

Receivership Schools ONLY

Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/49867			
EAST EPO – Upper School	261600010000	Rochester City School District	University of Rochester	Check which plan below applies:			
				SIG		SCEP	
				Cohort (6 or 7):		X	
				Model:			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Shaun C. Nelms, Ed.D	Marlene Blocker	Steve Uebbing- Project Director Lorna Washington- Asst. Superintendent		9-12	122/684= 18%	80/684= 12%	684
	Appointment Date: 7/1/2015	Susan Meier – Chief Academic Officer Jenn Rees - Chief Accountability Officer					

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.

Implementing Key Strategies (instructional): Our primary goal for curriculum and instruction for the next two years is ensuring the written curriculum, the enacted curriculum, the supported curriculum, and the learned curriculum are one. We have written Specific, Measurable, Attainable, Realistic, Timely (SMART) goals which require us to monitor, evaluate, and give feedback to our curriculum units and lesson plans. Our primary strategy will be analyzing student work products to evaluate student learning and to provide feedback to ourselves relative to curriculum and instruction for the purpose of continuous improvement. Thus far, our full staff has engaged in 1 round of looking at student work from their end of year unit during August 2019 professional development in order to learn the LASW process and inform revisions to this curriculum. In collaborative planning time sessions throughout September, teachers have begun to engage in looking at daily student work as



part of this goal as well. Systems are being devised which provide ratings of units, and ratings of implementation fidelity; data protocols will continue to be developed and used to evaluate student success on the taught curriculum. We will continue to provide extensive professional learning on instructional strategies that engage students in standards based, important, and rigorous thinking. See the attached Two Year Plan from East's Instructional Council. This plan has been updated significantly since it was last shared (is now version/draft #10) and continues to be in development. Please see attached for more details.

Assessing Level 1 and Level 2 Indicator Data: We have compiled a database/progress monitoring platform for all students in the Upper School in which both historical data and places to track data throughout the year have been included (data tracked includes credits earned, exam scores, etc.). From the compilation of this individualized data, we have also been able to aggregate the data in order to see where our scholars, as a whole, have historically scored relative to this year's targets (working on calculating our possible performance index based on prior scores as well as their progress toward graduation), and therefore, we also have a clearer picture of what the numbers need to look like to reflect impact. This has helped us in establishing goals and targets more specific to our enrollment numbers and population.

FACE/CET meeting dates have been set for the 2019-20 school year. Meetings that took place for this quarter were held on September 19, 2019 and October 24, 2019. We also held a parent institute in August where we taught parents/families about the credits and exams required for graduation, as well as the expectations for incoming 9th graders including Careers in Technical Education (CTE) tracks and options.

Parent co-chairs for both the Lower and Upper Schools were identified during the September meeting. The parent co-chairs have been introduced to and have begun participating on our Lower and Upper School Governance Councils. There is a plan in place to implement three subcommittees for the 2019-20 school year in the following areas: Title I activities, Community School Needs Assessment activities and Community Partners and their alignment with the goals and expectations of the school in their support of students and families.

Receivership Power: We continue to focus on the use of the following powers of the Receiver as has been done throughout the past 3 years of the EPO. We expect the powers will continue to support the goals of the EPO in the following areas:

- 1) Review, alter or replace curriculum and program offerings of the school; the curriculum is continually being reviewed and revised.
- 2) Replace teachers and administrators/increase salaries/-. The majority of the staff has remained in place. When necessary we have filled teacher and administrative vacancies and compensated with an average 9% increase, in accordance with our agreed upon contractual specifications and processes.
- 3) Expand the school day - 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.
- 4) Reallocate the existing school budget; The budget was presented to the RCSD BOE and approved



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5) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); Previously negotiated agreement from year three of the EPO are still in place

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff and submitted electronically to OLSR@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 website.



