Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
EAST EPO – Lower School EAST EPO – Upper School	261600010105 261600010061	Persistently Struggling School-Rochester City School District		
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Shaun C. Nelms, Ed.D	Marlene Blocker Anibal Soler	Steve Uebbing- Project Director Lorna Washington- Spec. Asst to EPO Superintendent	6-12	1323

Executive Summary

Please provide a *plain-language summary* of the current reporting 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*.

The EAST Educational Partnership Organization (EPO) plan has identified several key strategies that must be implemented in an effort to improve the academic progress of our scholars. This quarterly report provides a summary of the current work that is being done in each of the identified areas. During this second quarter (Nov 2015-January 2016) the key strategies shown below have begun to be implemented.

1. *Learning targets-* Full implementation by approximately 50% of teachers; @ 90 % are implementing partially - posting lesson plans on our internal Share-point site. Leadership capacity to be built to enable coaching of better planning using the Instructional Foundations content.
2. *Teacher/coach daily collaboration* - every teacher has daily collaborative planning time (CPT) where they collaborate around common planning, student assessment, and student work. – New protocols for using student work as foundation for data cycle using the Datawise Materials in Social Studies and English Language Arts.

3. *Supports and adjustments to support for students who do not reach standards* - Support team meets weekly. Support rooms were studied for staff to student ratios. Major reorganization was done relative to teacher schedules and principals moved schedules to ensure adequate coverage of Support rooms. Ongoing monitoring.
4. *Sequenced learning experiences* - Walk throughs and observations show mixed results in sequencing activities to guide students through acquisition, meaning-making, and transfer. Lessons are less strong with connections to lives and world; lessons are strong relative to alignment of assessment, activities, learning target, and overarching understandings.
5. *Curriculum work and staff participation in up to 20 days of professional learning*- A spreadsheet is available that shows the staff participation total for summer PD (over 12,000 hours). PD was offered in curriculum writing, lesson planning, program work, restorative practices, etc. Curriculum work happens during Collaborative Planning Time as well as special additional work time and will be a major focus of summer 2016 professional learning time. Formation and implementation of Professional Learning Committee; embedded professional learning through coaching cycles, foundations series, interns, outside consultants (literacy, social studies, ELA, classroom management), and enhanced use of CPT and teacher coaches. Includes refresher courses for Managing the Active Classroom, Restorative Practices, and Leader in Me, using recess, after school, during the school day, and Saturdays
6. *Student-Led Family Conferences*- A student-led family conference handbook has been prepared. The implementation team is preparing training for staff and students with a planned first implementation at the March 1, 2016 conference night. We are considering beginning with a pilot grade level to get parent and student feedback on what works and what doesn't before full implementation at the last conference night
7. *Family Group*- Student advisory and social-emotional learning program where students meet 30 minutes per day with "carents" working on: developing relationships and belonging, increasing student achievement and attendance, developing the seven habits from the Sevens Habits of Highly Effective Teens series, and increasing student voice and ownership. Evaluation of program initiated but not done. Results so far based on student input through questionnaire, attendance data, and (in progress) program self-evaluation tools (schoolwide survey; self-assessment using rubric planning underway.

The East EPO has a focus on engaging the community. The Family and Community Engagement (FACE) committee conducts monthly meetings at which committee members follow an agenda that focuses on three areas: 1) discussion/update on FACE events; 2) reviewing school data; and, 3) agency updates. On November 9, we held our first parent data sharing session. 15 people attended, 12 of whom were parents. We shared data about attendance, ELA and Math scores, suspensions, and parent attendance. On Dec. 3, we held the second parent teacher conference night, which we combined with our first Family Dinner night. Attendance was high (over 300 people ate dinner) We hosted a panel on College preparation, Transitions for students with disabilities, and Opportunities for non-college bound students that was coordinated with PTSA. Local agencies that support each of these areas prepared short presentations and had materials to hand out. January 23rd we held an Agency Fair at which all agencies that work with our students presented their services. We opened this event up to all RCSD families. We communicated these events through letters home, robo-calls, and links on the East website. All materials were translated (except materials brought by outside agencies) and translators were available for all events.

