

Sharing Data...Generating Ideas!



Quarter 1 Report

SUPERINTENDENT'S RECEIVERSHIP SCHOOLS AND INNOVATION

Elizabeth Mascitti-Miller, Ed.D. | Chief of Superintendent's Receivership Schools and Innovation | December 1, 2017

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	https://www.rcsdk12.org/Page/43316
Roberto Clemente School #8	495	PreK- 8	16.4%	9.7%	Receivership	https://www.rcsdk12.org/Page/43321
Martin Luther King School #9	698	PreK – 6	13.8%	42%	Receivership	https://www.rcsdk12.org/Page/43518
Enrico Fermi School #17	630	PreK– 8	15.9%	24.9%	Receivership	https://www.rcsdk12.org/Page/43322
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	https://www.rcsdk12.org/Page/43512
Mary McCleod Bethune	584	PreK– 8	7.0%	15.0%	Receivership	https://www.rcsdk12.org/Page/49742
James Monroe High School	902	7 th -12 th	21.5%	42.2%	Receivership	https://www.rcsdk12.org/Page/43520
Northeast High School	639	9 th -12 th	21.4%	13.5%	Receivership	https://www.rcsdk12.org/Page/43515
Northwest Middle School	233	7 th -8 th	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.

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			Schools							
			3	8	9	17	41	45	Monroe	NE
1	Priority School make yearly progress	Level 1	x	x	x	x	x	x	x	x
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	x	x	x	x	x	x	
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	x	x	x	x	x	x	

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	x
67	2012 Total Cohort Passing Math Regents (Score >=65)	Level 1							x	x
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	x
73	Total Cohort 4-Year Grad Rate - Hispanic Students	Level 2							x	
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	
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			

Connections – Theory of Action and Core Values:





Similar to the other networks of schools, throughout this report three areas will be used in reference to progress towards making progress towards meeting Demonstrable Indicators and RCSD goals as a *group* of schools, including the two school non-Receivership schools (#19 and NWMS).

The three areas: Bright Spots, On the Move and Intensive Support are identified through the use of progress monitoring data, NYSED Receivership Quarterly Reports, and NYSED highly intensive monitoring visits.

	<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Bright Spots</p> <ul style="list-style-type: none"> • Areas of excellence • Practices to be shared • Opportunities for collaboration • Implementation of research-based strategies & essential elements 		<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">On the Move</p> <ul style="list-style-type: none"> • Significant Growth • Progress towards implementation of research-based strategies & essential elements • The establishment of a plan that incorporates research-based strategies & essential elements 		<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em;">Intensive Supports</p> <ul style="list-style-type: none"> • Identified supports • Collaboration opportunities • Professional development opportunities • Coordinated efforts to implement research-based strategies & essential elements
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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.

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

Strategies that support the four pillars include:

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

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)

