

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
Northeast Sr. High School at Douglass	2616000100073	Rochester CSD	Yellow	SIG 6
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Linda Cimusz	Dr. Linus Guillory	Amy Schiavi Michele Alberti Kirstin Pryor	9-12	709 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*.

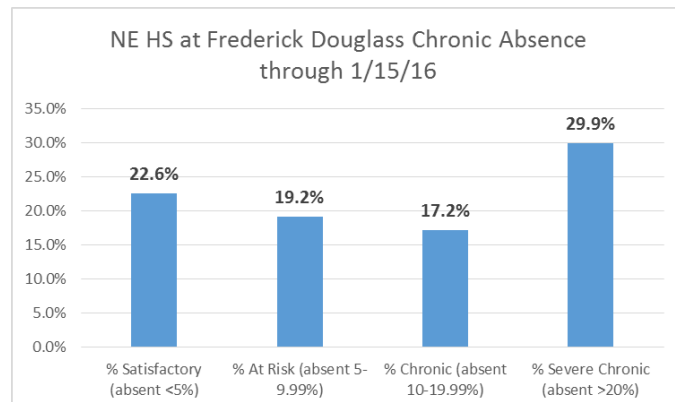
Northeast High School @ Douglass continues to work daily toward achieving the “#NewDouglass” vision—a campus that offers all students a quality, robust comprehensive high school experience that fosters identity and connection, and that has systems in place to respond to individual student needs. As noted in quarter one’s report, and also in the Northwest report (shared campus), the culture and climate of the school is dramatically improved from spring of 2013, and from prior year. This is evidenced in observations and disciplinary data, and we expect further confirmation in the currently live student and staff DTSDE surveys. Furthermore, attendance (78%) is currently running 3 percentage points higher than it did last year; still too low, but an improvement. Much progress has been made in areas of active cohort tracking and progress monitoring, which allows more strategic use of expanded learning time and academic supports. The alternative setting, Bridges, serves a very small group of students in a very individualized way. The Panther Progress Room continues to help stabilize and infuse restorative conversations into the disciplinary process, although this quarter has seen an uptick in incidents and in general “hallway traffic.”



The recently submitted SIG amendment reallocates some funding toward a crisis interventionist and an additional security officer; deploying these in tandem will help to reset the expectations in a positive way.

Raising the level of rigor and engagement remain critical needs, and will require sustained work over a few years. Professional learning on Danielson’s Framework, and a more consistent approach to administrative feedback, are underway. Also toward this end, strategic instructional practices such as common formative assessments in key departments / courses and periodic embedded, structured planning sessions by course, facilitated by the instructional coaches, have been instituted consistently this year. With 27% of students posting a failing GPA, and another 29% below a C average as of the end of the 2nd marking period, the academic metrics are concerning and at this point in the year, we are not confident that we will meet all of them. We will continue to work aggressively and thoughtfully in implementing the strategies we have chosen.

The progress monitoring this quarter points to attendance as an area in need of much attention. As shown in the chart, almost half (47%) of the student body has missed at least 10% of school days thus far, with 30% of these missing more than 20% of the year. There were adjustments made in the amendment to deploy additional resources to home visits and to the implementation of targeted interventions to address this concern. It will take some time to coordinate these new resources effectively, but actions are being taken.



As far as Receivership, one of the largest challenges to our work at this point is the steady stream of new entrants (87 since start of school), 36% of whom are off-track for graduation and many of whom present intense needs. While welcoming all students, the substantial energies devoted to transitioning new students almost daily does hamper our ability to focus on new systems and improvement work. This placement challenge is exacerbated in a district with a high number of receivership schools, and other specialized schools.

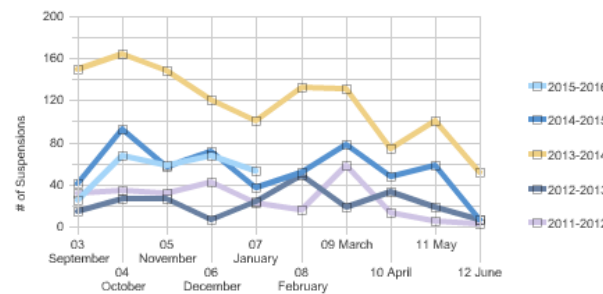
Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation 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.