The Commissioner's Regulations have also allowed the East EPO to enact certain receivership powers. During the second quarter, the EAST EPO continues to systematically review and revise the school curriculum, provide increased salaries and hire staff who embrace the "all-in" philosophy. Additionally, we have reallocated the budget based on best practices, expanded the school day by embedding extended learning time into the school day, continue to clarify with staff the intent and expectations of the collective bargaining agreements (CBA) to incorporate best practices and implementation of strategies to improve scholar achievement levels.

The State provided Level 1 indicators which for Lower School focused on performance on the 3-8 ELA and Math assessments and for Upper School focused on 2011 and 2012 Cohorts passing the ELA/Math Regents exams and the 4 & 5 year graduation rates. The East EPO determined the Level 2 Indicators for both the Lower and Upper Schools. We were required to select a minimum of 5 Level 2 indicators for each school. We have provided data to support both the Level 1 and Level 2 indicators as part of the second quarterly report.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should <u>not</u> be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety <u>must be posted</u> on the district web-site.

Part I – *Demonstrable Improvement Indicators*

LEVEL 1 – Indicators

Please list the school's Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
#1 Priority Schools Make Yearly Progress (LS & US)		NA	Make Progress	See other Math, ELA, and Graduation Rate related data indicators and initiatives.
#9 3-8 ELA All Students Level 2 and Above (LS)		17%	40%	Literacy program consisting of: READ180, Workshop, and literacy services: partially implemented. Implementation is partial due to literacy services only occurring grade 9 so that READ180 could be better implemented grades 6-7-8. • Selected ELA and Literacy curriculums and trained teaching staff accordingly. • Scheduled all scholars in Grades 6-8 for double periods of ELA/Literacy. • Administered Fall diagnostic assessments in Literacy (SRI and SPI). • Reviewed diagnostic data and adjusted scholar interventions accordingly. • Met with all ELA and Literacy teachers to set SMART goals around student achievement in Literacy. • Administered Winter diagnostic assessments in Literacy (SRI).
#15 3-8 Math All students Level 2 and Above (LS)		21%	38%	• Selected Math curriculums and trained teaching staff accordingly. • Scheduled all scholars in Grades 6-8 for double periods of Math. • Administered Fall diagnostic assessment in Math (NWEA Map 6+). • Met with all Math teachers to set SMART goals around student achievement in Math. • Administered Winter diagnostic assessments in Math (NWEA Map 6+).

Indicator #9 data table:

Performance Level	Fall 2015		Winter 2015	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	25	**6%**	42	**10%**
Below Basic	247	**61%**	249	**60%**
Basic	90	**22%**	81	**19%**
Proficient	31	**8%**	31	**8%**
Advanced	13	**3%**	13	**3%**

Indicator #15 data table:

Performance	Fall 2015	Winter 2016

Level	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	41	**10%**	168	**40%**
Low	212	**51%**	151	**36%**
Low Average	98	**24%**	52	**13%**
Average	42	**10%**	24	**6%**
High Average	23	**5%**	15	**4%**
High	0	**0%**	6	**1%**

#33 3-8 ELA All Students MGP (LS)   42.17   50.72

- Selected ELA and Literacy curriculums and trained teaching staff accordingly.
- Scheduled all scholars in Grades 6-8 for double periods of ELA/Literacy.
- Administered Fall diagnostic assessments in Literacy (SRI and SPI). Baseline data above.
- Reviewed diagnostic data and adjusted scholar interventions accordingly.
- Met with all ELA and Literacy teachers to set SMART goals around student achievement in Literacy.
- Also scheduled common standards-based assessments every 5 weeks to monitor progress and inform instruction.
- Implementation of data protocols during Collaborative Planning Time- Modeled by Chief Academic Officer and/or teacher leaders
- SRI Results:

Performance Level	Fall 2015		Winter 2015	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	25	**6%**	42	**10%**
Below Basic	247	**61%**	249	**60%**
Basic	90	**22%**	81	**19%**
Proficient	31	**8%**	31	**8%**
Advanced	13	**3%**	13	**3%**

#39 3-8 Math All Students MGP (LS)   47.14   51.17

- Selected Math curriculums and trained teaching staff accordingly.
- Scheduled all scholars in Grades 6-8 for double periods of Math.
- Administered Fall diagnostic assessment in Math (NWEA Map 6+). Baseline data above.
- Met with all Math teachers to set SMART goals around student achievement in Math.
- Also scheduled common standards-based assessments every 5 weeks to monitor progress and inform instruction.
- NWEA Results:

Performance	Fall 2015	Winter 2016

Level	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	41	**10%**	168	**40%**
Low	212	**51%**	151	**36%**
Low Average	98	**24%**	52	**13%**
Average	42	**10%**	24	**6%**
High Average	23	**5%**	15	**4%**
High	0	**0%**	6	**1%**

#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)

- Selected a new Science curriculum for Grade 8 and trained teaching staff accordingly.
- The Science Department is continuously being supported through Professional Development from the University of Rochester.
- Met with all Science teachers to set SMART goals around student achievement.
- Established a schedule for common formative assessments aligned to the NYS standards.
- Common formative assessments are not parallel and do not measure the same skills/progress over time. They are designed to measure something of importance and to spark data-based conversations to inform instruction.

5-Week Assessments	CA1		CA2		CA3		CA4	
Student Performance Levels	*(n)*	*%*	*(n)*	*%*	*(n)*	*%*	*(n)*	*%*
Not Tested	28	18%	16	10%	41	25%	37	23%
Not Yet Approaching Standard	33	21%	21	13%	24	15%	17	11%
Approaching Standards	34	22%	54	34%	33	20%	21	13%
Meeting Standards	51	32%	50	31%	38	24%	59	37%
Exceeding Standards	11	7%	18	11%	25	16%	24	15%

#5 School Safety (US) — 59 — <7 Serious Incidents

Restorative practices: as a key strategy that goes beyond discipline and reducing suspensions. We hold circles in Family Group daily. Peace Circles are being used by counselors and social workers. Students have been trained and we are implementing a train-the-trainer approach to create a peer mediation program.
- Trained all school staff in restorative practices.
- Trained staff in school-wide expectations for positive behavior supports (LEADER).
- Baseline data specific to **Serious Incidents**:

School Year	Total Yearly Serious Incidents
2015-2016	**7***
2014-2015	**53**

				2013-2014 **59**
				* As of 1.13.16

| #67 2012 Total Cohort Passing Math Regents (Score>=65) (US) | | 38% | 56% | • Cohort analysis conducted.
 • Scholars strategically scheduled for Math class and intervention and support.
 • Current status: |

Current 2012 Total Cohort Math Regents Results			
Not Tested	Level 1 0-54	Level 2 55-64	Level 3, 4, 5 65-100
22%	**15%**	**15%**	**48%**

• The Cohort has demonstrated improvement from the baseline score of 38%, increasing the % of scholars who have scored 65 and above to 48%.

| #69 2011 Total Cohort Passing ELA Regents (Score>=65) (US) | | 30% | 51% | • Cohort analysis conducted.
 • Scholars strategically scheduled for ELA class, intervention, and support.
 • Current status: |

Current 2011 Total Cohort ELA Regents Results			
Not Tested	Level 1 0-54	Level 2 55-64	Level 3, 4, 5 65-100
35%	**15%**	**9%**	**41%**

• The Cohort has demonstrated improvement from the baseline score of 30%, increasing the % of scholars who have scored 65 and above to 41%.

