



office of SCHOOL
INNOVATION
ROCHESTER CITY SCHOOL DISTRICT

Quarter 3 Report

SUPERINTENDENT'S RECEIVERSHIP SCHOOLS AND INNOVATION

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

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 RCSD 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.

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

Demonstrable Indicators:

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

Demonstrable Improvement Indicators			Schools							
			3	8	9	17	41	45	Monroe	NE
2	Plan for and implement Community School Model	Level 2			x	x		x		
5	School Safety	Level 1	x	x	x	x	x	x	x	x
6	Family and Community Engagement (DTSDE Tenet 6)	Level 2						x	x	
9	3-8 ELA All Students Level 2 & above	Level 1	x	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	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				

The New RISE Schools

Executive Summary: RISE Schools

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

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

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

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



New RISE School: RISE Community School (RISECS)

Overview: School Experience/Mission/Guiding Principle

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

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

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

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

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

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

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

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

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

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

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

- Help teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and to set students on trajectories of growth.
- Give teachers crystal-clear advice and on-the-job support for teaching efficient and effective writing workshops.

In addition to a strong literacy based curriculum it is also imperative to build positive relationships with every child. Using the work of Dr. Joy DeGruy, the RISECS will use the Relationship Model as the foundation of the work to engage staff in meaningful professional development that engages all students in a meaningful and culturally responsive environment.

In summation, building a community of learning and high expectations requires a coherent plan that is executed by highly trained leaders and teachers that build a love of learning for all students and empowers the voice of all stakeholders.

To date, the approval for the new RISE school has been approved by the NYSED. An Independent Monitor, who works for the Commissioner of Education in collaboration with the Superintendent, has been approved. In addition, all contract agreements with the Rochester Teachers Association and ASAR has been negotiated and approved by the Board of Education.

Additionally, the principal has been hired and has started in her role to build the foundation of the school with input from all constituencies and hiring has begun.

SPECIAL EDUCATION READINESS

Submitted by Office of Special Education and Specialized Services

DESCRIPTION OF SUSPENSION

Submitted by Dr. Idonia Owens

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 occur at the Instructional Cabinet Meetings Updates at Executive School Based Planning Team meetings Three community input meetings (upcoming)
<i>DTSDE</i>	Complete for the school year Dates for Receivership visits end of May Pilot visit by NYSED
<i>SCEP</i>	Quarterly reports submitted
<i>Empire State After-School Program</i>	RFP completed for all Vendors for beginning 18-19 SY Vendor Fair May 19
<i>Elementary and Community Summer Learning</i>	Curriculum and Operational Planning is underway for Summer 2018, continuing work with the Wallace Foundation to support the Innovation on the Move
<i>Title I</i>	Support for schools and families in planning for reallocated parent engagement funding and continued monitoring of all Title I funding.
<i>Community Schools</i>	Community School Meeting with ROC the Future Summer Summit Attendance at National CS Conference RFP for Lead Agency in process

