Receivership Schools ONLY

Quarterly Report #3: *January 13, 2018 to April 30, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website:		
EAST EPO – Lower School EAST EPO – Upper School	261600010105 261600010061	Rochester City School District	University of Rochester	Check which plan below applies:		
				SIG Cohort if applicable (4, 5, 6, or 7?):		SCEP

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Shaun C. Nelms, Ed.D	Marlene Blocker - (Upper School) Tanya Wilson (Lower School) Appointment Date:	Steve Uebbing- Project Director Lorna Washington- Spec. Asst. to EPO Superintendent Susan Meier – Chief Academic Officer	9-12 6-8	August final grad rate: 47.2%	21% 15%	13% 10%	729 327

Executive Summary

There has not been much additional data to report from the last quarter as the 3-8 ELA and Math exams have just taken place or are scheduled to begin next week. However, we continue to be vigilant in our efforts to improve academic progress for our scholars. For example, we will continue to have double time for math (daily, 72 minutes) in addition to targeted interventions through the support model. It will be a challenge for us to meet the progress target for math, with our students with disabilities. We will continue to work with the Center for Professional Development at the Warner School to support the CMP3 curriculum. Teachers will continue to design targeted interventions for specific problem areas and to use the Support Model We will continue to have literacy for all students, grades 6-9, with additional literacy time. In regards to high school ELA, After January Regents exams, 21 more students met standards, making 94/165 = 57.0% who have passed. Therefore, we need 28 more scholars to meet standards by June.

In reference to the work being done to address science achievement, students have been targeted to attend after school and Saturday school tutoring to support their areas of weakness in Science. 50% of the scholars attending tutoring are on track to pass the Science 8 exam in May.

In reference to other demonstrable improvement indicators, our current trajectory indicates that the progress target for school safety will be met. 45.5% of scholars have earned 16 or more credits and passed at least 3 Regents exams prior to this school year, placing them "on track" for graduation, which gets us very close to the progress target. 49.7% of the 2013 Cohort has graduated and 16.2% are still enrolled, making the highest possible 5-Year graduation rate 65.9%. Of the 16.2% still enrolled, only 3.0% have 16 or more credits and 3 or more Regents exams passed, making a 5-Year graduation rate of 52.7% for this cohort most probable, resulting in our inability to meet the identified progress target for this demonstrable improvement indicator.

As we continue to focus on graduation, Counselors are meeting with current 11th graders and their families to create a graduation plan that is inclusive of Summer 2018 as well as 2018-2019 school year data. Additionally, multiple graduation pathways are being shared and explored with all scholars to promote understanding and allow for individualization.

In our effort to transition into a community school model, we will continue to partner with a community agency to support the use of parent ambassadors to assist with recruitment efforts within the neighborhood and specifically with our feeder elementary school (#33).

As we plan for the 2018-19 school year, no significant changes will be made to the current family and community engagement plan or the membership structure of the FACE (CET) committee. The CET/FACE team will continue to meet on a monthly basis. We will expand our request for each community partner to encourage and provide opportunities for the parents/families that they work with to attend these meetings.

There has not been a lot of change to the execution of our receivership powers with the exception of the fact that we are currently re--negotiating the teachers' contract, which may or may not result in changes to that agreement.

We will continue to employ interventions as necessary to support our scholars in reaching their maximum academic achievement. We are optimistic that the current progress will continue to be realized in the coming months.

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*.

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

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Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly

the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

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

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#9 3-8 ELA All Students Level 2 and Above (LS)	17%	23%			Key strategies include use of Support for targeted interventions for literacy; increase of in-class checks for understanding (CFUs) with on-the-spot adjustments; use of Common Formative Assessments with response facilitated by administrators; use of Support Room with addition of Support Room managers and process for targeted interventions regularly; addition of after-school and Saturday school program that includes data driven interventions. All classes have expectation that at least twice for every period teachers will collect data on student learning through CFUs. The walk-through tool was modified for this purpose.Additionally, language targets are now expected in all classrooms in addition to Learning Targets. Language targets are a scaffold for ELLs and low literacy students to use sentence frames that contain academic language. We have also increased our use of Literacy Interventions, that is, specialized	September (Baseline) RI Results: ● Advanced: 5% ● Proficient: 15% ● Basic: 30% ● Below Basic: 50% November RI Results ● Advanced: 7% ● Proficient: 14% ● Basic: 30% ● Below Basic: 49% January RI Results: ● Advanced: 6% ● Proficient: 20% ● Basic: 26% ● Below Basic: 48% April RI Results: ● Advanced: 8% ● Proficient: 19% ● Basic: 28%	21.2% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in November 2017 (compared to 19.2% in September) . We are optimistic that the literacy skills of these scholars will continue to be bolstered through their experiences throughout this year with both the Expeditionary Learning ELA curriculum as well as through a period of literacy enrichment during which they engage in a reader's/writer's workshop model.	Literacy will be offered every day to scholars that score at a below basic level. This is an increase in services for below basic readers.