| #70 Total Cohort 4-Year Grad Rate- All Students (US) | | 41% | 55% | • Analysis of credit accumulation and potential credits for 2012 Total Cohort – Jan 2016 |

Total Cohort Completion Status	(n)	% of Total Cohort
Left school, no documentation of transfer	8	2.9%
Transferred to other high school equivalent	11	4.0%
Left school: first-time dropout	70	25.4%
Left school: previously counted as a dropout	5	1.8%
Graduated (earned a Regents or local diploma)	4	1.5%
Still Enrolled	176	64.2%
Total	274	**100%**

Total Cohort – Credit Accumulation	(n)	% of Total Cohort

Inactive Scholars	103	37.6%
Active Scholars with 0 – 5 Credits	12	4.4%
Active Scholars with 5.5 – 11 Credits	27	9.9%
Active Scholars with 11.5 – 16 Credits	30	10.9%
Active Scholars with Over 16 Credits	102	37.2%

Total Cohort – Regents Passed	(n)	% of Total Cohort
Inactive Scholars	103	37.6%
Active Scholars with 0 Regents	28	10.2%
Active Scholars with 1 Regents	21	7.7%
Active Scholars with 2 Regents	19	6.9%
Active Scholars with 3 Regents	18	6.6%
Active Scholars with 4 Regents	29	10.6%
Active Scholars with 5 Regents	56	20.4%

- 1.5% have already graduated.
- 37.2% of the 2012 Total Cohort are still active and have earned enough credits to be scheduled to graduate this year (Over 16)
- Additionally, 20.4% of the 2012 Total Cohort have passed the 5 required Regents exams with competency OR a 65 or above.
- 19.7% % of the 2012 Total Cohort have 16 or more credits AND have passed the 5 required Regents exams with competency or a 65 or above.
- To make up the difference between the on track scholars and the goal of 55%, we are strategically targeting a subgroup of the students and exploring credit recovery and evening school options to provide scholars who are not yet scheduled to graduate the opportunity to earn additional credits and exam prep opportunities.

		3%	9%	
#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)		3%	9%	• Current projection: 8/271 (3%)
#88 Total Cohort 5-Year Grad Rate- All Students (US)		48%	61%	• The 4 Year Graduation Rate was 33.3% (2011 Total Cohort = 321 Scholars). • There are 70 scholars still enrolled from the 2011 Cohort. • Therefore, (177/321) 55% is the highest possible 5 year grad rate for this group.

LEVEL 2 Indicators

Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
#2 Plan for and Implement Community School Model (LS)		N/A	Develop Implementation plan with targets; conduct needs assessment, convene community engagement team, designation of Coordinator	Partnering with 7 elementary schools within a 1 ½ mile radius of EAST to target potential students for our 6th and 7th grade class. Held parent information/scholar recruitment nights on October 28th and December 3rd and participated in the RCSD School Expo on January 9th to recruit additional scholars and to provide information for prospective incoming 6th and 7th graders. We are also hosting school building tours for parents/families and students who are interested in attending our school. We are also in the beginning stages of conversations with the Mayor regarding what a Community School here at East would look like and require. We currently house a student health center on site.
#6 Family and Community Engagement (DTSDE Tenet 6) (LS)		N/A	Developing Rating	Baseline Parent Teacher Conference Data from First PTC of the year on October 8:

Baseline Parent Teacher Conference Data from First PTC of the year on October 8:

Grade Level	# of Parents	% of Parents
Grade 6	33	42%
Grade 7	33	22%
Grade 8	36	19%
Grade 9	22	6%
Grade 10	20	8%
Grade 11	18	12%
Grade 12	17	8%

We have a strong volunteer component made up of community members, college students, parents, business professionals, etc. 34 Active volunteers who have served 412 hours for the past 16 weeks (52 - 8 hour work days.)

We are also tracking communication via our Let's Talk platform which is being used to facilitate conversations between East EPO and staff, parents/families, students and other members of the community. To date we have received 287 dialogues with over half of them being a concern or suggestion and approximately 10 percent are from parent/guardians or community members. This number could be higher as there are many dialogues that are entered anonymously.

