

## Receivership Schools ONLY

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

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.troycsd.org			
				Check which plan below applies:			
School 2	491700010002	Troy City School District	NA	SIG/SIF			SCEP
				Cohort: 4			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
John Carmello	Natélegé Turner-Hassell	Juli Currey Dr. Donna Watson		Pre K -5	.56%	22.1%	349
	Appointment Date: June 29, 2015						

### 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.

We continue to move forward with purpose at School 2. All initiatives and/or practices are planned and implemented with intention. Much of this quarter's professional development has focused on intrinsic motivation (adults), educational theory/teaching philosophy and literacy. Professional development has been provided via coaching, modeling and explicit feedback. Teachers have been provided with articles and texts to support their professional growth. We are constantly evaluating and adjusting our methods to engage community and families in a more responsive, reciprocal manner. We provide monthly engagement activities like: potlucks, workshops, community meetings, etc. Teachers are reviewing, analyzing and discussing data regularly. Teachers reflect on the data to identify ways in which to improve practice and student outcomes. Most of our Level 1 and 2 indicators are based on the NYS Assessments, therefore until the assessments are complete, we won't know how well students are performing in relation to those particular indicators. However, summative assessments, aligned to the Common Core Learning Standards (i.e., ELA and math interim assessments, curriculum based measures, etc.) have been administered. We are currently in the process of completing the Fountas and Pinnell reading assessment with all students. Overall, School 2 is making steady gains, which undoubtedly benefit all stakeholders.



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



## Part I – Demonstrable Improvement Indicators

### LEVEL 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#1: Priority School makes yearly progress	Y	NA	NA		School 2 continues to work on their goals to make yearly progress
#9: 3-8 ELA ALL Students Level 2 and above	G	26%	29%	<p>NYS CCLS Assessments</p> <p>School 2 has modified the manner in which reading intervention is implemented. Teachers are doing more theme based units and using targeted strategies to support areas like: vocabulary, critical comprehension skills, reading stamina, meta-cognition, etc. Reading Teachers are working with smaller groups of students who have similar deficiencies and strengths. Reading Teachers are using the Interactive Strategies Approach (ISA-Donna Scanlon) as a framework in planning and providing instruction. School 2 has an on-site professional consultant who focuses on literacy. She is in classrooms daily. She works with the building's Instructional Coach and district Literacy Coach to develop intervention and core plans as well as provide embedded technical support.</p>	<p>School 2 has met the 2015-16 Progress Target (44% 2015-16 performance)</p> <p>Please see attached ELA interim assessment graph. The district has not set cut scores as of yet for this assessment. However you can see how School 2 did in comparison to the district.</p>
#15: Math All Students Level 2 and above	G	31%	34%	<p>NYS CCLS Assessments</p> <p>School 2 Teachers are implementing the NYS modules in Math. As a result students are given more opportunities to think critically</p>	<p>School 2 has met the 2015-16 Progress Target (37% 2015-16 performance)</p> <p>We are currently awaiting the results of our Math Interim Assessment.</p>





				and engage in more challenging tasks. Teachers are devoting more time to collaborative planning and consistent instructional strategies/practices. School 2 has an on-site professional consultant who focuses on math instruction. She is currently in the building two days a week. She is primarily focusing on grades 3-5. She provides embedded support and works with small student groups. She has worked with our After-School Coordinators to organize a math tutoring program at Troy High School. Each School 2 student receives one-to-one support from a Math Honor Society student two times a week.	
#33: 3 – 8 ELA All students MGP	G	43.47	44.47	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (44.67 2015-16 performance)
#39: 3- 8 Math All Students MGP	Y	41.62	42.62	NYS CCLS Assessments	School 2's MGP was at 39.4 for 2015-16

### LEVEL 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#11: 3-8 ELA Black Students Level 2 and above	G	18%	21%	NYS CCLS Assessments  School 2 faculty and staff continues to increase its abilities to be more culturally responsive. In an effort to do so we have been examining learning environment, discipline and instructional practices and	School 2 has met the 2015-16 Progress Target (33% 2015-16 performance)



				relationships with students, families and the community. For the past three years, School 2 received professional training regarding culturally responsive practices. We have reviewed and discussed the work of Lisa Delpit, Gary Howard and Pedro Noguera. This area, continues to be a work in progress; however School 2 is devoted to this work. We believe it is our duty to serve and respond to our learners, their families and our community.	
#14: 3-8 ELA ED Students Level 2 and above	G	27%	30%	<p>NYS CCLS Assessments</p> <p>School 2 continues to embrace and implement Efficacy. The Efficacy Institute (Cambridge, MA) has been working with School 2 for the past two years. Efficacy is grounded in Growth Mindset (C. Dweck &amp; J. Howard) principles/beliefs. This work is designed to empower adults and students to believe in their capacity to achieve. One core Efficacy principle that School 2 intently focuses on is "We Must Continually Affirm for Students the Connection between Effective Effort and Achievement..." It is this principle that allows all stakeholders to embrace and aspire success despite one's race, class, ethnicity, etc.</p>	School 2 has met the 2015-16 Progress Target (44% 2015-16 performance)
#17: 3-8 Math Black Students Level 2 and above	G	24%	27%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (30% 2015-16 performance)
#20: 3-8 Math ED Students Level 2 and above	G	31%	34%	NYS CCLS Assessments	School 2 has met the 2015-16 Progress Target (36% 2015-16 performance)



#86 Teacher Turnover		47%	42%		This indicator was missed because of intentional turnover due to the implementation of the SIG
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 – Key Strategies

### Key Strategies

Identify and analyze the implementation of all key strategies used this reporting period that are not described above, but are part of the approved SCEP, SIG or SIF plan.

Identify key strategy.		Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1.	Responsive Professional Development	G	As mentioned in the Executive Summary, professional development/engagement continues to be one of our primary ways to elicit school turnaround. We plan sessions based on empirical data. We work hard to provide technical support in “real time.” Thus allowing the teacher the ability to reflect and modify teaching in a timely manner. School 2 has 1 early release day (Friday) a month. There is also 1 early release day (1 <sup>st</sup> Weds.) district wide per month. That is a total of 9 hours per month devoted to professional development.
2.	Extended Learning Time	G	This year School 2 is able to offer Extended Learning Time through an after school program three days per week. The after school program is offered to all students. There are currently over 115 students consistently attending the program. The program is designed to provide student with targeted, hands-on instruction.
3.	Recruitment of High Quality Leader	G	Ms. Turner- Hassell is in her second year as the School 2 principal. She comes with over 15 years of experience in urban education. Mrs. Turner-Hassell’s experience includes work as a teacher in Albany City School District and a district administrator in Troy City School District Central Office.
4.	Character Education	G	We continue to use P.R.O.M.I.S.E to foster character development. Faculty and students participate in a monthly assembly that defines the theme for the month. Additionally, our Student and Family Advocate pushes into classrooms to facilitate lessons. We hold P.R.O.M.I.S.E events monthly for families and faculty to attend. We also recognize student P.R.O.M.I.S.E leaders. These students go through a thorough





			vetting process to evaluate their character and if they consistently reflect the P.R.O.M.I.S.E. attributes.
5.	School Climate Culture	G	School 2 is a supportive environment. Most faculty and staff members comfortably take risks (i.e., sharing practice, acknowledging deficiencies, asking questions, etc.). We are devoted to our vision and mission. We have established a culture that is committed to professional growth and developing our capacity as adult learners. We continue to foster a learning environment that is equitable, compassionate and engaging.
6.			
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

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

#### Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.

Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team continues having at least monthly meetings during 2016-17 school year. The team is made up of Community Based Organizations, parents, faith based organizations, Department of Probation, school and district faculty. Attached please find the CET agenda, sign in sheets and minutes. The quarterly report is shared and discussed with the team during meetings. During the meetings the School 2 vision and mission are shared and discussed. Three local Clergy joined the team late November, early December. This was the result of a meeting with our Receiver (Superintendent John Carmello) early fall. CET members have been actively participating in school events (i.e. potlucks, BOE meetings, etc.). We have begun sharing and planning ways in which we could do more joint/collaborative events or programs.



