

“Receivership Schools ONLY NORTHEAST

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: https://www.rcsdk12.org/Page/52265			
Northeast	231600010073	Rochester City School District	n/a	Check which plan below applies:			
				SIG 6			SCEP
				Cohort (6 or 7): Cohort: 6			
Model: Transformation							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Ali Abdulmateen	Michele Alberti-White, Executive Director of School Innovation Dan Hurley, Director of School Turnaround		9-12 (on a 7-12 campus)	10% (SPA 2.5.2020)	25% (SPA 2.5.2020)	556 (SPA 2.5.2020)
	8/2017 per diem 5/2018 permanent probationary						

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 entered the 2019-20 school year having achieved demonstrable improvement, meeting the majority of its targets last year, and celebrating a 66.9% graduation rate, the highest in many years. The school continues to work to get to know each and every student by face and name, to track each student’s progress toward graduation, and to adjust and intervene with flexible supports so that students succeed. The community school strategy is helping to integrate community resources to better support families and students, as Northeast tackles chronic absenteeism and high levels of social-emotional needs.



The 2019-20 school year is a challenging one at Northeast, as current circumstances are stressing the systems that have garnered consistent improvement over the past several years. The midyear budget and staffing cuts affected morale, scheduling and programming for students. A principal search for next year is in early stages. These factors compounded the high proportion of students with disabilities, changes to the special education service delivery model and a decrease in staffing. As a result, Northeast is less able to provide the necessary social emotional supports, frequent cohort tracking responses and flexible credit recovery and intervention supports. Midyear data on suspensions, attendance and academic on-track status all reveal these challenges.

Despite these challenges, Northeast continues to stay the course. Work to establish and build a true Instructional Leadership Team to widen collaboration and improve the quality of teaching and learning schoolwide has begun. A budget amendment has been submitted to adjust to midyear changes and needs. Once the supports and adjustments designed for second semester can be implemented, Northeast will be better positioned to achieve the majority of its 2019-20 progress targets, in addition to the three it has already met.

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff 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 website.



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	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 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 18-19 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.
67-total cohort (10th graders) passing Math Regents 19-20: 2018 cohort	52%	57%	Yellow	Likely	<ul style="list-style-type: none"> ● use of master schedule to embed AIS ● Saturday Regents Review ● Common planning time for math department 	For students: <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments; unit level ● practice questions ● Regents results For ILT & teachers: <ul style="list-style-type: none"> ● item analysis informing areas/topics/standards in need of improvement ● walkthrough data 	Currently this cohort is at 126, and 46 students have passed the Algebra Regents exam. This means the indicator is at 36% and at least 26 more students need to pass in June. Students are enrolled in Geometry, and will have access to review/intervention supports during second semester. Some additional supports are pending approval to reallocate and adjust funds..



						<ul style="list-style-type: none"> assessment results at unit/skill level for classroom 	
69 Total Cohort (11th Graders) Passing ELA Regents 19-20: 2017 cohort	38%	44%		Yes	<ul style="list-style-type: none"> Literacy coach supporting English 3 and AP Lang teachers Direct student intervention provided through both push-in collaboration and pull-out small groups. Saturday Regents preparation Data Wise practices to focus on improving classroom level practices Long-term screening and reading intervention for 9th graders. 	For students: <ul style="list-style-type: none"> in class assessments mock Regents exams and feedback practice questions prior Regents results For ILT & teachers: <ul style="list-style-type: none"> cohort tracking student-by-student (grades and past scores) item analysis informing areas/topics/standards in need of improvement walkthrough data 	While cohort numbers continue to fluctuate slightly, the most recent data show that 42% of the 2017 cohort had already passed the English exam early. Second semester will see some adjustments to the teaching schedule to better support 11th grade students in meeting this metric. The intervention teacher will continue to support students in preparing for this exam. Building long-term, Northeast is investing SIG funds to assess all new 9th graders and specifically provide reading intervention.
70 -Total Cohort 4-Year Grad Rate - All Students 19-20: 2016 Cohort	50%	56%	Yellow	Likely	<ul style="list-style-type: none"> Rapid adjustment of supports on student-by-student basis Flexible opportunities for credit/exam recovery Individual conferencing for goal-setting Senior mentoring CDOS pathway access 	<ul style="list-style-type: none"> Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans 	Currently, the 2016 cohort is 120 students, which includes 9 early graduates. According to the District's Office of Accountability, 52 students (43%) are considered on-track with at least 16 credits and 3 exams.



