

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Nathaniel Rochester Community School # 3	2616000100003	Rochester CSD	Yellow	SIG 4.2
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Linda Cimusz	Rodney Moore	Raymond Giamartino Michele Alberti Kirstin Pryor	K-8	673 as of 1/24/16

Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

Nathaniel Rochester Community School # 3 (NRCS) has had a challenging second quarter, which is especially frustrating after a strong and improved start to the year. The school climate and disciplinary data tell this story. From September through November, the school was on pace to reduce incidents and suspensions by 50%. However, negative behaviors, including 9 serious incidents, spiked in December and January, and the school is now on pace to have more days suspended than it did in prior year. Currently, the suspensions are concentrated in grades 7 and 8. The school is responding through a “reset” of staff expectations and procedures, targeted to be completed March 1. Additionally, the school has made strides to begin to implement aspects of restorative practices such as the Reconnect Room which promotes reflection, restoration and returning to class. The school works to continually increase and improve the crisis prevention and social-emotional supports / enrichments; the next area of focus is to develop a tracking and communication tool that will help the school be more strategic in coordinating the supports.



The transformation toward a STEM school proceeds at a steady clip and we continue to see increased classroom participation in STEM Challenges, increased parental attendance at bi-monthly STEM events, and increasing targeted partnership opportunities. This quarter has focused on developing work-based research experiences for the middle school students, aiming to launch small this spring.

While there are stronger practices such as consistent schoolwide use of assessment, targeted academic intervention, and participation in teacher collaboration/data meetings, there is still much work to be done to achieve the student growth necessary, according to the winter benchmarks (NWEA). Reading data show that 32% made their growth target, but only 21% achieved the grade level national norm mean, which is still a lower threshold than NYS proficiency. In math, 40% met their goal, but only 17% met the national norm. Leadership must be more visible and consistent in monitoring instructional priorities, and staff attendance must be addressed so that intervention is delivered consistently.

In terms of enacting Receivership, the work is on-track. The Community Engagement Team has found a routine, meeting on a complementary schedule with School-Base Planning Team. The tensions inherent in supporting Receivership schools in a district with steady new enrollment of high-need students and several Receivership schools is very real a challenge that continues to face the District and NRCS. Planning for next year's staffing, in light of the reduced grant funds is also looming as a challenge.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators																																								
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.																																								
Identify Indicator	Status (R/Y/G)	Baseline	Target	Analysis / Report Out																																				
Priority School make yearly progress		Make progress	Make progress	See discussions below.																																				
School Safety		8 serious incidents	10% reduction (7 incidents)	<p>As of January 15th, there were 11 serious incidents recorded, which clearly exceeds the target. We do note that while the baseline is 8 serious incidents in 13-14, Nathaniel Rochester Community School (NRCS) reported 21 serious incidents during the 14-15SY.</p> <p>The school has taken many proactive steps to tighten behavioral expectations, build systems to respond, and study and apply restorative practices this year. Restorative practices and structures such as the Reconnect Room and peace circles and mediation were implemented this fall, and a staff team has been participating in the District’s ROCRestorative professional learning community. This shift is reducing the reliance on suspensions as the solution. The first quarter of the year “felt” like an improvement over prior year, calmer and more orderly, and as noted in the first quarter’s progress report, disciplinary data was markedly reduced in the first few months. Unfortunately, as the year has progressed, the number of incidents and suspensions has risen, especially in December and January. NRCS is currently on pace to have more incidents and slightly fewer suspensions than last year. In recent months, the climate does not feel orderly and stabilized, and behavior is still consuming too much of the staff energy.</p> <p style="text-align: center;">Incidents / Suspensions by Campus</p> <table border="1"> <thead> <tr> <th>School Year Description</th> <th>Incidents</th> <th>Short Term</th> <th>Long Term</th> <th>In School</th> <th>Out of School</th> <th>In Alt. Program</th> <th>Total Suspensions</th> <th>Total # of Days Suspended</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>112</td> <td>73</td> <td>15</td> <td>17</td> <td>56</td> <td>15</td> <td>88</td> <td>647</td> </tr> <tr> <td>2014-2015</td> <td>199</td> <td>182</td> <td>14</td> <td>119</td> <td>68</td> <td>9</td> <td>196</td> <td>935</td> </tr> <tr> <td>2013-2014</td> <td>199</td> <td>153</td> <td>13</td> <td>146</td> <td>9</td> <td>11</td> <td>166</td> <td>10</td> </tr> </tbody> </table>	School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended	2015-2016	112	73	15	17	56	15	88	647	2014-2015	199	182	14	119	68	9	196	935	2013-2014	199	153	13	146	9	11	166	10
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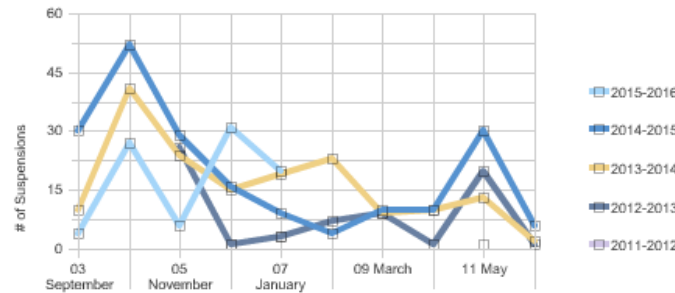


