

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 – Lower School	261600010105	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	Tanya Wilson Appointment Date: July 1, 2016	Steve Uebbing- Project Director Lorna Washington- Asst. Superintendent Susan Meier – Chief Academic Officer Jenn Rees - Chief Accountability Officer	6-8	41/349 12%	45/349 13%	349	

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 #9) 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 Lower School in which both historical data and places to track data throughout the year have been included. 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 (calculating our possible performance index based on prior scores), 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 QISE@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.

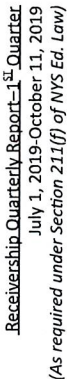
Part I – Demonstrable Improvement Indicators (Level I)

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.
#33 – 3-8 ELA All Student MGP	42.5	44.5		Yes	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	Initial Reading Inventory data is promising relative to our progress toward meeting the target for all students in ELA, as 24% of the students in Lower School have already demonstrated proficiency on the Reading Inventory, and another third of the student body tested in the basic range, which is just below grade level. Based on the growth data that we have seen with prior cohorts of students (i.e. last year, the average growth of all scholars in our literacy interventions was 1.7 years), we are confident that the actions we have taken in this



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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 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 student learning and to further revise	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, 15 visits were made by administrators to our middle school ELA and Literacy classrooms and the average rating relative to Student Engagement in Thinking for these visits was 2.07. 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). - Based on the September administration of the Reading	first quarter relative to universal screening and ensuring appropriate placement of scholars in our tiered literacy program have set us up for success in making impact on this indicator. Additionally, it is promising that there is, on average, more than moderate evidence of student engagement in thinking in our middle school ELA and Literacy classrooms. Because we would like to see this closer to the "strong evidence" rating, this will continue to be a focus for our walkthroughs, individualized feedback, and professional development during the month of October and beyond. We believe that as we develop our staff to think about the thinking that their students are doing and to adjust lessons to increase the thinking, this will also continue to positively influence our progress on this indicator. Additionally, we are targeting the 48 scholars who opted out of testing in previous years. Eleven of these scholars are reading at or above grade level. The relationship with reading at grade level and performance on the ELA exam is strong. 75% of
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			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. 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 #33, 100, 110, 150, 102, 105, 112, and 115. ELA-Specific Update (This update applies to the goals, strategies, and monitoring plans for indicators #33, 100, 102 & 105): During the month of September, the literacy team, administrators, and counselors worked to ensure that	Inventory (our universal screener for literacy): - o 132 Students (39% of the Lower School) are Below Basic - o 125 Students (37% of the Lower School) are Basic - o 52 Students (15% of the Lower School) are Proficient - o 30 Students (9% of the Lower School) are Advanced). Curriculum-Embedded and other Performance Assessment Results (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. NYS and Regents Assessment Results (will be used for data cycles similar to what was described above). • Group analysis of released 2018-2019 6-8 ELA Results for East Lower School are being analyzed week of October 14 during collaborative planning time.	their peers reading at or above grade level earned a 2 or higher.
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				scholars were appropriately placed within our tiered literacy program based on the Reading Inventory screening data to the right. Additionally, during the month of October, the Lower School ELA team is being engaged in reviewing the state assessment data to determine areas of strength and need to inform this year's curriculum implementation. This is being done in combination with the Literacy team. The purpose of this joint data review is to identify and address a learner centered problem in both reading and comprehension.	These are our primary methods of monitoring improvement for indicators #33, 100, 110, 150, 102, 105, 112, and 115.	
#100 – 3-8 ELA All Students Core Subject Performance Index	53.6	63.6	Yes	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. ELA-Specific Update: Please see information articulated with indicator 33 above, which outlines ELA-specific plans and strategies for indicators #33, 100, 102 & 105).	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115.	Please see information articulated with indicator 33 above.
#110 – 3-8 Math All Students Core Subject Performance Index	44.9	54.9	Yes	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. Additionally, during the month of October, the Lower School Math team will engage in reviewing the state assessment data to determine areas of strength and need to inform this year's	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. • During the months of September/October our Classroom Walkthroughs have focused on measuring indicator	Ten of our current Algebra scholars opted out of testing in previous years. Given our historical pass rate of 90% or more, we anticipate at least an additional 8 to 9 level 2's. 133 of our scholars scored a high 1, 24 scored a high 2, and 9



