

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:				
Northeast High School	261600010073	Rochester		Check which plan below applies:				
				SIG			SCEP	
				Cohort: Cohort 6				
				Model:Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Daniel Lowengard	*Ali Abdulmateen Appointment Date: August 2017 per diem May 2018 permanent/probationary	Amy Schiavi, Chief of Receivership and Intensive Supports Michele Alberti, Executive Director of School Innovation		9-12 located on a 7-12 campus	46% (2018)	10% (SPA April 17, 2019)	20% (SPA April 17, 2019)	528 (SPA, April 17, 2019)

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
Northeast continues to work the systems that it has put in place over the past few years, focused on cohort tracking and responsive interventions and supports. Fourth quarter includes intensive supports of the intervention teachers in math and ELA; credit recovery options

through teachers, online learning, flexible scheduling and Saturday sessions starting in May. Northeast continues to prioritize the building of relationships and culture, working to build the capacity for a culturally and trauma-responsive educational environment.

As a school community, Northeast has experienced some staffing disruptions this quarter, including an administrator who returned in April, and the Community School Site Coordinator accepting a District-level position. This position is being interviewed for at the time of writing. In addition, the counseling department has experienced staffing challenges for both the 2016 and 2017 cohorts. Northeast has been strategic in backfilling and accommodating these changes, but they are part of the context.

Northeast continues to celebrate the improving attendance, and is working to refine the processes and protocols to continue to tackle our high levels of chronic absence. As a result of work this year, more students are being found and either re-engaged and/or reflected accurately in records. While attendance remains a large challenge with Northeast's student body, the average daily attendance rate is rising. The steep reduction in suspensions is also contributing, keeping more students in school. To date, suspensions are down by over 60% over the same time period last year. Northeast attributes this to a more effective approach to managing negative behaviors of special education students, as well as to an increasing array of supports, restorative mediations, and the collection of cell phones. All of these have resulted in less conflict on campus.

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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

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	Baseline	2017-18 2018-19 Estimated Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 School Safety	45	30% reduction (31)		Met the progress target for 17-18 and expects to meet for 18-19	Northeast continues to provide the range of social-emotional support systems including the Panther Progress Room and onsite crisis interventionists that have proven effective over the past few years. The 18-19 focus continues to be expanding and integrating systems so that more students	School Safety and Educational Climate (SSEC) data School data on incidents (logged in Panther Progress Room) and suspensions	Thus far, there have been 6 weighted incidents. To date, there are 65 incidents and 74 suspensions, and the unduplicated suspension rate is 10/100 students. Through the end of March, Northeast has reduced suspensions by 60% over last year during the same time period. The school attributes this to the new

					<p>are getting their needs met. Efforts to date include:</p> <ul style="list-style-type: none"> • Launch of a mental health team to streamline the problem-solving approach and processes for accessing mental health supports for students; • Emerging learning on restorative approaches, including student trainings. A new partnership is bringing mindfulness training to campus as well; • Creation and implementation of the Pathways program to provide the proper support and behavior intervention for students with disabilities. 		<p>cell phone collection policy, and a commitment to restorative practices coupled with the resources to maintain a relentless focus on mediations and finding alternative ways to work out conflicts. Northeast is also very proud of its Pathways program which is supporting students with disabilities and is reducing our disproportionate suspensions rates for these students.</p>
#67: 2012 Total Cohort Passing Math Regents (score.65) Metric 2017 cohort	35%	10 point increase= 45%	light green	Met in 17-18; expect to me in 18-19	<p>Key strategies include:</p> <ul style="list-style-type: none"> • use of master schedule to embed AIS • Saturday Regents Review and Credit Recovery 	Cohort tracking Report cards and assessments	<p>Note, new targets received recently; will be reflected in next report.</p> <p>Forty-eight (48) of the 121 students (40%) in the 2017 cohort have already passed the Algebra exam with at least a 65%.</p>

