

## Receivership Schools ONLY

### Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="http://www.rcsdk12/org/east">www.rcsdk12/org/east</a>			
EAST EPO – Lower School EAST EPO – Upper School	261600010105 261600010061	Persistently Struggling School- Rochester City School District	University of Rochester	Check which plan below applies:			
				SIG			SCEP
				Cohort:			
				Model: Educational Partnership Organization			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Shaun C. Nelms	Marlene Blocker - (9-12) Tanya Wilson – (6-8)	Steve Uebbing- Project Director Susan Meier – Chief Academic Officer Lorna Washington- Spec. Asst to EPO Superintendent		6-12	20%	14%	1095
	Appointment Date:						

#### Executive Summary

Please provide a plain-language summary of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Much of the work done this year will carry through the 2017-18 school year. We are making adjustments as needed to ensure successful outcomes whenever possible. We continue to monitor our system of Key Measures in addition to the demonstrable improvement indicators to assist us in measuring those inputs we deem most essential to meeting progress targets and goals.

We feel confident that we will meet the Lower School demonstrable improvement indicators for 3-8 ELA, Math and Science 8. There is data to



support this included within this report, gleaned from the common formative assessments, NWEA assessment and other formative and summative assessments. The area that we do not believe we will meet the progress target is the total cohort 5 year graduation, as the vast majority of these scholars are no longer here or enrolled in an alternative program that we oversee.

We continue to develop the support model and almost every student has support built into their schedules. Support teachers are reviewing student progress data and customizing interventions. Additionally, we are seeing increased collaboration on materials for support teachers to use which enhance the curriculum, increase student opportunities to learn curricular related content, and are which are modified to accommodate ELLs and SWDs.

This year, we conducted 96 student led conferences (SLC) at grades 6<sup>th</sup>-8<sup>th</sup>. The plan for next year is to continue with the student led conference for 2 of the 4 offered for Lower School, and to roll them out for one of the 4 for Upper School. This will be an expansion on the SLCs for this year. This format allowed us to meet with 45% of our Lower School families and discuss scholar performance and opportunities for growth. Our scholars worked with their classroom teachers to collect work samples in each content area.

In an effort to increase our staff's knowledge and skills, all staff will participate in a minimum of ten full days of professional learning in the summer; five half-day release days across the year devoted to curriculum and instruction; two superintendent's conference days and one 30-minute faculty wide meeting per month, followed by Collaborative Planning Time (CPT) meetings on the same instructional topic. This report includes a copy of the Professional Learning 5 year plan for the East EPO.

There have been no changes in our enactment of the powers of the receiver. From a budgetary perspective, for the most part all aspects of the plan are moving forward as anticipated. The budget component that is causing a delay is the approval of the Minority/Women Business Enterprise (M/WBE) waiver. The Rochester City School District's Purchasing Department is working with the M/WBE unit to rectify this.



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(As required under Section 211(f) of NYS Ed. Law)

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

**Please note** - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the “2017-18 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.





**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2017-18 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I – Demonstrable Improvement Indicators (Level 1)**

<b><u>LEVEL 1 Indicators</u></b> Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
#1 Priority Schools Make Yearly Progress (LS & US)	NA	Make Progress				Common Formative Assessments (CFAs) and the HMM Reading Inventory (RI) in Grades 6-8, midterm	<ul style="list-style-type: none"> <li>This year, in Fall 2016, 40% of scholars tested Basic, Proficient, or Advanced on the Reading Inventory (RI). As of our most recent administration this Spring, 51% tested Basic, Proficient, or Advanced</li> </ul>	Continue the EPO plan initiatives which include: double literacy including READ180 and double math grades 6-9, specific identified curriculums for each course, UbD curriculum development which focuses on acquisition, meaning-making, and





