

Receivership

Quarterly Report

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

School:	<u>W. S Hackett Middle School</u>
District:	<u>City School District of Albany</u>
Superintendent:	<u>Dr. Marguerite Vanden Wyngaard</u>
Date of Submission:	<u>October 30, 2015</u>





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)	
W.S. Hackett Middle School	010100010030	Persistently 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	Mr. Michael Paolino	Mrs. Tonda Dunbar, Asst. Superintendent for Instruction	6-8	590

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: Oct. 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.

At the present moment, HMS has taken specific steps to ensure effective implementation of the regulations outlined under Receivership. A public hearing was held on August 11, 2015 to articulate the requirements and expectations of Receivership. As a result of the public hearing, a re-formation occurred in regards to the Community Engagement Team. Over the past several months, the HMS Community Engagement Team has met periodically to discuss and complete the Community Engagement Template, as well as solicit feedback and recommendations for inclusion with the School Improvement Grant. Recommendations submitted by the CET were reviewed, and where appropriate, included within the revised SIG action plan for HMS. In alignment with the key interventions outlined in the revised SIG action plan, HMS has recently submitted their Leading Indicators to SED for approval. The Leading Indicators include six Level One indicators, and five Level Two indicators. Of the combined 11 Leading Indicators, HMS submitted three Locally Recommended Indicators to replace three SED specified indicators. HMS is still waiting for final approval from SED regarding the Leading Indicator submission. In terms of implementing key strategies, HMS is in the process of creating a monitoring tool to track the progress of each identified strategy. A majority of the identified strategies are currently in place and being implemented. HMS is working closely with the CET and district-level administration to implement several other key strategies outlined within the action plan. The goal is to have these interventions implemented shortly. In an effort to implement certain key strategies, HMS and the ACSD teachers union have worked collaboratively together to negotiate specific modifications to the current collective bargaining agreement. These contractual modifications have been completed and are currently being implemented. HMS is in the process of drafting the Persistently Struggling Schools Grant.

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. Implementation of Community Engagement Team (CET)	Green	HMS has successfully implemented a CET team. The CET team has met regularly throughout the months of August, September and October to identify recommendations for inclusion in the SIG, develop and finalize the Community Engagement Template, and to offer suggestions and feedback relative to the identification of the Leading Indicators. The CET will continue to meet over the coming months to develop the Comprehensive Parent/Family Engagement Plan.
2. Partnership with CADSA to provide support and assistance in implementing the SIG and meeting requirements of Receivership.	Green	HMS has entered into a contract with CASDA consultants for the 2015-2016 school year. CASDA consultants are supporting HMS through various levels including: Executive Coaching of all Building Principals, Participation on CET, and support of the Building Leadership Team.
3. Partnership with local colleges and universities to provide more intensive 1:1 academic tutoring for identified students. HMS will provide additional literacy and math tutors for the after-school extended day program.	Yellow	At the present moment, HMS is in the process of identifying potential partners to assist in providing this service.
4. Ensure full curriculum in all core academic subjects.	Red	The ACSD District Curriculum Committee is currently in the process of revising the curriculum for all content areas.
5. Math and Social Studies Literacy Studios	Green	HMS Math and Social Studies teachers have been selected to participate in the Studio workshops for the 2015-2016 school year. Math Studio teachers are meeting for one full-day every other month. Social Studies Studio teachers are



