

Receivership Schools ONLY

Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/52265			
Edison Career and Technology High School	261600010095	Rochester City School District	n/a	Check which plan below applies:			
				SIG		SCEP	
				Cohort (6 or 7):		X	
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade, <i>Superintendent</i>	Jacob Scott Appointment Date: March 2019	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Shirley JA Green, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		9-12	19.9% Edison 12.1% PTECH <i>*internal SPA data, as of 10/18/19</i>	31.9% Edison 8.0% PTECH <i>*internal SPA data, as of 10/18/19</i>	1,264 Edison 314 PTECH <i>*internal SPA data, as of 10/18/19</i>

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.

Edison Career and Technology High School offers students rigorous academic and technical coursework, along with work-based learning, in four distinct career pathways. In this approach, students are provided with opportunities to learn not only in the traditional classroom, but in hands-on training settings and on-the-job experiences. Edison houses two unique program schools - PTECH, where students can earn a two-



year degree along with a high school diploma - and NYSAA, where students with specialized learning needs receive instruction in a highly differentiated setting.

At the Superintendent's Conference Day on October 11, 2019, school leadership shared 2018-2019 Demonstrable Improvement Indicator information with Edison and PTECH staff. As the school embarks on its rigorous improvement process, it has identified several key strategies to be used to support its improvement efforts.

First, the school will establish Instructional Leadership Teams (ILTs) to formalize a process for examining data and instruction. These teams will be comprised of teachers recruited by administration, and will represent various departments and grade levels across the school. Nine Instructional Leadership Team Meetings have taken place this school year, the team has used the DataWise process, and is focused on the use of learning targets to drive instruction, as part of the RCSD instructional framework.

DataWise implementation began in August, when Edison's administrative staff participated in a 2-day professional learning conference led by Harvard University. Administrators have participated in subsequent monthly professional development focused on DataWise, and follow-up coaching is provided monthly to Edison's ILT via Zoom phone conferences with a DataWise Coach assigned by Harvard University. Structures from Step One of the DataWise process have been implemented regularly at all School-Based Planning Team meetings and participants are finding the time more productive.

Instruction using the RCSD's newly adopted Instructional/Learning Framework has taken shape, with the first rounds of walkthroughs conducted by administrators focusing on establishment and use of high quality learning targets. Thus far, data has shown that teachers are consistently using learning targets and have been receptive to the ongoing assessment and feedback from administrators.

The school continues to plan for next year's shift to Career and Technology Education (CTE)-based academy model, and has assigned Teacher on Assignment (TOA) to take the lead on researching highly-performing schools that use the model. Through this research, Edison will identify best practices to build upon and begin recruiting businesses with which to partner for alignment of pathways. The first business partnership meeting will occur on 10/31/19. Integration of CTE with content areas has begun, with the TOA leading the CTE department meetings as well as actively participating in content area department meetings. Additionally, the school has identified curriculum for its newly incepted advisory period - "The Advisory Guide," by Engaging Schools.



Finally, this year the school has established a partnership with ROC the Future, a community-based collaborative initiative with resources to support RCSD students from “cradle to career”. This quarter, the school has identified a point person the act as the liaison between the school, ROC the future and Edison alumni that will be supporting this initiative. The first meeting between Edison and ROC the Future took place on 10/11/19. Attendance data was shared and the school and organization were able to identify supports to address student absenteeism, including creating teams within the 9th Grade Academy that have started home visits and outreach in neighborhoods.

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff 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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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 website.



Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
5 - School Safety	.4	.2	G	yes	All staff will increase their capacity to understand the Multi Tiered System of Support (MTSS) process and implement restorative practices through professional learning, establishing community-building circles and development of relationships.	<ul style="list-style-type: none"> ● Average Daily Attendance ● Serious Incidents ● Suspensions ● Help Zone Visits ● Office Referrals 	<p>The school has recorded 3 serious incidents to date, and has 9 out-of-school suspensions and 21 in-school suspensions.</p> <p>Pathways to Peace has started to recruit students, primarily seniors, to focus on ways to decrease school violence, and promote intervention/prevention strategies.</p> <p>Hillside Work Scholarship Connection is steadily recruiting students in grades 9th-12th to offer mentorship, tutoring through Dial-A-Teacher, youth</p>



						<p>employment training, and other community services to support students.</p> <p>Throughout the month of October school staff participated in a Restorative Practice professional development focused on building positive relationships, the definition of restorative practices, restorative language, and restorative strategies. Staff has also begun to participate in monthly meetings with the Restorative Team, focused on ways to connect, collaborate, and build restorative mindsets as educators. Additionally, the team met with all non-core staff and collaborated on ways to support and improve school safety. Each of departments came up with strategies and interventions/preventions.</p> <p>The Help Zone is up and running, and has recorded 45 visits to date. This information is being collected weekly by our Student & Family Support Center Coordinator.</p> <p>In early October, the school held its first parent/teacher conference and celebrated Hispanic Heritage Month. There was a very good turnout and during that time teachers and parents had an opportunity to build relationships and discuss support for students.</p> <ul style="list-style-type: none">• Classes will conduct community-building circles monthly to focus on Edison’s CORE Values, and develop positive relationships.
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67 - 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	31%	37%		Yes	See Indicator 70 and 130.	<ul style="list-style-type: none"> ● Review of the Algebra I Regents performance of all Cohort 2018 students who took the exam in August 2019. ● Identification of all students who have scored between 50 % and 64% on the Algebra I Regents exam in June and/or August 2019. ● Common Assessment Performance of the targeted students. ● 5 week review of academic performance and attendance for targeted students. ● January 2020 Regents Results 	<p>This cohort currently has 403 students; 112 of whom have already met this target; 39 additional students are required to meet this target. These students were individually identified in a meeting between the Algebra I teachers and the administrator in charge of mathematics. The team identified 48 students on which to focus by looking at Regents Exam Scores from June 2019 and from reviewing the Algebra I teachers’ recommendations from June 2019 after students’ Regents Exam scores were known and final grades had been calculated. The list was reviewed in September to see if any of the students attended summer school and retook the Algebra I Regents Exam in August. Only a few students did. Three students passed the exam in August. Five of the students on the list have left the district since June. The updated list has 50 students who have been targeted. 90% of these students have an Algebra I Regents exam score of between 51% to 64%. 3 Students passed a Math Regents exam in Aug 2019.</p> <p>Work this quarter has included:</p> <ul style="list-style-type: none"> ● Development of a 15 week curriculum plan by the teachers of Alg./Geo Blend & Geo (L) that is implemented, monitored and assessed in 4 week intervals focused on covering the standards and performance indicators most often assessed on the most recent Algebra I Regents exams (2017 -2019). ● The development of a comprehensive plan for targeted students in the Alg./Geo Blend & Geo (L) classes that includes communication, additional support during the school day, analysis of students’ past performance, monitoring of common assessment performance and a focus on students’
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							<p>mastery of the most relevant performance indicators.</p> <ul style="list-style-type: none">● Implementation of a common Regents Review plan within each class in the three weeks leading up to the January 2020 Algebra I Regents exam.● Matching targeted students to an afterschool/Saturday Regents Review program. Reaching out to families for support and providing students’ incentives for full participation in the Algebra I component of the program. <p>Three Common Assessments have been planned between now and the end of December. The first Common Assessment will be administered, graded and analyzed during the week of October 21st through October 25th.</p>
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69 - 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regent	32%	38%			See Indicator 70 and 120.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>This cohort currently has 405 students; 37 of whom have already met this target; 117 additional students are required to meet this target.</p> <p>Prior to the opening of school, students needing to pass this exam were identified, and notification was sent to homes with information pertaining to the administration of the ELA Regents; this communication included guidance regarding how to prepare for the ELA Regents exam.</p> <p>English III teachers are using NYS Engage English III curriculum map to horizontally align instructional practices and expectations.</p> <p>Lastly, a tracking and monitoring system has been created, which will store and update information regarding student information, including: identified teacher, current status (active/inactive), subgroup (ELL, SWD, BL, WH, Latino, etc), Common Assessment scores, course grades.</p> <p>Administration has disaggregated baseline data to identify problems of practice and develop priority questions.</p> <p>The team is using the Data Wise process of building assessment literacy to align and inform teacher practices regarding 9-12 vertical and horizontal understanding of NYS Regent Exam expectations.</p>
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									To develop teachers' understanding of how to begin to construct feedback to students, with team leaders, teachers engaged in vertical and horizontal team anchoring, calibration and scoring of 9-12 baseline assessments.
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<p>70 - 2019-20: 2016 Total Cohort 4-Year Grad Rate - All Students</p>	<p>49%</p>	<p>55%</p>		<p>yes</p>	<p>All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>This cohort currently has 451 students; 10 of whom are early graduates; additional 239 students are required to meet this target.</p> <p>In early September, the administrator responsible for this cohort, as well as the cohort counselor, went through each student transcript, and adjusted schedules as needed to ensure that students were taking appropriate coursework; for example, if a student passed course but not the Regents exam, they were placed in a review class if it fit in their schedule.</p> <p>By the end of October, a repository will be created where students are tracked by credit and Regents exam completion. The cohort administrator and counselor will continuously update it as students complete online credit recovery (OCR) courses and pass Regents exams. The spreadsheet is all inclusive and the driving force for what students need to graduate.</p> <p>The first complete cohort meeting is scheduled for November. The 2016 cohort counselor is hosting transcript review meetings with students and parents to discuss student’s graduation status.</p> <p>The OCR lab is up and running and available to students during lunch periods. Additionally, students are encouraged to work on OCR courses after school hours; each student in grades 9 - 12 has been provided</p>
