

Sharing Data...Generating Ideas!



Quarter 1 Report

NETWORK 3

Toyia Wilson | School Chief | December 1, 2017

EXECUTIVE SUMMARY

Network 3 is comprised of 11 schools and 2 programs. World of Inquiry School #58 has an instructional focus of Expeditionary Learning, while the other schools' instructional focus includes 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 school for Pathways to Technology (P-Tech). Both P-Tech and All City High are programs and are 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 as of November 26th, 2017.

School	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%	Priority
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.			

*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 *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 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

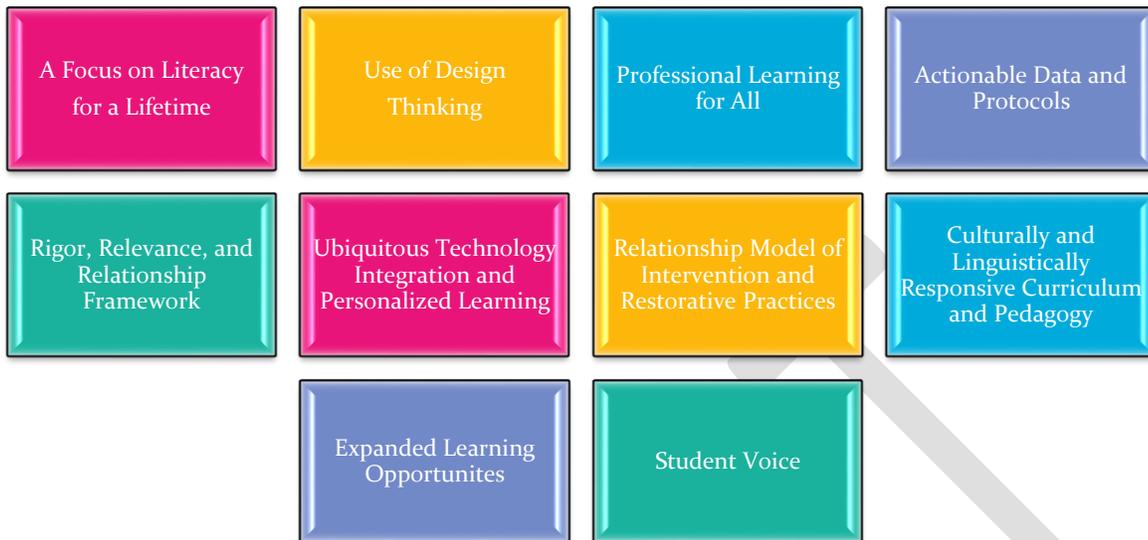
Strong, Research Based Pre-School and Expanded Learning Opportunities Which Include Afterschool and Summer Learning Programs

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 that were identified that are evident in high performing schools. The essential elements further support school improvement planning and connect directly to the district strategies.

Identified Essential Elements:



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

SECTION 2: READING AND MATH ANALYSIS

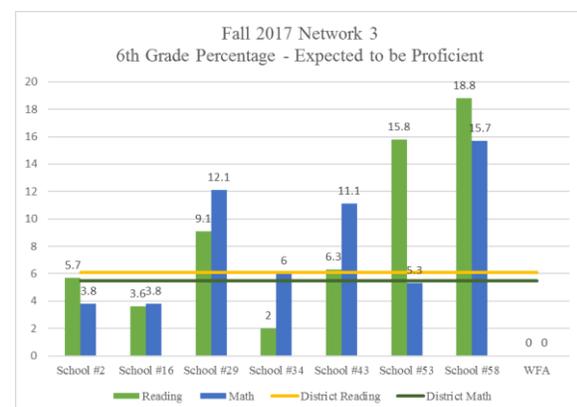
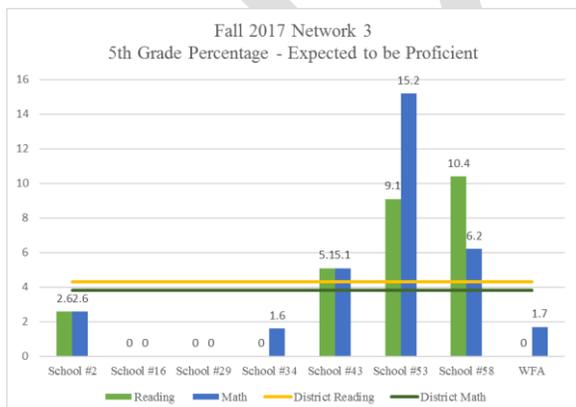
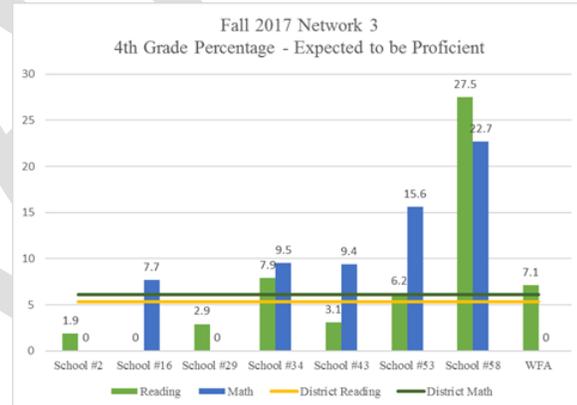
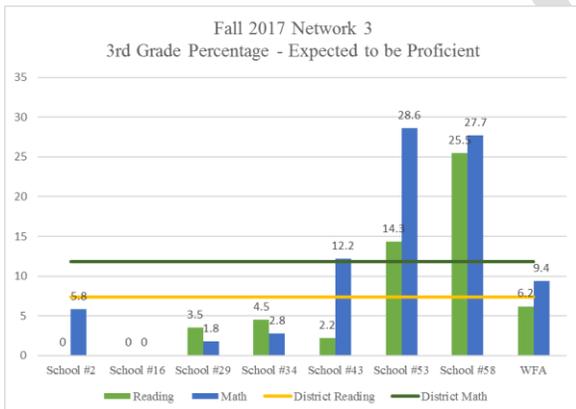
About The Northwestern Evaluation Association (NWEA)