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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	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 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 18-19 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.
#67 – 2019-2020:2018 Total Cohort (10 th Graders) Passing Math Regents	65%	68%			Our goal for the end of year 2020 is a guaranteed and viable curriculum. That means the written curriculum, the enacted curriculum, the supported curriculum, and the learned curriculum are one. - In the room: Evidence shows students making progress on the lesson's learning target and the unit's arc of learning. - In the data: Evidence from performance assessments shows students making progress on the central learning aligned to the understandings and transfer goals. - In the data and in the Support Room/ Resource Rooms: Evidence that interventions aligned with critical content and skills are	East Ubd Unit Checklist to assess quality of curriculum (Will be applied to all units in their 5th year of development throughout the 2019-2020 school year and ratings data will drive professional learning - i.e. PL will be designed around weak areas). East Lesson Quality Checklist to assess quality of lessons and alignment with best practices Classroom Walkthrough Tool to assess quality of instruction and alignment with best practices (20 walkthroughs per week per administrator and data will be analyzed monthly to drive	Historical results demonstrate significant success with intervention in scholars' 10th grade year at East on making progress and meeting this target: At the end of the 2017-2018 school year, the results of the 2017 Cohort (9th graders) for Math were as follows: - Not Tested = 7.19% - Level 1: 17.96% - Level 2: 20.36% - Level 3: 46.71% - Levels 4 or 5: 7.78% At the end of the 2018-2019 school year, the results of this 2017 Cohort (as 10th graders) for Math were as follows:



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			provided for scholars within their areas of need. • In the room and in the documents: Lessons align with the sequence of learning criteria in the Lesson Quality Checklist. This emphasizes students making meaning of critical content in the unit's arc of learning. • In the documents: The arc of learning in the unit plan builds toward the performance task or CEPT. These assessments are by definition practice for the transfer goals. In August, all staff engaged in 5 days of required professional learning, 4 of which were directly aligned to the goal above where staff were led in a Looking At Student Work (LASW) protocol to examine the performance task work from their end of the year unit. Staff learned this protocol as a way to examine work for alignment to the standards, teaching toward conceptual understanding, and engaging students in higher order thinking. Staff then used what they learned to revise this curriculum in order to advance toward the goal above. In September, we have finalized the process for student performance task work to be collected from all units throughout the year, and established the plan for professional learning that involves the use of the protocol referenced above to learn more about	professional learning - i.e. PL will be designed around areas presenting as a need). • During the month of September and October our Classroom Walkthroughs have focused on measuring indicator #6 on our Walkthrough Checklist (Student Engagement in Thinking). Each classroom visit is rated on a 3-point scale (1 = minimal to no evidence; 2 = moderate evidence; 3 = strong evidence). For September/October so far, 20 visits were made by administrators to our high school Math classrooms and the average rating relative to Student Engagement in Thinking for these visits was 2.72. Common Formative Assessment Results (All courses will continue to develop common formative assessments and to enact a data protocol to assess formatively where scholars are excelling and where they need intervention relative to critical content and skills for each course. Data cycles will occur as often as the assessments, which differs by course). Curriculum-Embedded and other Performance Assessment Results	• Not Tested = 3.70% • Level 1: 8.02% • Level 2: 17.90% • Level 3: 61.11% • Levels 4 or 5: 9.26% Therefore, last year, we saw 70.37% of students in the 2017 Total Cohort pass a Math Regents exam with a 65 or above by the end of their 10th grade year, an increase of 15.88% over the 54.49% who had passed by the end of their 9th grade year. Current results of the measured group (2018 Cohort - 10th Graders - as shown to the left) show that 60.12% of students in this cohort have already passed a Math Regents exam with a 65 or above by the end of their 9th grade year, putting us within 8% points of meeting the target (14 students). Based on both the historical trends and current status outlined as well as the improvement plans for this school year outlined to the left, we believe that we continue to be on track to make progress on this indicator.
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			student learning and to further revise our curriculum in the areas indicated. Additionally, we have begun the process of not only looking at performance task work, but in engaging teachers to bring student work from daily lessons to collaborative planning time and engaging them in looking at the work from lesson to lesson to inform what is happening during instruction as well. Walkthroughs for the month of September and October are focused on who is doing the thinking in the classroom (teacher or students), the level of the thinking, and engagement in academic discourse as part of the thinking/meaning making. Coaching cycles (Teacher Leaders) and Observation cycles (admins) have begun during the months of September and October using specific pre/post observation questions to ensure student work is at standard. On the upcoming October 11 Superintendent's Conference Day, we will continue to engage staff in professional learning that supports their ability to analyze curriculum and instruction for the ways in which those do or do not engage students in meaning making and thinking. This is our primary goal and strategy update for indicators #67, 69, 120, 130, 230, and 240.	(At the conclusion of each unit of study [different for each course], teams of teachers will review student work and assessment results from the end of unit assessments to also engage in monitoring and matching scholars with targeted interventions as well as to inform future curriculum revisions. Regents Assessment Results (will be used for data cycles similar to what was described above) These are our primary methods of monitoring improvement for indicators #67, 69, 120, 130, 230, and 240. Current results of the measured group (2018 Cohort - 10th Graders) are as follows, reflecting status at the end of their Freshman year: • Not Tested = 9.83% • Level 1: 14.45% • Level 2: 15.61% • Level 3: 53.76% • Levels 4 or 5: 6.36% 60.12% of students in this cohort have already passed a Math Regents exam with a 65 or above by the end of their 9th grade year.	
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#69 – 2019-20: 2017 Total Cohort (11th Graders) Passing ELA Regents	54%	58%		Math-Specific Update: Algebra 1 has identified critical content and skills, and created intervention systems to be used in the classroom and in support room. Geometry Regents has been an obstacle for our scholars to earn the Advanced Diploma. As a result, we have increased the time in class so that each day they have instruction for 72 minutes. Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. ELA-Specific Update (This update applies to the goals, strategies, and monitoring plans for indicators #69 and 120): - The Reading Inventory was administered as a universal screener to all students in Grades 9-12 during the months of September and October. - During August, trained teachers and teacher leaders began the evaluation of units for quality. 