

## Receivership Schools ONLY

### Quarterly Report #1: *July 1, 2017 to October 13, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
Northeast High School df	261600010073	Rochester City School District		Check which plan below applies:			
				SIG X		SCEP	
				Cohort (4, 5, 6, or 7?): 6			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Ali Abdulmateen, Interim Principal	Elizabeth Mascitti-Miller, Chief of Superintendent's Receivership Schools		9-12 on 7-12 campus	13.5%* *SPA as of 10/18/17	21.4%* *SPA as of 10/18/17	639* *SPA as of 10/18/17
	Appointment Date: August 2017						

#### **Executive Summary**

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Northeast High School at the Douglass Campus experienced a leadership transition this summer and thus necessarily devoted energies and effort to a smooth opening and relationship-building communication. In the first few weeks of the school year, staff has engaged in professional learning experiences related to building a coherent vision for Panther graduates, dialogue about race, and unpacking the rigor and relevance framework, disciplinary literacy and discussion protocols. A teacher-led team is also working to cultivate a stronger climate and culture, and many positive experiences for students have already occurred during the first few weeks. This is an important part of the work to



rebuild an engaging high school experience with high expectations for all students. Faculty have also taken on collegial learning on the community school strategy and on restorative practices.

The systems and structures built over the past two years continue to enable Northeast to get better at serving every student by face and name to and through graduation. Investing in one counselor per grade level supports this, and the cohort tracking meetings are in place and teacher team meetings have begun in some, but not all grade levels/departments. The master schedule was designed strategically to increase the amount of time students spend in class, and to make sure that students are in courses which will support them in recovering missed credits and in preparing for the Regents exams they need, while still proceeding with their studies. The new STAR programming which enables the school to better serve overage under-credited students on campus will become another asset in this work.

Many elements of the community school strategy are in place at the Douglass Campus, including the health center and numerous community partners who provide a range of targeted supports. The formal “re-launch” or refinement of the strategy is on hold until the grant is approved and the associated resources released.

As the first quarter of Northeast’s third year of transformation closes, the school is positioned to maintain its upward trajectory. Challenges remain as attendance is too low, many members of the 2014 cohort are off-track, social-emotional needs are intense, and the ability to motivate student engagement and ownership for learning is inconsistent across the school. However, the school is able to identify the student need and plan to respond to them with academic supports such as after-school tutoring, Saturday and break learning opportunities, which will start after the first marking period closes. At this point, the majority of the indicators are within reach.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.



**Directions for Parts I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1: Priority School make yearly progress	NA	Make	Yellow		Please see discussions below.		Please see discussions below as making AYP is a cumulative measure.
#5: School Safety	45	20% reduction in Serious Incidents = 36	Green	Yes	As stated in the Continuation Plan, this year is about continuing and refining structures in place. These include: <ul style="list-style-type: none"> <li>New master schedule which allows more “pure” scheduling, an</li> </ul>	Incident reports, from SPA data warehouse  Administrative review	At this point, Northeast has recorded 1 serious incident. Northeast will continue to focus on proactive relationship building and the system of social-emotional supports and progressive discipline that has enabled the school to promote a safer, calmer school climate.



