

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	Northeast High School
School Principal Name:	Linus J. Guillory Jr., PhD
School Principal Appointment Date:	March 2014
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<ul style="list-style-type: none"> • Increased the number of 9th graders earning credit to be promoted to 10th grade. • Decreased the number of students dropping out....163 of 169 students are enrolled in the 2014 cohort. • Comprehensive Student Management (CSM) system that reviews students every five weeks • Culture shift-mindset around recovery efforts for students 	
3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?	
<ul style="list-style-type: none"> • Advanced Regents diploma-through CSM, students will be supported beginning their 9th grade year to keep them on track for the advanced regent's diploma. • Early identification and robust supports (second teacher in the classroom, early acquisition of required exams) • Early identification of mentors to support students 	
4. Did the superintendent use her Receivership Authority in the 2016-17 school year?	
Yes	No
If choice is yes: please specify how the Superintendent receiver authority was used.	
<p>The Superintendent Receiver Authority was utilized in multiple ways during the 16-17 school year:</p> <ol style="list-style-type: none"> 1. Election to Work Agreements (EWA) were continued 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. 2. Staffing was a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers was a priority and Receivership schools were given first access to available teachers. Additionally, principals of Receivership schools were allowed to recruit teachers from other non-Receiverhip schools. 3. Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal disruptions in the schools. All placements were reviewed by the School Chief as part of the process. 4. A new School Chief position was created to directly support and develop the Receivership Principals. The School Chief held weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. 	

<p>5. 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.</p> <p>6. Future opportunities for use of the Superintendent Receiver Authority includes exploring additional bargaining unit flexibilities.</p>	
<p>5. Is your district interested in presenting a best practice at the second Promising Practices conference?</p>	
Yes	No
<p>If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?</p>	
<p>6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?</p>	
<p>Northeast continues to make gains in the following:</p> <ul style="list-style-type: none"> • Increased gains in ELA and Algebra I regents performance • Graduation rates • 9th grade on-track <p>One continuing challenge is attendance</p>	
<p>7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.</p>	
<p>The CET in conjunction with SBPT works to monitor progress. As the school makes the shift toward community school strategy, we will review and potentially expand the membership of this team to ensure a more integrated approach.</p>	
<p>8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?</p>	
<p>9. In what ways can OISR better serve your district/school's improvement efforts?</p>	