

## Receivership Schools ONLY

### Quarterly Report #1: July 1, 2016 to October 30, 2016

| School Name                             | School BEDS Code                              | District  | Lead Partner or EPO | Hyperlink to where this report will be posted on the district website: <a href="http://www.rcsdk12.org/Page/41659">http://www.rcsdk12.org/Page/41659</a> and/or <a href="http://www.rcsdk12.org/Page/43322">http://www.rcsdk12.org/Page/43322</a> |                      |                         |                       |
|---|---|---|---------------------|---|----------------------|-------------------------|-----------------------|
|   |   |   |                     | Check which plan below applies:   |                      |                         |                       |
| Nathaniel Rochester Community School #3 | 2616000100003                                 | Rochester City School District  |                     | SIG/SIF X   |                      | SCEP                    |                       |
|   |   |   |                     | Cohort: 4.2   |                      |                         |                       |
|   |   |   |                     | Model: Transformation   |                      |                         |                       |
| Superintendent/EPO                      | School Principal                              | Additional District Staff working on Program Oversight  |                     | Grade Configuration   | % ELL                | % SWD                   | Total Enrollment      |
| Barbara Deane-Williams                  | Rodney Moore<br>Appointment Date: August 2013 | Sandra Simpson, School Chief<br>Michele Alberti-White, Executive Director of School Innovation<br>Kirstin Pryor, School Ambassador, OSI |                     | K - 8   | 9%*<br>*Internal SPA | 16.6%*<br>*Internal SPA | 610*<br>*Internal SPA |

### 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*.

Nathaniel Rochester Community School continues to persist in providing students with an engaging STEM-focused education, social-emotional supports and targeted intervention throughout the day. There have been intermediate improvements such as the 50% reduction in incidents and suspensions year-to-date, and the fact that average daily attendance is at 93.4%, a marked increase over the prior year's 90% ADA.

There are a few new key monitoring systems that have been instituted such as the new schoolwide system to track and coordinate social-emotional supports and the use of an electronic platform for walkthroughs. NRCS has continued to expand the amount and quality of STEM experiences for students, and this quarter has made strides in expanding the middle school programming with a career shadowing component



to link students to industry partners. Expanded day includes engaging enrichment, social emotional supports and targeted intervention in reading.

Unfortunately, challenges persist. The school made only 40% of its metrics last year, and based on this first quarter's reflection on the data, there are concerns about meeting the required targets. An immediate area of need is math instruction and intervention, which will require mid-year adjustments to the schedule and/or delivery model, as well as some deepened work on building systems for active progress monitoring and individualization. The school leader is working with internal and external partners to create the most appropriate use of expanded learning time to meet the intervention and enrichment goals.

Despite improvements in the climate, the leadership team is still too consumed with behavior and therefore not as focused on instructional leadership.

The budget is on-track with no major issues in spending. The District and principal note concerns for next year as the program at NRCS is currently funded through School Improvement and 21<sup>st</sup> Century Grants, the first of which decreases to \$250,000 and the latter which is in its last year.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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.



**Part I – Demonstrable Improvement Indicators**

| <b>LEVEL 1 Indicators</b>  |  |                     |                           |   |   |
|--|--|---------------------|---------------------------|---|---|
| Please list the school’s Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus. |  |                     |                           |   |   |
| Identify Indicator   | Status (R/Y/G)                             | Baseline            | Target                    | What means did you use to measure whether or not you were making progress on meeting this target?             | What was the outcome during this quarter?   |
| Priority School make yearly progress   |  |                     | Make AYP                  | No midyear measure  | n/a   |
| School Safety  | Red for metric; Yellow for overall climate | 8 serious incidents | <6 or 15% reduction (6.8) | VADIR reporting<br><br>SPA, internal data warehouse<br><br>School tracking tool for social-emotional supports | There have <b>been 5 serious incidents to date, which puts us on pace to exceed the target, thereby not making this metric.</b><br><br>However, there is improvement in the climate. To date, 24 students have been suspended 30 times; there have been a total of 35 disciplinary incidents. <b>This represents almost 50% fewer suspensions than at this point last year.</b> (See the line graphs below.)<br><br>NRCS has increased the number of social-emotional supports for students, including proactive social-emotional curriculum and play therapy in primary grades, two “Reconnect Rooms” and a variety of crisis intervention rooms. Center for Youth staff collaborate with school supports to create crisis intervention plans, and new systems are being put in place to ensure communication with teachers as well. The school has developed and is using a google form to track all student supports provided, which administrators can review to look for trends, and to assess the effectiveness of interventions. |



