

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			
Edison Career and Technology High School	261600010095	Rochester City School District		Check which plan below applies:			
				SIG		SCEP	
				Cohort (6, or 7): N/A		x	
Model: N/A							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Jacob Scott	Dr. Shirley Green - School Chief Brennen Colwell - School Ambassador		9 - 12	17.1%	26.2%*	1658*
	Appointment Date: March 2019						*Internal data current as of 2/14/20

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*.

Edison Career and Technology High School offers students' rigorous academic and technical coursework, along with work-based learning, in four distinct career pathways. In this approach, students are provided with opportunities to learn not only in the traditional classroom, but in hands-on training settings and on-the-job experiences. Edison houses two unique program schools - PTECH, where students can earn a two-year degree along with a high school diploma - and NYSAA, where students with specialized learning needs receive instruction in a highly



differentiated setting. As the school embarks on its rigorous improvement process, it has identified several key strategies to be used to support its improvement efforts.

First, the school has established Instructional Leadership Teams (ILTs) to formalize the process for examining data and instruction. These teams are comprised of administrators and teachers recruited by leadership, and will represent various departments and grade levels across the school. Throughout the Datawise process this year, the team has focused on the use of learning targets to drive instruction, as part of the RCSD instructional framework.

DataWise implementation began in August, when Edison’s administrative staff participated in a 2-day professional learning conference led by Harvard University. Administrators have participated in subsequent monthly professional development focused on DataWise, and follow-up coaching is provided monthly to Edison’s ILT via Zoom phone conferences with a DataWise Coach assigned by Harvard University. Structures from Step One of the DataWise process have been implemented regularly at all School-Based Planning Team meetings and participants are finding the time more productive.

Instruction using the RCSD’s Instructional/Learning Framework has taken shape, with walkthroughs continuously being conducted by administrators focusing on establishment and use of high quality learning targets. Thus far, data has shown that teachers are consistently using learning targets and have been receptive to the ongoing assessment and feedback from administrators.

The school continues to plan for next year’s shift to Career and Technology Education (CTE)-based academy model, and has assigned Teacher on Assignment (TOA) to take the lead on researching highly-performing schools that use the model. Through this research, Edison will identify best practices to build upon and begin recruiting businesses with which to partner for alignment of pathways. The first business partnership meeting will occur on 10/31/19. Integration of CTE with content areas has begun, with the TOA leading the CTE department meetings as well as actively participating in content area department meetings. Additionally, the school has identified curriculum for its newly incepted advisory period - “The Advisory Guide,” by Engaging Schools.