#10 3-8 ELA SWD Level 2 and Above (LS)		6%	17%	- Selected ELA and Literacy curriculums and trained teaching staff accordingly. - Scheduled all scholars in Grades 6-8 for double periods of ELA/Literacy and for Support periods as appropriate. - Designated student case managers and ensured IEP dissemination to all instructional staff. - Administered Fall diagnostic assessments in Literacy (SRI and SPI). - Reviewed diagnostic data and adjusted scholar interventions accordingly. - Met with all SPED, ELA and Literacy teachers to set SMART goals around student achievement in Literacy. - Currently initiating tier 3 literacy services. - Administered Winter progress monitoring assessment – SRI.

Performance Level	Fall 2015		Winter 2015	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	12	19%	7	11%
Below Basic	44	70%	46	73%
Basic	6	10%	9	14%
Proficient	1	1%	1	1%
Advanced	0	0%	0	0%

#11-3-8 ELA Black Students Level 2 and Above (LS)		18%	35%	- Selected ELA and Literacy curriculums and trained teaching staff accordingly. - Scheduled all scholars in Grades 6-8 for double periods of Literacy. - Administered Fall diagnostic assessments in ELA/Literacy (SRI and SPI). Disaggregated data by subgroups. - Reviewed diagnostic data and adjusted scholar interventions accordingly. - Met with all ELA and Literacy teachers to set SMART goals around student achievement in Literacy. - Currently initiating tier 3 literacy services. - Administered Winter progress monitoring assessment – SRI.

Performance Level	Fall 2015		Winter 2015	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	8	4%	13	6%
Below Basic	153	68%	136	60%
Basic	46	20%	51	23%
Proficient	15	7%	18	8%
Advanced	3	1%	7	3%

#16 3-8 Math SWD Level 2 and Above (LS)		1%	18%	- Selected Math curriculums and trained teaching staff accordingly. - Scheduled all scholars in Grades 6-8 for double periods of Math and for Support periods as appropriate. - Designated student case managers and ensured IEP dissemination to all instructional staff. - Administered Fall diagnostic assessment in Math (NWEA Map 6+). - Met with all SPED and Math teachers to set SMART goals around student achievement in Math. - Administered Winter progress monitoring assessment – NWEA.

Performance Level	Fall 2015		Winter 2016	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	7	11%	30	48%
Low	45	71%	31	49%
Low Average	10	16%	0	0%
Average	0	0%	0	0%
High Average	1	2%	2	3%
High	0	0%	0	0%

#17 3-8 Math Black Students Level 2 and Above (LS)		24%	32%	- Selected Math curriculums and trained teaching staff accordingly. - Scheduled all scholars in Grades 6-8 for double periods of Math. - Administered Fall diagnostic assessment in Math (NWEA Map 6+). Disaggregated data by subgroups. - Met with all Math teachers to set SMART goals around student achievement in Math. - Administered Winter progress monitoring assessment – NWEA.

Performance Level	Fall 2015		Winter 2016	
	# of scholars	% of scholars	# of scholars	% of scholars
Not Yet Tested	20	9%	92	42%
Low	113	50%	84	34%
Low Average	60	27%	33	16%
Average	22	10%	11	5%
High Average	10	4%	4	2%
High	0	0%	1	1%

#3 Student Attendance (US)		81%	88%	- Creation and implementation of a school-wide data-driven attendance intervention process. - Aggressive pursuit of accurate attendance data (e.g. withdrawing students enrolled in other districts, ensuring that staff submit timely and accurate attendance, etc.). - Weekly and monthly attendance monitoring including home visits, grade level meetings utilize agencies, etc. - Perfect attendance celebrations (20 wks.) - Monthly Attendance data:

School Year	Sept Avg Daily %	Oct Avg Daily %	Nov Avg Daily %	Dec Avg Daily %	Jan Avg Daily %
2015-2016	78%	81%	81%	79%	80%
2014-2015	80%	79%	79%	77%	77%

#21 HS ELA All Students Level 2 and Above (US)		70%	72%	- Cohort analysis conducted. - Scholars strategically scheduled for ELA class, intervention, and support. 122 Scholars are Grade 12, 2012 Cohort.

