

A Work in Progress



Quarter 3 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

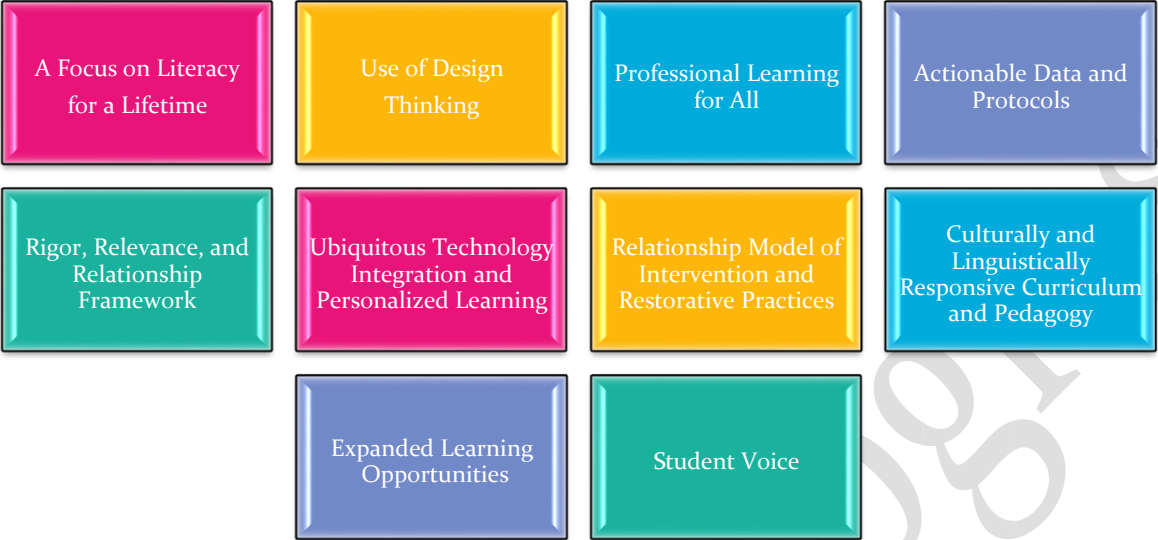
Strong, Research Based Pre-School and Expanded Learning Opportunities Which Include Afterschool and Summer Learning Programs

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:



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

NWEA Administration:

The NWEA is administered three times a year. The final administration is beginning the month of May. The analysis for schools will be completed once the testing window has closed. The comparison from Fall 2017 through Spring 2018 will be included in the 4th Quarter Report.

NYS ELA 3-8 Updates:

The table below provides a three year trend of the opt-out rates for NYS ELA Grades 3-8 for each school. As noted from the office of accountability, there has been a positive downward trend in the number of students who opt-out since Spring 2016. The district opt out rate for Spring 2018 is 5.8%. One of the sub-group categories for schools meeting progress is a 95% participation rate in the NYS ELA Grades 3-8 testing. There are two schools within Network 3 that did not meet the target due to the number of opt-outs – Adlai E. Stevenson School 29 and World of Inquiry School 58. School 58 had a decline in the number of opt-outs, but still did not meet the participation rate.

Number	SCHOOL NAME	Grades	Opt Out Rate						Total 3-8	Total 3-8	Total 3-8
			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	2017-2018	2016-2017	2015-2016
2	Clara Barton	PK-6	0.0%	0.0%	0.0%	0.0%			0.0%	0.0%	5.4%
16	John Walton Spencer	PK-8	1.6%	2.9%	3.6%	15.3%	1.8%	0.0%	4.3%	10.6%	7.1%
29	Adlai E. Stevenson	PK-6	3.5%	15.9%	3.0%	2.4%	0.0%	0.0%	5.9%	1.7%	1.5%
34	Dr. Louis A. Cerulli	PK-6	0.0%	0.0%	0.0%	0.0%			0.0%	0.4%	4.0%
43	Theodore Roosevelt	PK-6	2.1%	1.5%	1.6%	7.4%			3.1%	5.9%	8.2%
53	Montessori Academy	PK-6	0.0%	0.0%	0.0%	11.11%			1.8%	0.9%	7.2%
58	World of Inquiry	K-12	52.1%	86.4%	80.8%	78.4%	61.9%	97.9%	77.2%	92.0%	80.0%
68	Joseph Wilson: Foundation	PK-5,7-8	1.5%	0.0%	1.6%	0.0%	2.1%	4.2%	2.2%	3.7%	43.9%
	Total District	pk-12	2.8%	3.2%	4.9%	6.3%	7.6%	11.9%	5.8%	11.0%	13.6%

Reading & Math Conclusions:



Bright Spots

Tested 100% to 98% during the NYS ELA 3-8 Assessment.



On the Move

Tested 98.1 to 95% during the NYS ELA 3-8 Assessment.



Intensive Supports

Tested less than 95% during the NYS ELA 3-8 Assessment.