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							<p>with a Chromebook as part of the District’s One Million Project.</p> <p>The school anticipates being able to begin to offer after school and Saturday tutoring to students beginning in December.</p> <p>Members of the ILT and departmental teams continue to participate in professional development focused on the DataWise process, and are currently consistently implementing Rolling Agendas and Meeting Norms from Step One. Anecdotal data suggests an improved use of time during these meetings as a result of using these structures. Additionally, several departments have begun to delve into Step Two - Building Assessment Literacy.</p> <p>The RCSD Instructional Framework is being utilized by teachers and is guiding the focus for administrative walk-throughs. Administrators have conducted 165 walkthroughs to date, focused on the quality of learning targets. Approximately 35% of teachers are consistently using high quality learning targets. Actionable feedback is provided to teachers after walkthroughs have been conducted. The second round of walkthroughs will focus on the evidence of learning, as related to the Instructional Framework.</p> <p>Leadership of PTECH and Edison have conducted four cohort tracking meetings. Outcomes of these meetings have included reaching to students to inform</p>
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								them of additional opportunities for credit recovery and after school tutoring opportunities.
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88 - 2019-20: 2015 Total Cohort 5-Year Grade Rate - All Students	52%	58%		Yes	See Indicator 70.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>This cohort currently has 445 students; 232 of whom have graduated; an additional 27 students is required to meet this progress target.</p> <p>See Indicator 70.</p> <p>These 27 students have been identified; some are at taking coursework at Edison, some are wrapping up courses at All City. The school will meet with colleagues at All City regarding student progress after first marking period.</p>
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120 - HS ELA All Students Performance Index	88.3	98.3		Yes	<p>The ELA team will align its instructional expectations and outcomes utilizing the recommendations and targets established by the Southern Regional Education Board report regarding quality instruction, aligned curriculum, systems of support, and leadership for continuous improvement.</p>	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>The school currently has 114 students at Level 2, 29 at Level 3 and 12 at Level 4. An additional 242 are required to score a Level 2 in order to meet this indicator.</p> <p>The baseline assessment administered to students in this cohort was a combination of NYS Regents Exam and College Board’s AP Examination. Some students they have the ability to think and respond critically to complex text. Teachers just completed the anchoring and calibration of the baseline assessment, the next steps will be to utilize the curriculum map to design a responsive instructional plan that includes strategic formative assessments to determine students' levels of mastery, as aligned with the student outcomes identified in the next common assessment.</p> <p>11th grade students are enrolled in the English III which utilizes the NYS Engage curriculum. There is one section of AP English (9 scholars). Grade 12 scholars are enrolled as follows: English IV RCSD Mosaic, African American Literature (27 students) or Women’s Literature (6) courses. Teachers for English III and English IV are veteran teachers. With the exception of one, most have taught their courses for a number of years. This is the first year of implementation of the English IV Mosaics curriculum.</p> <p>The school will continue to utilize student data profile to identify cohort 2016 and 2017 scholars to establish a baseline of achievement, track and monitor their</p>
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							<p>performance on department formative assessments to support them meeting or exceeding 65% on the NYS ELA Regents exam.</p> <p>The team is using the Data Wise process of building assessment literacy to align and inform teacher practices regarding 9-12 vertical and horizontal understanding of NYS Regent Exam expectations.</p> <p>To develop teachers' understanding of how to begin to construct feedback to students, with team leaders, teachers engaged in vertical and horizontal team anchoring, calibration and scoring of 9-12 baseline assessments.</p> <p>The school continues to offer embedded professional learning to teachers. During the first two full weeks of the school year teachers met 3x a week as a department for 45 minutes during common planning time. Per the teacher's request, this was adjusted to a 30 minute department meeting once a week and grade level team meetings 1x/wk and meeting with team leader 1x/wk as needed. Meetings focus on determining key strategies to use during instruction, such as the TEAL strategy for writing and additional strategies for vocabulary development.</p> <p>30 students have been identified for and are enrolled in AP coursework.</p>
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<p>130 - HS Math All Students</p> <p>Performance Index</p>	<p>73.3</p>	<p>81.6</p>		<p>Yes</p>	<p>The Math Department will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.</p>	<ul style="list-style-type: none"> ● Marking Period Grades ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>The school currently has 158 students at Level 2, 10 students at Level 3 and 1 student at Level 4. An additional 188 students are required to score a Level 2 in order to meet this indicator.</p> <p>All teachers have been trained how to calculate the students' performance index.</p> <p>Teachers, for each of their classes, are required to provide an analysis of their student's academic performance each marking period based on the NYS 1-4 rubric rating performance.</p> <p>A plan of action for the next marking period has been developed and implemented based on the analysis from the previous marking period.</p> <p>Common Assessments are currently being developed and administered each marking period for all courses ending in an end of year Regents exam. Results will be examined and adjustments to instruction will be made.</p> <p>The administrator in charge of the department, department team leader and appropriate counselors will identify students targeted for retaking the Geometry R and Algebra II exam in January 2020. The group, in collaboration with cohort administrators and mathematics teachers participating in the after school Regents review program, will work to ensure that</p>
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							<p>students are participating in the Regents Review program from Nov 2019 through Jan 2020.</p> <p>All students in Algebra I will take a school wide midterm in January 2020 during Regents week. The assessment will be collectively graded by the Algebra I teaching team and a comprehensive data analysis will occur for the collective student results.</p> <p>An exploration of providing a midterm assessment during Regents week for students taking Geometry R and Algebra II will occur. If feasible, midterms will be developed and administered.</p>
140 - College, Career and Civic Readiness Index	63.2	73.2		Yes	The school will increase opportunities and access to students to participate in multiple pathways leading to graduation.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	The school has created a tracking system to project which credentials that students will be graduating with.



