

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:			
Northeast Senior High School at Douglass	261600010073	Rochester City School District		SIG/SIF SIG		SCEP	
				Cohort: 7.0			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Dr. Linus Guillory	Sandra Simpson, Chief of Receivership Schools Kirstin Pryor, School Ambassador, Office of School Innovation		9 - 12	9.4%* *Preliminary BEDS	20.2% *Preliminary BEDS	573 *Preliminary BEDS
	March 2014						

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*.

Northeast continues to make progress, steadily raising expectations and building structures and systems that allow the school to support "Every student, every credit, to and through graduation". This work includes protocols for cohort tracking, a creative and responsive approach to using resources and personnel flexibly to meet emerging student needs in increasingly individualized ways. It also includes the launch of structures like the Panther Lair (9th grade academy) which builds relationships and a sense of belonging by creating teacher teams, separate location and an Advisory structure.



This work occurs within a context of a building-wide emphasis on restorative practices and social emotional supports, and ongoing work to support teachers in planning more engaging rigorous instruction, and using formative assessment to tailor instruction. The school continues to use its expanded time and community providers to provide the personalized supports and enrichments that meet student need.

At this point, the school rates 4 metrics green, 5 yellow and 1 red. These reflect an honest assessment that while the general operations and climate in the building are significantly improved, there is still much work to be done. We are aware that there are hurdles we face—gang violence in our community; a steady stream of new students being enrolled (42 since school began), many of whom are off cohort and overage; the weight of negative past practices that require constant progress monitoring and resetting to name a few.

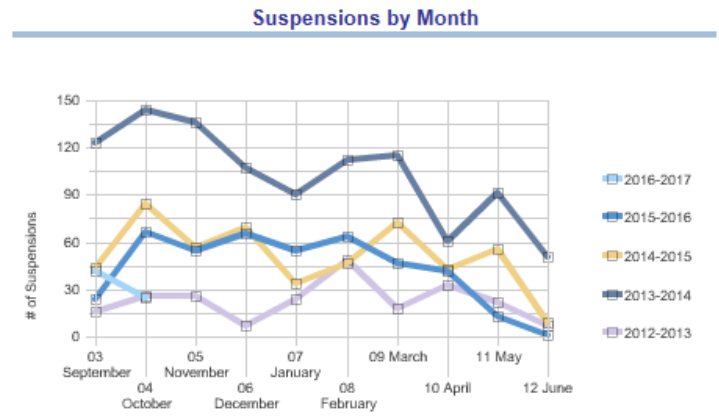
Still, this school remains on a positive upward trajectory, evidenced by the 20 percentage point increase in graduation rate last year, and the fact that it met 82% of its metrics. This year, attendance is a bright spot, hovering around 82%, as opposed to the ADAs in the 70s for the past two years.

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 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

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 Progress	n/a at this time	n/a at this time
School Safety	Yellow	45	<6, or 15% reduction = 38	<p>VADIR reporting</p> <p>The District’s data warehouse tracks incidents and suspensions, with nightly refreshes.</p> <p>Weekly admin team reviews location and student trends.</p>	<p>There are 5 serious incidents (all weapons confiscated) to date. While we are not pleased about the serious incidents and are working to decrease the pace, we are also cognizant that we did find the weapons before they were used, and that overall, we have improved the climate, which shows in the following data.</p> <p>Northeast has recorded 45 incidents and 67 suspensions—about a quarter fewer than this time last year.</p> <p>The continuation of this positive trend is confirmation that we are on the right track with our emphasis on building relationships, increasing the crisis intervention support, and utilizing restorative approaches to wrong doing.</p>
2012 Total Cohort Passing Math	Green	35%	59%, or +3%age	As a District and school we are tracking the cohort data. Furthermore, the school has built	Because of the emphasis on 9 th grade supports begun last year and expanded this year with the “Panther Lair”, the 2015 cohort has already met our progress target; 39.5% of the estimated 2015 cohort has already passed the Algebra exam. Based on enrollment and the supports that are in place for these students in their 10 th grade year, we expect this percentage to rise. We