Trends include:

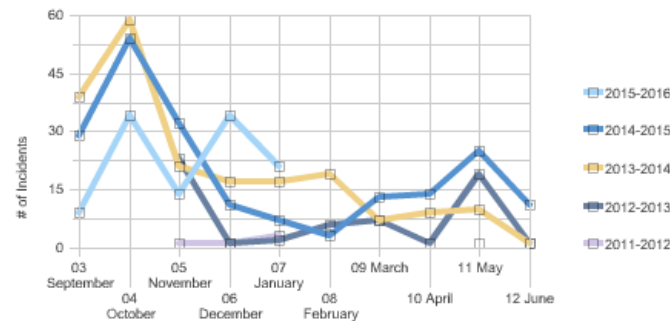
- 58 students (8.5% of student body) have been suspended this year, generating a total of 88 suspensions
- 98% of suspensions are generated by 7th or 8th graders.
- An increase in significant behaviors that result in long-term suspensions.

The school is responding in a variety of ways, most of which have to do with creating better systems

Suspensions by Month



Incidents by Month



and continuing to foster consistency among adults. These include:

- The Building Committee just began a review of the staff handbook in order to clarify and reinforce staff expectations and responsibilities. The target date for completion in March 1.
- The Support Team was meeting monthly, and has recently increased to twice a month. This team problem solves around specific students, and is working to better coordinate the variety of social emotional supports in the building.
- A very recent realization of the need to record the supports/interventions in a commonly accessible place, in an effort to “close the cracks” and be more proactive in intervening. This is being created and will be live by March 1.

- Continued participation by a small team in the District’s PLC, certification as trainers in peace circles and preliminary turn-key training during early release days for full staff.

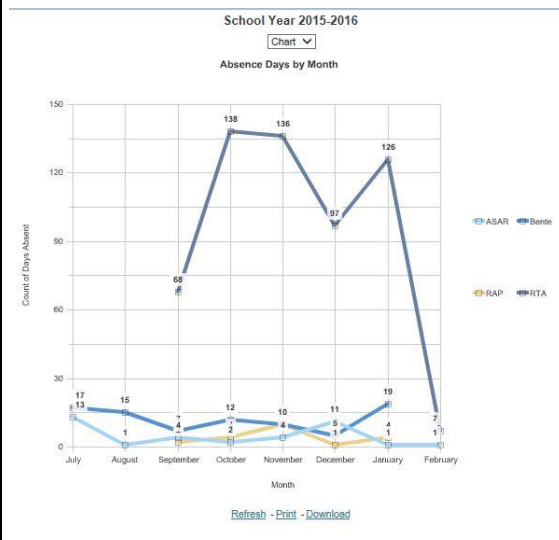


				Bottom line, the school is currently struggling to maintain expectations and systems of support that result in effective management of student behaviors, for all students. This foundational need is further exacerbated by a steady stream of new students, averaging about one a day since the start of school; 83 new students enrolling or returning since the first day of school, 19 since January 4 th .																																																																														
3-8 ELA All Students Level 2 & above		21% (1% increase Progress Target)	21% (1% increase Progress Target)	The best indication of progress toward this goal at this point in the year are the results of the Winter NWEA MAP, which was just given the last week of January, and are currently being fully analyzed by the data coach. The data show that about a third of NRCS students hit their growth target, and only 21% schoolwide met the national grade level norm mean. Furthermore, we know that the national norm mean does not equate to NYS proficiency. The projections predict that 25% of students will score Level 2 or above, which would satisfy the progress target for this indicator. Please note: checking the correlations from last year between the projections and the actual NYS reveal that the projections were about 75-80% accurate.																																																																														
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		25%	26% (1% progress target)	<p>NWEA is the best predictor of our progress toward this indicator. Currently, while 40% of students met their growth projection, only 17% are meeting the national grade level norm mean. Based on projections, we are not meeting the progress target, because only 15% of students in 3-8 are</p>

