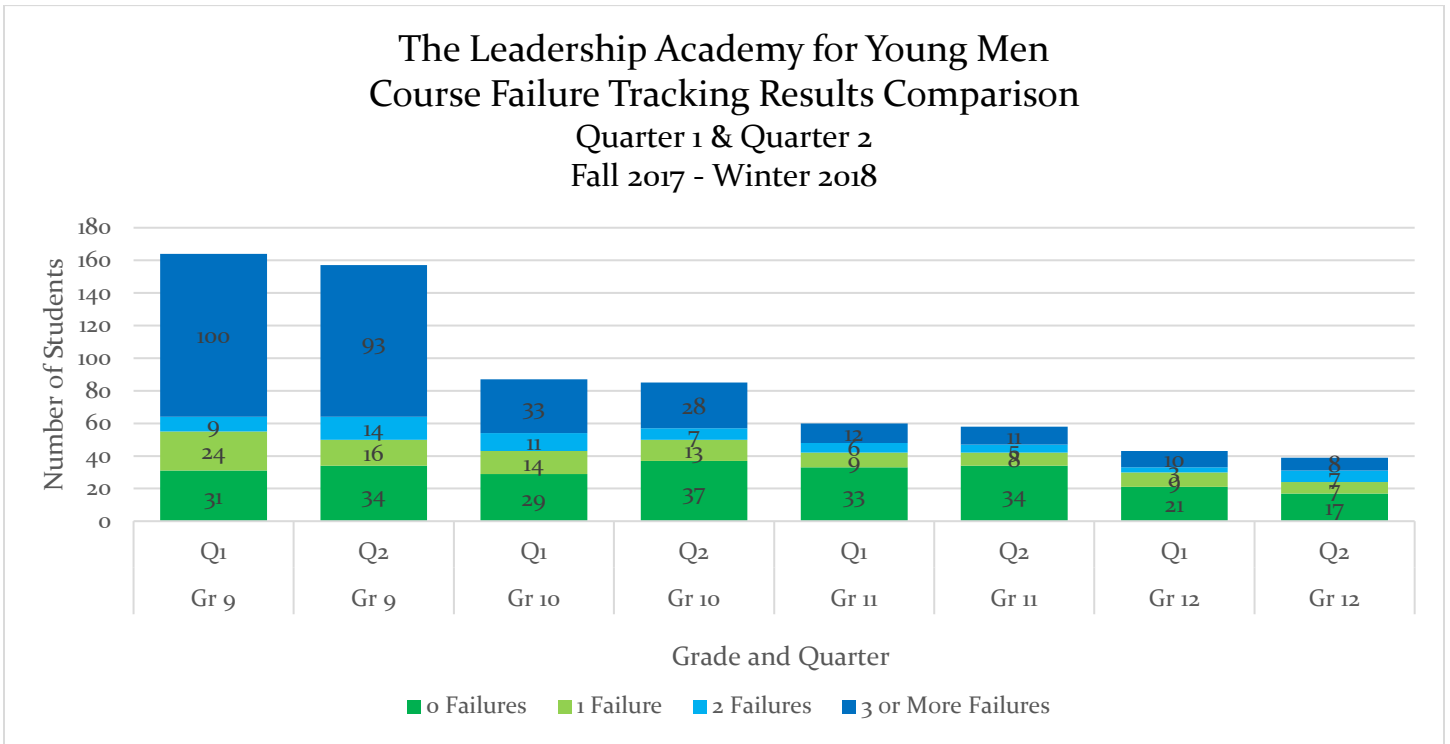
Integrated Arts & Technology High School