			meeting for two-full days every other month. At the present moment, all studio teachers have participated in their first Studio workshops. Math on 9/28/15 and Social Studies on 10/1/15 and 10/2/15.
6.	Implementation of AVID program at 7 th grade level	Green	At the start of the 2015-2016 school year, 25 7 th grade students were selected to participate in the AVID program. Each student has the AVID elective course included in their schedule. Students participate in the AVID Elective each day. The AVID Elective course provides students with skills relevant to note-taking, organization, studying, as well as provides weekly tutoring and academic enrichment support.
7.	Extension of current school day – Modification to existing master schedule	Green	HMS has implemented a new daily bell schedule for the 2015-2016 school year. The bell schedule increased the normal school day by an additional 30 minutes. All students have access to a daily enrichment period. The enrichment period provides students with the opportunity for academic support and reinforcement in all classes, as well as provides all students with the opportunity to participate in various service learning projects. Students are dismissed one period early from school on each Friday. During this time, all faculty and staff participate in professional development workshops. The PD workshops focus on improving student engagement strategies and are presented in connection with the AVID WICOR strategies.
8.	Administration of NWEA Math and Reading Assessments	Green	HMS administered the first series of NWEA Reading and Math assessments to all students during the time period of 9/15/15 – 10/23/15. The next NWEA assessments will be administered in early January 2016. The HMS RTI Committee is in the process of reviewing student performance data on both assessments. Analysis of the data will be used to identify appropriate Tier II and Tier III interventions for identified students.
9.	Develop and Implement the Albany Peace Project’s Mindful Moments (APPMM) program at HMS.	Yellow	HMS is in the process of entering into a contract with APPMM. Professional Development will be provided to all faculty and staff beginning in January 2016.
10.	Continuation Implementation of PBIS program.	Green	HMS continues to implement a PBIS committee. PBIS coaches are meeting with all faculty and staff twice a week to provide training and support for



			implementation of the Second Step Program. The PBIS Committee has planned monthly Town Hall meetings to reinforce PBIS expectations with all students, as well as identify and reward students for appropriate behaviors.
11.	Partnership with In Our Own Voices (IOOV)	Yellow	HMS will re-enter into a contract with IOOV for the 2015-2016 school. At the present moment, HMS is awaiting approval of contract before implementing program.
12.	Development of Comprehensive Parent / Family Engagement Plan.	Yellow	Planning for the Comprehensive Parent/Family Engagement Plan is underway. The Comprehensive Parent/Family Engagement plan will detail steps for implementation of the following issues: Climate survey; timely communication of school-related information; recruitment and training of community outreach workers; development of partnerships with outside organizations; and parent workshops relative to ELA and Math Common Core. The HMS CET has expressed interest in providing feedback relevant to the climate survey prior to dissemination to all stakeholder groups.
13.	HMS Building Principals will conduct weekly walkthroughs of all teachers.	Green	HMS building principals are conducting daily walkthroughs of all faculty and staff. Evidence from walkthrough are shared with teachers. Evidence is analyzed by building principals to identify instructional trends and to propose recommendations for relative professional development.
14..	Provide Tier II and Tier III Interventions to identified students in both ELA and Math.	Green	HMS has hired two additional Math Teachers and one additional Reading teacher in order to provide Tier II and Tier III supports to identified students at each grade level. Students have been identified based upon their NWEA and NYS assessment scores.
15.	Purchase Compass Learning to provided weekly progress monitoring of all students receiving AIS interventions.	Yellow	HMS has recently entered in a contract to purchase the Compass Learning software. It is anticipated that Compass Learning will be available to all students by November 2015. Tier II and Tier III teachers will be provided with professional development training on the Compass Learning software.