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3-8 Math All Students Level 2 and above	projected to score Level 2 or above. We note that the winter assessment of math is more closely tied to curriculum sequence and pacing, so may be a less reliable projection. We also note that the Honor class will be taking the Algebra exam, on which our students typically do better than they do on the NYS exam.					
	Math	% meeting or exceeding grade level norm	% meeting growth projection (Fall to Winter)	% projected to score Level 2 on NYS Assessment	% projected to score Level 3 on NYS Assessment	% projected to score Level 4 on NYS Assessment
	Kindergarten	39%	N/A	N/A	N/A	N/A
	1st Grade	21%	38%	N/A	N/A	N/A
	2nd Grade	21%	25%	13%	10%	0%
	3rd Grade	8%	35%	13%	2%	0%
	4th Grade	6%	39%	1%	0%	0%
	5th Grade	28%	59%	21%	6%	0%
	6th Grade	13%	48%	21%	2%	0%
	7th Grade	9%	42%	10%	1%	0%
	8th Grade	7%	30%	14%	1%	0%
	TOTAL	17%	40%	13%	3%	0%
TOTAL 3-8	12%	42%	13%	2%		
<p>Part of the response to the first progress monitoring was to work with the District to increase the level of math instructional coach from a .5 allocation to a full-time position. This coach has focused on team coaching cycles with 3rd-5th grades, as well as some individual coaching cycles, focusing on unpacking the modules with an emphasis on major focus standards according to NYS testing guides. Third through 6th grades all gave and analyzed results from the first district common formative assessments in November/December, with plans to do so again in February and March for the second round of these assessments. Results from these assessments helped to formulate specific</p>						



				plans for classes and grade levels to ensure that students had opportunities to master major work of the grade level.
Grades 4 and 8 Science All Students Level 3 and above		42%	43% (+1 % point increase)	<p>There is no formal early predictor of the Science scores at grade 4 and 8, other than curriculum-based assessments throughout the year. However, the STEM-focused staff in the SIG continues to increase and deepen both student and teacher experiences with STEM in a variety of ways, further explained in the key strategies section of this report. Specific to these metrics, in 1415SY, 30% of 8th grade students were proficient, while 53% of 4th graders were. This does not make the 43% target a sure thing. However, two developments increase our likelihood of hitting this indicator:</p> <ul style="list-style-type: none"> • A strong higher-education partnership brings science professors and college students into the 4th grade classrooms, and the STEM Specialist worked over the summer to better align the monthly activities to the standards and exam. • For the first time in a few years, there is an honors track of 25 8th graders taking the Living Environment Regents. After two quarters, 85% are passing that class.

LEVEL 2 Indicators				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Baseline	Target	Analysis / Report Out
3-8 ELA ED Students Level 2 and above		20%	21% (+1 % point)	87% of students are considered economically disadvantaged, making the data above a solid proxy for this indicator. We cannot disaggregate NWEA by this classification at this point.
3-8 Math Black Students Level 2 and above		25%	26% (+1 % point)	78% of student body is Black / African-American, so the data above can be used for an approximation, while the winter NWEA data is not yet disaggregated.
3-8 ELA ED Level 2 and above Gap with non-ED Students		16%	15% (-1 % point)	We cannot disaggregate NWEA by this classification at this point.
Providing 200 Hours of Extended Day Learning Time (ELT)		NA	Provide 200 hours	<p>NRCS operates an 8:00 day for all students, under the National Center for Time & Learning's model, which adds 300 hours to the school year. The use of the expanded time (known as PIE time for Promote Intervene Enrich) continues to be more strategic and recent improvements include:</p> <ul style="list-style-type: none"> • Increasing the number of teachers who are committed to working the expanded day; • Eliminating one community partner and increasing the staff from the Center for Youth, to focus on embedding social-emotional supports and crisis intervention / prevention personnel.