| <p>n3-8 ELA All Students Level 2 &amp; above</p> | <p>Light green</p>  | <p>20%</p>                                    | <p>42% or + 3%age points = 23%</p>            | <p>NWEA, F &amp; P</p>                         | <p><b>NWEA fall MAP test predicts that 23% of students in grades 3-8 will score a Level 2 or above, just hitting our metric.</b> At this point, 19% of students hit the national norm for their grade level.</p> <p>Three reading / intervention teachers have completed the fall Fountas &amp; Pinnell and NWEA, and begun seeing students, using the Really Great Reading phonics program as well as LLI. Additionally, the work to develop teachers’ capacity to write engaging interdisciplinary units supports this metric. This year, our novice teachers are also supported through a New Teacher Potential grant partnership with Expeditionary Learning, which will deepen the understanding of standards-based instruction.</p> <table border="1" data-bbox="1213 878 1976 1308"> <thead> <tr> <th>Reading</th> <th>% meeting or exceeding grade level norm (50th Percentile)</th> <th>%projected to score Level 1 on NYS Assessment</th> <th>%projected to score Level 2 on NYS Assessment</th> <th>% projected to score Level 3 on NYS Assessment</th> <th>% projected to score Level 4 on NYS Assessment</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>1st Grade</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2nd Grade</td> <td>38%</td> <td>58%</td> <td>33%</td> <td>7%</td> <td>2%</td> </tr> <tr> <td>3rd Grade</td> <td>25%</td> <td>68%</td> <td>28%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>4th Grade</td> <td>16%</td> <td>84%</td> <td>13%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>5th Grade</td> <td>20%</td> <td>80%</td> <td>20%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6th Grade</td> <td>22%</td> <td>72%</td> <td>16%</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>7th Grade</td> <td>18%</td> <td>77%</td> <td>17%</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>8th Grade</td> <td>13%</td> <td>85%</td> <td>11%</td> <td>2%</td> <td>1%</td> </tr> <tr> <td>Total</td> <td>19%</td> <td></td> <td>18%</td> <td>4%</td> <td>1%</td> </tr> </tbody> </table> | Reading | % meeting or exceeding grade level norm (50th Percentile) | %projected to score Level 1 on NYS Assessment | %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 | N/A | N/A | N/A | N/A | N/A | 1st Grade | N/A | N/A | N/A | N/A | N/A | 2nd Grade | 38% | 58% | 33% | 7% | 2% | 3rd Grade | 25% | 68% | 28% | 4% | 0% | 4th Grade | 16% | 84% | 13% | 2% | 2% | 5th Grade | 20% | 80% | 20% | 0% | 0% | 6th Grade | 22% | 72% | 16% | 8% | 4% | 7th Grade | 18% | 77% | 17% | 6% | 0% | 8th Grade | 13% | 85% | 11% | 2% | 1% | Total | 19% |  | 18% | 4% | 1% |
|--|---|---|---|--|---|---------|---|---|---|--|--|--------------|-----|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-------|-----|--|-----|----|----|
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| Kindergarten                                     | N/A   | N/A   | N/A   | N/A  | N/A   |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 1st Grade  | N/A   | N/A   | N/A   | N/A  | N/A   |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 2nd Grade  | 38%   | 58%   | 33%   | 7%   | 2%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 3rd Grade  | 25%   | 68%   | 28%   | 4%   | 0%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 4th Grade  | 16%   | 84%   | 13%   | 2%   | 2%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 5th Grade  | 20%   | 80%   | 20%   | 0%   | 0%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 6th Grade  | 22%   | 72%   | 16%   | 8%   | 4%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 7th Grade  | 18%   | 77%   | 17%   | 6%   | 0%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 8th Grade  | 13%   | 85%   | 11%   | 2%   | 1%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| Total  | 19%   |   | 18%   | 4%   | 1%  |         |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |



| 3-8 Math All Students Level 2 and above               | red   | 25%   | 41% or +3%age points = 28%                    | NWEA   | <p><b>NWEA fall MAP test predicts that 20% of students in grades 3-8 will score a Level 2 or above, which would not meet our metric.</b> Furthermore, 11% of students hit the national norm for their grade level. There are 27 8<sup>th</sup> graders enrolled in Algebra, which will help achieve this target.</p> <p>This fall saw the launch of math intervention through iReady for 7<sup>th</sup> and 8<sup>th</sup> graders, has infused math supports into the 8<sup>th</sup> grade technology class, and the math coach has begun coaching cycles. The school continues to work closely with the District department of math, working on lesson design. A ramped up approach to math instruction and intervention is a must at this point in the year.</p> <table border="1" data-bbox="1186 370 1980 816"> <thead> <tr> <th>Math</th> <th>% meeting or exceeding grade level norm (50th percentile)</th> <th>%projected to score Level 1 on NYS Assessment</th> <th>%projected to score Level 2 on NYS Assessment</th> <th>% projected to score Level 3 on NYS Assessment</th> <th>% projected to score Level 4 on NYS Assessment</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>1st Grade</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2nd Grade</td> <td>35%</td> <td>50%</td> <td>30%</td> <td>13%</td> <td>7%</td> </tr> <tr> <td>3rd Grade</td> <td>6%</td> <td>75%</td> <td>21%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>4th Grade</td> <td>11%</td> <td>86%</td> <td>16%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>5th Grade</td> <td>10%</td> <td>90%</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6th Grade</td> <td>16%</td> <td>62%</td> <td>34%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>7th Grade</td> <td>10%</td> <td>90%</td> <td>10%</td> <td>1%</td> <td>0%</td> </tr> <tr> <td>8th Grade</td> <td>12%</td> <td>84%</td> <td>16%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>11%</td> <td></td> <td>18%</td> <td>2%</td> <td>0%</td> </tr> </tbody> </table> | Math | % meeting or exceeding grade level norm (50th percentile) | %projected to score Level 1 on NYS Assessment | %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 | N/A | N/A | N/A | N/A | N/A | 1st Grade | N/A | N/A | N/A | N/A | N/A | 2nd Grade | 35% | 50% | 30% | 13% | 7% | 3rd Grade | 6% | 75% | 21% | 4% | 0% | 4th Grade | 11% | 86% | 16% | 0% | 0% | 5th Grade | 10% | 90% | 10% | 0% | 0% | 6th Grade | 16% | 62% | 34% | 4% | 0% | 7th Grade | 10% | 90% | 10% | 1% | 0% | 8th Grade | 12% | 84% | 16% | 0% | 0% | Total | 11% |  | 18% | 2% | 0% |
|---|---|---|---|--|---|------|---|---|---|--|--|--------------|-----|-----|-----|-----|-----|-----------|-----|-----|-----|-----|-----|-----------|-----|-----|-----|-----|----|-----------|----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-----------|-----|-----|-----|----|----|-------|-----|--|-----|----|----|
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| Kindergarten  | N/A   | N/A   | N/A   | N/A  | N/A   |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 1st Grade   | N/A   | N/A   | N/A   | N/A  | N/A   |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 2nd Grade   | 35%   | 50%   | 30%   | 13%  | 7%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 3rd Grade   | 6%  | 75%   | 21%   | 4%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 4th Grade   | 11%   | 86%   | 16%   | 0%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 5th Grade   | 10%   | 90%   | 10%   | 0%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 6th Grade   | 16%   | 62%   | 34%   | 4%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 7th Grade   | 10%   | 90%   | 10%   | 1%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| 8th Grade   | 12%   | 84%   | 16%   | 0%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| Total   | 11%   |   | 18%   | 2%   | 0%  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |
| Grades 4 and 8 Science All Students Level 3 and above | yellow  | 42%   | 47%, or +3%age points = 45%                   | No standardized mid-year measure other than grade reports.<br><br>CBAM survey for staff on levels of use | <p>Last spring, 67% of NRCS 4<sup>th</sup> graders scored proficiently on the NYS Science exam; unfortunately, only 13% of 8<sup>th</sup> graders did. While the pass rate for 8<sup>th</sup> graders in Living Environment was 90%, this metric was not met overall. This year, the following steps to focus on this metric have been taken:</p> <ul style="list-style-type: none"> <li>Expanded access and supports in order to provide accelerated Living Environment option to a larger share of 8<sup>th</sup> graders; 27 are enrolled this year, a quarter of the cohort.</li> <li>Utilizing the STEM specialist to develop more STEM programming at the upper school level, and to disaggregate the 8<sup>th</sup> grade exam to prioritize standards and skills. Ideas for a potential targeted February break offering are just emerging as well.</li> </ul>  |      |   |   |   |  |  |              |     |     |     |     |     |           |     |     |     |     |     |           |     |     |     |     |    |           |    |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |           |     |     |     |    |    |       |     |  |     |    |    |



