



Receivership Schools ONLY

Quarterly Report #2: October 31, 2016 to January 30, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:
EAST EPO – Lower School	261600010105	Rochester City School District	University of Rochester	Check which plan below applies:
EAST EPO – Upper School	261600010061			SIG/SIF
				Cohort:
				Model:
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL
Shaun C. Nelms, Ed.D	Marlene Blocker – (Upper School) Tanya Wilson (Lower School) Appointment Date: 7/2015 (Blocker) 7/2016 (Wilson)	Steve Uebbing- Project Director Lorna Washington- Spec. Asst. to EPO Superintendent Susan Meier – Chief Academic Officer	6-12	21%
			% SWD	15%
			Total Enrollment	1135



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*.

East administration is continuing to monitor our system of Key Measures in addition to our priority school indicators to assist us in measuring those inputs we deem most essential to meeting our priority school progress targets and goals.

We continue to revise our five-week assessments system (common formative assessments or CFAs) to create parallel assessments. Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments. At a session with our external evaluation team, we were informally notified that they are currently seeing posted learning targets in every room or almost every room. Areas for growth include systematically collecting evidence of learning, providing models of what work-at-standard consists of, and increasing student work output.

Our support model continues to be developed. Almost every student has support in their schedule. Support teachers can look at student progress data and customize 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 ELs and SWDs.

So far this year, we have conducted 96 student led conferences at grades 6th-8th. 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.

Family Group, our daily 30 minute advisory shows dramatic improvement in attendance We will administer our mid-year survey the third and fourth week of January (for Carents) and first week of February (for scholars) and this will help us evaluate both the program and modifications.

Family and Community Engagement (FACE) committee meetings are held monthly. Beginning with the January meeting, the CET (FACE Team) discussed how to better support parent/family engagement through targeted use of technology, including webinars, google hang out and application push-outs (ie. Facebook, Twitter, RCSD Link App, etc.).



There have been no changes in our enactment of the powers of the receiver. Instructional technology implementation remained consistent with quarter 1 reporting. And from a budgetary standpoint, We will file an amendment to request those funds to be carried over for this year (\$428,631) and the set aside funds of (\$764,424).

This report also includes an “additional considerations” segment for those indicators that we feel warrant additional thoughts based on prior circumstances or conditions that affect the current outcome expectations.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to. 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.



Part I – Demonstrable Improvement Indicators

LEVEL 1 Indicators

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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#1 Priority Schools Make Yearly Progress (LS & US)		NA	Make Progress	Continuing to monitor our system of Key Measures in addition to our priority school indicators to assist us in measuring those inputs we deem most essential to meeting our priority school goals. These measures include 3-5 measures in each tenet area of the DTSDE and will be expanded on in the document. These measures will be available in the fourth quarter. We continue to revise our five-week assessments system (common formative assessments or CFAs) to create parallel assessments. The Superintendent's Conference Day and the first early release half day were spent on revising and aligning those assessments to standards and rubrics. Data from CFAs should begin to show improvement once the CFA format and assessment has stabilized, approximately the fourth administration for most subjects. CFAs will be administered every five weeks or seven times for full year courses. We can provide	



				data from the third administration which for the most part can function as baseline, due to the changes many underwent Additional assessments are described in standards areas below. Additionally in our Lower School, 2 week progress reports are available in all content areas.	
#9 3-8 ELA All Students Level 2 and Above (LS)	17%	42%		All students grades 6-9 have a course called "Literacy" for 180 minutes per week in addition to their English language arts period. The literacy program selected is READ180 and System 44 through Houghton Mifflin Harcourt (HMH). The system for assessment in READ180 is advancement on the HMR Reading Inventory. Student growth on the Reading Inventory should correlate to NYS comprehensive assessments. Additionally, we teach the grades 6-8 modules on Engageny.org and utilize the engageny.org assessments within those modules, with extensive professional learning support from EL Learning. Student performance on module assessments correlates to NYS comprehensive assessments. Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments.	November 2016 Reading Inventory Results: Grade 6 (19 students) • Advanced: 2 (10.5%) • Proficient: 0 (0.0%) • Basic: 6 (31.6%) • Below Basic: 7 (36.8%) • Not Tested: 4 (21.1%) Grade 7 (151 students) • Advanced: 9 (6.0%) • Proficient: 14 (9.3%) • Basic: 40 (26.5%) • Below Basic: 77 (51.0%) • Not Tested: 11 (7.3%) Grade 8 (153 students) • Advanced: 6 (3.9%) • Proficient: 19 (12.4%) • Basic: 33 (21.6%)