					<ul style="list-style-type: none"> Additional Math intervention support 		Fourth quarter supports include lunch and afterschool, Saturday sessions, and targeted pull-in/push out interventions.
#69 2012 total cohort passing ELA Regents (score 65%) Metric: 2016 cohort	24%	10% point increase =34%	light green	Met in 17-18; expects to meet in 18-19	The literacy coach works closely with English teachers to ensure that the curriculum in both English 3 and AP language supports success on the Regents. In the second semester, this team will work together to identify students for whom push-in or pull-out interventions will be required.	Counselor review of grades Cohort tracking English Department tracking at the student-by-student level	Note, new targets received recently; will be reflected in next report Sixteen of the 114 students in the 2016 cohort have already passed the ELA exam, ahead of the end of English 3, in which most are enrolled.
#70 Total cohort 4 year graduation rate all students	49% (09 cohort)	10% point increase = 59%		Close to meeting in 17-18; anticipate close to meeting in 18-19	Northeast supports the 2015 cohort through cohort tracking and rapid adjustment of supports, and provision of flexible opportunities for credit and exam recovery. Northeast will continue to provide individual conferencing for goal-setting, senior-mentoring for strategic students and increased access to the CDOS pathway. The STAR program which enables rapid recovery and wrap-around support is also a critical strategy in meeting this goal.	Cohort tracking Counselor, Admin and School Chief Review	Note, new targets received recently; will be reflected in next report Northeast continues to aggressively monitor and adjust based on cohort's unique needs. Examples include intervention groups, Saturday review sessions, use of online marking period recovery, mentoring, conferencing, as well as increasing social events and supports. Cohort tracking determines the status of every senior, every five weeks, with individualized monitoring in between. At last assessment, we are projecting a graduation rate between 60-65% by August, but this is dependent upon intense recovery and exam efforts. The chart below shows the breakdown of status, and reflects the team's holistic

							assessment of each student. More detailed data can be shared if required.												
							<table border="1"> <caption>Student Status Distribution</caption> <thead> <tr> <th>Status</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>R - Inactive</td> <td>16%</td> </tr> <tr> <td>R</td> <td>18%</td> </tr> <tr> <td>O</td> <td>9%</td> </tr> <tr> <td>Y</td> <td>15%</td> </tr> <tr> <td>G</td> <td>42%</td> </tr> </tbody> </table>	Status	Percentage	R - Inactive	16%	R	18%	O	9%	Y	15%	G	42%
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#76 Total cohort 4 year grad rate with Adv. Designation - all students	4%	uncertain of target		This target did not follow the typical percentage increase, and is not clearly established. If a 10% increase to 14% , NE will not meet	NE continues to use cohort tracking and supplemental staffing resources through the STAR program to support 5th year students, as well as partnering with the District’s All City High. Both use the semester model and wrap-around supports to create a viable 5-year grad plan for over-age, under-credited students, or for students who have discrete needs.	Cohort tracking meetings Status updates with students and families	There are 16 candidates for an Advanced Regents. All students are scheduled and supported appropriately, but it will come down to June results. If all students were successful, Northeast could hit 10%.												
#88 Total 5 year grad rate - all students	33.7% (2010 cohort)	43.7% (2014 cohort)		Met in 17-18; expects to meet in 18-19	NE continues to use cohort tracking and supplemental staffing through the STAR program to support 5th year students, as well as partnering with the District’s All City High. Both use the semester model and wrap-around supports to create a viable 5-year grad plan for over-age, under-credited students, or	Cohort tracking meetings STAR program progress monitoring	This metric is already met, as 96 of the 165 students in the 2014 cohort (58%) already graduated, and 14 remain engaged.												

				for students who have discrete needs			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#21: HS ELA All students Level 2 and above	51%	10% point increase = 61%		Within reach, perhaps unlikely	Northeast has adopted a new District curriculum for English IV, and continues to support the ELA department in strengthening students' abilities to read complex text and to write well	Report cards Regents	This number is currently at 85 out of 158 students, which is not quite at the target. Several students will retake the exam in June; however, based on the number of remaining students who can exercise the safety net, Northeast is unlikely to meet this target.
#65 2014 total cohort (9th graders) with 5 or more credits	44%	10% point increase = 54%		Met in 17-18; expect to meet in 18-19	Strategies to support this metric include utilizing one counselor for each cohort; cohort tracking; implementing the 9 th grade Panther Lair/academy model to provide intensive supports for 9 th	Report cards Progress reports cohort tracking meeting 9th grade Panther Lair Team	Note, as we learn more about the way this metric is calculated using APPR files, this is harder to predict accurately.