<b>Powers of the Receiver</b>				
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.				
Status (R/Y/G)	Analysis/Report Out			
	As a result of currently having a SIG 1003g much of what is outlined in the School Receivership Regulations is a part of the SIG plan. E.g.: -Extended Learning Time -Professional Development -School Climate and Culture -Administration			
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 – Instructional Technology Plan

<b>Instructional Technology Plan</b>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. Current status of the District Technology Plan pertinent to this school	Y	Every classroom at school 2 has been fully equipped with state of the art technology-interactive boards with video capabilities, document cameras, iPads, and or chromebooks/desktops. Additionally, training and other resources have been made available to all school 2 teachers including technology conferences, summer tech camp, after school professional development, and embedded PD. The next step in this process is to work toward understanding and putting effective technology integration practices into play in order to show impact.





2.	Use of technology in the classroom	Y	Utilizing the Substitution Augmentation Modification Redefinition (SAMR) model, our goal is to move all school 2 teachers towards more effective integration of technology which is where studies show higher levels of impact occur most often. Currently all teachers are utilizing technology at a substitution and augmentation level on the SAMR scale. Some teachers are utilizing technology at modification and redefinition levels. We are working with all teachers to help them to get to modification and redefinition levels and then to show the impact it has.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part V – Budget

<u>Budget Analysis</u>		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
Professional Salaries (code 15)	G	At this point the professional salaries are on target. The stipends for Family Engagement Coordinator, School Improvement Manager, Communications specialist, after school coordinators and the full salary for the Family and Community Advocate are coming from this budget code. Additionally staff are being paid at the contractual over time rate for their work in the after school program. Other additional support staff at School 2 are funded by other grant or local funds.
Non Instructional Salaries (code 16)	G	Overtime for support staff are paid out of this code to support the after school program. An amendment was submitted in December to support the additional staff needed for the afterschool program.



Signature of Receiver: \_\_\_\_\_

Date: 2/10/17

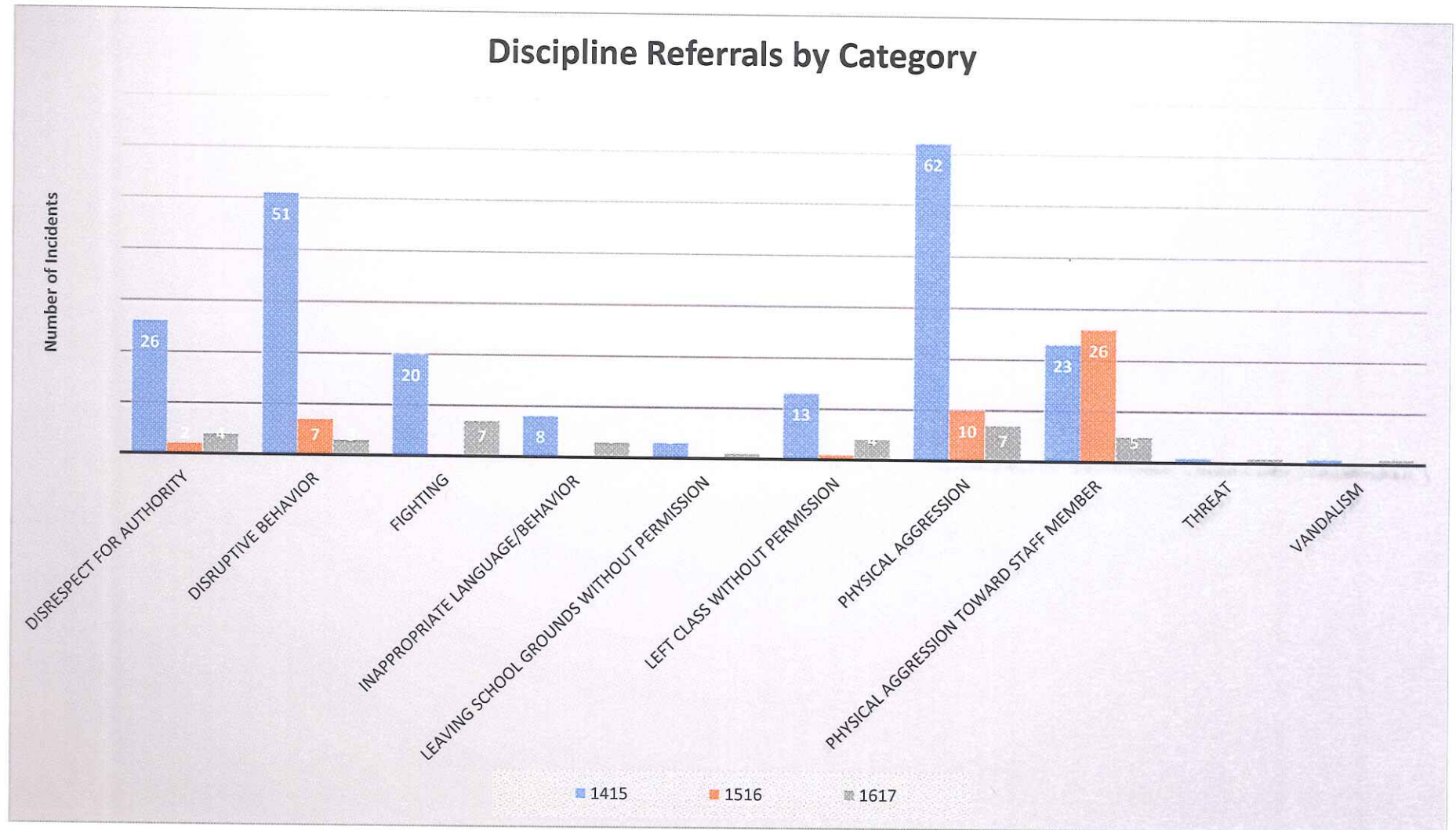
By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Candace DeBos-Miller

Signature of CET Representative: \_\_\_\_\_

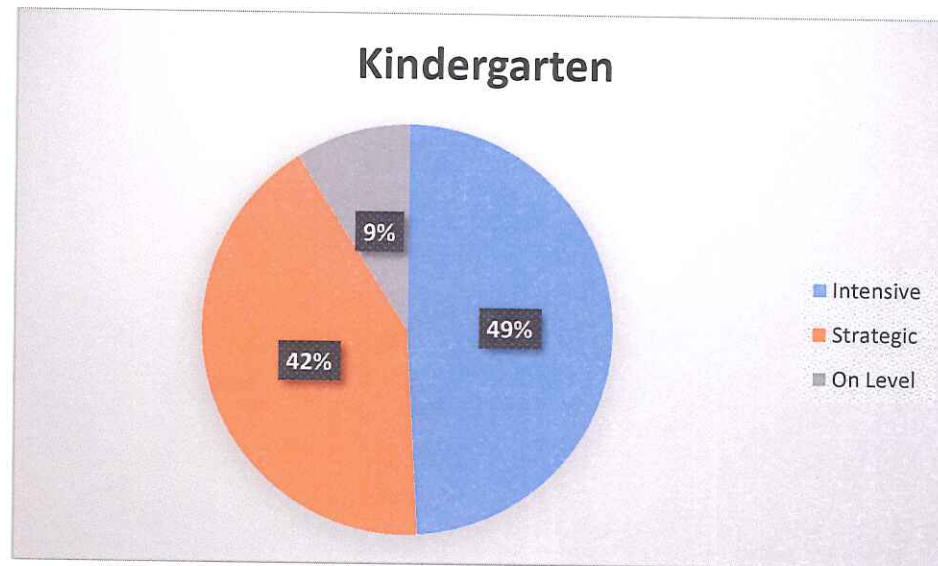
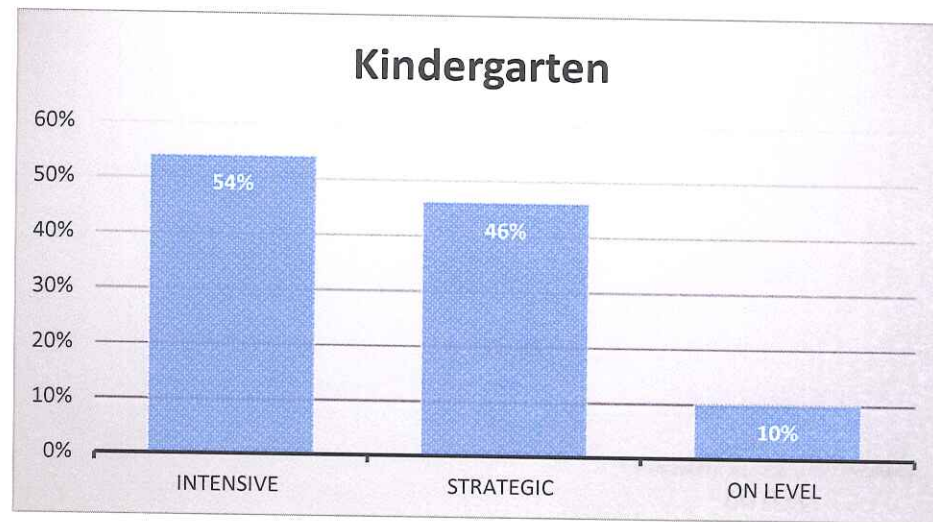
Date: 2/10/17