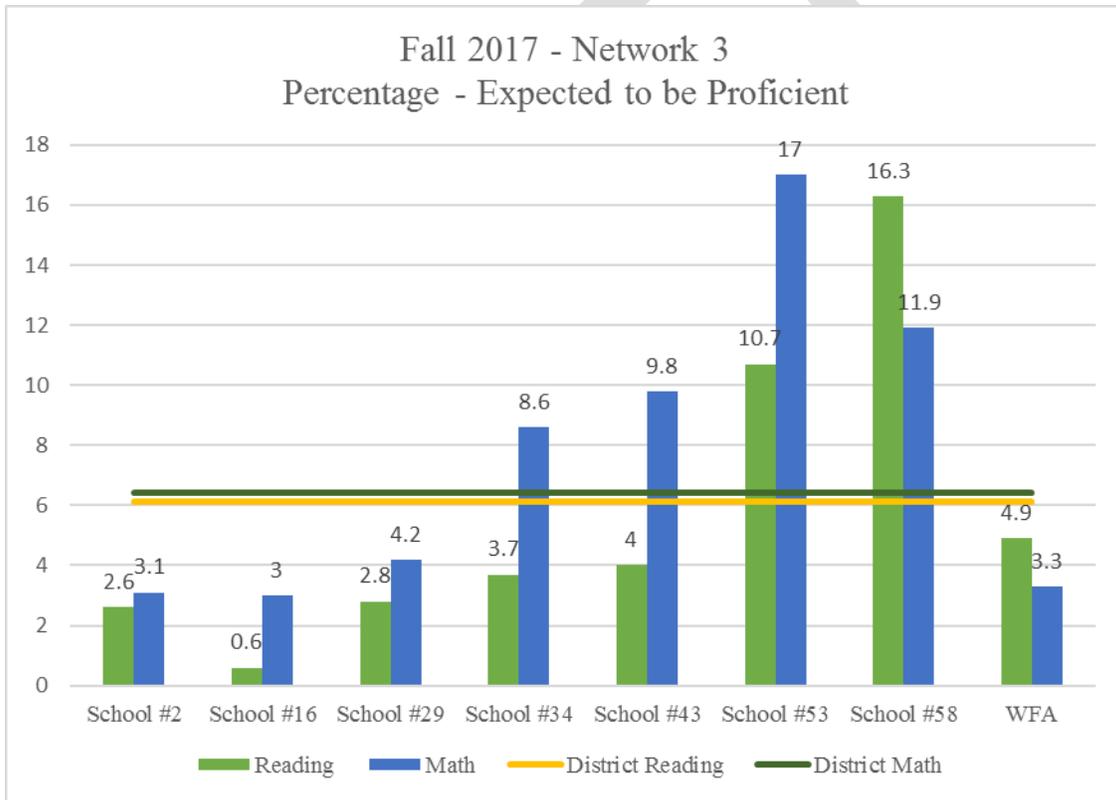
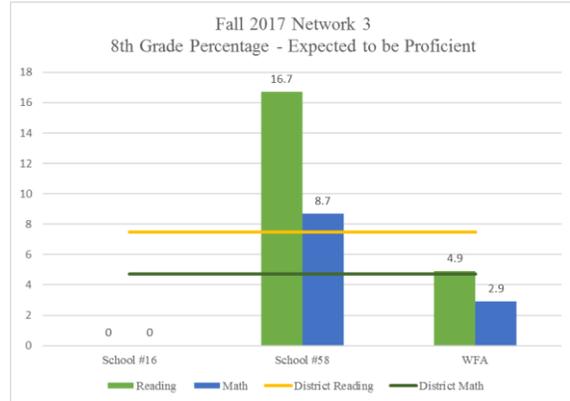
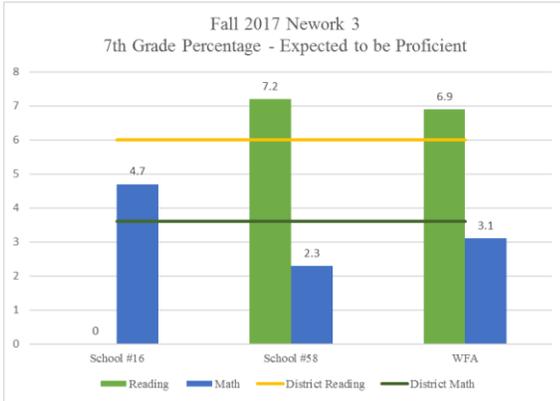
The Northwestern Evaluation Association (NWEA) is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed 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, growth tracking measures is an additional benefit. Below is an analysis of the first administration, by school and by grade level, of grades 3-8 results from Network 3.