| | | | | | reading services for the most at-risk students for whom READ180 and SYS44 do not appear to be meeting their needs. These targeted Tier 3 students receive at least an additional 72 minutes of literacy intervention each week. The ELA and literacy coaches coordinate with the tutors and the classroom teachers. | • Below Basic: 46%

CFA Results (All Students:
1st Administration-
Total: 43%
6th Grade: 46%
7th Grade: 41%
8th Grade: 42%

2nd Administration-
Total: 35%
6th Grade: 37%
7th Grade: 32%
8th Grade: 37%

3rd Administration-
Total:39%
6th Grade: 48%
7th Grade: 38%
8th Grade: #8%

4th Administration:
Total: 52%
6th Grade: 65%
7th Grade:52%
8th Grade: 49% | 78.8% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in November 2017 (compared to 80.8% in September). The literacy skills of these scholars are being targeted and improved through their experiences throughout this year with both the Expeditionary Learning ELA curriculum including data-informed adjustments to instruction resulting from regular analysis of common formative assessment results, as well as through Tier 2 (and for some Tier 3) literacy intervention. Tier 2 scholars receive an extra period of literacy during which they are engaged in the Read 180 or System 44 program. Of these scholars, 4% moved from Basic to Proficient between September and November RI administrations. Tier 3 scholars (those far below basic) also receive an additional small group literacy intervention 2-3 | |

							times per week during their Support Period.	
#15 3-8 Math All students Level 2 and Above (LS)	21%	27%			-use of Support for targeted interventions; These interventions are designed by the classroom teachers and provided to the Support rooms. - requirement for two in-class checks for understanding (CFUs) with on-the-spot adjustments in every class; The CFUs inform the intervention materials provided to the Support rooms. -use of Common Formative Assessments with response facilitated by administrators; Based on our analysis of the CFA data, the math team has implemented two whole department interventions. The first was a specific focus on academic language. The second was to explicitly teach the format for writing a mathematical argument. The department is using a modified version of the writing formula (CEA) the ELA and Social Studies departments use. - walk-through feedback modified to meet these expectations tool was modified for this purpose. -increased engagement with math consultants to ensure curriculum implementation - After School and Saturday School for targeted population with data-driven interventions -admin facilitated examination of CFAs (every six weeks) to shape instruction. The math coach coordinates efforts between the tutors and the classroom teachers.	CFA Results (All Students: 1st Administration- Total: 35% 6th Grade: 43% 7th Grade: 29% 8th Grade: 18% Algebra: 49% 2nd Administration- Total: 32% 6th Grade: 46% 7th Grade: 22% 8th Grade: 18% Algebra: 40% 3rd Administration- Total:35% 6th Grade: 45% 7th Grade: 42% 8th Grade: 26% Algebra: 35% 4th Administration: Total: 36% 6th Grade 44% 7th Grade: 34% 8th GRade: 25% Algebra: 39%	Targeted math interventions using iReady began in December. Students were identified based on their previous NYS scores in math and their performance on the NWEA and iREady screen. We are optimistic that the small group, targeted Tier 3 interventions the targeted students are receiving will impact their performance in math.	Targeted math intervention will be offered from the beginning of the school year through Support. This is in addition to the current double period of math.

#33 3-8 ELA All Students MGP (LS)	42.17	44.17				see #9 above	see #9 above	see #9 above	We will continue to have literacy for all students grades 6-9, with additional literacy time as noted above.
#39 3-8 Math All Students MGP (LS)	47.14	49.14				See #15 above	see #15 above	see #15 above	We will continue to have double time for math (daily, 72 minutes) in additional to targeted interventions through the support model.
#85 Grades 4 and 8 Science All Students Level 3 and Above(LS)	31%	37%				In addition to key strategies that include the Support Rooms, CFAs, language targets, and CFUs: The key strategy has been a curriculum adjustment process as a result of student performance data. The teacher leader has led a process for teachers to study the results after each administration of the assessment and to go into the upcoming lessons and shift priorities to modify curriculum specific student needs for targeted interventions. The Science coach coordinates the efforts between the tutors and the Science 8 teacher.	Parallel assessments created to echo the NYS science examination grade 8 CFA Results (All Students: 1st Administration- Total: 33% 6th Grade: 38% 7th Grade: 29.6% 8th Grade: 32% 2nd Administration- Total: 42% 6th Grade: 57.1% 7th Grade: 39.2% 8th Grade: 30% Midterm Results- Total: 59.95% 6th grade: unavailable 7th Grade: 69% 8th Grade: 50.9% 3rd Administration Total: 47% 6th Grade: 59% 7th Grade: 29% 8th Grade: 51%	Students have been targeted to attend after school and Saturday school tutoring to support their areas of weakness in Science. 50% of the scholars attending tutoring are on track to pass the Science 8 exam in May.	Personnel changes are being implemented for 2018-2019 in the area of Science instruction.