			Almost all students have an additional “support period” for 180 minutes per week. In the Support Room students receive assistance in the core subject areas. This year we added a Response to Intervention model which is in the process of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year. The first round of screenings found that the huge majority of students needing interventions were ELs. We have established some targeted interventions for some students but need to reevaluate how to better serve this group of students in Support. Academic coaches have met with students to prioritize and focus them on upcoming Regents exams. Teams of teachers have collaborated to develop study guides for January Regents exams and coaches have been assigned groups of students to work with to prep for exams in their content areas. We are also collecting data to better focus our time in Support to move students beyond homework support to improving scores on classroom assessments and Regents exams in June.	Below Basic: 89 (58.2%) Not Tested: 6 (3.9%)
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				Additionally in our Lower School, 2 week progress reports are available in ELA and Literacy Additionally, we have added Literacy Services for our highest need readers as follows: Raw Numbers grade 10-23 students; grade 9-66 students; grade 8-32 students; grade 7-39 students. This is approximately 30 minutes every other day (with some flexibility). We are working on measures for success. We currently use a Reading Inventory 4 x per year, Running Reading Records 5x per year and a monthly MAZE for most students and a Beginning Reading Index for our ELLS who are very low. We plan to add more data to this and to expand services	
#15 3-8 Math All students Level 2 and Above (LS)		21%	41%	All students in grades 6-9 have an additional period of math for 180 minutes per week or 360 minutes per week total math. The mathematics curriculum selected is Connected Mathematics Project 3 (CMP3) Mathematics grades 6-8 which received extensive support through University of Rochester's Center for Reform and Professional Development. This curriculum contains embedded assessments which align to NYS CC standards. Additionally we administer the NWEA assessment to all students grade 6-8.	September 2016 Data (NWEA Results will be updated after winter administration) Grade 6 (20 students) • Hi: 1 (5%) • HiAvg: 1 (5%) • Avg: 2 (10%) • LoAvg: 4 (20%) • Lo: 9 (45%) • Not Tested: 3 (15%) Grade 7 (149 students) • Hi: 1 (0.7%) • HiAvg: 11 (7.4%) • Avg: 21 (14.1%) • LoAvg: 35 (23.5%)



			Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments. Almost all students have an additional “support period” for 180 minutes per week. In the Support Room students receive assistance in the core subject areas. This year we added a Response to Intervention model which is in the process of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year. The first round of screenings found that the huge majority of students needing interventions were ELs. We have established some targeted interventions for some students but need to reevaluate how to better serve this group of students in Support. Academic coaches have met with students to prioritize and focus them on upcoming Regents exams. Teams of teachers have collaborated to develop study guides for January Regents exams and coaches have been assigned groups of students to work with to prep for exams in their content areas. We are also collecting	• Lo: 71 (47.7%) • Not Tested: 10 (6.7%) Grade 8 (154 students) • Hi: 4 (2.6%) • HiAvg: 8 (5.2%) • Avg: 20 (18.2%) • LoAvg: 31 (20.1%) • Lo: 74 (48.1%) • Not Tested: 17 (11.0%)
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					data to better focus our time in Support to move students beyond homework support to improving scores on classroom assessments and Regents exams in June.	
#33 3-8 ELA All Students MGP (LS)		42.17	50.72		All students in grades 6-9 have a course called "Literacy" for 180 minutes per week in addition to their English language arts period. The literacy program selected is READ180 and System 44 through Houghton Mifflin Harcourt (HMH). The system for assessment in READ180 is advancement on the HMR Reading Inventory. Student growth on the Reading Inventory should correlate to NYS comprehensive assessments. Additionally, we teach the grades 6-8 modules on Engageny.org and utilize the engageny.org assessments within those modules, with support from EL Learning. Student performance on module assessments correlates to NYS comprehensive assessments. Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments. Almost all students have an additional "support period" for 180 minutes per week. In the Support Room students receive assistance in the core subject areas. This year we added a Response to	See indicator #9.