| <b>LEVEL 2 Indicators</b>  |                |          |                                      |   |  |
|--|----------------|----------|--------------------------------------|---|--|
| Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus. |                |          |                                      |   |  |
| Identify Indicator   | Status (R/Y/G) | Baseline | Target                               | What means did you use to measure whether or not you were making progress on meeting this target?   | What was the outcome during this quarter?  |
| 3-8 ELA ED Students Level 2 and above  | Yellow         | 20%      | 39% or +3%age points = 23%           | NWEA, subgroup projections  | <b>NWEA projects that 21% of students will score Level 2 or above, which would be just below the metric.</b>   |
| 3-8 Math Black Students Level 2 and above  | Red            | 25%      | 34% or +3%age points = 28%           | NWEA, subgroup projections  | <b>NWEA projects that 25% of students will hit the metric, which is just under the target.</b>   |
| 3-8 ELA ED Level 2 and above Gap with non-ED Students  | n/a            | 16%      | 10% reduction or -3%age points = 13% | Have not conducted this analysis yet.   | Nothing to report at this time.  |
| Providing 200 Hours of Extended Day Learning Time (ELT)  | green          |          |                                      | Progress monitoring via 21 <sup>st</sup> Century grant evaluation, and district internal based on National Center for Time & Learning<br><br>Aligned with NYSED Receivership rubric | NRCS runs from 9 – 4:30, serving all students K-8 through these extended hours. The program builds in time for intervention, social-emotional time, and enrichments which offer a mix of arts, STEM and social-emotional opportunities. It also allows time for facilitated teacher collaboration.<br><br>Intervention support is provided 5 days a week, 40 minutes a session, with classroom teachers providing Tier 1 and: <ul style="list-style-type: none"> <li>• Tier 2 (using skills strand assessment and remediation guide) K-2 from Reading Teacher and Intervention Teacher;</li> <li>• Tier 2 / 3 (using Leveled Literacy Intervention (LLI) for Grades 3 – 6) by Intervention Teacher</li> <li>• 2 additional Intervention per diem subs will start later in the year;</li> <li>• AmeriCorps will provide acceleration for Grades K – 6 starting October 26<sup>th</sup></li> </ul> |