## Data Snapshot: 3 Year Student Discipline Analysis

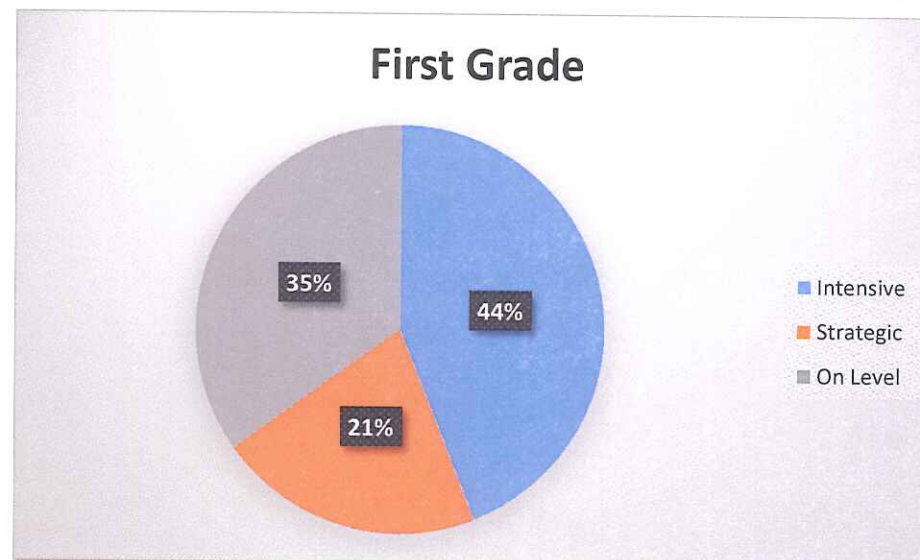
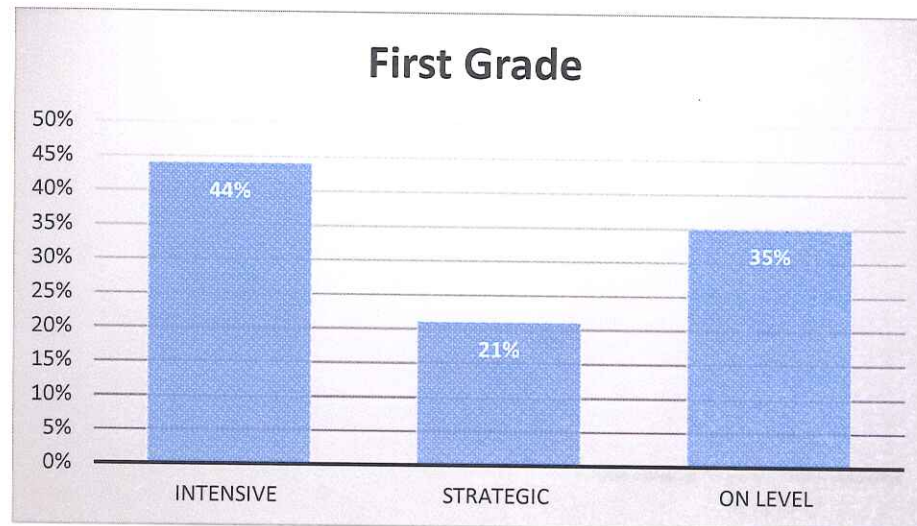




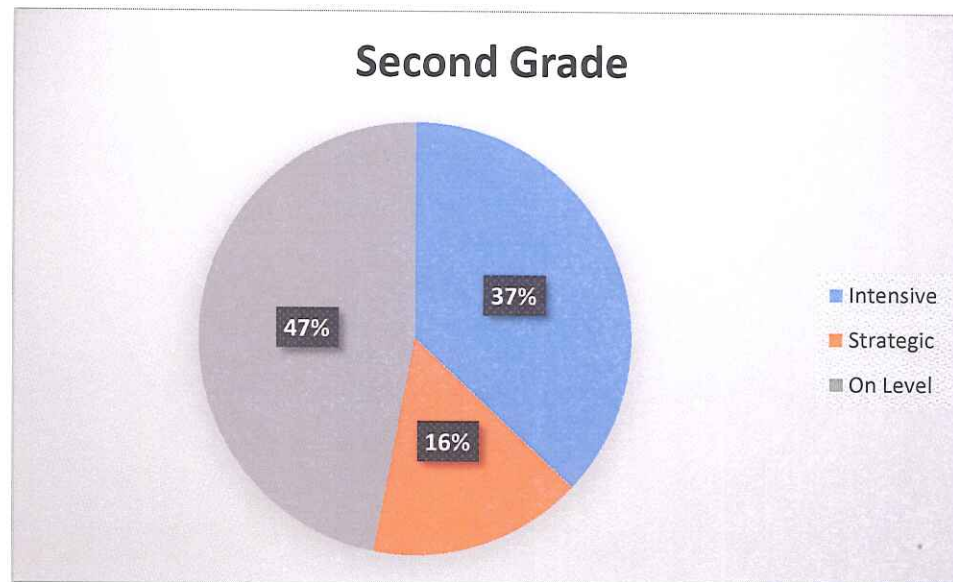
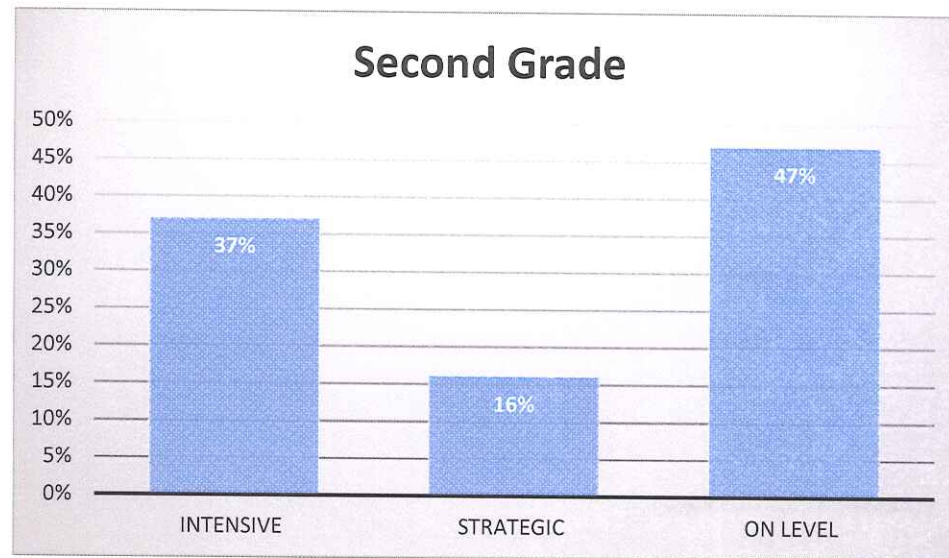
## Data Snapshot: Kindergarten F&P