				Intervention model which is in the process of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year. The first round of screenings found that the huge majority of students needing interventions were ELs. We have established some targeted interventions for some students but need to reevaluate how to better serve this group of students in Support. Academic coaches have met with students to prioritize and focus them on upcoming Regents exams. Teams of teachers have collaborated to develop study guides for January Regents exams and coaches have been assigned groups of students to work with to prep for exams in their content areas. We are also collecting data to better focus our time in Support to move students beyond homework support to improving scores on classroom assessments and Regents exams in June. Additionally, we have added Literacy Services for our highest need readers as follows: Raw Numbers grade 10-23 students; grade 9-66 students;; grade 8-32 students; grade 7-39 students. This is approximately 30 minutes every other day
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				(with some flexibility). We are working on measures for success. We currently use a Reading Inventory 4 x per year, Running Reading Records 5x per year and a monthly MAZE for most students and a Beginning Reading Index for our ELLS who are very low. We plan to add more data to this and to expand services.	
#39 3-8 Math All Students MGP (LS)		47.14	51.17	All students in grades 6-9 have an additional period of math for 180 minutes per week or 360 minutes per week total math. The mathematics curriculum selected is Connected Mathematics Project 3 (CMP3) Mathematics grades 6-8 which received extensive support through University of Rochester's Center for Reform and Professional Development. This curriculum contains embedded assessments which align to NYS CC standards. Additionally we administer the NWEA assessment to all students grade 6-8. Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments. Almost all students have an additional "support period" for 180 minutes per week. In the Support Room students receive assistance in the core subject	See indicator #15.



				areas. This year we added a Response to Intervention model which is in the process of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year.										
#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)		31%	47%	This year we increased the time available for two science instructional coaches and sustained a high level of support from the University of Rochester's Center for Reform and Professional Development. We further have made a major shift in our curriculum model to increase attention on the NYS Science 8 assessment. Assessments in the course through Science 8 align to NYS standards and Science 8 state test. Also, new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also correlate with State assessments. Almost all students have an additional "support period" for 180 minutes per week. In the Support Room students receive assistance in the core subject areas. This year we added a Response to Intervention model which is in the process	The following shows the number of scholars meeting or exceeding standards on school-based 5-week common formative assessments thus far this year: <table><tr><td>9/19</td><td>10/23</td><td>11/28</td></tr><tr><td>- 9/23</td><td>- 10/28</td><td>- 12/2</td></tr><tr><td>2.60%</td><td>9.52%</td><td>15.54%</td></tr></table> Additional Considerations: The EPO plan was approved offering a credit bearing Science course. The	9/19	10/23	11/28	- 9/23	- 10/28	- 12/2	2.60%	9.52%	15.54%
9/19	10/23	11/28												
- 9/23	- 10/28	- 12/2												
2.60%	9.52%	15.54%												



				of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year.	<i>performance of scholars who took the 8th grade exams did not reflect their growth and/or knowledge of the content, because Conceptual Physics (the course content we taught) did not align with the 8th grade exam. The plan was that the content of the exam would be covered in grades 6&7.</i>
#5 School Safety (US)	59	<6 Serious Incidents	VADIR reporting system (PowerSchool)	LS = 0 reported to date US = 2 reported to date	Students who first entered grade 9 in 2015-16 (2015 Total Cohort) passing any Math Regents with a score of 65 or above as of June 30, 2017. NYSAA and Safety Net rules not applied. All reported Regents exam scores used.
#67 2012 Total Cohort Passing Math Regents (Score>=65) (US)	38%	59%	In addition to the previous additional period (double) for math in grade nine, the new CFA system and additional extensive curriculum support from the University of Rochester Center for Reform and Professional Development, Instructional coaches have been given increased release time to support curriculum, assessment, and instruction in mathematics. Upper school students are now screened in Support and receive targeted interventions that should be reflected in higher report card grades. Additional		