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							<p>on the RI.</p> <ul style="list-style-type: none"> <li>A midterm assessment modeled after the reading comprehension (mc) portions of the NYS Assessment was administered in January 2017 and 23.5% of scholars met or exceeded standards.</li> </ul> <p>Additionally, in Fall 2016, 11.96% of Lower School scholars met or exceeded standards on the baseline Common Formative Assessments in ELA. As of our most recent administration this spring, 31.61% of our scholars have met or exceeded standards. While these assessments do not assess the full scope of content on the NYS Assessments, they are targeted at monitoring progress in priority writing standards and have shown growth.</p>	<p>transfer; extended professional development, Family Group/Leader in Me daily 6-12, evidence-based practices aligned to walk throughs; focus on curriculum and instruction aligned to teacher leader model and leadership walk throughs; continued use of common formative assessments and expanded use of unit end performance assessments; teacher leadership model including coaching cycles and subject-specific follow up; daily collaborative planning led by teacher leaders (subject-specific) or administrator (student-specific); restorative practices approach to discipline; increased development of the Support Model [this is a major goal].</p>
#9 3-8 ELA All Students Level 2 and Above (LS)	17%	40%		yes	Students in LS receive a double period of instruction in ELA. This is in the form of a traditional ELA class every other day for 72 minutes and a literacy intervention class every other day for 72	Common Formative Assessments (CFAs) and the NWEA Map Assessment in Grades 6-8, midterm	<p>This year, in Fall 2016, 43% of scholars tested Low Average to High. As of our most recent administration this Winter, 45.7% tested Low Average to High. Spring administration is currently underway.</p> <ul style="list-style-type: none"> <li>A midterm assessment</li> </ul>	<p>We will continue to implement the double literacy block and begin targeted intervention during Support at the start of the school year. Additionally, we have budgeted for after school buses for LS students two</p>





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					<p>minutes. As the year progressed, we targeted students who needed additional support in literacy and provided them small group instruction during Support.</p> <p>Extensive professional development and curriculum support was provided to teachers of ELA grades 6-7-8 through consulting contracts.</p>		<p>modeled after portions of the NYS Assessment was administered in January 2017 and 24.7% of scholars met or exceeded standards.</p>	<p>days a week. This will allow LS students to stay after for homework help, additional intervention, or acceleration.</p>
#15 3-8 Math All students Level 2 and Above (LS)	21%	38%		yes	<p>Students in LS receive a double period of instruction in Math, with math instruction occurring everyday for 72 minutes.</p> <p>Extensive coaching support to implement the CMP3 math curriculum was provided to teachers of math grades 6-7-8 through consulting contracts through The University of Rochester's Center for Reform and Professional Learning.</p>	<p>Common Formative Assessments (CFAs) and the NWEA Map Assessment in Grades 6-8, midterm</p>	<ul style="list-style-type: none"> <li>This year, in Fall 2016, 43% of scholars tested Low Average to High. As of our most recent administration this Winter, 45.7% tested Low Average to High. Spring administration is currently underway.</li> <li>A midterm assessment modeled after portions of the NYS Assessment was administered in January 2017 and 24.7% of scholars met or exceeded standards. Additionally, in Fall 2016, 23.78% of Lower School scholars met or exceeded standards on the baseline Common Formative</li> </ul>	<p>We will continue to implement the double math block and begin targeted intervention during Support at the start of the school year. Additionally, we have budgeted for after school buses for LS students two days a week. This will allow LS students to stay after for homework help, additional intervention, or acceleration.</p>





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							Assessments in Math. As of our most recent administration this spring, 29.63% of our scholars have met or exceeded standards. While these assessments do not assess the full scope of content on the NYS Assessments, they are targeted at monitoring progress in priority standards and have shown growth.	
#33 3-8 ELA All Students MGP (LS)	42.17	50.72		yes	See indicator 9 above.	Common Formative Assessments (CFAs) and HMH Reading Inventory (RI) in Grades 6-8, midterm	See indicator 9 above.	See indicator 9 above.
#39 3-8 Math All Students MGP (LS)	47.14	51.17		yes	See indicator 15 above.	Common Formative Assessments (CFAs) and the NWEA Map Assessment in Grades 6-8, midterm	See indicator 15 above.	See indicator 15 above.
#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)				yes	We made a mid-fall adjustment to the curriculum used at Grade 8 Science that better aligns with the NYS assessment heavily supported by the science teacher leader (coach). The science coach co-taught with the 8th grade science teacher, co-writing lessons and delivering each lesson for the first time followed by the teacher delivering the	Common Formative Assessments (CFAs) in Grades 6-8	<ul style="list-style-type: none"> <li>A midterm assessment modeled after the NYS Assessment was administered in January 2017 and 36.5% of scholars met or exceeded standards. In Fall 2016, 2.6% of Lower School scholars met or exceeded standards on the baseline Common Formative Assessments in Science. As of our most recent administration this spring, 36.5% of our</li> </ul>	We will accelerate approximately 60 students to Living Environment in 8th grade and will use the current NYS Science 8 aligned curriculum for the remainder of the students. Additionally, we have budgeted for after school buses for LS students two days a week. This will allow LS students to stay after for homework help, additional intervention, or acceleration.