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.																
5 - School Safety	.4	.2	G	Yes	All staff have continued to increase their capacity to understand the Multi-Tiered System of Support (MTSS) process and implement restorative practices through professional learning, establishing community-building circles and development of relationships.	<ul style="list-style-type: none"> ● Average Daily Attendance ● Serious Incidents ● Suspensions ● Help Zone Visits ● Office Referrals 	<table border="1" data-bbox="2120 852 2481 1019"> <thead> <tr> <th colspan="2" style="background-color: #00AEEF; color: white;">Vadir Data</th> </tr> </thead> <tbody> <tr> <td>Current Rating</td> <td style="text-align: right;">0.7</td> </tr> <tr> <td>Progress Target</td> <td style="text-align: right;">0.2</td> </tr> <tr> <td>Number of Incidents</td> <td style="text-align: right;">9</td> </tr> <tr> <td>3a. Physical Injury</td> <td style="text-align: right;">3</td> </tr> <tr> <td>4a. Weapons Confiscated at Security Check</td> <td style="text-align: right;">3</td> </tr> <tr> <td>4b. Weapons Found on Student in School</td> <td style="text-align: right;">1</td> </tr> <tr> <td>5a. All Excluding Cyber Bullying</td> <td style="text-align: right;">3</td> </tr> </tbody> </table> <p>As evidenced by the above data, the school is on track towards meeting their progress target.</p> <p>The school continues to utilize various social emotional supports throughout the school in an effort to mitigate instances and events which may result in</p>	Vadir Data		Current Rating	0.7	Progress Target	0.2	Number of Incidents	9	3a. Physical Injury	3	4a. Weapons Confiscated at Security Check	3	4b. Weapons Found on Student in School	1	5a. All Excluding Cyber Bullying	3
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						<p>the reduction of instructional time for students. Pathways to Peace has continued to recruit students, primarily seniors, to focus on ways to decrease school violence, and promote intervention/prevention strategies.</p> <p>Hillside Work Scholarship Connection is steadily recruiting students in grades 9th-12th to offer mentorship, tutoring through Dial-A-Teacher, youth employment training, and other community services to support students.</p> <p>With the support of Restorative Resources at Edison (Student & Family Services, Center for Youth, Pathways to Peace, and our Roc Restorative Coach) the school has been able to provide restorative circles and meditations on a case by case basis. The overall goal is to show continuous improvement on school safety and decrease school suspensions. Initially the school has been more reactive</p>
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							<p>than proactive because there was not enough data to identify which students needed support the most. Now that the school has completed two marking periods and there has been enough data gathered on students who have multiple suspensions for physical altercations/aggressions at each grade level. Using the suspension data, the data from the help zone and conferencing with each administrator the leadership team has been able to identify a target group of students at each grade level. Moving forward, Edison’s leadership team will assign each group with one of their restorative resources team members and they will be responsible for the following for each one of the students:</p> <ol style="list-style-type: none">1. Daily check-ins with the student to explore any needs of support or individual challenges the student may be dealing with.
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							<p>2. Weekly phone calls with the parents to explore if the student is having home or community issues.</p> <p>3. Weekly communication with the assigned students administrator.</p> <p>The leadership team will monitor this data monthly and assess if each individual student's suspensions have decreased and if suspensions across each cohort have decreased as well.</p> <p>The school's Help Zone has proven to be a huge asset to the building. They have built positive relationships with students and are able to mediate conflicts and crisis within the building and the community. They are a huge part of the restorative services offered here at Edison and efforts to decrease suspensions and improve school safety.</p> <p>Below is a frequency distribution of the Help Zone</p>
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							<p>visits by cohort with an additional analysis of interventions provided to students who are visiting the Help Zone. As evidenced by the graph below, mediation has played a major role in de-escalation and redirecting students so that they can return to class, as an alternative to a punitive behavioral intervention.</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Total Number of Visits (12/1-2/5)</td> <td>233</td> </tr> <tr> <td colspan="2">Breakdown by Grade Level</td> </tr> <tr> <td>-Freshman</td> <td>8</td> </tr> <tr> <td>-Sophomores</td> <td>85</td> </tr> <tr> <td>-Juniors</td> <td>70</td> </tr> <tr> <td>-Seniors</td> <td>73</td> </tr> <tr> <td colspan="2">Breakdown By Gender</td> </tr> <tr> <td>-Male</td> <td>42</td> </tr> <tr> <td>-Female</td> <td>191</td> </tr> </tbody> </table>	A	B	Total Number of Visits (12/1-2/5)	233	Breakdown by Grade Level		-Freshman	8	-Sophomores	85	-Juniors	70	-Seniors	73	Breakdown By Gender		-Male	42	-Female	191
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67 - 2019-20: 2018 Total Cohort (10th	31%	37%		Yes	See Indicator 70 and 130	<ul style="list-style-type: none"> Review of the Algebra I Regents performance of all Cohort 2018 students who 	As of Feb 8, 2020 - 125 out of the cohort of 375 students (33.3%). To reach progress target an additional 14 students																				



