Receivership Quarterly Report #4

Commissioner's Regulations 100.19 require each school in Receivership during the 2015-16 school year to submit Quarterly Reports. The Quarter 4 report for schools in Receivership during the 2015-16 school year will consist of a brief, year-end summary, survey of questions, which will require written responses.

Survey questions relate to the school's accomplishments and challenges in implementing Receivership, and ways in which the Office of Innovation and School Reform has supported that implementation and can better support schools in the future. Please answer all questions as honestly and candidly as possible. Your feedback will allow us to improve our service to your district and schools.

We'd also like to take this opportunity to remind districts that have schools in Receivership during the 2016-17 school year, that it is a requirement of Commissioner's Regulations 100.19 to conduct an annual Public Hearing "within 30 calendar days of the first day of student attendance in September 2016," for the purpose of "discussing the performance of the designated school and the construct of Receivership." (See page 8 of the following link:

http://www.p12.nysed.gov/accountability/de/documents/MostRecent100.19Regs915p12a2.pdf

School Information

> **School Name:** B.U.I.L.D. Academy, School #91
> **School BEDS Code:** 140600010032
> **District:** Buffalo City School District
> **Superintendent:** Dr. Kriner Cash
> **School Principal:** Mrs. Michelle Hope
> **Additional District Personnel Responsible for Program Oversight and Report Validation:** Mary Jo Conrad
> **Grade Configuration:** Pre-K- 8
> **SIG/SIF/SCEP, and Cohort/Model:** SIG Cohort 4

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. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to _no more than 500 words_.

B.U.I.L.D. Academy (#91) was identified as a Receivership school during the summer of 2015. B.U.I.L.D. Academy continuously invites parents and members of the community to join the Community Engagement Team (CET). Unfortunately, there has been a decrease in active membership when compared to the first quarter. Some teacher members are now on leave and were not been replaced. We are currently seeking new CET members. B.U.I.L.D. Academy continues to use it's the website to engage parents. The school's website notes pages entitled: Receivership Information, Receivership plans, CET meeting documents and other informative documents are stored. On the first Tuesday of each month, B.U.I.L.D. Academy holds its CET meetings to get parent's input on how to meet the goals of the indicator.

The overall percentage of students in Grades 3-8 ELA who scored a level 2 or higher on the _Journey's_ Unit 1 DBA and EngageNY module 1 (grades 7 & 8) was 7.6 %. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the Journey's Unit 2 DBA and EngageNY Module 2 (grades 7 & 8) was 14.7%. The ELA goal for the 2015-2016 school year was 24%. While we failed to meet our goal, an increase of 7.1% was achieved between DBA 1 and DBA 2.

District developed Benchmark Assessments (DBA) in Math for Grades K-8 are administered at different intervals and are dependent upon completion of EngageNY modules. (_See Attached PPT for data charts._) The overall percentage of students in Grades 3-8 who scored a level 2 or higher on the Module 1 DBA was 4.4%. The overall percentage of students in grades 3-8 who scored a level 2 or higher on the Module 2 DBA was 18.6%. The mathematics goal for the 2015-2016 school year was 19%. While we did not achieve our goal, an increase of 14.2% was attained between DBA 1 and DBA 2.

From April 18th through June 23rd, 2016, the school administration, Student Support Team (SST), MTSS-B/PBIS coach and coach collaborated in an effort to address the issue of school climate. The collaborators used data to plan structural modification to the behavioral systems within the school. The year-to-date data shows indicated eight fewer long term suspensions, when compared to the prior year. Unfortunately, we had 16 more short term suspensions, when compared to the previous year. The plans and implementation have been discussed on a weekly basis throughout the entire school year. The school-wide behavior initiative was modified to address the specific grade, time(s) of offense, location, and reason of referrals to address the social emotional needs of the students who attend B.U.I.L.D. Academy. Specific curriculums for behavioral interventions are being created to address the before-mentioned referrals.

Teachers have received on-going professional development (PDs) opportunities from instructional coaches, administrators, and district support staff during the instructional day, after school and Saturday sessions. These PDs included effectively using data to group students, using data to meet the individual academic needs of struggling learners, and creating curriculum supports that enable teachers to prepare lessons that align the Common Core Learning Standards (CCLS). The combinations of completed PD sessions and continued instructional support have assisted teachers. In addition, teachers continue to develop lessons that contain higher-order thinking questions, frequent checks for understanding, differentiated groups in ELA and math, and activities that engage students in thinking about the work.

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform (OISR) would be helpful in addressing this challenge?

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

3. What is one practice that OISR should continue in working to support Receivership schools?

Continue to conduct building walkthroughs.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

I would recommend peoviding schools with specific feedback to their Quartely Receivership Report.

5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

Provide best practices that has been successful in similar settings.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

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8. Would you send a team to a "What Works in Receivership - Best Practices" Conference?

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 Yes
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9. Would your team be willing to present a best practice at that conference?

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 No
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10. If so, what best practice would you present?

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