

Receivership

Quarterly Report

1st Quarter - July 1, 2015 to October 30, 2015

School:	Albany High School
District:	Albany City School District
Superintendent:	Dr. Marguerite Vanden Wyngaard
Date of Submission:	October 30, 2015





NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability/School Turnaround

Receivership Quarterly Report			Dates: July 1 to October 30	
School	School BEDS Code	Persistently Struggling/Struggling School	SIG/SIF Model/Cohort (If Applicable)	
Albany High School	010100010034	Struggling	SIG Continuation Plan	
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Marguerite Vanden Wyngaard	Dale Getto		9-12	2483

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Marguerite Vanden Wyngaard, Ph.D.

Signature of Receiver: 

Date: October 30, 2015



Executive Summary

Please provide a *plain-language summary* of the current reporting 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, and made available to the public by the school's district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Albany High School is currently demonstrating improvement in the areas of differentiated instruction, student engagement, school climate and culture, as well as the development of the School Improvement Team (SIT) as a monitoring agent of the School Improvement Plan. Albany High School has organized the Community Engagement Team (CET) in line with the District's Shared Decision Making (SDM) plan. The team is diverse and reflective of the student body. CET members will be members of working groups/committees at the building level as part of the governance model for the high school.

The Receiver will be entering into negotiations with the teachers' association for the purpose of removing barriers to improved student outcomes. The indicators for Albany High School have not been approved by NYSED as of yet. We continue to monitor data on a regular basis in preparation for approval of the indicators, i.e. attendance, discipline and quarterly academic reports.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to Receivership@NYSED.gov and Turnaround@NYSED.gov. It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP).



Part I – Intervention Plan

Intervention Plan and Timeline – Key Strategies and Status of Implementation		
Items from this section relate specifically to key strategies identified in the Department-approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and related Receivership addendum materials; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time).		
Key Strategies	Implementation Status	Evidence
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and Receivership addendum material.	Identify each strategy as RED, YELLOW or GREEN	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan and Receivership addendum material.
1. Differentiated Instruction	Yellow	Out of 76 classroom visitations, 44.73 classrooms had evidence of differentiated instruction.
2. Student engagement	Yellow	Attendance improvement in September 2015 of 92.68% Period 1 attendance increase due to new attendance protocols Decrease in non-reportable discipline referrals by 47% in September 2014 to September 2015 in a month to month comparison. Reportable discipline referrals reduced by 56% in September 2014 to September 2015 in a month to month comparison.
3. Data driven instruction (Data teams)	Red	APSTA is only meeting in data teams due to a directive by the building principal and has voted down a tracking system to date. Teachers are required to meet twice weekly in data teams starting 10/26/15 with the support of the data coach, math coach and ELA coach. ASAP reports have not been consistently available for teachers to inform instruction. Professional development needs to be provided to teachers in order for them to utilize the reports in instruction.



3.	Professional development	Red	<p>A professional development committee has been functioning in providing PD based on student need, school culture and climate survey and teacher input. Impact of professional development on instruction has yet to be achieved.</p> <p>Teacher PD is offered monthly, although it is voluntary. All teachers are required to fulfill 20 hours of PD per year and support staff is required to attend 10 hours per/year.</p>
4.	Re-affirmation of the governance model to monitor progress/ change direction on chosen metrics through committee work	Red	<p>While the Community Engagement Team met the deadlines for NYSED regulations, it remains a challenge for the CET to function cohesively.</p> <p>School leadership has now collaborated with CASDA to professionally develop the CET in teaming and conflict resolution.</p> <p>See attached CET Timeline</p>
5.	School Culture & Climate	Yellow	<p>Response to Intervention model for attendance, behavior and literacy (RtI ABL) implemented September 2015.</p> <p>Tier 1 Interventions: Pro-active Classroom Management Strategies professional development provided to all staff at start of school year. Tips for Teachers handbooks provided to all staff in September.</p> <p>Tier 2/3 Interventions: Check and Connect mentoring system introduced and 25 teachers/support staff trained in October 2015.</p> <p>Tier 3 Interventions:</p> <ul style="list-style-type: none"> • RtI Literacy: 40 target students identified for meetings in October 2015 • RtI Behavior: target students identified for meetings in October 2015 • RtI Attendance: Daily attendance meetings held with students
6.	School Improvement Team	Yellow	<p>Walk Through Template developed by SIT to assess:</p> <ul style="list-style-type: none"> • Curriculum implementation • Evidence of CCLS, differentiated instruction, tier 1 interventions and lesson purpose