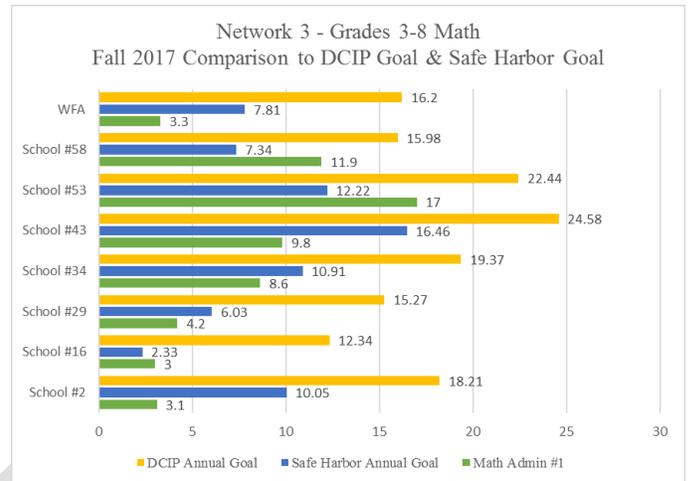
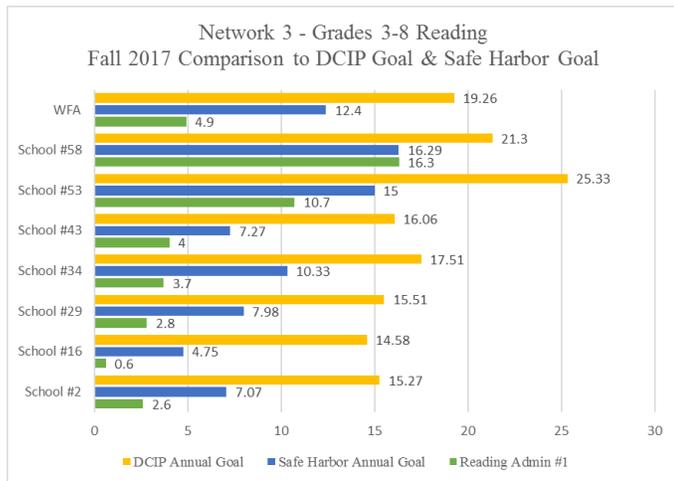


As part of the District Comprehensive Improvement Plan (DCIP), a statistical analysis that was used to determine each school's goal included:

- A moving average method was used for projections of 2018 NYS ELA proficiency rates, and the results were then adjusted based on the district DCIP goals.
- Exponential smoothing method was used for projections of 2018 NYS Math proficiency rates, and the results were then adjusted based on the district DCIP goals.

The development of DCIP goals included the development of Safe Harbor goals which were based on a 10% increase (not 10 percentage points) in NYS ELA/Math proficiency rates from the school year 2016-2017.

The follow graphs provides a comparison of the first NWEA administration results in comparison to each school's Safe Harbor and DCIP goals.



Going further to determine progress towards meeting DCIP goals and ultimately meeting the overall district goal of a 10% increase in ELA and Math on the NYS 3-8 assessments, 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 current approach, 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 formulas used were:

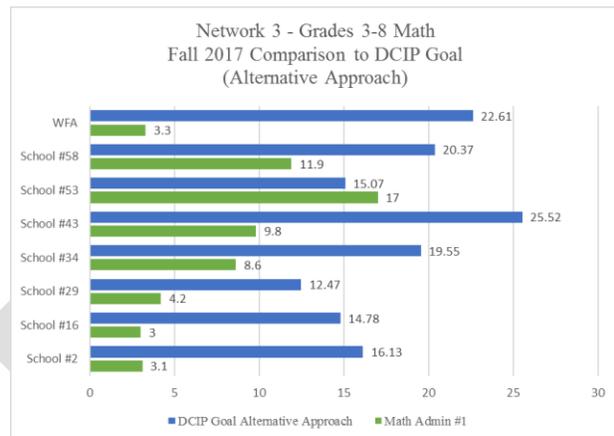
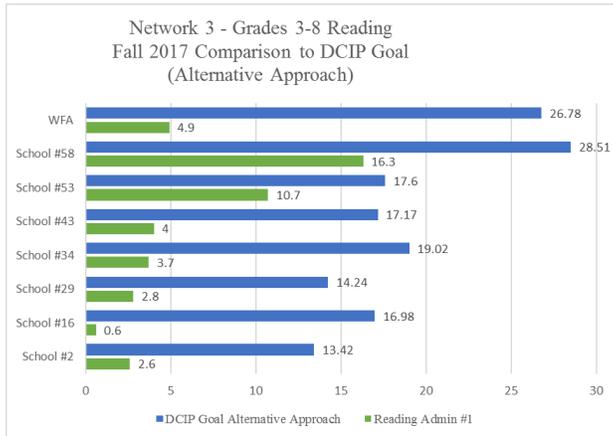
$$NYS\ 3 - 8\ ELA\ Proficiency\ Rate\ 2018\ Goal = NYS\ 3 - 8\ ELA\ Proficiency\ Rate\ in\ 2017 + (10\% \times \frac{School's\ Current\ Enrollment\ in\ Grades\ 3-8}{SUM\ of\ Grades\ 3-8\ Enrollment\ of\ Schools\ Within\ a\ Chief's\ Network})$$

$$NYS\ 3 - 8\ Math\ Proficiency\ Rate\ 2018\ Goal = NYS\ 3 - 8\ Math\ Proficiency\ Rate\ in\ 2017 + (10\% \times \frac{School's\ Current\ Enrollment\ in\ Grades\ 3-8}{SUM\ of\ Grades\ 3-8\ Enrollment\ of\ Schools\ Within\ a\ Chief's\ Network})$$