			resources have been allocated to mathematics Regents review.	As of September 2016: (177 in Total Cohort) 80-100: 6 (3.4%) 65-79: 89 (50.3%) 55-64: 34 (19.2%) 0-54: 22 (12.4%) - Not Taken: 26 (14.7%)
#69 2014 Total Cohort Passing ELA Regents (Score>=65) (US)	30%	53%	In addition to the previous additional period (Literacy) for English language arts in grade nine, the new CFA system and additional extensive curriculum and instruction support from outside consultants, Instructional Coaches have been given increased release time to support curriculum, assessment, and instruction in mathematics. Upper school students are now screened in Support and receive targeted interventions that should be reflected in higher report card grades. (See comments above regarding screening). Literacy services including small group instruction and access to READ180 have been expanded to grade 10 and therefore Reading Inventory data should have increased utility. Additional resources have been allocated to mathematics Regents review.	Students who first entered grade 9 in 2014-15 (2014 Total Cohort) passing ELA Regents with a score of 65 or above as of June 30, 2017. NYSAA and Safety Net rules not applied. All reported Regents exam scores used. As of September 2016: (211 in Total Cohort) 80-100: 1 (0.5%) 65-79: 1 (0.5%) 55-64: 1 (0.5%) 0-54: 0 (0.0%) - Not Taken: 208 (98.6%)



					Additional Considerations: This cohort's freshman year was pre EPO. All scholars will have the opportunity to take a previous Regents exam to calibrate where they are currently performing. 112 scholars are currently enrolled in a course that ends with the Eng III Regents
#70 Total Cohort 4-Year Grad Rate- All Students (US)		41%	57%	As written above, in addition, systems of support for all students to graduate on time include: • Support period(s) with certified teachers • universal screening and targeted interventions in Support • expanded literacy services to upper grades • schedule that includes 10 periods for additional time • volunteer system of additional tutors • additional tutoring options both on and off campus with agencies and	Review of reported credits earned, Regents exam scores, and enrollment status. 2013 Total Cohort as of January 2017: • 341 in Total Cohort • Graduated = 19 students (5.6%) • Still Active = 244 students (71.6%) Dropped Out = 78 (22.9%)



				University of Rochester programs, bus passes provided • CFA system to track student growth in seven periods across the year with results used for data cycle • collaborative planning time for all teachers to increase the quality of curriculum, instruction, assessments, and student interventions	Additional Considerations: Due to historical failure we may be unable to fully impact the graduation rate for this cohort. Many students failed to earn credit in required courses necessary for graduation. Out of this cohort 22.9% have dropped out.
#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)		3%	11%	Review of reported credits earned, Regents exam scores, and counselor notes.	2013 Cohort as of September 2016: 343 in Total Cohort Number of students who this is possible for as projected by school counselors: • Schleining – No students • Dyer – 4 students • Burnell – 1 student • Diodato – 5 students • Terron - 0 • McGrath – 4 students • Gilbert - 2



#88 Total Cohort 5-Year Grad Rate- All Students (US)	48%	63%	Review of reported credits earned, Regents exam scores, and enrollment status.	2012 Cohort as of January 2017: • 272 in Total Cohort • Graduated = 109 (40.1%) • Still Active = 46 (16.9%) Dropped Out = 116 (42.6%) Additional Considerations:
				16/343 = 4.7% Additional Considerations: Only 5 scholars out of possible candidates has passed the Algebra II/CC Regents. This factor is preventing our ability to meet this metric. Some scholars are unable to earn advanced degree diplomas as credit was earned in prior country with no checkpoint B exam (available in their native language.)



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					<i>We are unable to fully impact the graduation rate for this cohort.</i> <i>Of the 41 scholars still actively enrolled, only 20 are current seniors and possible graduation candidates.</i> <i>121 of this cohort have already dropped out</i>
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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 simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#2 Plan for and Implement Community School Model (LS)		N/A	The Community Engagem nt Team sets transformation targets for the school year	Increase of 3 % of scholars who live in the catchment area as part of conversion of East into a Community School. We have partnered with several agencies to support programs and services (such as Eastman Dental, Flaum Institute – vision, Villa of Hope- mental health,) that will be available for our scholars and eventually the larger community. We are also in the process of applying for several grants to support the expansion of these services to the community. Additionally, we have been meeting with a neighboring elementary school, neighborhood association and parents in an attempt to create a natural partnership that may increase the number of scholars who apply to attend EAST who live in the neighborhood. Information to be shared with the	Will not know the outcome of this metric until 2nd or 3rd quarter. (Student enrollment for next year will not begin until at least March) Additional Considerations: RCSD currently follows a school choice policy that allows parents & scholars to select to attend schools outside of their immediate neighborhood.