Regents (Score >=65) Metric = 2015 cohort			points = 38%	a functioning cohort tracking process which brings counselors together to review progress reports, report cards and other data routinely to intervene early.	continue to use the SIG funds to support embedded and flexible academic supports which are deployed in response to the 10-week cohort tracking process. <table border="1" data-bbox="930 282 1980 570"> <thead> <tr> <th></th> <th>2012 Total Cohort passing Math Regents(Score >=65)</th> <th>13-14 Baseline</th> <th>Estimated 2015 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>Students >=65+</th> <th>Students >=65+ %</th> <th>Students 55-64</th> <th>Students 54</th> <th>No Score (NS)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>59%</td> <td rowspan="2">35%</td> <td rowspan="2">172</td> <td>102</td> <td>68</td> <td>39.5%</td> <td>21</td> <td>48</td> <td>35</td> </tr> <tr> <td>Progress Target</td> <td>3% Increase from 35%</td> <td>66</td> <td>68</td> <td>39.5%</td> <td>49</td> <td>59</td> <td>35</td> </tr> </tbody> </table>		2012 Total Cohort passing Math Regents(Score >=65)	13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 54	No Score (NS)	Goal	59%	35%	172	102	68	39.5%	21	48	35	Progress Target	3% Increase from 35%	66	68	39.5%	49	59	35
	2012 Total Cohort passing Math Regents(Score >=65)	13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 54	No Score (NS)																								
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Progress Target	3% Increase from 35%			66	68	39.5%	49	59	35																								
2011 Total Cohort passing ELA Regents (Score >=65) Metric = 2014 Cohort	Yellow	24%	53%, or +3%age points = 27%	Results on common formative assessments.	There are currently 166 students in the estimated 2014 total cohort, almost all of whom are enrolled in English III and will take this Regents this year. The timing of this report does not allow us to include grades, or the results of the common formative assessments coming in November. Academic progress data will be included in the Quarter 2 report. That said, there are supports built into the schedule to support this metric. First, the creation of the Panther Lair, a 9 th grade academy, with higher levels of comprehensive support, and in particular increased literacy supports, aims at this metric in a proactive, long-term way. In the more immediate, for students already in 10 th or 11 th grade, the Encompass partnership allows for targeted interventions. The school also continues to use the SIG-funded positions to build the school's capacity to embed literacy strategies in the content areas.																												
Total Cohort 4-Year Grad Rate - All Students	Yellow	(2009 Cohort) 49%	57%, or +3%age points = 52%	Cohort tracking; student by student and aggregate.	Given that the cohorts after the baseline had fallen dramatically (2010 cohort = '14 grad rate of 27%, 2011 cohort = '15 grad rate of 38% , the 2016 graduation rate of 57.4% is an incredibly significant achievement, and testament to the strategies and structures put in place over the past two years, many funded through the SIG. However, the 2013 cohort is starting the year with only 30% (59 of 195) considered on track right now, where on-track is defined as entering year 4 with having earned at least 16 credits and passed at least Regents exams.																												



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Total Cohort 4-Year Grad Rate - All Students	13-14 Baseline	Estimated 2013 Total Cohort Enrolment	# of Students to meet Goal/Target	2013 Total Cohort - On Track 16+ Credits & 3+ Regents	2013 On Track Rate																	
Goal	57%	49% (2009 Cohort)	195	112	59																	
Progress Target	3% Increase from 49%			103	59	30.3%																
					<p>We continue to remain focused on this metric, in the following ways:</p> <ul style="list-style-type: none"> • Aggressive cohort tracking process, which allows targeted intervention to be accessed more quickly. • Increased ability to create individualized, responsive schedules and programs for students, through the use of flexible staff, academic partners and staffing and scheduling flexibilities. A newly emerging example being developed as this quarter closes is a “recovery room” where students can be scheduled into a room where teachers can provide content-specific support to individual students who are struggling in a particular class. • Aggressive use of break and summer for targeted additional coursework, seat time, lab minutes, etc. • Job-embedded professional development for teachers, and use of common formative assessments. 																	
Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	Red	4%	11%, or +2%age points = 6%	Cohort tracking, 2013 cohort.	<p>The progress target would require 14 students of the 195 currently in the estimated 2013 cohort to hit this. At this point, 0 students are well-positioned for this, but we will have a better preliminary projection at the mid-year reporting.</p> <p>This is a metric that we will build toward in the future—the 9th grade academy represents a long-term strategy to raise this over time.</p>																	