16.	Re-implement Summer Transition Camp	Green	HMS serviced approximately 80 6 th and 7 th grade students who were enrolling at HMS for the 2015-2016 school year. The Summer Transition Camp was held for 8 half-days, from August 17-August 25.
17.	HMS will continue to expand the use of technology by providing electronic access to textbooks and other online resources.	Yellow	HMS is presently researching available options to provide all students and families with electronic copies of textbooks and other resources. Albany Freenet was identified as a potential service provider for this strategy.
18.	HMS Community Engagement Team will explore the concept of instituting a full-service Community School Model.	Yellow	HMS will be entering into a partnership with the Albany County District Attorney's Office and Albany County Sheriff's Office. A press conference is scheduled for October 25, 2015 to announce the partnership and program.
19.	HMS will provide intense daily small group (2-5 students per group) instruction in ELA for students currently at Level 1 on the NYS ELA assessment.	Yellow	At the present moment, HMS is in the process of identifying potential partners to assist in providing this service. The goal is for HMS to develop a partnership with the Albany County District Attorney's Office and Albany County Sheriff's Office to meet this key strategy.
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	Yellow	Since the beginning of August 2015, the HMS CET has held periodic meetings for the purpose of reviewing the Receivership regulations, developing a Community Engagement Plan, discussing the selection of the Leading indicators, and providing a series of recommendations for inclusion within the SIG action plan. In developing its 2015-16 set of recommendations, individual CET members first submitted proposed recommendations for review by all CET members. A co-facilitator created an ordered list for discussion from these disparate documents, and the team used meetings to discuss and vote on the recommendations to produce its comprehensive list. In the end, the CET presented the



<p>provide comments and suggestions on the draft quarterly report.</p>		<p>Receiver with a total of 19 recommendations for consideration with the SIG action plan. The list of recommendations has been made available on-line for review by all community members.</p> <p>The HMS CET has been entrusted with the responsibility of ensuring that appropriate membership is reflected within the committee. The CET recognizes the need to increase the diversity of the committee and ensure true representation of the HMS community. The CET has identified different strategies for informing parents about Hackett’s receivership status and to solicit impressions of key issues to address in the team’s recommendations, including the use of the Hackett Open House held on August 27, 2015, and a September 13, 2015 meeting with ENL community members. In addition, the CET has attempted to hold monthly meetings in different locations with the intention of recruiting additional members.</p> <p>In addition, the CET has been responsible for the development of the Community Engagement Plan as it relates to HMS. Again, the HMS CET conducted various meetings to solicit feedback and input relative to this document. A final version of the Community Engagement plan was submitted to the Receiver for final approval.</p> <p>The HMS draft Quarterly Report was shared with the CET at a meeting held on October 28, 2015. At this meeting, the HMS building Principal led a presentation that reviewed all components of the quarterly report. Opportunity was provided to enable the CET members to solicit feedback and ask questions. Where appropriate, recommendations were included in the draft report and forwarded to the Receiver for final consideration.</p>
<p>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.</p>	<p>Yellow</p>	<p>The CET will continue to meet at least monthly over the year to review academic data and reports describing the status of implementation of new initiatives. The Receiver will ensure CET members receive pertinent data and reports by email with enough lead time to allow CET members to review them prior to each meeting. In working collaboratively with the HMS Building Leadership Team (BLT), the CET will collect required data and measure the progress of each intervention and correlating Leading Indicator.</p>
<p>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>.</p>	<p>Yellow Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



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.		The first quarter we concentrated on (6) expanding the school day and (7) negotiating the modification of the current contract that expires in 2016. The school day was expanded by 30 minutes – resulting in an additional 41 minute class. The negotiations were completed. Note: we used a grievance by a teacher to address the contract issues.	
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 changes required to date.	
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	Red	NA	Make Progress	Baseline and targets have yet to be determined by SED. At the present moment, HMS does not have a progress monitoring tool that can effectively measure and predict future student performance on state assessments. HMS currently utilizes student performance on NWEA assessments to predict student outcomes.		
School Safety	Green	19	10% reduction (17)	A review of School Violence Indicator for HMS, during the time period of 7/1/15 – 10/26/15, reveals a count of zero (0) weighted incidents.		
3-8 ELA All Students MGP	Red	41.7	42.7	Baseline and targets have yet to be determined by SED. At the present moment, HMS does not have a progress monitoring tool that can effectively measure and predict future student performance on state assessments. HMS currently utilizes student performance on NWEA assessments to predict student outcomes.		
3-8 Math All students MGP	Red	37.27	38.27	Baseline and targets have yet to be determined by SED. At the present moment, HMS does not have a progress monitoring tool that can effectively measure and predict future student performance on state assessments. HMS currently utilizes student performance on NWEA assessments to predict student outcomes.		
NWEA Reading All Students	Yellow	49.6%	50.6%	HMS recently administered the NWEA Reading during the months of September and October. Results from this assessment revealed that 44.8% have met their NWEA goal. Because the measure is looking for three levels of growth over the year, we have selected all students who have moved 1 or more levels when compared to their Spring 2015 score.		
NWEA Math All Students	Yellow	36.9%	37.9%	HMS recently administered the NWEA Math during the month of October. Results from this assessment revealed that 37.2% have met their NWEA goal. Because the measure is looking for three levels of growth over the year, we have selected all students who have moved 1 or more levels when compared to their Spring 2015 score.		
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.