School-level DCIP Goal-Setting (Alternative Approach) --3-8 NYS ELA Proficiency Rate									
School Name	2013	2014	2015	2016	2017	Current 3-8 Enrollment	Weighting	10% Increase by School	2018 Goals Using Alternative Approach
02 - Clara Barton	2.05%	3.65%	5.21%	4.10%	6.43%	196	0.087	6.99%	13.42%
16 - John Walton Spencer	3.70%	2.35%	2.95%	4.84%	4.32%	355	0.158	12.66%	16.98%
29 - Adlai E. Stevenson	1.53%	1.18%	3.07%	3.77%	7.25%	196	0.087	6.99%	14.24%
34 - Dr. Louis A. Cerulli	2.73%	4.70%	5.04%	5.63%	9.39%	270	0.120	9.63%	19.02%
43 - Theodore Roosevelt	8.74%	7.67%	6.23%	5.51%	6.61%	296	0.132	10.56%	17.17%
53 - Montessori Academy	11.94%	13.04%	9.86%	17.02%	13.64%	111	0.049	3.96%	17.60%
58 - World of Inquiry	18.81%	15.29%	9.38%	7.79%	14.81%	384	0.171	13.70%	28.51%
Joseph C. Wilson Foundation Academy	13.74%	11.65%	5.24%	7.25%	11.27%	435	0.194	15.51%	26.78%
District	5.40%	5.50%	4.70%	6.70%	7.60%				17.60%

School-level DCIP Goal-Setting (Alternative Approach) --3-8 NYS Math Proficiency Rate

School Name	2013	2014	2015	2016	2017	Current 3-8 Enrollment	Weighting	10% Increase by School	2018 Goals
02 - Clara Barton	2.06%	3.28%	5.24%	6.67%	9.14%	196	0.087	6.99%	16.13%
16 - John Walton Spencer	1.49%	7.51%	5.32%	1.74%	2.12%	355	0.158	12.66%	14.78%
29 - Adlai E. Stevenson	1.16%	1.19%	1.91%	6.10%	5.48%	196	0.087	6.99%	12.47%
34 - Dr. Louis A. Cerulli	2.33%	9.17%	7.95%	8.26%	9.92%	270	0.120	9.63%	19.55%
43 - Theodore Roosevelt	7.87%	7.97%	12.79%	14.69%	14.96%	296	0.132	10.56%	25.52%
53 - Montesson Academy	8.96%	17.39%	11.43%	16.85%	11.11%	111	0.049	3.96%	15.07%
58 - World of Inquiry	12.28%	12.77%	10.29%	1.52%	6.67%	384	0.171	13.70%	20.37%
Joseph C. Wilson Foundation Academy	10.13%	5.75%	5.52%	3.28%	7.10%	435	0.194	15.51%	22.61%
District	5.00%	7.20%	7.40%	7.20%	7.90%				17.90%



Reading & Math Conclusions:



Bright Spots

- 2 schools can serve as exemplars in both reading and math as they are exceeding the district average for the Fall 2017 administration and they are "on track" to meet both DCIP goals



On the Move

- 2 schools are "on track" to meet both DCIP goals in math
- In total proficiency, 4 schools are within 2 percentage points of the district average



Intensive Supports

- For those schools below the district average and not approaching DCIP safe harbor goal:
- *Strategy* - High quality culturally, linguistically responsive & rigorous 21st century curriculum and instruction in all classrooms
- Use data from teaching & learning walkthroughs to drive the identification of high leverage activities to support quality initial instruction (there are 3-4 teaching & learning walks a year)
- Professional development through the visitation of schools to share strategies
- Intensive support coordinated through the Office of School Chiefs to implement research based strategies & essential elements

Network 3 Schools		
Bright Spots	On the Move	Intensive Support
Montessori School	School 34	School 2
WOIS	School 43	School 16
	School 29 (Math)	School 29 (Reading)
	WFA (Math)	WFA (Reading)

SECTION 3: DESCRIPTION OF COHORT ANALYSIS

Network 3 has four high schools (grades 9-12) which are listed below with the respective District Comprehensive Improvement Plan (DCIP) graduation goals for 2017-2018 (these goals are based on projected graduation performance from Aug 2017):

- 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%;

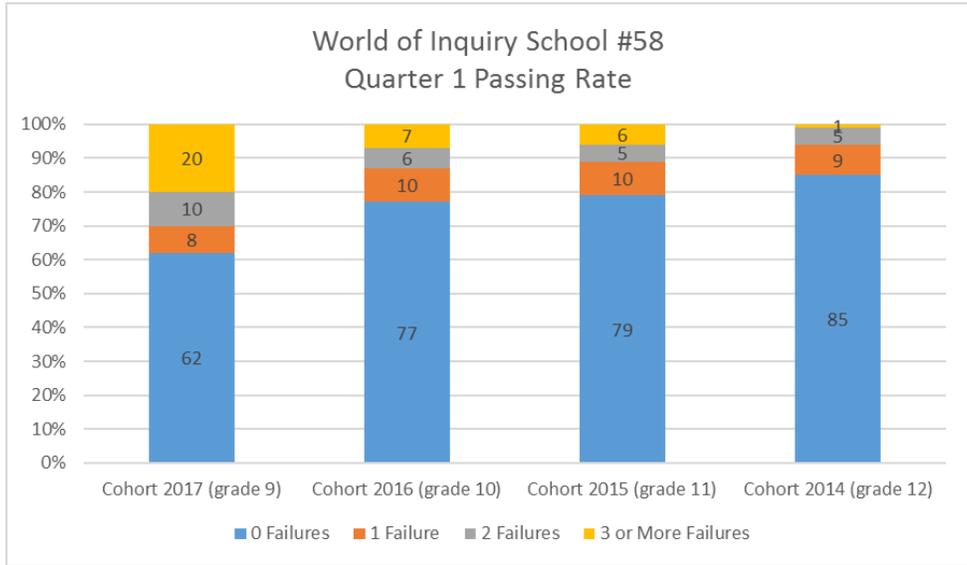
Each school has a table that outlines the number of students and the earned grade designation arranged by cohort. Grade designation is determined by the following:

- The grade level earned credit expected 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 by the 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 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.

