2022-2023 Receivership School Quarterly Report #2
Report Period: *November 1, 2022 to January 31, 2023 (Due January 31, 2023)*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
East EPO Upper School	261600010061	Rochester City School District	University of Rochester		https://www.rcsdk12.org/Page/55853

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Shaun C. Nelms, Ed.D.		Marlene Blocker	Jennifer Rees - Chief Academic Officer Dr. Christopher Spence - Asst. Supt. Supt. Dr. Shaun Nelms	9-12	85.3%	765	16%	17%	10

Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were taken to implement lead strategies, engage the community, and enact Receivership powers. 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*. Applicable links must be made publicly available prior to submitting the report.

Throughout the duration of the 2022- 2023 academic year, we plan to build upon the designs that were articulated in our Quarter One report with several nuances as we continued to build our capacity to advance our mission and vision with consideration of the challenges associated with the pandemic. We began this year with an intense focus centered on professional development for our administrators, teacher-leaders, and teachers. We have continued to engage in intentional progress monitoring, while making the necessary revisions needed to improve student outcomes.

Our team has continued to incorporate the following elements into our pedagogical framework: 1) looking at student work; 2) increasing the rigor; and 3) differentiating instruction and providing the appropriate scaffolds that are needed to help students access the curricula. We have continued to provide our teachers with specific professional development opportunities, and we designed and implemented collaborative lesson development time to provide a space for teachers to develop techniques centered around writing strategies such as "Advancing Thinking Through Writing", and "Looking at Student Work", while encouraging students to think more broadly.

Moreover, we have redesigned our family-group structure to support our efforts to improve school culture and climate. Along the same lines, we have created a plan to address our students' socio-emotional learnings needs using family group, while establishing ways to imbed social emotional learning into our curricula framework. Additionally, we have galvanized our community partners via monthly meetings, data-sharing, and coordinated strategic planning to ensure that we are adequately servicing our needy families. With that being said, we have continued to monitor students' attendance and have worked to connect our neediest families and students with our community partners.

After a careful review of our student attendance data, we are continuously working to address chronic absenteeism by using creative methods such as leveraging our community partners, Attendance Assistant, our FG Carents resources to improve student attendance. At the same time, we are working to ensure that students are prepared to take their June regents examinations by examining student data and identifying strengths and error patterns that need to be addressed. At the same time, Common Formative Assessment data was collected and evaluated. Teachers are meeting to discuss how to use the data through individual feedback for improvement purposes.

Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *continuous and comprehensive planning*. This should include a clear *focus on how evidence* guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.
- The District should ensure that the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –*Lead Strategies for Improvement*

Lead Strategies for School Improvement

Include 3-4 core lead strategies that are central to the school's improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 31, 2023

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.

A primary strategy will continue to be capacity building of leaders and systems related to strategic planning, including overall school improvement planning across all 6 tenets of the DTSDE as well as department-specific strategic planning and continuous improvement related to SMART-Goals and school-wide instructional improvement goals.		**Summary:**
		 • Leaders have continued implementation and refinement of the Tenet 1 improvement plan, which outlines detailed plans for this work (See Tenet 1 Plan for 22-23).
		 • Administrative strategic planning:
		    ○ **Tenet 2 -**
		    ○ **Tenet 3** - Updates on the Tenet 3 plan are included below with primary strategy #2.
		    ○ **Tenet 4** - Updates on the Tenet 4 plan are included below with primary strategy #3.
		    ○ **Tenet 5 -** The Tenet 5 SEL Team continues to develop a shared vision that includes: common language, a consistent approach, creating policies and procedures, and identifying necessary services to support non-academic needs. Throughout *Quarter 2* the Tenet 5 SEL Team continues to meet during Wednesday Professional Learning time; attend the Supporting Our Students (SOS) Mental Health collaboration with the University of Rochester, meet as a Mental Health team to review and/or develop Safety Plans or Crisis Plans for scholars determined in need of support; and provide continued adult learning through Professional Learning Communities (PLC) based on CASEL's 5 Core Competencies.

