

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020 (Due January 31, 2020)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.rcsdk12.org/schoolinnovation			
Leadership Academy for Young Men	2616000010103	Rochester City School District		Check which plan below applies:			
				SIG			SCEP
				Cohort (6, or 7):			X
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Djinga St. Louis *If new, attach resume. Appointment Date: July 1, 2019	Dr. Carmine Peluso, Chief of Schools Michele Alberti White, Executive Director of School Innovation		7-12	11% *Captured from SPA data warehouse 1/29/20	30% *Captured from SPA data warehouse 1/29/20	550 *Captured from SPA data warehouse 1/29/20

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*.

This quarterly report will highlight the progress the school has made to meet the demonstrable indicators (DI). While the school has 23 DI's to meet, the focus this quarter was on #67, #69, #70, #160 and #170. To address the academic indicators, four types of interventions were more closely monitored:

1. On-Line Credit Recovery (OCR) is offered and scheduled for students in grades 10-12. The OCR data is electronically updated and accessed regularly. Progress monitoring of students in OCR is discussed at weekly cohort meetings with a focus on seniors who need the class(es) to graduate in January 2020 and/or on time in June of 2020.
 2. For 3-8 ELA and Math assessment data is being reviewed regularly and student grouping are being adjusted based on the results. Common formative assessments are being created and administered to monitor growth and prepare students for NYS exams.
 3. Weekly Cohort meetings with the school counselor and a special education advocate assigned to Leadership are continuing to be held to track the 2016 Cohort.
 4. Six sessions of Saturday School Regents Prep were held for high school students between October and January. Attendance sign-in demonstrates that a total of 46 students came to Saturday school during that time and 18 of the 46 came on more than one Saturday. During the second semester, Saturday School will be available to students in grade 7 & 8. This offering will help to prepare students for 2020 NYS Assessments.
 5. In December 2019, Student Academic (SAP) reports were created for students who, prior to the 5-week mark of the second marking period, were in danger of failing. This report allowed for targeted conversations with teachers who contributed to a high percentage of SAPs to develop plans of intervention before the end of the second marking period. Midway between the 3rd making period, SAP will be collected and analyzed.
5. Before the Winter Recess, Marking Period Recovery (MPR) opened up for grade 9 students who needed additional time to earn a passing grade in either English I or Global I for the first marking period.
- To address chronic absenteeism (indicator #160 & #170) weekly attendance meetings are continuing . To date, the chronic absenteeism for middle school and high school is 54%. In January our Community School Site Coordinator joined our school and will be an additional administrator to assist in the mitigation of chronic absenteeism. The restoration of the Home School Assistant will enable more home visits as needed. A Google Doc has been created to capture interventions for individual students and is reviewed weekly.

The Community Engagement Team has been formed and have had three meetings since October 2019. The membership has changed, as some staff members could not commit this half of the school year. The school will continually recruit for the CET to provide alignment with our Demonstrable Indicator. The Team will meet bi-weekly on action items and a timeline has been determined. After that, the team will meet monthly. The Team will be co-facilitated by the Principal and the Community School Site Coordinator.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to 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	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 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 19-20 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.

33 - 3--8 All Students ELA MGP	34	36.7		YES	<p><u>Redesign of the current ELT plan</u> The Extended Learning Time (ELT) classes are continuing to run to improve outcomes on literacy assessments and meet the demonstrable indicator. To serve as a benchmark to prepare students for the NYS assessments. The Intervention/Prevention teacher will assemble common assessments for ELA. Each month a different part of the test will be given to the students and the results will be used in planning and preparation.</p> <p><u>Combined Grade Level Meetings</u> Middle School Core subject teachers, school counselor and Administrator continue to meet weekly. Review of student formative assessments, student work and Professional learning has been the focus. The team uses the “rolling agenda” process to capture the minutes.</p> <p><u>Grouping of students for middle school ELA intervention & support.</u> The Intervention/Prevention and reading teacher in middle school have pulled students for small reading groups and the reading teacher pushes into some classes. The data that was used to determine groupings was the Fall NWEA data.</p> <p><u>Use of the NYS ELA rubric for short answers</u> The Priority question that was crafted by the Instructional Leadership Team is, “why are students in grades 7-12 having difficulty with the constructed response section of high stakes</p>	<ul style="list-style-type: none"> - NWEA Fall & Winter data - Report Cards - 5-week Report - Student Academic Reports submitted - SPA 	<p>2nd Quarter Report Card data show: English 8 - 42 students passing out of 64 English 7 - 57 students passing out of 84</p> <p>NWEA Data- Winter 2020 Percentage of students meeting NWEA Growth Targets</p> <table border="1"> <caption>Percentage of Students Meeting NWEA ELA Growth Target- Winter 2020</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Grade 7</td> <td>45%</td> </tr> <tr> <td>Grade 8</td> <td>34%</td> </tr> <tr> <td>Total</td> <td>40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● 45% of students in Grade 7 met their NWEA growth targets ● 34% of students in Grade 8 met their NWEA growth targets 	Grade	Percentage	Grade 7	45%	Grade 8	34%	Total	40%
Grade	Percentage														
Grade 7	45%														
Grade 8	34%														
Total	40%														