## Data Snapshot: First Grade F&P

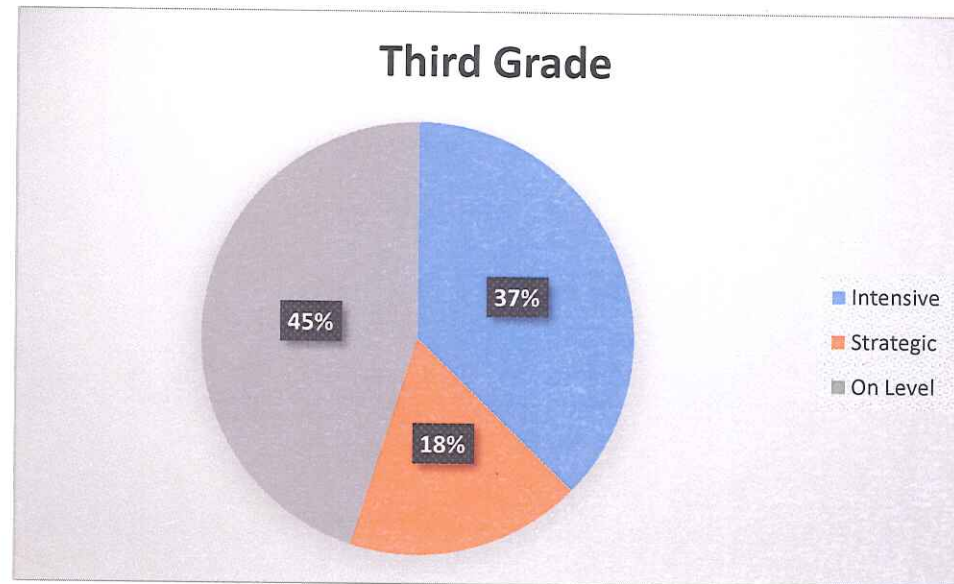
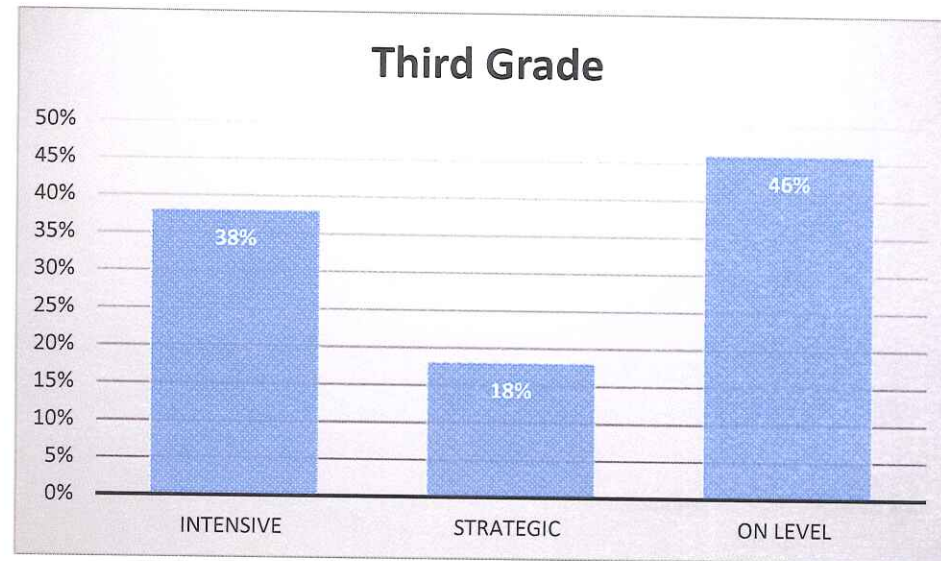


## Data Snapshot: Second Grade F&P

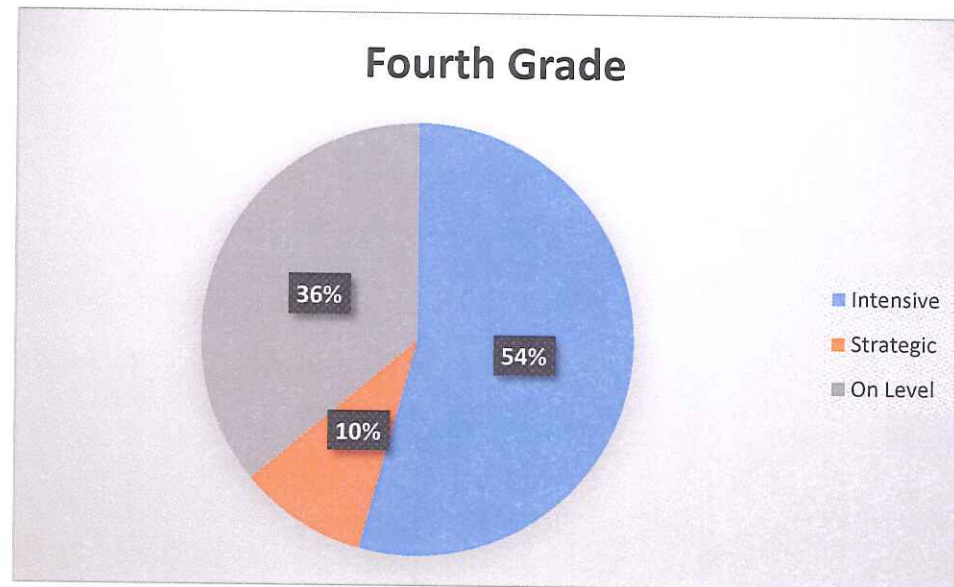
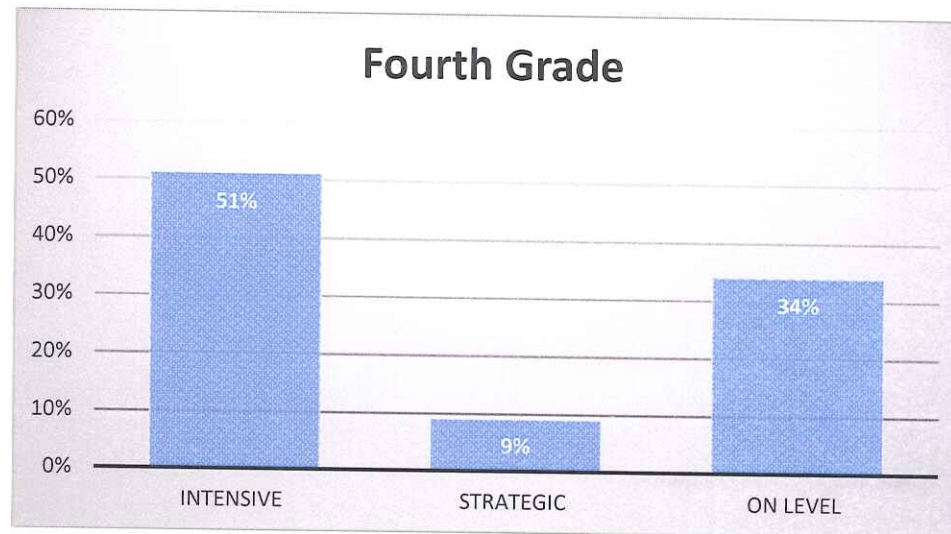




