

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			
Integrated Arts and Technology High School	2616000101	Rochester City School District		Check which plan below applies:			
				SIG X			SCEP
				Cohort (6 or 7): Cohort: SIG 7 Grant			
				Model: Evidence Based (ISA-Institute Student)			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Terry Dade	Richard Smith, Principal IAT	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i> Dr. Carmine Peluso, <i>School Chief</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Dan Hurley, <i>Director of School Turnaround</i>		7-12	17%	26.3%	823
	Appointment Date: June 2019						

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.

IATHS has focused on communicating and building a deeper understanding of the Level 1 and Level 2 indicators amongst the school community, building staff awareness and knowledge of current areas of needs. We also developed an IATHS Dashboard, summarizing each indicator and have created sub-task teams assigned to Demonstrable Indicators to offer a focused and shared accountability approach



towards success within each indicator. Data was collected, shared and actionable items were developed in support of this work. We are developing systems to ensure data collection, timelines and actionable items as we move towards success in each Demonstrable Indicator.

We continue to focus on the RCSD Instructional framework as a foundation to teaching and learning expectations. We have structured our collaboration with the Institute for Student Achievement (ISA) Coaching staff through implementation of weekly Instructional Leadership Team Meetings (ILT), Google Drive document sharing and tracking the coaches' work with teachers. The ILT and ISA team are completing a data dive into NYS and NWEA Data Gap Analysis, student performance and Regents Exams to better understand and identify our areas of need to drive instructional changes.

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	.5	.3		Yes	<ul style="list-style-type: none">• Two full time social worker• Student Support Services Coordinator (SSSC)• ISA Coach• CFY/Help Zone visits• BIP Data	<ul style="list-style-type: none">• Help Zone data sheet• IEP Direct	<ul style="list-style-type: none">• 56 Non-SSEC Suspensions• 2 VADIR Incidents (assault and material/bullying/harassment.• 5 Long Term Suspensions• Currently have two Social Workers, 3rd Social Worker to be hired to support Social Emotional needs of students• Help Zone number of participants per subgroup<ul style="list-style-type: none">○ Risk Reduction Services : Individual 120 and Groups 40○ Restorative Peace Circles 37○ Mediations 12• Review data from Help Zone using student list by grade level



							<p>to share with Administrators and Instructional Leadership Team(ILT) for Bi-Weekly Review. Students will be assigned a buddy teacher/counselor (Advisory Teacher) to further support their Social Emotional Needs. Administrators will use this information when conferencing with parents to assist in developing supports for students</p> <ul style="list-style-type: none">• We currently have 5 students with BIPs, all plans are updated every 4 weeks
67 - 2018-19: 2018 Total Cohort (10th Graders) Passing Math Regents	47%	53%		Yes	<ul style="list-style-type: none">• 5-Week Grades• Credit Recovery, started 10/15• Dual Enrollments• ISA Coach• ILT Meetings	<ul style="list-style-type: none">• PowerSchool current grade analysis• PowerSchool Dual Enrollment• Data Notebook	<ul style="list-style-type: none">• 137 of 163 students in this group are enrolled in classes. 26 are No Shows or Dual Enrollments., Referrals have been filled out to further investigate enrollment in other schools.• 6/17 students passing Algebra I and II• 17/49 students passing Algebra Geometry Blend: these students will sit for Regents in January• 26/31 students passing Geometry R class <p>For all Demonstrable Indicators:</p> <ul style="list-style-type: none">• Grade Level Meetings once a week to focus on:<ul style="list-style-type: none">○ Development and implementation of Common Formative Assessments 1 time a marking period



						<ul style="list-style-type: none">○ Review student NYS, NWEA 5 week grades, Common Formative Assessment Data and Attendance○ Areas of need will be determined for Tier I Instruction, Differentiation and Individualized supports.○ Parent contact to develop interventions.○ Student Conferencing will take place in Advisory.● Instructional Leadership Team (ILT) meet twice a week and Institute of Student Achievement (ISA) meet weekly to focus on:<ul style="list-style-type: none">○ Development and implementation of “Fast Five” assessment, every 3 weeks consisting of 3 Multiple Choice and 2 Short Answer questions in Google Form.○ Development and implementation of Common Formative Assessments 1 time a marking period○ Data will then be analyzed to drive instructional changes and development of AIS/RtI plans○ Areas of need will be determined for Tier I
--	--	--	--	--	--	--



