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: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322		
				Check which plan below applies:		
Dr. Martin Luther King School #9	261600010009	Rochester City School District		SIG/SIF Cohort: SIF Cohort 2 - ENDED Model: Community-Oriented Redesign		SCEP (&PSSG) X
Superintendent/EPO	**School Principal**	**Additional District Staff working on Program Oversight**	**Grade Configuration**	**% ELL**	**% SWD**	**Total Enrollment**
Barbara Deane-Williams	Sharon Jackson Appointed 2001	Sandra Simpson, Chief of Receivership Schools Michele Alberti-White, Executive Director, Office of School Innovation Kirstin Pryor, School Ambassador, Office of School Innovation	preK - 6	40.1%* *Internal SPA data*	14.2%* *Internal SPA data*	719* *Internal SPA data

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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*.

As we enter Year 2, we are proud of the progress we made in Year 1, meeting all but two of our indicators and continuing to show students' progress. We know, however, our targets are higher and we still need to improve outcomes for our students' proficiency to meet NY State Learning Standards. We continue to implement our plan, always working to differentiate core instruction and provide targeted interventions for our students. To do so, we make strategic use of our expanded day both for support and enrichment. At this point, we confidently assess three

metrics as green and the other metrics as yellow. Our fall data projections indicate we are close to meeting these academic metrics. With nine months of instruction and intervention, we are confident in meeting all metrics. We will continue to assess with progress monitoring tools throughout the year.

We hired the community site coordinator (CSC), who collaborates and shares responsibilities to establish relationships with parents/families, staff and community partners. He is in the initial phase of listening, learning, and connecting to develop strategies to implement a community school. This year, the CSC will develop a resource inventory, conduct a needs and asset assessment and build relationships. In addition, the principal and community site coordinator collaborate with an emerging District network of professionals across the five schools to implement this strategy. This network will build capacity for asset-based needs assessment, coordination of services, family and community outreach, as well as, policy and infrastructure developments. Finally, the greater Rochester community explores options for long-term systems and sustainability.

The Community Engagement Team is responding to its role by using new protocols and a larger group of parent representatives. The Superintendent's use of the Receivership powers will emerge as the year progresses. The new Superintendent began in August and is assessing how to proceed. The new teacher contract with clear building-specific expectations is in place. A few vacancies still exist in shortage areas, although the school works with Nazareth College to address this need. We have at least been able to have consistent long-term substitutes in place. School 9 is honored to be invited to share some of its practices at the statewide Receivership conference in a few weeks.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should <u>not</u> 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 <u>must be posted</u> on the district web-site.

Part I – *Demonstrable Improvement Indicators*

LEVEL 1 Indicators

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?
Make yearly progress			Make AYP	Cannot at this time	Cannot assess at this time.
School Safety	Green	7	<6, or 15% reduction = 5.95	VADIR reporting Disciplinary data is available daily in the Districts data warehouse, School Performance Analytics.	At this point in the year, School 9 has recorded 4 incidents, **none of which are serious**, resulting in four suspensions. While recognizing disciplinary incidents do not occur at a steady rate, this does put the school on a pace higher than last year's monthly average, which was 1.2 incidents / month and 1.5 suspensions per month. We are not concerned about our ability to **meet this metric**, based on our trends and school climate.
3-8 ELA All Students Level 2 & above	Yellow	25%	42%, or +3%age points = 28%	NWEA Fall MAP assessment Data file from District Office of Accountability, provides analysis of students based on Spring '16 NYS exam + NWEA Fall + Attendance threshold	• **Fall NWEA baseline projects that 21% of students will score Level 2 and above** (including 3% proficient). This is **below the metric**, but also before a year of instruction and intervention, therefore, we report it as yellow. • Almost 14% of students in Grades 1-6 met the national norm (median), ranging from 9% in 4th grade to 18% is 2nd.
3-8 Math All Students Level 2 and above	Yellow	27%	41%, or +3%age points = 30%	NWEA Fall MAP assessment Data file from District Office of Accountability, provides analysis of students based on Spring '16 NYS exam + NWEA Fall + Attendance threshold	• **Fall NWEA baseline projects that 29% of students will score Level 2 and above** (including 5% proficient). This is **slightly below the metric**, but also before a year of instruction and intervention, therefore, we report it as yellow. • 15% of students met the national grade level norm for math.