Receivership Quarterly Report – 1st Quarter
July 1, 2015 to October 30, 2015
(As required under Section 211-f(11) of NYS Ed. Law)





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
Teacher Attendance	Red	NA	TBD	Baseline and targets have yet to be determined by SED. A review of last year’s teacher attendance yielded an overall rate of 93.2% HMS will continue to monitor teacher attendance on a monthly basis and take steps to address individual issues.
School safety (Out of School Suspension)	Green	36%	35%	Presently there are 586 students enrolled at HMS as of BEDS day. In terms of meeting the intended target, 35% of the current enrollment would require fewer than 205 students being suspended out of school at least one day. A review of the HMS discipline data from 9/1/15 – 9/30/15 reveals that only 3 HMS students have been assigned a discipline of Out of School.
DTSDE Parent and Community Engagement	Green	Developing	Developing	A state-led DTSDE review was completed at HMS for the 2014-2015 school year. The review scored HMS as Developing as it relates to Tenet 6 – Family and Community Engagement. Presently, the HMS CET is in the process of developing an ad hoc committee in an effort to develop a Community Engagement Plan. At the same time, HMS has created a building-level subcommittee, entitled the Parent Outreach Committee, for the purpose of planning learning opportunities to support parents as it relates to curriculum, NYS testing and other school-related programs.
3-8 Math LEP Students Level 2 or above	Red	25%	26%	Baseline and targets have yet to be determined by SED. At the present moment, HMS does not have a progress monitoring tool that can effectively measure and predict future student performance on state assessments. HMS currently utilizes student performance on NWEA assessments to predict student outcomes.
8 th Grade Course Pass Rate	Green	88.4%	89.4%	As of the first quarter interim report, the course passing rate for all 8th graders was 1897/2024 = 93.7%. The course rate is determined by taking the number of passing course sections and dividing by the total number of course sections. The interim reporting period ended on 10/2/2015.
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.

Receivership Quarterly Report – 1st Quarter
July 1, 2015 to October 30, 2015
(As required under Section 211-f(11) of NYS Ed. Law)





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.	Green	At the present moment, spending of all items outlined with the SIG is deemed to be on budget. In terms of professional salaries, HMS has recruited and hired two additional math teachers to support the Tier III interventions. A contract for purchase services with CASDA, our outside educational consultant, has been approved. CASDA has been working closely with our school since the start of the school year. A majority of the supply line, specifically the purchase of student agenda books, has occurred and are being utilized in school to support student learning.	
Identify any potential budget adaptations or amendments that may be needed as a result of this budget analysis.	Green	HMS has requested to SED an amendment of the original SIG budget. In an effort to support the learning of identified students and monitor their progress in a timelier manner, HMS has entered into a contract with Compass Learning to purchase their software package. Compass Learning connects directly with the NWEA diagnostic assessment currently being administered to HMS students. Compass Learning provides targeted, individualized learning paths to help students master critical content in both Reading and Math. In order purchase this product, HMS amended two professional salary items that were originally scheduled for the summer of 2016.	
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.		