					<ul style="list-style-type: none"> STAR Program (rapid recovery/wrap-around supports) 	<ul style="list-style-type: none"> Counselor, Admin, Chief. Office of Accountability review 	<p>The school’s internal cohort tracking, which takes “soft factors” into account considers 39% “green”; 33% “yellow”, and 28% “red” with significant needs for exams and/or credits.</p> <p>January Regents results and semester graders have been factored into schedule changes and individual graduation plans for the next few months.</p> <p>The new special education liaison role continues to pose a challenge to the previously devoted administrative support that this cohort had in our school design.</p>
88 Total Cohort 5-Year Grad Rate - All Students 19-20 2015 Cohort	63%	68% (2015 cohort)		Unsure	<ul style="list-style-type: none"> Rapid adjustment of supports on student-by-student basis Flexible opportunities for credit/exam recovery Individual conferencing for goal-setting Senior mentoring CDOS pathway access STAR Program (rapid recovery/wrap-around supports) 	<ul style="list-style-type: none"> Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans Counselor, Admin, Chief. Office of Accountability review, connecting with All City High staff 	<p>The 2015 cohort has grown from 157 to 160 since the first report. Meeting this target will require 4 additional graduates. January Regents did not yield any new graduates, which was disappointing. Northeast continues to enroll 25 students are still active, with 7 at All City, 7 in the STAR program, 1 in the RIA program, and another 9 enrolled on campus.</p> <p>Northeast anticipates meeting this target in June.</p>



120 HS ELA All Students Performance Index	62.8	72.8	Green	Yes	<ul style="list-style-type: none"> ● Literacy Coach ● Individual interventions ● Data Wise practices to focus on improving classroom level practice 	<p>For students:</p> <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments ● practice questions ● Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> ● cohort tracking student-by-student ● report card review ● item analysis informing areas/topics/standards in need of improvement ● walkthrough data ● Counselor grade review 	<p>According to the District’s Office of Accountability, as of Feb 8, 2020 a projected Acct cohort is at 109 students, the ELA PI is at 86.2 based on Regents exam results. To reach progress target a total of 0 students would need to score between 65-78 (Level 2). Student scoring Level 3-4 will reduce number of students needed to reach target.</p> <p>Efforts to support include the use of the intervention position to work directly with students and teachers.</p> <p>Longer term efforts include:</p> <ul style="list-style-type: none"> ● emerging partnership with a literacy and culturally-responsive curriculum expert ● reading assessment and intervention for first-time 9th graders
130 HS Math All Students Performance Index	51.9	61.9	Yellow	Likely	<ul style="list-style-type: none"> ● Use of master schedule to embed AIS ● Saturday Regents Review & Credit Recovery ● Data Wise practices to focus on improving classroom level practices 	<p>For students:</p> <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments ● Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> ● cohort tracking report card review ● item analysis informing areas/topics/standards in need of improvement ● walkthrough data 	<p>According to the District’s Office of Accountability, as of Feb 8, 2020 a projected Acct cohort is at 109 students, the Math PI is at 56.9 based on Regents exam results. To reach progress target a total of 6 students would need to score between 65-78 (Level 2). Student scoring Level 3-4 will reduce number of students needed to reach target.</p>



140 College, Career, and Civic Readiness Index	55.8	65.8	Light green	Likely	<ul style="list-style-type: none"> ● Cohort Tracking ● Student Schedules ● Counselor review ● Cohort Team meetings ● CDOS pathway access 	<ul style="list-style-type: none"> ● Transcript review by/with student ● Student Career interest surveys ● Counselor/student interviews 	<p>Northeast’s cohort tracking files, and scheduling of students, have anticipated this and prioritized strategic use of AP exams and the SkillsUSA / associated coursework.</p> <p>The SkillsUSA assessment will be offered to all students in appropriate coursework, as well as to targeted students, based on graduation pathways.</p>
170 HS Chronic Absenteeism All Students	65%	58%	Red	Unlikely	<ul style="list-style-type: none"> ● SPA reports (updated nightly) ● Robo calls daily ● Cohort tracking team review of each student on minimum 5-week basis with consistent updating ● Attendance Blitz ● Home visits ● Social media searches ● Data sharing ● Tracking teacher outreach 	<ul style="list-style-type: none"> ● SPA reports (updated nightly) ● Robo Call system daily calls/generated lists ● Cohort tracking team review of each student minimum 5-week basis ● Attendance team Blitz lists/reports ● Home visit reports ● Teacher reports 	<p>Current data shows that 66% (342 students) of students have missed more than 10% of the days thus far. While these data are not perfect and get reconciled for confirmed transfers and dual enrollments later in the year, they are not encouraging. Unless Northeast can stem this now, this metric is unlikely to be reached.</p> <p>After progress in organizing a consistent attendance team, this work hit a mid-year snag as two main staff were lost in the midyear budget cuts. This has reduced people power devoted to phone calls, home visits and problem-solving.</p> <p>The school continues with efforts to address attendance.</p>
230 HS Science All Students Performance Index	95.5	105.5	Yellow	Likely but unsure	<ul style="list-style-type: none"> ● Instructional data meetings ● Targeted Intervention ● Regents Prep ● Credit Recovery ● Increased Science Dept meetings/planning/data review 	<p>For students:</p> <ul style="list-style-type: none"> ● progress reports ● in class assessments ● common formative assessments ● practice questions 	<p>According to the District’s Office of Accountability, as of Feb 8, 2020 a projected Acct cohort is at 109 students, the Science PI is at 93.6 based on Regents exam results. To reach progress target a total of 13 students would need to score</p>