Active Enrollment by Cohort



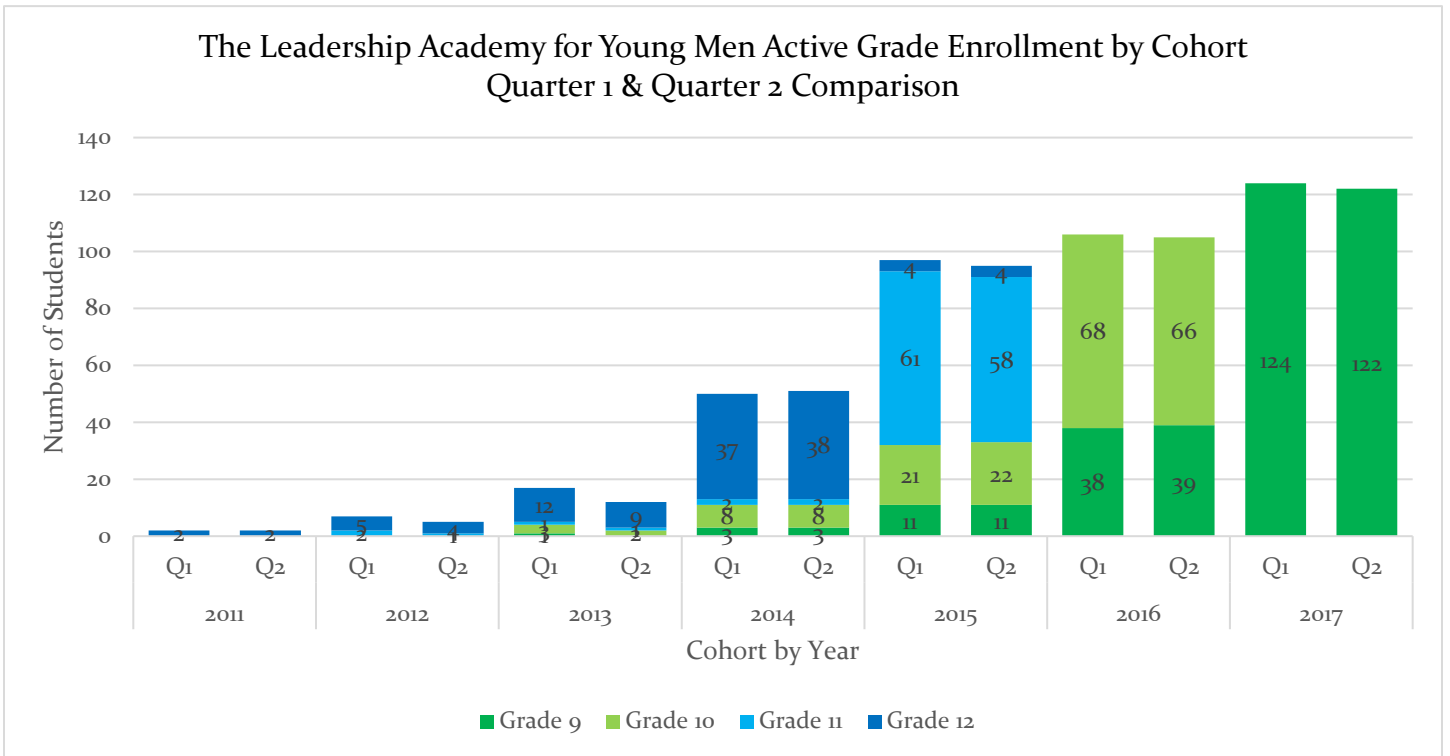
The Leadership Academy for Young Men

Course Failure Tracking Results Comparison Quarter 1 & Quarter 2



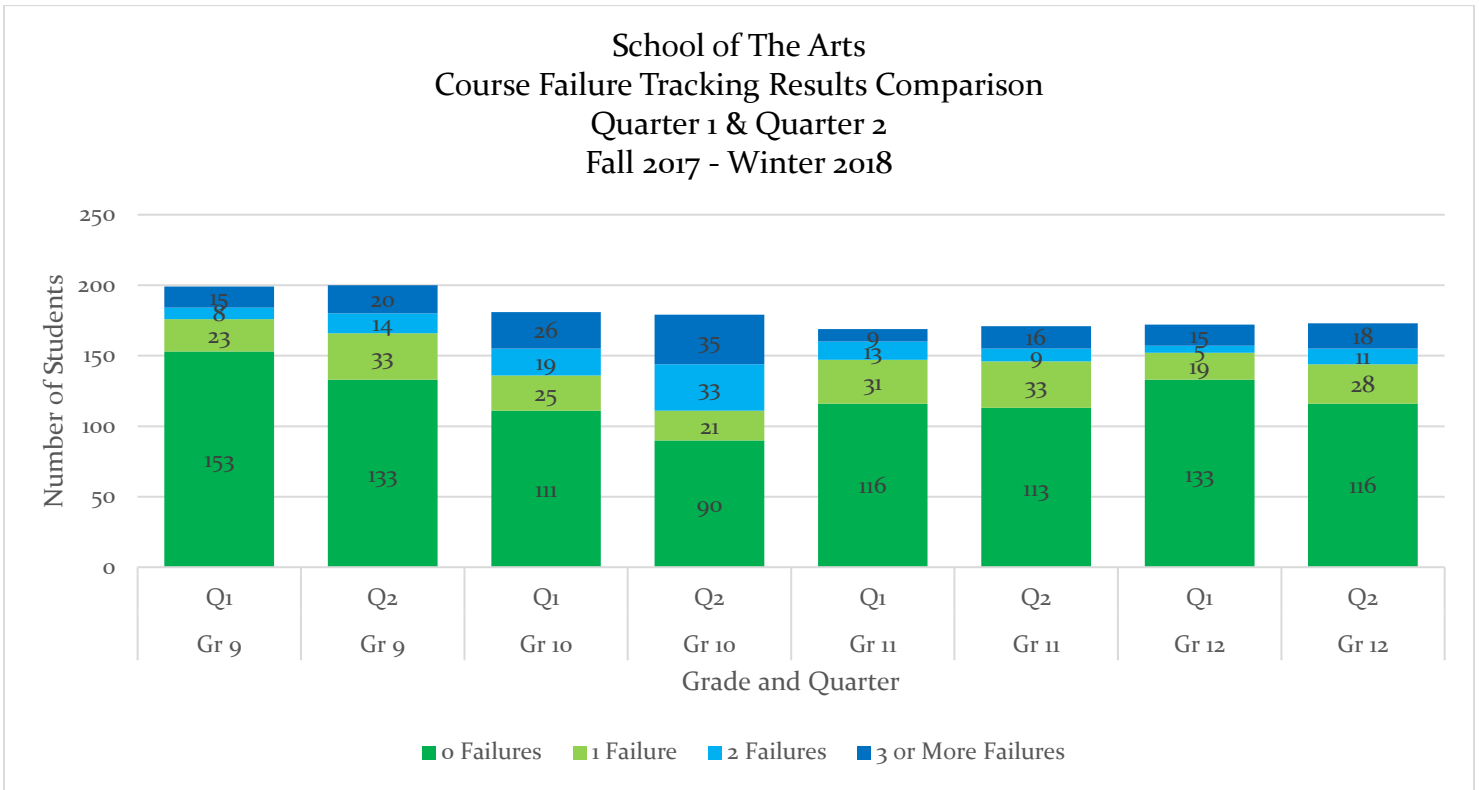
The Leadership Academy for Young Men

Active Enrollment by Cohort by Grade



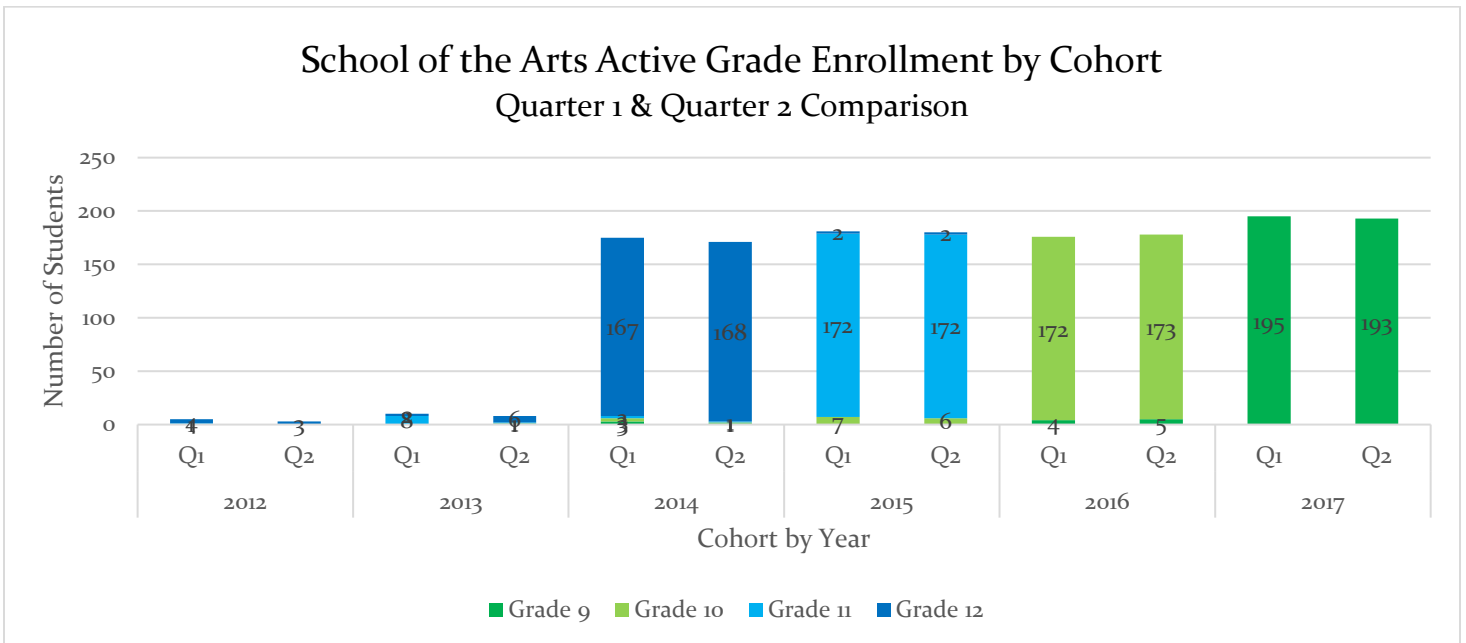
School of the Arts

Course Failure Tracking Results Comparison Quarter 1 & Quarter 2



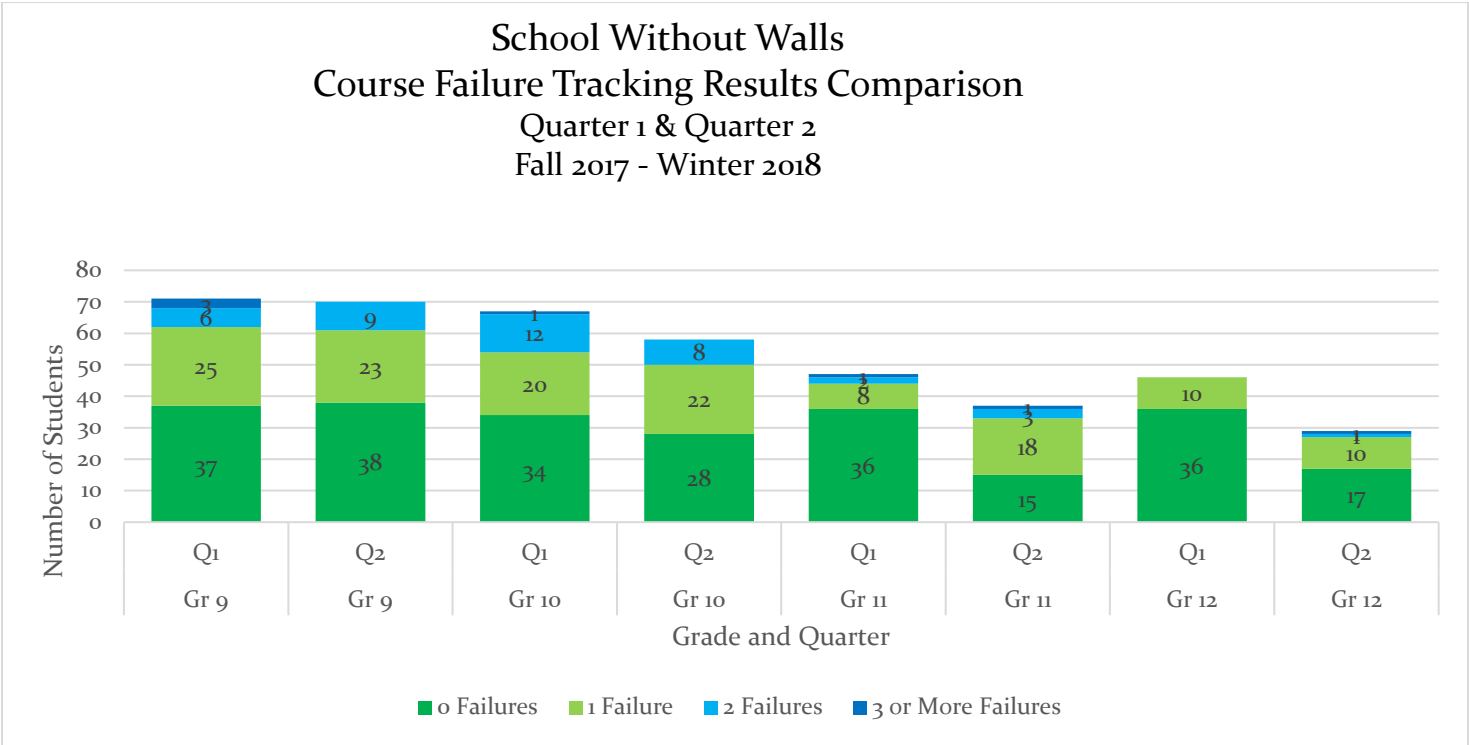
School of the Arts

Active Enrollment by Cohort by Grade



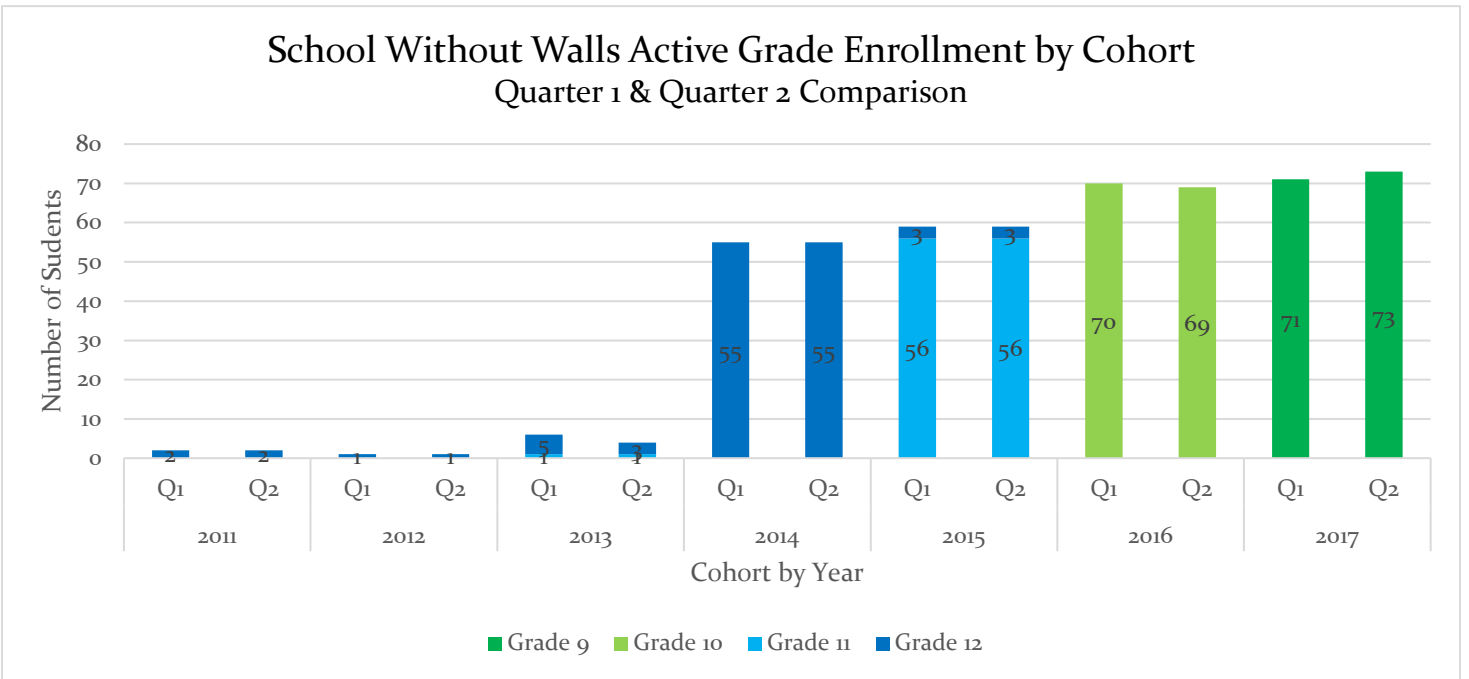
School Without Walls

Course Failure Tracking Results Comparison Quarter 1 & Quarter 2



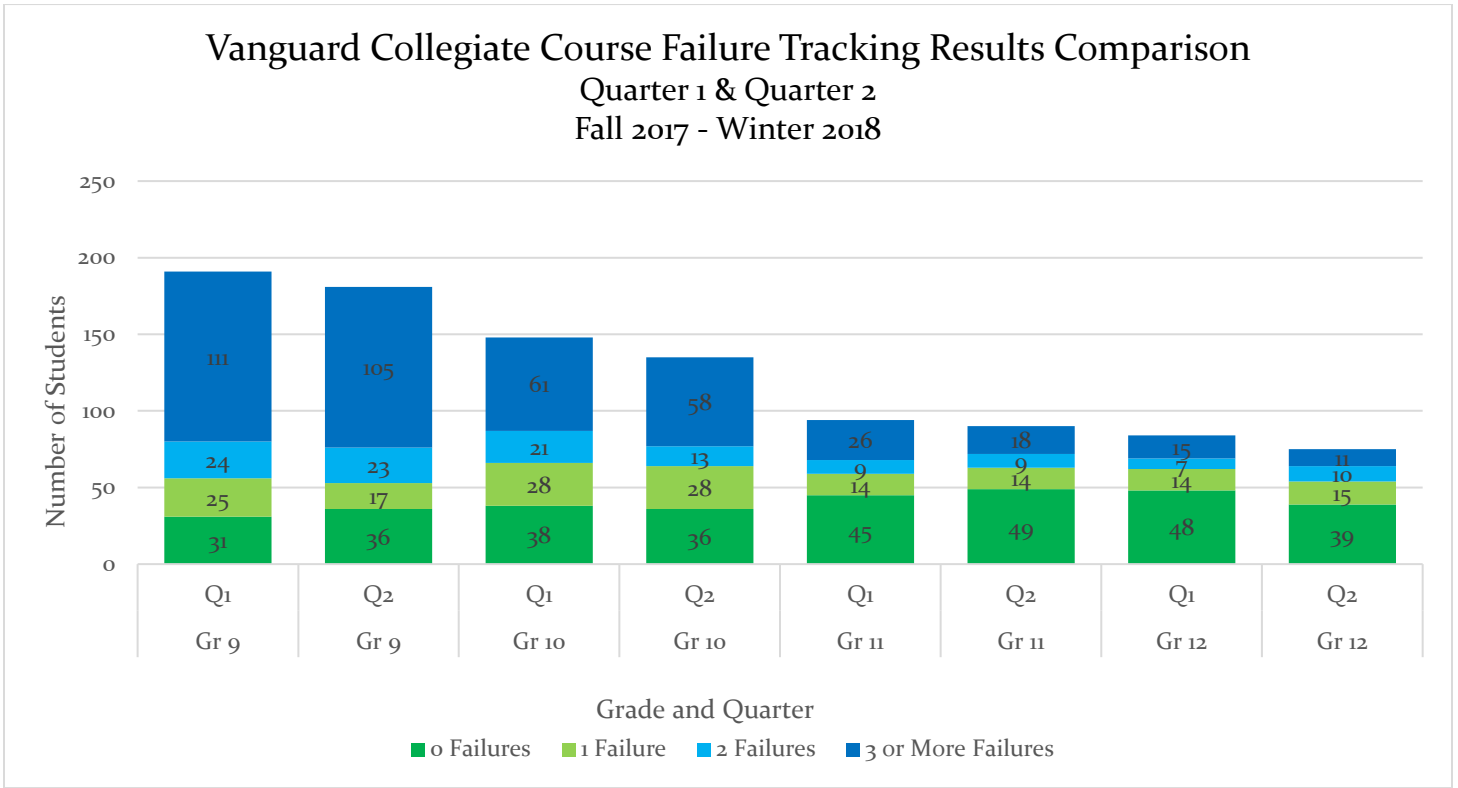
School Without Walls

Active Enrollment by Cohort by Grade