<p>Graders Passing Math Regents</p>						<p>took the exam in August 2019.</p> <ul style="list-style-type: none"> • Identification of all students who have scored between 50 % and 64% on the Algebra I Regents exam in June and/or August 2019. • Common Assessment Performance of the targeted students. • 5 week review of academic performance and attendance for targeted students. • January 2020 Regents Results 	<p>required to pass the regents exam by June.</p> <p>This is a small improvement from the school’s September data which showed 112 out of a cohort of 403 students, which was 27.8%.</p> <p>As per the school’s quarter 1 report, there were initially 62 students targeted. Students were targeted who scored between 51% and 64% on their Algebra I exam. Of the targeted students, 49 students took the exam in January and 13 students scored a 65% or higher.</p> <p>Work this quarter included:</p> <ul style="list-style-type: none"> • Continued work on the development and implementation of the Algebra/Geometry Blended Curriculum. • Full implementation of an afterschool and Saturday school program that is focused on regents review. Staff have
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							<p>already reached out to families to recruit targeted students and incentivize them to participate in the Algebra I component of the program. This work began in December and is credited for much of the success and gains the school was able to make towards meeting this indicator.</p>
69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regent	32%	38%		Yes	See Indicator 70 and 120.	<ul style="list-style-type: none"> ● Cohort Tracking Meetings with Teachers that includes review of students’ ELA Regents performance from January 2018 - January 2020 for Part 1, Part 2, Part 3. ● Student Individual Meetings ● Cohort Meetings ● Continued Focus on Study Habits ● Continued cohort communication ● Common Formative Assessments 	<p>As of Feb 8, 2020 - 107 out of a cohort of 392 students (27.3%). To reach the progress target an additional 42 students are required.</p> <p>This is a notable improvement and increase towards meeting this target when compared to the school’s September data which had 37 students out of a cohort of 405 (9.1%).</p> <p>A tracking and monitoring system continues to be utilized. Edison’s Instructional Leadership Team has updated</p>



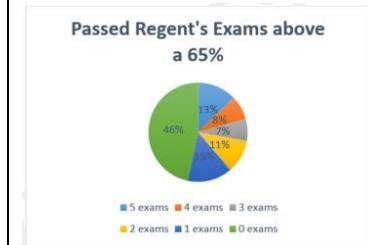
						<ul style="list-style-type: none"> Credit recovery/learning recovery 	<p>their tracking data to include January 2020 English Language Arts Scale scores, Part 1, Part 2 and Part 3 scores. Each teacher received data sheets for each student. The school is also holding individual conferences to review both the students overall performance as well as students' performance on Part 1, Part 2 and Part 3. A data sheet is created and includes the tracking of student performance based on department initiatives by teacher and student. The department's next steps are to:</p> <ol style="list-style-type: none"> Develop common assessments to be administered every 6-7 weeks. Build reading and writing stamina via collaboratively developing writing tasks as a team and increase the number of rigorous reading and writing opportunities utilizing a scaffold towards students performing independently.
70 - 2019-20: 2016 Total	49%	55%		No	All staff will increase capacity to provide rigorous, standards-based instruction	<ul style="list-style-type: none"> Marking Period Grades 	As of Feb 8, 2020 -2016 cohort is at 448 with 11 graduates



Cohort 4 Grad Rate - All Students				through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● 5 week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	(2.5%) . To reach this progress target an additional 236 students required. Please note that these 11 graduates represent students who have graduated early. There are currently 216 students, which is 47.9% of students on track to graduate.
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Program	#Students	As of 1.16.20 16+ credits & 3+ passed regents above 65%
Edison	291 students	58
PTech	76 students	33
NYSAA	23 students	0
All City	39 students	9
HHT	2 students	1
Monroe	1 students	0
RIA	10 students	4
Bilingual Academy	4 students	0
Young Mothers	4 students	0
Y & J	1 students	0

Above and below is a breakdown of students disaggregated by program and number of exams passed. There are 105 students who have 16 credits and 3 passed regents exams.