6 units received evaluative feedback: 2 for ELA I, 1 for ELA II, 1 for ELA III, 2 for ELA IV. - August summer curriculum week was focused on professional learning and	Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. During the month of September and October our Classroom Walkthroughs have focused on measuring indicator #6 on our Walkthrough Checklist (Student Engagement in Thinking). Each classroom visit is rated on a 3-point scale (1 = minimal to no evidence; 2 = moderate evidence; 3 = strong evidence). For September/October so far, 28 visits were made by administrators to our high school ELA and literacy classrooms and the average rating relative to Student	Common formative assessment system is created to collect data on students' performance as measured on the critical content and skills. Data to be included on next quarterly report.	Historical results demonstrate that scholars at East make significant progress in the 11th grade year with passing the English Regents exam: At the end of the 2017-2018 school year, the results of the 2016 Cohort (10th graders) for English were as follows: - Not Tested = 81.37% - Level 1: 1.86% - Level 2: 3.11% - Level 3: 5.59% - Levels 4 or 5: 7.45% At the end of the 2018-2019 school year, the results of the 2016 Cohort (11th graders) for English were as follows: - Not Tested = 20.12% - Level 1: 9.76% - Level 2: 9.76% - Level 3: 34.76% - Levels 4 or 5: 25.61% Therefore, last year, we saw 60.73% of students in the 2016
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			curriculum writing responding to evaluative feedback. - Superintendent's conference day Oct 11th was focused on continuing this response to feedback. • Began implementing grade level coaching cycles at the end of September. • 15 classroom visits between September 30th and October 18th, targeting 11th, 10th and 9th grade classrooms. • Engage in weekly one on one meetings between Administrator and Coach to address strategic decision making based on data and observations. • Met to ensure Cohort 2016 is receiving appropriate interventions. • Ensuring Seniors (2016 Cohort students) are receiving targeted interventions through English classes or Support • All ENL scholars with Standalone ENL are receiving targeted interventions in preparation for exam. • Ensuring students who are ENL are enrolled in ELA III/IV seminar for ENL • Tracking grades for proactive support as well as credit recovery progress for seniors • Tracking attendance for seniors.	Engagement in Thinking for these visits was 2.38. Current results of the measured group (2017 Cohort - 11th Graders) are as follows, reflecting status at the end of their 10th grade year: • Not Tested = 74.69% • Level 1: 0.00% • Level 2: 1.85% • Level 3: 7.41% • Levels 4 or 5: 14.20% 21.61% of students in this cohort have already passed the English Regents exam with a 65 or above by the end of their 10th grade year (Note: This reflects scholars who were scheduled to take the exam "early" because they are in an accelerated track - i.e. AP English. Other scholars are not scheduled to take the exam until English III, their 11th grade year). Other ELA-specific data for 2019-2020: Based on in progress administration of the Reading Inventory (our universal screener for literacy): • 379/659 tested • 161 (42% of tested Upper School) are Below Basic • 97 (26% of tested Upper School) are Basic • 105 (28% of tested Upper School) are Proficient	Total Cohort pass the English Regents exam with a 65 or above by the end of their 11th grade year, an increase of 47.69% over the 13.04% who had passed by the end of their 10th grade year. Current results of the measured group (2017 Cohort - 11th Graders - as shown to the left) show that 21.61% of students in this cohort have already passed the English Regents exam with a 65 or above by the end of their 10th grade year, demonstrating a significant increase (and reflecting the increased #/% of scholars accelerating in English), and putting us within 36% points of meeting the target (58 students). Based on both the historical trends and current status outlined as well as the improvement plans for this school year outlined to the left, we believe that we continue to be on track to make progress on this indicator.
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					16 (4% of tested Upper School) are Advanced	
#70 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – All Students	45%	51%		Every single scholar has their credit accrual data tracked, schedule cross checked for graduation eligible schedule and Regents exams still needed indicated. As exam prep for Saturday School begins and as first semester review classes have started, each senior has been prioritized to receive the needed supports.	Enrollment Status of the 2016 Total Cohort at the end of the 2018-2019 school year: - Graduated: 4.3% (7) - Dropped Out: 11.6% (19) - Still Enrolled: 84.1% (138) Exam Status (% who have passed) of the 2016 Total Cohort at the end of the 2018-2019 school year: - Math: 73.78% - Science: 47.56% - English: 60.37% - USHG: 28.05% - Global: 39.64%	64 already have the 5 exams needed to graduate and are on track with credits. 12 of the remaining scholars are very unlikely to graduate in June based on the number of credits actually needed.
#88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students	45%	51%	Yes	2 Scholars from this cohort remain here at East. Each one has a specific plan for graduation in June and August. Online credit recovery courses have also been added to their schedules to support them in earning the required credits.	Enrollment/Completion Status of the 2015 Total Cohort at the end of the 2018-2019 school year: - Graduated: 69.7% (124) - Dropped Out: 23.0% (41) - Still Enrolled: 7.3% (13)	Based on the current status, we have already met this indicator.
#120 - HS ELA All Students Performance Index	98.1	108.1		Please see information articulated with indicator #67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. Please see information articulated within indicator #69 above, which outlines our ELA-specific goals, strategies, and monitoring plans for indicators #69 and 120.	Please see information articulated with indicator #67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. Please see information articulated within indicator #69 above, which outlines our ELA-specific goals, strategies, and monitoring plans for indicators #69 and 120.	Please see information articulated within indicator #69 above.
#130 – HS Math All Students	73.7	82.0		Please see information articulated with indicator #67 above, which outlines our primary goals, strategies, and	Please see information articulated with indicator #67 above, which outlines our primary goals,	Please see information articulated within indicator #67 above.