				<ul style="list-style-type: none"> Strengthening the variety and quality of the enrichments that now include a drama course that is putting on a production of Suessical, a water safety/swimming option, and a cooking course. This time is also used to run circles and social-emotional groups for students as well. A student survey was recently given to 7th and 8th graders to increase their voice and choice in enrichment. <ul style="list-style-type: none"> Increased STEM-focused enrichments such as Crazy 8's Math Club (grades 3-8), FIRST LEGO League (grades 5-7) and Jr. FIRST LEGO League (grades 2-3). The effective use of the ELT time enables the honors class of 7th/8th grade students to have lab two days of four, and a structured resource period staffed by the Living Environment and Algebra teachers on opposite days. This co-requisite support while providing access to a wider pool of students is what the NRCS mission of equitable access is all about. The expanded day also allows for the routine (twice a week) teacher collaboration time that is facilitated by instructional and data coaches. Teacher participation is now more consistent than it was last year. After last year, there are now consistent literacy assessments (NWEA, Fountas & Pinnell) school wide, which enables deeper use of data to group the students for intervention. The principal has recently begun monitoring the use of the online targeted skill programs such as Compass in an effort to get clearer about teacher practice and whether this intervention works well. <p>Challenges do remain, such as the amount of administrative time required for payroll for the additional time, as well as the fact that the staggered staff schedules can impede work to build unified culture. Staff attendance is also a problem, which is exacerbated in ELT schools because there are so many interconnected parts to the schedule for each adult.</p>												
Chronic Absenteeism	Green to meet rubric target; yellow in terms of student outcome.		Rubric, district ability to track by 1/31; school track by April	<p>RCSD tracks students who are absent in the following increments: <5%, 5 – 9.99%, 10-19.99% and >20%, making this data available daily for school leaders. Thus, this meets the Receivership target rubric. Defining chronically absent as the national research does (missing 10% or more of school days), 29% of NRCS's students are chronically absent so far. Another 20% have missed between 5 and 10% of school. These students are concentrated in Kindergarten and 2nd grade.</p> <table border="1"> <caption>03 - Nathaniel Rochester Community School</caption> <thead> <tr> <th>Absence Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>% Satisfactory (absent <5.0%)</td> <td>50.4%</td> </tr> <tr> <td>% At Risk (absent 5-9.99%)</td> <td>20.4%</td> </tr> <tr> <td>% Chronic (absent 10-19.99%)</td> <td>18.6%</td> </tr> <tr> <td>% Severe Chronic (absent >20%)</td> <td>10.3%</td> </tr> <tr> <td>% No-Show</td> <td>0.0%</td> </tr> </tbody> </table>	Absence Category	Percentage	% Satisfactory (absent <5.0%)	50.4%	% At Risk (absent 5-9.99%)	20.4%	% Chronic (absent 10-19.99%)	18.6%	% Severe Chronic (absent >20%)	10.3%	% No-Show	0.0%
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				<p style="text-align: center;">Grade Level Attendance</p> <table border="1"> <caption>Grade Level Attendance Data</caption> <thead> <tr> <th>Grade Level Code</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr><td>K</td><td>89.0%</td></tr> <tr><td>1</td><td>90.6%</td></tr> <tr><td>2</td><td>88.5%</td></tr> <tr><td>3</td><td>91.9%</td></tr> <tr><td>4</td><td>92.1%</td></tr> <tr><td>5</td><td>92.5%</td></tr> <tr><td>6</td><td>91.6%</td></tr> <tr><td>7</td><td>92.1%</td></tr> <tr><td>8</td><td>92.5%</td></tr> </tbody> </table> <p>The school specific work involves the counselor and parent liaison making calls and home visits. However, during the course of this progress report, we worked with the counselor to brainstorm a more targeted, systematic approach to their intervention. During the next few weeks, they are going to focus on the chronic (rather than severe) students and push into grade level team meetings to share the names with teachers. From there, they will make concerted attempts to conduct outreach with families and students. This approach should help spread ownership for attendance, help the school see success in their efforts, and hopefully succeed in getting more students to school.</p>	Grade Level Code	Attendance (%)	K	89.0%	1	90.6%	2	88.5%	3	91.9%	4	92.1%	5	92.5%	6	91.6%	7	92.1%	8	92.5%	<p>There are two prongs to the school’s efforts to reduce chronic absent. First, NRCS is one of the District’s targeted schools for the Truancy Blitz which sends community volunteers and staff out to the homes of chronically absent students in K-3 on a monthly basis, and works to coordinate community resources in response. This effort has improved attendance in the target schools in prior years, although the data from this year is running below targets, and at NRCS, the primary chronic rate at midyear is currently 4% higher than it was for all of last year.</p>
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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> .	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 – Key Strategies

