**2025-2026 Receivership School Quarterly Report #1**

Report Period: *July 23, 2025, to October 30, 2025 (Due October 30, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee, along with the school leader. Completed reports should be submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

All parts of this document are a self-assessment of the *implementation and outcomes of lead strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

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| School Name | District | Superintendent | Date Report Submitted | |
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| School Leader | District Hyperlink to this Report | | *High Schools Only*  Overall Graduation Rate  (The most recent 4-Year June and August graduation rates) | |
|  |  | | June  % | August  % |

***Directions:***

School and district leadership should provide a concise summary of the steps taken to implement each lead strategy and the actions used to monitor progress and impact.

The summary should highlight:

* Key implementation activities completed during the reporting period.
* Systems or processes used to monitor fidelity of implementation.
* Evidence of impact, including data, observations, or stakeholder feedback.
* Adjustments made in response to findings to strengthen outcomes.

This Quarter 1 Report should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school’s Demonstrable Improvement (DI) Indicator targets.

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| **Required Reporting** | **Continuation Plan Alignment** |
| **Part 1 – Overview of School Demographic and Four-Year Trend Data** | Overview of Data |
| **Part 2 – Lead Strategies for School Improvement** | Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators) |
| **Part 3 – Demonstrable Improvement (DI) Indicators** | Parts II and III Demonstrable (DI) Indicators |
| **Part 4 – District Support** | Part VII: District Support Plan |
| **Part 5 – Community Engagement Team (CET)** | Part V: Community Engagement Team (CET) |
| **Part 6 – Powers of the Receiver** | Part VI: Powers of the Receiver |

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| ***Part 1* – *Overview of School Demographic and Four-Year Trend Data***  *Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 4 of this Reporting Document to determine related calculations.*  *To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time’.* |

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Data Source:** |  |  | | | | | **Date of Capture:** | | |  | | | | |  | | | | **SWD:** | **%** | | **Total Current Enrollment/Registrant Counts:** | | | | **N =** |  | |  | | | | **ELL:** | **%** | |  | **SWDs who are also ELLs:**  **N = / %** |

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| **Attendance** | | | | |
|  | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| **Average Daily Attendance** |  |  |  |  |
| **Accountability Attendance Levels** | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **2024-2025**  **\*Report from SIRS 116** |  |  |  |  |
| **2025-2026**  **\*Report from Student Management System** |  |  |  |  |

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| **Suspension Rate and Number by Category** | | | | | | | | |
|  | **2022-2023** | | **2023-2024** | | **2024-2025** | | **2025-2026** | |
|  | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **Out-of-School Suspensions** |  |  |  |  |  |  |  |  |
| **Duplicated Suspensions** |  |  |  |  |  |  |  |  |
| **Unduplicated Suspensions** |  |  |  |  |  |  |  |  |
| **ELL Suspensions** |  |  |  |  |  |  |  |  |
| **SWD Suspensions** |  |  |  |  |  |  |  |  |

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| ***Part 1* – *Overview of School Demographic and Four-Year Trend Data***  *Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math outcome trend data, as applicable.* |

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| **Graduation Rates** | | | |
|  | ***2022-2023*** | ***2023-2024*** | ***2024-2025*** |
| **Total Cohort** |  |  |  |
| **ELL Grad. Rate** |  |  |  |
| **SWD Grad. Rate** |  |  |  |

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| **Drop Out Rates** | | | |
|  | ***2022-2023*** | ***2023-2024*** | ***2024-2025*** |
| **Total Cohort** |  |  |  |
| **ELL Grad. Rate** |  |  |  |
| **SWD Grad. Rate** |  |  |  |

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| **3-8 ELA Outcomes** | | | | | |
|  | **Outcomes**  **SY** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **All Students** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |
| **SWD** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |
| **ELLs** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |

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| **3-8 Math Outcomes** | | | | | |
|  | **Outcomes**  **SY** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **All Students** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |
| **SWD** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |
| **ELLs** | 2025 | % | % | % | % |
| 2024 | % | % | % | % |

***Suspension Tracking and Reporting Addendum*** *\*The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.\**

**Out of School Suspensions #:***Number of students who received at least one day of out of school suspension.*

**Duplicated Suspensions #:** *Number of student(s) suspended out of school more than one time.*

**Unduplicated Suspensions #:** *Number of students suspended out of school only one time.*

**English Language Learners (ELL) Suspensions #:** *Number of ELL students suspended at least one time.*

**Students with Disabilities (SWD) Suspensions #:** *Number of students with disabilities suspended at least one time.*

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| ***Part 2* – *Lead Strategies for School Improvement***  *Include* ***all lead strategies*** *from the school’s Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school’s Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the* ***Plan–Do–Study–Act (PDSA) cycle****, addressing actions taken, evidence of impact, and next steps.* |