ELA table:

Grade	% At/Above
1	10.5
2	17.6
3	13.1
4	9.1
5	17.3
6	13.5
Total	13.4

Math table:

Grade	% At/Above
1	10.9
2	18.4
3	14.0
4	12.1
5	16.0
6	16.9
Total	14.7

| 3-8 ELA All Students MGP | Yellow | 48.68 | 50.72, or +1% | Our MGP for the 1516SY was 52.5, which exceeded both the SED target and progress target. | This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs. |
| 3-8 Math All Students MGP | Yellow | 48.76 | 51.17, or +1% | Our MGP for the 1516SY was 62, which exceeded both the SED target and progress target. | This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs. |

LEVEL 2 Indicators

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?
Plan for and implement Community School Model	Green	n/a	rubric	Receivership rubric results from Year 1; National Coalition for Community Schools Stages of Development	Our Year 1 ratings on the rubric correlated with our self-assessments. The structures and programs align to the community school model and others are in emerging stages of development. Our work over time will build relationships and integrate the community schools strategy into current school programs. This current school year, the community site coordinator will continue to the work of a formal need assessment. Key efforts and milestones this quarter include the following: • Community Site Coordinator began his work by building relationships with the school staff, families and partners and integrating into existing school structures such as Community Engagement Team, School-Based Planning Team, and building leadership teams. These initial conversations form the first layer of on-the-ground needs assessment, and asset identification. • Principal's and Community Site Coordinator's memberships in a collegial network of community school principals, site coordinators and district leadership to frame the needs assessment as asset-based and to begin to map out the year's work. We work together to build capacity through site visits in NYC, conferences and community conversation about infrastructure and sustainability. We continue to develop work plans that will guide our asset and needs assessments. • School personnel continue to meet existing partnerships, inventorying what they each provide for families, and how they coordinate. For example, the Expanded

					Learning Resource Coordinator manages partnerships that provide direct service to students. The Community Site Coordinator manages partnerships that support families and their comprehensive needs. This delineation of responsibilities does not preclude an overlapping of roles; for example, the CSC is connecting Monroe Community College and the Memorial Art Gallery to partner with six grade teachers to engage students and potentially lead to family benefits. The ultimate goal is to continue to build bridges between the students, student families and community organizations.
3-8 Math Hispanic Students Level 2 and above	Yellow	21%	39%, or +3%age points = 24%	NWEA Fall assessment, subgroup analysis	This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs. **Fall NWEA baseline, however, projects that 23.5% of Hispanic students will score Level 2 and above** (including 3% proficient). This is **meet the expectation of the metric**.
3-8 Math ED Students Level 2 and above	Yellow	27%	37%, or +3%age points = 30%	NWEA Fall assessment, subgroup analysis	This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs. **Fall NWEA baseline, however, projects that 28.8% of Economically Disadvantaged students will score Level 2 and above** (including 3% proficient). This is **below the metric**.
3-8 Math Black Students MGP	Yellow	47.84	48.96, or +1%	No formal way to track in a formative way; see above for relevant data points.	This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs. Currently, 40% of this subgroup are projected to score a level 2 and above, and 23% are hitting the national norm on the Fall NWEA.
Providing 200 Hours of Extended Day	Green	N/A	SED Rubric	District uses National Center for Time & Learning's monitoring tools. Elements align to SED's Receivership rubric. Leadership team assesses student progress & adjustments.	School 9 engages in comprehensive and research-based approach to Expanded Learning for several years. Currently, our programming received validation by meeting all 12 (100%) of the criteria included in the SED rubric, despite only being required to meet 4 in Year 1 and 75% in Year 3. We continue to refine the way we target interventions. In addition, we use the data file provided by the District's Office of Accountability to provide differentiated supports for students who scored high levels 1, 2, 3, or 4 on both the last NWEA and NYS exam AND attend school 85% of the time. Other refinements include having more of our teachers working the additional time, as well as offering an array of enrichments such as dance, music composition, and swimming.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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			
Identify and analyze the implementation of all key strategies used this reporting period that are *not described above,* 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.	Community School Model / Strategy	Green	See discussion above.
2.	Providing differentiated programs for diverse learners	Yellow	We continue to strengthen our abilities to design lesson plans that use all available sources of data to move students from where they are toward the standards. We have begun to group students and have developed a new lesson format that asks teachers to articulate these 4 groupings in their plans: Far Below; Below, On Standards, and Above Standards. We seize all opportunities to provide intervention, using online applications such as Alex and MyOn. Also, as noted above, we continue to group and regroup students according to need and to make aggressive use of the expanded time for intervention, which is supplemental to the targeted time within core instruction. All administrator hold monthly data reviews of student progress with the teachers they supervise. This is a measure of relative growth on the state exam. Consequently, we are not able to report at this time, beyond the progress monitoring, benchmarking and intervention during the year to address students' needs.
3.	Continuing to implement Expanded Learning Time (ELT)	Green	See discussion above.
3.	Staff development that creates a culture that values and supports learning	Light Green	The Professional Development plan is a draft based on the differentiated needs of teachers with a focus on rituals and routines and data analysis .We will formalize after the results of the district pre fall assessments in ELA and Math are in hand and unpacked. The principal with input for the leadership team will identify key strategies / standards / practices in response. Finally, we will secure resources to offer a set 26-hour course in Therapeutic Crisis Intervention training to support social and emotional development.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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)
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
Green	The CET has elected new chairperson, recruited more parent members, and established a more formal agenda protocol. The chairperson led the team to orient themselves to the budget, plan and work to build a cohesive, collective team focus and effort to address criteria assessed as developing on CET rubric (Questions 2, 4, and 5.