Growth Network 3 Schools		
Bright Spots	On the Move	Intensive Support
School 2	School 16	29
School 34	School 43	58
School 53	WFA	

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

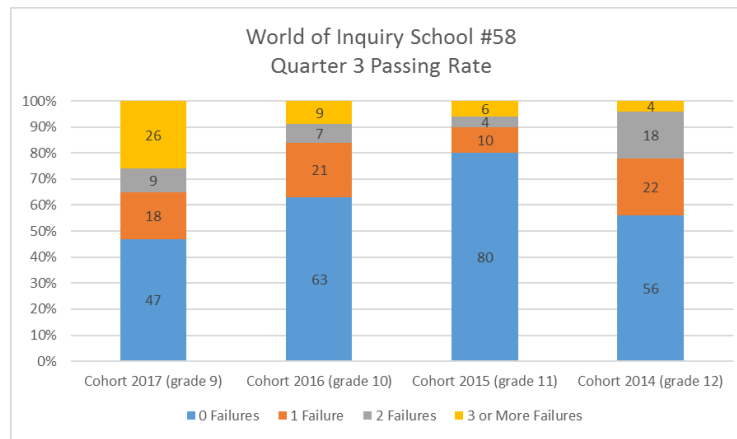
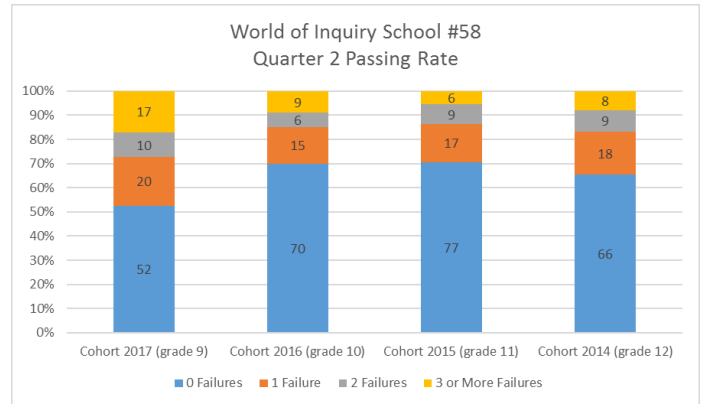
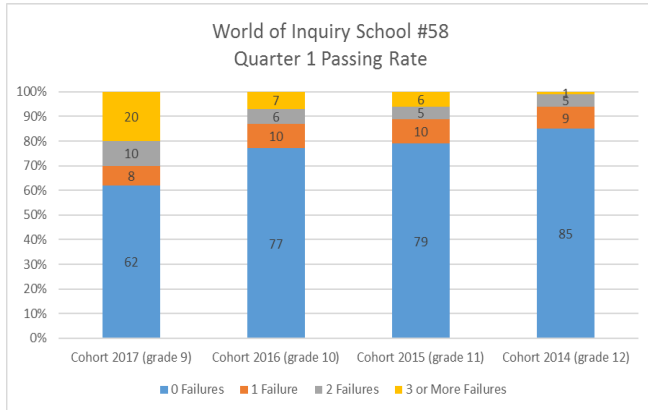
These data points are cross-referenced to determine the grade level for students in each cohort. A secondary level cohort consists of the students who first enter grade 9 anywhere, or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 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 the quarter, 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 Inquire School #58 Quarter 3 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	100	99	7	7	0	0	0	0
10	1	1	92	93	6	7	1	1
11	0	0	0	0	84	92	1	1
12	0	0	0	0	1	1	93	98
Total	101	100	99	100	91	100	95	100