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		■ Next Steps for *Quarter 3*: Members of the Tenet 5 SEL Team will attend the Trauma, Illness, and Grief Building Crisis Team (TIG) training in the Spring 2023, continue to promote adult understanding based on CASEL's 5 Core Competencies through PLCs during half-days and Superintendent's Conference Day, and continue to collaborate with the University of Rochester through the SOS Mental Health trainings.
		• **Tenet 6 -** The tenet 6 team will build upon the work outlined in the 2021-2022 year by enhancing our systemic approach to bolstering family and community engagement. For example, we will continue to build upon the following:
		  1. Centralized method of communication via the Community Newsletter: Monthly newsletter that consists of information from the Upper and Lower Schools and our community partners.
		  2. Family and Community Engagement (FACE) meeting, which are co-led by parents
		  3. Standing community partners' meetings to foster collaboration and increase the effectiveness of our programming designed to assist the neediest families, while consolidating our efforts regarding parent outreach and parental engagement.
		• Teacher leader strategic planning: In December, we conducted a school-wide learning walk and then offered a one-day Teacher Leader Retreat, following up on our summer and fall professional development related to leadership of continuous instructional improvement cycles. During this time, teacher leaders were engaged in reviewing the impact of their first change ideas that they acted on with teachers in their departments using the learning walk data. Part of this work included reflecting on their own leadership of the continuous improvement cycle as well as the successful impact of the cycles on teacher practice and student learning. Teacher leaders have also engaged in 1:1 coaching around these cycles (our Lead Teacher Leader and partners from EL education). After reflection, teacher leaders planned out their second change idea / change cycle and began implementation of that cycle in January

		Evidence & Analysis:
		• Evidence includes plans and agendas for teacher leader retreat, teacher leader collaborative planning time, data analyzed, and resulting improvement plans.
		• Administrative: Still 4 of the 6 Tenets have documented & updated plans: <u>Tenet 1</u>, Tenet 2, <u>Tenet 3</u>, <u>Tenet 4</u>, <u>Tenet 5</u>, Tenet 6.
		• Teacher Leaders: All 16 content departments have a documented plan. Inquire if interested in access to these plans or one as an example (<u>Art</u>, <u>CTE</u>, <u>ENL</u>, <u>Health</u>, <u>Literacy</u>, <u>LS English</u>, <u>LS Math</u>, <u>Science</u>, <u>LS Social Studies</u>, <u>Music</u>, <u>PE</u>, <u>Special Education</u>, <u>US English</u>, <u>US Math</u>, <u>US Social Studies</u>, <u>World Language</u>). You will also see evidence of the specific goals and plans for content areas related to specific demonstrable indicators below in Part III.
		• We have noticed the following throughout Quarter 2 of this work:
		  ○ The need for this as a specific area of focus for improvement has continued to be reinforced as there continues to be among leaders, a wide range of comfort, experience, skill, and value placed on this work.
		  ○ We have seen growth in the teacher leaders' understanding of and ability to lead continuous improvement cycles over Quarter 2 and with the transition from their leadership of their initial change idea in the fall and now their second change idea at the start of January. Specifically:
		    ■ Teacher leaders have demonstrated increased understanding and creation of "worthy" change ideas (i.e., high impact, right sized, aligned with school goals, etc.).
		    ■ Teacher leaders were better able to "unpack" their second change idea for both the teacher- and student-specific criteria for success (i.e., new learning and associated observable elements during instruction.)

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.
		■ Teacher leaders also showed increased clarity/skill with sketching out a strategic action plan with steps for regular progress monitoring along the way. ○ There is a need for us to continue to work toward ensuring that all teacher leaders get more proficient in the above, as well as ensuring progress monitoring throughout the cycle, considering various data points that can/should be looked at in conjunction to measure success in a variety of ways, and the facilitation of high-quality professional learning experiences in service of improving problems of practice identified.
Another primary strategy will continue to be pursuit of our "guaranteed and viable curriculum" (a curriculum that is written, enacted, supported, and learned). This involves 100% of the East faculty in writing, reviewing, assessing, and revising curriculum units, using extensive materials developed for this purpose such as the Unit Checklist. The specific focus area for this upcoming year is vertical alignment to ensure that our curriculum engages scholars in ways that builds their thinking and learning in sophistication and complexity over time throughout grades 6-12 toward graduation level standards and achievement of our mission and vision. As part of this work, our teachers will continue looking at student work (LASW) to inform unit revisions and teaching; revising the curriculum to ensure it is culturally relevant, responsive, and sustaining; and ensuring the curriculum is supported through the development of content-specific interventions.		Summary: • Leaders have an improvement plan in place that outlines detailed plans for this work related to vertical alignment of the curriculum (See <u>Tenet 3 Plan for 22-23</u>). • As reported in the Quarter 1 report, we noticed that more explicit attention needed to be given to revising the rubrics associated with performance tasks to ensure that they are also aligned with the revised success criteria and that we needed to engage staff in reflecting on the scaffolding of these tasks. In November during our conference daytime, staff engaged in a professional learning session on the revision of rubrics, including new learning on single point rubrics. They were then given time to continue revising these for their focal units. • Curriculum has continued to be developed under the leadership of teacher leaders in common planning time and curriculum writing time.