Current 2012 Accountability Cohort ELA Regents Results			
Not Tested	Level 1 0-54	Level 2 55-64	Level 3, 4, 5 65-100
4%	16%	13%	67%

#27 HS Math All Students Level 2 and Above (US)		74%	79%	- Cohort analysis conducted. - Scholars strategically scheduled for Math class, intervention, and support.

Current 2012 Accountability Cohort ELA Regents Results			
Not Tested	Level 1 0-54	Level 2 55-64	Level 3, 4, 5 65-100
1%	4%	11%	84%

#71 Total Cohort 4-Year Grad Rate-SWD Students (US)		17%	33%	Analysis of credit accumulation and potential credits for 2012 Total Cohort Students With Disabilities – January 2015

Total Cohort Completion Status	(n)	% of Total Cohort
Left school: first-time dropout	10	20.8%
Left school: previously counted as a dropout	1	2.1%
Graduated (earned a Regents or local diploma)	0	0.0%
Still Enrolled	37	77.1%

Total Cohort – Credit Accumulation	(n)	% of Total Cohort
Inactive Scholars	12	25%
Active Scholars with 0 – 5 Credits	4	8.3%
Active Scholars with 5.5 – 11 Credits	7	14.6%
Active Scholars with 11.5 – 16 Credits	11	22.9%
Active Scholars with Over 16 Credits	14	29.2%

Total Cohort – Regents Passed	(n)	% of Total Cohort
Inactive Scholars	12	25%
Active Scholars with 0 Regents	6	12.5%
Active Scholars with 1 Regents	4	8.3%
Active Scholars with 2 Regents	6	12.5%
Active Scholars with 3 Regents	3	6.25%
Active Scholars with 4 Regents	7	14.6%
Active Scholars with 5 Regents	10	20.8%

- Implementation of a support model for students with disabilities that provides them with access to individualized and small group instruction embedded within their day and targeted toward areas of need.
- 29.2% of the 2012 Total Cohort SWD are still active and have earned enough credits to be scheduled to graduate this year (Over 16)
- Additionally, 20.8% of the 2012 Total Cohort SWD have passed the 5 required Regents exams with competency OR a 65 or above.
- 16.7% of the 2012 Total Cohort SWD have 16 or more credits AND have passed the 5 required Regents exams with competency or a 65 or above.
- To make up the difference between the on track scholars and the goal of 33%, we are strategically targeting a subgroup of the students and exploring credit recovery and evening school options to provide scholars who are not yet scheduled to graduate the opportunity to earn additional credits and exam prep opportunities.

| #82 Drop Out Rate (US) | | 14% | <=8% | | • Implementation of alternative programs that still lead to a diploma for students at risk of dropping out: East Big Picture and Quest. |

Upper School	#	%
W - 157	1	0.4%
Drop Out - Previous Drop Out	10	4.1%
To go to GED Other	11	4.5%

					First time drop out	85	34.8%
					Deceased	1	0.4%
					Prev Earn Commence or IEP	1	0.4%
					To In-City Charter	12	4.9%
					Graduated	18	7.4%
					Left the US	2	0.8%
					Ending School Year	20	8.2%
					Left NYS PS	21	8.6%
					To a NYS OOD PS	22	9.0%
					Transfer Within District	29	11.9%
					Sp Ed Serv Avail	4	1.6%
					To a Sp Ed BOCES Pgm	7	2.9%
					Total Withdrawals	**244**	**100.0%**

106 students have ***dropped out*** between July 1 and Dec 18 of this school year.