							<p>Instruction, Differentiation and Individualized supports</p> <ul style="list-style-type: none">○ Analyze data of failing students to determined for Tier I Instruction, Differentiation and Individualized supports○ Review ISA Coaches’ log to determine targeted areas of need <ul style="list-style-type: none">● Set and share due dates for entry of grades into PowerSchool● Cohort Tracking Meetings with Teachers to develop targeted recruitment list of students for Credit Recovery, Regents Prep After School, Tutoring, etc.● Review Walk Through data for RCSD Instructional Framework elements.● Dual Enrollments: analyze data of students to determine current grades and needs:<ul style="list-style-type: none">● All City High 35● Bilingual Spanish Academy 10● Pathways to Technology 1● RIA 26● Young Mothers 10● Determine counselors for dually enrolled students at Program School for collaboration on grades, attendance and implementing supports for students.
--	--	--	--	--	--	--	--



							<ul style="list-style-type: none"> Use data to develop topics for Professional Learning Opportunities such as; RCSD Instructional Framework, understanding and responding to Demonstrable Indicators, and meeting all students' needs through rigorous Tier 1 instruction, differentiation and AIS/RtI Learning Plans.
69 - 2018-19: 2017 Total Cohort (11th Graders) Passing ELA Regents	31%	37%		Yes	<ul style="list-style-type: none"> 5-Week Grades Credit Recovery, started 10/15 Dual Enrollments ISA Coach ILT Meetings 	<ul style="list-style-type: none"> PowerSchool current grade analysis PowerSchool Dual Enrollment Data Notebook 	<ul style="list-style-type: none"> 110 out of 138 students in this group are enrolled in classes. 28 students are either No Shows (referrals have been filled out to further investigate) or Dually Enrolled Program Schools. Utilize CEA strategy in all classes Review of 11th grade benchmark exam results. See DI 67
70 - 2018-19: 2016 Total Cohort 4-Year Grad Rate - All Students	63%	67%		yes	<ul style="list-style-type: none"> 5-Week Grades Credit Recovery, started 10/15 Dual Enrollments ISA Coach ILT Meetings 	Spa Data	<ul style="list-style-type: none"> 82 of 144 students in this group are enrolled in IATHS classes working towards graduation. 30 are enrolled dually in Program Schools working towards graduation. 16 are inactive, 3 are late/summer graduates, 6 have left the school district, and the remaining are dropped or moved. 96 are currently on track to graduate. See DI 67



100 - 3 - 8 ELA All Students Core Subject Performance Index	40.5	50.5		yes	<ul style="list-style-type: none">● Restructure 7th/8th Grade to provide block scheduling● Instructional Leadership Team● Targeted interventions based on NWEA and NYS data● 5 week student performance review, calls home and proposed interventions (did Groff get charts)● ELA AIS with data driven interventions● Extended Day Learning● Development of Professional Learning Opportunities	<ul style="list-style-type: none">● NWEA Fall● NYS 18/19 Data	<p>Based on the 2018-19 ELA Results we need to increase Level 2 by 114 students for a total of 161. We utilize NYS/NWEA Intensity Data provided to drive instructional changes for Differentiation and RtI/AIS.</p> <table><tr><td colspan="6">NWEA Fall: Projected Proficiency Summary Report</td></tr><tr><td></td><td>Student Count</td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>7th grade</td><td>136</td><td>109</td><td>22</td><td>4</td><td>1</td></tr><tr><td>8th Grade</td><td>107</td><td>84</td><td>18</td><td>4</td><td>1</td></tr><tr><td>Total</td><td>243</td><td>193</td><td>40</td><td>8</td><td>2</td></tr></table> <table><tr><td colspan="5">NYS ELA 18-19</td></tr><tr><td></td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>7th/8th Grade</td><td>151</td><td>47</td><td>10</td><td>2</td></tr></table> <table><tr><td>AIS by Intensity</td><td>Level 1</td><td>High 1</td><td>Level 2</td><td>High 2</td><td>Level 3</td></tr><tr><td>7th Grade</td><td>23</td><td>75</td><td>20</td><td>6</td><td>10</td></tr><tr><td>8th Grade</td><td>30</td><td>52</td><td>21</td><td>3</td><td>3</td></tr></table> <ul style="list-style-type: none">● 7th/8th schedules to be changed to block schedule to accommodate additional staff supports for RtI/AIS with individualized learning plans● 79% of students were tested for NWEA. Moving forward we will utilize NWEA Reports to determine students tested/not tested to monitor participation and increase the number of students tested.● Review Gap Analysis for NWEA and NYS testing to determine areas to drive instructional changes.	NWEA Fall: Projected Proficiency Summary Report							Student Count	Level 1	Level 2	Level 3	Level 4	7th grade	136	109	22	4	1	8th Grade	107	84	18	4	1	Total	243	193	40	8	2	NYS ELA 18-19						Level 1	Level 2	Level 3	Level 4	7th/8th Grade	151	47	10	2	AIS by Intensity	Level 1	High 1	Level 2	High 2	Level 3	7th Grade	23	75	20	6	10	8th Grade	30	52	21	3	3
NWEA Fall: Projected Proficiency Summary Report																																																																						
	Student Count	Level 1	Level 2	Level 3	Level 4																																																																	
7th grade	136	109	22	4	1																																																																	
8th Grade	107	84	18	4	1																																																																	
Total	243	193	40	8	2																																																																	
NYS ELA 18-19																																																																						
	Level 1	Level 2	Level 3	Level 4																																																																		
7th/8th Grade	151	47	10	2																																																																		
AIS by Intensity	Level 1	High 1	Level 2	High 2	Level 3																																																																	
7th Grade	23	75	20	6	10																																																																	
8th Grade	30	52	21	3	3																																																																	