#5 School Safety (US)	59	47 = (PT) <5 = Goal			Incidents continue to be monitored and addressed through restorative practices reducing the number of reportable serious incidents. Restorative Practices (RP) Family Group Dean of Students for additional support for at-risk scholars Partnerships with community agencies Trauma Informed Instruction Additional staffing for Social Workers and Counselors Anti -Bullying Lesson Plans MAC Protocols	Currently: 3 Incidents	Current trajectory indicates that progress target will be met.	
#67 2016 Total Cohort Passing Math Regents (Score>=65) (US)	38%	44%			Key strategies include use of Support for targeted interventions; increase of in-class checks for understanding (CFUs) with on-the-spot adjustments; use of Common Formative Assessments with response facilitated by administrators; use of Support Room with addition of Support Room managers; addition of after-school and Saturday school program that includes data driven interventions. All classes have expectation that at least twice for every period teachers will collect data on student learning through CFUs. The walk-through tool was modified for this purpose.Additionally, language targets are now expected in all classrooms in addition to Learning Targets. Language targets are a scaffold for ELLs and low literacy students to use sentence frames that contain math academic language.	Current 2016 Total Cohort Math Regents Results: Total: 163 Students ● Levels 4 & 5: 4.91% ● Level 3: 55.83% ● Level 2: 19.02% ● Level 1: 11.04% ● Not Tested: 9.20%	61% of the 2016 Total Cohort has already passed a Math Regents with a 65 or higher and therefore we have met this goal. We will continue to target scholars who have not yet scored a 65 or above and also to monitor this number in the event that the Total Cohort numbers fluctuate due to enrollment changes.	We are developing a system to respond to specific data from previous examinations, groups students according to specific areas of need per test, and provide targeted instruction and re assessment in those areas. For 2018-2019 we plan to expand that model to Support rooms.

					We redesigned math course offerings to increase time and options for scholars that had previously been unsuccessful. We hired a new Teacher Leader to coach the math department to continue heavy curriculum support for math reform. We have made college readiness a focus and scholars have been encouraged to retake exams to shoot for a score of 80 or higher. We increased Summer Professional learning time to enable creation of subject specific (math) preparation materials for Support Room. See above school wide			
#69 2015 Total Cohort Passing ELA Regents (Score>=65) (US)	30%	36%			We increased Summer Professional learning time to enable creation of subject specific (ELA) preparation materials for Support Room. Creation of English Seminar classes was done to increase time spent on content and individualize support needed for concept mastery. We increased math consultant support for teachers to implement the curriculum with fidelity via coaching. See above school wide.	Current 2015 Total Cohort ELA Regents Results Before January Regents: Total: 175 Students • Levels 4 & 5: 20.11% • Level 3: 22.41% • Level 2: 10.34% • Level 1: 18.39% • Not Tested: 28.74%	43% of the 2015 Total Cohort has already passed the English Regents with a 65 or higher. This number was low because the majority of scholars do not sit for the English Regents until the end of their Junior year, which will be upcoming in June 2018 for the 2015 Cohort.	A gap analysis was conducted for the January ELA Regents and shared individual scholar reports. Teachers identified the standards where the largest gap impacted results and are writing lesson plans to ensure that those standards are addressed prior to the June Regents.
#70 Total Cohort 4-Year Grad Rate- All Students (US)	41%	47%			Every student is being tracked individually for credit accrual and Regents progress monitoring. Attendance is being tracked also. See above school wide	2014 Total Cohort Status • Total Number: 207 Students • Graduated: 5.8% (12) • Still Enrolled: 74.4% (154) • Dropped Out: 19.8% (41) Of those Graduated and Still Enrolled (166): • Graduated + 16 or More Credits and 5 Exams: 25.4%	45.5% of scholars have earned 16 or more credits and passed at least 3 Regents exams prior to this school year, placing them "on track" for graduation, which gets us very close to the progress target. Because of our school's schedule,	Counselors are meeting with current 11th graders and their families to create a graduation plan that is inclusive of Summer 2018 as well as 2018-2019 school year data. Multiple graduation pathways are being shared and explored with all scholars