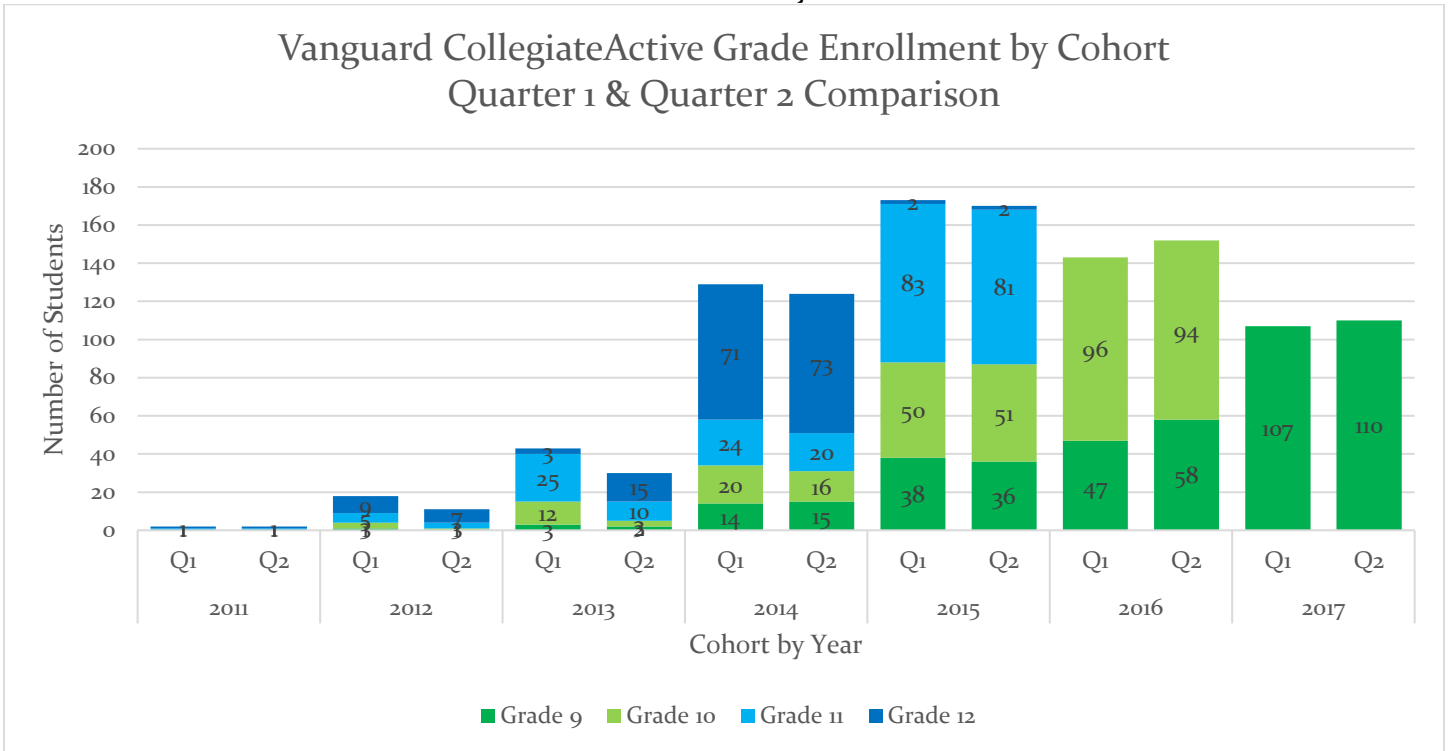
Vanguard Collegiate High School

Course Failure Tracking Results Comparison Quarter 1 & Quarter 2



Vanguard Collegiate High School

Active Enrollment by Cohort



Cohort Analysis Conclusions:

Integrated Arts and Technology High School, grade 10 had an increase in the number of students with no failures. While both mathematics and ELA course failures increased by 7.5% and 8% respectively. The passing rate increased in US Government and History. The Leadership Academy for Young Men showed growth with an increase in students with zero failures and a decrease in students failing three or more classes. Student ELA course passing rates increased 1.2%. Math failure rates decreased by 3.5%. Participation in Government course saw an increase in the passing rate. School of the Arts showed an increase in students with one or more failures across grades 9 through 12. ELA overall course failures increased by 4.7% from 13.8% in quarter 1 to 18.5% in quarter 2, with a total of 202 students not passing ELA classes. Math overall course failures increased only slightly from 196 students to 205 students. School Without Walls showed positive results in ELA grades with a 3.3% decrease in course failures. Science courses showed no failures in both quarters. Vanguard Collegiate High School had positive results showing a steady decrease across grades 9 through 12 in the number of students with three or more failures. The ELA course failure rate decreased by 4.7% and the math failure rate decreased by 8.2%.