							<ul style="list-style-type: none">Review of NWEA Class Report and Student Profile Report to analyze class needs by instructional area and gain insights into what students are ready to learn to drive instructional changes and develop individual learning plans.Implement NWEA Professional Learning Opportunities on understanding NWEA reports and using data to drive instructional changesReview AIS by Intensity List to develop targeted supports for students.See DI 67																																													
110 - 3 - 8 Math All Students Core Subject Performance Index	17.9	27.9		yes	<ul style="list-style-type: none">Restructure 7th Grade to provide block scheduling and targeted interventionsInstructional Leadership TeamTargeted interventions based on NWEA and NYS data5 week student performance review, calls home and proposed interventionsELA AIS with data driven interventionsExtended Day Learning	<ul style="list-style-type: none">NWEA FallNYS 18/19 Data	<p>Based on the 2018-19 ELA Results we need to increase Level 2 by 51 students for a total of 89. We utilize NYS/NWEA Intensity Data provided to drive instructional changes for Differentiation and RtI/AIS.</p> <table><tr><td colspan="6">NWEA Fall: Projected Proficiency Summary Report</td></tr><tr><td></td><td>Student Count</td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>7th grade</td><td>146</td><td>128</td><td>17</td><td>1</td><td>0</td></tr><tr><td>8th Grade</td><td>112</td><td>95</td><td>15</td><td>2</td><td>0</td></tr><tr><td>Total</td><td>258</td><td>223</td><td>32</td><td>3</td><td>0</td></tr></table> <table><tr><td colspan="5">NYS ELA 18-19</td></tr><tr><td></td><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 4</td></tr><tr><td>7/th/8th Grade</td><td>151</td><td>47</td><td>10</td><td>2</td></tr></table>	NWEA Fall: Projected Proficiency Summary Report							Student Count	Level 1	Level 2	Level 3	Level 4	7th grade	146	128	17	1	0	8th Grade	112	95	15	2	0	Total	258	223	32	3	0	NYS ELA 18-19						Level 1	Level 2	Level 3	Level 4	7/th/8th Grade	151	47	10	2
NWEA Fall: Projected Proficiency Summary Report																																																				
	Student Count	Level 1	Level 2	Level 3	Level 4																																															
7th grade	146	128	17	1	0																																															
8th Grade	112	95	15	2	0																																															
Total	258	223	32	3	0																																															
NYS ELA 18-19																																																				
	Level 1	Level 2	Level 3	Level 4																																																
7/th/8th Grade	151	47	10	2																																																



Receivership Quarterly Report–1ST Quarter
July 1, 2019-October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

							<table><tr><th>AIS by Intensity</th><th>Level 1</th><th>High 1</th><th>Level 2</th><th>High 2</th><th>Level 3</th><th>Level 4</th><th>TOTAL</th></tr><tr><td>7th Grade</td><td>33</td><td>67</td><td>22</td><td>3</td><td>9</td><td>2</td><td>136</td></tr><tr><td>8th Grade</td><td>19</td><td>63</td><td>15</td><td>3</td><td>8</td><td>0</td><td>108</td></tr></table>	AIS by Intensity	Level 1	High 1	Level 2	High 2	Level 3	Level 4	TOTAL	7th Grade	33	67	22	3	9	2	136	8th Grade	19	63	15	3	8	0	108
AIS by Intensity	Level 1	High 1	Level 2	High 2	Level 3	Level 4	TOTAL																								
7th Grade	33	67	22	3	9	2	136																								
8th Grade	19	63	15	3	8	0	108																								
120 - HS 2016 ELA All Students	90.3	100.3		Yes	<ul style="list-style-type: none">5-Week GradesCredit Recovery, started 10/15	<ul style="list-style-type: none">PowerSchool current grade analysis	<ul style="list-style-type: none">7th/8th schedules to be changed to block schedule to accommodate additional staff supports for RtI/AIS with individualized learning plans84% of students were tested for NWEA. Moving forward we will utilize NWEA Reports to determine students tested/not tested to monitor participation and increase the number of students tested.Review Gap Analysis for NWEA and NYS testing to determine areas to drive instructional changes.Review of NWEA Class Report and Student Profile Report to analyze class needs by instructional area and gain insights into what students are ready to learn to drive instructional changes and develop individual learning plans.Review AIS by Intensity List to develop targeted supports for students.See DI 67																								