			 		● Graduated + 16 or More Credits and at Least 3 Exams: 45.5% ● Graduated + 16 or More Credits: 60.8%	scholars have the opportunity to earn up to 10 credits in a year, which puts additional scholars within the 74.2% who are still enrolled within graduation range as well, therefore keeping the progress target within reach. We continue to aggressively track individual data on all scholars in the cohort to monitor progress toward the finish line.	to promote understanding and allow for individualization. We have created an individualized intervention process where scholars and teachers work to fill the gaps in scholar learning using Regents Gap Analysis data, classroom performance and ongoing assessment of skills and standard achievement.
#76 Total Cohort 4-Year Grad Rate with Adv. Designation – All Students (US)	3%	6%	 		Algebra II has been a stumbling block for our scholars to earn the Advanced Diploma. As a result, we have increased the time in class by 150% so that each day they have instruction for 72 minutes. Counselors have scrubbed transcripts to determine which scholars may be eligible for the 5 credit CTE sequence that can replace the Foreign Language Checkpoint B exam.	Current Status: **21 Students (out of 208)** have been identified as potentially being able to earn the advanced diploma.	10.1% of the 2014 Cohort have been identified as potentially being able to earn the advanced diploma, putting the progress target within reach. These scholars have been scheduled accordingly and we continue to track individual data to monitor progress toward this designation.	Scholars are being identified and targeted based on Geometry Regents scores. Securing a competent ASL teacher to offer two strands for accruing the Checkpoint B exam criteria has been a focal point.
#88 Total Cohort 5-Year Grad Rate- All Students (US)	48%	54%	 		Key strategies include new emphasis on targeted interventions, student engagement, and language targets in all subject areas; counselor investigation student by student into specific needs; teacher leader and administrator exam item analysis and course-specific interventions; Saturday School. Extensive work with social	2013 Total Cohort Status ● Total Number: 328 Students ● Graduated: 49.7% (163) ● Still Enrolled: 16.2% (53) ● Dropped Out: 34.1% (112) Of those Graduated and Still Enrolled (216):	49.7% of the 2013 Cohort has graduated and 16.2% are still enrolled, making the highest possible 5-Year graduation rate 65.9%. Of the 16.2% still enrolled, only 3.0% have 16 or more credits and 3 or more Regents exams	This year we piloted specific interventions with students in this cohort by rescheduling them and planning for specific instructors to work with them in their areas of need. We are developing a system to respond to specific data from previous

					workers and counselors for student by student interventions.	● Graduated + 16 or More Credits and 5 Exams: 48.1% ● Graduated + 16 or More Credits and at Least 3 Exams: 50.2% ● Graduated + 16 or More Credits: 56.4%	passed, making a 5-Year graduation rate of 52.7% for this cohort most probable.	examinations, groups students according to specific areas of need per test, and provide targeted instruction and re assessment in those areas. For 2018-2019 we plan to expand that model to Support rooms.

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

Part II – _Demonstrable Improvement Indicators (Level 2)_

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#2 Plan for and Implement Community School Model (LS)	N/A	75% of targets are met		We are working with several community partners to secure internship opportunities for our scholars. We are also offering a parent leadership training- facilitated by one of our community partners. We continue to work with our facilities modernization team to finalize a plan for conversion of spaces within the building to allow for greater access by students, staff and community members. We are also taking several parents to the National Community schools forum in May to gain first hand knowledge of the community schools initiative and to allow them an opportunity to debrief their trip via webinar and to turn-key what they have learned to other EAST parents.	Number of scholars who live in the neighborhood who apply for enrollment at East for the 2018-19 school year Number of scholars attending school #33 who apply for enrollment at East for the 2018-19 school year Number of scholars who utilize the smile-mobile for dental services	An increase in the number of East scholars who live in the neighborhood and/or attended School #33. Increase in the number of scholars who return dental consent forms and utilize smile mobile services offered at East	We will continue to partner with a community agency to support the use of parent ambassadors to assist with recruitment efforts within the neighborhood and specifically with our feeder elementary school (#33). We will continue to partner with the University of Rochester to support dental and health services for our scholars