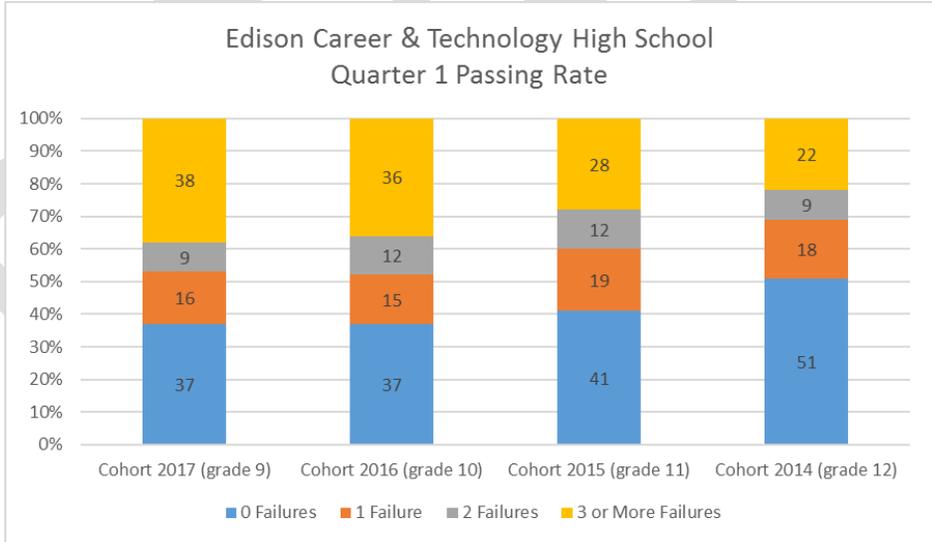
With the completion of Quarter 1, a failure report further details student performance by cohort for each school.

World of Inquiry School #58								
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



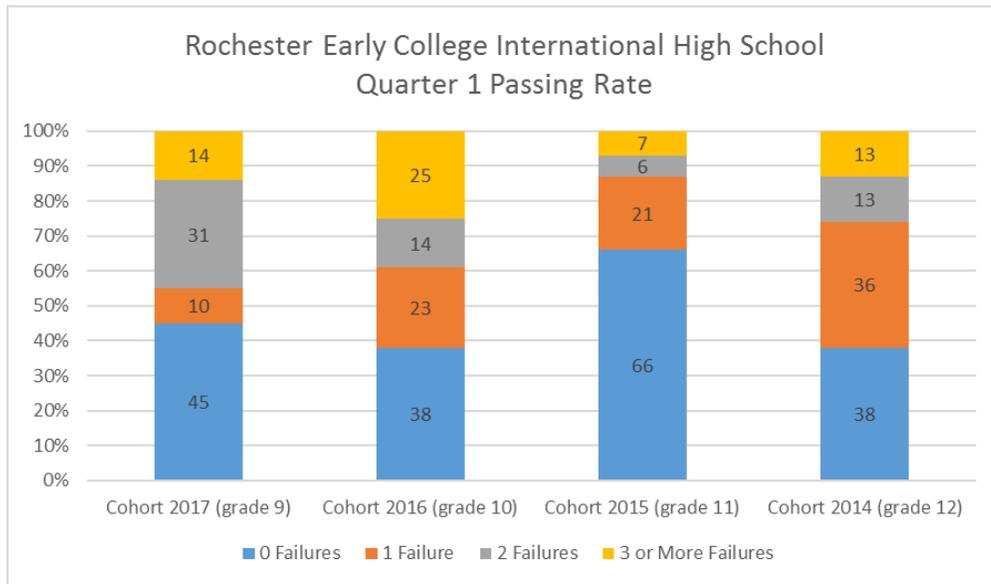
Edison Career & Technology High School Active Students in Each Cohort at Each Grade Designation

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



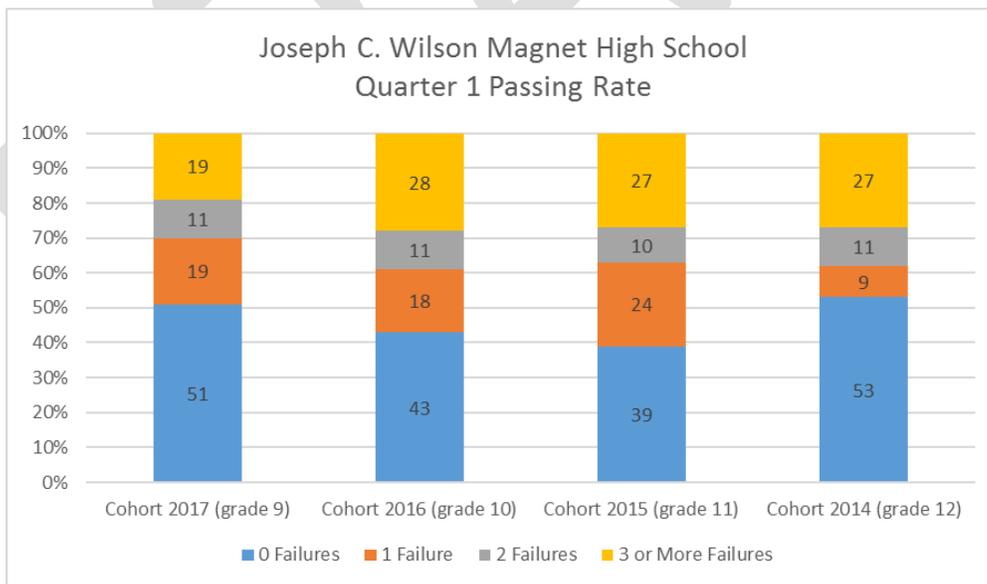
Rochester Early College International High School Active Students in Each Cohort at Each Grade Designation

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



Joseph C. Wilson Magnet High School 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



Going further to determine progress towards meeting DCIP goals and ultimately meeting the overall district goal of a 10% increase in 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 current approach, 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 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%.