		Evidence & Analysis:
		1. Criteria for success are below, including indications of status.
		    a. **For each department:**
		        i. A prioritized transfer goal (TG) has been unpacked & shared criteria for success have been clearly articulated (this is currently true of 100% of departments).
		        ii. A Grade 12 model/exemplar (either teacher– or scholar-created) that demonstrates strong and thorough evidence of the identified criteria for success exists (currently 100% of departments have models that are being reviewed and feedback is being provided).
		        iii. Criteria for success have been nuanced for clarity and specificity as it relates to both Grade 8 and Grade 12 expectations (this is currently true of 100% of departments).
		    b. **For each course,** the unit(s) aligned with the department's prioritized TG have been identified and refined to ensure the following:
		        i. Alignment of the performance task (PT) with the identified, shared success criteria at a grade-appropriate level of challenge.
		        ii. Identification of critical content & skills (CCAS) in bold in Stage 1.
		        iii. Ample opportunities for scholars to learn, practice, and receive plus act on feedback toward the content, concepts, and skills identified in the CCAS and success criteria throughout Stage 3.
		        iv. Evidence of scholar work from enactment of the PT in the 2022-2023 school year that demonstrates alignment with the success criteria.
		2. Staff continue to make progress during collaborative planning time and curriculum writing time throughout the year. Progress is tracked through a Curriculum Writing Update (tool) - inquire for further info. We are on track for all revisions to be completed by the end of May 2023.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.

3. Staff will engage in collaborative inquiry around engaging scholars at their optimal level of challenge by adjusting various "levers" as part of lesson design and implementation, including questioning, scaffolding, and differentiation. As part of this work, we will continue into our second year of school-wide implementation of Advancing Thinking Through Writing (ATTW) strategies.		**Summary:**
		● Leaders have an improvement plan in place that outlines detailed plans for this work related to questioning, scaffolding, and differentiation (See Tenet 4 Plan for 22-23).
		● In October 2022, our monthly PL session (as well as some time on our November and December conference day sessions) further engaged staff around this learning as they generated learner profiles for 3 focal students that they teach. These learner profiles will be embedded in our professional learning work throughout Quarters 3 and 4 as we further dig into learning about scaffolding and differentiation - teachers will be asked to plan with these 3 scholars in mind.
		● Additionally, in November we introduced our Quarter 2 focus on questioning, specifically our theory of action was: For learning to be optimal and understanding to be achieved, level of challenge needs to be at the top of but not over the student's zone of proximal development and scholars must be supported through the learning pit, both of which require deliberate attention to the different learners in front of us in any given year and the design of questioning, scaffolding, and differentiation that supports ALL those learners in ways that are culturally relevant, responsive, and sustaining.
		● Our Change Idea was: If teachers design and ask a series of strategic, high-quality questions in equitable/inclusive ways over the course of a lesson, scholar engagement in grappling with those questions will increase and overall learning will improve.
		● Since then, staff have engaged in professional learning activities on the following topics related to questioning:
		  ○ The assessment question is aligned with the learning target AND at a grade-appropriate level of challenge.
		  ○ Teachers plan and ask a series of key questions during instruction that intentionally build from lower to higher levels of thinking or progress along a continuum of less to more complex – this matches the thinking kids need to do throughout the lesson.
		  ○ Teachers ask open-ended questions with multiple possible answers (or multiple approaches when there is a single correct response).
		  ○ Teachers ask higher order thinking questions - that require scholars to make connections among concepts, content, or events previously believed to be unrelated, allowing them to arrive at new understandings of complex material.
		  ○ Teachers use strategies to engage all scholars equitably in thinking through questioning, including making effective use of wait time, posing inclusive questions, calling equitably on scholars, and engaging scholars in asking and responding to questions among one another. Teacher also builds on, elicits further explanation, and uses scholar responses to questions to deepen understanding.
		