							with the intention of expanding this service to their parents/families. Securing internship opportunities for our scholars Development of a parent works conference where employers will participate in a job fair to offer employment opportunities for those who live in the community
#6 Family and Community Engagement (DTSDE Tenet 6) (LS)	N/A	Stage 3		There was a FACE forum offered for our lower school parents/families. Families attended workshops facilitated in partnership with some of our community partners that addressed, high school, understanding data and ways to support their scholars, trauma informed parenting, and support for mental health. We are also offering a parent leadership training- facilitated by one of our community partners; to prepare parents with the skills necessary for advocacy and shared leadership within the school. We are hosting a symposium for RCSD staff and community members that includes a two parent engagement workshops to share information regarding the work that is being done to support East parents/families. We have been conducting a staff PD on parent engagement to encourage staff to think purposefully about how best to fully engage all parents. This PD culminates in a Capstone project that staff will share with their colleagues that exemplifies strategies that can be used to further engage parents/families.	● Family initiated contact for support (LS) tracker ● General number of contacts with families (LS) ● Home visits (LS) ● Parent participation and/or membership on FACE (CET) ● Staff participation in FACE PD and development/implementation of Capstone strategies	● As of 4/11/2018 the LS has logged 2,860 instances of contact with families. ● 10.2% of the documented instances of contact were families initiating contact for support from East ● 186 families have attended a parent-teacher conference ● Completed 72 home visits as of 4/11/18 to lower school families ● Parent participation and/or membership as part of the CET/ FACE committee. Attendance various each month but ranges from 4-10.	We will continue to employ our current practices and to adjust them as needed, we will also continue to strategically partner with community agencies to encourage them to educate and recruit more parents to be a part of the FACE team. With increased parent involvement, we have added off campus events to our calendar. The US principal will present graduation requirements to interested parents at area recreation centers. Capstone projects from the staff PDs will be

						Thirteen parents attended the recent FACE parent workshop participants and survey results that demonstrate learning	implemented and expanded as appropriate to encourage engagement of parents/families. We will continue to partner with a community agency to support the use of parent ambassadors to assist with parent recruitment efforts within the neighborhood.
#10 3-8 ELA SWD Level 2 and Above (LS)	6%	10%			See # 69 above Plus: We added the requirement for special educators (program managers) to add student-specific interventions for SWDs to all daily lesson plans which are required to be posted.	September (Baseline) Reading Inventory (RI) Results: ● Advanced: 0.0% ● Proficient: 3.2% ● Basic: 16.1% ● Below Basic: 80.7% November (Quarterly Progress Monitoring) RI Results ● Advanced: 0.0% ● Proficient: 0.0% ● Basic: 22.6% ● Below Basic: 77.4% January RI Results: ● Advanced: 0% ● Proficient: 2% ● Basic: 16% ● Below Basic: 82% April RI Results: ● Advanced: 0% ● Proficient: 0% ● Basic: 19%	0.0% of scholars with disabilities in Grades 6-8 scored Proficient or Advanced on the baseline Reading Inventory administration in November 2017 (compared to 3.2% in September). The literacy skills of these scholars will continue to be bolstered through their experiences throughout this year with both the Expeditionary Learning ELA curriculum (supported by implementation of a consultant teacher/resource model) as well as through a period of literacy enrichment during which they engage in a reader's/writer's workshop model. 100.0% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in November

| | | | | | ● Below Basic: 81%

CFA Results (SWDs):
1st Administration-
SWD Total: 24%
6th Grade: 50%
7th Grade: 29%
8th Grade: 24%

2nd Administration-
SWD Total: 40%
6th Grade: 57%
7th GRade: 32%
8th Grade: 32%

3rd Administration-
SWD Total: 35%
6th Grade: 57%
7th Grade: 35%
8th Grade: 33% | 2017 (compared to 96.8% in September). However, there was movement in scholars from the Below Basic band to the Basic band (resulting a decrease of 3.3% of scholars in the Below Basic band). The literacy skills of these scholars will continue to be targeted and improved through their experiences throughout this year with both the Expeditionary Learning ELA curriculum (supported by implementation of a consultant teacher/resource model) including data-informed adjustments to instruction resulting from regular collaborative analysis of common formative assessment results by the ELA and Special Education teachers, as well as through Tier 2 (and for some Tier 3) literacy intervention. Tier 2 scholars receive an extra period of literacy during which they are engaged in the Read 180 or System 44 program. Tier 3 scholars (those far below basic) also receive an additional small group literacy intervention 2-3 times per week during their Support Period or receive added support during Resource. | |
| #11-3-8 ELA Black Students | 18% | 24% | | See #69 Above. In addition, we are rewriting/rebundling the NYS engageny.org curriculum with explicit attention to increase topics for students of color, among other things. | September (Baseline) Reading Inventory (RI) Results:
● Advanced: 3.3% | 21.5% of scholars in Grades 6-8 scored Proficient or Advanced on the baseline Reading | See the literacy plans for 2018-2019. In addition, Instructional Council is |

| Level 2 and Above (LS) | | | | | ● Proficient: 14.4%
● Basic: 34.5%
● Below Basic: 47.8%

November (Quarterly Progress Monitoring) RI Results
● Advanced: 6.0%
● Proficient: 15.5%
● Basic: 32.7%
● Below Basic: 45.8%

January RI Results:
● Advanced: 7%
● Proficient: 19%
● Basic: 32%
● Below Basic: 42%

April RI Results:
● Advanced: 3%
● Proficient: 9%
● Basic: 38%
● Below Basic: 50%

CFA Results (Black Students)::
1st Administration-
Black Total: 43%
6th Grade: 43%
7th Grade: 41%
8th Grade: 44%

2nd Administration-
Black Total: 35%
6th Grade: 36%
7th Grade: 32%
8th Grade: 38%

3rd Administration- | Inventory administration in November 2017 (compared to 17.7% in September). We are optimistic that the literacy skills of these scholars will continue to be bolstered through the same strategies as mentioned under DI #9 above.