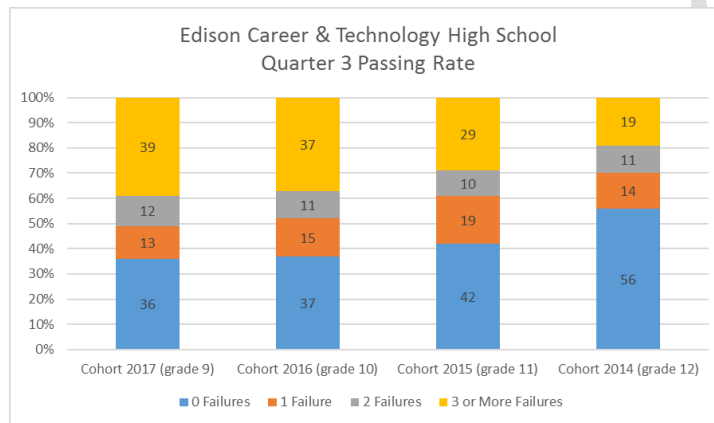
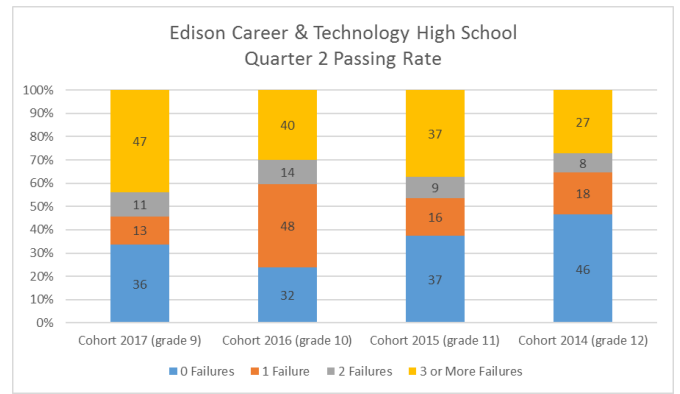
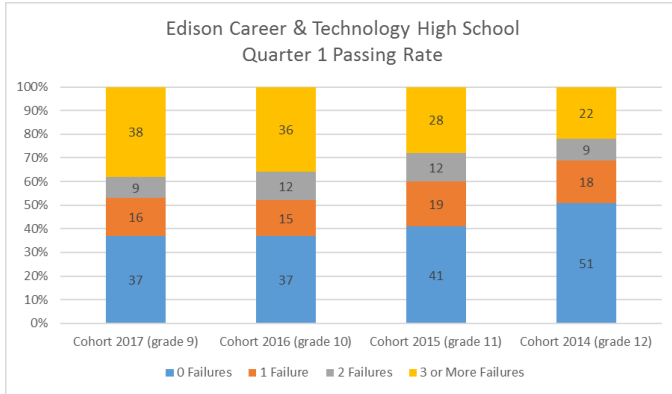
Strategies Used:

- Support from All City for students in need of intensive academic intervention
- Year-to-date - 9 credits recovered; 17 credits are in the progress of being recovered; 4.5 credits recovered from All City
- Intensified academic intervention comprehensive program for semester three, which includes an increase in OCR, an increase in learning recovery, and an expansion of supports offered throughout the day and after school
- 58 students have individual AIS support plans that are tracked every 5 weeks.

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 3 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	399	99.5	164	36	49	13	14	4
10	2	0.5	286	63	88	23	44	13
11	0	0	3	1	241	62.5	42	12
12	0	0	0	0	6	1.5	242	71
Total	401	100	453	100	384	100	342	100



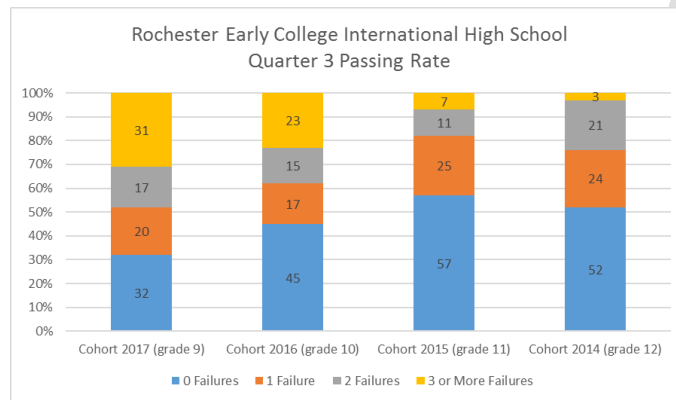
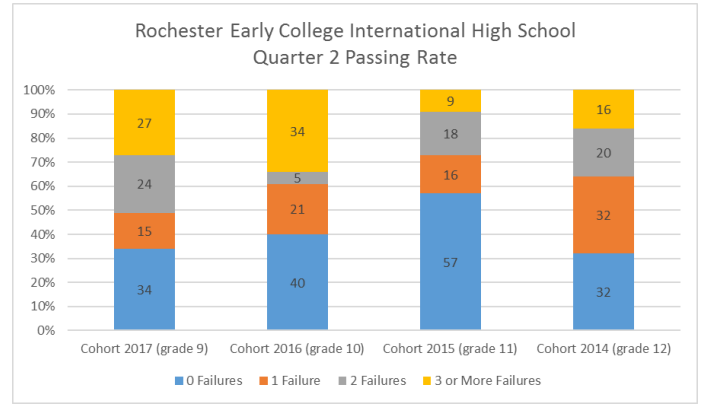
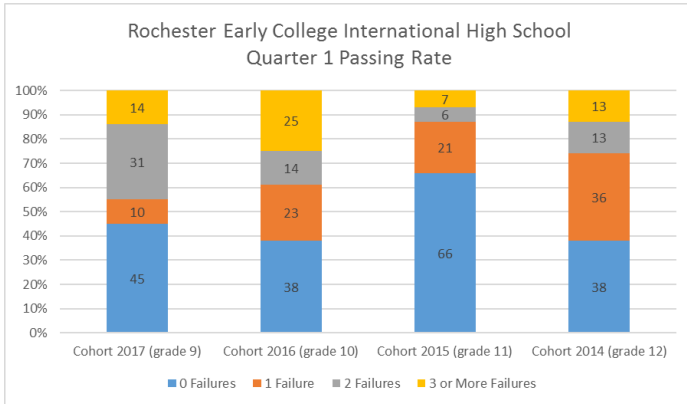
Strategies Used:

- 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 Online Marking Period Recovery (MPR), Marking period 1: Completed 8, In Progress 163 Marking period 2: Completed 6, In Progress 204 Marking period 3: Completed 0, In Progress 35
Other MPR - Marking period 1: 21, Marking period 2: 34, Marking period 3: 14 = total of 314 MPR (in progress plus completed)
- 229 credits recovered (completed and in progress); 50 credits recovered from All City (completed)
- 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

Rochester Early College International High School Quarter 1 Active Students in Each Cohort at Each Grade Designation								
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

Rochester Early College International High School Quarter 2 Active Students in Each Cohort at Each Grade Designation								
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 3 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	79	100	28	31	2	3	3	4
10	0	0	54	60	17	22	8	12
11	0	0	8	9	53	72	7	10
12	0	0	0	0	2	3	50	74
Total	79	100	90	100	74	100	68	100



Strategies Used:

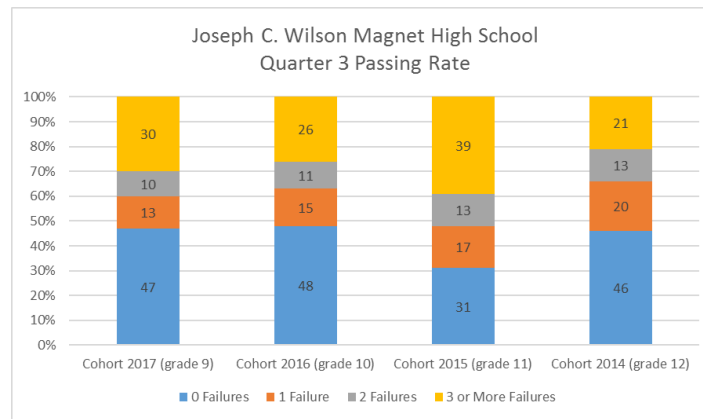
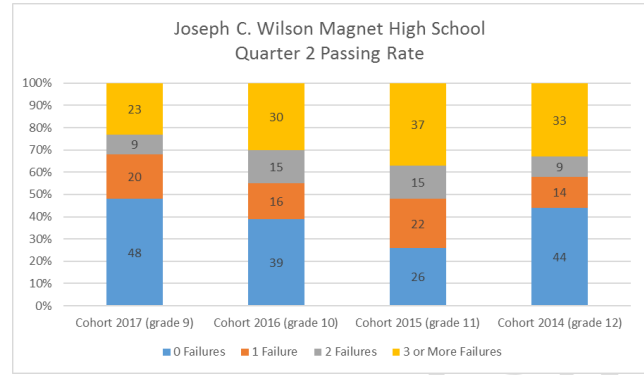
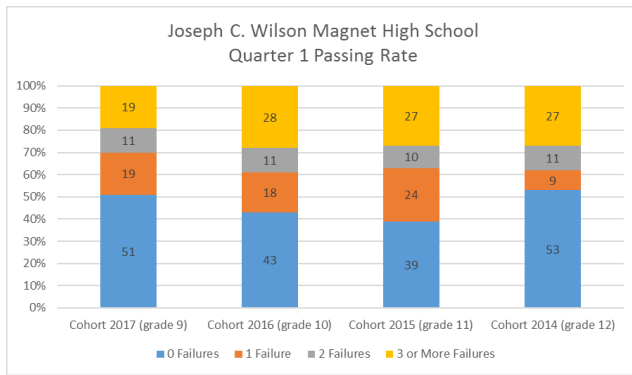
Smart Scholars Grant was approved in February and will provide supports for academic intervention provides 2 FTEs to support learning and credit recovery

- Support from All City for students in need of intense academic intervention
- Year to date - 13 credits recovered; 94 credits are in the progress of being recovered 7 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 3 Active Students in Each Cohort at Each Grade Designation								
Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014	
	#	%	#	%	#	%	#	%
9	153	99	48	25	13	7	5	3
10	1	1	143	74	31	16	15	10
11	0	0	2	1	138	73	7	5
12	0	0	0	0	8	4	121	82
Total	154	100	193	100	190	100	148	100



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 - 103 credits recovered; 46.5 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.

Methodology

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:

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

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%
RCS D		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%.										

All City Supports:

All City High is a non-traditional program school that offers students in grades 10-12 between the ages of 17-21 years old an opportunity to get caught up on high school credits and in some cases accelerate graduation. Students are able to learn in a supportive educational environment with teachers and staff that are empathetic to their individual needs. At All City an individualized graduation plan is prepared for each student. All students participate in the “Youth in Transition Intake Survey” which is used to inform individual needs. All City has been highly successful with mature students many of which have home, personal and work concerns.