Key Strategies As <i>applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.			
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Become STEM magnet school.	Light green	<p>The school, led by the SIG-funded STEM team, has dramatically increased and deepened the exposure to STEM experiences for both students and staff over the course of the grant. STEM is a more visible part of the culture, evidenced by the number of STEM-focused offerings and partnerships, classroom participation rates in the monthly STEM Challenges, and parent/student attendance at evening STEM events. The work to truly transform daily core instruction to be more integrated and inquiry based has a longer time horizon and is more challenging work. However, the school has been using the Concerns Based Adoption Model to set goals and progress monitor teacher knowledge and disposition. In Fall 2014, most of the staff was consistently working at Level 1 (Exposure), and a 3 year goal of raising all staff at least 2 levels was set. The Fall 2015 assessment reveals that in K-5, all staff is working consistently at Level 3 (Preparation). Grades 6-8 show lower levels of use, which makes sense given that the emphasis was on elementary at first, and that 6 out of 8 middle school staff are new to the building this year.</p> <p>Highlights of the work this semester include:</p> <ul style="list-style-type: none"> All K-6 teachers are now utilizing the FOSS Science kits/curriculum, which began last year with only one teacher at each grade level implementing. Summer professional learning to support teachers' confidence and competence in science has been followed with the devotion of one weekly grade level meeting to this topic. Increasing numbers of families attending the bi-monthly Family Science and Engineering Nights, averaging 108 per event this year; Increased participation in the monthly STEM Challenges from single digits in prior year to 47% of classes in September to 67% school participation in November. (December/January STEM Challenge will take place on January 29.) Opening of a new Primary STEM Lab for K-2 classes to work with K-2 Inquiry Coach and increased teacher/student usage of Intermediate STEM Lab with 3-6 Inquiry Coach. The STEM Specialist has been focused on development of partnerships that bring authentic experiences for students, and that can sustain efforts after the life of the grant. One key development is the launch of a relationship with the Rochester Museum and Science Center that is working to develop a career-focused opportunity for middle school students in Exhibit Design. This program will launch in late February or early March and will bring a 3D printer to the school so



		<p>students can build their own legos. The idea is to build toward a robust series of work-based experiences for students in the upper grades. Another exciting partnership is the Seneca Park Zoo, who has recently committed to working with us through the Butterfly Beltway Program Grant to manage and strengthen the butterfly garden, and support students in the work and data collection. The Zoo will also support the 7th grade project for 2016-2017. There is some interest in developing a space at school for outdoor classroom and study.</p> <p>As a result of this progress, the school has been more confident in touting itself as a STEM school during this winter’s recruitment cycle, based on the growing visibility and program markers. It has established a compact that students and families sign upon choosing the school at K and at 7th grade. The work now is to stabilize the STEM offerings; continue to build teachers’ knowledge, pedagogy and interdisciplinary planning; and firmly develop a middle school sequence of experiences.</p> <p>This STEM work is both a driver and a product of the overall school transformation. It drives because it aims to increase engagement and rigor, while in other ways its success is somewhat dependent upon the overall school context, which has work to do on strengthening foundational systems and consistent effective instruction.</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 – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
	The CET meets monthly, on a schedule that dovetails with School-based Planning Team. The principal works with this team to continually review the plan and the status of metrics. The team has also begun talking about future planning for 16-17 year with reduced resources.
Powers of the Receiver	
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.	
Status (R/Y/G)	Analysis / Report Out



	The Receiver has not exercised specific Receivership powers this quarter, although in the beginning of the year, there were some favorable decisions about staffing made in this context. One challenge is figuring out whether and how the Receivership designation can help alleviate the steady influx of new, often high-need students. There have been 83 students who have arrived after the first day of school, posing a steady stress on the work to build new culture. Navigating how to protect Receivership schools while providing equitable access to programming in a district with a lack of stable enrollment is proving a challenge. The need to select and maintain staff with capacity specific to STEM is another area in which Receivership powers could be helpful as we plan for the future.		
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 – Best Practices (Optional)

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): LINDA L. CIMUSZ
 Signature of Receiver: *Linda L. Cimusz*
 Date: 2-19-16