		Evidence & Analysis:
		● In December we conducted a learning walk, administrators and teacher-leaders visiting 106 classrooms in pairs for 12-15 minutes each looking for the following evidence related to knowing one's learners and questioning. Quantitative data related to evidence observed is also included below and qualitative evidence was also collected.
		  ○ There is evidence the teacher knows scholars as individuals.
		    ■ Evidence was found in 73/106 classrooms.
		  ○ There is evidence the teacher knows scholars as learners.
		    ■ Evidence was found in 75/106 classrooms.
		  ○ There is evidence the teacher knows scholars related to the discipline.
		    ■ Evidence was found in 66/106 classrooms.
		  ○ The assessment question is aligned with the learning target.
		    ■ Evidence was found in 76.4% of classrooms.
		  ○ The learning target and assessment are at a grade-appropriate level of challenge.

Identify the lead strategies that guided the school's improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year's demonstrable improvement targets.

		■ Evidence was found in 84% of classrooms.
		   ○ Teacher plans and asks a series of key questions during instruction that intentionally build from lower to higher levels of thinking or progress along a continuum of less to more complex - this matches the thinking kids need to do throughout the lesson.
		      ■ Evidence was found in 54.7% of classrooms.
		   ○ Teacher asks open-ended questions with multiple possible answers (or multiple approaches when there is a single correct response).
		      ■ Evidence was found in 70.8 of classrooms.
		   ○ Teacher asks higher order thinking questions - that require scholars to make connections among concepts, content, or events previously believed to be unrelated, allowing them to arrive at new understandings of complex material.
		      ■ Evidence was found in 57.5% of classrooms.
		  ● Areas where less evidence was observed included teachers knowing scholars in their discipline, planning a series of key questions that support the building of thinking throughout the lesson, and higher-order questions in lessons. The latter was the focus of our December PL and for some was looked for prior to their engagement in the professional learning. These areas were flagged for future follow up by teacher leaders with their departments, teams, and individuals in CPTs and coaching cycles.

4. The attendance team will work with the school culture committee to build upon our **School Climate and Culture.** Based on faculty and student surveys, and student attendance data we have developed the following strategies to address the aforementioned:
 	
  ● Reduce chronic absenteeism. Using historical data, scholars have been identified as "at-risk" for being chronically absent.
  ● Work to ensure that our community partners are working with our neediest students regarding their attendance and social emotional health
  ● Restructuring our Family Group model to build upon the school, climate, and culture and to help to with student attendance Restorative Justices Training
		29 have Perfect Attendance
		193 have Attendance 95%+
		142 have Attendance at 90%+
		193 have Attendance at 80%+
		219 have Attendance LESS than 70%
		3 have never attended
		Summary is we have 53% absent more than 10%
		We have tried to leverage our community partners, our Attendance Assistant, our FG Carents and we have not seen much movement of the needle. We have also done awards for the marking periods to celebrate, and we promote names during Cohort Town Halls that have been attending. We will continue these efforts.

Part II – *Demonstrable Improvement Indicators-Level 1*

Level 1 Indicators

Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 31, 2023

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

#67 Total 2021 Cohort (10th Graders) Passing Math Regents		**SMART Goal:**
		Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards with appropriate sophistication for the grade and content level. To achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities.
		In addition to the SMART Goal, Teacher Leader and the department have worked on identifying primary drivers (key strategies) for addressing the goal.
		The Primary Driver is:
		  1. Students need to fully engage in tasks at the appropriate level of challenge.
		Change Idea #1: If teachers support students in exploring their history and identity as math learners, then students will be able to see themselves positively as doers of mathematics and may be more willing to persevere in challenging math tasks.
		Student Needs:
		  • Growth Mindset: Students need to value mistakes, effort, and perseverance as a means to success.
		  • CRRSP: Students need to see value in the work and mathematics as necessary for their future
		Confidence and efficacy: Students need to believe that they are capable and powerful in math class.
			197 Total Cohort
			57 = 65 or higher
			16 = 50-64
			29 = 0-49%
			30 have exemptions
			52 kids have State Approved Appeals
			13 have no score
			
