



**Rochester City School District**

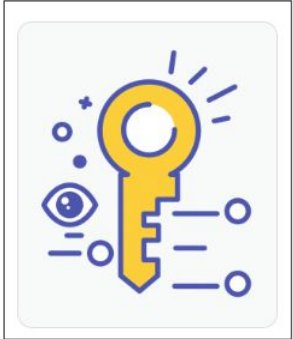
Receivership Public Hearing





## Agenda

- Overview of Receivership
- Identification Criteria
- Our Data
- Lead Strategies for Improvement
- Community Engagement Team
- Community Input
- Q & A



# Overview of Receivership

## What is Receivership?

New York State identifies Schools that have been Persistently Struggling (within the lowest 5% of all NYS schools) as Receivership.



## The "Big Picture"

Receivership is a specialized state program designed to provide **extra support and resources** to schools that have not yet met New York State's academic benchmarks. Think of it as a "boost" to help our school improve faster.



## How it works

- **A New Role:** The Superintendent is designated as the **"Receiver."** This gives them specific powers to make changes quickly that benefit student learning.
- **Our Roadmap:** The school creates a **continuation plan** focused on specific goals like better attendance, student belonging, and improved math and reading scores.
- **Community Voice:** A Community Engagement Team (CET) is formed, including parents like you, to provide recommendations on how to make our school better.



# What does this mean for my child?

- **Focus on Growth:** More attention is placed on programs that directly impact student achievement.
- **Accountability:** The state monitors our progress closely to ensure we are meeting "Demonstrable Improvement" indicators.

**Our Goal:** To provide every student with the high-quality education they deserve and to exit Receivership status by meeting our improvement targets.



# 2025-26 Accountability Status by Designation Category

## LSI (9 Schools)

School 15

School 19

School 23

School 46

School 53

East Upper

RECHS

SOTA

SWW

## CSI-A (11 Schools)

School 4 A. Langston

School 12 F. Thomas

School 25 L. Johnson

School 34 T. Marshall

School 52 Wilson HS

Padilla HS

## CSI-B (11 Schools)

School 5 School 42

School 8 School 45

School 9 School 50

School 17 School 54

School 22 School 58

School 35

## School Under District Superintendent Receivership- (7 Schools)

School 7

School 16

School 28

School 33

East Lower

Edison

Monroe



# Accountability Designations

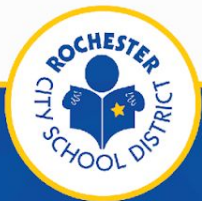
# How are Elementary schools identified for Receivership?

| EM Level Identification Scenario Table |                                                                                                                        |                                                                                                                      |                                                                                                              |                                                                                                              |                                                                                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Scenario                               | Weighted Average Achievement                                                                                           | Core Subject Performance                                                                                             | Student Growth                                                                                               | English Language Proficiency (ELP)                                                                           | Attendance                                                                                                       |
| 1                                      | Level 1                                                                                                                | Level 1                                                                                                              | At Least One Level 1                                                                                         |                                                                                                              |                                                                                                                  |
| <b>NYSED Level 1 Cutpoint</b>          | <b>0-86.3 (Level 1)</b><br><b>86.4-130.8 (Level 2)</b><br><b>130.9-156.3 (Level 3)</b><br><b>156.4-245.2 (Level 4)</b> | <b>0-86.5 (Level 1)</b><br><b>86.6- 131.2 (Level 2)</b><br><b>131.3-158.1(Level 3)</b><br><b>158.2-250 (Level 4)</b> | <b>0-45 (level 1)</b><br><b>45.1-50 (Level 2)</b><br><b>50.1-54.0(Level 3)</b><br><b>54.1- 100 (Level 4)</b> | <b>0-.50 (Level 1)</b><br><b>50.1-99 (Level 2)</b><br><b>1.0-1.25 (Level 3)</b><br><b>1.25–1.5 (level 4)</b> | <b>0-133 (Level 1)</b><br><b>133-191.0 (Level 2)</b><br><b>191.1-208 (Level 3)</b><br><b>208.1-250 (Level 4)</b> |