				<p>expansion from the Panther Lair 9<sup>th</sup> grade academy.</p> <ul style="list-style-type: none"><li>• <b>Expand/refine</b> social-emotional supports such as the Panther Progress Room and the crisis <b>intervention/prevention staff from Center for Youth Services. These staff conduct countless mediations of conflict.</b></li><li>• Strengthen the coordination of supports, through work of the SIG Administrator for Student Supports and the cohort tracking system.</li></ul> <p>The following strategies were in the SIG, but either have not been implemented yet or will need to be adjusted:</p> <ul style="list-style-type: none"><li>• Work with the Panther Lair staff to refine the advisory structure, perhaps integrating it with the new AVID program in 9<sup>th</sup> grade. <u>The effort to lengthen instructional periods and embed academic interventions trumped this need.</u></li><li>• Instituting some form of community-building</li></ul>	
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				<p>structure schoolwide, such that at least monthly there is a “Panther Pride” time during which smaller groups of students and teachers meet. This time promotes relationships and embedded goal-setting and reflection. <u>The structure and format for this are still in development. We have had Town Halls and are developing the conferencing tool, but the schedule will be more quarterly, not monthly.</u></p> <ul style="list-style-type: none"><li>• <b>Partnering with Gandhi Institute to create, train and support a cadre of Peace Ambassadors to promote peaceful and proactive conflict resolution. Also encourages youth leadership, and potentially parent training. Youth can be compensated, particularly if they are facilitating trainings and/or conflict circles. <u>Has not happened, as dependent upon CSG funds.</u></b></li></ul>	
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					<ul style="list-style-type: none"> <li>Secure a full-time mentoring and youth development program, <b>COLORS</b>, aimed at young men of color. <u>Has not happened, as dependent upon CSG funds.</u></li> </ul>																														
#67: 2012 Total Cohort Passing Math Regents (Score >=65)	35%	6% age point increase = 41% Estimate	Yellow	Yes	<p>There are several key strategies addressing this metric:</p> <ul style="list-style-type: none"> <li>The use of the master schedule to incorporate more strategic embedded interventions and review courses such as Algebra/Geometry Blend and the AIS flex period for math.</li> <li>Continued support from the instructional coach and math substitute to guide the department and provide student support.</li> </ul>	<p>Cohort tracking meetings</p> <p>Math department reviews</p> <p>CFAs</p>	<p>As of the beginning of the year, there are an estimated 135 students in the 2016 cohort. Of these, 48, or 36%, have already passed the Algebra Common Core Regents exam. The table below shows how the remaining students scored, and how many have not taken the exam at this point.</p> <table border="1"> <thead> <tr> <th>2012 Total Cohort passing Math Regents(Score &gt;=65)</th> <th>13-14 Baseline</th> <th>Estimated 2016 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>Students &gt;=65+</th> <th>Students &gt;=65+ %</th> <th>Students 55-64</th> <th>Students 0-54</th> <th>No Score (NS)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>65%</td> <td></td> <td>88</td> <td>48</td> <td>35.6%</td> <td>33</td> <td>23</td> <td>31</td> </tr> <tr> <td>Progress Target</td> <td>6% Increase from 35%=41%</td> <td>35%</td> <td>135</td> <td>56</td> <td>48</td> <td>35.6%</td> <td>33</td> <td>23</td> <td>31</td> </tr> </tbody> </table> <p>Given that Northeast is close to the target before this year of instruction and academic interventions which are in place for the math courses. The instructional coach and an additional substitute provide push-in and pull-out academic support and build professional capacity among the math department.</p>	2012 Total Cohort passing Math Regents(Score >=65)	13-14 Baseline	Estimated 2016 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)	Goal	65%		88	48	35.6%	33	23	31	Progress Target	6% Increase from 35%=41%	35%	135	56	48	35.6%	33	23	31
2012 Total Cohort passing Math Regents(Score >=65)	13-14 Baseline	Estimated 2016 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)																											
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#69: 2011 Total Cohort passing ELA Regents (Score >=65)	24%	6% age point increase = 30%	Yellow	Yes	<ul style="list-style-type: none"> <li>Instructional coach/intervention supports are in place and the most strategic use is being continually revamped to meet emerging needs.</li> <li>PD on disciplinary literacy occurred; the embedded teacher team meetings have begun in</li> </ul>	<p>Cohort tracking data</p> <p>CFAs</p>	<p>At the beginning of this year, there are an estimated 159 students in the 2015 cohort, making the target at least 48 students. Almost all of the cohort is currently enrolled in English III, and the intervention teacher / instructional coach role will work to support both the planning and differentiation in those classes. The use of common formative assessments and strengthening the feedback and revision opportunities are a focus for the English department, and will become more visible in late October.</p> <p>After the first marking period, Northeast will review student progress and make adjustments in academic supports for this indicator.</p>																												