Performance Index					<ul style="list-style-type: none"> • Dual Enrollments • Reading/Writing Support Teacher • ISA Coach • ILT Meetings 	<ul style="list-style-type: none"> • PowerSchool Dual Enrollment • Data Notebook 	<ul style="list-style-type: none"> • See DI 70 for more data • We need 33 students at a Level 2 to meet our goal. • 32 Students are passing English IV • See DI 67
130 - HS 2016 Math All Students Performance Index	57.3	67.3		Yes	<ul style="list-style-type: none"> • 5-Week Grades • Credit Recovery, started 10/15 • Dual Enrollments • ISA Coach • ILT Meetings 	<ul style="list-style-type: none"> • PowerSchool current grade analysis • PowerSchool Dual Enrollment • Data Notebook 	<ul style="list-style-type: none"> • We need 12 students at a Level 2 to meet this goal. • 82 of 144 students in this group are enrolled in IATHS classes working towards graduation. • 30 are enrolled dually in Program Schools • 18 are inactive and the remaining are either dropped, moved Out of District or State or graduated. • 5 Students are passing Geometry • See DI 67
140 - College, Career and Civic Readiness Index	60.3	70.3		Yes	<ul style="list-style-type: none"> • SAT/PSAT • Reviewed AP Enrollment/Results • 100% of students in all grades participate in Advisory and participate in; Naviance, college preparedness and scholarship assistance. 	<ul style="list-style-type: none"> • PowerSchool current grade analysis 	<ul style="list-style-type: none"> • 134 students took PSAT • 45 students took SAT • AP Enrollment/Results <ul style="list-style-type: none"> ○ AP World History, 4/13 passing ○ AP Eng. Lit. & Comp, 8/9 passing ○ AP Eng. Lit 19/22 ○ Pre-AP World History 18/24 passing • Develop a system with timelines identify students for AP courses. • Evaluate Internships through student interviews determining areas of need for college and career readiness.



							<ul style="list-style-type: none">● Implement Skills USA for CFM and 12th grade students to earn CDOS credits.● Develop and implement Student Government to enhance student voice and leadership skills● Schedule College visits● Career in Construction field study with 30 students● Arc & Flame field study● Professional Drivers Institute for CDL B license● HVAC Program with MCC collaboration● Research Job Shadowing opportunities● Social Media (IAT website, Facebook) systems will be established to communicate College and Career Opportunities.● Advisory November Focus on College and Career Readiness.																		
150 - Grades 4 and 8 Science All Students Core Subject Performance Index	75.5	85.5		Yes	<ul style="list-style-type: none">● Instructional Leadership Team● Targeted interventions based on NYS data● 5 week student performance review, calls home and proposed interventions● ELA AIS with data driven interventions● Extended Day Learning	<ul style="list-style-type: none">● NYS 18/19 Data	<table><tr><th colspan="6">2018-2019</th></tr><tr><th>L 1</th><th>L 2</th><th>L 3</th><th>L 4</th><th>L 2-4</th><th>L 3&4</th></tr><tr><td>62.7%</td><td>33.3%</td><td>3.9%</td><td>0.0%</td><td>37.3%</td><td>3.9%</td></tr></table> <ul style="list-style-type: none">● Implement NWEA Science (TBD by funding from OSI for all receivership schools):<ul style="list-style-type: none">○ utilize NWEA Reports to determine students tested/not	2018-2019						L 1	L 2	L 3	L 4	L 2-4	L 3&4	62.7%	33.3%	3.9%	0.0%	37.3%	3.9%
2018-2019																									
L 1	L 2	L 3	L 4	L 2-4	L 3&4																				
62.7%	33.3%	3.9%	0.0%	37.3%	3.9%																				