Most of the schools show steady enrollment numbers. In particular, School of the Arts' enrollment was extremely stable. Integrated Arts and Technology, The Leadership Academy for Young Men, and School Without Walls held steady. Vanguard had variable enrollment and still was able to decrease course failure rates from across quarters.



Bright Spots

- Several schools showed a decrease in students with course failures.
- School Without Walls had an increase in students with no failures at 11th grade.



On the Move

The "Active Students in Each Cohort at Each Grade Level" cross referenced with the "Quarter 2 Passing Rate" reveals that schools are in need of learning recovery for quarter 2 grade to continue to be on track to meeting both DCIP goals. The Chief will discuss enrolling more students in online credit recovery.



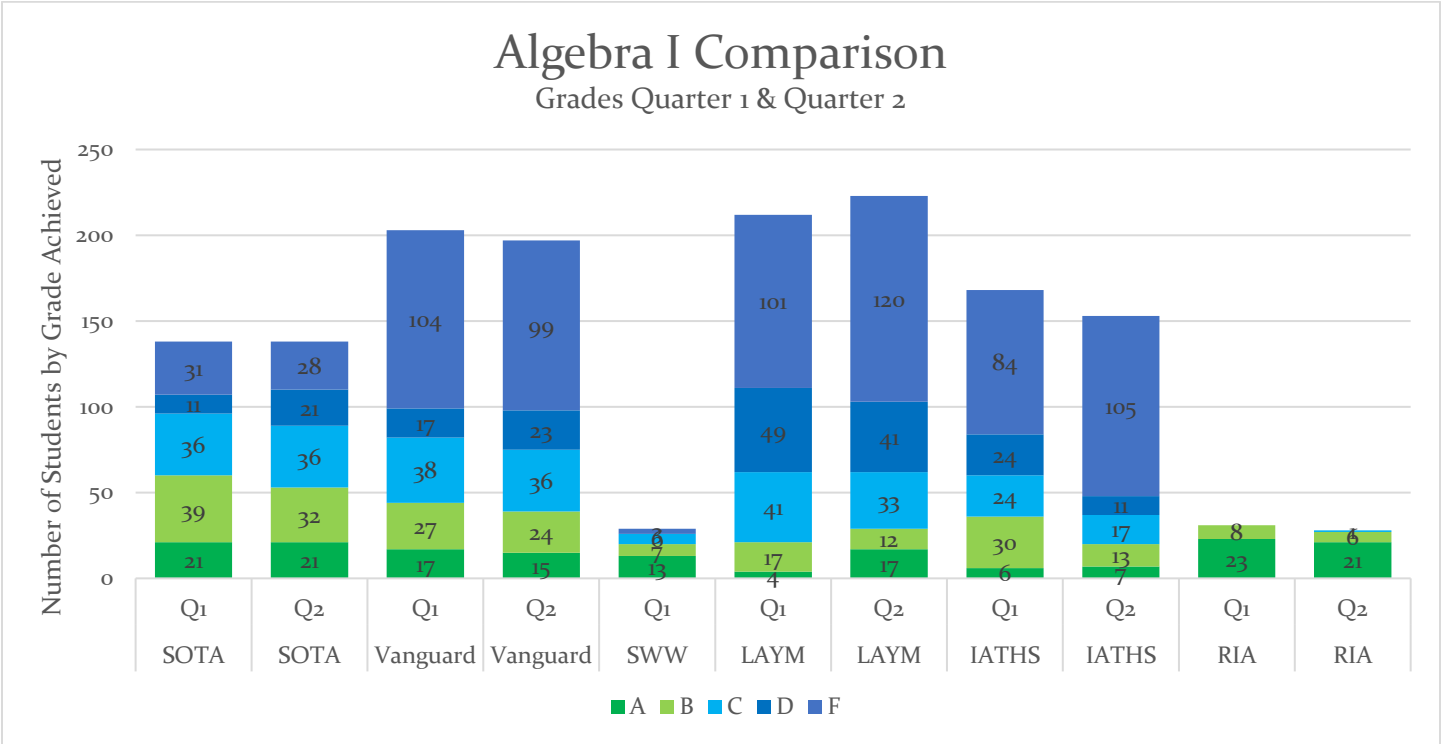
Intensive Supports

- For those schools needing support in reaching graduation goals and to ensure that every off track student has an opportunity to get back on track:
- *Strategy* - High quality culturally, linguistically responsive & rigorous 21st century curriculum and instruction in all classrooms - professional development through the visitation of schools to share strategies
- *Strategy* - Responsive, data informed, gap closing systems to teaching and learning and social emotional interventions - Use data from Teaching & Learning walkthroughs to drive the identification of high leverage activities to support quality initial instruction (there are 3-4 a year)
- Intensive support coordinated through the Office of School Chiefs to implement research based strategies & essential elements
- Additional staff & resources as determined in conjunction with the School Chiefs; for example, graduation coach requests and increase of extended hours to support Saturday School.

Network 2 Schools		
Bright Spots	On the Move	Intensive Supports
School Without Walls	School of the Arts	Integrated Arts & Technology

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

Algebra is one of the biggest predictors of whether a student will be successful in 9th grade for the first time, as well as, successful in the completion of high school graduation requirements. The following data points are the results from quarters 1 and 2 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:

School of the Arts students maintained the number of As and Cs, and decreased the number of Fs, while having an increase in the number of Ds. Both The Leadership Academy for Young Men and Integrated Arts and Technology High School had a significant increase in the number of students receiving Fs.



Bright Spots

- 1 high school has 100% of the students passing with an A or B and can serve as a model to support others



On the Move

- School of the Arts and Vanguard decreased the number of students earning a grade of F.