					9 <sup>th</sup> grade, and will launch for all in late October.		<table border="1"> <thead> <tr> <th>2011 Total Cohort Passing ELA Regents (Score&gt;=65)</th> <th>13-14 Baseline</th> <th>Estimated 2015 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>Students &gt;=65+</th> <th>Students &gt;=65+ %</th> <th>Students 55-64</th> <th>Students 0-54</th> <th>No Score (NS)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>61%</td> <td></td> <td>97</td> <td>1</td> <td>0.6%</td> <td>0</td> <td>2</td> <td>166</td> </tr> <tr> <td>Progress Target</td> <td>6% Increase from 24%</td> <td>24%</td> <td>159</td> <td>48</td> <td>1</td> <td>0.6%</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	2011 Total Cohort Passing ELA Regents (Score>=65)	13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)	Goal	61%		97	1	0.6%	0	2	166	Progress Target	6% Increase from 24%	24%	159	48	1	0.6%	0	2
2011 Total Cohort Passing ELA Regents (Score>=65)	13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)																										
Goal	61%		97	1	0.6%	0	2	166																										
Progress Target	6% Increase from 24%	24%	159	48	1	0.6%	0	2																										
#70: Total Cohort 4-Year Grad Rate - All Students	(2009 Cohort) 49%	6% age point increase = 55%	Yellow, with concerns	Within reach	<p>The Continuation Plan with Community School Updates stated that Northeast would continue and enhance the following:</p> <ul style="list-style-type: none"> <li>The cohort tracking system, which regularly reviews student progress at 5 week intervals and makes necessary adjustments to support student success. The addition of a counselor will assist in making this system as responsive as possible. <u>This is in place and being implemented.</u></li> <li>Pursuing CTE opportunities for students, to ensure multiple pathways. <u>Northeast is providing increased access to the Skills USA coursework and exam.</u></li> <li>The 9<sup>th</sup> grade academy structure, knowing that</li> </ul>	<p>Cohort tracking meeting</p> <p>Progress reports</p> <p>1:1 reviews</p> <p>Attendance team review</p>	<p>The total 2014 cohort is estimated at 169 students, making the progress target 93 students. At this point there are 136 students enrolled with Northeast, 5 early graduates (3%), and 46 students (27%) the District considers solidly on-track with at least 16 credits and 3 Regents. Northeast’s cohort tracking considers 24 students solidly “green” and 82 “yellow” meaning that while there are substantial gaps in what they need to graduate in June or August, they are scheduled into the right courses and review supports to do so. The remaining students are considered “red”.</p> <p>This cohort has had a different counselor each year and the current counselor, registrar, administrator and District support staff have spent this month in multiple reviews and adjustments of transcripts and schedules. Communication about status was sent home over the summer and one-on-one meetings with each senior, counselor and administrator, with parent input, are being scheduled as well. The concerning trends that need addressing are the low numbers of Regents passed and the poor attendance of many seniors. At this point, Northeast is concerned but also has enough flexible resources to provide intense supports.</p>																											



				<p>as students earn at least 5 credits and pass at least 1 Regents, it increases their odds of on-time graduation.</p> <p><b>Academy and House structures enable better relationships and tighter progress monitoring and response; the additional counselor enables this.</b></p> <p><u>In place.</u></p> <ul style="list-style-type: none"><li>• A menu of flexible opportunities to support credit accrual, including push-in, pull-out, Bridges, after-school, Saturdays, and break weeks, in addition to summer programming. <u>Many in place, working to launch others after first marking period.</u></li><li>• A more targeted PD Plan, focusing schoolwide on a few key drivers such as student engagement and critical literacy. At the same time, adding an Assistant Principal and taking a more cohesive approach to instructional leadership will deepen this work. <u>This is in development,</u></li></ul>	
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			Orange		<u>delayed by the transition to new leadership team.</u>		
#76: Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	4%	3% age point increase = 7%		Not likely.	<p>The school planned to address this metric through a variety of long-term strategies:</p> <ul style="list-style-type: none"> <li>Continuing to invest effort and resources in the 9<sup>th</sup> grade Panther Lair academy structure. Increasing the likelihood of students earning at least 5 credits in their first year sets them up to earn an Advanced diploma. <u>In place.</u></li> <li>Increasing access to advanced coursework, such as a new dual enrollment opportunity with SUNY Environmental Science &amp; Forestry. <u>Did not occur.</u></li> <li>Exploring options to bring a CTE offering to campus, ensuring that students have access to another pathway, and furthering career readiness options on campus. <u>Initial steps taken, ensuring access to Business course and Skills USA exam.</u></li> </ul>		<p>The progress target would require 12 students to earn their advanced Regents. Three of the early graduates did so and at this point three additional students are slated to earn.</p> <p>Building toward the Advanced Regents is a long-term investment and the fact that over two-thirds of the 9<sup>th</sup> grade cohort entered this year with at least 5 credits demonstrates that successive cohorts will have more students better positioned to earn the more rigorous diploma. The college and career calendars that the counseling team has laid out for each cohort also builds this culture of higher expectations.</p>