					same lesson the rest of the day.		scholars have met or exceeded standards. While these assessments do not assess the full scope of content on the NYS Assessments, they are targeted at monitoring progress in priority standards and have shown growth.	
#5 School Safety (US)	59	<7 Serious Incidents		No	<p>Restorative practices continue to occur, and restorative conversations are tracked and documented by social workers and counselors. While traditional consequences may be utilized, those are bracketed by restorative practices either before or after or both.</p> <p>1. MAC (Management in the Active Classroom) trained an additional 32 people; plan to train 50-60 more summer 2017. This is our schoolwide approach to classroom management.</p> <p>Family Group is a major strategy to improve relationships, student voice, and safety at East. Local survey results include that a large majority of</p>	VADIR via PowerSchool	<p>Currently 5 at East Upper School and 3 at East Big Picture, as follows:</p> <ul style="list-style-type: none"> <li>• Weapons Found or Confiscated = 4</li> <li>• Arson = 1</li> <li>• Other Sexual Offense = 2</li> <li>• Reckless Endangerment = 1</li> </ul> <p>*does not include potential minor incidents with weapon use (could increase this number).</p> <p>5 additional incidents from senior trip coded as Assault with Injury</p>	Will continue with current practices.





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					students feel FG contributes to improved relationships among students and between students and faculty. e.g. 82% of all scholars feel FG has given them a voice at East.			
#67 2012 Total Cohort Passing Math Regents (Score>=65) (US)	38%	56%			Extensive additional review sessions have been added after school using receiverships funds.	Regents exam scores, Common Formative Assessments (CFAs) in Upper School Math	Current pass rate of Math Regents for 2015 Cohort = 56.55%	Continue current practices and monitor throughout the year.
#69 2011 Total Cohort Passing ELA Regents (Score>=65) (US)	30%	51%			Extensive additional after school review sessions have been added using receiverships funds.	Regents exam scores, Common Formative Assessments (CFAs) in Upper School English	<p>Current pass rate of English Regents for 2014 Cohort = 6.7%</p> <p>In Fall 2016, 0.0% of Upper School scholars met or exceeded standards on the baseline Common Formative Assessments in English III. As of our most recent administration this spring, 12.07% of our scholars have met or exceeded standards. While these assessments do not assess the full scope of content on the Regents exams, they are targeted at monitoring progress in priority standards and have shown growth.</p> <p>34% (72 students will pass) 30% (62 students will possibly fail)</p>	Implementing English Seminars to enable more students to recuperate credits previously not gained. We will also offer intervention and support.





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							36% (75 students are not enrolled in ELA III CC classes) We will not meet this due to the number not in the class. If you took the percentage that have actually taken the class the rate would be 53.7% will pass based on 72/134.	
#70 Total Cohort 4-Year Grad Rate- All Students (US)	41%	55%			Extensive additional after school review sessions have been added using receiverships funds.  All students are scheduled for support either every four days, every other day, or sometimes daily, for 72 minutes each time.  We increased literacy support services for our lowest reading students.	Enrollment Status; Credit attainment and Regents Exam score status; Individual student course grades, attendance, and status toward various diploma types	Enrollment status indicates for the 2013 Total Cohort that 61.9% are still enrolled, 6.5% have graduated, and 31.6% have dropped out. Below are key data points related to graduation prediction based on credit attainment and Regents exam score status:  <b>336 Accountable + 2 Spec Ed Certs</b> 206 Still active 132 Inactive ~ of 132 inactive 110 Dropped Out ~of 132 inactive 22 Graduated ~56 Never Attended Since EPO ~16 Attended less than 25 days since EPO  119/336 I feel very confident will graduate by June = 35%  142/336 I feel most likely will graduate by August= 42%	We will continue to support our students with opportunities for credit recovery and Regents preparation.





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							<p>119/280 = 42% will graduate by June that attended since EPO present</p> <p>142/280 = 51% will graduate by August that attended since EPO present</p> <p>119/264 = 45% will graduate by June if attended more than 25 days since EPO</p> <p>142/264 = 54% Will graduate by August if attended more than 25 days since EPO</p> <p>58 were once classified as SWD</p> <p>20/58 = 34% from total cohort will graduate by June</p> <p>20/51 = 39% will graduate by June that attended since EPO inception</p> <p>20/46 = 43% will graduate by June if they attended more than 25 days since EPO</p>	
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#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)	3%	9%			see item 70	Credit attainment and Regents Exam score status; Counselor tracking	No changes in Advanced Designation, however, there are currently 7 potential candidates for the Seal of Biliteracy, which is an additional designation by the State of NY and the Board of Regents which demonstrates high level of linguistic scholarship	We will continue to support our students with opportunities for credit recovery and Regents preparation.
#88 Total Cohort 5-Year Grad Rate- All Students (US)	48%	61%			see item 70	Enrollment status; Credit attainment and Regents Exam score status; Individual student course grades, attendance, and status toward various diploma types	<p>Enrollment status indicates for the 2012 Total Cohort that 11.8% are still enrolled, 42% have graduated, and 46.2% have dropped out. Below are key data points related to graduation prediction based on credit attainment and Regents exam score status:</p> <ul style="list-style-type: none"> <li>• Highest Possible = 53.8%</li> <li>• Of the 11.8% (32 students) who are still active: <ul style="list-style-type: none"> <li>o 24 have at least 12 credits (could increase grad rate by up to 8.9%)</li> <li>o 10 have at least 3 Regents (w/65 or up) &amp; 16 ←</li> </ul> </li> </ul>	