			Common Formative Assessment data was collected for each math course and there are 1-3 data samples from each course that have been analyzed. Teachers meet to discover strengths and error patterns that need to be addressed. Discussions on how to use the data through individual feedback with scholars is done for improvement purposes.
			Teachers collected "Math Biographies" from scholars to understand them as content learners and adjust instruction based on the varying needs that present. Units are reviewed routinely to make sure they are reflective of CRRSP and problem context is expected to be relatable to our student population.
			11/19 that took the course first semester passed the Regents with a 50 or higher this time. Of the others that did not pass that had previously taken the exam 100% of them increased their score.
			Choosing to See book, which is a framework for equity in the math classroom, is being implemented in select CPT's. Six staff are taking this as a Book Study after school. A major revelation from this has been that we don't do enough to show who student experts are in class, we typically only showcase the loudest expert. The goal is now to increase the status of the quieter experts in class by

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Some take Algebra 1 course daily for one semester to review and increase chances of passing for January Regents. Offer Saturday School for the 6 Saturdays before Exams. Focus on Claim, evidence and analysis daily in classes and on CFA's to increase level of understanding.	expanding on the value of their contributions publicly. The teachers have also designated scholars as "Questioning Experts" or "Content Experts" as a result of what they add to the classroom.
2020-2021: (11th Graders) Passing ELA Regents		**Smart goal:** In the 2022-2023 school year, all ELA courses will see measurable growth in students' capacity as independent, purposeful readers as measured by: • Frequency and length of independent reading. • Evidence of active reading (annotations) • Self-reported affective responses from students • Outcomes in formal writing* **Specific strategies implemented:** • Assessed students reading capacity (9/22) • Determined points in curriculum where explicit instruction, measurement, and feedback will happen regarding the reading process (9/22) • Collected and organized data around students as readers (9/22) • Delivered explicit instruction around growth mindset. (9/22) • Established with students a collective understanding of "valid" interpretation and the relationship between text, speaker, and audience (reader). (9/22) • Designed learning targets around reading outcomes. (10/22)	**181 in Total Cohort** 22= 65%+ = 12% 10= 50-64% = 5% 2= 40-49% = 1 % 2= less than 40% = 1% **RI Data:** **Reading Inventory Data (as of 1.27.2023)** **2020 Total Cohort = 203** 101 = 65%+ = 50% 30 = 50-64% = 15% 17 = 40-49% = 8% 25 = less than 40% = 12% 4 = SA or Ex = 2% 26 = Not Tested = 13% **Unit 1 LASW Results: Student Reading Trends**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		• Designed focus questions that will help students become more independent with reading (10/22) • Work with students to establish a purpose for reading every time they read. Practice connecting and refining purpose to a more granular level. (ongoing) • Strategically instruct on annotation strategies that fit the purpose for reading. Assess these annotations and work towards students personalizing these strategies. (ongoing) • Provide space during instructional time for independent reading of class texts and feedback (ongoing) • Assess students active reading capacity with a single point rubric which includes success criteria for identifying purpose, planning for annotation, and active annotations. (ongoing) • Assess students reading using RI diagnostic tool • TL coaching cycles with each member of the department, focus on supporting teachers with change ideas to address the established reader-centered problem.	Total students assessed = 534 (table below) (Note: No Data and First Measure both indicate there is not enough information to determine a trend, either because of lack of product or newly entering the course) **Unit 1 LASW Results: Reading Area of Focus** (table below) (Note: Teachers were asked to identify the highest priority area of need for each student, based on our success criteria. "Other" includes such things as socio-emotional issues, or issues from outside of school.)