All City is a program which supports all secondary schools by creatively offering learning and credit recovery to our students who have struggled the most in their home schools. In many cases students are in need of more social emotional supports than academic. Many students who attend All City had significant attendance issues in their home schools prior to attending but with the support at All City many students’ attendance improve and they start to see some academic success.

Below is a districtwide overview of All City’s January graduation and credit recovery data to date.

Home School	# of Jan. Grads	Diploma Type
East	4	Regents 3; Local 1
Edison	15	Regents 11; Local 4
IAT	2	Regents 1; Local 1
LAFYM	2	Regents 1; Local 1
Monroe	6	Regents 4; Local 2
NECP	8	Regents 3; Local 5
REC	1	Local 1
SOTA	5	Adv. Regents 1; Regents 3; Local 1
SWW	1	Regents 1
Vanguard	9	Regents 4; Local 5
Wilson	9	Regents 6; Local 3
Total	62	

Home School	# of Courses Recovered	# of Credits Recovered
East	9	7
Edison	54	44.5
Edison-Ptech	6	5.5
IAT	22	18.5
LAFYM	22	18
Monroe	40	30.5
NECP	44	36.5
REC	8	7
SOTA	10	8
SWW	9	6
Vanguard	42	33
Wilson	55	46.5
WOIS	6	4.5
Total completions	327	265.5

Cohort Analysis Conclusions:



Bright Spots

The "Active Students in Each Cohort at Each Grade Level" cross-referenced with the "Quarter 3 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 3 Passing Rate" reveals that 3 schools are in need of learning recovery for Quarters 1 to 3 grades to continue to be on track to meeting both DCIP goals.



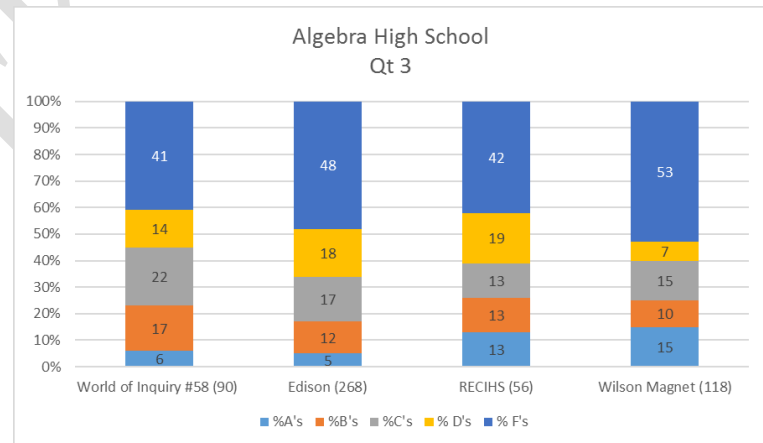
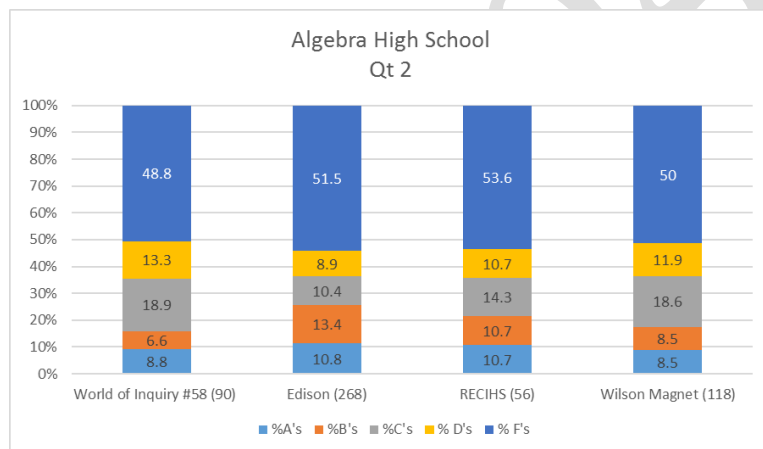
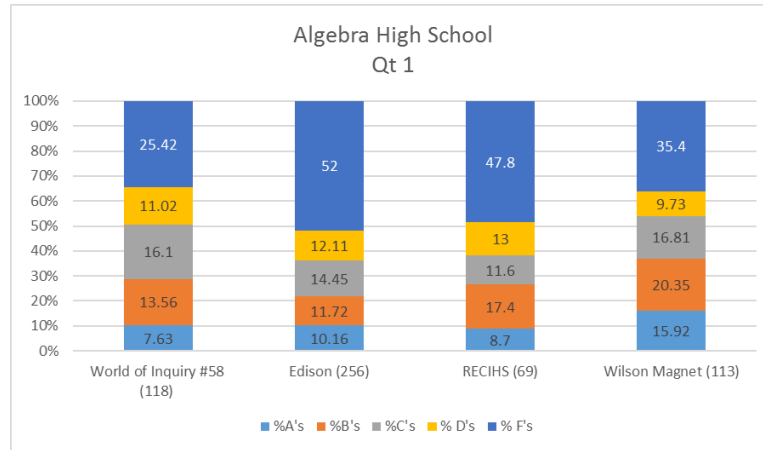
Intensive Supports

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 8-15).