					<ul style="list-style-type: none"> • building cross-disciplinary literacy • DataWise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> • Regents results • cohort tracking report card review • item analysis informing areas/topics/standards in need of improvement • walkthrough data 	<p>between 55-64 (Level 2). Student scoring Level 3-4 will reduce the number of students needed to reach the target.</p> <p>The school continues to support and adjust to new co-teaching teams in science, based on mid-year layoffs and resignations.</p>	
240 HS Social Studies All Students Performance Index	80.8	90.8	Green	Likely	<ul style="list-style-type: none"> • Instructional data meetings • Targeted Intervention • Regents Prep • Credit Recovery • Mock/practice regents • building cross-disciplinary literacy • Restructuring teacher assignments • DataWise practices to focus on improving classroom level practices 	<p>For students:</p> <ul style="list-style-type: none"> • progress reports • in class assessments • common formative assessments • practice questions • Regents results <p>For ILT & teachers:</p> <ul style="list-style-type: none"> • cohort tracking report card review • item analysis informing areas/topics/standards in need of improvement • walkthrough data 	<p>According to the District’s Office of Accountability, as of Feb 8, 2020 a projected Acct cohort is at 109 students, and the Social Studies PI is at 86.2 based on Regents exam results. this increased since the last report, based on January exams, and is close to the target. To reach the progress target a total of 6 students would need to score between 65-78 (Level 2). Student scoring Level 3-4 will reduce the number of students needed to reach the target.</p>	
250 Total Cohort 6-year Grade Rate - All Students	54%	60%	Green	Yes	<ul style="list-style-type: none"> • Rapid adjustment of supports on student-by-student basis • Flexible opportunities for credit/exam recovery • Individual conferencing for goal-setting • Senior mentoring • CDOS pathway access • STAR Program (rapid recovery/wrap-around supports) 	<ul style="list-style-type: none"> • Cohort tracking student-by-student at minimum 5-week intervals including grades, attendance, SEL, against individual grad plans 	<p>Northeast has already met this progress target. As of Sept 10, 2019, the 2014 cohort is at 165 students with 99 graduates = 60.0%. Progress target met.</p>	
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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 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 18-19 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.
65 - Total Cohort (9th Graders) with 5 or more credits 19-20: 2019 Cohort	49%	55%	Red	Aggressively working to meet over course of year, but based on current data remains a challenge.	<p>The design of a team devoted to the 9th grade was continued, although declining resources and increasing share of student with disabilities have compromised the strategies that had been yielding success.</p> <p>Continued with modifications:</p> <ul style="list-style-type: none"> ● Panther Lair for 9th grade teacher cluster common team time (3 core teachers cannot attend because of scheduling constraints) ● Devoted 9th grade admin ● LOST devoted 9th grade counselor 	<ul style="list-style-type: none"> ● Cohort tracking at minimum 5-week intervals ● 9th grade teacher common teacher team time specifically to review student work/progress ● Cohort tracking reports, reviewed by ILT, admin ● Credit accrual status ● Counselor conferencing reports ● Attendance records 	<p>As the second marking period draws to a close, the data reveal that the majority of 9th graders continue to have a difficult transition into 9th grade. The school attributes this to two main factors which exacerbate the normal transition:</p> <ol style="list-style-type: none"> 1. 7 teachers and the counselor on the 9th grade team are new to the building, and two are long-term substitutes;