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#150 – Grade 4 and 8 Science All Students Core Subject Performance Index	89.9	99.9	Yes	curriculum implementation. Identified areas of weakness will be targeted through Support. Specific interventions will be designed to address these gaps in understanding. The progress towards these understandings will be monitored through a continuous data cycle.	#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, 3 visits were made by administrators to our middle school Math classrooms and the average rating relative to Student Engagement in Thinking for these visits was 3.0.	scored a high 3 in 2019. Pushing even 10 of these scholars to the next level will bring us to our progress target. Additionally, we are encouraging parents/families of the 55 scholars who opted out of Math testing in previous years, to participate.
#150 – Grade 4 and 8 Science All Students Core Subject Performance Index	99.9	99.9	Yes	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. The Lower School Science team evaluated the Science 8 results during Professional Learning this summer. As a result, adjustments were made in the length of a units and the addition of two review units. The same process was followed for Living Environment and resulted in revisions to two labs. The Science Department is engaged in the shift to the Next Generation Standards. We will begin to make curricular adjustments starting with grades 6 & 7 so we are prepared for the changes coming in 2021.	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. During the month of September/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, 6 visits were made by administrators to our middle school Science classrooms and the average rating relative to	Our Living Environment enrollment is 77 scholars. Last year, 73% of our scholars passed the Living Environment Regents. We anticipate similar results. Additionally, we made major gains on last year's performance on the Science 8 assessment meeting our target for the first time in 3 years. We also scored a 124.8 on the Performance Index.



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				Student Engagement in Thinking for these visits was 2.0.	
#160 – 3-8 Chronic Absenteeism	37%	33%	Yes	Average Daily Attendance: ● 09-04-2019 = 92.6% ● 09-05-2019 = 93.4% ● 09-06-2019 = 91.2% ● 09-09-2019 = 93.2% ● 09-10-2019 = 94.0% ● 09-11-2019 = 94.0% ● 09-12-2019 = 94.0% ● 09-13-2019 = 92.2% ● 09-16-2019 = 95.1% ● 09-17-2019 = 92.5% ● 09-18-2019 = 92.2% ● 09-19-2019 = 94.0% ● 09-20-2019 = 94.8% ● 09-23-2019 = 92.8% ● 09-24-2019 = 93.7% ● 09-25-2019 = 92.5% ● 09-26-2019 = 91.4% ● 09-27-2019 = 93.9% ● 09-30-2019 = 94.5% ● 10-01-2019 = 93.9% ● 10-02-2019 = 93.9% ● 10-03-2019 = 93.9% ● 10-04-2019 = 90.2% ● 10-07-2019 = 93.6% ● 10-08-2019 = 91.0% ● 10-09-2019 = 91.3% Absenteeism Rates as of 10-09-19: ● Students with satisfactory attendance (absent less than 5%	As our Average Daily Attendance has remained above 90% every day so far this school year, and our current percentage of chronically absent students is 21%, we believe that current structures are supporting impact on this indicator. As of 10/10/19, we have 72 scholars who are chronically absent. 29 of these scholars have shown improvement in their attendance since the start of the school year.



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						of the time) = 234 students (67%) • Students with at risk attendance (absent 5-10% of the time) = 41 students (12%) • Students with chronic absence (10% or greater) = 72 students (21%)	
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 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.
#86 – Teacher Turnover	24%	21%		yes	We are addressing the climate and culture of Lower School through a teacher-led work group. We are analyzing the work environment, scholar	Staff Attendance Survey Results Scholar Behavior	The East EPO experienced a large turnover between the 3rd and 4th years of implementation. This was intentional (written into the