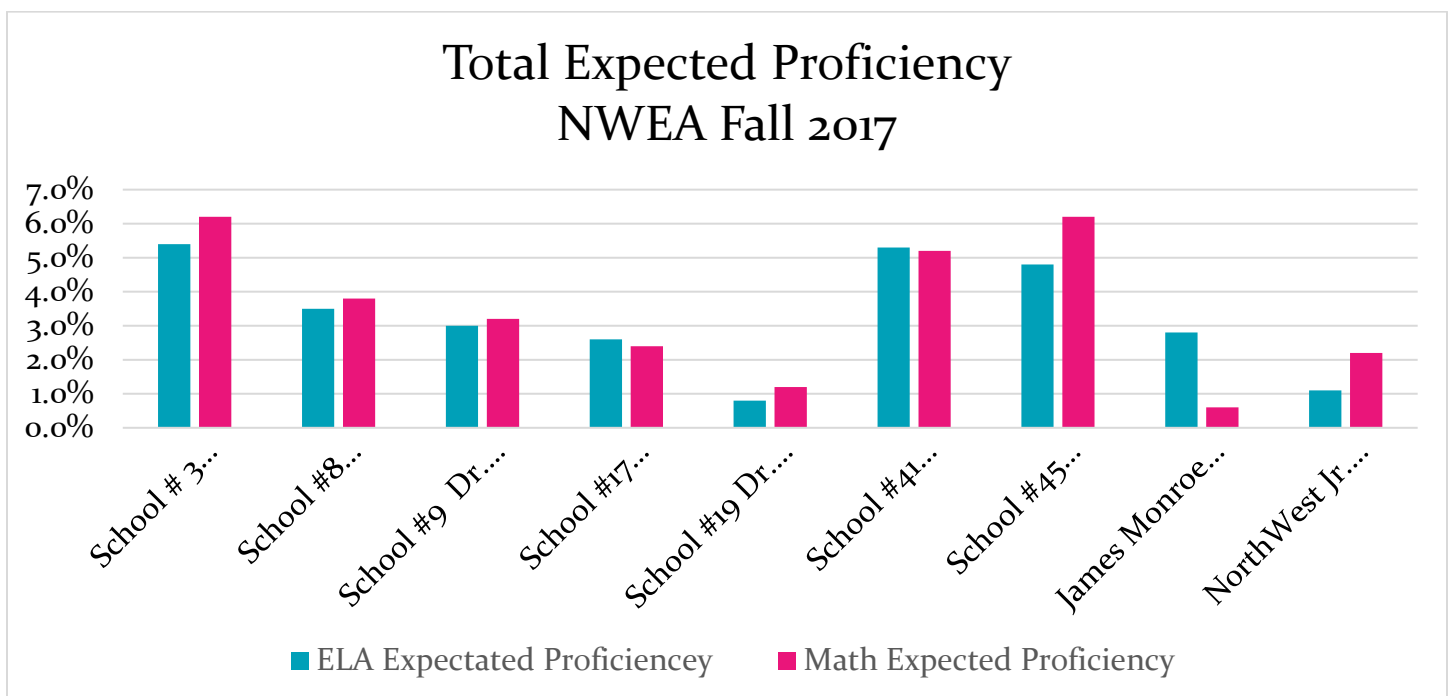
The Northwestern Evaluation Association (NWEA) is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed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

Reading & Math Conclusions:



SECTION 3: DESCRIPTION OF COHORT ANALYSIS

The Superintendent’s Receivership Network includes two high schools (one grades 7-12 and one grades 9-12) which are listed below with the respective DCIP graduation goals for 2017-2018 (these goals are based on projected graduation performance from Aug 2017):

- James Monroe High School – DCIP goal: 59%
- Northeast High School – DCIP goal: 59%

Each school has a table that first 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 are: 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 end of 12th grade – 22 credits.
- The expected Regents Exams Passed (using the Max Regents score) are: 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 cohort 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.

Each table is followed by a stacked vertical bar chart depicting the number of students who are aligned with the Grade 9, Grade 10, Grade 11, or Grade 12 grade grouped by the year of their cohort. The numbers in the tables correlate with the numbers in the chart.

With the completion of quarter 1, a failure report further details student performance by cohort for each school.

James Monroe High School

Monroe High School 2014 Cohort

NYS Completion Code	All Students (n=178)		SWD (n=32)		ELL (n=74)	
	(n)	%	(n)	%	(n)	%
Left school, no documentation of transfer	2	1.1%	0	0.0%	0	0.0%
Transferred to other high school equivalent	14	7.9%	2	6.3%	8	10.8%
Left school: first-time dropout	29	16.3%	7	21.9%	14	18.9%
Left school: previously counted as a dropout	1	0.6%	0	0.0%	1	1.4%
Graduated (earned a Regents or local diploma)	4	2.2%	1	3.1%	0	0.0%
Left – will be removed from Cohort	1	0.6%	0	0.0%	1	1.4%
Still Enrolled	127	71.3%	22	68.8%	50	67.6%