							<p>2. The 2019 cohort is currently 38% students with disabilities, including 20% self-contained classes, and the ICOT model is new this fall.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>2019 Cohort Credit Accrual Projections based on Semester 1 n=150 students</p> <table border="1"> <caption>2019 Cohort Credit Accrual Projections</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>34%</td> </tr> <tr> <td>Yellow</td> <td>25%</td> </tr> <tr> <td>Red</td> <td>42%</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>2019 SWD on-campus Credit Accrual Projections Based on Semester 1 n=46</p> <table border="1"> <caption>2019 SWD on-campus Credit Accrual Projections</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>22%</td> </tr> <tr> <td>Yellow</td> <td>24%</td> </tr> <tr> <td>Red</td> <td>54%</td> </tr> </tbody> </table> </div> <p>Report cards show that about 42% of the cohort overall is significantly at risk of not earning the crucial 5 credits by June. This share is higher, 54%, for students with disabilities.</p> <p>Northeast has invested in student conferencing and credit recovery plans, in addition to student-specific interventions. In second</p>	Category	Percentage	Green	34%	Yellow	25%	Red	42%	Category	Percentage	Green	22%	Yellow	24%	Red	54%
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							semester, it is working to accelerate responses to interrupt this trajectory. These include opening Reconnect, a Tier 3 support for general education students; Establishing lunch bunches for selected students; Partnering with teachers, online opportunities, school breaks and Saturdays for credit recovery. Northeast is seeking additional SIG resources to assess and address reading comprehension as well.
66 Total Cohort (10th Graders) with 5 or more credits 19-20: 2018 cohort	50%	56%	Yellow	Likely by end of year, but unsure	<ul style="list-style-type: none"> • New 2019-2020 protocol for responsive, effective interventions • Building a culture of positive academic habits • Building Cross-disciplinary literacy • Marking period recovery, after school, break, Saturday supports • Data Wise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> • Cohort tracking reports, reviewed by ILT, admin • Progress reports • Credit accrual status • Counselor conferencing reports • Attendance records 	<p>The semester grades for the 2018 cohort are not encouraging. Of the 125 students in the cohort, 79 (63%) failed at least three courses. Eighteen (14%) passed all courses. This puts the target at risk and will require significant interventions and credit recovery efforts in the second semester.</p> <p>These supports include Saturdays and afterschool, use of online Marking Period Recovery, and individual</p>



							plans with students. Northeast continues to problem-solve around improving universal Tier 1 instructional as well.
68 Total Cohort (11th Graders) with 5 or more credits 19-20: 2017 cohort	66%	72%	Yellow	Likely	<ul style="list-style-type: none"> ● New 2019-2020 protocol for responsive, effective interventions ● Building a culture of positive academic habits ● Building Cross-disciplinary literacy ● Marking period recovery, after school, break, Saturday supports ● Data Wise practices to focus on improving classroom level practices 	<ul style="list-style-type: none"> ● Individual student transcripts, grad plans ● Cohort tracking reports reviewed by ILT, admin ● Progress reports ● Credit accrual status ● Counselor conferencing reports ● Attendance records 	Northeast projects that this target will be met as supports are in place. These supports include credit recovery, Saturday school and afterschool tutoring; a second semester Junior Retreat; regular Town Hall meetings; counselor one-on-one meetings, Parent Teacher Conferences, and monthly Junior data review with teachers.
89 Total Cohort 5-year Grad Rate - SWD Students 19-20: 2015 cohort	36%	42%	Green	Yes – already met target.	<ul style="list-style-type: none"> ● Both cohort tracking and the case manager approach allow for student-by-student support plans. 	<ul style="list-style-type: none"> ● Cohort tracking reports, reviewed by ILT, admin, District Special Ed staff ● Case Manager reviews ● Progress reports ● Attendance records 	Northeast has already met this target. As of Sept 10, 2019, there were 21 students in this subgroup for the 2015 cohort, and 13 graduates, which equals 61.9%.
253 Total Cohort 6 year Grad Rate - Hispanic Students	50%	56%	Green	Yes – already met target.	<ul style="list-style-type: none"> ● Flexible onsite options such as STAR ● Building a culture of positive academic habits ● Marking period recovery, after school, break, Saturday supports 	<ul style="list-style-type: none"> ● Cohort tracking ● Credit accrual status ● Counselor conferencing reports ● Attendance record 	Northeast has already exceeded this target for the 2014 cohort. The data is that there are 33 graduates of the 51 in this group, which results in



					<ul style="list-style-type: none"> Efforts to inform staff re Latino students' specific experiences to shape future supports 		<p>64.7% 6-year rate for this group.</p> <p>Future-forward, Northeast needs to disaggregate as many performance measures as possible to ascertain whether there is a different experience for Hispanic students, and if the school needs to respond accordingly.</p>	
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		This marking period has seen the exciting distribution of individual Chromebooks to more than half of our student body. This is a remarkable resource, but has created implementation challenges as well. For example, students are not yet in the habit of bringing charged Chromebooks to school everyday, and the Chromecarts are being taken from the school. This is beginning to result in fewer lessons being planned on Chromebooks / Google classroom as teachers cannot depend on having enough devices. Also, the constant access to video and digital material is creating challenges for classroom management, and for the Gaggles alert systems with administrators. Northeast and the District will continue to work through these stages of implementation as students transition to managing their technology.	
2.				
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	Red	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. 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 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status	Analysis/Report Out