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				behavior, and a sense of belonging for both staff and students. The administrative team meets weekly with the teacher union representatives to address concerns.				
		47.8	57.8	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. ELA-Specific Update: Please see information articulated with indicator 33 above, which outlines ELA-specific plans and strategies for indicators #33, 100, 102 & 105). Additionally, 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 administrative PL meetings will consist of work with Dr. James-Wilson.	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. - Based on the September administration of the Reading Inventory (our universal screener for literacy), the distribution of black students specifically is as follows - Students (x% of the Lower School black students) are Below Basic - Students (x% of the Lower School black students) are Basic - Students (x% of the Lower School black students) are Proficient - Students (x% of the Lower School black students) are Advanced. (Report is currently pulling and reporting incorrect/incomplete data as of 10.22.19. Have reached out to Central office for a fix) - Jenn	plan). We do not anticipate any major staffing changes. Of the students currently enrolled, 186 out of 349 are Black or African American. Because this represents over 50% of our total population, we believe that the progress indicated above for indicator #33 is generalizable to this indicator as well. Based on the growth data that we have seen with prior cohorts of black students (i.e. last year, the average growth of black scholars in our literacy interventions was 1.8 years), we are confident that the actions we have taken in this first quarter relative to universal screening and ensuring appropriate placement of black scholars in our tiered literacy program have set us up for success in making impact on this indicator.		



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					working to ensure that accuracy. See status of the data to the right. Additionally, as indicated above, 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 administrative PL meetings will consist of work with Dr. James-Wilson.	o x Students (x% of the Lower School black students) are Advanced). (Report is currently pulling and reporting incorrect/incomplete data as of 10.22.19. Have reached out to Central Office for a fix) - Jenn Currently, of the 347 students enrolled in East Lower School, • 266 (76.7%) have been determined as eligible for free and reduced lunch. • 0 (0.0%) have been denied. • 81 (23.3%) have missing or incomplete applications. Walk through data will be collected on whether or not each lesson is determined to be culturally relevant and responsive, using our East 2019-2020 walk through checklist and our CRRP Critical Questions (upcoming focus during the month of November/December).	Of the students currently enrolled, 186 out of 349 are Black or African American. Because this represents over 50% of our total population, we believe that the progress indicated above for indicator #110 is generalizable to this indicator as well.
#112 - 3-8 Math Black Core Subject Performance Index	44.9	54.9			Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. Math-Specific Update: Please see information articulated with indicator 110, which applies to the goals, strategies, and	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. Walk through data is collected on whether or not each lesson is determined to be culturally	



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					monitoring plans for indicators #110, 112, and 115). 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 administrative PL meetings will consist of work with Dr. James-Wilson.	relevant and responsive, using our East 2019-2020 walk through checklist.	
#115 – 3-8 Math ED Core Subject Performance Index	41.9	51.9			Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. Math-Specific Update: Please see information articulated with indicator 110, which applies to the goals, strategies, and monitoring plans for indicators #110, 112, and 115). 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	Please see information articulated with indicator 33 above, which outlines our primary goals, strategies, and monitoring plans for indicators 33, 100, 110, 150, 102, 105, 112, and 115. 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	Of the students currently enrolled, 267 out of 349 are Economically Disadvantaged. Because this represents well over 50% of our total population (77%), we believe that the progress indicated above for indicator #110 is generalizable to this indicator as well.



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					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 administrative PL meetings will consist of work with Dr. James-Wilson.		
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. Chromebook repairs occur daily.
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY			



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

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. 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.



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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.

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

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
- 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

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)



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A 30.19, 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.
Community-Wide 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)	Services associated with the activities listed on Attachment C have been provided as outlined within the designated plan.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school 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.



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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.
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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.)

Budget Analysis	
Identify the grant.	Status(R/Y/G)
PSSG:	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2. The FS10F was filed with SED. The grant is closed out.
SIG:	N/A
CSG:	The budget is in a green status from the perspective of the EPO. We are waiting on final state approval and funding.

Part VII: 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.



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2.		
3.		

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): Shaunc 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 Aicea
Signature of CET Representative: [Signature]
Date: 10/31/2019