June Graduation Predictions

Best Case Prediction:	Estimated Rate:	Probable Prediction:	Have already
Graduated 16 ♂	Graduated + At least 3	Graduated + At least 3	dropped out: 25.8%
Credits =	Regents & 16 ♂ Credits =	Regents & 17 ♂ Credits	<i>(Percentage reflects numbers populating Level 2 NYSED State Reports and current SMS withdraw code information)</i>
46.6%	25.8%	= 24.2%	

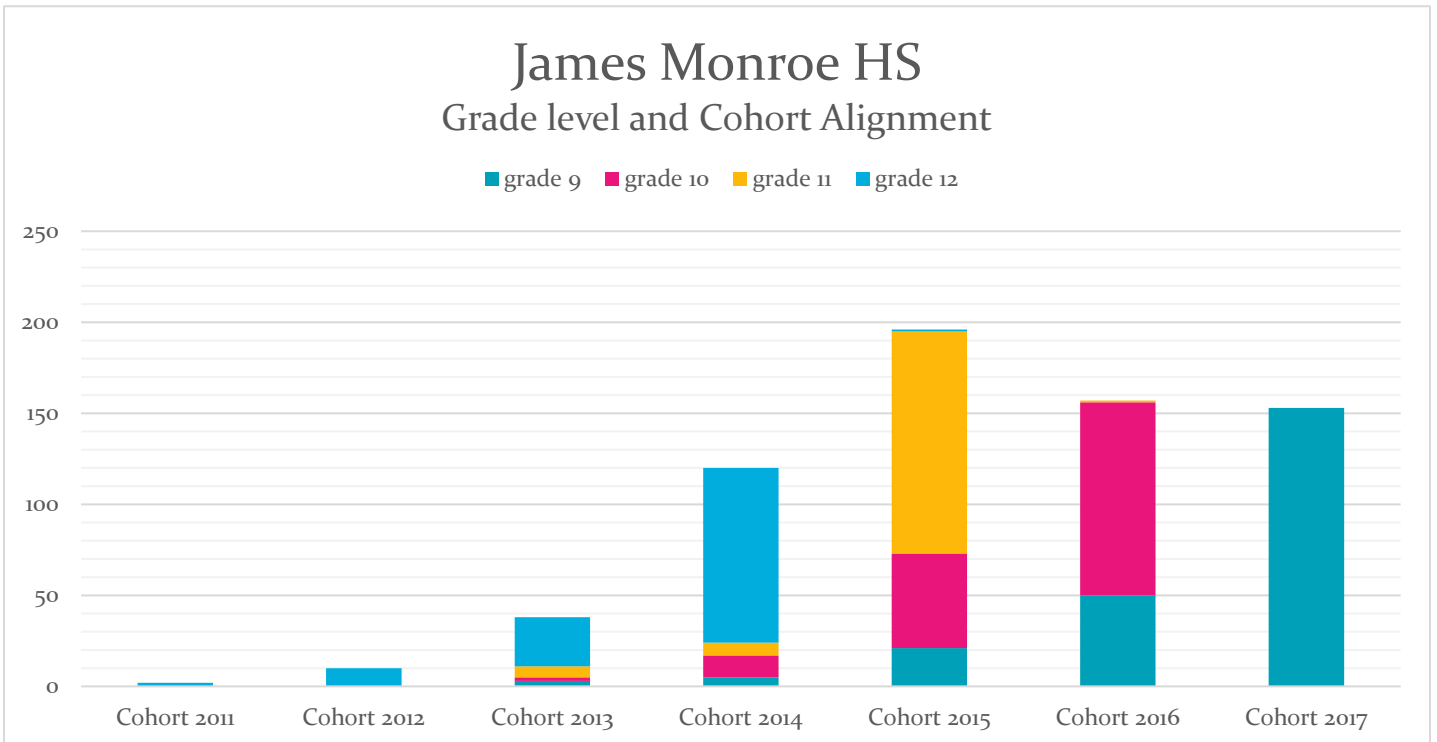
NYS Completion Code numbers reflect student enrollment data populating Level 2 NYSED State Reports and current SMS withdraw code information.
NOT FOR PUBLIC DISSEMINATION