Powers of the Receiver
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 displace teachers involuntary and to articulate a school-specific set of expectations to which new hires agreed. Furthermore, following the appointment of new Superintendent in August, she created a position devoted to the oversight of these schools (Chief of Innovation and Receivership Schools). The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 – *Instructional Technology Plan*

Instructional Technology Plan			
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		The District has embarked on our Digital Transformation, and School 9 is in the first phase, and actually already has 1:1 Chromebooks in grades 2-6. The District is still awaiting the Smart Bond Funding. The application is under review and we expect funding to become available during the latter half of the 2016-2017 school year. 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 as they receive devices.
2.	Use of technology in the classroom		School 9 has 1:1 Chromebooks in place in grades 2 – 6 and uses technology in a variety of ways. In the next quarterly report, we report on professional development to support teachers' ability to integrate technology to support student learning aligned to metrics.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 V – *Budget*

Budget Analysis		
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.
This grant is primarily invested in staff salaries and hourly pay for expanded day, which are all being spent down appropriately.	Yellow, based on March 31st end date.	The challenge is the fact the PSSG funds end March 31st, which limits what we can reasonably spend the funds on. For example, the District has to be able to fund the last quarter salary and benefits for any additional personnel we would want to fund through the grant, which is not feasible in many cases. We continue to be as flexible as possible to ensure strategic use of these funds, but this is a

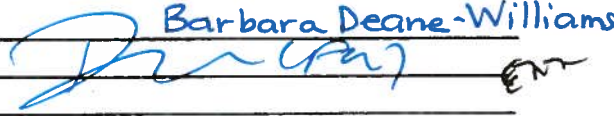|		very serious challenge. We appreciate SED's recent allowance to permit the payment of MyOn and another online subscription. Based on the first quarter, we do have some identified needs for which we will be submitting an upcoming amendment in order to draw down some of the remaining carryover. These include hourly pay for professional development on Therapeutic Crisis Intervention and for a team to work on lesson design and data analysis; the online subscription, and potentially consideration of expanded offerings during February break. Finally, the CET has concerns on the budget narrative and plans to respond to the reduction of a reading teacher, and assignment of General A-Fund personnel, in the context of the March 31st end-date.

Part VI: *Best Practices (Optional)*

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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. We have several that we will want to highlight. We, however, prefer to highlight in the next quarterly report with supporting data.	

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: _____

Date: ____ 11/7/14

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): ___ Sharon E. Jackson

Signature of CET Representative: _____

Date: __ November 7, 2016