								Credits (could increase grad rate by up to 3.7%) o 6 have 5 Regents (w/65 or up) & 16← Credits (could increase grad rate by up to 2.2%)			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .					Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

## Part II – Demonstrable Improvement Indicators (Level 2)

<b>LEVEL 2 Indicators</b> Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.								
Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator





#2 Plan for and Implement Community School Model (LS)	N/A	The Community Engagement Team sets transformation targets for the school year				East's new Food and Resource Pantry has served 38 students since February. Also, a Neighborhood Open House was held in which 15 community members attended and over 23 organizations tabled. Elected officials, mental health service providers, neighborhood associations, faith-based organizations, and local businesses tabled.	<ul style="list-style-type: none"><li>• medical center open to student;</li><li>• The Food Pantry has strengthened East's network of service providers, with staff and community volunteers donating food, staff referring scholar facing food insecurity, and scholars being referred as needed to additional service providers.</li><li>• Improved relationships with neighborhood residents and businesses</li></ul>	<ul style="list-style-type: none"><li>• Add dental for students</li><li>• plans to open health and dental to families</li><li>• Next year support for the Food Pantry is planned to expand through a formal partnership with Foodlink. Additionally, the local First Presbyterian Church has pledged funding for the Pantry throughout next year. Both of these opportunities will provide more supplies for the Pantry.</li><li>• Secure paid internships from area businesses</li></ul>





6 Family and Community Engagement (DTSDE Tenet 6) (LS)	N/A	Developing Rating		yes	<p>A total of 345 lower school families have attended FACE events. Of those, 190 (55%) attended at least one event and 89 (26%) attended more than one event. We have conducted 181 home visits with lower school families. Event survey results: 2/9/17: 100% rated the event excellent (85%) or very good (15%); 100% felt the event was extremely valuable (77%) or very valuable (23%) in helping them feel connected to the school; 100% stated the staff were extremely informative (85%) or very informative (15%). Comments mostly stated that the event was good, however one person asked for later start times for events. 4/6/17: 100% rated this event excellent (37.5%) or very good (62.5%); 100% felt the event was extremely valuable (50%) or very valuable (50%) in helping them feel connected to the school; 100% stated the staff were extremely informative (62.5%) or very informative (37.5%). Comments requested more advanced</p>	<p>We will continue to implement event surveys and adjust accordingly. We are developing more accurate ways to document teacher and administrator engagement with families as part of our shift to understanding relationship-based family engagement given our analysis that attendance at events does not adequately explain family engagement. We have begun to offer events at different and/or later times to accommodate working parents and to respond to comments in event surveys.</p>	<p>We continue to use our newly developed event survey to document and analyze parent/family perceptions of events. We are also tracking parent attendance more globally so we can see which parents attend which events and who comes to more than one. This tracking has allowed us to identify parents who are most involved and who may choose to serve in leadership roles. For example, one lower school parent who has shown leadership will serve as a panel member for a national speaker (Pedro Noguera) event on June 1. We have important relationships with multiple agencies, including the Mayor's office. In collaboration with that office, we held a Neighborhood Open house that brought together areas businesses, neighborhood groups, agencies, and families to learn more about East. A new FACE Handbook was created as a working document to memorialize the process that East uses to elicit family and community engagement so that future staff will know how, when, and why we do what we do in regards to family and</p>	<p>We use results from our event surveys to analyze parent/family perceptions of the event overall, the degree to which the event made them feel connected to the school, and how useful the event was. The open-ended comment box also gives them an opportunity to tell us what they would like to see changed or added. These data help us shape subsequent events in ways that address (or correct) parent/family feedback from event surveys. We will continue to work with parents who exhibit leadership potential to serve on East committees and other roles. We will expand the use of information technology so that information sharing between and among students, staff, and families is increased. We will track usage of the web to better assess impact and usability. We</p>
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					<p>notice via email for working parents and that events go later into the evening. While all parents who completed the survey were positive about the events, there is a noticeable difference in emphasis between the two events. Both evenings combined parent teacher conferences with either family dinners or other activities. However, on February 9 Lower School implemented student led family conferences. It may be the more positive emphasis in responses for that evening is connected to student run conferences.</p>		<p>community engagement practices. The FACE webpage has been revamped with more information and better usability; the parents webpage has been revamped with more information and better usability.</p>	<p>will collaborate with families to develop and deliver professional learning for staff on cultural relevance and family engagement.</p>
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#10 3-8 ELA SWD Level 2 and Above (LS)	6%	19%		See indicator 9 above.	See indicator 9 above.	HMH Reading Inventory (RI) in Grades 6-8, midterm (broken down by subgroup)	This year, in Fall 2016, 8.3% of SWDs tested Basic, Proficient, or Advanced on the Reading Inventory (RI). As of our most recent administration this Spring, 13.5% tested Basic, Proficient, or Advanced on the RI. A midterm assessment modeled after the reading comprehension (mc) portions of the NYS Assessment was administered in January 2017 and 0.0% of scholars met or exceeded standards.	See indicator 9 above.
#11-3-8 ELA Black Students Level 2 and Above (LS)	18%	37%		See indicator 9 above.	See indicator 9 above.	HMH Reading Inventory (RI) in Grades 6-8, midterm (broken down by subgroup)	This year, in Fall 2016, 45.3% of Black scholars tested Basic, Proficient, or Advanced on the Reading Inventory (RI). As of our most recent administration this Spring, <b>56.4%</b> tested Basic, Proficient, or Advanced on the RI. A midterm assessment modeled after the reading comprehension (mc) portions of the NYS Assessment was administered in January 2017 and 24.6% of scholars met or exceeded standards.	See indicator 9 above.
#16 3-8 Math SWD Level 2 and Above (LS)	1%	20%		See indicator 15 above.	See indicator 15 above.	NWEA Map Assessment in Grades 6-8, midterm (broken down by subgroup)	This year, in Fall 2016, 13.9% of SWDs tested Low Average to High. As of our most recent administration this Winter, 33.3% tested Low Average to	See indicator 15 above.