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

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 periods 1-3 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

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



On the Move

Four schools have more than 50% of first time 9th graders earning a passing grade.

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.

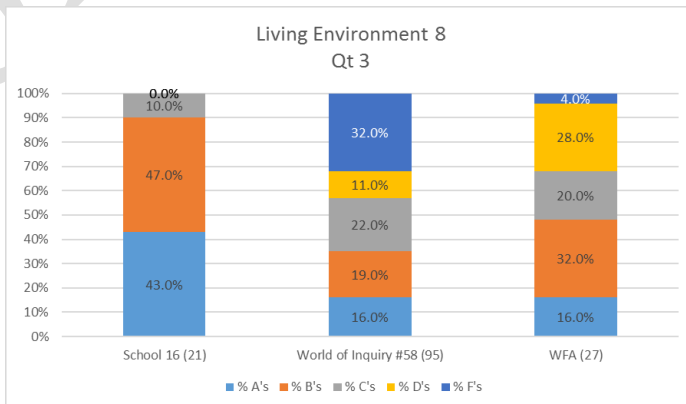
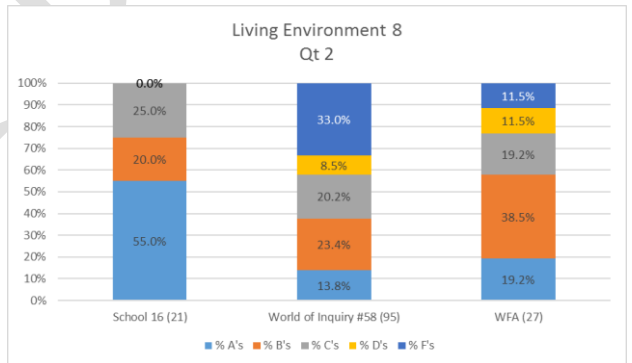
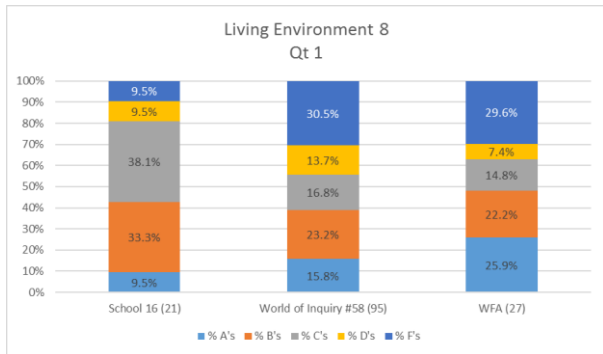
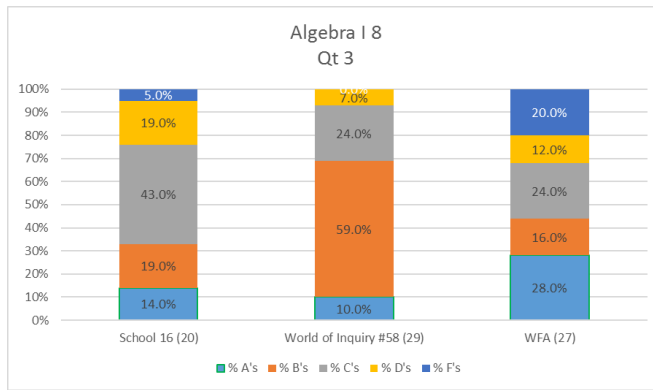
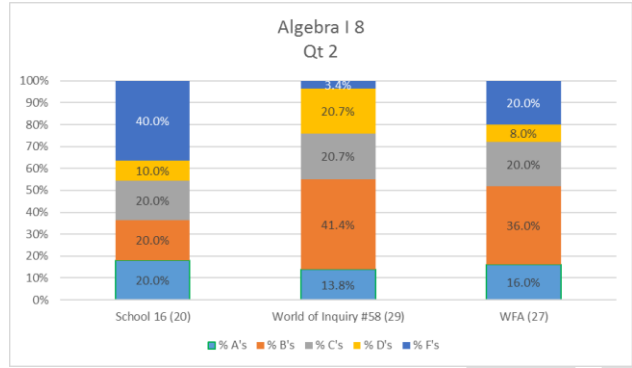
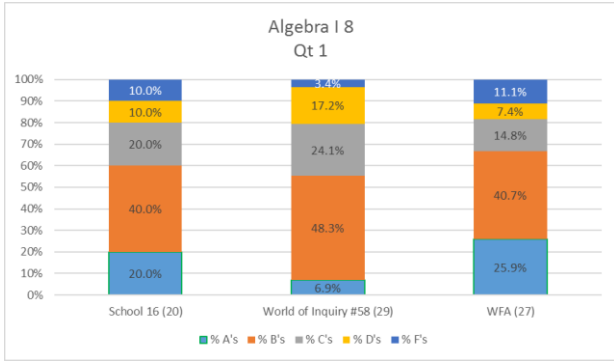
Strategy - Positive School Culture & Relationships Further support in developing and support the relationship model to better connect with students.

Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
	RECIHS	Wilson
	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:



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

SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

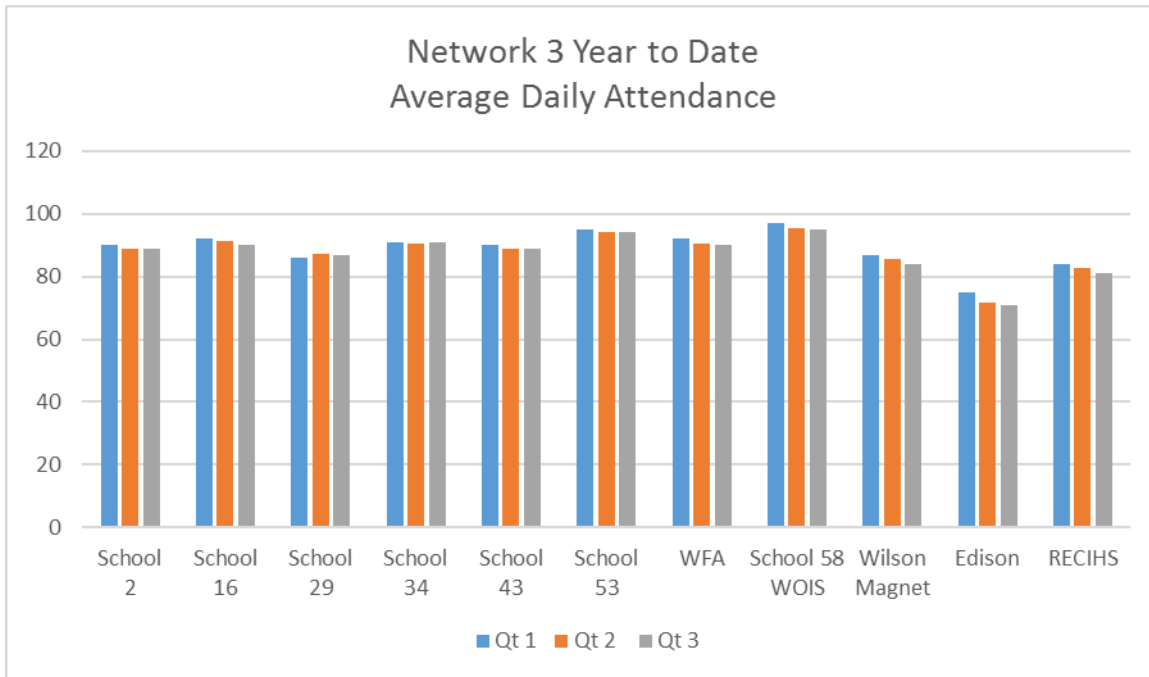
Attendance Analysis Conclusions:

The graph following depicts the comparison of the average daily attendance for the schools in Network 3 from November 2017 and April 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.

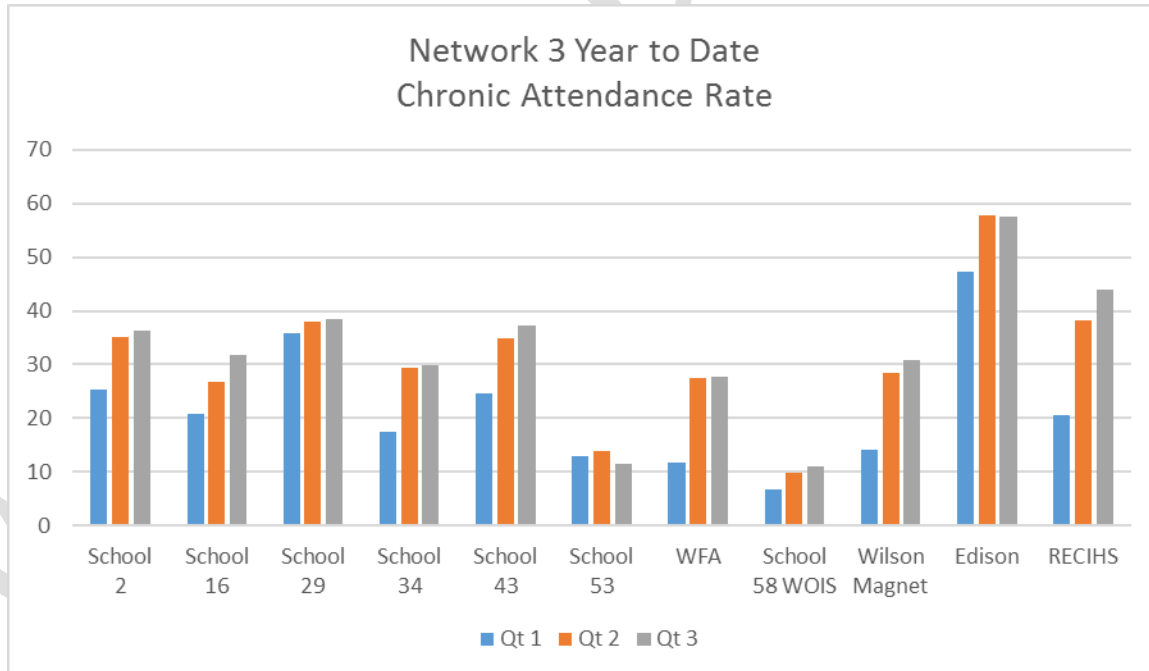
An additional attendance measure is chronic absences. The chart indicates the total percentage of students with chronic absence of 10% -19.99% and severe chronic absence as 20% or greater.