170 - HS Chronic Absenteeism - All Students	63%	56%		No	The school will increase progress monitoring of student attendance and provide support to students and families to address barriers impeding student attendance.	<ul style="list-style-type: none"> • Average Daily Attendance Data • Home Visit Data • Chronic Absenteeism Data 	<p>The average daily attendance is 69%; PTECH is 80.7%.</p> <p>Edison Chronic Absenteeism:</p> <table border="1" data-bbox="1884 345 2470 399"> <thead> <tr> <th>Chronic Absence 10% - 19.99%</th> <th>Students</th> <th>Severe Chronic Absence 20% or Greater</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Student Detail</td> <td>242</td> <td>Student Detail</td> <td>546</td> </tr> </tbody> </table> <p>PTECH Chronic Absenteeism:</p> <table border="1" data-bbox="1884 492 2470 545"> <thead> <tr> <th>Chronic Absence 10% - 19.99%</th> <th>Students</th> <th>Severe Chronic Absence 20% or Greater</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Student Detail</td> <td>60</td> <td>Student Detail</td> <td>104</td> </tr> </tbody> </table> <p>The school has worked to ensure that students currently listed as enrolled at Edison are accounted for and attending, and has appointed a Parent Engagement Coordinator, who has taken the lead on organizing efforts to address this indicator. To date, the Attendance Team has been working with the home school assistants and ROC the Future, and conducting a weekly check-in on absent and/or chronically missing students have been determined. Enrollment has been adjusted to reflect accurate numbers.</p> <p>The Attendance Team is working weekly on identifying students who have missed 3-5-15 days of school to offer additional resources for their families in support of attending school more regularly, and will begin to provide tiered supports to students missing between 11 - 16 days of school.</p> <p>Additionally, advisory has been scheduled on a monthly basis, and the school has identified a curriculum to use for this period -"The Advisory</p>	Chronic Absence 10% - 19.99%	Students	Severe Chronic Absence 20% or Greater	Students	Student Detail	242	Student Detail	546	Chronic Absence 10% - 19.99%	Students	Severe Chronic Absence 20% or Greater	Students	Student Detail	60	Student Detail	104
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								Guide”, by Engaging Schools. Advisory took place for the first time on October 25.
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190 - HS ELP Success Ratio - All Students	.7	.9		Yes	All teachers will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments, with particular attention on best practices in instruction and assessment of ELLs.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery ● NYSESLAT scores/formative assessments on modality proficiency 	<p>ESOL teachers will provide professional development to staff on best practices in instruction and assessment of ELLs. ESOL teachers are involved in content area department meetings and are represented on the school’s Instructional Leadership Team.</p> <p>Online credit recovery (OCR) classes are being equipped with an ENL teacher to lend support to ELLs.</p> <p>ELLs will be offered expanded learning opportunities after school, Saturdays and/or during breaks, beginning in November.</p> <p>Common Assessments are in the process of being developed by the Department of Multilingual Education and will be administered.</p>
230 - HS Science All Students Performance Index	142.5	152.5		Yes	The Science Team will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>The school currently has 74 students scoring at a Level 2, 119 scoring at a Level 3 and 5 students scoring at a Level 4. The school needs an additional 364 students to score at a Level 2 in order to meet this target.</p> <p>The science department meets weekly as a large department and then twice a week in their mini-content area. Teachers have been designing common labs/activities and common assessment for Midterm.</p> <p>New Science teachers will have a mentor through the Career in Teaching program. Three Science Teachers, 1 Special Education Science Teacher. All four are receiving mentoring support.</p>