| **Quarter 1 Report - Reflection on Lead Strategies Implemented during July 23, 2025 – October 30, 2025** | | | | |
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| **PLAN** |  | **DO** | **STUDY** | **ACT** |
| **Lead Strategy:**  Identify the Lead Strategy from the approved Continuation Plan.  Use a separate row for each Lead Strategy. | **Aligned DIIs:**  List the Demonstrable Improvement (DI) Indicators connected to this strategy.  All DIs should be listed here. | **Implementation Steps**  **Describe the specific actions taken to implement this strategy to date.**  **Guiding Prompts to Consider:**   * **Planned Actions:** What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)? * **Sequencing & Timeline:** When were these steps initiated? What milestones or phases of implementation have been completed so far? * **Roles & Responsibilities:** Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored? * **Communication & Engagement:** How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in? * **Resources Deployed:** What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation? | **Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets**  **Guiding Prompts to Consider:**   * **Impact on Goals:** How has the implementation influenced progress toward this year’s DI targets? What specific outcomes can be attributed to the strategies implemented? * **Process:** What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation? * **Product:** What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation? * **Progress:** How far along are you in meeting your early and mid-year implementation targets?   **Improvement Science Lens to Consider:**   * **Teacher Practice Shifts → Student Outcomes:**   + What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)?   + How do you know those shifts are translating into changes in student learning and engagement? * **Evidence of Learning:**   + What are your “measures that matter” (formative assessments, student work samples, benchmark data, engagement indicators)?   + How do these measures demonstrate progress toward improvement goals? * **Implementation Fidelity:**   + To what degree has the intended change taken hold across classrooms, grade levels, or content areas?   + What variation exists in implementation, and what have you learned from that variation? | **Based on your findings, identify the next steps to:**   * **Strengthen** – What elements of the strategy are showing promise and should be reinforced or expanded? * **Scale** – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)? * **Discontinue** – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps?   **Guiding Prompts to Consider:**   * **Adaptation and Refinement**: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation? * **Resources:** Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy? * **Professional Learning:** What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback? * **System Supports:** What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy? * **Monitoring and Feedback:** How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)?   **Improvement Science Lens to Consider:**   * What are your *tests of change* for the next cycle (small-scale trials, pilots, or refinements)? * How will you know if the change is an improvement (specific evidence/metrics)? |
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| ***Part 3* – *Demonstrable Improvement (DI) Indicator Progress Reporting***  *Report on* ***all DI Indicators*** *(both* ***Level 1 and Level 2****) identified in the Continuation Plan.*  *For each indicator:*   * *Indicate whether the* ***Early Implementation Progress Goal*** *has been met.* * *Provide supporting* ***evidence and outcomes*** *that demonstrate progress.* * *Reflect on next steps: What comes after this stage of implementation?* |

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| **DI Indicator # and Name:**  Use the exact indicator language. | **Early Implementation Progress Goal:**  Restate the specific measurable target identified for early implementation. | **Evidence / Outcomes:**  What quantitative and/or qualitative evidence shows progress? | **Target Met?**  State whether the early progress goal was achieved. If not, briefly describe the gap and barriers. | **Next Steps / Adaptation:**  If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies?  If not, describe next steps here. |
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| ***Part 4* – *District Support Plan***  *District leadership should provide a clear reflection and report on the district’s plan to* ***support the school’s effective implementation of the Continuation Plan****. The report should describe the* ***specific supports provided****, the* ***systems in place to monitor progress****, and the* ***adjustments planned*** *to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.* |

| **Report Out: 2025-2026 District Support** | |
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| Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about:   * **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school. * **Access to Strong Teaching & Learning**: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities. | **Evidence of Impact**   * What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school’s progress toward its Demonstrable Improvement (DI) Indicators? * Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).   **Adjustments & Next Steps**   * Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school? * Identify **specific action steps** and timelines for implementation. |
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| ***Part 5* – *Community Engagement Team (CET)***  [*The Community Engagement Team*](https://govt.westlaw.com/nycrr/Document/I1edd2eef2c3c11e5977b0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) *is a representative body designed to foster and support public engagement. The CET serves as an* ***active thought partner*** *contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.*  *Identify* ***recommendations made by the CET****, including how the school community and**community**at****-****large were engaged to (1) provide input into the school’s Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2025***–***2026 SY.*  *\*Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in* [*Commissioner’s Regulations 100.11(b)*](https://govt.westlaw.com/nycrr/Document/I3652de2cc22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))*.* |

| **Report Out: 2025–2026 CET Plan Implementation** | |
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| **CET Engagement:**   * Provide dates and times of CET convening(s). * Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies * If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students. | **CET Impact:**   * Identify the lead strategies that were presented to the CET for input and shared decision-making. * Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies. |
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| ***Part 6 – Powers of the Receiver***  [*NYS Education Law 211-f*](https://www.nysenate.gov/legislation/laws/EDN/211-F) *and* [*Commissioners Regulation §100.19*](https://govt.westlaw.com/nycrr/Document/I1edd2eef2c3c11e5977b0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) *grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.*  *Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.* |
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***Assurance and Attestation***

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Signature of Receiver: ­

Date:

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2025**–**2026 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print):

Signature of CET Representative\*:

Title of CET Representative:

Date:

***\*The CET Attestation must be signed by a CET member other than a school administrator.***