#6 Family and Community Engagement (DTSDE Tenet 6) (LS)		N/A	Developing Rating	Community Engagement Team later this month. Progress toward meeting targets was measured by parent participation at school wide events and by event surveys that measured their evaluation of the event overall, the degree to which the event made them feel connected to the school, and how useful the event was.	Several events have been held since Q1. Family Heritage Night/Dinner and a Show had the highest attendance thus far at an event. We planned for 100 participants and had @ 200 attendees due to high participation from School #33 families. 55 attendees completed the event survey. 86% rated the event excellent/very good; 93% said the event was an extremely valuable/very valuable way to feel connected to school; 85% thought the event was extremely informative/very informative. 26 attendees left comments that indicated a range of opinions. The majority were positive. Attendees feedback is being used to better plan and execute future events. We conducted our first student led family conference night for lower school- 96 Lower School and 35 Upper School parents/families attended. (Upper School held traditional PTCs) Survey respondents indicated that the event was successful. 20 parents/ guardians/ family members completed the survey: 90% rated the overall event excellent/very good and 10% rated it good;
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					95% stated the event was extremely valuable/very valuable in feeling connected to East, 5% (1 person) stated it was somewhat valuable; 100% stated the event was extremely informative/very informative. <i>Additional Considerations: The EPO inherited a school that had a PTA that consisted of one member. We are using several targeted strategies to counteract this culture.</i>
#10 3-8 ELA SWD Level 2 and Above (LS)	6%	19%	With the exception of a very small number of students who are exam exempt, all students are included for special education services in the general education classrooms. Therefore all interventions above apply to all students. Students with disabilities have the option to add Support periods. Support is a general education intervention. LS- 2 week progress reports in ELA and Literacy SRI scores	November 2016 SWD Reading Inventory Results: Grade 6 (1 student) • Advanced: 0 • Proficient: 0 • Basic: 1 (100%) • Below Basic: 0 • Not Tested: 0 Grade 7 (10 students) • Advanced: 0 • Proficient: 0 • Basic: 0 • Below Basic: 9 (90%) • Not Tested: 1 (10%) Grade 8 (25 students)	



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					- Advanced: 0 - Proficient: 0 - Basic: 1 (4.0%) - Below Basic: 24 (96.0%) - Not Tested: 0
#11-3-8 ELA Black Students Level 2 and Above (LS)		18%	37%	See all interventions above LS- 2 week progress reports in ELA and Literacy SRI scores	November 2016 Black Scholars Reading Inventory Results: Grade 6 (7 students) - Advanced: 0 - Proficient: 0 (0.0%) - Basic: 2 (28.6%) - Below Basic: 2 (28.6%) - Not Tested: 3 (42.9) Grade 7 (91 students) - Advanced: 5 (5.5%) - Proficient: 8 (8.8%) - Basic: 31 (34.1%) - Below Basic: 43 (47.3%) - Not Tested: 4 (4.4%) Grade 8 (74 students) - Advanced: 2 (2.7%) - Proficient: 11 (14.9%) - Basic: 22 (29.8%) - Below Basic: 36 (48.6%) - Not Tested: 3 (4.1%)
#16 3-8 Math SWD Level 2 and Above (LS)		1%	20%	Same interventions as outlined above. LS- 2 week progress reports in Math	September 2016 SWD (NWEA Results to be updated after winter administration) Grade 6 (1 student) - Hi: 0 - HiAvg: 0 - Avg: 0 - LoAvg: 0