240 – HS Social Studies All Students Performance Index	122.7	132.7		Yes	Social Studies staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>The school currently has 48 students scoring at a Level 2, 81 at Level 3, and 12 at Level 4; and additional 359 students need to score at a Level 2 in order to meet this target.</p> <p>Students are following the District approved sequence. Global I; Global II; US History; Participation in Government, and Economics. Currently, Global I has the largest enrollment. All cohort 2019 and cohort 2018 are enrolled in Global I. The Cohort 2018 students took US History as 9th graders so that group is slightly out of sequence.</p> <p>Department meetings are facilitated by different teachers each week. Twice a week teachers work in grade level teams to develop common assessments. The department has embraced the DataWise/ Meeting Wise protocols. The first few meetings were used to introduce the protocols and agree to norms. The Department is starting to develop a common lesson plan format. Time is built into each meeting to discuss the common assessments that are being developed by teams of teachers. The first common assessments will be given in November. Data from assessments will be used in both full department meetings and at weekly content team meetings.</p> <p>The administrator overseeing the Social Studies Department is a former Social Studies teacher and as such, has worked on the new standards at the District and State level. The administrator has facilitated discussions about shifts in the way SS is taught.</p>
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250 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - All Students	53%	59%		Yes	All staff will increase capacity to provide rigorous, standards-based instruction through professional learning, sharing of resources, and dedicated collaborative time to review data and make adjustments.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>This cohort currently has 442 students; 258 of whom have already graduated; an additional 3 students is required to meet this progress target.</p> <p>Bi-weekly, each of the students identified will be tracked and updated with progress of program. Each student will be provided a mentor to check in with and to solicit additional support if needed.</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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.