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

Part II – *Key Strategies*

Key Strategies
As applicable, identify any key strategies being implemented during the current reporting period that are *not described above,* but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.

List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).		Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1.	Lessons will have clear learning targets and opportunities for students to see the value of what they are asked to learn, how it relates to past learning and how it will relate to future learning		Lesson plan posting is occurring fully for only about 50 percent of the staff; 90 percent of the staff is implementing partially. Lesson plans posted will provide content for the ongoing coaching and PL sessions. Lesson planning strategy: Leadership capacity will be built to enable coaching of better planning using the Instructional Foundations content.

2.	Teachers and coaches collaborate daily focusing on evidence of student learning for the purpose of informing ongoing instruction, curriculum planning and giving feedback to students on their progress		Teacher/coach daily collaboration: new protocols for using student work as foundation for data cycle using the DataWise materials: introduced and pursued in social studies and English language arts.
3.	Required participation of staff in up to 20 days of professional learning to develop curriculum and assessment practices, develop initial unit plans and deliver high quality data-driven instructional practices.		Ongoing curriculum work: every department is engaged in writing/revising or implementing new units. Curriculum work happens during CPT as well as special additional work time and will be a major focus of summer 2016 professional learning time. Formation and implementation of Professional Learning Committee; embedded professional learning through coaching cycles, foundations series, interns, outside consultants (literacy, social studies, ELA, classroom management), and enhanced use of CPT and teacher coaches. Includes refresher courses for Managing the Active Classroom, Restorative Practices, and Leader in Me, using recess, after school, during the school day, and Saturdays. Coaching cycles fully implemented for teacher coaches and EL.
4.	Data will be collected and utilized to inform staff and support service providers to allow for adjustments to supports		Support team meets weekly. Support rooms were studied for staff to student ratios. Major reorganization was done relative to teacher schedules and principals moved schedules to ensure adequate coverage of Support rooms. Ongoing monitoring.
5.	Learning experiences to be carefully sequenced to engage students in acquisition of knowledge, meaning making with content that connects to their lives and the world outside of school		Teacher lesson plans show the label of lessons as either A, M, and T. Walk throughs and observations show mixed results in sequencing activities to guide students through acquisition, meaning-making, and transfer. Lessons are less strong with connections to lives and world; lessons are strong relative to alignment of assessment, activities, learning target, and overarching understandings.
6.	Student-Led Family Conferences		A student-led family conference handbook has been prepared. The implementation team is preparing training for staff and students with a planned

		<td style="background:yellow"></td>	first implementation at the March 1, 2016 conference night. We are beginning with piloting 2 family groups at different grade levels to get parent and student feedback on what works and what doesn't before broadening to more family groups at the last conference night. We are planning for full implementation for next year.
7.	Family Group	<td style="background:yellow"></td>	Student advisory and social-emotional learning program where students meet 30 minutes per day with "carents" working on: developing relationships and belonging, increasing student achievement and attendance, developing the seven habits from the Sevens Habits of Highly Effective Teens series, and increasing student voice and ownership. Facilitated by the Family Group Intervention Team: fully implemented, with evaluation of program initiated but not done. Results so far based on student input through questionnaire, attendance data, and (in progress) program self-evaluation tools (schoolwide survey coming; self-assessment using rubric coming)

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

Part III – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.

Status (R/Y/G)	Analysis / Report Out
<td style="background:yellow"></td>	The Family and Community Engagement (FACE) committee conducts monthly meetings at which committee members follow an agenda that focuses on three areas: 1) discussion/update on FACE events; 2) reviewing school data; and, 3) agency updates. We have held 3 significant events since the first quarterly report. On Dec. 3, we held the second parent teacher conference night, which we combined with our first Family Dinner night. Attendance was high (over 300 people ate dinner) and the combined events engendered a lot of enthusiasm. On November 9, we held our first parent data sharing session. 15 people attended, 12 of whom were parents. We shared data about attendance, ELA and Math scores, suspensions, and parent attendance. Parents asked meaningful questions that focused mostly on what we plan to do about issues of attendance and achievement scores. Our next data