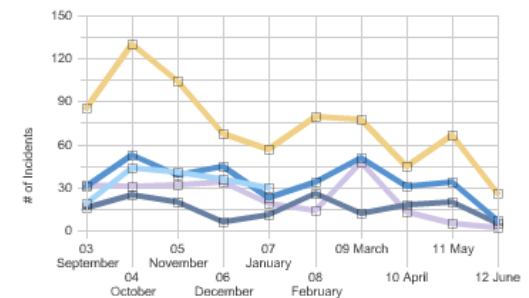
Part I – Demonstrable Improvement Indicators

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		NA	Make progress	
School Safety		45 serious incidents	10% reduction	<p>Twelve (12) serious incidents have been recorded thus far, putting the school in good position to meet this target. However, there has been an uptick in weapons coming to school in January, and the principal is taking steps to delve into the community-based reasons behind this emerging pattern, before it becomes a trend.</p> <p>When comparing month-to-month totals, suspensions and referrals are slightly down from last year, while the overall totals are approximately on pace with prior year, considering that we are halfway through this school year. These data are still significantly under the 1314 totals. (For context, Dr. Guillory was appointed principal during the Spring of the 1314 school year.) One bright spot this year is that the number of long-term suspensions, and therefore the total number of days lost to suspension are on pace to be below last year’s totals. This does indicate that the early implementation of a more restorative approach to wrong-doing is beginning to mitigate effects of intense problematic behavioral needs. New procedures and structures such as the Panther Progress Room and the “Bridges” alternative setting have helped, reinforcing the continued need for flexible deployment of supplemental staff through the SIG.</p>

Suspensions by Month



Incidents by Month





School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
2015-2016	170	248	24	150	102	20	272	1,196
2014-2015	348	470	72	299	180	63	542	3,070
2013-2014	738	830	342	666	168	338	1,172	131

At this point in the year, the reflection driven by our ongoing progress monitoring leads to the following adjustments and actions:

- Leadership’s commitment to assemble a team (counselor, Progress Room staff, etc.) to conduct a deeper dive into the data and create more targeted responses. For example, we note that:
 - 128 students have been suspended 272 times. Of these, 36 are students with disabilities, generating 93 of the suspensions.
 - 51% of all suspensions are generated by 9th graders (not 2014 cohort)

The team wants to cross-reference this data with the Progress Room tracking data and begin to problem solve around these 128 students. This continued work to bring all the support services available to the common table and create systems and structures for being responsive to student need is an example of the foundational systems that have been lacking, but are now being created and modeled. Recent creation of a community partnership that is offering gender-specific groups is one example of this move to put social-emotional supports in place for targeted groups of students.

- Noting that a third of incidents originate in the hallways and 41% originate in the classrooms, led to two requests in a recently submitted amendment. We are seeking to place a crisis intervention/prevention staff through a community agency who can respond to de-escalate students, and also to build staff capacity to respond in trauma-informed ways. Additionally, we are seeking to secure an additional School Security Officer who is a visible response to problematic chronic hall-walking, but who will also be trained in the restorative mindset and practices that the campus is working to build.