				<p>assessments?” To help answer this, in December the intervention Preventions teacher asked both the 7th and 8th grade teacher give students old part II and III ELA constructed response question. The data is still being reviewed using the NYS ELA rubric.</p> <p>The ELA vertical team (7-12) agreed to use the Topic Elaborate Analyze Link writing protocol (TEAL) school wide.</p>		
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39 - 3-8 All Students Math MGP	43.5	45.5		YES	<p><u>Redesign of the current ELT plan</u> The Extended Learning Time classes are continuing to run to improve outcomes on literacy assessments and meet the demonstrable indicator. To serve as a benchmark to prepare students for the NYS assessments in the spring, the Intervention/Prevention teacher will assemble common assessments for math. This will provide math teachers insight into the best ways to prepare their students for the NYS Assessment.</p> <p><u>NYS Math Assessment Prep</u> The 7th & 8th grade math teachers will collaborate with the Intervention Prevention teacher to set up benchmark assessments using past NYS math exams. Math teachers will review priority standards and assess student’s current level of understanding using model questions. This information will be used to identify gap and inform opportunities for targeted instruction.</p>	<ul style="list-style-type: none"> - NEWA Fall & Winter data - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>ENTER PASSING STUDENTS HERE 28 out of 59 8th graders are passing math 2nd Quarter 33 out of 79 7th graders are passing math 2nd Quarter</p> <p>NWEA Data- Winter 2020 Percentage of students meeting NWEA Growth Targets</p> <ul style="list-style-type: none"> ● 44% of students in Grade 8 met NWEA growth targets ● Grade 7 students were not administered the Fall NWEA so growth targets were not generated
67 - 2019-2020: 2018 Total Cohort (10th Graders) Passing Math Regents	37%	43%		YES	<p>ELT is currently structured to provide Regents Prep. Saturday school runs every Saturday with the exception of Saturday’s before a Monday holiday or school break. Saturday school has been restructured to provide a consistent focus on Regents Prep.</p>	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted - January 2020 Regents scores 	<p>There are currently 87 students in this cohort. As of February 8, 2020, 21 10th graders have passed a math Regents. An additional 17 more students are needed to pass the Regents in June to pass this metric.</p> <p>26 students from this cohort have been identified based on their proximity to passing, marking period grades, and attendance. These students will receive additional support through Saturday school, ELT, and in class interventions.</p>