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Perf Index				monitoring plans for indicators #67, 69, 120, 130, 230, and 240. Please see information articulated within indicator #67 above, which outlines our Math-specific goals, strategies, and monitoring plans for indicators #67 and 130.	strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. Please see information articulated within indicator #67 above, which outlines our Math-specific goals, strategies, and monitoring plans for indicators #67 and 130.	
#140 – College, Career and Civic Readiness Index – All Students	76.1	86.1		Our first goal continues to be to provide a graduation path for each and every scholar. Schoolwide work has taken place to offer Seal of Biliteracy opportunities, AP courses, Dual Credit options and CTE pathways with approved exams. Scholars eligible for the Advanced Regents Diploma based on exam accumulation to date have been identified and are set up with review courses to take the missing exams. Scholars that have dropped out have been encouraged to enroll in an approved TASC program.	12 students in the cohort are weighted 2.0 32 students are weighted 1.5 1 drop out = .5 All the rest are projected at 1.0 but will be determined by course completion success in their senior year	We have analyzed all courses taken grades 9-11 and are reviewing grade 12 courses to try to increase this number.
#170 – HS Chronic Absenteeism – All Students	57%	51%		Scholars are identified immediately for 3, 5 and 10 day absences and a home visit takes place after the 10th day. Attendance incentives are in place with weekly raffles for 3 scholars that have perfect attendance for that week. Contacts are made when absences take place by one of the following: classroom teachers, Home School Assistant, Attendance Liaison and Family Group Carents .	Average Daily Attendance: ● 09-04-2019 = 86.1% ● 09-05-2019 = 90.3% ● 09-06-2019 = 88.6% ● 09-09-2019 = 92.2% ● 09-10-2019 = 91.3% ● 09-11-2019 = 92.0% ● 09-12-2019 = 91.6% ● 09-13-2019 = 90.1% ● 09-16-2019 = 88.9% ● 09-17-2019 = 89.0%	As our Average Daily Attendance has remained above 84% every day so far this school year, and our current percentage of chronically absent students is 30%, we believe that current structures are supporting impact on this indicator.