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							High. Spring administration is currently under way. A midterm assessment modeled after portions of the NYS Assessment was administered in January 2017 and 13.9% of scholars met or exceeded standards.	
#17 3-8 Math Black Students Level 2 and Above (LS)	24%	34%		See indicator 15 above.	See indicator 15 above.	NWEA Map Assessment in Grades 6-8, midterm (broken down by subgroup)	This year, in Fall 2016, 46.0% of Black scholars tested Low Average to High. As of our most recent administration this Winter, 54.3% tested Low Average to High. Spring administration is currently under way. A midterm assessment modeled after portions of the NYS Assessment was administered in January 2017 and 22.8% of scholars met or exceeded standards.	See indicator 15 above.
#3 Student Attendance (US)	81%	89%		No	Visits to other schools with similar student demographics were made to study their successful attendance strategies, over 1,000 home visits were made by the attendance clerk and school social workers, parent outreach events stressing the importance of attendance	School ADA (monitored weekly grade level and cohort); Chronic Absenteeism data; Individual student attendance; home visit data by social workers and attendance clerk	Current Upper School ADA = 79.2% (this number includes the continuing 9th graders)	Continue to partner with the University of Rochester to identify best practices around the country to engage students in daily attendance. We will also continue to reach out to parents to determine what needs they have in ensuring that their student attend school on a daily basis. A needs