<p>69 - 2019-20: 2017 Total Cohort (11th Graders Passing ELA Regents</p>	<p>46%</p>	<p>51%</p>		<p>YES</p>	<p>See Indicator 67</p>	<p>- see Indicator 67</p>	<p>There are currently 85 students in this cohort. 80 students are currently active.</p> <p>15 students from this cohort have passed the ELA Regents.</p> <p>29 more students are needed to make this metric.</p> <p>All students in this cohort sat for the January administration. Regents’ instructional reports will be used to provide targeted support to students through June.</p> <p>All students from this cohort who have not passed the ELA Regents will sit for the June 2020 administration.</p> <p>Opportunities for additional support for all students are provided through Saturday School, ELT, and in class interventions.</p> <p>As of Marking Period 2, 34/47 students are passing English 3.</p>
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70 - 2019-20: 2016 Total Cohort Graduation Rate - All Students	54%	60%		YES	On-Line Credit Recovery (OCR) is scheduled for students in grades 10-12. The OCR data is electronically updated and accessed regularly. Progress monitoring of students in OCR is discussed at weekly cohort meetings with a focus on seniors who need the class(es) to graduate in January 2019 and/or on time in June of 2020. 2016 Cohort students who are not on track are being met with individually to create a plan to recover credits and prep for June Regents. The plan is created by the counselor, principal and the students. A copy of the plan is sent home to parents.	<ul style="list-style-type: none"> - OCR completion data - January Regents scores - Report Card 	<ul style="list-style-type: none"> ● There are 104 Students in the Cohort ● 9 Early graduates ● 85 are considered “active” ● 51 students are needed to graduate in 2020 to meet the 60% ● 61 (58.7%) are “on track” ● 11 students will have an individualized plan for graduation in June inclusive of <ul style="list-style-type: none"> ○ schedule modifications ○ Online Credit Recovery ○ In-class intervention ○ Weekly check-ins with Counselor ○ Coordinated support from content teachers ○ Community Partner resources ○ other individualized resources based on student need
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100 - 3 - 8 ELA All Students Core Subject Performance Index	19.0	29.0		YES	See Indicator 33	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>There are a total of 198 students in 7th & 8th grade. 58 students need to score a level 2 or better on the NYS ELA exam in the spring for the school to meet the indicator of 29.0.</p> <table border="1" data-bbox="2002 373 2593 609"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI</th> <th># of students in proximity</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>117</td> <td>34</td> <td>31</td> <td>20</td> </tr> <tr> <td>8</td> <td>79</td> <td>23</td> <td>20</td> <td>10</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The 30 students in proximity have been identified for small group support in class, support during ELT, and Saturday School. ● A common assessment modeling the ELA exam will be administered to all students and results will be used to provide individualized support and instruction <p>NWEA Data- Winter 2020- Projected Proficiency on NYS Exams</p>  <p>Based on the NWEA Projected Proficiency above, and using 95% of the Projected</p>	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students in proximity	7	117	34	31	20	8	79	23	20	10
Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students in proximity																		
7	117	34	31	20																		
8	79	23	20	10																		

							Accountability Cohort, the school would have a PI of 19.7															
110 - 3 - 8 Math All Students Core Subject Performance Index	26.0	36.0		YES	See indicator 39	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>As of Feb 8, 2020 -the projected accountability cohort is at 198 students. Would need 72 students scoring at Level 2 to meet progress target. Currently 40 students are projected to score at least a 2 with 47 more students in proximity based on NYS examinations and NWEA data.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade Level</th> <th>Total # of Students</th> <th># of students needed to meet DI</th> <th># of students currently meeting DI</th> <th># of students in proximity</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>117</td> <td>42</td> <td>24</td> <td>22</td> </tr> <tr> <td>8</td> <td>79</td> <td>28</td> <td>16</td> <td>25</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The 30 students in proximity have been identified for small group support in class, support during ELT, and Saturday School. 	Grade Level	Total # of Students	# of students needed to meet DI	# of students currently meeting DI	# of students in proximity	7	117	42	24	22	8	79	28	16	25
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							<p style="text-align: center;">NWEA Projected Proficiency on NYS Math Exam</p> <table border="1"> <caption>NWEA Projected Proficiency Data</caption> <thead> <tr> <th>Category</th> <th>NYS.Level1</th> <th>NYS.Level2</th> <th>NYS.Level3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>75</td> <td>15</td> <td>5</td> </tr> <tr> <td>8</td> <td>55</td> <td>15</td> <td>5</td> </tr> <tr> <td>Total</td> <td>130</td> <td>30</td> <td>10</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Based on the NWEA Projected Proficiency above, and using 95% of the Projected Accountability Cohort, the school would have a PI of 21.2 	Category	NYS.Level1	NYS.Level2	NYS.Level3	7	75	15	5	8	55	15	5	Total	130	30	10
Category	NYS.Level1	NYS.Level2	NYS.Level3																				
7	75	15	5																				
8	55	15	5																				
Total	130	30	10																				
120 - HS ELA All Students Performance Index	83.0	93.0		YES	Weekly department meetings are held; Marking Period Recovery is offered to students who failed; the ELA department decided to use the TEAL protocol; the department lead has been added to the ILT.	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>As of Feb 8, 2020 a projected Acct cohort is at 82 students, the ELA PI is at 69.5 based on Regents exam results. To reach progress target a total of 20 students would need to score between 65-78 (Level 2)</p> <p>Students from the Accountability cohort have been identified to receive additional support through Saturday School, ELT, and in class interventions.</p> <p>Students will be supported through Regents Prep, schedule modifications, and assistance from content area teachers and community partners.</p> <p>40/57 grade 12 students currently enrolled in ELA classes are passing.</p>																
130 - HS Math All Students Performance Index	62.0	72.0		YES	See Indicator 120 (with the exception of TEAL)		As of Feb 8, 2020 a projected Acct cohort is at 82 students, the Math PI is at 59.8 based on Regents																