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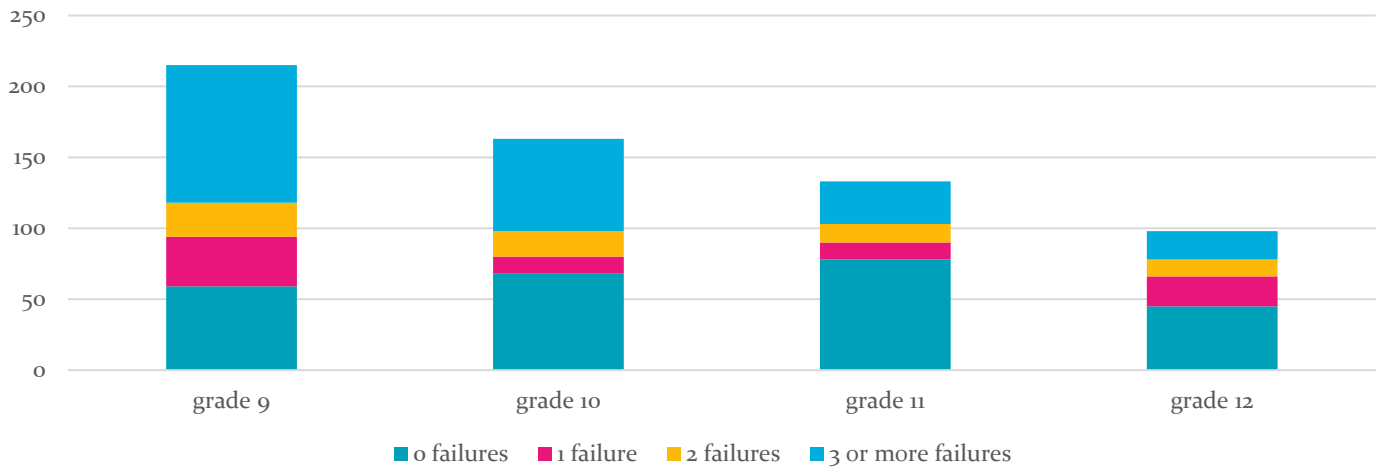
James Monroe HS

Active Students in Each Cohort at Each Grade Designation

Grade Designation	Cohort 2017		Cohort 2016		Cohort 2015		Cohort 2014		Cohort 2013	
	#	%	#	%	#	%	#	%	#	%
9	153	100	50	32	21	11	5	4	3	8
10	0	0	106	68	52	27	12	10	2	5
11	0	0	1	<1	122	62	7	6	6	16
12	0	0	0	0	1	<1	96	80	27	71
Total	153	100	157	100	196	100	120	100	38	100