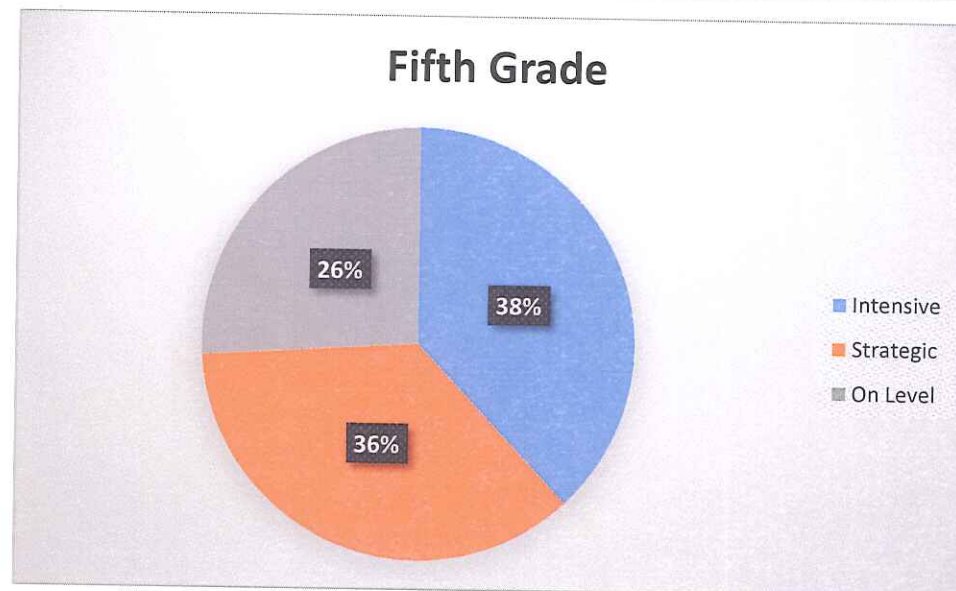
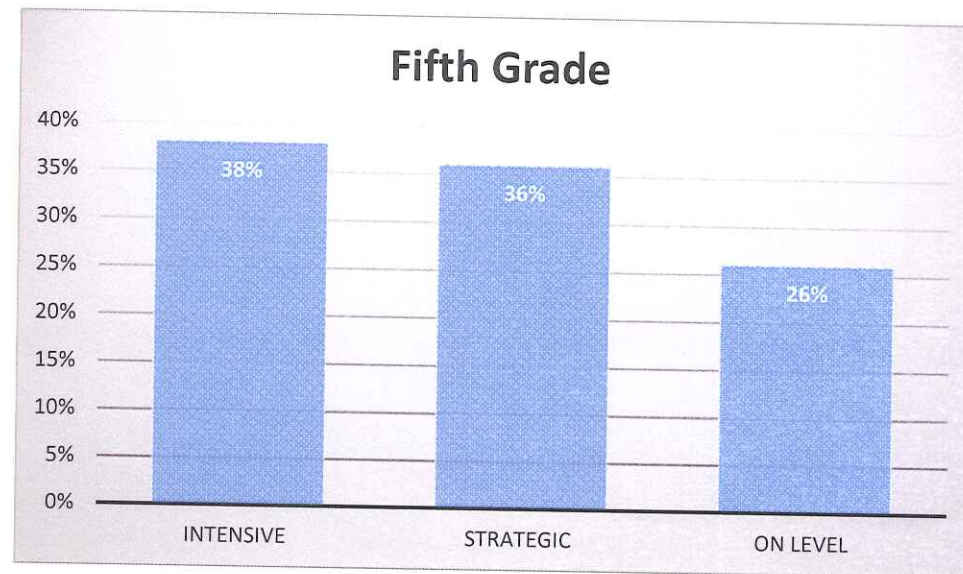
## Data Snapshot: Third Grade F&P