# How are High Schools identified for Receivership?

| B. High Schools                                   |                                                                                                                                                                  |                                                                                                                                                             |                                                                                                                                                      |                                                                                                            |                                                                                                                                                               |                                                                                                                                                                  |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scenario                                          | Weighted Average Achievement                                                                                                                                     | Core Subject Performance                                                                                                                                    | Graduation Rate                                                                                                                                      | English Language Proficiency                                                                               | Attendance                                                                                                                                                    | College, Career, & Civic Readiness                                                                                                                               |
| 1                                                 | Level 1                                                                                                                                                          | Level 1                                                                                                                                                     | Level 1                                                                                                                                              | At Least One Level 1                                                                                       |                                                                                                                                                               |                                                                                                                                                                  |
| <b>NYSED</b><br><b>Level 1</b><br><b>Cutpoint</b> | <b>0.7-84.4</b><br><b>(Level 1)</b><br><b>84.5-147.5</b><br><b>(Level 2)</b><br><b>147.6-175.1</b><br><b>(Level 3)</b><br><b>175.2-245.2</b><br><b>(Level 4)</b> | <b>0-70</b><br><b>(Level 1)</b><br><b>70.1-133.3</b><br><b>(Level 2)</b><br><b>133.4-165.</b><br><b>5 (Level 3)</b><br><b>165.6-250</b><br><b>(Level 4)</b> | <b>0-79.9</b><br><b>(Level 1)</b><br><b>80-92.3</b><br><b>(Level 2)</b><br><b>92.4-96</b><br><b>(Level 3)</b><br><b>96.1-100</b><br><b>(Level 4)</b> | <b>0-.49 (Level 1)</b><br><b>.50-.99 (Level 2)</b><br><b>1.00-1.24 (Level 3)</b><br><b>1.25+ (Level 4)</b> | <b>0-86.5</b><br><b>(Level 1)</b><br><b>86.6-171.7</b><br><b>(Level 2)</b><br><b>171.8-195.</b><br><b>3 (Level 3)</b><br><b>195.4-250</b><br><b>(Level 4)</b> | <b>0.7-102.3</b><br><b>(Level 1)</b><br><b>102.4-157.8</b><br><b>(Level 2)</b><br><b>157.9-176.7</b><br><b>(Level 3)</b><br><b>176.8-200</b><br><b>(Level 4)</b> |



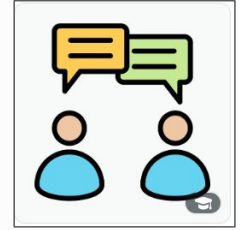
# Current Lead Strategies for Improvement

| <b>Instructional Lead Strategy 1<br/>(District-Wide)</b>                                                        | <b>Instructional Lead Strategy 2<br/>(District-Wide)</b>                                                                                                                                                                            | <b>Culture and Connectedness<br/>Lead Strategy</b>                                                                                                          | <b>Family and Community<br/>Partnerships Lead<br/>Strategy</b>                                                                                              |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving</p> | <p>Equity &amp; Access: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.</p> | <p>Each Receivership school selects the strategy that meets the needs of the school community based on the annual needs assessment the school conducts.</p> | <p>Each Receivership school selects the strategy that meets the needs of the school community based on the annual needs assessment the school conducts.</p> |



# Community Engagement Team (CET)

## The Role of the CET



- Review, assess, and report on the school's improvement plan.
- Make recommendations to be attached to the school plan
- Consult with the District regarding any need to modify to plan.
- Hold hearings, arranged by the district, to solicit feedback.
- Consult and cooperate with the New York State Education Department to monitor progress towards annual goals and assess plan implementation.



## Next Steps:

- **Implement and Monitor Continuation Plan**
- **Meet with CET for feedback on plan**



# Community Input

## Prompts for Forum Discussion

1. Are there any clarifying questions?
2. What concerns do you have?
3. What recommendations do you have?



# Q&A



# Receivership Community Input Form



<https://tinyurl.com/54m2hz96>