- Lo: 1 (100%) - Not Tested: 0 Grade 7 (10 students) - Hi: 0 - HiAvg: 0 - Avg: 0 - LoAvg: 1 (10%) - Lo: 8 (80%) - Not Tested: 1 (10%) Grade 8 (25 students) - Hi: 0 - HiAvg: 0 - Avg: 0 - LoAvg: 4 (16%) - Lo: 20 (80%) - Not Tested: 1 (4%)					
September 2016 Black Scholars (NWEA Results to be updated after winter administration) NWEA Results: Grade 6 (7 students) - Hi: 1 (14.3%) - HiAvg: 0 - Avg: 0 - LoAvg: 1 (14.3%) - Lo: 4 (57.1%) - Not Tested: 1 (14.3%) Grade 7 (91 students) - Hi: 1 (1.1%) - HiAvg: 6 (6.6%) - Avg: 11 (12.1%) - LoAvg: 25 (27.5%)	LS- 2 week progress reports in Math	34%	24%		#17 3-8 Math Black Students Level 2 and Above (LS)



				- Lo: 44 (48.4%) - Not Tested: 4 (4.4%) Grade 8 (74 students) - Hi: 1 (1.4%) - HiAvg: 5 (6.8%) - Avg: 11 (14.9%) - LoAvg: 17 (23.0%) - Lo: 34 (45.9%) - Not Tested: 5 (6.8%)																												
#3 Student Attendance (US)	81%	89%	Average daily attendance	<table><tr><th colspan="4">Upper School Enrollment by Grade and ADA</th></tr><tr><th>Grade</th><th>#</th><th>%</th><th>ADA</th></tr><tr><td>Grade 9</td><td>237</td><td>29.6%</td><td>77.0%</td></tr><tr><td>Grade 10</td><td>216</td><td>27.0%</td><td>82.5%</td></tr><tr><td>Grade 11</td><td>133</td><td>16.6%</td><td>85.2%</td></tr><tr><td>Grade 12</td><td>215</td><td>26.8%</td><td>78.7%</td></tr><tr><td>Total</td><td>801</td><td>100%</td><td>80.5%</td></tr></table> <i>Additional Considerations: Attendance and drop-out rates impact one another. We can either be penalized for dropping scholars or for low attendance.</i>	Upper School Enrollment by Grade and ADA				Grade	#	%	ADA	Grade 9	237	29.6%	77.0%	Grade 10	216	27.0%	82.5%	Grade 11	133	16.6%	85.2%	Grade 12	215	26.8%	78.7%	Total	801	100%	80.5%
Upper School Enrollment by Grade and ADA																																
Grade	#	%	ADA																													
Grade 9	237	29.6%	77.0%																													
Grade 10	216	27.0%	82.5%																													
Grade 11	133	16.6%	85.2%																													
Grade 12	215	26.8%	78.7%																													
Total	801	100%	80.5%																													
#21 HS ELA All Students Level 2 and Above (US)	70%	74%	Regents results; new embedded common formative assessments have been developed for this year which align to NYS CC standards and which also	<u>ELA Regents Status of 2013 Accountability Cohort</u> - Not Taken = 98 (41.2%) - Level 1 (0-54) = 30 (12.6%) - Level 2 and Above (55-100) = 110 (46.2%) <i>Additional Considerations: Retention at 9th grade has impacted this cohort's ability to</i>																												



#27 HS Math All Students Level 2 and Above (US)	74%		Regents results; Almost all students have an additional “support period” for 180 minutes per week. In the Support Room students receive assistance in the core subject areas. This year we added a Response to Intervention model which is in the process of being implemented in Support schoolwide grades 6-12. In this model, students participate in universal screeners with targeted interventions planned for groups and individuals based on those results. These are being developed for school year 2016-2017 and will not be implemented until part way through the year. See additional information about RtI above.
	80%		

Math Regents Status of 2013 Accountability Cohort

- Not Taken = 13 (5.5%)
- Level 1 (0-54) = 24 (10.1%)
- **Level 2 and Above (55-100) = 201 (84.5%)**



#71 Total Cohort 4-Year Grad Rate- SWD Students (US)	17%	35%	Diploma status; transcript review	2013 Total Cohort SWDs as of January 2017: • 58 SWDs in Total Cohort • Graduated = 1 student (2.1%) • Still Active = 39 students (67.2%) • Dropped Out = 18 students (31.0%) Additional Considerations: There were barriers to grade level appropriate programming. 9.6% of the cohort was in 12:1:1 and 11.1% of the cohort was in self-contained classes (includes 12:1:1)
#82 Drop Out Rate (US)	14%	<=7%	Enrollment status; weekly meetings to review average daily attendance, grades, and behavioral issues	72 students have dropped out. 72/823 = 8.7% Additional Considerations: Attendance and drop-out rates impact one another. We can either be penalized for dropping scholars or for low attendance. From an historical standpoint, scholars can't be dropped out until their Senior yr.
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