## Data Snapshot: Fourth Grade F&P

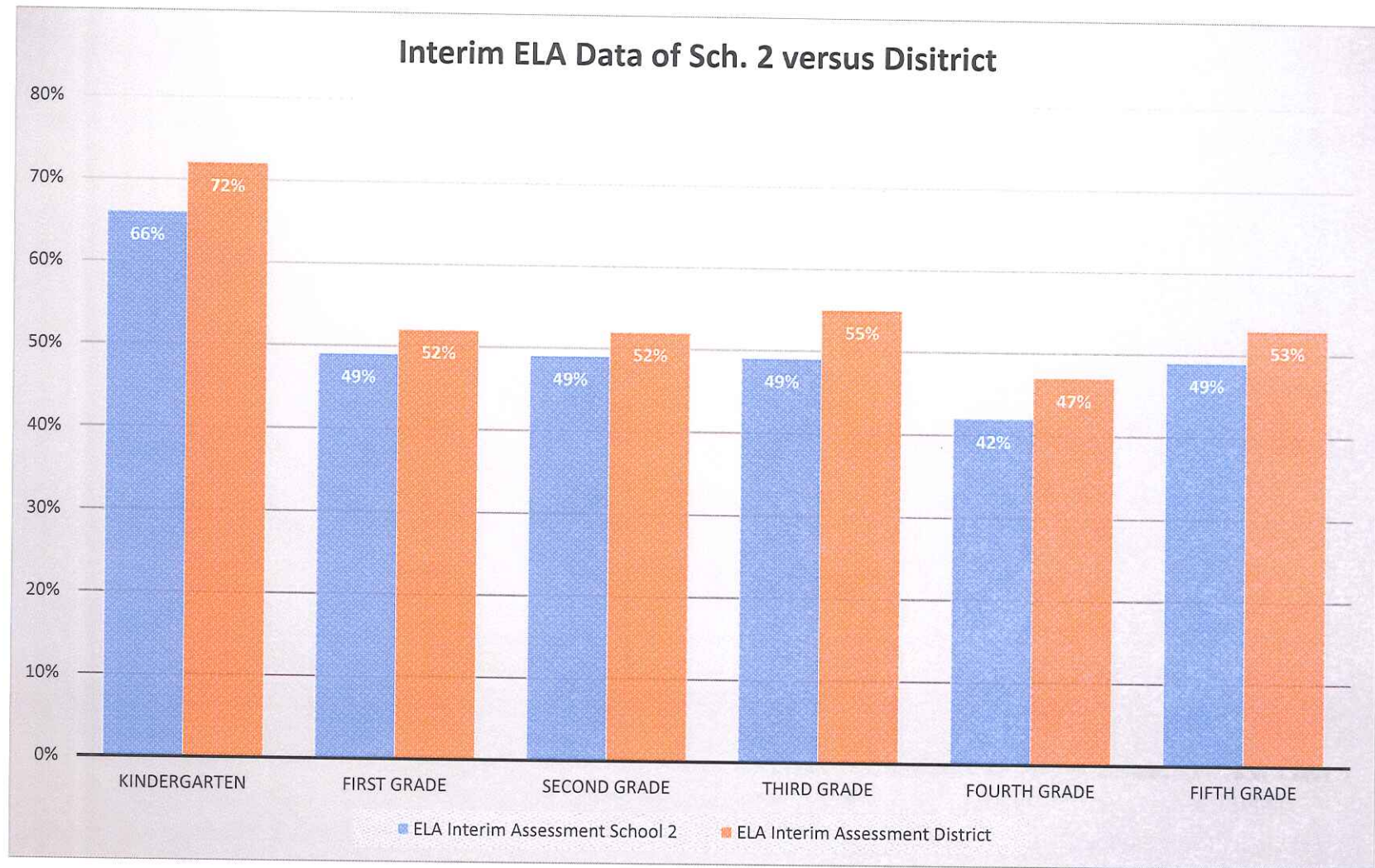


## Data Snapshot: Fifth Grade F&P



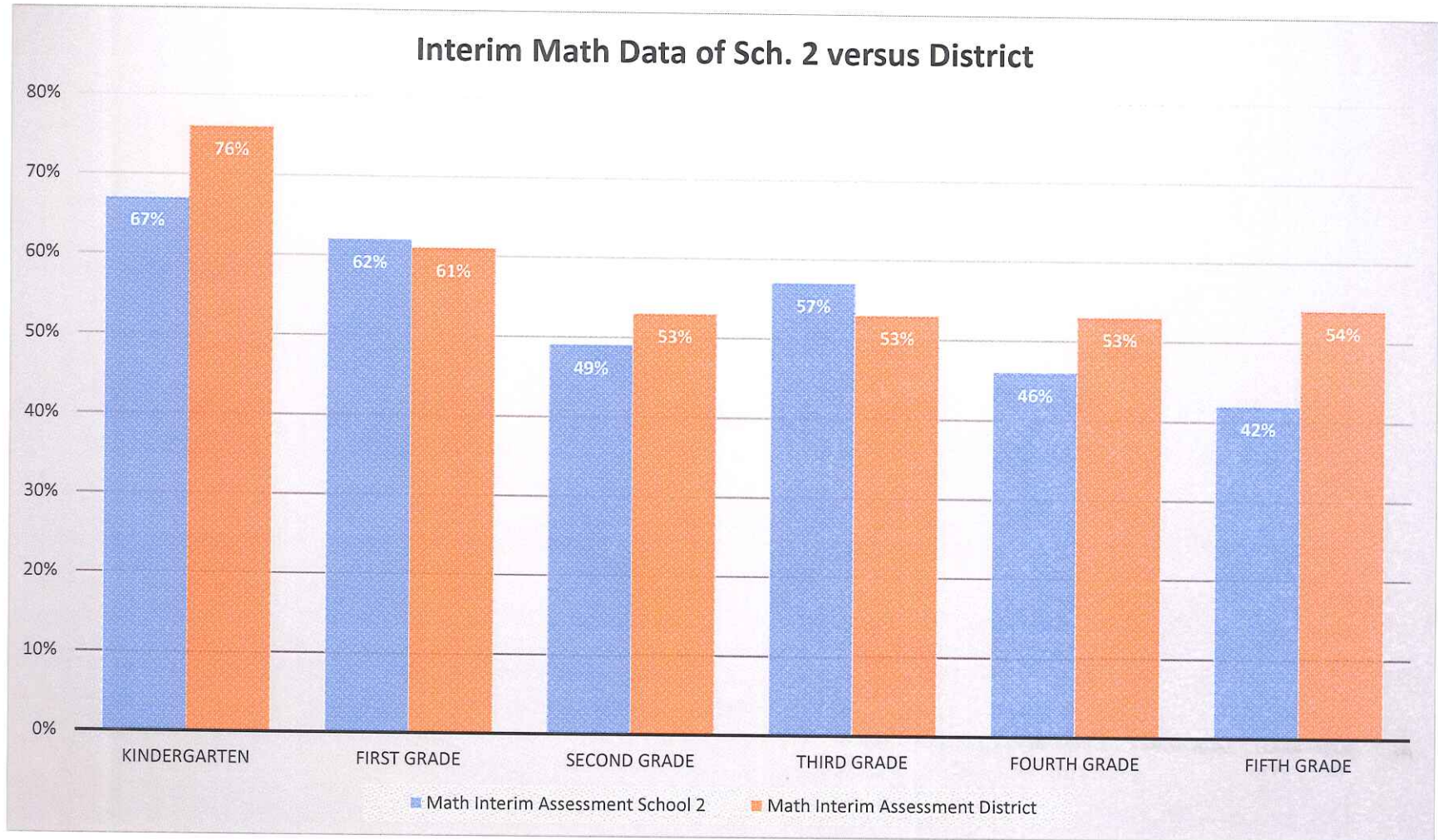


## Data Snapshot: K through 5<sup>th</sup> Grade Fastbridge ELA Assessment

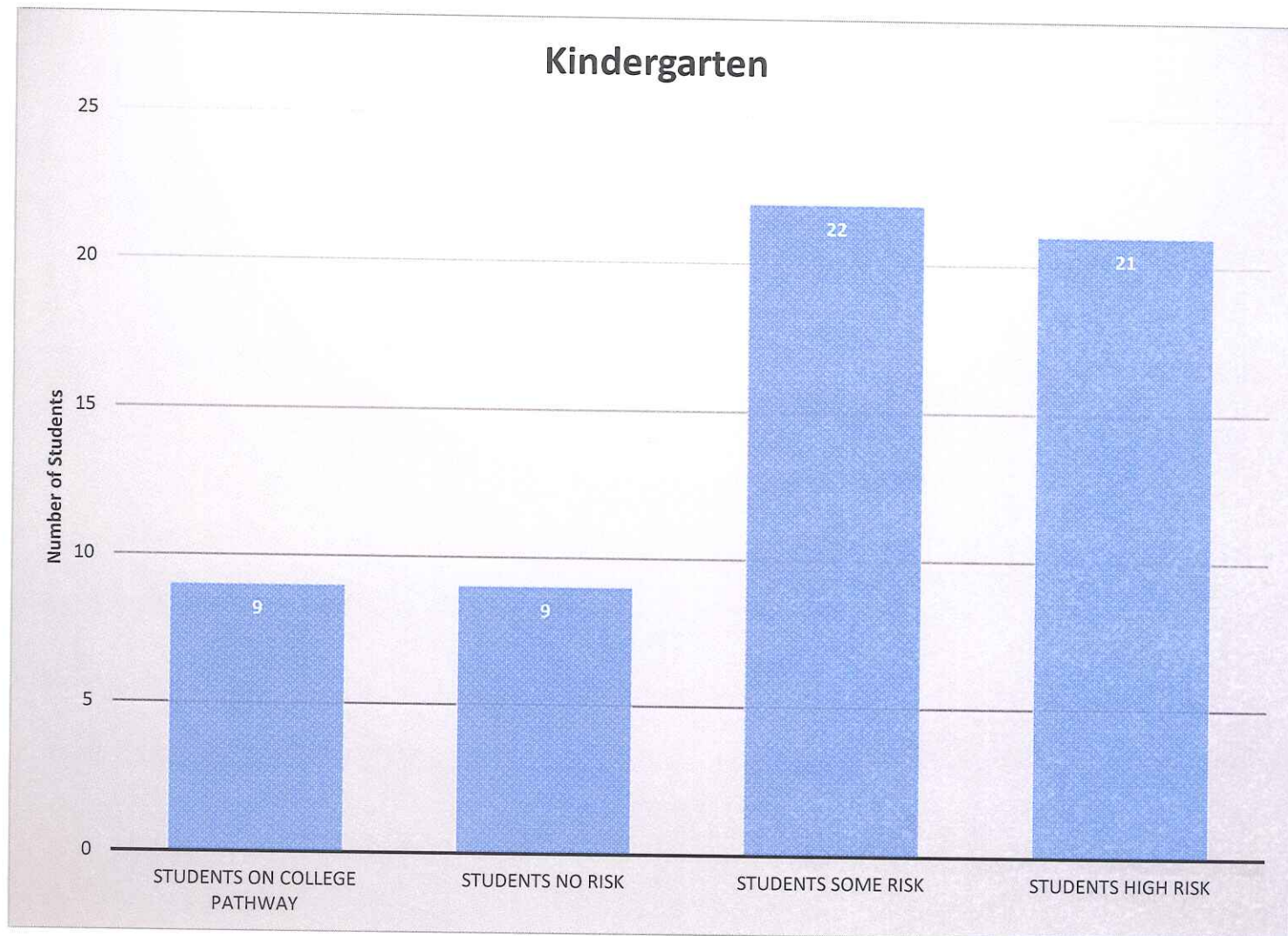