							<div>tested to monitor participation and increase the number of students tested.</div> <div><ul style="list-style-type: none">7th/8th schedules to be changed to block schedule to accommodate additional staff supports for RtI/AIS with individualized learning plansReview AIS by Intensity List to develop targeted supports for students.See DI 67</div>																
160 - 3 - 8 Chronic Absenteeism - All Students	53%	46%		Yes	<div><ul style="list-style-type: none">Reviewed individual student attendance to identify causes, made parent contacts and proposed interventions.Attendance Team identifying and review non-attenders by grade levelHome Visits and phone calls home.Developed Grade Level Incentives for attendance.Bi-Monthly FACT Team Collaboration with Attendance TeamCommunity Agency Collaboration for Individual Students</div>	<div><ul style="list-style-type: none">SPA Data 10% and 20% Chronic Absenteeism ReportPowerSchool Daily Absent/ADA Summary TotalsIndividual Student Data review and develop plans</div>	<div><div>Chronic Absence (10% - 19.99%)</div><table><tr><th>Grade</th><th>Students</th></tr><tr><td>7</td><td>39</td></tr><tr><td>8</td><td>25</td></tr><tr><td>Total</td><td>64</td></tr></table></div> <div><div>Severe Chronic Absence (20% or Greater)</div><table><tr><th>Grade</th><th>Students</th></tr><tr><td>7</td><td>24</td></tr><tr><td>8</td><td>34</td></tr><tr><td>Total</td><td>58</td></tr></table></div> <div><ul style="list-style-type: none">Non-attender list is being followed up by Counselors, Wellness Coordinator, and Home School Assistants to determine status of individuals.146 students max to remain at our under target.</div>	Grade	Students	7	39	8	25	Total	64	Grade	Students	7	24	8	34	Total	58
Grade	Students																						
7	39																						
8	25																						
Total	64																						
Grade	Students																						
7	24																						
8	34																						
Total	58																						



							<ul style="list-style-type: none">PowerSchool Attend Action Codes and Filters for reports are being updated so data can be captured and data driven decisions can be made.PowerSchool adjustments are being made to capture data for FACT Team and Community Agency Collaboration can be captured and data driven decisions can be made.Collaboration with program School (RIA, ACH) for attendance monitoringGrade level review of Bi-Weekly Attendance Count Report, noting attendance by periods, highlighting students who are skipping periods and developing interventions.Advisory attendance/academic student conferencing (4 times per quarter) to review grades and attendance to track trends and set student goals.												
170 - HS Chronic Absenteeism - All Students	59%	53%		Yes	<ul style="list-style-type: none">Reviewed individual student attendance to identify causes, made parent contacts and proposed interventions.Attendance Team identifying and review non-attenders by grade levelHome Visits and phone calls home.	<ul style="list-style-type: none">SPA Data 10% and 20% Chronic Absenteeism ReportPowerSchool Daily Absent/ADA Summary TotalsIndividual Student Data review and develop plans	<div>Chronic Absence (10% - 19.99%)</div> <table><tr><th>Grade</th><th>Students</th></tr><tr><td>9</td><td>50</td></tr><tr><td>10</td><td>23</td></tr><tr><td>11</td><td>14</td></tr><tr><td>12</td><td>10</td></tr><tr><td>Total</td><td>97</td></tr></table>	Grade	Students	9	50	10	23	11	14	12	10	Total	97
Grade	Students																		
9	50																		
10	23																		
11	14																		
12	10																		
Total	97																		



				<ul style="list-style-type: none">• Developed Grade Level Incentives for attendance.• Bi-Monthly FACT Team Collaboration with Attendance Team• Community Agency Collaboration for Individual Students		<p>Severe Chronic Absence (20% or Greater)</p> <table><tr><th>Grade</th><th>Students</th></tr><tr><td>9</td><td>112</td></tr><tr><td>10</td><td>28</td></tr><tr><td>11</td><td>19</td></tr><tr><td>12</td><td>20</td></tr><tr><td>Total</td><td>179</td></tr></table> <ul style="list-style-type: none">• Non-attender list is being followed up by Counselors, Wellness Coordinator, and Home School Assistants to determine status of individuals.• 9th Graders are compiled of<ul style="list-style-type: none">○ 2016 Cohort has 16 active students○ 2017 Cohort has 52 active students○ 2018 Cohort has 163 active students. We will focus on the 2018 Cohort by printing out a list of students, assigning those students to counselors, administrators and community support staff.• We have parent meetings, run around sheets, social worker collaboration,community agency collaboration.• PowerSchool Attend Action Codes and Filters for reports are	Grade	Students	9	112	10	28	11	19	12	20	Total	179
Grade	Students																	
9	112																	
10	28																	
11	19																	
12	20																	
Total	179																	