In quarter 1 the administrator responsible for this cohort, as well as the cohort counselor, went through each student transcript, and adjusted schedules as needed to ensure that students were taking appropriate coursework; the auditing and review of transcripts has continued to help ensure students are receiving what they need to graduate on time. This work supplemented the strategic targeting of students who would be enrolled in Edison's after school and Saturday school program.

The Online Credit Recovery (OCR) lab is up and running and available to students during lunch periods. Additionally, students are encouraged to



							<p>work on OCR courses after school hours; each student in grades 9 - 12 has been provided with a Chromebook as part of the District’s One Million Project.</p> <p>Leadership of PTECH and Edison have continued to hold tracking meetings. Outcomes of these meetings have included reaching to students to inform them of additional opportunities for credit recovery, and after school tutoring, and Saturday school opportunities.</p>
88 - 2019-20: 2015 Total Cohort 5-Year Grade Rate - All Students	52%	58%		Yes	See Indicator 70.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>See Indicator 70.</p> <p>As of Feb 8, 2020 - Edison’s 2015 cohort is at 454 students with 234 graduates which puts them at 51.5% . To reach progress target an additional 30 students required.</p> <p>These 30 students have been identified; some are at taking coursework at Edison, some are</p>



							wrapping up courses at All City as well as a new group of students who are currently being enrolled at All City. The school will meet with colleagues at All City regarding student progress after the third marking period.
120 - HS ELA All Students Performance Index	88.3	98.3		No	The ELA team will align its instructional expectations and outcomes utilizing the recommendations and targets established by the Southern Regional Education Board report regarding quality instruction, aligned curriculum, systems of support, and leadership for continuous improvement.	<ul style="list-style-type: none"> ● Continued focus on building reading and writing stamina ● Cohort Tracking Meetings with Teachers that includes review of students' ELA Regents performance from January 2018 - January 2020 for Part 1, Part 2, Part 3. Determining student placement in alternative programs to work with programs to determine students support and prep for ELA Regents Exam ● Develop plan to support targeting ELL's and SWD ● Student Individual Meetings ● Cohort Meetings ● Continued Focus on Study Habits 	<p>As of Feb 8, 2020 the projected accountability cohort is at 388 students, the ELA performance index is currently at 50.4 based on Regents exam results. To reach progress target a total of 187 additional students would need to score between 65-78 (Level 2). Student scoring Level 3-4 will reduce the number of students needed to reach target.</p> <p>The baseline assessment administered to students in this cohort was a combination of NYS Regents Exam and College Board's AP Examination. Data from the baseline assessments demonstrates the need for students develop their capacity</p>



					<ul style="list-style-type: none">• Continued cohort communication• Common Formative Assessments• Credit recovery/learning recovery• Utilize Edison’s Student and Family Support Center to refer students for tutoring, mentorship and mental health support	<p>to think and respond critically to complex text.</p> <p>11th grade students are enrolled in the English III which utilizes the NYS Engage curriculum. There is one section of AP English (9 scholars). Grade 12 scholars are enrolled as follows: English IV RCSD Mosaic, African American Literature (27 students) or Women’s Literature (6) courses. Teachers for English III and English IV are veteran teachers. With the exception of one, most have taught their courses for a number of years. This is the first year of implementation of the English IV Mosaics curriculum.</p> <p>The school continues to offer embedded professional learning to teachers. Teachers meet for 30 minutes in their respective department meetings which occur once a week as well as grade level team meetings once a week. Meetings focus on determining key strategies to use during instruction, such as the TEAL strategy for writing</p>
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							and additional strategies for vocabulary development. 30 students have been identified for and are enrolled in AP coursework.
130 - HS Math All Students Performance Index	73.3	81.6		No	The Math Department will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>See Indicator 67</p> <p>As of Feb 8, 2020 the projected accountability cohort is at 388 students, the Math Performance Index is at 46.3 based on Regents exam results through January 2020. To reach the progress target a total of 138 students would need to score between at or above a level 2 on the regents exam. Student scoring Level 3-4 will reduce the number of students needed to reach target.</p> <p>The Instructional Leadership team with support from the appropriate counselors will target students who would be critical for the school's performance index if they were to retake the Algebra, Geometry R and Algebra II exam. The group, in collaboration with cohort administrators and mathematics teachers participating in the after school</p>