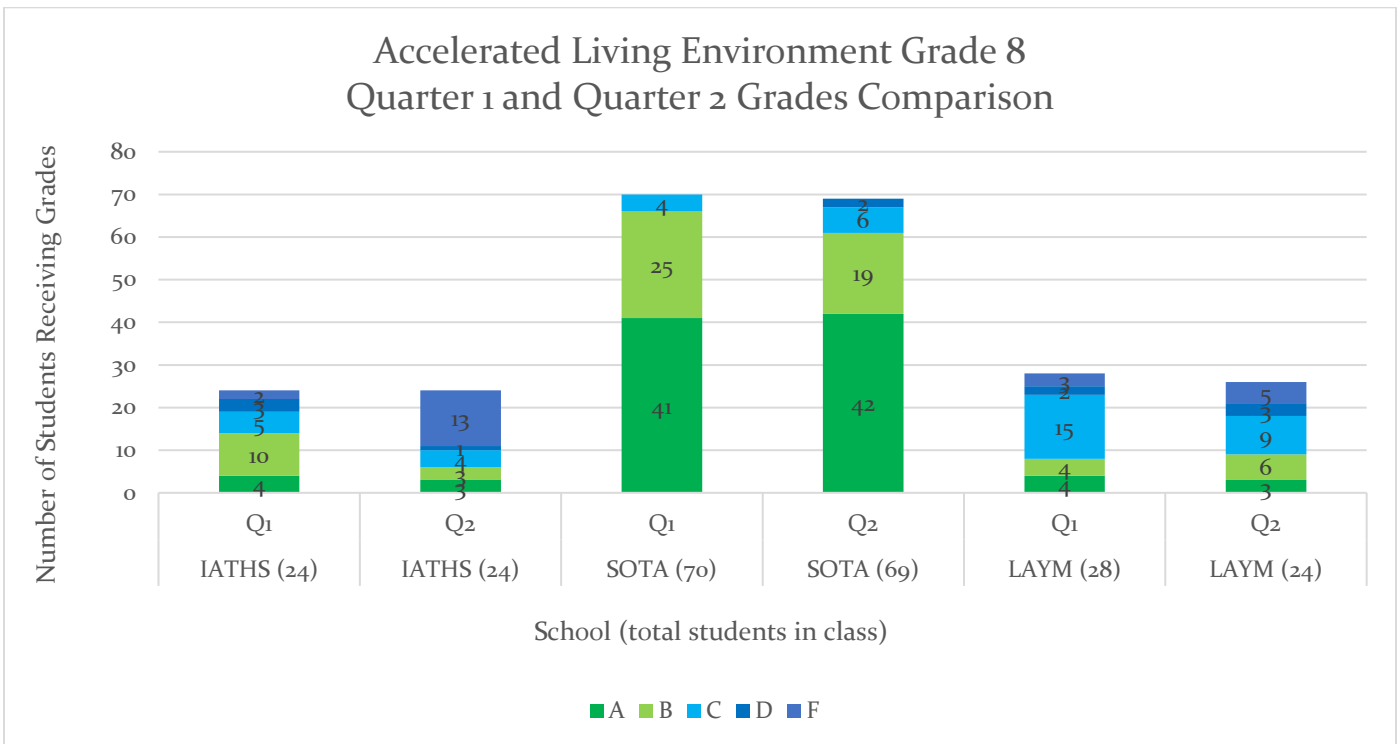
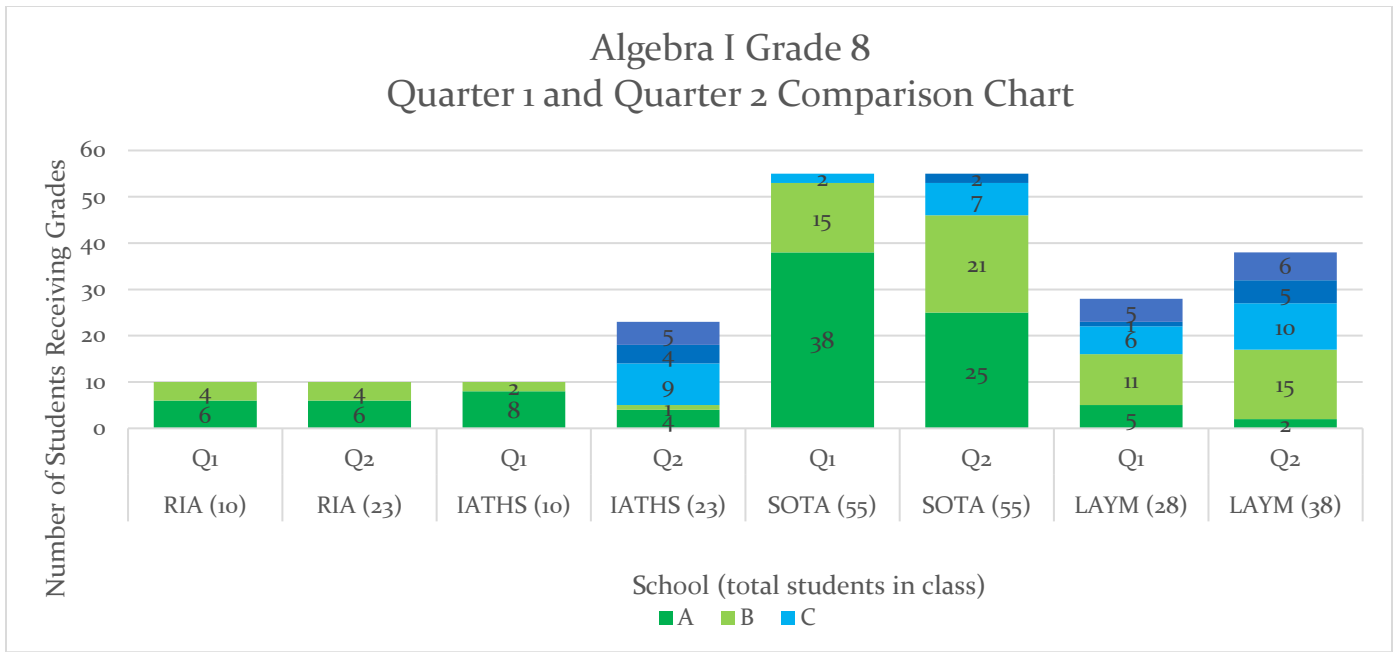
Intensive Supports

- Two of the 5 high schools continue to show signs of needing intensive support as more than 50% earned a grade of F.
- *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 2 Schools		
Bright Spots	On the Move	Intensive Support
School Without Walls	School of the Arts	Integrated Arts and Technology
RIA	Vanguard	Leadership Academy for Young Men
		Vanguard

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. Four schools in Network 2 have 8th grade and therefore, can offer students the opportunity to engage in accelerated course work. While there are many opportunities to offer acceleration in 8th grade, Algebra I and Living Environment are the two courses the 7-12 schools have in common. RIA is the one exception. It has accelerated Algebra, but not accelerated Living Environment.



Algebra I & Living Environment Grade 8 Analysis Conclusions:

All schools show slight movement in grade achievement with minimal decreases in passing grades. RIA continued to have 100% of their students earn As and Bs for the second quarter. In the other schools, most movement is in the range below A. In Algebra I, School of the Arts had a large decrease in the number of As earned, but almost no failing grades. In Living Environment, Integrated Arts and Technology shows a large increase in students failing in quarter 2 from 2 in quarter 1 to 13 in quarter 2. School of the Arts and The Leadership Academy for Young Men were fairly stable in the number of As and Bs earned.



Bright Spots

- Both schools have over a 90% passing rate. In one school a higher percentage of students earn A's & B's in both subjects, with zero failures.