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					● 09-18-2019 = 89.1% ● 09-19-2019 = 90.6% ● 09-20-2019 = 90.9% ● 09-23-2019 = 89.4% ● 09-24-2019 = 90.0% ● 09-25-2019 = 91.4% ● 09-26-2019 = 88.8% ● 09-27-2019 = 91.1% ● 09-30-2019 = 88.5% ● 10-01-2019 = 88.7% ● 10-02-2019 = 88.7% ● 10-03-2019 = 91.4% ● 10-04-2019 = 88.7% ● 10-07-2019 = 88.3% ● 10-08-2019 = 84.6% ● 10-09-2019 = 88.4% Absenteeism Rates as of 10-09-19: ● Students with satisfactory attendance (absent less than 5% of the time) = 378 students (56%) ● Students with at risk attendance (absent 5-10% of the time) = 95 students (14%) ● Students with chronic absence (10% or greater) = 202 students (30%)	56 currently enrolled scholars have still not achieved a score of 65 or higher on a science Regents.
#230 – HS Science All Students Performance Index	156.7	165.6		Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. Science-Specific Plans: ● Provide individualized targeted intervention for Cohort 2016 Scholars in LE review by pulling	Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240. ● During the month of September and October our Classroom Walkthroughs have	



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				old Regents exams and analyzing data. • Provide additional tutoring support for scholars enrolled in science classes (Hillside) 2 days per week, 1 hour per day • Provide targeted interventions for critical content in Support • Saturday school Regents Prep for science • LASW as part of unit/lesson planning process • Attend STANYS conference for training on NYSSLS • Collaborate with Center for Professional Learning at U of R for department training on NYSSLS, intensive curriculum writing, teaching labs, and coaching • Extended learning experiences in science through collaboration with U of R • Re-align departmental transfer goals to NYSSLS • Reevaluate the quality of Curriculum Embedded Performance Tasks (CEPT) and Performance Tasks (PT) • Redevelop CFAs based on analysis of Regents data from June 2019 • Data cycles for PT/CEPTs (the CFAs)	focused on measuring indicator #6 on our Walkthrough Checklist (Student Engagement in Thinking). Each classroom visit is rated on a 3-point scale (1 = minimal to no evidence; 2 = moderate evidence; 3 = strong evidence). For September/October so far, 1 visit was made by administrators to our high school Science classrooms and the rating relative to Student Engagement in Thinking for these visits was 3.0.	
#240 – HS Social Studies All Students Performance Index	144.2	154.2		Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240.	Please see information articulated with indicator 67 above, which outlines our primary goals, strategies, and monitoring plans for indicators #67, 69, 120, 130, 230, and 240.	53 Cohort 2016 scholars have not earned a passing score of 65 or higher on either the US or Global exam.



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				Social Studies-Specific Update (This update applies to the goals, strategies, and monitoring plans for indicators #69 and 120): Design and implementation of Global II and USHG curricula reflect the new NYS Regents exams. • Daily practice of the skills (sourcing, cause and effect, similarities/differences and turning points) • Historical Circumstances: What is the event? What happened before the event? • Global: Focus on Enduring Issues essay and relationship between primary sources • USHG: Focus on the relationship between documents • Support Room • Vocabulary that aligns with Enduring and Constitutional issues, as well as content studies • Reteach Tier One and Two vocabulary • Reteach content: using 3 modalities: reading, writing and speaking.	• During the month of September and October our Classroom Walkthroughs have focused on measuring indicator #6 on our Walkthrough Checklist (Student Engagement in Thinking). Each classroom visit is rated on a 3-point scale (1 = minimal to no evidence; 2 = moderate evidence; 3 = strong evidence). For September/October so far, 11 visits were made by administrators to our high school Social Studies classrooms and the average rating relative to Student Engagement in Thinking for these visits was 2.70.	11 of those 53 are Safety Net eligible for these exams, so they are on track to graduate.
#250 – 2019-20: 2014 Total Cohort 6-Year Grad Rate All Students	43%	49%	Yes	All 3 scholars still enrolled are at a program school designed to specifically meet solely their graduation needs with a flexible schedule. Classes or exams still needed have been identified and prep work is taking place.	Enrollment/Completion Status of the 2014 Total Cohort at the end of the 2018-2019 school year: • Graduated: 67.6% (138) • Dropped Out: 30.9% (63) • Still Enrolled: 1.5% (3)	Based on the current status, we have already met this indicator.



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Green	Results for this phase of the project are fully met, work is on schedule, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	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 18-19 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.
#72 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – Black Students	50%	56%			We continue to work to develop a culturally relevant and responsive curriculum (CRRP) with our chief consultant Dr. Sonia James-Wilson. professional learning across the year is expected to address both curriculum and instruction via the CRRP model. E.g. the PL faculty meeting October centers around the Critical Questions we use to determine if lessons and units are culturally responsive and further examining the approach via video of Zaretta Hammond. In November both	Enrollment/Completion Status of the 2016 Total Cohort - Black Students at the end of the 2018-2019 school year: • Graduated: 4.9% (4) • Dropped Out: 4.9% (4) • Still Enrolled: 90.2% (74) Walk through data is collected on whether or not each lesson is determined to be culturally relevant and responsive, using our East 2019-2020 walk through	Based on the fact that this subgroup is more than 50% of our population, we believe that the strategies and information reflected above for all students 2016 4-year grade rate applies here as well.