							Regents review program, will work to ensure that students are targeted and prioritized based on growth. I.e. moving level 1's to level 2, level 2's to level 3, and so forth.												
140 - College, Career and Civic Readiness Index	63.2	73.2		No	The school will increase opportunities and access to students to participate in multiple pathways leading to graduation.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>Below is a breakdown of Edison's projected readiness measure with regard to the CCCR index. The chart is broken down into students earning 2, 1.5, 1, .5 and 0 points on the CCCR index which are calculated based on specific readiness measure.</p> <div style="text-align: right; margin-bottom: 5px;">CCCR Index 52.3%</div> <table border="1" style="margin-top: 5px; font-size: small;"> <caption>Readiness Measure Distribution</caption> <thead> <tr> <th>Readiness Measure</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2 points</td> <td>9%</td> </tr> <tr> <td>1.5 points</td> <td>7%</td> </tr> <tr> <td>1 point</td> <td>20%</td> </tr> <tr> <td>.5 points</td> <td>5%</td> </tr> <tr> <td>0 points</td> <td>59%</td> </tr> </tbody> </table> <p>As evidenced by this projection, Edison is currently projecting an index of 52.3%. In order to hit their target of 73.2, a minimum of 95 additional students must earn a Local/Regents Diploma (1 point). Please note, this calculation assumes students ONLY scoring at a level 1 on the CCCR Index Readiness Measure chart.</p>	Readiness Measure	Percentage	2 points	9%	1.5 points	7%	1 point	20%	.5 points	5%	0 points	59%
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2 points	9%																		
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							<p>Additionally, this chart demonstrates that there are 59% of students not projected to earn any points on the CCCR index, which translates to 266 students. Of those 266 students, 95 students must meet earn a minimum of 1 point on their Readiness Measure for Edison to meet their CCCR Index goal by June 2020.</p> <p>See Indicator 70 discussions for additional information on interventions and supports that are being provided to students to meet this goal.</p>
170 - HS Chronic Absenteeism - All Students	63%	56%		No	The school will increase progress monitoring of student attendance and provide support to students and families to address barriers impeding student attendance	<ul style="list-style-type: none"> ● Average Daily Attendance Data ● Home Visit Data ● Chronic Absenteeism Data 	<p>As of February 14, 2020 the school has a Chronic Absenteeism Rate of 55%.</p> <p>The attendance team in collaboration with the Office of Accountability has right sized their cohorts since quarter 1. These changes have been the result of drops, dual enrollments, and transfers.</p> <p>The school continues to monitor their enrollment to ensure the accuracy of their attendance data as well as other cohort related data. Edison has appointed a Parent Engagement Coordinator, who</p>



							<p>has taken the lead on organizing efforts to address this indicator.</p> <p>To date, the Attendance Team has been working with the home school assistants and ROC the Future, and conducting a weekly check-in on absent and/or chronically missing students have been determined. Enrollment has been adjusted to reflect accurate numbers.</p> <p>The Attendance Team is working weekly on identifying students who have missed 3-5-15 days of school to offer additional resources for their families in support of attending school more regularly, and will begin to provide tiered support to students missing between 11 - 16 days of school. Additionally, advisory has been scheduled on a monthly basis, and the school has identified a curriculum to use for this period -"The Advisory Guide", by Engaging Schools.</p>
190 - HS ELP Success Ratio - All Students	.7	.9		Yes	All teachers will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments, with	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers 	ESOL teachers will provide professional development to staff on best practices in instruction and assessment of ELLs. ESOL teachers are involved in content area department meetings and are represented