James Monroe HS Last Quarter Grades - All Subjects



Northeast College Preparatory High School

Northeast College Preparatory High School 2014 Cohort

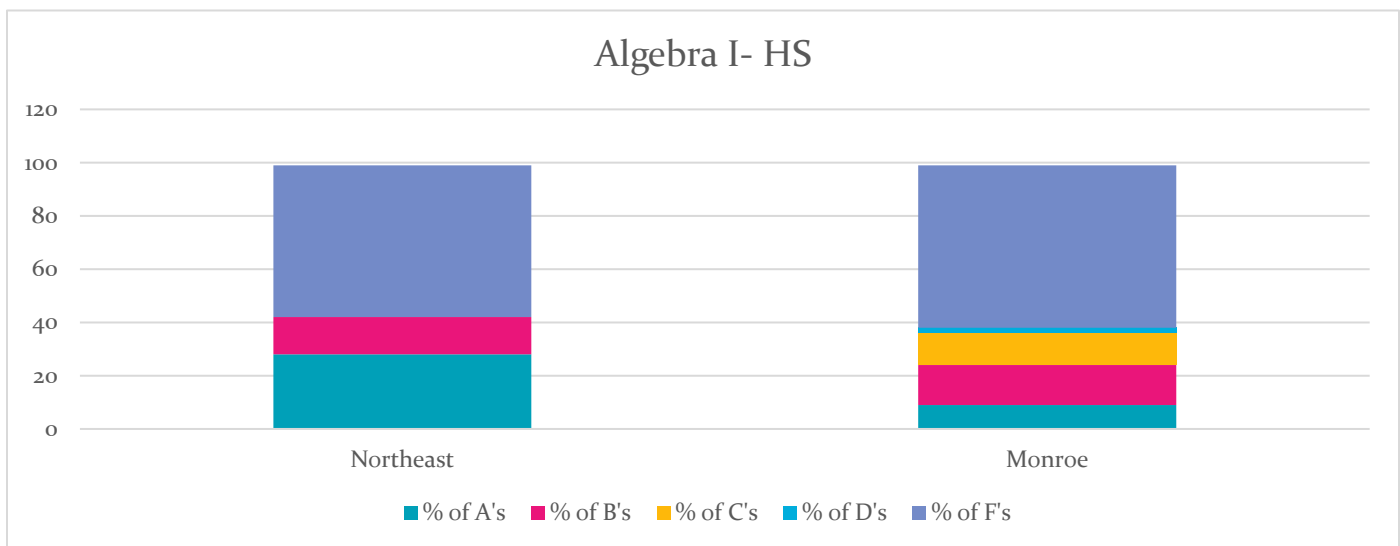
NYS Completion Code	All Students (n=169)		SWD (n=33)		ELL (n=13)	
	(n)	%	(n)	%	(n)	%
Left school, no documentation of transfer	0	0.0%	0	0.0%	0	0.0%
Transferred to other high school equivalent	3	1.8%	0	0.0%	0	0.0%
Left school: first-time dropout	6	3.6%	5	15.2%	0	0.0%
Left school: previously counted as a dropout	0	0.0%	0	0.0%	0	0.0%
Graduated (earned a Regents or local diploma)	11	6.5%	0	0.0%	0	0.0%
Left – will be removed from Cohort	3	1.8%	1	3.0%	0	0.0%
Still Enrolled	146	86.4%	27	81.8%	13	100%

June Graduation Predictions

Best Case Prediction: Graduated 16↑ Credits = 47.9%	Estimated Rate: Graduated + At least 3 Regents & 16↑ Credits = 30.2%	Probable Prediction: Graduated + At least 3 Regents & 17↑ Credits = 30.2%	Have already dropped out 5.3% <i>(Percentage reflects numbers populating Level 2 NYSED State Reports and current SMS withdraw code information)</i>
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NYS Completion Code numbers reflect student enrollment data populating Level 2 NYSED State Reports and current SMS withdraw code information.
NOT FOR PUBLIC DISSEMINATION