78.5% of scholars in Grades 6-8 scored Basic or Below basic on the baseline Reading Inventory administration in November 2017 (compared to 82.3% in September). We are optimistic that the literacy skills of these scholars will be targeted and improved through the same strategies as mentioned under DI #9 above. | now working with administration to support a school wide vocabulary initiative grades 6-12, and a school wide literacy initiative grades 6-12 including common literacy practices across the content areas. Instructional Council is also recommending focus on culturally responsive pedagogy, deliberate practice (instruction), and continuing to develop our curriculum model (which includes learning experiences for students, and embedded checks for understanding with feedback). |

					Black Total: 40% 6th Grade: 50% 7th Grade: 39% 8th Grade: 39%		
#16 3-8 Math SWD Level 2 and Above (LS)	1%	5%		See # 10 above. In addition, Special Education teachers have improved their documentation of modifications to the lesson plans. This is done at the individual student level. After school tutoring and Saturday School.	CFA Results (SWD Students): 1st Administration- SWD Total): 24% 6th Grade: 50% 7th Grade: 29% 8th Grade: 24% Algebra: NA 2nd Administration- SWD Total: 23% 6th Grade: 42% 7th Grade: 10% 8th Grade: 17% Algebra: NA 3rd Administration- SWD Total:28% 6th Grade: 25% 7th Grade: 39% 8th Grade: 18% Algebra: NA		In addition to the plans above, we will continue to work with the Center for Professional Development at the Warner School to support the CMP3 curriculum. Teachers will continue to design targeted interventions for specific problem areas and to use the Support Model with follow up in Support for students who struggle with traditional classroom learning.
#17 3-8 Math Black Students Level 2 and Above (LS)	24%	30%		Key strategies include new emphasis on targeted interventions, student engagement, and language targets in all subject areas; counselor investigation student by student into specific needs; after school tutoring and Saturday School.	CFA Results (Black Students): 1st Administration- Black Students Total: 38% 6th Grade: 40% 7th Grade: 37% 8th Grade: 26% Algebra: 49%		In addition to the plans above, we will continue to design targeted interventions for specific problem areas and to use the Support Model with follow up in Support for

					2nd Administration- Black Students Total: 30% 6th Grade: 43% 7th Grade: 23% 8th Grade: 18% Algebra: 37% 3rd Administration- Black Students Total: 35% 6th Grade: 47% 7th Grade: 44% 8th Grade: 24% Algebra: 35%		students who do not learn in class.
#3 Student Attendance (US)	81%	84%			2017-2018 Upper School Attendance: ● September: 86.06% ● October: 85.27% ● November: 85.59% ● December: 83.11% ● January: 80.77% ● February: 79.72% ● March: 81.34% ● April: 83.57% Current Overall ADA: 83.1%		
#21 HS ELA All Students Level 2 and Above (US)	70%	76%		See # 69 above	Enrollment: 160 Students (148 Active; 12 Inactive) 65 and Above (73) = 45.6% 55-64 and Active (16) = 10.0% 0-54 and Active (42) = 26.3% Not Tested and Active (18) = 11.3% Below 65 or NT and Inactive (11) = 6.8%	57.0% of scholars in the 2014 Accountability Cohort have already scored 65 or above on the English Regents exam. 6.8% who have not yet passed have dropped out since BEDS day, making the highest possible pass rate for this group 93.2%. We need at least 49 of the 76	We have created an individualized intervention process where scholars and teachers work to fill the gaps in scholar learning using Regents Gap Analysis data, classroom performance and ongoing assessment