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								assessment will also be run with the students in the bilingual program to identify barriers specific to their needs.
#21 HS ELA All Students Level 2 and Above (US)	70%	74%			Students in grade nine are scheduled for literacy every other day for 72 minutes where they either use READ180 or if they test out engage in the Workshop model. Additional literacy services were added. Extensive review sessions for exam preparation were added.	Regents exam scores, Common Formative Assessments (CFAs) in Upper School English	Summary of Assessment Performance: Students in 2013 Accountability Cohort <ul style="list-style-type: none"> <li>Level 2 and Above = 50.9%</li> <li>Level 1 = 49.1%</li> </ul>	We are offering seminar classes which will allow students to have daily exposure to ELA and earn their credits needed for graduation.
#27 HS Math All Students Level 2 and Above (US)	74%	80%			Students in grade nine are scheduled for math daily for 72 minutes to support the implementation of Meaningful Math Algebra. This included extensive consultant support. Extensive review sessions for exam preparation were added.	Regents exam scores, Common Formative Assessments (CFAs) in Upper School Math	Summary of Assessment Performance: Students in 2013 Accountability Cohort <ul style="list-style-type: none"> <li>Level 2 and Above = 62.6%</li> <li>Level 1 = 37.4%</li> </ul>	Will continue to offer review sessions and targeted interventions and support
#71 Total Cohort 4-Year Grad Rate-SWD Students (US)	17%	35%			The Support Model includes a differentiated number of periods. The Support rooms are staffed with teachers and materials to support performance in the academic core. Special education students often have Support in addition to resource room and/or consultant services.	Enrollment Status; Credit attainment and Regents Exam score status; Individual student course grades, attendance, and status toward various diploma types	58 were once classified as SWD  20/58 = 34% from total cohort will graduate by June  20/51 = 39% will graduate by June that attended since EPO inception	Continue the EPO plan initiatives which include: double literacy including READ180 and double math grades 6-9, specific identified curriculums for each course, UbD curriculum development which focuses on acquisition, meaning-





Receivership Quarterly Report and Continuation Plan – 3<sup>rd</sup> Quarter  
January 31, 2017-April 28, 2017  
(As required under Section 211(f) of NYS Ed. Law)

							20/46 = 43% will graduate by June if they attended more than 25 days since EPO	making, and transfer; extended professional development, Family Group/Leader in Me daily 6-12, evidence-based practices aligned to walk throughs; focus on curriculum and instruction aligned to teacher leader model and leadership walk throughs; continued use of common formative assessments and expanded use of unit end performance assessments; teacher leadership model including coaching cycles and subject-specific follow up; daily collaborative planning led by teacher leaders (subject-specific) or administrator (student-specific); restorative practices approach to discipline; increased development of the Support Model [this is a major goal].
#82 Drop Out Rate (US)	14%	<=7%			see item 71.	Enrollment Status	BEDS day enrollment = 824 Dropouts since July 1, 2016 = 65 first-time dropouts or TASC	continue to look for ways to ensure that students have options





Receivership Quarterly Report and Continuation Plan – 3<sup>rd</sup> Quarter  
January 31, 2017-April 28, 2017  
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							enrollees Dropout rate = 8% *-Freedom School program students are technically drop- outs also	for credit recovery and the social emotional supports needed to face the barriers and challenges that continue to impact student attendance and drop out. In 2017-2018 we will continue our “adopt a senior” program in an attempt to ensure that all students have someone looking out for their attendance. Further, family group will serve as a space where students can connect with adults that will work to provide them the individual support they need to continue towards graduation.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

**Part III – Additional Key Strategies – (As applicable)**

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





### Key Strategies

Identify any key strategies being implemented during the current reporting period that are *not described in Part I or II above*, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.

List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2017-18 School Year Continuation 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		Our Quarter Four report will show the result on our Key Measure that 75% or higher of our teachers will always be observed to be writing learning targets that are developing or accomplished according to our rubric; our external evaluation will also report on the criteria of learning targets: learning centered; important and right-sized; fits in trajectory of learning; specific & contextualized; assessable and feedback-enabling; at the right level of challenge, and involving collaboration & reflection. Across the year this strategy was taught, followed up on, and then teachers received feedback via our walk-through tool.	2017-2018 As teachers move to stage 3 of the UbD model curriculum planning, they will design learning experiences, evidence of learning from those experiences, and the connections to the units, in sequence. They will then collaborate across the year to write learning targets to structure each lesson required to bring about those learning experiences and to show the defined evidence of learning. Each department will determine their lesson planning format, within parameters (all departments will include learning targets). The criteria for Deliberate Practice will be presented through summer professional learning and then revisited and taught across the year in the same method as 2016-17: 30 minute faculty meeting presentations followed by teacher leader facilitated CPTs.
2	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.		Year one: stage one UbD: this was year two; focus on assessment. Three major areas: assessing the daily learning target; common formative assessments every five weeks (CFAs); and curriculum embedded performance tasks (CEPTs). Across the year we also focused on learning targets again, see above.  MAC (Management in the Active Classroom) trained an additional 32 people; plan to train 50-60 more	For 2017-2018 our focus will combine instruction and curriculum, that is, stage 3 of the UbD process and Deliberate Practice, including our framework of six evidence based practices deduced from the work of John Hattie. Teachers will write charts that show how each unit's learning experiences address the standards, big ideas, and culminate in performance tasks.