## Data Snapshot: K through 5<sup>th</sup> Grade Fastbridge Math Assessment

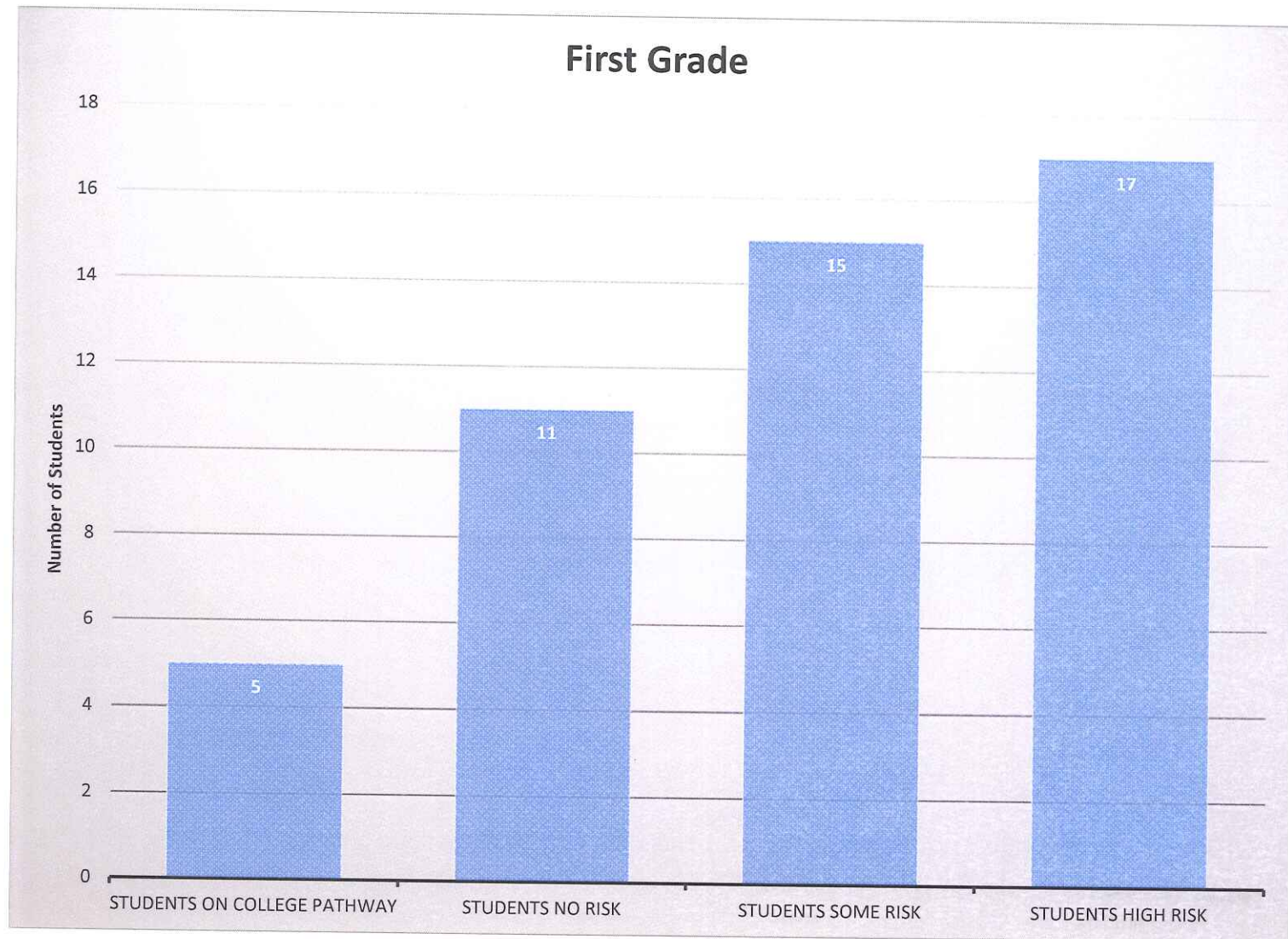


## Kindergarten Fastbridge Assessment

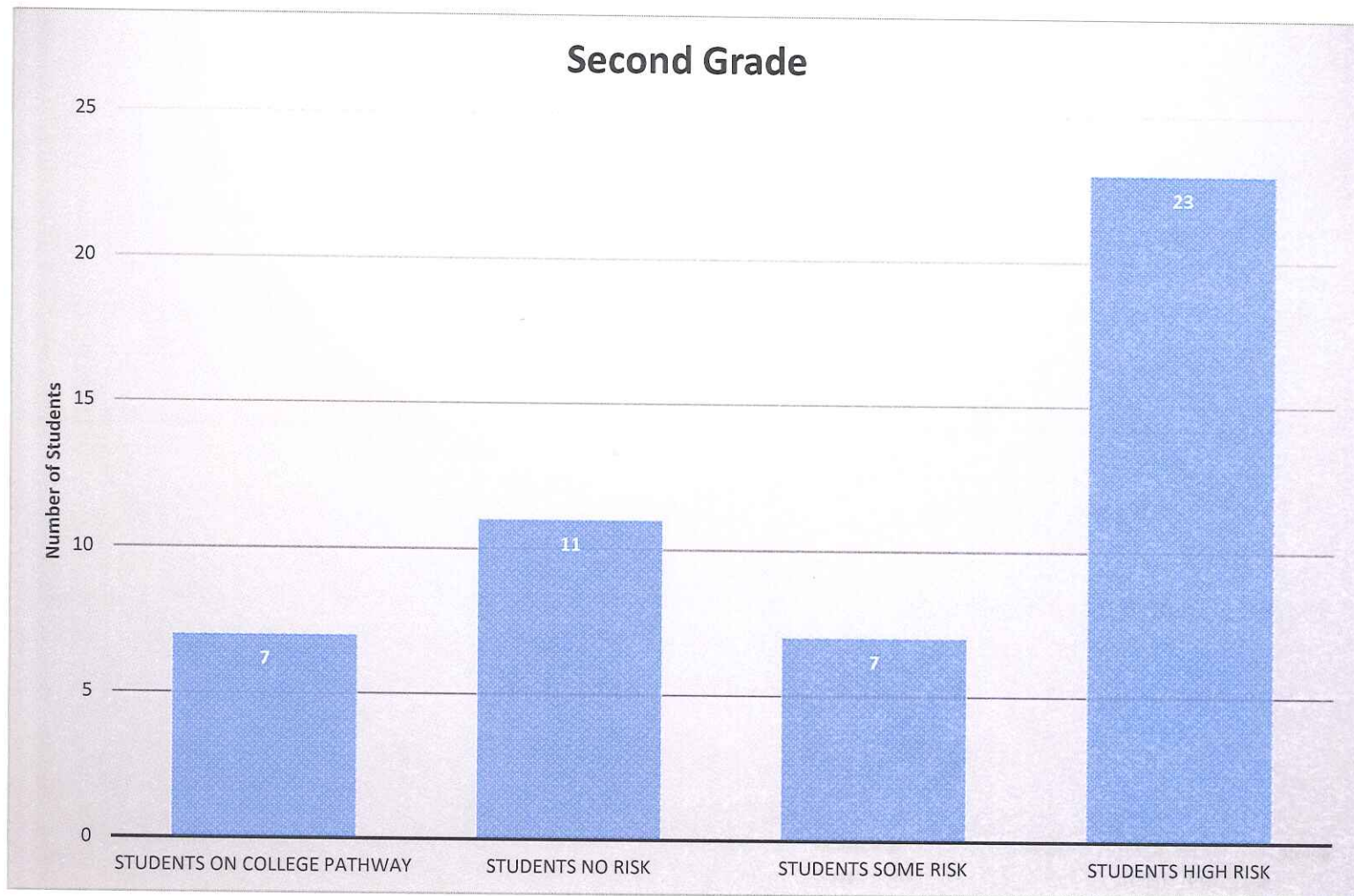