On the Move

- Offering eighth grade students the opportunity to take high school classes in 8th grade provides them with the chance to achieve more as they enter high school with potentially two credits earned.



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 these two schools can be shared across the entire Network to further support quality initial instruction

Network 2 Schools		
Bright Spots	On the Move	Intensive Supports
School of the Arts		Integrated Arts and Technology
		Leadership Academy for Young Men

SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

Attendance Analysis Conclusions:

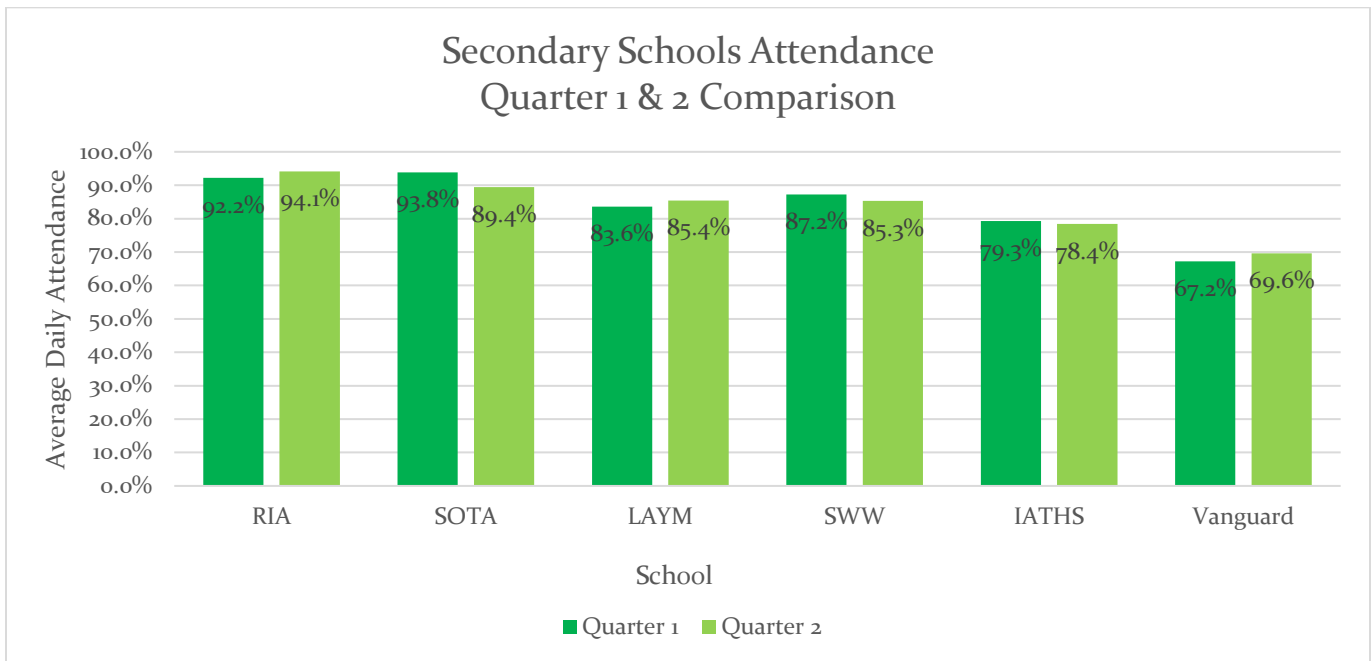
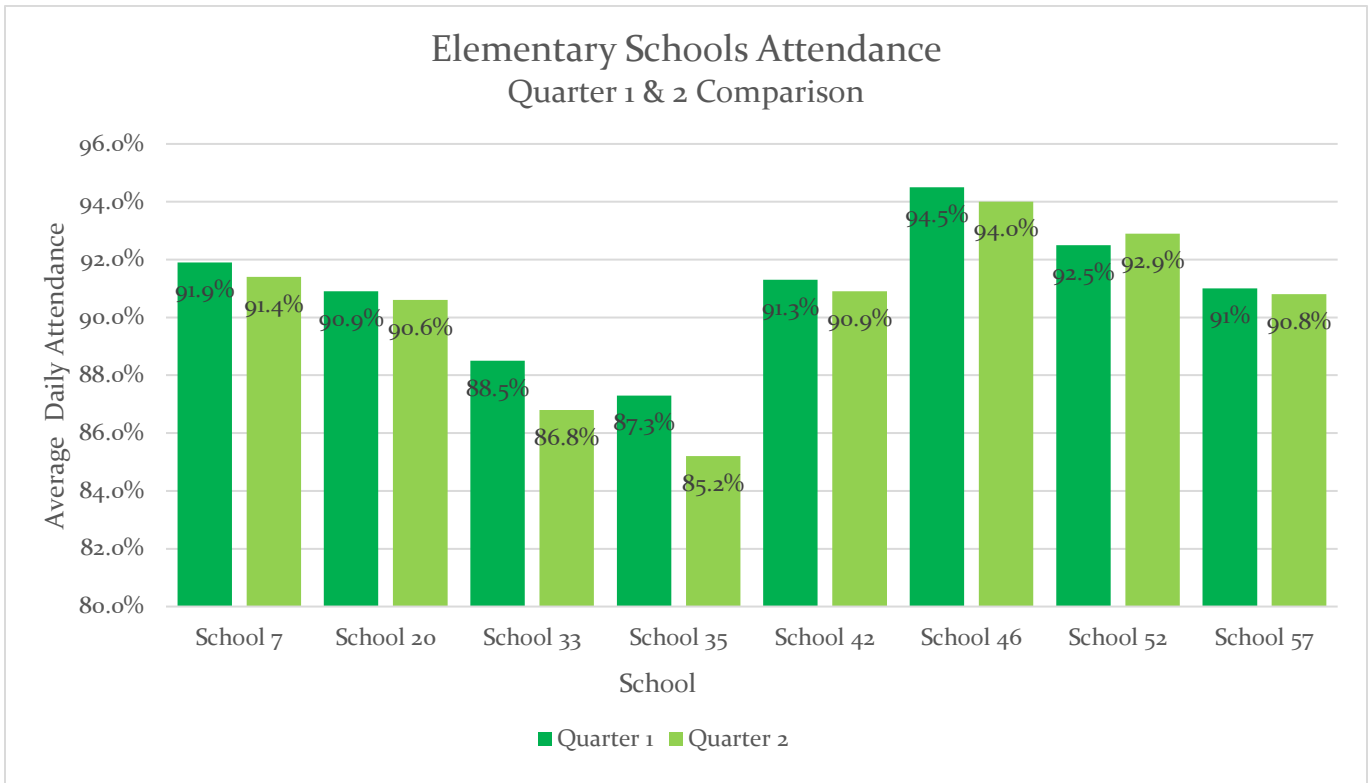
The chart below provides the average daily attendance for each school for active students. The district goal is noted as 93% average daily attendance. The average daily attendance percentage is calculated by dividing the total days present by the sum of the total days absent and present. Average daily 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 following graphs depict the average daily attendance for the schools in Network 2.

The graph below depicts the comparison of the average daily attendance for the schools in Network 2 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.