							<p>being updated so data can be captured and data driven decisions can be made.</p> <ul style="list-style-type: none">● PowerSchool adjustments are being made to capture data for FACT Team and Community Agency Collaboration can be captured and data driven decisions can be made.● Advisory attendance/academic student conferencing (4 times per quarter) to review grades and attendance to track trends and set student goals.● Grade level review of Bi-Weekly Attendance Count Report, noting attendance by periods, highlighting students who are skipping periods and developing interventions.																																								
180 - 3 - 8 ELP Success Ratio - All Students	.6	.8		Yes	<ul style="list-style-type: none">● 5 - week grades● Credit Recovery	<ul style="list-style-type: none">● PowerSchool● NYSESLAT Data	<table><tr><th>Grade Level When Tested</th><th>Entering</th><th>Emerging</th><th>Transitioning</th><th>Expanding</th></tr><tr><td>Grade 6</td><td>1</td><td>3</td><td>6</td><td>8</td></tr><tr><td>Grade 7</td><td>0</td><td>3</td><td>5</td><td>4</td></tr><tr><td>Grade 8</td><td>0</td><td>7</td><td>8</td><td>16</td></tr><tr><td>Grade 9</td><td>0</td><td>3</td><td>11</td><td>18</td></tr><tr><td>Grade 10</td><td>0</td><td>0</td><td>2</td><td>6</td></tr><tr><td>Grade 11</td><td>0</td><td>1</td><td>2</td><td>4</td></tr><tr><td>Grand Total</td><td>1</td><td>17</td><td>34</td><td>56</td></tr></table> <ul style="list-style-type: none">● 10 out of 23 7th Grade students are passing Eng AIS● 23 out of 30 7th Grade students are passing Eng 7● 12 out of 20 8th Grade students are passing Eng AIS● 10 out of 17 8th Grade students are passing Eng 8	Grade Level When Tested	Entering	Emerging	Transitioning	Expanding	Grade 6	1	3	6	8	Grade 7	0	3	5	4	Grade 8	0	7	8	16	Grade 9	0	3	11	18	Grade 10	0	0	2	6	Grade 11	0	1	2	4	Grand Total	1	17	34	56
Grade Level When Tested	Entering	Emerging	Transitioning	Expanding																																											
Grade 6	1	3	6	8																																											
Grade 7	0	3	5	4																																											
Grade 8	0	7	8	16																																											
Grade 9	0	3	11	18																																											
Grade 10	0	0	2	6																																											
Grade 11	0	1	2	4																																											
Grand Total	1	17	34	56																																											



						<ul style="list-style-type: none">• ENL Teachers currently provide; glossaries in their native language, use extensive graphic organizers, sentence starters, cooperative learning and incorporate share, shared-to-guided, and guided reading to mention a few.• Analyze data of failing students to drive instructional changes and supports.• Determine students for Credit Recovery• Professional Development for teacher strategies for all content area teachers in collaboration with ELL Teachers• Review Walk Through data for Rigorous Tier I differentiated instruction• Review Gap Analysis for NWEA and NYS testing to determine areas to drive instructional changes.• Review of NWEA Class Report and Student Profile Report to analyse class needs by instructional area and gain insights into what students are ready to learn to drive instructional changes and develop individual learning plans.• See DI 67
--	--	--	--	--	--	--



Receivership Quarterly Report–1ST Quarter
July 1, 2019-October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

190 - HS ELP Success Ratio - All Students	.7	.9		Yes	<ul style="list-style-type: none">5 - week gradesCredit Recovery	<ul style="list-style-type: none">PowerSchoolNYSESLAT Data	<table><tr><th>Grade Level When Tested</th><th>Entering</th><th>Emerging</th><th>Transitioning</th><th>Expanding</th></tr><tr><td>Grade 6</td><td>1</td><td>3</td><td>6</td><td>8</td></tr><tr><td>Grade 7</td><td>0</td><td>3</td><td>5</td><td>4</td></tr><tr><td>Grade 8</td><td>0</td><td>7</td><td>8</td><td>16</td></tr><tr><td>Grade 9</td><td>0</td><td>3</td><td>11</td><td>18</td></tr><tr><td>Grade 10</td><td>0</td><td>0</td><td>2</td><td>6</td></tr><tr><td>Grade 11</td><td>0</td><td>1</td><td>2</td><td>4</td></tr><tr><td>Grand Total</td><td>1</td><td>17</td><td>34</td><td>56</td></tr></table> <ul style="list-style-type: none">19 out of 41 HS students are passing ELA Lab68 out of 131 HS students are passing English IAnalyze data of failing students to drive instructional changes and supports.Determine students for Credit RecoverySee DI 67	Grade Level When Tested	Entering	Emerging	Transitioning	Expanding	Grade 6	1	3	6	8	Grade 7	0	3	5	4	Grade 8	0	7	8	16	Grade 9	0	3	11	18	Grade 10	0	0	2	6	Grade 11	0	1	2	4	Grand Total	1	17	34	56
Grade Level When Tested	Entering	Emerging	Transitioning	Expanding																																											
Grade 6	1	3	6	8																																											
Grade 7	0	3	5	4																																											
Grade 8	0	7	8	16																																											
Grade 9	0	3	11	18																																											
Grade 10	0	0	2	6																																											
Grade 11	0	1	2	4																																											
Grand Total	1	17	34	56																																											
230 - HS 2016 Science All Students Performance Index	121.4	131.4		Yes	<ul style="list-style-type: none">5-Week GradesCredit Recovery, started 10/15Dual EnrollmentsISA CoachesILT meetingsCohort Analysis	<ul style="list-style-type: none">PowerSchool current grade analysisPowerSchool Dual EnrollmentData Notebook	<ul style="list-style-type: none">82 of 144 students in this group are enrolled in IATHS classes.See DI 70 for more dataWe need 51 students at a Level 2 to meet goal.We have three Science Vacancies46 students have not taken the Living Environment exam. We will print out their names, provide RtI/AIS support and after school tutoring. 82 of 144 students in this group are enrolled in IATHS classes working towards graduation.30 are enrolled dually in Program Schools18 are inactive and the remaining are either dropped, moved Out of District or State or graduated.																																								