<p>#88: Total Cohort 5-Year Grad Rate - All Students</p>	<p>NEW 16-17 LEVEL 1 INDICATOR BASED ON 2015-16 RESULTS</p>	<p>6%age point increase = 40%</p>	<p>Green</p>	<p>Yes – already met</p>	<p>In addition to building on the supports outlined in other areas, The Community School Strategy update to Northeast’s Continuation Plan included the plan to build a specific programmatic option on campus, aimed at accelerating and supporting overage, under-credited youth.</p> <p><u>This STAR Program has been launched with 22 students and is in prototyping stage, as we modify to meet student needs and staffing observations. Since the grant has not been approved, many of the resources planned have not begun yet.</u></p>	<p>Cohort tracking</p>	<p>This progress target has already been exceeded with the number of 4-year graduates in June and August from the 2013 cohort. Northeast continues to support 51 2013 cohort students through enrollment on campus, in the District’s All City High School program or through active attempt to re-engage.</p> <p>To increase the likelihood of students graduating in 4 or 5 years, Northeast is creating the STAR program, which operates on an accelerated, flexible schedule and is offering overage students an opportunity to earn up to 10 credits this year. At this point there are 22 students enrolled; the caseload is being reviewed for academic progress and decisions about student enrollment will be made on rolling basis over this next few months. The ability to run this responsive and targeted intervention on campus will support the school’s ability to serve every student by face and name.</p>
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>			<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



**Part II – Demonstrable Improvement Indicators (Level 2)**

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#21: HS ELA All Students Level 2 and above	51%	6%age point increase = 57%	Yellow	Still assessing	<ul style="list-style-type: none"> <li>• Summer PD on disciplinary literacy and fall PD on discussion protocols have elevated the focus on literacy across content areas.</li> <li>• The instructional coach is focusing on ELA Department, working to establish the use of common formative assessments.</li> <li>• Many students who still need to pass the English III exam are scheduled into Urban Poetry to simultaneously earn credits and review. Currently reviewing how to support these classes with intervention support as the school has an ELA teaching vacancy, so the classes have had 2 subs.</li> </ul>	<p>Common formative assessments</p> <p>Progress reports / grades</p>	<p>Because the denominator for this indicator is based on the Accountability Cohort, which is not determined yet, it is hard to predict exactly where Northeast stands at this point. There are approximately 70 students in the 2014 cohort who have scored at least a 55% on their English Regents, which is likely approximately 40% of the cohort. All other currently enrolled 2014 students are currently scheduled into English classes that will support them in attaining at least a Level 2, and hopefully a passing score on the Regents exam. The remaining ELA vacancy is a concern, although Northeast has utilized additional supports to mitigate.</p> <p>More targeted and intensive interventions will launch in the second marking period.</p>
#65: 2013 Total Cohort (9th Graders)	44%	6%age point increase = 50%	Yellow	Yes	<ul style="list-style-type: none"> <li>• Additional counselor enables one counselor devoted purely to each cohort.</li> <li>• Continuation of the 9<sup>th</sup> Grade Lair which creates a devoted teacher</li> </ul>	<p>Cohort Tracking Meeting</p> <p>9<sup>th</sup> Grade Teacher Team Meeting</p>	<p>The progress target demands that at least 75 of the 149 students in the 2017 cohort finish this year with at least 5 credits. Almost half of the cohort entered this year with at least one credit; 23 have two or more credits.</p>



with 5 or more credits					<p>cluster, and enables more active progress monitoring and interventions.</p> <ul style="list-style-type: none"> <li>Expanded day and improved master schedule embed additional instructional time and supports.</li> <li>Instructional coach and literacy intervention supports.</li> <li>Regular cohort tracking meeting with administration, counselor and student support team to match students to academic and social emotional supports through community partnerships.</li> </ul>	Report cards	
#83: Post-graduation plans of Completers (4-yr college)	12%	3%age point increase = 15%	Yellow	Likely but cannot assess yet.	<ul style="list-style-type: none"> <li>The additional counselor supports the level of intense support this cohort demands. It has also enabled the creation of a 4-year sequence of college/career events.</li> <li>Town Hall Meeting, parent mailings, and Senior Day with embedded transcript review have all occurred prior to the time of writing this report.</li> </ul>	<p>Counselor 1:1 meetings</p> <p>Counselor records</p> <p>Cohort Tracking</p>	There is no progress to report on this metric at this point because these plans are not completed until later in the year. However, the calendar and systems of support for seniors to do their college preparation activities is in place. While most of our students need to consider community college as a viable option, many plan to use a 2+2 program to earn their four-year degree.
#86: Teacher Turnover	51%	10%age point decrease = 41%	Green	Yes		Staffing template	There were seven teachers who did not return to Northeast from 16-17 to the 17-18 school year. For a teaching staff of over 55 FTE, this turnover rate is considerably under the progress target and positions us with a stable faculty.
#94: Providing 200 Hours of	NA	Meet SED rubric requirements.	Green	Yes	<ul style="list-style-type: none"> <li>More strategic use of the master schedule garnered both an additional 100 minutes a week and longer instructional periods.</li> <li>Strategic scheduling builds in opportunities for students to continue to earn credits while also</li> </ul>	<p>Cohort tracking</p> <p>Weekly meetings with community partners</p>	The school is already meeting the criteria of the expanded day framework. Northeast’s length of day is 8:30 – 3:30 for all students, which is significantly longer than the required NYS minimum. Furthermore, the increased time is used strategically for academic needs, and students have opportunity for enrichments on campus afterschool and into the evening.