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				administrative PL meetings will consist of work with Dr. James-Wilson.	checklist and our CRRP Critical Questions.	
#90 - 2019-20: 2015 Total Cohort 5-Year Grad Rate – Black Students	47%	53%	Yes	Please see information articulated with indicator 72 above, which outlines our specific school-wide curriculum and instruction strategy and monitoring plan for the integration of CRRP, which we believe will impact all indicators, but specifically those for subgroups of black and economically disadvantaged scholars, including this one.	Enrollment/Completion Status of the 2015 Total Cohort - Black Students at the end of the 2018-2019 school year: • Graduated: 71.0% (66) • Dropped Out: 22.6% (21) • Still Enrolled: 6.4% (6) See #72 data points relative to CRRP.	Based on the current status, we have already met this indicator.
#93 - 2019/20: 2015 Total Cohort 5-Year Grad Rate – ED Students	40%	46%	Yes	Please see information articulated with indicator 72 above, which outlines our specific school-wide curriculum and instruction strategy and monitoring plan for the integration of CRRP, which we believe will impact all indicators, but specifically those for subgroups of black and economically disadvantaged scholars, including this one.	Enrollment/Completion Status of the 2015 Total Cohort - Economically Disadvantaged students at the end of the 2018-2019 school year: • Graduated: 66.5% (105) • Dropped Out: 25.3% (40) • Still Enrolled: 8.2% (13) See #72 data points relative to CRRP.	Based on the current status, we have already met this indicator.
#252 - 2019-209: 2014 Total Cohort 6-Year Grad Rate – Black Students	47%	53%	Yes	lease see information articulated with indicator 72 above, which outlines our specific school-wide curriculum and instruction strategy and monitoring plan for the integration of CRRP, which we believe will impact all indicators, but specifically those for subgroups of black and economically disadvantaged scholars, including this one.	Enrollment/Completion Status of the 2014 Total Cohort - Black Students at the end of the 2018-2019 school year: • Graduated: 71.6% (73) • Dropped Out: 26.5% (27) • Still Enrolled: 1.9% (2) See #72 data points relative to CRRP.	Based on the current status, we have already met this indicator.
#255 - 2019-20: 2014 Total Cohort 6-Year Grad Rate – ED Students	41%	47%	Yes	Please see information articulated with indicator 72 above, which outlines our specific school-wide curriculum and instruction strategy and monitoring plan for the integration of CRRP, which we	Enrollment/Completion Status of the 2014 Total Cohort -Economically Disadvantaged students at the end of the 2018-2019 school year:	Based on the current status, we have already met this indicator.



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				believe will impact all indicators, but specifically those for subgroups of black and economically disadvantaged scholars, including this one.	• Graduated: 65.6% (120) • Dropped Out: 32.8% (60) • Still Enrolled: 1.6% (3) See #72 data points relative to CRRP.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part III – Additional Key Strategies – (As applicable)

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. • Every school must discuss the use of technology in the classroom to deliver instruction.			
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	Analysis/Report Out	
1. Use of technology in the classroom to deliver instruction		Every scholar has received his/her own device (chromebooks) to be carried between classes and to and from school. Teachers are expected to utilize them for instruction integrating their lessons with technology.	
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY		N/A	
3.			



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4				
5.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part 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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	FACE/CET meeting dates have been set for the 2019-20 school year. Meetings that took place for this quarter are listed below: September 19, 2019 October 24, 2019 We also held a parent institute in August. We taught parents/families about the credits and exams required for graduation, as well as the expectations for incoming 9th graders including Careers in Technical Education (CTE) tracks and options. Parent co-chairs for both the Lower and Upper Schools were identified during the September meeting. The parent co-chairs have been introduced to and have begun participating on our Lower and Upper School Governance Councils. The team discussed the plan for implementing three subcommittees for the 2019-20 school year. One that will focus on Title I activities, one that will address the action items associated with the Community School Needs Assessment work and one that focuses on the Community Partners and their alignment with the goals and expectations of the school in their support of students and families. The FACE (CET) team reviewed the demonstrable improvement indicators for both schools for the 2019-20 school year. There were more community partners present for these meetings as we are working collaboratively to institute more accountability around expectations for community partnerships and the alignment of their services and supports for both scholars and families of the EAST community. Several members of the team participated in voluntary roles for our Open House and Parent Teacher Conferences. The team also provided input and feedback for the quarter one report.