				<ul style="list-style-type: none"> Continued, increased use and formalization of the alternative program setting on campus (Bridges) as well as future planning about how to meet the ongoing volume and intensity of student need. A full quarter of the 9th grade class at Douglass is off-track and overage. There have been 87 new entrants after school started through mid-January (12% of student body), and of these more than a third (31 students) entered off-track from their cohort. This steady stream of off-track students, coming with significant behavioral and academic needs is a challenge in a Receivership school striving to build systems and culture. The school leader has made some proposals to the District about how to address these needs both on campus and in off-campus alternative settings in the future; the Big Picture funded contract is supporting the school and district levels to this work, as there are both school and systematic changes required.
2012 Total Cohort Passing Math Regents (Score >=65)		35%	36% (+1 % point)	<p>Internal data on the 2014 cohort currently enrolled at Northeast show that of 43 of the 190 students have passed a math Regents through August of 2015, after one year of high school instruction. This is 23%, noting that there will be some variation between these students and the State's total cohort. Within a few weeks, we will have cumulative analyses that refresh this data with the results of January Regents and the second marking period grades.</p> <p>At this point, it is difficult to make firm predictions, because course grades do not accurately predict passing the Regents exam in the spring. What we can report is that approximately 80% of students enrolled in Algebra earned a failing grade in marking period 2. (Note this is not only 2014 cohort students.)</p> <p>There are certainly concerns about the quality of instruction and the level of student performance. There have been new focused efforts in the math department toward this end. For example, the instructional coach has been supporting the team in developing common formative assessments, grounded in the Hattie research and District emphasis. Through targeted teacher release time, supported through the SIG, and through common planning time, the team meets weekly to unpack the standards, design assessments and look at student results. This team is beginning to explore the use of an online eDoctrina platform which will help return results more quickly. This practice is fledgling, but a strong example of the foundational systems that are being put into place through strategic use of the master schedule and staff resources.</p>
2011 Total Cohort Passing ELA Regents (Score >=65)		24%	25% (+1% point)	<p>This metric will be for the 2013 total cohort, the vast majority of whom are enrolled in English III right now. Our internal data show 214 students in the 2013 cohort currently enrolled at Northeast, of whom 2 have passed this Regents (out of 10 who have taken in). Therefore, the only way we have</p>



				<p>to monitor progress thus far are report card grades, which do not always correlate to success on the Regents. In the second marking period, 42.6% of student enrolled in English III failed the course.</p> <p>The quality of instruction in English 3 makes this a serious area of concern. Leadership is trying to mitigate this effect through the use of the SIG-funded instructional coach, but the immediate need is daunting. The coach worked with the teacher to conduct a baseline assessment that helped to sort students by area of skill, and is currently working closely with her to deliver differentiated supports, based on the skills identified. Additionally, the District Director of ELA is working with the Department on common formative assessments and how to use them for real-time feedback and adjustments. Quite honestly, the teacher’s capacity to provide instruction in this way is limited, so the implementation of this is not where it needs to be to best support most students.</p> <p>Simultaneously, the principal has also worked to promote and support the integration of literacy strategies into the Living Environment course, which provides another point of leverage to strengthen students’ reading of informational text and writing abilities.</p>
<p>Total Cohort 4-Year Grad Rate - All Students</p>		<p>49% (2009 cohort)</p>	<p>50% (+1% point)</p>	<p>As context for this metric, please note that while the baseline for the 2009 cohort was 49%, the 2014 graduation rate (2010 cohort) had fallen to a much lower 19%; 2015’s (2011 cohort) rose to the still-too-low 36%.</p> <p>Internal preliminary projections through December 2015 project a 40.6% graduation rate, based on the number of the total cohort that has earned 16 credits and passed 3 Regents. Furthermore, the school conducted an early fall review showing that if students were successful in all courses this year, 60% of the 2012 cohort could graduate by the end of this summer. However, based on current performance, it seems likely that this will fall in the 45-50% range. Please note that based on the timing of this quarterly report, a more accurate assessment is not possible, however, it will be conducted over the next few weeks as the semester and January Regents results are deeply analyzed.</p> <p>The fact that Northeast can accurately gauge this at this point in the year is a testament to the improvement. What began early last year as an intense scrubbing of transcripts revealed no systems in place to monitor student progress, track credit accrual and course grades at regular intervals to ensure appropriate interventions, supports and placement. Time was spent this summer to design a system and schedule for cohort tracking, which has been occurring this year.</p>