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 Actions” which is 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.

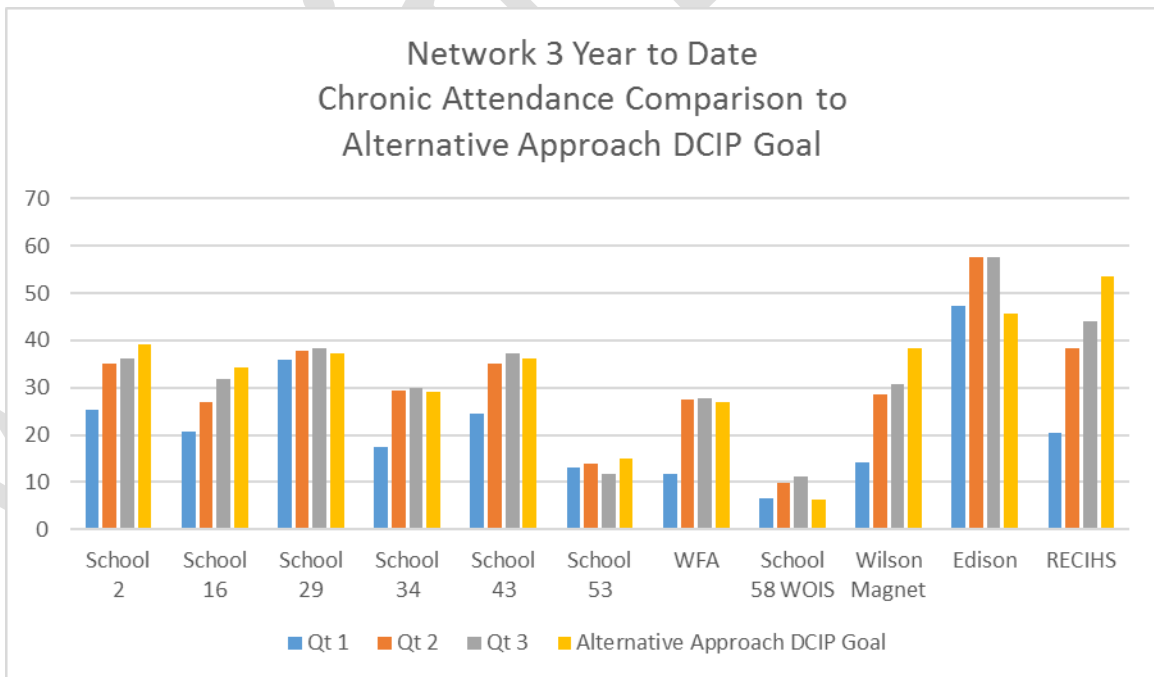
Methodology

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:

$$\text{Chronic Absence Rate 2018 Goal} = \text{Chronic Absence Rate in 2017} - (5\% \times \text{Number of Schools Within a Chief's Network} \times \frac{\text{Current Enrollment of a School}}{\text{SUM of Enrollment of Schools Within a Chief's Network}})$$

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%



Attendance Analysis Conclusions:



Bright Spots

Five 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

Four schools show signs of improvement.



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 16	WOIS (Chronic)	School 29
School 53	School 2 (ADA)	Edison
School 2 (Chronic)	School 43 (ADA)	School 34 (Chronic)
Wilson Magnet (Chronic)		School 43 (Chronic)
RECIHS (Chronic)		WFA (Chronic)
School 34 (ADA)		Wilson Magnet (ADA)
WFA (ADA)		RECIHS (ADA)
School 58 (ADA)		

SECTION 7: Suspension/ Climate and Culture Analysis

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