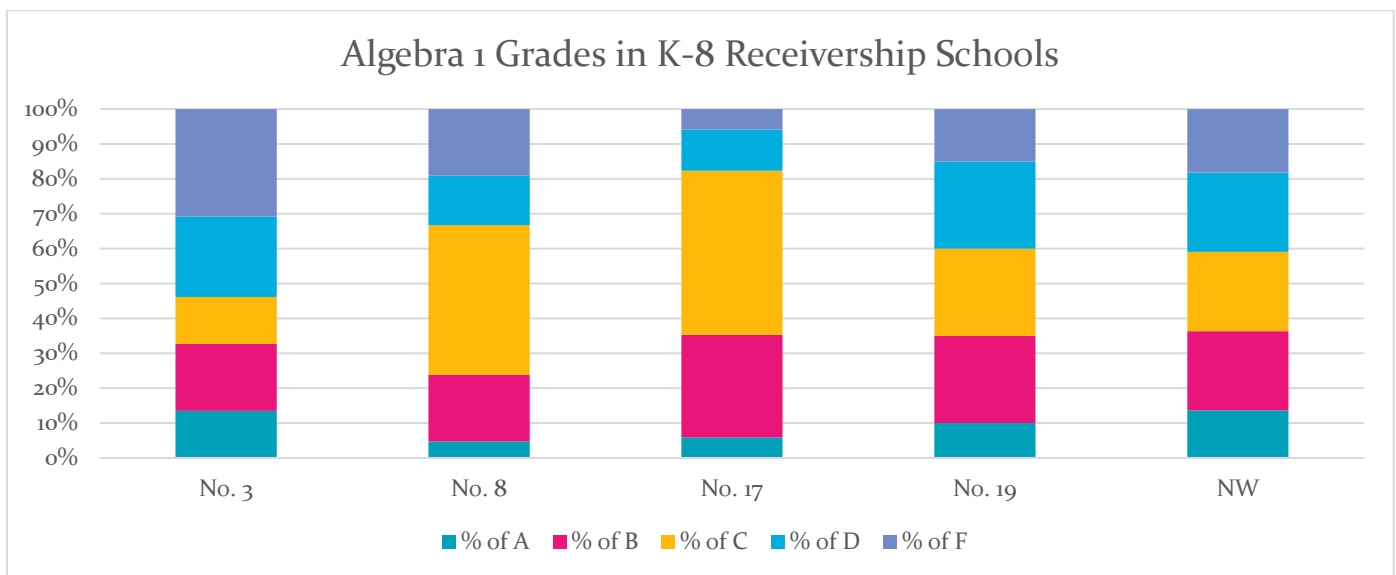
SECTION 4: DESCRIPTION OF QUARTERLY ANALYSIS ALGEBRA I (HS)



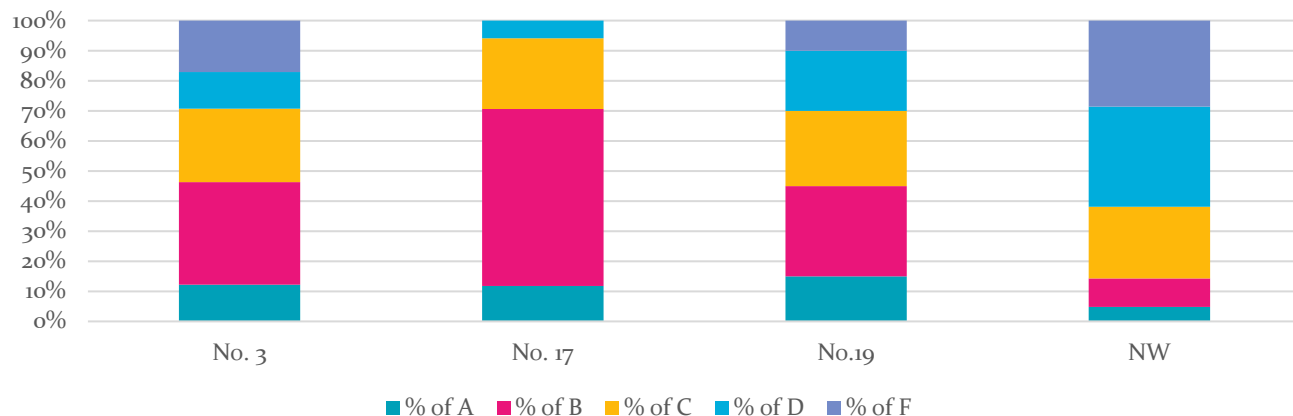
SECTION 5: ACCELERATED COURSES WORK QUARTERLY ANALYSIS (ALGEBRA I & LIVING ENVIRONMENT – 8TH GRADE)