No Data	First Measure	Regressing	Maintaining	Improving
14.61%	10.30%	12.55%	34.08%	29.03%

Purposefulness	Independence	Complexity of Thinking	Relationship to Text	Other
15.54%	33.90%	29.96%	6.18%	14.42%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#70 – **2019 Total Cohort 4-Year Grad Rate – All Students**		• Grade tracking by individual by marking period. • Adoptions by staff for any individual not passing all courses. Individualized support provided to enable them to catch up and earn passing grades. • Regents Prep offered for 6 Saturdays for those still missing Regents exams for graduation. • Multiple reminders to attend Regents, email, letter, counselor, teachers, principal. • Individual Tutoring hours provided for select staff to work with scholars outside of school hours.	**199** in Total Cohort 24 have graduated (3 in January) 20 have dropped out 2 NYSSA 57 Still Needed Regents Exams to graduate in December. 40 Now still need Regents Exams to graduate in June. 24 need ELA 4 need Algebra 9 need a science 7 Need Global or US 11 Need US specifically as new entrants from other countries Mid-Year schedule adjustments will be made for those that failed semester classes. Review classes will be set up for those that still have not passed Regents. Additional Tutoring hours will be allocated to work with select individuals After School Support will start 3 days a week for any individual wanting to stay directly after school for classroom work. Regents week was used to bring up grades. Many new ELLs to our country are still needing exams to graduate.
#88 – **2018 Total Cohort 5-Year Grad Rate – All Students**		Remaining Scholars in Cohort do NOT attend at East, except for one NYSSA Scholar.	5 Scholars left in Cohort (MB,JB,VM,WH,RC) One is a NYSSA Scholar that will exit in June. The other 4 attend All City High School and are not graduating in January. One graduated in January (JS). 151/178 = 84.8%

Part III – *Demonstrable Improvement Indicators-Level 2*

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Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 31, 2023

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Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#130 – **HS Math All Students Performance Index**		**SMART Goal:** Scholars will demonstrate the ability to provide specific mathematical evidence and explain their thinking, in writing, on tasks that assess grade level standards with appropriate sophistication for the grade and content level. To achieve this goal, teachers will provide opportunities for scholars within daily instruction to practice explaining their thinking on rich mathematical tasks and build in feedback opportunities. In addition to the SMART Goal, Teacher Leader and the department have worked on identifying primary drivers (key strategies) for addressing the goal. **The Primary Driver is:** 1. Students need to fully engage in tasks at the appropriate level of challenge. **Change Idea #1:** If teachers support students in exploring their history and identity as math learners, then students will be able to see themselves positively as doers of mathematics and may be more willing to persevere in challenging math tasks.	Common Formative assessment Data was collected for each math course and there are 1-3 data samples from each course that have been analyzed. Teachers meet to discover strengths and error patterns that need to be addressed. Discussions on how to use the data through individual feedback with scholars is done for improvement purposes. Teachers collected "Math Biographies" from scholars to understand them as content learners and adjust instruction based on the varying needs that present. Units are reviewed routinely to make sure they are reflective of CRRSP and problem contact are changed to be relatable to our student population. 11/19 that took the course first semester passed with a 50 or higher this time. Of the others that did not pass that had previously taken the exam 100% of them increased their score. <u>Choosing to See</u> book, which is a framework for equity in the math classroom, is being implemented in select CPT's. Six staff are taking this as a Book Study after school. A major revelation from this has been that we don't do enough to show who student experts are in class, we typically only showcase the loudest expert. The goal is now to increase the status of the quieter experts in class by expanding on the value of their contributions publicly. The

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		Student Needs: • Growth Mindset: Students need to value mistakes, effort, and perseverance as a means to success. • CRRSP: Students need to see value in the work and mathematics as necessary for their future • Confidence and efficacy: Students need to believe that they are capable and powerful in math class.	teachers have also designated scholars as "Questioning Experts" as a result of what they add to the classroom.
#140 – **College, Career and Civic Readiness Index – All Students**		Scholars have been enrolled in courses to challenge them for both AP and Dual Credit. Seal Of Biliteracy and Civic Pathway candidates have been identified and will be supported to meet the end goal.	AP Class attendees have been tracked. 18 scholars in the AP Spanish Language 7 scholars in the AP Spanish Literature and Culture Dual Credit attendees have been tracked. 14 students in the Spanish IV MCC Dual Credit Course Seal of Biliteracy students are being tracked. This school year, we have approximately **18** candidates for the Seal of Biliteracy. Students are tracked and are part of a google classroom that provides all the necessary requirements for obtaining the Seal of Biliteracy.
#170 – **HS Chronic Absenteeism – All Students**		Attendance Assistant Visits FG Carents Calling Awards Recognition Senior Adoptions	29 have Perfect Attendance 193 have Attendance 95%+ 142 have Attendance at 90%+ 193 have Attendance at 80%+ 219 have Attendance LESS than 70% 3 have never attended **Summary is we have 53% absent more than 10%** We have tried to leverage our community partners, our Attendance Assistant, our FG Carents and we have not seen much movement of the needle. We have also done awards for the marking periods to celebrate and we promote names