			■		Update After January 2018 Regents Administration: Level 3-5: 94/165 = 57.0%	actively enrolled scholars (64.5% of this targeted group) in the 2014 Accountability Cohort who have not yet scored a 65 or above to do so. After January Regents exams, 21 more students met standards, making 94/165 = 57.0% who have passed. Therefore, we need 28 more scholars to meet standards by June.	of skills and standard achievement.This is being piloted this year and will be developed further for 2018-2019.
#27 HS Math All Students Level 2 and Above (US)	74%	80%	■	Key strategies include new emphasis on targeted interventions, student engagement, and language targets in all subject areas; counselor investigation student by student into specific needs; Saturday School. Additional strategies include department meetings relative to increased checks for understanding in the math classroom, increased emphasis on tested components in curriculum.	Current Status Before January Regents: Enrollment: 160 Students (148 Active; 12 Inactive) 65 and Above (106) = 66.3% 55-64 and Active (30) = 18.8% 0-54 and Active (12) = 7.5% Not Tested and Active (3) = 1.8% Below 65 or NT and Inactive (9) = 5.6% Update After January 2018 Regents Administration: Level 3-5: 113/165 = 68.4%	68.4% of scholars in the 2014 Accountability Cohort have already scored 65 or above on a Math Regents exam. 5.6% who have not yet passed have dropped out since BEDS day, making the highest possible pass rate for this group 94.4%. We need at least 22 of the 45 (48.9% of this targeted group) actively enrolled scholars in the 2014 Accountability Cohort who have not yet scored a 65 or above to do so. After January Regents exams, 7 more students met standards making 113/165 = 68.4% have passed. Therefore, we still need 15 more scholars to meet standards by June.	We have created an individualized intervention process where scholars and teachers work to fill the gaps in scholar learning using Regents Gap Analysis data, classroom performance and ongoing assessment of skills and standard achievement. This is being piloted this year and will be developed further for 2018-2019.
#71 Total Cohort 4-Year Grad Rate- SWD	17%	21%	■	In addition to interventions listed above, Family Group is used to encourage students by regular checking on grades; Support periods have been added to students' schedules; counselors and social workers involved heavily.	2014 Total Cohort SWD Status ● Total Number: 22 Students ● Graduated: 0.0% (0) ● Still Enrolled: 72.7% (16)) ● Dropped Out: 27.3% (6)	No students with disabilities in the 2014 Cohort have graduated yet, but 72.7% are still enrolled, making this the highest possible 4-Year graduation rate. Of the	We have created an individualized intervention process where scholars and teachers work to fill the gaps in scholar

Students (US)						Of those Graduated and Still Enrolled: ● Graduated + 16 or More Credits and 5 Exams: 9.0% ● Graduated + 16 or More Credits and at Least 3 Exams: 27.3% ● Graduated + 16 or More Credits: 50.0%	72.7% still enrolled, 50% have 16 or more credits (i.e. scheduled to graduate as long as they pass all exams). 27.3% have 16 or more credits AND 3 or more Regents exams passed. With the targeted interventions in place, a graduation rate between 27.3% and 50% is probable and we are, therefore, likely to meet this progress target.	learning using Regents Gap Analysis data, classroom performance and ongoing assessment of skills and standard achievement.This is being piloted this year and will be developed further for 2018-2019.
#82 Drop Out Rate (US)	14%	11%				28 Students have dropped out since July 1 (out of 728 BEDS Day enrollment) = 3.8%		See the five year plan for curriculum and instruction: all our combined efforts are aimed at reducing drop outs, increasing college and career preparedness,.and achieving the East mission and vision of students who are tenacious, think productively, and advocate for themselves and others.

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*.	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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

Key Strategies

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.

	List the Key Strategy from your approved intervention plan (SIG or SCEP), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out
	• Every school must discuss the use of technology in the classroom to deliver instruction.		
1.	Use of technology in the classroom to deliver instruction		We are currently utilizing a 1 to 1 technology initiative at both the Lower and Upper schools.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		N/A
3.	Extensive use of teacher leader model for coaching, demonstration lessons, and leading curriculum development work.		Every teacher has a coach and is expected to participate in a coaching cycle; coaches are expected to do a minimum of 30 coaching cycles. Each coach is expected to create four demonstration lessons for their department to observe, Priority areas for the school are expected to be observed in the demonstration lessons: see Lesson Quality Checklist with an emphasis on student engagement strategies, targeted interventions, and language targets. Teacher growth is expected to be observed via walk-throughs which administrators conduct at least twice daily. Co-walk throughs are scheduled with administrators, Chief Academic officer, and Teacher leaders to ensure consistency in feedback.
4.	Lesson Quality Checklist		We have been developing over time a single page which collects our understanding of what is required for lessons which result in student learning. This year's focus on Deliberate Practice is using our new Lesson Quality Checklist for coaching, feedback to lessons, and collaborative lesson planning.
5.	Double periods for math and ELA/literacy grades 6-9		We have seen some improvements in lower school math and ELA and grade nine math (algebra).
6.	Student-led family conferences		The Lower School has held one student led conference so far this year. There were over 70 families in attendance. The Lower School and Upper School will hold another student led conference during the third quarter. This will be the first time that the Upper school has utilized this parent teacher conference format.