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. Schools offer Algebra 1, Living Environment; one offers Earth Science to students in Grade 8 providing students the opportunity to engage in accelerated course work. They are Schools

S



Living Environment Grades in Receivership K-8 Schools



Algebra I & Living Environment Analysis Conclusions:



Bright Spots

- 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
- Use of Dreambox for instruction and support
- Partnering with SYFR to support Core instruction in Science



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

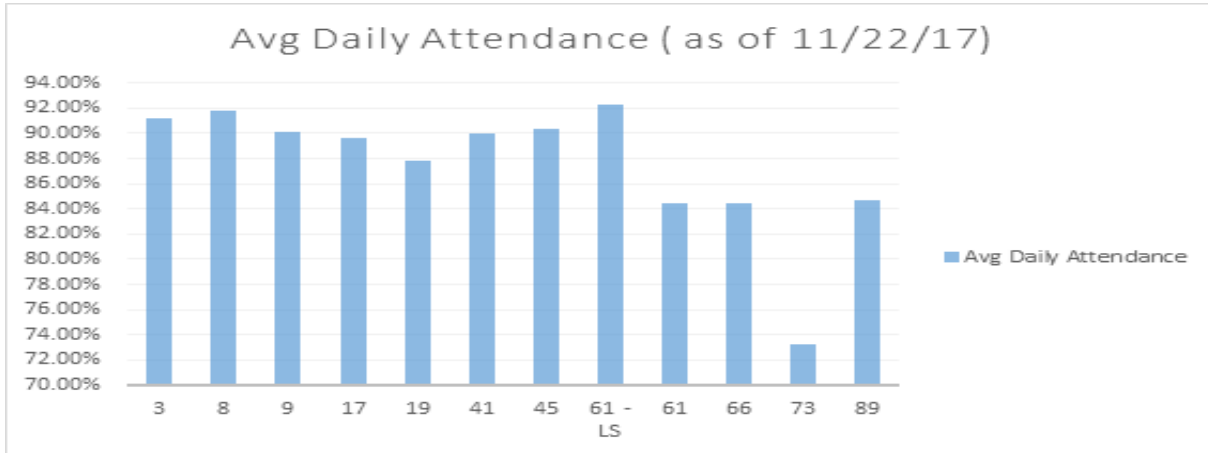


Intensive Supports

- Working with Science Director to hire certified Science Teacher
- Instructional Directors providing Professional Learning to core subject teachers
- 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.



Bright Spots

- Schools have grade level competition for daily attendance
- Highly effective Attendance Teams are in place to meet the Chronic Absenteeism DI
- High monitoring and understanding of Chronic Absenteeism



On the Move

- Schools are participating in monthly team meetings with the Attendance Department
- Schools are actively engaged in monitoring all students attendance and ensuring the cohort data is accurate for the high schools



Intensive Supports

- Schools are meeting weekly with Attendance Team and Attendance Department representatives
- Schools will participate in the monthly Attendance Blitz

SECTION 7: SPECIAL EDUCATION READINESS

See Appendix A (submitted by Sandra Simpson)

SECTION 8: DESCRIPTION OF SUSPENSION

See Appendix B (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), 21st 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
<i>DTSDE</i>	Schools reviewed in Quarter 1 include: 8, 44, IAT, 34, 43, SWW, SOTA, 3, 52, 53, 29, 7, 42, 28, 17
<i>School Climate Survey</i>	Administration will begin in the Winter of 2018
<i>Empire State After-School Program</i>	Grant Awarded and planning is underway
<i>Elementary and Community Summer Learning</i>	Curriculum and Operational Planning is underway for Summer 2018
<i>Title I</i>	Support for schools, families and ongoing monitoring