							<p>exam results. To reach progress target a total of 11 students would need to score between 65-78 (Level 2).</p> <p>Students from the Accountability cohort have been identified to receive additional support through Saturday School, ELT, and in class interventions.</p> <p>Students will be supported through Regents Prep, schedule modifications, and assistance from content area teachers and community partners.</p> <p>Currently there are no Grade 12 students in danger of failing Math in the 2nd Marking Period.</p>
140 - College, Career and Civic Readiness Index	65.6	75.6		YES	Weekly Cohort tracking meetings are held with both the counselor and a member of the Special Education Transition Team to confirm what degree students will receive; the principal receives updates from AP teachers; the attendance team has reached out to students who are over age and under credited to offer GED programs.	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>To-date,</p> <ul style="list-style-type: none"> ● 29 students are on track to earn a Regents diploma ● 6 students will earn a local diploma ● 1 student is preparing a Seal of Biliteracy project ● 33 Students are enrolled in AP classes <p>All eligible students will take the Skills USA examination</p>
150 - Grades 4 and 8 Science All Students Core Subject Performance Index	50.7	60.7		YES	Science Assessment Prep There are 79 students in grade 8. The Science Pacing Chart for Science 8 is used for daily instruction. In March the topics that my students will encounter on the Science 8 Exam will be reviewed and students will practice questions that have appeared on previous exams.	<ul style="list-style-type: none"> - Report Cards - 5-week Report - Student Academic Reports submitted 	<p>As of Feb 8, 2020 -the projected accountability cohort is at 76 students. Would need 47 students scoring at Level 2 to meet progress target.</p> <p>Twenty-nine out of 79 students are passing quarter 2 of Science 8. By April, the Science 8 teacher will use</p>

					The results of the assessment practice will inform more individualized practice in April. At the beginning of May the Science 8 teacher I will work with each student individually to go through laboratory station practice.		<p>March formative assessment data to identify students who would benefit from Saturday School.</p> <p>Grade 8 students will be completing hands on Science experience parallel to the tasks incorporated into the NYS Exam</p> <p>Grade 8 students will be taking common assessments mirroring the content and standards of the NYS Science 8 exam.</p>
160 - 3 - 8 Chronic Absenteeism - All Students	46%	40%		YES	The Attendance team continues to meet, weekly, to review chronic and severe chronic absenteeism. The team consists of the administration, Community School Site Coordinator, school counselors, school social workers, Home School Assistant, an Attendance Representative from the District. During the meeting, the minutes document the outcomes of weekly home visits for students who are on the list of severely chronically absent (greater than 20%). For the students who have less than 20% absenteeism the team invites 2-3 students to the table for a discussion. The student leaves the table with a signed contract of how he and the school will work together to improve attendance. Additionally, the ELT teachers will make weekly phone calls to their students who have missed 2 consecutive days.	<ul style="list-style-type: none"> ● Meeting Minutes ● SPA Daily Attendance ● Student Contracts ● Number of students dropped into GED programs 	<p>MS – 54% (1/7/20) A total of 106 out of students are chronically absent. 52 students are on the chronic absenteeism list and 54 are on the severe chronic absenteeism list.</p> <p>HS – 54% (1/7/20) A total of 192 students are chronically absent. 59 are on the chronically absent list and 133 are on the severely chronic absence list, with students considered grade nine leading this list (75 students)</p> <p>As the Attendance Team meets, students are identified in tiers. Students with 10-15 absences will be targeted for more intense support including meeting with an administrator or counselor to identify an individualized attendance plan.</p> <p>In January, a district-provided representative was assigned to the building to meet with each attendance team, weekly. This person was assigned to follow up on the Severe Chronic Absence students and provide alternatives and supports. The results of all interventions with Chronic and Severe chronic absences will be shared out and a google doc will capture any action items for individual students.</p>