		<p>summer 2017. This is our schoolwide approach to classroom management.</p> <p>Seven faculty meetings with follow up in CPT across the year supporting implementation of quality learning targets in the classroom. Five half day release days supported our focus on assessment. Two superintendent's conference day supported our focus on curriculum and assessment.</p> <ol style="list-style-type: none"> <li>1. Curriculum writing Saturdays, vacation weeks, after school <ol style="list-style-type: none"> <li>a. all core subject areas plus CTE</li> <li>b. original curriculum being developed in social studies 6-12</li> <li>c. adapted curriculum in science and ELA 9-12</li> <li>d. adopted curriculum in math and ELA 6-8</li> </ol> </li> </ol>	
3	Data will be collected and utilized to inform staff and support service providers to allow for adjustments to supports.	Using attendance data and agency utilization, weekly meetings were held to ensure that all students who had demonstrated attendance concerns, mental health needs, or other concerns had their needs addressed. These meetings included all social emotional staff (social workers and counselors) as well as the attendance clerk and representatives from our partnering agencies. This data was kept in multiple secure locations so that alignment of	The plan moving into 2017-2018 is to continue to utilize the process of tracking students needs and agency involvement. Agency partners will continue to be monitored to ensure that their programs meet the needs of our students and that they are continuing to partner with us in the most effective manner.





			students and resources could be assured and tracked.			
4	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		The UbD planning model is being implemented over three years. We did not focus on learning sequence this year. However, we will provide a Key Measure (Quarter 4) based on a vertical slice of all teachers relative to the observance of meaning-making activities occurring in classrooms. the requirement for all teachers to attend MAC workshops and then have follow up coaching to utilize the protocols was added this year. Q4 we will have Key Measures in these areas.	Learning sequence is the focus for year three 2017-2018: Deliberate Practice. This includes engagement, level of challenge, evidence of learning, and lesson planning. We will also follow up on our focus on the unit trajectory toward performance assessments and the common formative assessments, as both need work.		
5	Student-Led Family Conferences		No change from quarter 2 report: This year we conducted 96 student led conferences at grades 6 <sup>th</sup> -8 <sup>th</sup> . This format allowed us to meet with 45% of our families and discuss performance and opportunities. Our scholars worked with their classroom teachers to collect work samples in each content area. Together with their carents in family group, scholars organized this work and practiced the art of conferencing.	We will continue with student led conferences in Lower School; 2 out of 4 conferences will be student-led. Upper School will offer 1 out of the 4 conference nights as student led family conferences to begin implementation of this innovation.		
Green		Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.





#### Part IV – Community Engagement Team and Receivership Powers

##### Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	Family and Community Engagement (FACE) committee meetings are held monthly. Minutes are circulated prior to the next meeting at which the committee approves them. Minutes are posted to the school's intranet for transparency. FACE committee reports are given to Governance Councils at each meeting. Working with the Mayor's office as one of our community partners, we held a Neighborhood Open House that invited area businesses, neighborhood residents, and students and their families to learn more about what is available in the East community. The committee has submitted next year's event and meeting calendar to Governance Council for approval. The first implementation of student led family conferences at Lower School garnered very positive evaluations from parents, families, and students. We improved our percentage of information shared via paper documents that were translated into at least Spanish and have begun to have information translated into Nepali and Arabic. The school's newspaper now has a regular Spanish column. By analyzing attendance at FACE events, we have identified parents who	No significant changes will be made to the current family and community engagement plan or the membership structure of the FACE(CET) committee. FACE meetings will continue to be held monthly. We plan to develop short "key strategies" handouts for parents and family on topics related to engaging at East. Some topics include: 1) questions to ask at parent teacher conferences or student led conferences; 2) rights of parents of students with disabilities; etc. We plan to track web usage data to document potential impact of communication.





	attend multiple times as potential leaders who might serve on various committees. We produced a FACE handbook that serves as an archive of processes and procedures to develop sustainability.	
<b>Powers of the Receiver</b> Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2017-18 School Year.		
Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
	There has been a consistent and ongoing review and/or replacement of the curriculum and program offerings. We also continue to provide a stipend for those high-quality teachers who choose to apply and are selected to work at East. We continue to offer an incentive for bilingual teachers. The staff selection process is the same as years 1 and 2. The school day is still extended for year 3, extended learning time has been embedded into the school day. There were no changes made to the previously negotiated collective bargaining agreements for this period. The EPO has not needed to supersede any decisions or policies that are currently in place.	We will continue a systematic review process of the curriculum and programs being offered at East and revise and/or replace as needed. Staff will be screened and hired based on the "all In" philosophy of East, just as we have in the past. For those areas where we have identified that staff need additional support, we will continue to provide appropriate training and coaching as needed. Current positions will continue to be reviewed and where needed, changes will be made to effectively support the academic environment. If any adjustments that are needed after assessing the effectiveness of the extended school day, will be made as necessary. We will continue offering a preferential pay rate for highly qualified teachers who serve at East. We do not anticipate needing to supersede any decisions or policies or regulations of the Superintendent of schools or the Board of Education.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.