				<p>The cohort tracking practice itself involves a more active role for counselors, who then meet with teams of teachers, Assistant Principals, students and families. The actions required are individualized and vary from problem solving around 504 plans, to securing additional tutoring, to rescheduling a student into a “learning lab” that builds executive functioning skills, to linking students to social-emotional supports.</p> <p>Again, the very existence of a routine system that builds the adult habits of regular monitoring and responsiveness represents significant progress at Northeast, where past practice has resulted in students taking the Global exam 9 times with no substantially different programming. The immediate work is to continue to expect, model and inspect the cohort tracking structures.</p> <p>The placement of new students (87 since school started) 36% of whom are off-track for graduation, does not help in achieving this metric.</p>
Total Cohort 4-Year Grad Rate with Adv. Designation - All Students		4% (2009 cohort)	5% (+1% point)	<p>By definition, this is such a cumulative metric, that leadership does not foresee hitting the target this year for this indicator. The previously discussed lack of cohort tracking and progress monitoring systems coupled with the low expectations and resulting decline in advanced courses offered all contributed to this the tiny share of students earning an advanced diploma. Steps have been taken to put the systems in place, and to engage students in science and math, and to secure more AP courses. The work to recalibrate the expectations of adults and therefore advise and schedule students into more challenging coursework is underway and multi-year work. The emphasis on the transition from 8 to 9 and earning the critical 5 credits + 1 Regents is also aimed at this metric, but will not pay off in this first year.</p>

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
HS ELA All Students Level 2 and above		51%	52% (+1% point)	See discussion above about concerns for the English 3 course, and the more comprehensive ways of infusing literacy into the content areas. Specifically, we are leveraging the TEAL writing strategy across the campus, conducting an initial staff training in February, and working through SBPT to ideally adopt this as a campus wide expectation in March.



				We are also refocusing our ELT opportunities to align them tighter with classroom practices/content. For example, we are focusing more intensely on writing because the top level data review revealed deficiencies there. Our campus coaches will be working closely with our ELT teachers and EnCompass partners to ensure that the curriculum they are working through is aligned with our needs.
Changed metric: Total cohort with 5+ credits after 1 year of high school		44% (1314)	45% (+1%age point)	<p>Last year’s data, for the 2014 cohort, show that as of January 25, 2016, 98 of the 184 students (53%) had earned 5 credits in their first year (including August). Using a higher “on-track” bar that includes 5 credits plus one Regents, there were 26% of students on-track at the end of their freshman year. This gives a sense of how the more proactive approach to 9th grade progress monitoring that was instituted last year paid off.</p> <p>For the 2015 cohort, the relevant one for this metric, we can track grades, but not credit accrual at the semester point, nothing that marking period grades do not necessarily correlate to overall credits earned at the end of the year. Grades were finalized on the 12th of February, so a cohort analysis is underway, but not completed by course at the time of reporting. Overall, one-third (33%) of the 2015 cohort is passing all core courses, 14% are failing one core course and a problematic 53% are failing 2 or more core courses. This will definitely kick the cohort tracking system into high gear as the school makes rapid decisions about how best to deploy interventions and supports.</p>
Post-graduation plans of Completers (4-yr college)		12%	13% (+1% point)	The school’s counseling team is mindful of this metric, and while the college counseling process is in full swing, these formal plans are not yet completed; this occurs later in the year once plans are solidified. However, this leadership team has worked to highlight the various places where the systems and practices defaulted to low expectations, and make the necessary changes. New partnerships are being developed to bring more supports for college visits, parental workshops and application process planning to earlier grades. Last year (1415), this number crept up to 17%, and we expect that we will continue to see it increase as we get better at encouraging students to take advanced coursework and plan for their future.
Teacher Turnover		51%	50% (- 1% POINT)	Teacher turnover does not appear to be a concern for us at this point in the year. Northeast has 11 new teachers this year, comprising 22% of staff, and including a few part-time teachers. Many of these reflect an increased allocation, rather than a teacher leaving from the prior year. Given a staff of approximately 50 teachers, these additions have kept the staff feeling pretty stable.
Providing 200 Hours of Extended		na	200 hours	Northeast’s daily schedule for all students is 7:30 – 3:30, giving students an 8-hour day. This results in far more than the 5.5 required by State regulations and more than the 6.5 common to most high schools in our district. This additional time is embedded throughout the students’ schedules as is used to provide targeted academic supports by partner Encompass for Learning, or by teachers. This