170 - HS Chronic Absenteeism - All Students	58%	52%		See indicator 160	See indicator 160	See indicator 160
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230 - HS Science All Students Performance Index	129.0	139.0		Yes	See Indicator 120 (with the exception of TEAL)	See Indicator 120	<p>.</p> <p>As of Feb 8, 2020 a projected Acct cohort is at 82 students, the Sci PI is at 107.3 based on Regents exam results. To reach progress target a total of 26 students would need to score between 55-64 (Level 2).</p> <p>School Wide Science Performance based on Marking Period 2 grades is listed below</p> <table border="1" data-bbox="1999 508 2601 859"> <tr> <td>AP Environmental Sci</td> <td>5</td> <td>6</td> </tr> <tr> <td>Environmental Sci</td> <td>41</td> <td>70</td> </tr> <tr> <td>Liv Env</td> <td>65</td> <td>79</td> </tr> <tr> <td>Chemistry (R)</td> <td>13</td> <td>13</td> </tr> <tr> <td>Gen Chemistry</td> <td>25</td> <td>35</td> </tr> <tr> <td>Earth Sci</td> <td>24</td> <td>27</td> </tr> </table> <p>Over the next quarter, students in the Accountability Cohort will be identified and plans will be created to provide individualized support.</p>	AP Environmental Sci	5	6	Environmental Sci	41	70	Liv Env	65	79	Chemistry (R)	13	13	Gen Chemistry	25	35	Earth Sci	24	27
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240 - HS Social Studies All Students Performance Index	141.0	151.0			See Indicator 120 (with the exception of TEAL)	See Indicator 120	<p>As of Feb 8, 2020 a projected Acct cohort is at 82 students, the SS PI is at 111.0 based on Regents exam results. To reach progress target a total of 33 students would need to score between 65-78 (Level 2).</p> <p>School Wide Science Performance based on Marking Period 2 grades is listed below</p> <table border="1" data-bbox="1999 480 2601 812"> <tr><td>Global I</td><td>26</td><td>57</td></tr> <tr><td>Global II</td><td>50</td><td>83</td></tr> <tr><td>AP World</td><td>17</td><td>18</td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td>US History</td><td>35</td><td>40</td></tr> <tr><td>US History (8th)</td><td>9</td><td>17</td></tr> <tr><td>AP US History</td><td>6</td><td>7</td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> <p>Over the next quarter, students in the Accountability Cohort will be identified and plans will be created to provide individualized support.</p>	Global I	26	57	Global II	50	83	AP World	17	18				US History	35	40	US History (8 th)	9	17	AP US History	6	7			
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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> .			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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-20 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-20 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 19-20 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.
2 - Plan for and Implement Community School Model			Y	YES	In January 2020 the Community School Site Coordinator (CSSC) was assigned to the school. The principal met the with District CSSC representative to orientate the administration team on her role and her supporting the school's CSSC.	Community School Rubric CET meeting minutes Community Partnerships	The CSSC has taken the lead on facilitating the CET's community connections, including attending the Charlotte Community Association meeting, coordination of the "BackPack" program with Food Link and scheduling guest speakers for the weekly Community HS meetings with students.
6 - Family and Community Engagement			Y	YES	According to the Phases of Implementation Tenet 6 Progress	Attendance Sheets Meetings Minutes	To date there have been two events planned for parents:

(Tenet 6)					Monitoring Tool, the school is continuing to meet the necessary requirements to meet this metric.		Parent/Teacher Conference Night that was paired with Hispanic Heritage celebration in October and Donuts and Dialogue with the Principal that was held in December. The opening up of Winter Sports, particularly basketball, provided the opportunity to meet parents at both home and away games. Two parents were recruited to be on the CET from the sporting events. The next event for parents will be held in March as the school will host a Celebration of Black History Month Culminating event. The event will be held on Parent-Teacher Conference night
65 - 2019-20: 2019 Total Cohort (9th Graders) with 5 or More Credits	57%	62%		YES	In December, Marking Period Recovery (MPR) opened up for students who needed additional time to earn a passing grade in either English I or Global I for the first marking period. This process will be available to students every quarter. Students who are coded grade 9, but are severely chronically absent are being mitigated by the attendance team (see indicator 160).	<ul style="list-style-type: none"> - 5 week report card - SAP data collection - attendance meeting minutes - CET meeting minutes 	<p>There are 128 students coded grade 9. Of those, 70 students are 2019 Cohort. 45 students are on track to earn 5 credits or more by the end of the school year. This was determined by the number of students earning a GPA of 2.0 or higher at the end of the 2nd marking period. There are 35 students in the 2019 cohort coded severely chronically absent. The other 41 are in cohort (2016-2018).</p> <p>The Total Cohort for 2019 is currently 85 students 45</p>