					<p>graders, as well as a freshman mentoring program, academic and social emotional supports (ELA/Math lab classes for remediation and 9th grade seminar class for all freshmen)</p> <p>The school has implemented the Reconnect Program as a Tier III responsive system to disrupt failure for a small group of students struggling academically and demonstrating high social-emotional needs. This creates a smaller learning environment with push-in social emotional supports</p>		<p>There are currently 123 students in the 2018 cohort; close to two-thirds are on-track, given report cards and behavior. Intervention strategies have been adapted to better support struggling students through learning recovery efforts, and the fourth quarter will be intense.</p>
#83 Post grad plans of completers (4 year college)	12%	4% point increase = 16%		Met in 17-18; expect to meet in 18-19	<p>One counselor per cohort enables more individualized planning. College and career year-long planning, Naviance lessons, and cohort-specific days are all aimed at supporting this indicator. Senior mentoring, college tours, College Bound Senior Event, and onsite Accuplacer all support this indicator</p>	<p>Counselor 1:1 meetings Counselor records Cohort tracking</p>	<p>These are on-track to being completed during the 4th quarter, and Northeast expects to meet this metric.</p>
#86 teacher turnover	51%	15% point decrease = 36%		Met in 17-18; have already met in 18-19	<p>NE works to promote positive and collegial relationships with staff and to build the Douglass Campus identity. Staff retreat over summer elevated this work</p>	<p>Staffing template</p>	<p>There were 7 teachers from 17-18 who did not return to the school in 18-19. This is 12% teacher turnover.</p>
#94 Providing 200 hours of extended day	n/a	Met SED rubric requirement		Met in 17-18; anticipate meeting in 18-19	<p>NE's extended day model has been refined to include built-in academic intervention classes, done through co-requisite scheduling instead of traditional remediation/retention is helping.</p>	<p>Cohort tracking Biweekly meetings with community partners.</p>	<p>The NE school day is 8:30-3:30 – longer than required by NYSED. It provides for students to have increased academic and social-emotional partnerships</p>

				Community partners are embedded onsite and matched to students/cohort in a targeted manner			
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 – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies							
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.							
1.	Use of technology in the classroom to delivery instruction			An increasing number of teachers are utilizing Chromebooks and the Google environment, and Northeast has recently selected a Lead Teacher to support teachers in implementation			
2.							
3.							
4.							
5.							
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 – *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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.	
Status (R/Y/G)	Analysis/Report Out
	Members of the community engagement team (students, parents, teachers, administrators, community partner, parent liaison and community school site coordinator) meet to review the roles and expectations of CET team, analyze school data such as receivership targets and to ensure their work is aligned with community school needs assessment and development plan. The development plan is also reviewed and updated at each meeting to determine the progress the team and school community has made with meeting the goals/ recommendations of the plan. The CET meeting time is also used as an opportunity to have potential partners present their program and how it aligns with the school goals. The CET team also utilizes the time to plan school and community wide events. The CET team shares their progress and updates with the school community at large. There are subcommittees that meet regarding attendance, partnership protocols, referral review, and mental health (which is new this year). The CET team continues to function while in a leadership transition - the CS Site Coordinator was recently internally promoted to a Central Office

	position as Director of Counseling. However, the transition is being felt and the school is working with the District to fill the position expeditiously. The Site Coordinator position has been budgeted for the 19-20 school year, and it is intended that the position be filled quickly.		
<u>Powers of the Receiver</u> 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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.			
Status (R/Y/G)	Analysis/Report Out		
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.

Part V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:

		is a challenge with expenditures, discuss the course correction to be put in place.	<p>● SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</p> <p>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</p> <p>BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/</p>
SIG		On track - primarily personnel and hourly pay. Being spent down as planned.	
CSG		Although the grant end date extended to June 30, 2020, no additional funds allocated, therefore NE's support for 18-19 (ending June 30, 2019) includes the site coordinator and counselor. All capital project completed or due to be completed by June 30, 2020.	

Part VI: Best Practices (Optional)

<p><u>Best Practices</u></p> <p>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.</p>		
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.	Cohort tracking	Northeast continues to refine the system and the communication between teachers and support staff; the approach to frequently monitoring and intervening with students is evidenced by the increasing number of on-track students in rising cohort
2.	Panther Progress Room and Pathways Program	A responsive, restorative approach to high volume and intensity of social-emotional needs. A first-time responder provides students a place to quickly recover, reflect and repair harm, and return to class asap. This meets student need, reduced the amount of time spent by administrators on small disciplinary issues, and reduced the time out of class for students. A companion structure for students with disabilities to

		ensure no interruption of service is being launched as well. Both structures are significantly reducing suspensions
3.		

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): Daniel Lowengard Daniel Lowengard
 Signature of Receiver: Daniel Lowengard (R.L.)
 Date: 4-29-19

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
 Signature of CET Representative: _____
 Date: _____

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name Rochester City School District	
School Name Northeast	
Contact Person Daniel Lowengard	Telephone (585) 262 8378
E-Mail Address daniel.lowengard@rcsdk12.org	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer Superintendent

Typed Name: Daniel Lowengard	Date:
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