Part II – Key Strategies



Key Strategies Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
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 At a session with our external evaluation week of January 5 we were informally notified that they are currently seeing posted learning targets in every room or almost every room. We have created a seven-criterion rubric for assessing the quality of learning targets and we focus on one criterion per month in our faculty meetings. Teacher leaders work with their subject areas and examine each other's learning targets and give feedback relative to the month's criterion, plus the previous months' criteria. One of the criterion includes "alignment and trajectory of learning."
2.		Teachers and coaches collaborate daily focusing on evidence of student learning for the purpose of informing ongoing instruction, curriculum planning and giving feedback to students on their progress CPT agendas are posted and available. Every other day for 50 minutes teachers who teach the same subject meet to collaborate on lesson planning, assessment creation, and looking at student work. One of the three focus areas within the topic of assessment for this year is assessing the daily learning target. Teachers are expected to find evidence of all students' progress toward the daily learning target(s) every day. Our teachers are only partially



			successful, as evidenced by walk throughs. Areas for growth include systematically collecting evidence of learning, providing models of what work-at-standard consists of, and increasing student work output.
3.	Required participation of staff in up to 20 days of professional learning to develop curriculum and assessment practices, develop initial unit plans and deliver high quality data-driven instructional practices.		The year was year two of our summer curriculum work. We are working within the Understanding by design model and the focus for year two was assessment. At the end of the summer required products included: revised Units in UbD format; one fully developed curriculum embedded performance tasks; units ending with performance assessments; revised common formative assessments. The CFA process has resulted in the beginning of data cycles at teams, although this not fully rolled out. We will use the DataWise model from Harvard GSE. East's support model continues to be developed. Almost every student has support in their schedule. Support teachers can look at student progress data and customize 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 ELs and SWDs. The support room model is developing strongly at both lower and upper school, but the data we need to make this compelling will come in report card grades and assessment results.
4.	Data will be collected and utilized to inform staff and support service providers to allow for adjustments to supports.		



5.	Learning experiences to be carefully sequenced to engage students in acquisition of knowledge, meaning making with content that connects to their lives and the world outside of school		Units are designed using UbD templates with extensive curriculum support from our chief consultant for UbD. Our focus for this coming summer is Stage Three, and in Stage three (Deliberate Practice) we will focus more at the specific lesson level. However, at this point all lessons require a lesson plan, and all lesson plans must identify activities as either acquisition, meaning-making, or transfer. These are required to be posted, and they are checked twice a year.
6.	Student-Led Family Conferences		This year we conducted 96 student led conferences at grades 6 th -8 th . 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 parents in family group, scholars organized this work and practiced the art of conferencing.
7.	Family Group		Family Group, our daily 30 minute advisory shows dramatic improvement in attendance (increase of 17% for Upper School; Lower School is at 98%). Changes we implemented this year based on last year's final survey include: hall sweeps for attendance including participation by FG teacher leaders; addition of "co-parents" (90% male-female) for all families lower and upper; increased team building for first thirty days; added Thursday as team time