							students or 53% are on track to earn 5 credits.
66 - 2019-20: 2018 Total Cohort (10th Graders) with 5 or more credits	61%	66%		YES	See indicator 65	see indicator 65	<p>There are 91 students coded as 10th graders. Of those of 54 students who entered the year classified as 10th grade (2018) and 34 students are on track to earn 5 credits or more by the end of the school year. This was determined by the number of students earning a GPA of 2.0 or higher at the end of the 2nd marking period. The other 37 students are from cohorts 2015 - 2017. There are 8 students in the 2018 cohort considered severely chronically absent.</p> <p>The Total Cohort for 2018 is 87 students. 34 students or 39% are currently on track to earn 5 credits.</p>
68 - 2019-20: 2017 Total Cohort (11th Graders) with 5 or more credits	58%	64%		YES	See indicator 65	see indicator 65	<p>Out of students who entered the year classified as 11th grade (2017), 47 students are on track to earn 5 credits or more by the end of the school year. This was determined by the number of students earning a GPA of 2.0 or higher at the end of the 2nd marking period.</p> <p>The Total Cohort for 2017 is currently 85 students. 47</p>

							students or 55% are on track to earn 5 credits.	
90 - 2019-20: 2015 Total Cohort 5-Year Grade Rate - Black Students	64%	68%		YES	See indicator 70.	See indicator 70	There are 7 students in the 2015 cohort. All but one student are in alternative programming.	
94 - Providing 200 Hours of Extended Day Learning Time (ELT)				YES	The ELT is embedded into the school day and is a time to provide enrichment, Regents prep, NYS ELA and math prep and advisory.	<ul style="list-style-type: none"> - Student daily attendance - Report Card - NWEA Winter data 	The school currently runs an ELT program providing an extra hour of programming each day.	
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 III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>		
<ul style="list-style-type: none"> • Do not repeat strategies described in Parts I and II. • 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. • Every school must discuss the use of technology in the classroom to deliver instruction. 		
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		30% (approximately 130 students) of the students are participating in a personal chrome book program. There is an issue with students using them outside of school due to no internet at home.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.			
4.			
5.			
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 IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
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 19-20 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team has been formed and is co-facilitated by the Principal and the Community School Site Coordinator. Team members include the principal, the Community School Site Coordinator, two assistant principals, one member from both the Charlotte Community Association and the Edgerton Community Association, Hillside Agency, a member from the RCSD Office of Parent Engagement, two school counselors and two students. The school is in the process of recruiting parents on the team and plans to become solidified by April 2020. After three meetings since October 2019, it was decided that the focus of CET will be to address chronic absenteeism. The team will explore innovative ways to reduce absenteeism and increase attendance. The CET will meet bi-weekly until action items have and a timeline has been determined. After that, the team will meet monthly.
<u>Powers of the Receiver</u>	
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 19-20 school year:</p> <ul style="list-style-type: none"> · 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. · 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. · The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. · 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. 		
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 – 6/30/20 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 19-20)	

To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	
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)	
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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.
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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.)

Budget Analysis

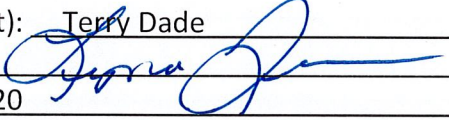
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-20 (PSSG, CSG) or 2019-20 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:		

Part VII: Best Practices (Optional)

<u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices 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): Terry Dade
Signature of Receiver: 
Date: 02/19/2020

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 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: _____
Date: _____

Receivership Quarterly Report—2nd Quarter
October 14, 2019-January 15, 2020
(As required under Section 211(f) of NYS Ed. Law)

3.		
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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): Terry Dade
Signature of Receiver: _____
Date: 02/19/2020

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 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Vaughn Collins
Signature of CET Representative: Vaughn Collins
Date: 2/14/2020