				2 indicator, please answer yes or no below.	approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.		
2 - Plan for and Implement Community School Model	n/a	See Rubric		yes	The school will identify community assets and needs as related to providing resources to support students and families, then begin to develop a plan for implementation and progress monitoring.	Community Schools Rubric	<p>The school has established partnerships with numerous community agencies, including Catholic Family Center, Center for Youth Services, Hillside Work Scholarship, In-Control, MCC/Liberty Partnership Program, RIT Gear Up Program, Pathways to Peace, Puerto Rican Youth Development, RIT, STEP Program, Rochester Regional Health, and the YWCA.</p> <p>The school is reviewing the possibility of partnering with a community agency to lead this work, and has scheduled a visit to a community school within the RCSD to determine if the scope of services provided at that school would be appropriate to be provided at Edison.</p> <p>In the meantime, the RCSD has hired a Director of Community Schools, who is providing guidance in undertaking the first steps of community school work, including:</p> <ul style="list-style-type: none"> ● complete a needs assessment to school community ● continue outreach with community partners ● develop a process and resources for communicating and understanding the what



							<p>programs we offer as a school and the services they provide</p> <ul style="list-style-type: none"> ● ensure that all partners have the proper contract/MOA ● develop a schedule of community events ● participate in the organization and schedule of the Community Engagement Team
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 50% of Tenet 6 Phase 2 Indicators		Yes	The school will strengthen its provision of support to families and parents by expanding on Parent Center initiatives and increasing families' access to community resources.	<ul style="list-style-type: none"> ● Tenet 6 Rubric 	<p>The school has identified a designated space and resource area for parents and families to conference and meet with teachers and staff. The 2A office suite is where the Parent Center will be located so parents will have access to the Parent Liaisons, computers, books, information regarding community resources and information regarding how to assist students in attending school and supporting them in academics.</p> <p>The school has planned multiple training opportunities for parents to take part in throughout the year, including a Special Education Summit, a succession of Parent Leadership Training sessions, and summer outreach events. These activities will be led by the school's parent liaisons/home school assistants, as well as Teacher on Assignment who is charged with facilitating parent engagement.</p>
65 - 2019-20: 2019 Total Cohort (9th Graders) with 5 or More Credits	50%	56%		Yes	See Indicator 70.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers 	The counselors for Edison Cohort 2019 students have reviewed every student's grades at the 5-week mark of the first marking period. Students who are at risk of failing have had individual meetings with counselor to see what supports are needed. Families