|                                 |  |  |        |   | <p>Enrichment (PIE time) offers:</p> <ul style="list-style-type: none"> <li>• K-1: Social Emotional Curriculum</li> <li>• 2- 4: Student choice from Yoga, Crazy 8's Math club, Therapeutic Coloring, Exploring Space, Friendship Bracelet Society, Exploring Martial Arts, Jr. Lego League, and Little Stemmiies Exploration.</li> <li>• 5-6: Student choice from Bridge Designing, Building Stories, Crazy 8's Math club, Introduction to Hip Hop Dance, Chess, and Game Time.</li> <li>• 7-8: Student choice from a student run Newspaper, Life Skills, Fit and Fun, Therapeutic Coloring, Graphic Designing, Safe Swimming, Eagle Pride, and Becoming an Author.</li> </ul>  |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
|---------------------------------|--|--|--------|---|---|---|------------|-----------------|-----|----------------------|-----|---------------------------------|-----|-------------------------|-------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| Chronic Absenteeism             | Green  |  | rubric | <p>District includes chronic absence (threshold = missing 10% of days, on rolling basis) and severely chronic absence (missing more than 20%). This metric and roster of students in updated nightly.</p> | <p><b>Chronic absence is down significantly at this point in the year, with 16% of students having missed more than 10% of days.</b> Last year at this time, 23% of students were chronically absent. Furthermore, <b>average daily attendance is 93%</b> which is also something to celebrate, and above prior year.</p> <p>The school has prioritized taking and monitoring of attendance. The principal monitors the chronic absence list and social workers have increased the frequency of home visits for chronically absent students. The school continues to participate actively in the District's monthly attendance blitz which regularly visits families with chronically absent primary students.</p> <div data-bbox="1276 532 1990 941"> <p style="text-align: center;">Attendance trends at NRCS show the majority of students attend regularly</p> <table border="1"> <caption>Attendance Trends at NRCS</caption> <thead> <tr> <th>Absence Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>absent &lt;5% days</td> <td>70%</td> </tr> <tr> <td>absent 5-10% of days</td> <td>15%</td> </tr> <tr> <td>chronically absent ≥10% of days</td> <td>15%</td> </tr> </tbody> </table> </div> <div data-bbox="1465 971 1990 1312"> <p style="text-align: center;">Yearly Campus Avg Daily Attendance Compared to District ADA</p> <table border="1"> <caption>Yearly Campus Avg Daily Attendance Compared to District ADA</caption> <thead> <tr> <th>School Year Description</th> <th>Campus / District</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>~90%</td> </tr> <tr> <td>2013-2014</td> <td>~88%</td> </tr> <tr> <td>2014-2015</td> <td>~88%</td> </tr> <tr> <td>2015-2016</td> <td>~88%</td> </tr> <tr> <td>2016-2017</td> <td>~93%</td> </tr> </tbody> </table> </div> | Absence Category  | Percentage | absent <5% days | 70% | absent 5-10% of days | 15% | chronically absent ≥10% of days | 15% | School Year Description | Campus / District | 2012-2013 | ~90% | 2013-2014 | ~88% | 2014-2015 | ~88% | 2015-2016 | ~88% | 2016-2017 | ~93% |
| Absence Category                | Percentage   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| absent <5% days                 | 70%  |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| absent 5-10% of days            | 15%  |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| chronically absent ≥10% of days | 15%  |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| School Year Description         | Campus / District  |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 2012-2013                       | ~90%   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 2013-2014                       | ~88%   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 2014-2015                       | ~88%   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 2015-2016                       | ~88%   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 2016-2017                       | ~93%   |  |        |   |   |   |            |                 |     |                      |     |                                 |     |                         |                   |           |      |           |      |           |      |           |      |           |      |
| 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 II – Key Strategies

| <b>Key Strategies</b>  |   |   |   |            |   |
|--|---|---|---|------------|---|
| Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan. |   |   |   |            |   |
| Identify key strategy.   | Status (R/Y/G)  | Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.  |   |            |   |
| 1. STEM Program  | Green   | <p>This quarter continues to see expansion on how STEM instruction and experiences are integrated into the fabric and culture of NRCS. This summer and fall has seen an emphasis on being more visible in the middle school grades. NRCS works to progress monitor teachers' levels of use of STEM strategies and resources through the Concerns-based adoption model survey. The survey is administered 3 times a year with the fall baseline being live now.</p> <p><b>STEM Focused Programs in progress at Middle School:</b></p> <ul style="list-style-type: none"> <li>NRCS launched a 7<sup>th</sup> Grade Career Research Investigation Project. A collaboration of 7<sup>th</sup> grade Technology, Art and FACS (Family and consumer science) teachers which began with career interest surveying last spring and is now providing students with shadowing, research and exploration experiences. Industry partners are: Lenel/UTC, RMSC, Gannett/D&amp;C, City Historian, NRCS K &amp; 1 teachers, NRCS Cafeteria Manager, NRCS Social Worker, RCSD Physical Therapist, District Attorney's Office, First Student Transportation, Department of Environmental Conservation, and LaBella Associates.</li> <li>One Cubic Foot Project – <a href="http://senecaparkzoo.org/citizen-science/">http://senecaparkzoo.org/citizen-science/</a> - The 7th Grade Science Honors Class is part of the region-wide study of the Genesee River. Once declared one of the United States' most polluted rivers, the Genesee River is being brought back to life through the efforts of many, allowing the reintroduction of North American river otters and lake sturgeon. Students contribute by providing invaluable scientific information and baseline data regarding the plant and animal species now living the in the Genesee.</li> <li>"A Long Walk to Water" Expedition - 7th Grade students engage in an interdisciplinary unit facilitated and implemented at the Seneca Park Zoo – Monday 10/24 and Friday 10/28. The experience incorporates a scientific field study and a self-guided creative writing activity within the Zoo and aligns to both ELA and Science standards.</li> <li>The Saturday Rochester Young Scientist Club links 5<sup>th</sup> and 6<sup>th</sup> grade students to medical students at the University of Rochester for hands-on lab experiences and mentoring into a science profession.</li> </ul> <p><b>Schoolwide events</b></p> <ul style="list-style-type: none"> <li>September STEM Challenge 15 classes/300 students (48.3 %) participated and 31 students represented their classes in the Final School-Wide Challenge/"Showcase" event.</li> <li>September Family STEM night, 117 participants</li> </ul> <p><b>Staff Professional Development</b></p> <p>PD began in August for new teachers and continues with weekly job-embedded STEM planning time. The crux of the work has been to support design and implementation of interdisciplinary STEM-focused modules. Currently, grades K- 6 are about to teach their first units that began from their fall FOSS Module as the theme/focus, and redesigned assessments and module into an Interdisciplinary standards-based Module (ELA, Math, Science, Soc. St.). As they implement the first unit, a team of teachers and the STEM team are also continuing to work towards building the second (Winter) FOSS Interdisciplinary Module to be ready for implementation Dec. 2016 – Feb. 2017.</p> |   |            |   |
| <b>Green</b>   | 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> | <b>Yellow</b>   | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | 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