							<ul style="list-style-type: none"> • 24 students have not taken the Earth Science exam. We will print out their names, provide RtI/AIS support and after school tutoring. • 1 Student passing Chemistry R • 3 Students passing Earth Science • 4 Students passing Living Environment • 7 Students passing Physics R • See DI 67.
240 - HS 2016 Social Studies All Students Performance Index	122.8	132.8		Yes	<ul style="list-style-type: none"> • 5-Week Grades • Credit Recovery, started 10/15 • Dual Enrollments • ISA Coaches • ILT meetings 	<ul style="list-style-type: none"> • PowerSchool current grade analysis • PowerSchool Dual Enrollment • Data Notebook 	<ul style="list-style-type: none"> • 82 of 144 students in this group are enrolled in IATHS classes. • See DI 70 for more data • We need 39 students at a Level 2 to meet this indicator. • We will review the number of students who have failed the Global and US History exams and provide RtI/AIS support and after school tutoring. • Review NYS SS Gap Analysis for writing and how that correlates to written expression scores. • Review New US Regents Exam framework to inform instruction and to build Common Formative Assessments to identify skills needed to be successful • Use CEA strategy to improve Written Expression scores. • See DI 67



Receivership Quarterly Report–1ST Quarter
July 1, 2019-October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

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 – 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 2 indicator, please answer yes or no below.	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 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) which demonstrate impact towards meeting the target.
2 - Plan for and Implement Community School Model	n/a	CSM Rubric		Yes			<ul style="list-style-type: none"> • Current Partnerships; Institute of Student Achievement (ISA), Pencils & Papers, RIT College, Rotary • Rubric Progress Stakeholders: 8 out of 15 • The rest is in progress
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		Yes	<ul style="list-style-type: none"> • Open House • Parent Teacher Conferences • Senior Parent Night • Senior Haunted Hayride • Student Parent Orientation 	<ul style="list-style-type: none"> • Sign in sheets 	<ul style="list-style-type: none"> • Tenet 6: <ul style="list-style-type: none"> ○ Phase 1: 16 out of 21 completed ○ Phase 2: 14 out of 24 completed ○ Phase 3: 6 out of 16 completed • 59 Open House participants • 45 Participants for Student Parent Orientation



							<ul style="list-style-type: none"> • 15 Senior Parent Night participants • 27 participants for Senior Haunted Hayride • Robo-Calls/Emails translated • Translators here for events • Social Media (IAT website, Facebook) systems will be established to increase communication with our families and community.
65 - 2018-19: 2019 Total Cohort (9th Graders) with 5 or More Credits	47%	53%		Yes	<ul style="list-style-type: none"> • Review 5 Week Grade • Credit Recovery • NWEA Data 	<ul style="list-style-type: none"> • PowerSchool current grade analysis • PowerSchool Dual Enrollment • Data Notebook 	<ul style="list-style-type: none"> • 82 of 144 students in this group are enrolled in IATHS classes. • See DI 70 for more data • Student passing by core content area <ul style="list-style-type: none"> ○ Algebra Math Lab 67 ○ ELA LAb 21 ○ Algebra I R 53 ○ Earth Science 10 ○ English 1 42 ○ Environmental Science 29 ○ Geometry R 18 ○ Global History 40 ○ Living Environment 49 ○ Pre-AP World History 18 • See DI 67
66 - 2019-20: 2018 Total	56%	62%		Yes	<ul style="list-style-type: none"> • Review 5 Week Grade • Credit Recovery 	<ul style="list-style-type: none"> • PowerSchool current grade analysis 	<ul style="list-style-type: none"> • 137 out of 163 students in this group are enrolled in