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?																		
HS ELA All Students Level 2 and above	Yellow	51%	74%, or +3%age points = 54%	District and school cohort tracking systems.	<p>Currently, 32% (62 of 195) of the 2013 Total Cohort has met this metric. Please note that the metric is for the Accountability Cohort, rather than total cohort and this is not announced yet. Last year, it was 44 students less than the Total Cohort.</p> <table border="1"> <thead> <tr> <th>HS ELA All Students Level 2 and above</th> <th>13-14 Baseline</th> <th>2013 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>2013 Total Cohort Students >=65+</th> <th>HS ELA 2 and above Rate</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>74%</td> <td>51% (2010 Acct Cohort)</td> <td>145</td> <td>62</td> <td>31.8%</td> </tr> <tr> <td>Progress Target</td> <td>3% Increase from 51%</td> <td></td> <td>107</td> <td>62</td> <td>31.8%</td> </tr> </tbody> </table> <p>In terms of current year students, there is limited data available to report on progress to this metric at this time—the marking period closes later this month, and the Districtwide formative assessments in English will not be given until later in the fall. The next quarterly report will provide a more accurate real-time assessment.</p>	HS ELA All Students Level 2 and above	13-14 Baseline	2013 Total Cohort Enrolment	# of Students to meet Goal/Target	2013 Total Cohort Students >=65+	HS ELA 2 and above Rate	Goal	74%	51% (2010 Acct Cohort)	145	62	31.8%	Progress Target	3% Increase from 51%		107	62	31.8%
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2013 Total Cohort (9th Graders) with 5 or more credits	Yellow	44%	75%, or +3%age points = 47%	District tracks and Northeast's cohort-tracking team reviews student progress after each progress report and marking period.	Just shy of half (49%, 73 of 149 students in 2013 cohorts) came into their 9 th grade year already having earned at least one credit, setting them up for better success in 9 th grade. Furthermore, Northeast supported incoming 9 th graders through a Summer Institute and also spent the summer creating the Panther Lair, a 9 th Grade Academy model. The Panther Lair has increased staffing ratio and carefully selected team who create a smaller, more responsive community for these students. The Lair uses an Advisory structure (based on the work with Big Picture), clusters of teachers with collaborative planning time, and flexibly deployed additional personnel who can continually adapt to student academic and social-emotional needs.																		



						2013 Total Cohort (9th Graders) with 5 or more credits	13-14 Baseline	Estimated 2016 Total Cohort Enrolment	# of Students to meet Goal/Target	5+ Credits	%	1-4 Credits	%	0 Credits	%
										0	0.0%	73	49.0%	76	51.0%
										71	0	0.0%	73	49.0%	76
Post-graduation plans of Completers (4-yr college)	Green	12%	31%, or +2%age points = 14%	Counselor will monitor and initiate completion at appropriate time.	This is not a measure that is assessed at this point in their year. However, as the appropriate time of year comes, this work is completed in conjunction with a counselor.										
Teacher Turnover	Green	51%	40%, or -5%age points	HCI tracks	The Superintendent at Receiver negotiated a separate collective bargaining agreement with the teachers' union in Receivership schools. This allowed the school to articulate an Election to Work Agreement, to which staff that was chosen and/or chose to stay agreed. There were also a small number of staff that were involuntarily displaced. As a result, teacher turnover may be higher than last year, but it is for a positive reason, and meets the target. There are a total of 11 teachers, or 18.7%, that did not return.										
Providing 200 Hours of Extended Day	Green	NA	Provide 200 Hours of ELT	Master schedule / review of schedules Cohort-tracking	Northeast's schedule runs from 8:30 – 3:30, adding about 240 hours to the mandated State floor of 5.5 hours a day. We have continued our path toward using this additional time in increasingly seamless ways, such that it simply becomes an additional period into which we build schedules that meet student needs. This means that students have access to both academic and social-emotional type of interventions, additional supports, and electives such as band. We will continue with plans to run additional time for targeted groups of students over breaks this year.										
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