						<ul style="list-style-type: none"> ● Common Formative Assessments ● January 2019 Regents Results ● Credit recovery/learning recovery 	<p>of at-risk students have been contacted by phone to engage in conversations about student progress.</p> <p>This is the first marking period in high school for Cohort 2019 students; each student will be assessed after the first marking period and interventions such as marking period recovery will be assigned.</p>
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	See Rubric		Yes	ELT Rubric	<ul style="list-style-type: none"> ● Average Daily Attendance at Expanded Learning Opportunity Programs ● Cohort Tracking ● Regents Results 	<p>Edison’s regular school day, operating from 7:30am - 2:30pm, offers an additional 1.5 hours of instruction beyond the SED requirements of 5.5 hours per day. Extra instructional time offers both intervention and acceleration-based opportunities to students. Enrichments in the form of clubs and sports are underway and well attended.</p> <p>The school anticipates beginning to offer after school and/or Saturday tutoring at the beginning of December.</p>
251 - 2019-20: 2014 Total Cohort 6-Year Grad Rate - SWD	26%	32%		Yes	The staff will increase the progress monitoring of this cohort of students, ensuring that students identified as off-track are provided with interventions immediately.	<ul style="list-style-type: none"> ● Marking Period Grades <ul style="list-style-type: none"> ● 5-Week Grades ● Attendance at Regents Prep After School ● Cohort Tracking Meetings with Teachers ● Common Formative Assessments ● January 2019 Regents Results 	<p>This cohort subgroup currently has 92 students; 23 of whom have already graduated; an additional 7 students is required to meet this progress target.</p> <p>Administrators with the assistance of our home school assistants are identifying the 7 students needed to fulfill this particular indicator.</p>



						<ul style="list-style-type: none"> ● Credit recovery/learning recovery 		
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)

<u>Key Strategies</u>			
<ul style="list-style-type: none"> ● Do not repeat strategies described in Parts I and II. ● If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. ● Every school must discuss the use of technology in the classroom to deliver instruction. 			
	List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction		<p>Chrome books were delivered to 80% of Edison’s student population for use in the classroom and at home.</p> <p>Teachers have been provided Professional Development on Google classroom and other resources to best utilize the chromebooks.</p>
2.	PTECH and NYSAA Collaboration		The Edison Tech Principal and the PTECH Director conduct weekly collegial meetings to discuss building wide collaboration and building expectations.



			<p>PTECH and NYSAA are program schools in which students are dually enrolled in Edison and the program; their performance is included within Edison’s accountability designations. Such as, Edison leadership and PTECH/NYSAA leadership work closely to ensure that systems and structures are consistent through the programs and that all stakeholders participate together in the review of data.</p> <p>Stakeholders from both programs participate on Edison’s Community Engagement Team and will meet monthly with the school’s ILT and administrative team to progress monitor.</p>		
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	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	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

<i>Community Engagement Team (CET)</i>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>The Community Engagement Team meetings continue to take place on the second and fourth Wednesday of each month.</p> <p>Edison will host its next CET meeting on 11/13/19. Agenda items for this meeting include the school’s progress towards its indicators, identification of indicators needing additional supports, and brainstorming of ways to meet needs as identified through this process.</p> <p>Recruitment of CET members continues this year so that all constituents can be represented.</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/52287</p>



<u>Powers of the Receiver</u>			
Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> • Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. • Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. • Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. • The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. • Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
Green	Yellow	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> .	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 – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	This school does not currently receive Community School Grant funds.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: <ol style="list-style-type: none"> 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) 	This school does not currently receive Community School Grant funds.



Written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	This school does not currently receive Community School Grant funds.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	This school does not currently receive Community School Grant funds.
Steering Committee (challenges, meetings held, accomplishments)	This school does not currently receive Community School Grant funds.
Feeder School Services (specific services offered and impact)	This school does not currently receive Community School Grant funds.
Community School Site Coordinator (accomplishments and challenges)	This school does not currently receive Community School Grant funds.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	This school does not currently receive Community School Grant funds.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	This school does not currently receive Community School Grant funds.

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.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<i>Budget Analysis</i>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:	n/a	n/a



	n/a	n/a
CSG:	n/a	n/a

Part VII: *Best Practices (Optional)*

<p><i>Best Practices</i> 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. 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 the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. The school is beginning to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	
2.	
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): Terry J. Dade, Superintendent
Signature of Receiver: Terry J. Dade (S.D.)
Date: October 31, 2019

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 the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

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



Part VIII – 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): _____
Signature of Receiver: _____
Date: _____

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 the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): LaCassa Felton
Signature of CET Representative: LaCassa Felton
Date: 10/29/19