					particular attention on best practices in instruction and assessment of ELLs.	<ul style="list-style-type: none"> ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery ● NYSESLAT scores/formative assessments on modality proficiency 	<p>on the school’s Instructional Leadership Team.</p> <p>Online credit recovery (OCR) classes are being equipped with an ENL teacher to lend support to ELLs.</p> <p>ELLs will be offered expanded learning opportunities after school, Saturdays and/or during breaks, beginning in November.</p> <p>Common Assessments are in the process of being developed by the Department of Multilingual Education and will be administered.</p>
230 - HS Science All Students Performance Index	142.5	152.5		No	The Science Team will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>As of Feb 8, 2020 the school has a projected accountability cohort of 388 students, the science performance index currently sits at an 82.1 based on Regents exam results through January 2020. To reach progress target a total of 274 students would need to score between 55 and 64 (Level 2). Student scoring Level 3-4 will reduce the number of students needed to reach the target.</p> <p>The science department meets weekly as a large department and then twice a week in their</p>



							<p>mini - content area. Teachers have been designing common labs/activities and common assessment for Midterm.</p> <p>New Science teachers will have a mentor through the Career in Teaching program. Three Science Teachers, 1 Special Education Science Teacher. All four are receiving mentoring support.</p>
240 – HS Social Studies All Students Performance Index	122.7	132.7			<p>Social Studies staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>As of Feb 8, 2020 the projected accountability cohort is at 388 students, the Social Studies performance index is at 69.7 based on Regents exam results. To reach the progress target a total of 245 students would need to score between 65 and 78 (Level 2). Students scoring Level 3-4 will reduce the number of students needed to reach target.</p> <p>Students are following the District approved sequence. Global I; Global II; US History; Participation in Government, and Economics. Currently, Global I has the largest enrollment. All cohort 2019 and cohort 2018 are enrolled in Global I. The Cohort 2018 students took US History as 9th graders so that group is slightly out of sequence.</p>



							Twice a week teachers work in grade level teams to develop common assessments. The department has adopted the DataWise/Meeting Wise protocols. Time is built into each meeting to discuss the common assessments that are being developed by teams of teachers.
250 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - All Students	53%	59%		Yes	All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	As of Feb 8, 2020 - the 2014 cohort is at 443 students with 258 graduates (58.2%) . To reach the progress target an additional 4 students are required. Bi-weekly, each of the students identified will be tracked and updated with progress of program. Each student will be provided a mentor to check in with and to solicit additional support if needed.
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	2019-20 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	n/a	see rubric	Y	Yes	The school will identify community assets and needs as related to providing resources to support students and families, then begin to develop a plan for implementation and progress monitoring.	Community Schools Rubric	<p>The school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace, Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA.</p> <p>The school is reviewing the possibility of partnering with a community agency to lead this work, and has scheduled a visit to a community school within the RCSD to determine if the scope of services provided at that school would be appropriate to be provided at Edison.</p> <p>In the meantime, the RCSD has hired a Director of Community</p>



							<p>Schools, who is providing guidance in undertaking the first steps of community school work, including:</p> <ul style="list-style-type: none"> ● complete a needs assessment to school community continue outreach with community partners ● develop a process and resources for communicating and understanding the what programs we offer as a school and the services they provide ● ensure that all partners have the proper contract/MOA ● develop a schedule of community events ● participate in the organization and schedule of the Community Engagement Team
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 50% of Tenet 6 Phase 2 Indicators		Yes	The school will strengthen its provision of support to families and parents by expanding on Parent Center initiatives and increasing families' access to community resources.	Tenet 6 Rubric	The school has identified a designated space and resource area for parents and families to conference and meet with teachers and staff. The 2A office suite is where the Parent Center will be located so parents will have access to the Parent Liaisons, computers, books, information regarding community resources and information regarding how to assist students in attending school and supporting them in academics. The school has planned multiple training opportunities for parents to take