sharing event is scheduled for May 2. We plan to rethink how we present data so as to garner more parent interest. The third event was developed as a result of a parent suggestion. We hosted a panel on College preparation, Transitions for students with disabilities, and Opportunities for non-college bound students that was coordinated with PTSA. Local agencies that support each of these areas prepared short presentations and had materials to hand out. 6 parents attended. However, those who did attend asked for a follow up event. This resulted in an upcoming Agency Fair at which all agencies that work with our students will present their services. We have opened this event up to all RCSD families and to the broader Monroe County schools. We communicated these events through letters home, robocalls, and links on the East website. All materials were translated (except materials brought by outside agencies) and translators were available for all events. Between 50-75 families attended

We have a strong volunteer component made up of community members, college students, parents, business professionals, etc. 34 Active volunteers who have served 412 hours for the past 16 weeks (52- 8 hour work days.)

We are also tracking communication via our Let's Talk platform, which is being used to facilitate conversations between East EPO and staff, parents/families, students and other members of the community. To date we have received 287 dialogues with over half of them being a concern or suggestion and approximately 10 percent are from parent/guardians or community members. This number could be higher as there are many dialogues that are entered anonymously.

The second quarterly report was shared with the FACE committee at the January 20th monthly meeting at which time they were given the opportunity to provide feedback and/or suggestions for improving communication, via telephone, e-mail or the Let's Talk communication tool.

Powers of the Receiver

Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner's Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
	Many of the powers of the receiver were utilized in the development and our current first year implementation of the East EPO plan. 1) *Review, alter or replace curriculum and program offerings of the school*; the full school curriculum is being systematically reviewed and revised. We anticipate this process to continue for several years. 2) *Replace teachers and administrators-* All staff were required to interview for positions here at EAST even those who were already working here. Approximately 60% of the staff was replaced. The goal of this action was to ensure that staff who were hired were truly staff that embraced the "all-in" philosophy and culture we are looking to build. The full impact of this decision has yet to be realized, however, current increased student attendance and decreased student suspensions support a positive change in culture and expectations. 3) *Increase salaries to attract and retain high-quality teachers and leaders;* on average teachers received an @9% increase to work at East- by and large we have been able to retain high quality teachers and leaders. There have been very few instances of staff leaving which provides a consistent cadre of adults to support our scholars on a daily basis. Additionally, the EPO has negotiated an incentive for Bilingual teachers.

4) *Establish steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure;* The EAST EPO conducted over 600 interviews, and @275 classroom observations of the candidates who applied for open positions. There were over 12,000 hours of summer PD/curriculum writing attended by staff. Teacher leadership positions were established in all subject areas. The organizational structure and new school culture is being developed through targeted team building activities, clear expectations and accountability.

5) *Reallocate the existing school budget;* The budget has been approved by the RCSD based on implementation of best practices.

6) *Expand the school day;* The goal of expanding the school day was to allow for more time for our scholars to receive quality academic programming and to increase student achievement. The extended learning time was embedded into the school day. Lower School students attend school from 7:30-3pm and upper school from 8-3:30 pm. The impact of the increased time is not clearly evident at this early stage as we only have data collected from 5 week grades and assessments at this current time.

7) *Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s);* The goal of the modified collective bargaining agreements was to allow the staff and school leaders at East to aspire to attain greater achievement levels by implementing strategies and requiring the use of best practices within this building. For example, teachers' unit and daily lesson plans are posted and visible to other staff and administrators via a share-point site and collaborative planning time is being utilized more impact-fully, resulting in adjustments to instruction.

8) *Supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.* At this point, the EPO has not identified any decision, policy or regulation that required supersession.

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

Part IV – *Best Practices (Optional)*

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	

Part V – *Attestation*

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____