Extended Day				<p>reviewing for missed exams, as well as opportunities for credit recovery.</p> <ul style="list-style-type: none"> <li>Several community partners (e.g., Hillside Work-Scholarship, Gear Up, Upward Bound and Liberty Partnership) provide academic tutoring and mentoring supports embedded throughout and after the school day.</li> </ul>		As the first marking period ends, the additional supports of Saturday and break interventions will be launching.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part III – Additional Key Strategies – (As applicable)**

<b>Key Strategies</b>			
<ul style="list-style-type: none"> <li>Do not repeat strategies described in Parts I and II.</li> <li>If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.</li> <li>Every school must discuss the use of technology in the classroom to deliver instruction.</li> </ul>			
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out	
1. Use of technology in the classroom to deliver instruction	<b>Yellow</b>	Northeast does have enough smartboards, and computer labs. However, there are not enough Chromecarts or document cameras to fundamentally change instructional delivery approaches. The delayed approval of the Smartbond act for the District, and the currently unapproved Community Schools Grant funds have delayed the purchase of Chromecarts for the school. In the meantime, teachers are taking the necessary PD to prepare for a shift to the Google environment.	
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	Not applicable.	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		
<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part IV – Community Engagement Team and Receivership Powers**

<b><u>Community Engagement Team (CET)</u></b>			
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.			
Status (R/Y/G)	Analysis/Report Out		
Yellow	With the transition of leadership, the CET has not been as active in the first two months, in part because many members worked so closely with the School-Based Planning Team, during the formal interviewing and transition process. However, team membership is being updated due to staff transitions and meetings will begin to occur more regularly.		
<b><u>Powers of the Receiver</u></b>			
Describe the use of the School Receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
Green	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none"> <li>1. Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.</li> <li>2. Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.</li> <li>3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.</li> <li>4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</li> <li>5. Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.</li> </ol>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part V – Community Schools Grant (CSG)**

*(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)*

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	While the formal process for 17-18 has not started, Northeast is building upon several years of needs assessment conducted by the Student Support Center Coordinator, which mirrors aspects of the needs assessment process. However, once the grant is approved and the more formal plans for a community-wide needs and asset assessment can proceed, Northeast will expand the reach. In the meantime, some of the basic questions about visioning, identifying needs and desires have been asked of full staff in PD and of families at Open House.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The Campus Open House on October 12 <sup>th</sup> included both a presentation to families and a structured opportunity for parental input to gather ideas, hopes and diagnosis from families. A similar opportunity was held for staff, with detailed input about what the staff desires for graduates, and how this end goal would then shape programming. Staff also had opportunity to participate in a PD session with Shital Shah from AFT.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	Thus far, mailings about school priorities and events have been translated into English and Spanish. Robocalls have also been utilized as well.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	This position and committee have not been launched yet, pending grant approval.
Steering Committee (challenges, meetings held, accomplishments)	Northeast has not made formal changes to its work or structures, because the grant has not been approved.
Feeder School Services (specific services offered and impact)	The majority of Northeast students enter from Northwest, which shares the Douglass Campus. For this reason, many resources and improvement plans are as integrated as possible.
Community School Site Coordinator (accomplishments and challenges)	Not hired yet, pending grant approval.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Not proceeding as of yet, as grant is not approved.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Not proceeding as of yet, as grant is not approved.



<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part VI – Budget**

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
SIG:	Green	<ul style="list-style-type: none"> <li>Personnel costs are on track and the additional, flexibly deployed staff enable the system of supports for students. For example, Northeast operates the Bridges program which enables alternative setting/Tier 3 intervention for students who require, and also can operate a more case management approach to supporting students with disabilities. The additional support for ELA, which supports professional practice and direct intervention with students, is another example.</li> <li>The hourly pay for expanded learning opportunities has not been spent yet, but the school is currently developing the plan to begin Saturday and break interventions. These will likely launch in early December.</li> </ul>
CSG:	Yellow	Spending from this grant is not on track as the approval of the grant has not been secured.





currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

**Part VIII – Assurance and Attestation**

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
 Signature of Receiver: [Handwritten Signature]  
 Date: \_\_\_\_\_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): William Hucks  
 Signature of CET Representative: [Handwritten Signature]  
 Date: 10/27/2017