(R/Y/G)	<p>The Community Engagement Team is focusing on expanding membership, particularly among teachers, families and students. Strides continue to be made in identifying and integrating community partnerships and resources, and current efforts are prioritizing school culture and climate, which has taken a hit this year. Second semester includes emphasis on wellness strategies for students and staff.</p> <p>There have been very positive and visible efforts including new mental health partnerships, establishing a food pantry and clothing closet which is already well-utilized, and offering new family events such as a family movie night screening of Harriet. These efforts signal Northeast’s desire to provide a more engaging environment for families and students.</p> <p>Current CET members: https://docs.google.com/document/d/1is9yJMk7nk1QZ5LbVynpQ9b0-WMyTiTpc1yTBrX6LPc/edit CET Schedule: https://docs.google.com/document/d/1nfsk_45PY1JsXseClO9LL3xNDOpg9EHFbCcMBGtKclM/edit</p>			
<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. · 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. This support was not in place at Northeast this current year, though it had been in the early years. · 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	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.)

<i>Community Schools Grant (CSG)</i>	
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 18-19)	https://drive.google.com/open?id=1kv0Uce6veXeXJrFKrs7SBEGOiDuEyWA8
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The Receivership Public Hearing was held on 10/17/19 . Additionally, the Rochester City School District Community Schools hosted their second annual Community Schools Summit on August 2, 2019. There were over 140 registered participants, with attendees from all over the state and several different Community School’s Initiatives, including Wayne County and the Buffalo Public School System.
<ol style="list-style-type: none"> 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) 	
<ol style="list-style-type: none"> 2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) 	Parent newsletter Mailers on school events Robo calls and emails PA announcements Town hall meetings by grade Professional development days with teachers School website School Facebook page
<ol style="list-style-type: none"> 3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee 	The community has access to the internet and job seeking materials through our parent center. This year, a Foodlink food pantry is available to all members of the school and surrounding community. The caring closet provides clothing, outerwear and hygiene items also. The Community School Site Coordinator: <ul style="list-style-type: none"> ● Is a member of the PTO group to educate parents on school initiatives and to increase parent voice on different initiatives within the building. ● Serves as the Attendance team organizer and facilitator ● Attends School Based Planning team meetings, instructional leadership meetings and administrator team meetings.



	<ul style="list-style-type: none"> Is available by email, cell phone and office phone, as well as drop in visits.
Steering Committee (challenges, meetings held, accomplishments)	See Section IV - Community Engagement Team and Powers of Receiver
Feeder School Services (specific services offered and impact)	n/a
Community School Site Coordinator (accomplishments and challenges)	NE has welcomed a new Community School Site Coordinator, and the Rochester City School District welcomed a Community School Director in August 2019. The Director will work closely with NE’s CSSC to implement and progress monitor best practices.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Code 15 - Community School Site Coordinator
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	code 30 - RCSD Facilities reports that all remaining code 30 projects at NE will be completed prior to June 30, 2020.

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.)

<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (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:		n/a
SIG:		Code 15: \$23,493 Additional Teacher Hourly Pay ELT & Saturday \$20,249 Additional Teacher Hourly Pay ELT Summer Boot Camp



		\$,5002 Additional Teacher Hourly Pay ELT 9th Grade Skills Orientation \$52,539 Teacher on Assignment Intervention Code 40: \$110,000 2.0 Center for Youth Support Staff Code 80 Benefits \$32,830 Code 90 (Indirect) \$5,887 TOTAL \$250,000
CSG:		code 15: Funding the Site Coordinator Code 30: District Facilities is still completing the code 30 projects for Northeast with all intentions of finishing prior to June 30, 2020

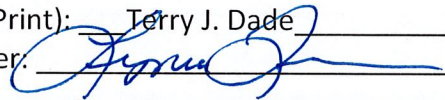
Part VII: *Best Practices (Optional)*

<p><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.</p>	
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 J. Dade
Signature of Receiver: 
Date: 2/19/20

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): Noelle Breedlove
Signature of CET Representative: _____
Date: _____



Receivership Quarterly Report—1st Quarter
July 1, 2019-October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

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 J. Dade
Signature of Receiver: _____
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 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Noelle Breedlove
Signature of CET Representative: *Noelle Breedlove*
Date: 2/20/2020