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Part III – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
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.	
Status (R/Y/G)	Analysis/Report Out
	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. Beginning with the January meeting, the CET (FACE Team) will discuss how to better support parent/family engagement through targeted use of technology, including webinars, google hang out and application push-outs (ie. Facebook, Twitter, RCSD Link App, etc.). We have developed a list of data points that parents and community agencies would like us to share at our next data sharing night. The FACE team is also beginning to plan for next year's parent events which will incorporate a focus on family heritage and parent specific requested offerings (such as training for grandparents and guardians other than parents, Restorative Practices, parent roles in student support and education, etc.). Additionally, there has been a focus on sending information via various avenues such as US mail, email, robo call, website posts, Facebook and Twitter feeds). Finally, there was a meeting held to review the second quarterly report and provide feedback/input.
<u>Powers of the Receiver</u>	
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.	
Status (R/Y/G)	Analysis/Report Out
	<i>Review, alter or replace curriculum and program offerings of the school;</i> the full school curriculum is being systematically reviewed and revised. We anticipate this process to continue for several years. We continue to screen and hire staff who subscribe to the "All In" philosophy of East. Where staff need support, we continue to provide appropriate training and coaching and needed. We have reviewed current positions and where applicable, made changes that best support the academic environment and promotes student learning. We continue to provide increased salaries which will allow us to retain and attract staff who exemplify qualities that support the academic and social culture we are building at EAST. We plan to continue analyzing the results of the strategies used when expanding the school day to determine if and how they have supported student learning. Adjustments based on this analysis will be implemented during the upcoming school year.



	At this point the EPO has not needed to supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.		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.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow			

Part IV – Instructional Technology Plan

Instructional Technology Plan		Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.			
Key Components		Status (R/Y/G)			
1.	Current status of the District Technology Plan pertinent to this school				Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe. No changes from Qtrly Report 1 : Currently we have 60 chrome carts in our building. An increase of 10 from last year. (2-carts are specifically dedicated to just supporting our Read180 program; only allowing R180 to be active on those specific chromebooks) The carts this are currently supporting 90 teachers; with training happening in IDCPT to increase teacher training by department. This summer we held specific google training only available to our teachers and had 27 teachers receive the training including 7 new teachers.
2.	Use of technology in the classroom				NO Changes from Qtrly Report 1: Most of the teachers are using google classroom as a learning management system for our scholars. Besides the use of google products, there are many teachers that also use additional



				free apps while teaching with the chromebooks; class-craft, orange slice, geogebra, quizlet, kahoot etc. Our music teacher uses an app that creates sheet music for her scholars as they play. There is a smartboard in every teaching space at East. Many teachers still feel comfortable using a document camera alongside their smartboards. Our 8-1-2 classroom uses Ipads specific their scholar's individual needs. There is a 3D printer available in our optics lab.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Budget

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	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 for QR#2.
		All expenditures from the approved 16-17 FS-10 are on target. These expenditures include professional salaries, purchased services, employee benefits, in direct costs and BOCES services. The BOCES services provides a nurse and aide for our lower school students in grades 6-8. The professional salaries expenditure helps pay for the one hour of expanded learning time for all students during the school day. This will include doubling instructional time in math and literacy in lower school and to provide more intensive academic support for all students. Students in



		grades 10-12 will have additional opportunities for college and career preparation.
		Currently the East budget is operating with a small surplus which we anticipate continuing for the remainder of the school year. We will file an amendment to request those funds to be carried over for this year (\$428,631) and the set aside funds of (\$764,424)

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	Alignment between curriculum, instruction, assessment, walk throughs, coaching cycles, feedback, faculty meetings, and professional development, with long range (five year) plan systematically developed over time. Using Understanding by Design for curriculum work. Using research by John Hattie and others for evidence-based practices. Aligning embedded professional learning across the year to all major strands. Includes an annual focus and relationship to Key Measures. Can be replicated.



2.	Support Model	Certificated teachers, ten period schedule, embedded support periods, coordination with core content classes. Can be replicated.
3.	Family Group	Every adult serves with a colleague as “Carents” (People that care, like parents) to approximately 10 scholars. They meet each day for 30 minutes to discuss life, academics, restorative practices and school spirit. Can be replicated. See above Part II number 7 for more details about current status.
4.	Teacher leadership model and collaborative planning time	Instructional coaches in all subject areas who 1)lead curriculum development 2) meet every other day with department to support instruction and planning within the school day 3)lead assessment writing and implementation and 4) participate in recurring coaching cycles with all teachers in the department. Can be replicated.
5.	Master Schedule	Five by Five (72 minutes each) schedule with thirty minutes for daily advisory meetings allows for support model, daily collaborative planning time by department and by team. Enables embedded professional learning and extensive student support. Extended day model.



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 Nelms
Signature of Receiver: [Signature]
Date: 1/27/17

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): [Signature]
Signature of CET Representative: [Signature]
Date: 1-30-17