			<ul style="list-style-type: none"> • Gradebook review for accuracy of student feedback • Lesson Objective • Alignment with curriculum pacing <p>SIT completed over 100 classroom visitations in the months of September and SIT completed over 100 classroom visitations in the months of September and October</p> <p>AHS building administrative team has completed two rounds of classroom visitations to calibrate feedback given to teachers</p> <p>Teacher feedback provided for each visitation within 24 hours of the visit</p> <p>Feedback given engages teachers in inquiry cycles and allows administrators to provide feedback on lesson planning</p> <p>Faculty meeting held in September introducing Walk Through document and communicate process to improve DTSDE Tenet #3 to staff</p> <p>See attached Walk Through Template and Faculty Presentation</p>
7.			
8.			
9.			
10.			
11.			
12.			
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 – Community Engagement Team



Community Engagement Team (CET)			
Please complete the prompts/questions and include information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan.			
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out	
Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Indicate here the way in which the CET was provided an opportunity to provide comments and suggestions on the draft quarterly report.	Yellow	CET developed a comprehensive plan and submitted that to SED by the September 30 deadline. CET takes attendance and minutes at each meeting and operates under the Shared Decision-Making Model. CET developed recommendations for the Receiver to the SIG Continuation Plan and submitted those at the requested deadline for the Receiver. CET reviewed data and made recommendations for the choice of Leading Indicators to the Receiver for submission by the SED deadline of October 9, 2015 See attached CET minutes and CET Template All CET documents posted on Albany High School website	
Explain the degree to which the evidence/outcomes of meetings and committee work suggest the need for adjustments to ensure successful implementation of the Community Engagement Plan.	Red	CET has struggled with working as a collaborative decision-making body. As a result, CET will receive some team-building professional development facilitated by CASDA. CET will continue to monitor the implementation of the SIG Continuation Plan for AHS through monthly meetings. CET will be an integral part of the governance model.	
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 – Receivership

Powers of the Receiver Please respond to the prompts/questions below regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. In addition, please include information regarding, but not limited to, the actions taken by the School Receiver to: 1) Review, alter or replace curriculum and program offerings of the school; 2) Replace teachers and administrators; 3) Increase salaries to attract and retain high-quality teachers and leaders; 4) Establish steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; 5) Reallocate the existing school budget; 6) Expand the school day; 7) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); and 8) Supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.			
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out	
Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.		We have begun negotiations with the teachers union to modify the existing collective bargaining agreement (7). The first negotiations meeting was held on Monday, Oct. 26, 2015. We have ensured that the CET plan, continuation plan and indicator met the deadline. We have planned for re-staffing for the 2016 – 2017 school to coincide with contract obligations for notification, statute requirements for 90 day notice as well as the evaluation of professional development required prior to re-staffing.	
Explain the degree to which the evidence/outcomes of efforts to implement/develop Receivership plans suggest the need to adjust implementation of the intervention plan.		No adjustment at this time.	
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 – Metrics/Indicators

Level 1 Indicators				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress		n/a	Make progress	
School Safety		49	-7	The AHS Operations Principal is working with the administrators at the Alternative Learning Center (ALC) to ensure that their data collection system is valid and reliable.
2011 Total Cohort Passing ELA Regents (Score >=65)		49	51	
Total Cohort 5-Year Grad Rate – All students		59	61	
Student Suspension Rate (Out of school)		21	11	
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 – Metrics/Indicators

Level 2 Indicators						
Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.						
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out		
Curriculum Development and Support DTSDE Tenet 3		I	D	School Improvement Team has developed a system to assess curriculum implementation in the classroom and is able to provide regular feedback to teachers.		
ELA Black students level 2 and above		66	70			
ELA ED students level 2 and above		65	71			
2013 Total Cohort with 5 or more credits		61	74			
Total Cohort 5 year graduation rate-black students		53	57			
Chronic absenteeism		tbd				
Plan & implement a Community School Model		n/a		The CET is developing a subcommittee to plan for this model.		
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 – Budget/Fiscal

Budget and Interim Fiscal Report			
Questions from this section relate specifically to key strategies identified in the Receivership Fund application, as well as key strategies embedded in the Intervention Plan (SIG/SIF/SCEP) and budget that are critical to meeting project outcomes (e.g., intensive professional development, extended learning time).			
Key Questions/Prompts	Status (R/Y/G)	Analysis/Report Out	
Identify and describe areas where spending is not on budget and explain the reasons. Provide an analysis of progress period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.			
Identify any potential budget adaptations or amendments that may be needed as a result of this budget analysis.			
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.