## First Grade Fastbridge Assessment

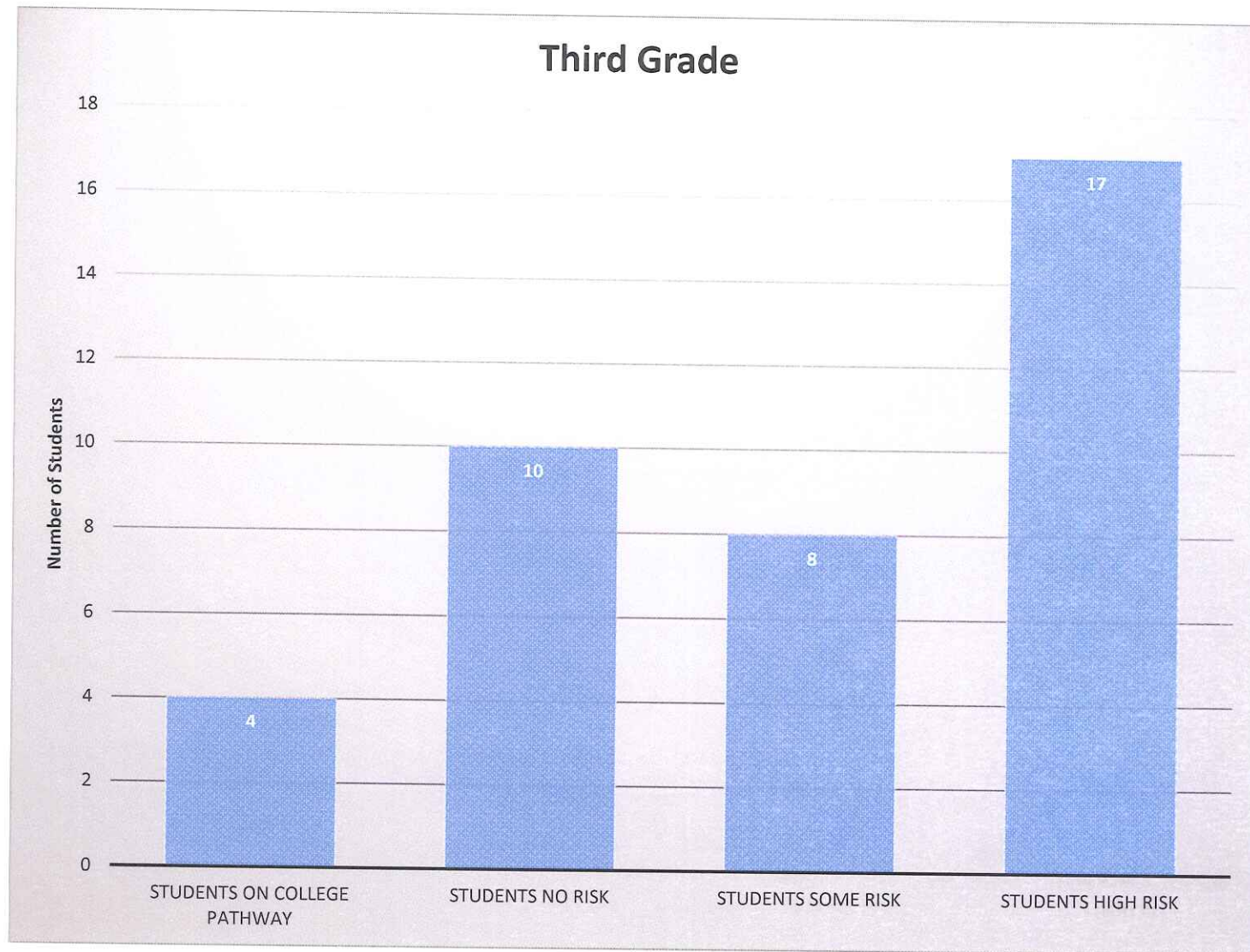


## Second Grade Fastbridge Assessment



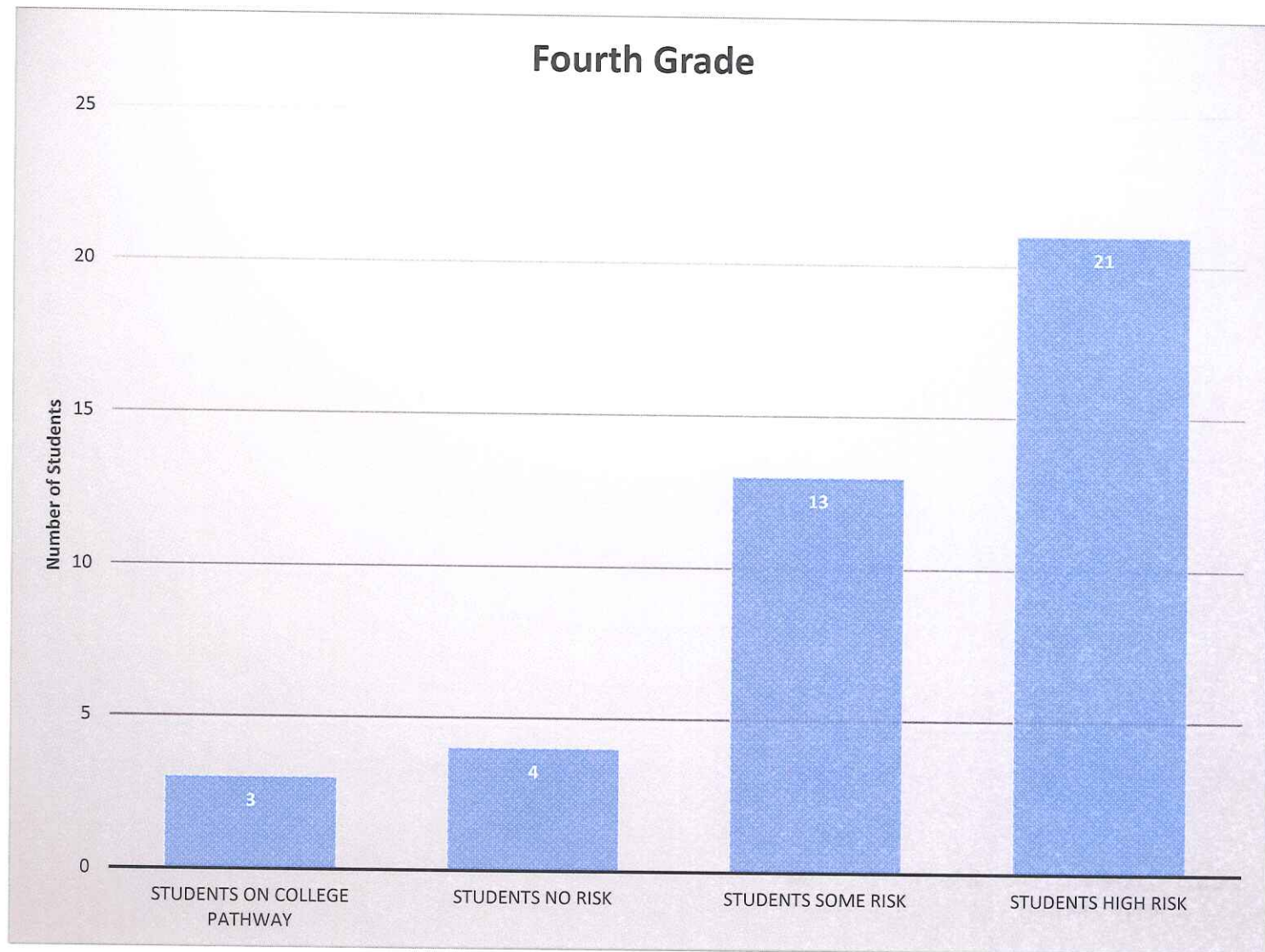


## Third Grade Fastbridge Assessment





## Fourth Grade Fastbridge Assessment



## Fifth Grade Fastbridge Assessment