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			during Cohort Town Halls that have been attending. We will continue these efforts.

#230
 	
HS Science All Students PI
		During summer and Fall 2022, student and instructional data was analyzed to identify a specific instructional area for improvement, resulting in the creation of the following SMARTGoal:
		
		Over the 2022-2023 school year, 80% of students will show growth in articulating their analysis and interpretation of data, as measured six times per year on independent tasks including CEPTs/PTs and unit-embedded tasks, and evaluated using a shared rubric
		
		Teacher leaders have also worked on identifying primary drivers (key strategies) for addressing the goal throughout the second marking period:
		
		Primary Driver #1:
		
		Students clearly articulate their sensemaking.
		The change ideas that are being worked on are:
		
		A. Teachers ask questions that elicit student thinking
		
		    • Including questions that prompt metacognition and welcome acknowledgement of "not knowing yet"
		
		B. Teachers provide appropriate scaffolds/supports/strategies for writing
		
		    • Teachers and students plan for gradual removal of scaffolds
		
		Action Steps:
			A. Asking questions that elicit student thinking:
			    a. Teachers revised or added open-ended questions to learning activities and assessments that would elicit greater detail in students' sensemaking statements
			    b. Teachers used trends in student work to identify recurring challenges in explaining sensemaking of data, and developed structures for students to compare and revise their explanations
			    c. Continued use of the Looking at Student Work protocol to calibrate the use of the data analysis rubric. Trends in student work included:
			        i. Improvement in students' ability to reflect on their own areas of difficulty and what resources they used to persevere
			        ii. Continued challenges in identifying and explaining evidence that supports statements of trends or patterns
			
			B. As a result, continued emphasis was placed on students' and teachers' understanding of data analysis as a thinking process (that can be described to others) and on giving effective feedback that allows students to demonstrate growth.
			    a. Teachers developed exemplar responses and sentence frames for students to use to guide their responses to metacognitive questions where appropriate
			    b. Teachers developed classroom routines for students to use exemplars and rubrics, revise their work, and reflect on how their thinking changed
			    c. During classroom visits, 100% of rooms visited had "silent teachers" or other resources visible that conveyed the nature of science as a set of practices needed to make sense of the natural

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		A. Teachers use effective questioning strategies • Teachers know how to plan for questioning and how to have students talk during class • Teachers know how to use student responses to drive instruction and create scaffolds B. Teachers use effective strategies for teaching writing about science: • Teachers have a bank of strategies for teaching writing • Teachers know how to select strategies for teaching writing. **Primary Driver #2:** Students and teachers understand data analysis as sensemaking and understand the role of "analyzing and interpreting data" in doing science **The change ideas that are being worked on are:** A. Teachers and students think about "doing science" as three-dimensional use of science/engineering practices, cross-cutting concepts, and disciplinary core ideas B. Teachers convey the importance of process as well as product and give feedback that allows students to reflect on and revise their use of science practices C. Teachers consistently use structures for having students use models and rubrics to revise written work	world. Out of the classroom visits conducted, 71% had audible discussions with students about the meaning of "doing science." **Grade distribution in Science Q1** (table below) **Cohort 2019 Credits in science earned** (table below) (table below) Labs

Grade distribution in Science Q1

All Science Classes	A	B	C	D	F
Q1	108	163	121	60	231

Cohort 2019 Credits in science earned

3 credits	2 credits	1 credit	0 credits
124	39	20	6

Course	% Met or exceeded standards on Unit 1 CEPT	% Met or exceeded standards on Unit 2 CEPT
Chemistry		
Earth Science	71%	
Living Environment	74%	