The 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									
	2009	2010	2011	2012	2013	Cohort 2014 Enrollment	Weighting	10% Increase by School	2018 Goals
Edison			35.70%	43.60%	47.60%	408	0.522	20.90%	68.50%
Wilson	64.90%	70.90%	63.50%	67.00%	66.30%	168	0.215	8.60%	74.90%
RECHS	100.00%	71.00%	75.90%	70.30%	82.10%	109	0.140	5.58%	87.68%
World of Inquiry			91.80%	89.40%	92.60%	96	0.123	4.92%	97.52%
RCSD	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%.

Cohort Analysis Conclusions:



Bright Spots

- The "Active Students in Each Cohort at Each Grade Level" cross referenced with the "Quarter 1 Passing Rate" reveals that 1 school is on track to accomplishing both DCIP goals



On the Move

- The "Active Students in Each Cohort at Each Grade Level" cross referenced with the "Quarter 1 Passing Rate" reveals that 2 schools are in need of learning recovery for quarter 1 grade to continue to be on track to meeting both DCIP goals



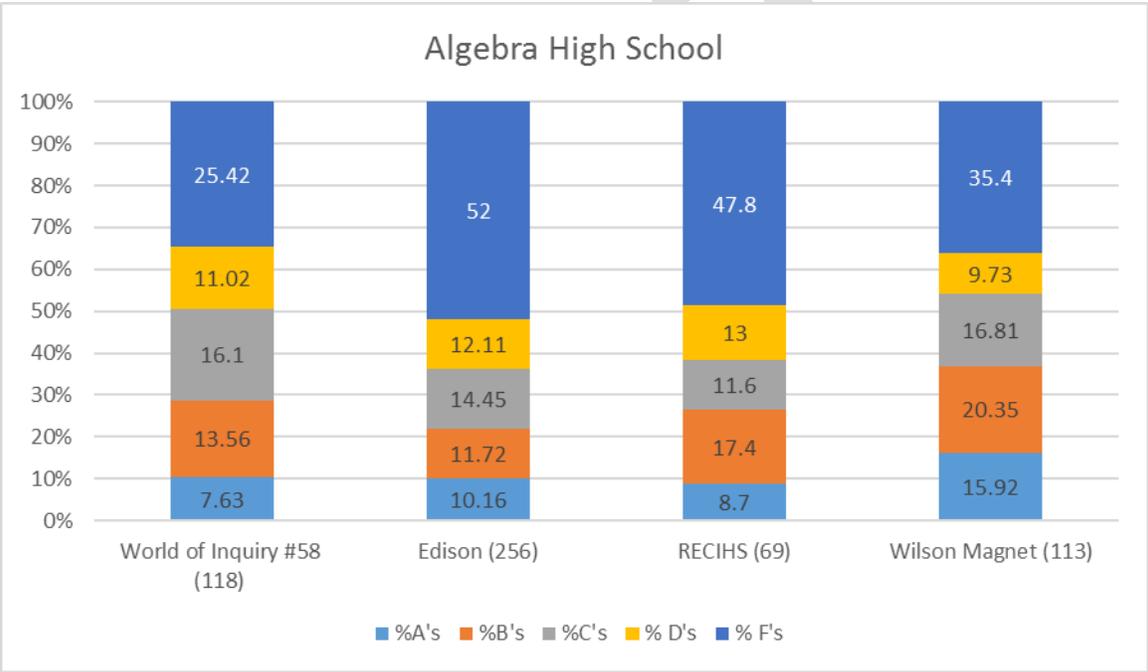
Intensive Supports

- 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 Chief; for example graduation coach requests and increase of extended hours to support Saturday School.

Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
WOIS	Wilson Magnet	RECIHS
	Edison (Cohort Designation)	Edison (Qt. 1 Passing Rate)

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

Algebra is one of the biggest predictors to determine if a student will be successful in 9th grade for the first time and then also, successful in the completion of high school graduation requirements. The following data points are the results from marking period 1 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.





Bright Spots

- 1 high school shows an even distribution of grades and can serve as models to support others



On the Move

- 1 school has more than 50% of first time 9th graders earning grades of A, B, and C
- All 4 schools have systems in place to support learning recovery for those students who earned a D or F



Intensive Supports

- 2 of the 4 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.

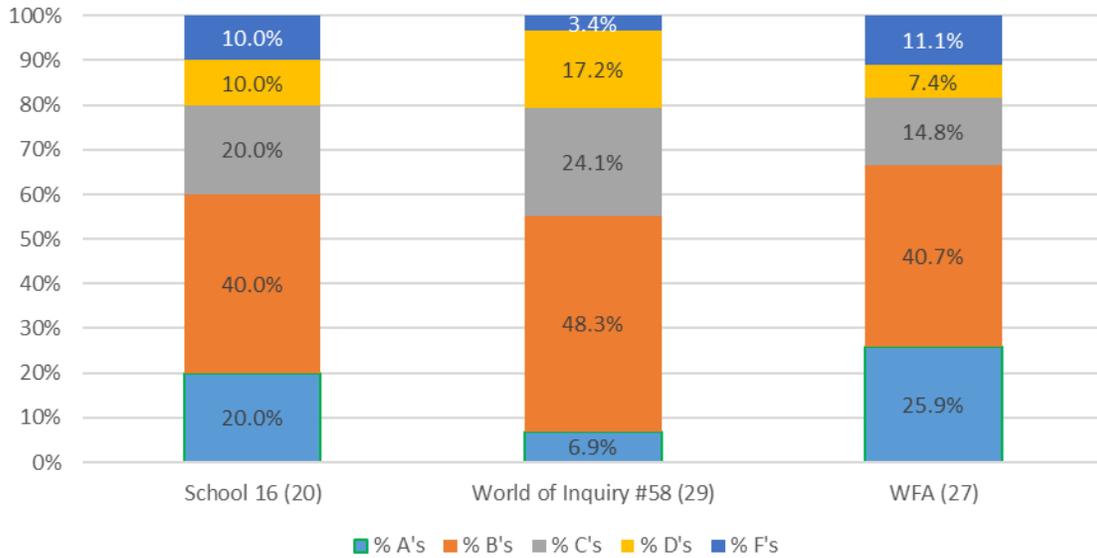
Network 3 Schools		
Bright Spots	On the Move	Intensive Supports
WOIS	Wilson Magnet	RECIHS
		Edison