|   |  |               |   |            |   |
|---|--|---------------|---|------------|---|
| <b>Community Engagement Team (CET)</b>  |  |               |   |            |   |
| Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. |  |               |   |            |   |
| Status (R/Y/G)  | Analysis/Report Out  |               |   |            |   |
|   | The team meets monthly and continues to refine its work, especially regarding the overlap between other site-based committees such as School-Based Planning Team.  |               |   |            |   |
| <b>Powers of the Receiver</b>   |  |               |   |            |   |
| Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.   |  |               |   |            |   |
| Status (R/Y/G)  | Analysis/Report Out  |               |   |            |   |
|   | The most significant use of the receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract which allowed each school to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed. This resulted in a significant number of new staff. Following the appointment of a new Superintendent this quarter, she has created a position devoted to the oversight of these schools (Chief of Innovation and Receivership Schools). The prioritized needs of the schools are currently being reviewed and will be used to determine what further powers should be invoked. |               |   |            |   |
| <b>Green</b>  | 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> .   | <b>Yellow</b> | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | <b>Red</b> | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |



## Part IV – Instructional Technology Plan

| <b>Instructional Technology Plan</b>  |  |                |   |   |  |
|---|--|----------------|---|---|--|
| Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms. |  |                |   |   |  |
| Key Components  |  | Status (R/Y/G) | Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.  |   |  |
| 1.  | Current status of the District Technology Plan pertinent to this school  | Yellow         | Although the District has embarked on its Digital Transformation, the Smart Bond Funding is not awarded as of yet. The application is under review and funding is expected to become available during the latter half of the 2016-2017 school year. As funding arrives, schools will see a significant increase in student devices. Meanwhile, tailored professional development has been created and offerings will commence during the 2016-2017 school year. The professional development series "Ready, Set, Go" is mandatory for teachers to begin receiving devices.<br><br>School 3 will be phased in over three years, with 3 classrooms: 1 cart in the 16-17SY, 2:1 in 17-18SY and 1:1 in the 18-18SY. |   |  |
| 2.  | Use of technology in the classroom   | Green          | Many teachers currently use the Chromebooks and Google Classroom environment, and some of the enrichments are technology based.   |   |  |
| <b>Green</b>  | 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> . |                | <b>Yellow</b>   | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. |  |
| <b>Red</b>  | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.    |                |   |   |  |

## Part V – Budget

| <b>Budget Analysis</b>  |               |  |
|---|---------------|--|
| The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. |               |  |
| Expenditures  | Status(R/Y/G) | If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.   |
| All codes   | Green         | Expenditures are largely on track, and an amendment was recently submitted. The SIG-funded intervention and STEM inquiry teachers are carrying out the work outlined above and the hourly pay for teachers provides for the extended day programming. The contracted services are primarily to infuse more social-emotional supports throughout the day. |



**Part VI: Best Practices (Optional)**

| <b>Best Practices</b>  |  |
|--|--|
| 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 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools. |
| 1. There are several strengths in the STEM programming, but we will wait to see the evidence of impact throughout the year.  |  |

**Part VII – 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): Barbara Deane-Williams  
 Signature of Receiver: [Signature]  
 Date: 11/7/16

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): [Signature]  
 Signature of CET Representative: [Signature]  
 Date: 10/27/16