							part in throughout the year, including a Special Education Summit, a succession of Parent Leadership Training sessions, and summer outreach events. These activities will be led by the school’s parent liaisons/home school assistants, as well as Teacher on Assignment who is charged with facilitating parent engagement.
65 - 2019-20: 2019 Total Cohort (9th Graders) with 5 or More Credits	50%	56%		Yes	The staff will increase the progress monitoring of this cohort of students, ensuring that students identified as off-track are provided with interventions immediately.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>As of midterms (January 2020), the school counselor assigned to the 9th graders has performed a review of student performance which is triangulated by attendance and report card grades. Currently, Edison is projecting 129 out of 209 (61.7%) students to earn 5 credits or more by June 2020.</p> <p>The counselors for Edison Cohort 2019 students review student grades every 5 weeks. Students who are at risk of failing have had individual meetings with counselors to see what support is needed. Families of at-risk students have been contacted by phone to engage in conversations about student progress. This is the first marking period in high school for Cohort 2019 students; each student will be assessed after the first marking period and</p>



							interventions such as marking period recovery will be assigned.
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	See Rubric		Yes	ELT Rubric	<ul style="list-style-type: none"> ● Average Daily Attendance ● Cohort Tracking ● Regents Results 	<p>Edison’s regular school day, operating from 7:30am - 2:30pm, offers an additional 1.5 hours of instruction beyond the SED requirements of 5.5 hours per day. Extra instructional time offers both intervention and acceleration-based opportunities to students. Enrichments in the form of clubs and sports are underway and well attended.</p> <p>The school is underway with an after school and Saturday school program to support regents prep/recovery.</p>
251 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - SWD	26%	32%		No	The staff will increase the progress monitoring of this cohort of students, ensuring that students identified as off-track are provided with interventions immediately.	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results 	<p>As of Sept 10, 2019 - the 2014 cohort is at 92 students with 23 graduates (25.0%). To reach progress target an additional 7 students required.</p> <p>Administrators with the assistance of our home school assistants are identifying the 7 students needed to fulfill this particular indicator.</p> <p>6 students are currently attending All City High School for credit recovery.</p>



							<p>1 student attends the Bilingual Academy.</p> <p>8 students have sporadic attendance. The leadership team assigned this indicator in addition to the special education team in continually reaching out and working with families to re-engage students.</p> <p>17 students have not attended school this year.</p> <p>31 students are NYSAA</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		Chrome books were delivered to 80% of Edison’s student population for use in the classroom and at home. Teachers have been provided Professional Development on Google classroom and other resources to best utilize the chromebooks.		
2.	PTECH and NYSAA Collaboration		<p>The Edison Tech Principal and the PTECH Director conduct weekly collegial meetings to discuss building wide collaboration and building expectations.</p> <p>PTECH and NYSAA are program schools in which students are dually enrolled in Edison and the program; their performance is included within Edison’s accountability designations. Such as, Edison leadership and PTECH/NYSAA leadership work closely to ensure that systems and structures are consistent through the programs and that all stakeholders participate together in the review of data. Stakeholders from both programs participate on Edison’s Community Engagement Team and will meet monthly with the school’s ILT and administrative team to progress monitor.</p>		
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 <u>with impact</u> .	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

Community Engagement Team (CET)



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
	<p>The Community Engagement Team meetings continue to take place on the second and fourth Wednesday of each month. Agenda items for each meeting include the school’s progress towards its indicators, identification of indicators needing additional supports, and brainstorming of ways to meet needs as identified through this process. Recruitment of CET members continues this year so that all constituents can be represented.</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/52287</p>

Powers of the Receiver
 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
	<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.
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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.)

<u>Budget Analysis</u>		
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)

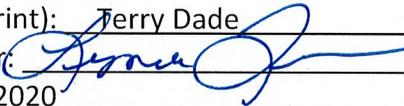
Best Practices
 The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best 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: _____



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): Latresha Fuller
Signature of CET Representative: Latresha Fuller
Date: 2/18/20