Average Daily Attendance as of February 16, 2018



Quarter 1 and Quarter 2 Attendance Comparison Discussion:

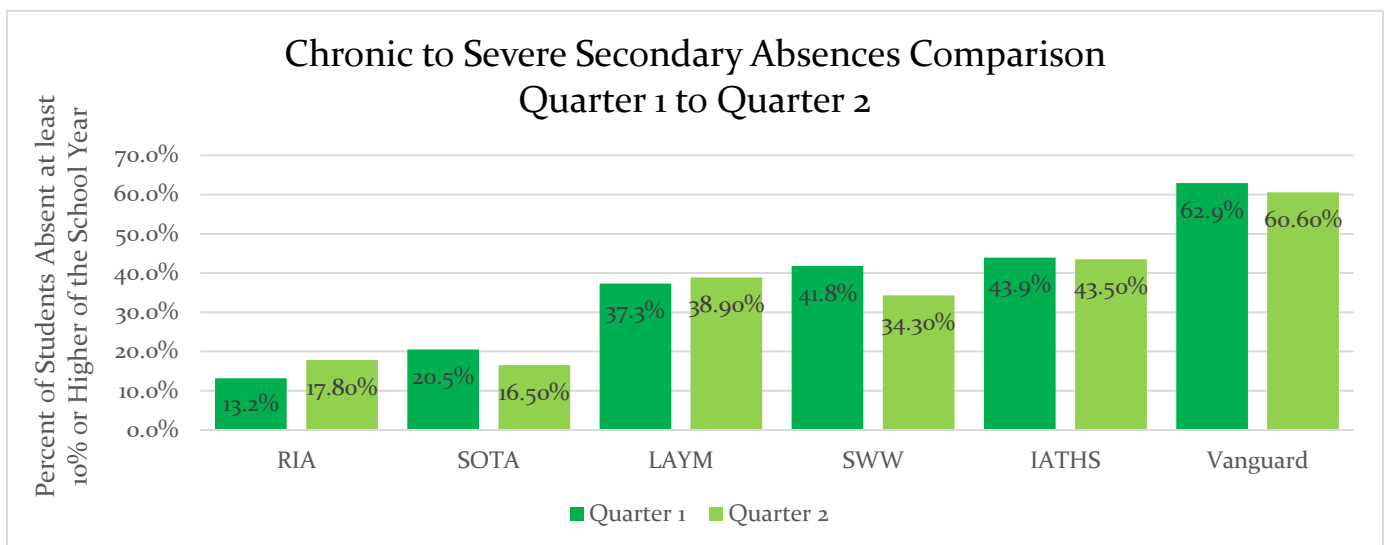
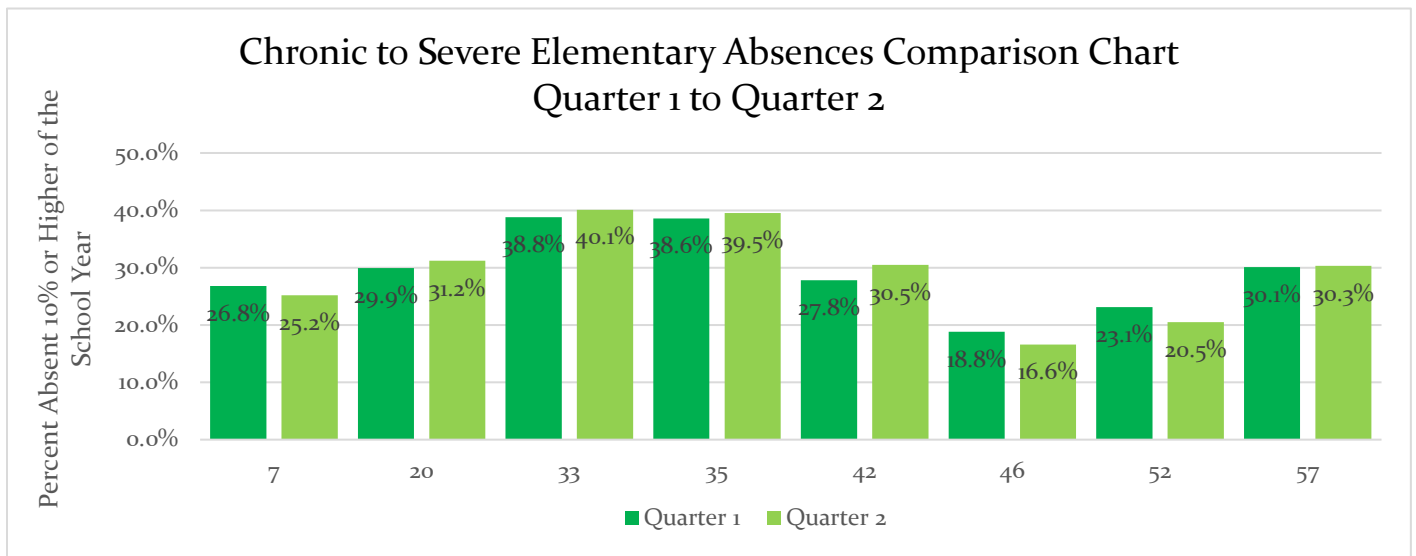
In general, all elementary schools had a minimal decrease in overall average daily attendance with School 52 having a very slight increase. Rochester International Academy, The Leadership Academy for Young Men, and Vanguard Collegiate had very moderate increases in average daily attendance.

An additional attendance measurement is chronic absences. The chronic absence data show the percentage of students with chronic absences of 10% - 19.99% and severe chronic absence as 20% or greater of the total days for the year. Below is a graph of the chronic attendance rate for each school in Network 2.

There is an increase in chronic absences in four of the elementary schools and two of the secondary schools. There is a chronic absence decrease in three elementary schools and two high schools – School of the Arts and School Without Walls. One school’s absences remained constant in elementary – School 57 and Integrated Arts and Technology High School showed a very slight decrease in chronic absenteeism. As overall attendance decreases, chronic absences will 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 attendance action for each individual student. The chronic absenteeism charts for Network 2 are below.

Chronic Absenteeism as of February 16, 2018

Chronic-Absenteeism – the number of children missing 10% or more of school (18 or more days of school per year), for any reason.





Bright Spots

- Two schools are at or above 94% and can serve as exemplary schools for the network. Two of the schools are actively working on decreasing chronic absenteeism.



On the Move

- Five schools are between 90% and 93%. Six schools show signs of significant improvements with respect to decreasing chronic absence attendance



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 2 Schools		
Bright Spots	On the Move	Intensive Supports
Charles Carroll School No. 46	Frank Fowler Dow School No. 52	John James Audubon School No. 33
Rochester International Academy	Virgil Grissom School No. 7	Pinnacle School No. 35
	Abelard Reynolds School No. 42	School of the Arts
	Early Childhood School No. 57	Leadership Academy for Young Men
	Henry Lomb School No. 20	School Without Walls
		Integrated Arts and Technology
		Vanguard

Chronic Absenteeism Conclusions:

School Without Walls showed a 7% decrease in the number of students with chronic absenteeism. School of the Arts showed a 4% decrease in the number of students with chronic absenteeism. Most elementary schools had a slight increase in the percentage of students with chronic absenteeism, with School 42 having the greatest increase in chronic absenteeism and School 52 having the greatest decrease in chronic absenteeism.