Key Strategies		
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. As part of being a restorative school, develop a Comprehensive framework (articulation, structures, and systems) of tiered social-emotional supports and pathways, including alternative education settings.		<p>We continue to refine and implement these strategies which are paying off based on the positive trends in school safety and academic indicators. The SIG funds allow us to make flexible use of additional personnel and structures. Examples include:</p> <ul style="list-style-type: none"> • Establishment of teacher teams/clusters, which enable relationships with students and staff, as well as proactive problem-solving; • The Panther Progress Room and Bridges alternative setting continue to be responsive to student needs as they emerge; • Staff positions, including the new SIG-funded position, devoted to coordination and follow-through of conferencing and student supports; • Newly forming recovery room, designed to provide individual academic supports to target students. • Launch of a formal Advisory structure, which was prepared for through summer retreat/professional development with Big Picture Learning. The school is working across advisories to have teambuilding and friendly competitions to build identity and belonging.
2. Raise the graduation rate, by strengthening the academic program.		<p>As the steadily raising 4-year graduation rates demonstrate, Northeast is on the right path to transformation. Thus, we will continue the practices which are working. These include:</p> <ul style="list-style-type: none"> • Strategic use of counseling staff to do proactive cohort tracking; transcript verification and validation, hand-scheduling students based on prior year assessment data to determine best fit placement. • Raising the focus on planning through common planning time for collaboration, formative assessment in ELA and Math, and Living Environment. • Leadership is developing an online system to aggregate walkthrough data and increase the frequency and focus of walkthroughs. • Creation of a new supportive system—the Panther Lair for new incoming 9th graders. This academy setting provides a separated space, and a dedicated cluster of teachers, to foster the relationships that must be built. It will dedicate a social worker and some support staff, enabling proactive problem solving.



			<ul style="list-style-type: none"> Northeast is using the mantra “Every kid, every credit, to and through graduation” to guide their work and is figuring out how to create an interactive data wall for teachers to access. <p>The steady placement of students, many of whom are entering overage and under-credited is a continual challenge to our ability to do this work under the urgent timeframe.</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)			
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 is revamping its meeting schedule to be more aligned with data availability for progress monitoring. This will start in November and be adjusted accordingly. The team remains supportive of the Receivership plan.		
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 involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed. Furthermore, following the appointment of a new Superintendent in August, she has 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 <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 – 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		<p>Although we have embarked on our Digital Transformation we are 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. As funding arrives, schools will see a significant increase in student devices. In the meantime, 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.</p> <p>Northeast will receive 1:1 Chromebooks schoolwide in the 17-18 school-year, providing that staff can participate in the capacity building this year and next summer.</p>	
2.	Use of technology in the classroom		Currently the school has Smartboards in all classrooms and a number of Chromebook carts. Several classrooms are using google classrooms, and teams have begun using the Google environment for collaboration and to build familiarity.	
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 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.
Code 15		Budget is on track with the exception of the 1.5 TA positions which are still vacant due to area shortages. This money will be reallocated, as the school year progresses, we will determine the most responsive use and submit appropriate amendment. The other anticipated area without spenddown is the Admin of Student Support position, due to the timing of personnel certification. Again, this is intended and will be reconciled by the end of the grant period.

Part VI: Best Practices (Optional)

<u>Best Practices</u>		
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.	Panther Lair – 9 th Grade Academy	We have just launched this structure, designed on research about relationships and structure, higher ratios of support, and frequent progress monitoring with flexible academic and social-emotional supports. National and internal research demonstrates the critical nature of earning at least 5 credits in 9 th grade. We cannot report on this ultimate measure as of yet, but will as the year progresses. From the building perspective the relationships and structure are paying off. Measures such as attendance, which is 84% for the 2016 cohort vs. 76% for the 9 th grade as a whole, also provide rationale for this academy.
2.	Cohort tracking	We worked hard to implement a regular system of proactive cohort tracking last year, and we continue to use it. The work continued with counselors over the summer and we continue to push



		on the rapid, regular review and responsive interventions. Our evidence that this is paying off is explained in the metric reporting above—the large increase in graduation rate is the most direct evidence of our commitment to “every kid, every credit, to and through graduation.”
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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: [Handwritten 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): Jodi A. Scott
Signature of CET Representative: [Handwritten Signature]
Date: 10/26/2016