**Part V – Budget – (As applicable)**

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status (R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u> :
PSSG	*- Please see explanation in bold below	<p>The expenditures from the approved 16-17 FS10 and FS10A as well as the respective budget narratives are on target. As a result of the budget being on target, the following has occurred with regard to the implementation of the plan:</p> <p>*The teachers, administrators, and scholars have been able to realize the benefit from the extended day.</p> <p>*All contractors have been paid for services received in accordance to the plan for Receivership, Professional Development, Plan Evaluation, Support Student Health Center/School Counseling, Classroom Management, Teacher Coaching, and Nursing Services</p> <p>*Curriculum has been expanded</p> <p>*Relevant Curricular supplies, materials, and equipment have been acquired to support scholar learning and well-being</p> <p>*Teachers and Administrators were able to attend</p>	<p><b>• SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.</b></p> <p><b><u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u></b></p> <p><b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a></p>





		critical conferences	
		*-The budget component that is causing the delay at this time and resulting in a yellow status, is the approval of the M/WBE waiver. RCSD Purchasing Department is working with the M/WBE unit to rectify.	

## Part VI: Best Practices (Optional)

### Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Focus on Evidence Based Practices and use of UbD model for curriculum development	Our rubric for learning targets, series of 30 minute lessons, teacher-leadership follow up, and alignment with walk through tool are replicable. The focus on year one: stage one, year two: assessment in three major categories; year three: Deliberate Practice is replicable. All half day and superintendent's conference day activities across the year can be made available.
2.	Support Model	Built in time in the schedule for students to be assigned to support. Support Rooms are staff by both fixed and rotating staff; it is a teaching period in teachers' day. Students work with teachers, volunteers, peer mentors on homework, teacher-assigned work, and stations or other activities created by the Support Room managers to fill in deficit areas. This model is in development and is replicable.
3.	Family Group	Family group is a 30 minute per day advisory system. It is replicable; our lesson plans are built using Covey's Seven habits of Highly Effective Teens (grades 6-12) and Leader in Me (younger students) and our school





		wide vision and mission statement. These practices are replicable.
4.	Teacher leadership model and collaborative planning time	The schedule and the teacher leadership model are replicable. We provide PL for our teacher leaders and we meet together as a group for 50 minutes every other day. Teachers have a 72 minute period of collaborative planning time (CPT) and another 72 minute period of independent planning time every day; they teach three of five periods a day and have Family group daily. 1. Teacher Leadership expansion included 10 added TLs this year in Health, World Languages, Physical Education, Literacy, and ENL; 2) offered Evidence-Based Practices, Best-Practices with ELLs, Literacy Practices, Text Sets, Using Metacognition, and more to peers at East and across RCSD (social studies conference)3)see for example, Superintendent's Conference Day: 26 different sessions aligned to our learning principles.
5.	double math and literacy time grades 6-9	The CMP3 Math program is a heavy lift; assigning 72 minutes a day to it for grades 6-9 is extremely important for any progress to be shown. The literacy model includes the NYS modules every other day; and the students are either in READ180 or Workshop, depending on the IR scores, for 72 minutes every other day, creating a daily literacy block. This is replicable.
6.	our schedule	five 72-minute periods every other day (AB model)plus 30 minutes lunch and Family Group daily; this is replicable. Common planning time, embedded professional development, the literacy program, the advisory program, the support model - are all made possible by the schedule.
7.	restorative practices	Training staff in this approach and then following up on it; having adequate counselors and social workers; extending this approach to the classrooms: this is replicable.
8.	extensive professional learning	A minimum of ten full days for all staff in the summer; five half-day release days across the year devoted to curriculum and instruction; two superintendent's conference days likewise; 1 30-minute faculty wide meeting per month followed by CPT meetings on the same instructional topic; 72 minutes of collaborative planning time combined with a dedicated team working on planning for several hours every week; extensive use of expert consultants for UbD and for the four core. This is replicable.





Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Shaun Welms  
Signature of Receiver: [Signature]  
Date: 5/26/17

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): CATHERINE WILSON  
Signature of CET Representative: [Signature]  
Date: 5/26/17