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Powers of the Receiver			
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
Green	We continue to focus on the use of the following powers of the Receiver as has been done throughout the past 3 years of the EPO. We expect the powers will continue to support the goals of the EPO in the following areas: 1) <i>Review, alter or replace curriculum and program offerings of the school</i>; the curriculum is continually being reviewed and revised. 2) <i>Replace teachers and administrators/increase salaries/-</i>. The majority of the staff has remained in place. When necessary we have filled teacher and administrative vacancies and compensated with an average 9% increase, in accordance with our agreed upon contractual specifications and processes. 3) <i>Expand the school day</i> - 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. 4) <i>Reallocate the existing school budget</i>; The budget was presented to the RCSD BOE and approved 5) <i>Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s)</i>; Previously negotiated agreement from year three of the EPO are still in place		
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 – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

Community Schools Grant (CSG)	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.



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C	de Needs Assessment (if one is being conducted in 18-19)	A Community wide needs assessment was completed in December of 2018. Subcommittee of the FACE/CET team is being formed to support the implementation of strategies to address the resulting action items		
	To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	There was a community forum held on October 17th. There have been CET/FACE committee meetings held on September 19th and October 24 th . Each meeting has provided an opportunity for parents, teachers and community members to provide information via our Let's Talk application, directly through email or verbally with administrative staff members.		
	2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All notifications have been mailed to parents in both English and Spanish at least 3 weeks prior to the associated event. There is also a calendar of events on the website (https://www.rcsdk12.org/domain/11634) that is updated as edits/revisions are made.		
	3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	The person who oversees the community schools work is a member of the CET/FACE committee and attends the monthly meetings. Additionally, the Lower School and Upper School parent reps are FACE members and representatives on both school's governance councils.		
	Steering Committee (challenges, meetings held, accomplishments)	There have been CET/FACE committee meetings held on September 19th and October 24 th . Each meeting has provided an opportunity for parents, teachers and community members to provide information via our Let's Talk application, directly through email or verbally with administrative staff members		
	Feeder School Services (specific services offered and impact)	We have been partnering with a local agency to support the work of recruiting neighborhood students. There is not a direct feeder pattern assigned to EAST as the district has a school choice policy, however, we have been trying to recruit scholars from schools within the neighborhood of EAST.		
	Community School Site Coordinator (accomplishments and challenges)	There has been work done to expand the collaboration with specific agency partners. For example, the partnership with Connected Communities has been in place to support the development of a recruitment and communication plan for parents/families of East neighborhood scholars. There has been a list of talking points developed about EAST that is used as an outreach tool for families who live in the neighborhood of EAST. Additionally, community partners support fundraising efforts to build up supplies for the food and clothing pantry at East. We are also developing a plan to increase the number of scholars who have signed dental consent forms on file so that they may utilize the smile-mobile and our soon to be opened dental suite for preventative and intensive dental services.		
	Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan) Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	Services associated with the activities listed on Attachment C have been provided as outlined within the designated plan. Facilities improvements are in progress. The Collaboratorium has been completed, the dental suite is under construction and the CTE wing of the building has been updated to reflect the needs of the students who participate in CTE related courses and programs.		
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.	<table><tr><td>Red</td><td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td></tr></table>	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.			



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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>	
Identify the grant.	Status(R/V/G)
PSSG:	
SIG:	N/A
CSG:	

Part VII: Best Practices (Optional)

<u>Best Practices</u>	
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.	
2.	



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Part VIII – 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): Shane Nims
Signature of Receiver: [Signature]
Date: 10/31/2019

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 the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): Angel Alicea
Signature of CET Representative: [Signature]
Date: 10/31/2019