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

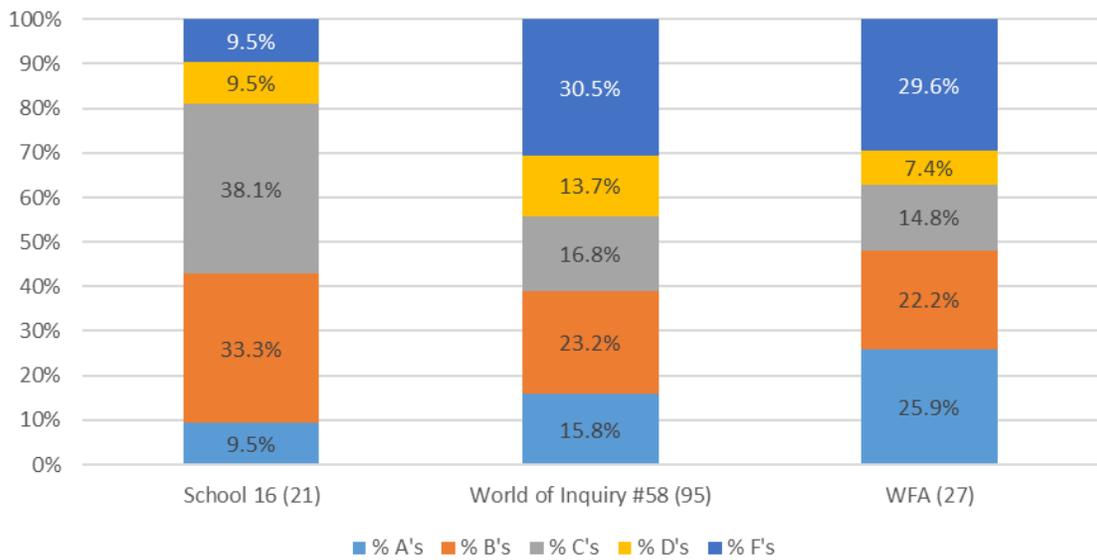
Accelerated coursework helps students earn high school credits prior to starting their cohort year, 9th grade. Students who have opportunities to take accelerated work not only get ahead in high school credits, they are more likely to stay ahead. Three schools in Network 3 have 8th grade and therefore, can offer students the opportunity to engage in accelerated course work.

While there are many 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 8



Living Environment 8





Bright Spots

- A higher percentage of students earn A's & B's
- In 1 school, nearly 80% earned grades of A's, B's and C's



On the Move

- All Schools; the shift to offer more accelerated courses is clear in the increase of students who are offered the opportunity to engage in a high school Regents science course in the 8th grade
- Less than 25% in total (all schools) recieved a grade of F



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 Bright Spot and On the Move schools can be shared across the entire Network to further support quality initial instruction

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

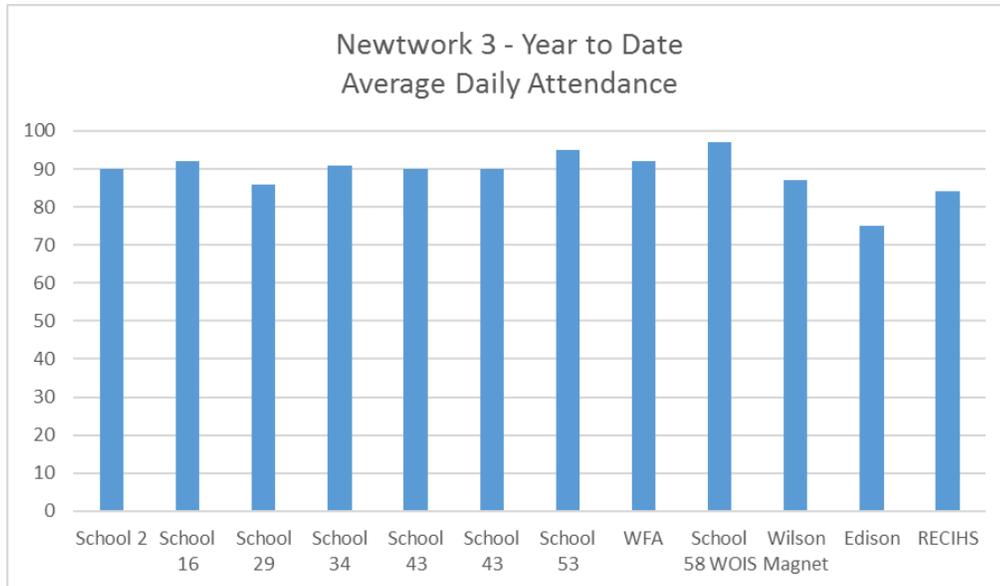
SECTION 6: DESCRIPTION OF NETWORK ATTENDANCE

Attendance Analysis Conclusions:

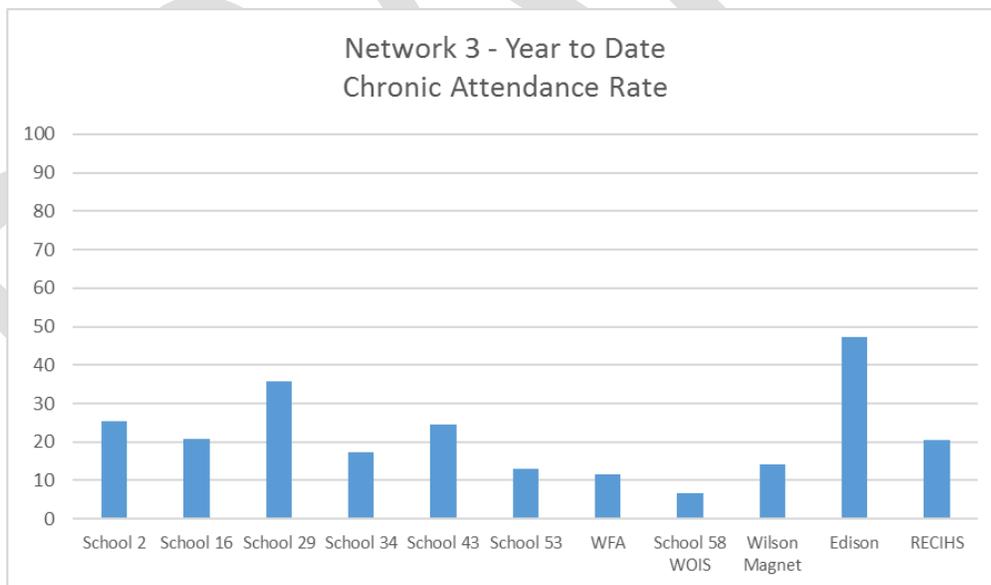
The chart below provides the average daily attendance for each school for active students. The district goal is noted as 93% average daily attendance. The average daily attendance percentage is calculated by dividing the total days present by the sum of the total days absent and present. Average daily 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 graph below depicts the average daily attendance for the schools in Network 3.



An additional attendance measurement are chronic absences. The chronic absence provides the students whose average daily attendance falls within the threshold of the report. The chart indicates the total % of students with chronic absences of 10%-19.99% and severe chronic absences as 20% or greater. 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 goals are not used in the DCIP goals, they were developed to provide more guidance in the progress monitoring process for each school.

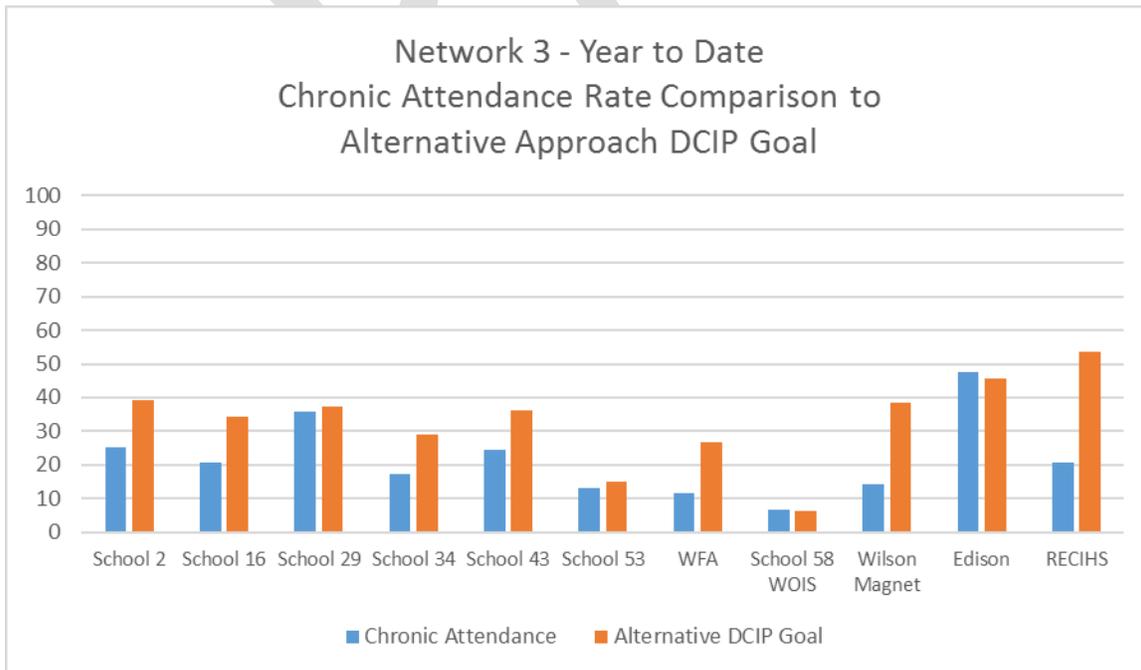
Methodology

In this current approach, 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 formula used:

$$\text{Chronic Absence Rate 2018 Goal} = \text{Chronic Absence Rate in 22017} - \left(5\% \times \frac{\text{Current Enrollment of a School}}{\text{SUM of Enrollment of Schools Within a Chief's Network}} \right)$$

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%





Bright Spots

- 2 schools are at or above 93% 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

- 2 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 3 Schools		
Bright Spots	On the Move	Intensive Supports
School 2	School 43	School 29
School 16	Wilson Magnet	Edison
School 34		
WFA		
Montessori		
RECIHS		
WOIS		

SECTION 7: SPECIAL EDUCATION READINESS

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

SECTION 8: DESCRIPTION OF SUSPENSION

Refer to the *Suspension Quarterly Report* for details pertaining to district and school level suspensions. This report will be submitted by Idonia Owens.

DRAFT