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			Teachers are currently collecting data on scholar's progress towards the 1200 lab minute requirement required to take the Regents. Warning letters are being sent to parents and targeted intervention will be developed.
#240 – **HS Social Studies All Students Performance Index**		Change Idea #1: Make thinking visible by explicitly teaching social studies skills: contextualization and evidence writing - Use of strategies to improve evidence writing from documents - Model good and better examples, 3 sentence summaries # Students independently using strategy to improve their writing. Change Idea #2 - Make thinking visible by explicitly teaching social studies skills: contextualization and evidence writing. - Use and ATTW strategies such as appositives, but, because and therefore to expand sentences # students independently using strategy to expand their writing. *These change ideas have been monitored using walk throughs and looking at student work. *Data trends emerged during the first marking period to inform the work in the 2nd marking period. The goal is the same, but the earlier strategies indicated that focusing on	Growth Strategy - Primary Strategy: improve writing skills by implementing the ATTW strategies and sharing strategies that work, and those that do not. - Using the LASW protocol to track progress towards SMART goal at the end of the unit. Curriculum: - Enduring Issues: Students will continue to connect the past to the present and the concept of continuity over time. Instruction: - Continue to incorporate New Visions Social Studies Practices with the Thinking demand matrix. - Teachers will continue to share strategies that complement the thinking demand. This includes, but is not limited to ATTW strategies, debate, T/charts, BBK, odd one out, and interactive word walls

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		ATTW strategies would be our next step in improving understanding social studies and writing skills	

Part IV – *Community Engagement Team (CET)*

Community Engagement Team (CET)
The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Report Out of 2022-23 CET Plan Implementation

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.
East Home-School Assistant Upper school grandparent, • US FACE parent co-chair • Upper School Principal • Director of MCC's Liberty Partnerships Program • IBERO Family Services Assistance (FSA) • Upper School Parents Center for Youth • City of Rochester Lower School Parents • Upper School Parent FACE Assistant co-chair • • Connected Communities	The CET team, East's Family and Community Engagement (FACE team, supports the strategies as outlined above and is committed to continuing its mission of aligning school, home, and community resources in ways that support these school goals in service of scholar success. An example of this includes a planned monthly workshop series of professional learning for families with topics chosen by families and which support the school goals. Also, FACE continues to be a vehicle for prioritizing and connecting families with integrated support for scholars that support improvement on the above indicators. This continues to include academic enrichment - using volunteers and/or tutors, college, and career readiness - working with area colleges advising students of application/enrollment requirements as well planning to host a job fair for students, physical and mental health support offerings, or other social services - such as access to our food and resource pantry. Additionally, our CET team supports our current strategic plan. Specifically, they expressed an interest in our plan to focus on school climate and culture by rebuilding our family group structure.

Part V - *Receivership Powers*

Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

The following reflect the powers of receivership that were invoked throughout the 2022-2023 school year:

1) We reviewed, altered, or replaced curriculum and program offerings of the school; the curriculum is continually being reviewed and revised. 2) Negotiated a Receivership agreement that modifies the existing collective bargaining agreements).

4) Increased salaries to attract and retain high-quality teachers and leaders; on average teachers receive an approximate 9% increase to work at East- which has assisted us ni providing a consistent cadre of adults to support our scholars daily. Additionally, the EPO has negotiated and implemented an incentive for Bilingual teachers which we do intend to continue in the upcoming year.

5)We expanded 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 has been embedded into the school day. Lower School students attend school from 7:30-3pm.
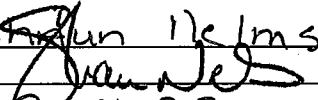
Part VI – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _Shaun Helms_
Signature of Receiver: _____
Date: _2-14-23_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.
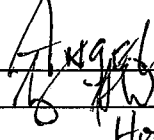
Name of CET Representative (Print): _Angel Miceo_
Signature of CET Representative: _____
Title of CET Representative: _Home School Assistant_
Date: _2/14/23_

The CET Attestation must be signed by a CET member other than a school administrator.

Updated November 2022