Cohort (10th Graders) with 5 or more credits					<ul style="list-style-type: none"> NWEA Data 	<ul style="list-style-type: none"> PowerSchool Dual Enrollment Data Notebook 	<p>classes to put them on track for receiving 5 credits this year.</p> <ul style="list-style-type: none"> Student passing by core content area <ul style="list-style-type: none"> Algebra 1/II R 9 Algebra/Geo Blend, 18, will sit in January for Regents if they pass they and have 4 to 4.5 credits, it will bring 11 9th graders to over 5 credits and place them as a 10th graders. See DI 67
68 - 2019-20: 2017 Total Cohort (11th Graders) with 5 or more credits	42%	48%		Yes	<ul style="list-style-type: none"> Review 5 Week Grade Credit Recovery NWEA Data 	<ul style="list-style-type: none"> PowerSchool current grade analysis PowerSchool Dual Enrollment Data Notebook 	<ul style="list-style-type: none"> 110 out of 138 students in this group are enrolled in classes 28 students are No Shows (referrals have been filled out to further investigate) or Dually Enrolled Program Schools. Student passing by core content area <ul style="list-style-type: none"> Algebra 2: 15/46 Algebra I/II R: 3/7 Algebra-Geo: 4/19 AP English Lang. & Comp: 11/13 Chemistry R: 5/7 Chemistry G: 3/20 Earth Science: 5/19 Eng. I/II: 0/2 English III: 11/62



							<ul style="list-style-type: none"> ○ Geometry: 18/19 ○ Global History/Geo: 9/29 ○ Living Environment: 4/17 ○ Physics R: 11/11 ○ Pre Cal: 6/8 ○ US History R 31/66 ● See DI 67
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric		Yes			<ul style="list-style-type: none"> ● Starts November 4th, 2 hours a day, 5 days a week, 10 hours total.
145 - College, Career and Civic Readiness Index - ED Students	59.0	69.0		Yes	<ul style="list-style-type: none"> ● SAT/PSAT ● Reviewed AP Enrollment/Results ● 100% of students in all grades participate in Advisory and participate in; Naviance, college preparedness and scholarship assistance. ● 11th and 12th grade Student Government 	<ul style="list-style-type: none"> ● PowerSchool current grade analysis ● SPA Data 	<ul style="list-style-type: none"> ● 134 students took PSAT ● 45 students took SAT ● AP Enrollment/Results <ul style="list-style-type: none"> ○ AP World History, 4/13 passing ○ AP Eng. Lit. & Comp, / passing ○ AP Eng. Lit 19/22 ○ Pre-AP World History 18/24 passing ● Evaluate Internships through student interviews determining areas of need ● Evaluate Community partnerships data and determine areas of need ● Implement Skills USA for CFM and 12th grade



							students to earn CDOS credits. <ul style="list-style-type: none">● Develop and implement Student Government to enhance student voice and leadership skills● Missing 158 (19.2%) of Reduced Lunch Forms; focused communications (home visits, phone calls, robo-calls/emails, etc.) to get forms completed.	
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 III – *Additional Key Strategies – (As applicable)*

Key Strategies

- **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			
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY			
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. 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
	A few members of the Community Engagement Team (CET) met on 10/16/2019 to discuss the Demonstrable Indicators and school plan and look over the rough draft of the quarterly report. Once quarterly report is finalized and feedback is received, the CET plans to meet within the week to discuss

Powers of the Receiver

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



	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year: <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	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 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.)

Community Schools Grant (CSG) 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)	
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The Receivership Public Hearing was held on _____.



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)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	
Community School Site Coordinator (accomplishments and challenges)	Site coordinator has not been assigned or approved for the building.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	

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 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.)

Budget Analysis



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:		
SIG:		<p>Code 15 -</p> <ul style="list-style-type: none">• 1.0 FTE Data Coach - is responsible for collecting Demonstrable Indicator data and sharing with staff. Progress monitoring data and supplying resources. Assist and support during Grade Level planning times. Participate in ILT meetings and action items.• 0.6 FTE Intervention/Prevention Teacher: The same as above, however assist and support classroom instruction in addition to supporting during grade level and common planning times.• Teacher Hourly Pay - Curriculum Development - Grade level and department level staff created rigorous instruction materials to align with the RCSD Instructional Learning Framework.• Teacher Hourly Pay - Supplemental Instruction - Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday.• Admin Hourly Pay - to support Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday. <p>Code 16 -</p> <ul style="list-style-type: none">• Civil Service Overtime - clerical support for data and mailings to support Afterschool Credit Recovery, Tutoring service for identified students Monday through Friday. <p>Code 40 -</p> <ul style="list-style-type: none">• Contract - Institute for Student Achievement (ISA) - ISA Coaches work with IATHS's Instructional Leadership Team and Grade Level teams to support student growth both in the area of academics and social emotional. The Coaches also work one on one with teachers, using the RCSD Instructional Learning Framework as the foundation of their work.
CSG:		

Part VII: Best Practices (Optional)



Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. 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 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.		
2.		
3.		

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): Terry Dade
Signature of Receiver: Terry Dade (att)
Date: 10/31/19

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 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: _____



Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. 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 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.	
2.	
3.	

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): Allison Bosworth (St. John Fisher College,
Signature of CET Representative: ABosworth Director of Clinical
Date: 10/28/19 Experiences)