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

Part IV – *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 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan

The Community Engagement Team (FACE) has met on a monthly basis. A community partner (IBERO) has partnered with FACE by aligning their monthly offerings to coincide with our meeting dates. They bring parents who will attend their meeting to the fACE meeting. The CET brainstormed ideas to better engage the EAST families, staff and the community. One of the ideas that was suggested and has been implemented as a result of the CETs approval is the implementation of a professional development series that provides staff with strategies and opportunities for engaging families and the community at school. The two areas of foci for the professional development are to provide in depth learning on research based best practices in family and community engagement; and an expectation that staff attendees of the PD will contribute to various family and community engagement initiatives in the future at EAST through the development of a Capstone project that will be implemented between now and the start of the new school year. The PDs are being offered on the same dates, prior to the CET/FACE meetings in an effort to encourage staff to join the parents/families and community members during the CET/FACE meetings following the PDs. We have also incorporated a segment of the meeting that allows participants to break out based on the relevant school focus on agenda items that are specific to lower school and/or upper school events, issues and/or concerns. The CET/FACE team continues to review and provide input into the development of the quarterly reports.

No significant changes will be made to the current family and community engagement plan or the membership structure of the FACE(CET) committee. The CET/FACE team will continue to meet on a monthly basis. We will expand our request for each community partner to encourage and provide opportunities for the parents/families that they work with to attend these meetings.

We will continue to offer time within the meeting that allows participants to break out based on the relevant school focus on agenda items that are specific to lower school and/or upper school events, issues and/or concerns. The CET/FACE team will continue to review and provide input into the development of the quarterly reports.

Powers of the Receiver

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 2018-19 School Year.

Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	We have not needed to invoke the use of our Receivership powers with the exception of the following: 1) Review, alter or replace curriculum and program offerings of the school; the curriculum is continually being reviewed and revised and has been ongoing throughout the year. 2) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); The goal of the modified collective bargaining agreements was to allow the staff and school leaders at East to aspire to attain greater achievement levels by implementing strategies and requiring the use of best practices within this building. This quarter we have been in contract re-negotiation with our teachers' union. Changes or revisions to the process are possible, but not required. 3) Replace teachers and administrators-. We have found that the vast majority of staff who were hired were truly staff that embraced the "all-in" philosophy and culture we are looking to build. Increased student attendance and decreased student suspensions are proof that we are moving toward positive change in culture and expectations. 4) Increase salaries to attract and retain high-quality teachers and leaders; on average teachers received a @9% increase to work at East- which has assisted us in providing a consistent cadre of adults to support our scholars on a daily basis. Additionally, the EPO has negotiated an incentive for Bilingual teachers. 5) Expand the school day; The goal of expanding the school day was to allow for more time for our scholars to receive quality academic programming and to increase student achievement. The extended learning time was embedded into the school day. Lower School students attend school from 7:30-3pm and upper school from 8-3:30 pm.	*Review, alter or replace curriculum and program offerings of the school*; the full school curriculum is continually being systematically reviewed and revised. We anticipate this process to continue. We will continue to screen and hire staff who subscribe to the "All In" philosophy of East. Where staff need support, we will continue to provide appropriate training and coaching and needed. We plan to review current positions and where applicable, make changes that best support the academic environment and promotes student learning. We will 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 as needed. At this point the EPO does not anticipate the need to supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of 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 *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – *Budget – (As applicable)*

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

Budget Analysis			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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 AS APPLICABLE:** · **SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.** DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS. **BUDGET FORMS ARE AVAILABLE AT:** http://www.oms.nysed.gov/cafe/forms/.
PSSG:		The remaining portion of the 17-18 PSSG in the amount of $874,419 has been awarded. As proposed, the allocation has been utilized to reimburse the East General Fund for curriculum writing, professional development training opportunities, as well as certain contractual obligations.	
SIG:	N/A		

| CSG: | | Final approval of the CSG in March 2018, the amount of $2,077,625 has been granted by SED. Given the late date of the approval notification, we are not able to fully realized all planned expenditures under the grant. We will be seeking SED approval for a FS10A so that we may be able to rollover the remaining funds into the 18-19 school year. | |

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. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. Guaranteed and viable curriculum; focus on deliberate practices (Lesson Quality Checklist)	walk through tool shows increased use of learning targets and protocols for active learning; lesson plans show increased use of planning for students' active learning
2. Increased use of Family Group so that adults can continuously draw students' attention to their grades and attendance.	Student attendance is improving. Passing rates appear to be improving; this is a combined effort.
3. Support Room model continues to be developed, using specific interventions based on examination focus areas; lower school model includes regular interventions from classroom to support room.	Lower School continues to make progress; all indicators above should be affected by Support Model for upper school, especially graduation.

Part VII – *Assurance and Attestation*