Day Learning Time (ELT)			<p>additional time provides flexibility to have students take or prepare for online credit recovery, work on Regents review, access social-emotional supports, double up on courses if need be, and participate in electives.</p> <p>This year is an evolution in the ELT model, working with fewer, more targeted partners, and being more strategic about scheduling students into the “just in time” supports, based on the more robust cohort tracking system mentioned above. Current work is underway to ensure that ELT teachers and Encompass staff are incorporating the TEAL writing strategies into lessons.</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 – Key Strategies

Key Strategies <i>As 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.	Big Picture engagement – alternative education		The purpose of engaging experts in personalization and alternative education was to formalize and build on the early success of the in-house Bridges setting that was developed last year on campus. Bridges provides a transitional modified space and schedule for students who are either reintegrating back to into school, or who need additional and flexible support to be successful. It allows for extremely individualized academic and personal attention, as well as linkages to social-emotional supports, and acts as a bridge back to a more traditional setting. Thus far, Bridges has been operationalized through flexible use of existing staff, made possible through SIG-funding. The goal was to use this success as a model for staff of the power of relationships, individualization and small-group relationships—all of these are aspects of Big Picture’s proven model of engaging students who are at risk of disengaging.



			<p>While the goal of the Big Picture engagement has been slightly modified due to the November SIG award, it will help to:</p> <p>1) more clearly articulate the Bridges design and necessary components of the model;</p> <p>2) engage a wider section of staff in learning about and applying these principles in a more proactive, schoolwide way. This will result in working with a small group of staff to create a school-specific framework / workplan for what a 7-12 Northwest-Northeast experience would include, how carefully designed structures like weekly Advisory and common planning time would support the goals. The work will create a Panther Pride-based curriculum for an Advisory structure that would embed personalization and relationships more firmly into the school’s schedule. This working group will then be poised as champions to support the staff when Advisory becomes a more widespread practice.</p> <p>School and District leaders feel good about the modified direction this work is taking; it is yellow because it will be a challenge to accomplish in the compressed timeframe.</p>		
2.	Building proactive systems / focus on freshman		<p>There has been a more concerted focus on supporting students in their 9th grade, and resources have been deployed to make this come to fruition. These include the summer Academies for 8-go-9 students, the assignment of counseling and administrative staff, the integration of literacy support into Living Environment, and the proactive cohort tracking and progress monitoring systems. All of these aim at increasing the likelihood of 9th graders earning at least 5 credits and passing at least 1 Regents exam; thresholds we know are critical, if not predictive, of on-time graduation. The academic data show the 26% of the 2014 cohort (48 students) ended their freshman year achieving this “on-track” status, with on-track defined as 5 credits and 1 Regents exam. Once a deeper, cumulative analysis of the first two marking periods and the January Regents results is possible (within next two weeks), we will know more about the progress of the 2014 cohort and the current status of the 2015 cohort.</p> <p>Once indicator that is showing the early impact of this targeted attention is that while overall 9th grade attendance is a very low 76%, the 2015 cohort (first-time 9th graders) are posting an Average Daily Attendance rate of 84%. This bodes well for the future, and may argue for a more formal 9th Grade Academy type of structure.</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 has met and is fulfilling its required functions.
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
	<p>Thus far, the Receiver has not exercised specific Receivership powers. The school has been functioning under the approved Receivership plan, and because the SIG 6 notice did not come until late fall, there is some delay on implementation, especially in terms of the alternative education work. Under Receivership, the district did front some funds for some of the service provision included in the SIG proposal, and in the beginning of the year, did invest in an additional counselor. While these are not receivership powers per se, they were prioritized actions based on the status.</p> <p>One challenge the Community Engagement Team and school leader face, and wonder whether and how the Receivership designation can help, is the steady influx of new, high-need, off-track students. There have been 93 students who have arrived after the first day of school, and while more than a third are off-track, even the ones who aren’t pose a steady stress on the work to build a new culture, focused on relationships. Navigating equitable access to programming in a District increasingly filled with high schools that are either criterion-based schools or Receivership schools is posing a challenge.</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 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. Several promising practices such as the cohort tracking and integration of literacy into science have been put in place, but we prefer to wait until later in the year to see the results before we offer them as best practices.	
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