

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

<p>School Name: INTERNATIONAL PREPARATORY SCHOOL – PS 198 School BEDS Code: 140600860851 District: Buffalo City School District Superintendent: Dr. Kriner Cash School Principal: Carlos R. Alvarez Jr. Additional District Personnel Responsible for Program Oversight and Report Validation: Sabatino Cimato, Associate Superintendent of School Leadership Grade Configuration: Grades 5-12 SIG/SIF/SCEP, and Cohort/Model: SIG/Cohort 4.1/Transformation Model</p>
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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.

During this reporting period, International Prep has maintained the school's focus around the established "Five Big Rocks", which includes Reading to Learn (RtL) for grades five and six, Universal Design for Learning (UDL), Data Driven Instruction (DDI), Common Core Standard Instructional Planning (CCLS), and Constructing Responses to Text.

International Prep has addressed the key strategy of "Providing Embedded Professional Development" through the partnership with West ED. Sixteen teachers received embedded professional development in May. These tiered sessions included a beginner group, an intermediate group, and a group of four teacher leaders who will continue to be developed by the presenter to lead the work within the school building in order to build capacity. In addition to the job embedded professional development during the school year, forty two teachers are participating in six, full day professional development sessions provided by the school's partnership with the Center for Applied Special Technologies. These sessions will continue the work around Universal Design for Learning. Teachers were also offered the opportunity to participate in six half-day curriculum development sessions with twenty-one teachers responding to the posting and beginning their working the first week of July.

The key strategy of "Celebrating Early Wins" included the celebration of a 12% increase in graduation rate from last year. The current graduation rate is 66%, which is a 32.3% increase since the 2012-2013 school year. The 2013-2014 school year was the initial year of the School Improvement Grant and the initial year under the supervision of the current leadership team. In addition, during this academic school year, International Prep increased the Secondary level Performance Index in the following areas:

* ELA from 115.79 to 141.176

* Math from 92.10 to 108.824

* Combined performance index from 103.94 to 125.0

* This data demonstrates a closure of the gap to 200 by 28.08% during the 2015-2016 school year.

The key strategy of "Implementing Intervention Programs" was addressed through extended learning time for the high school students who were taking Regents exams.

After school review sessions were offered for an hour and a half from Monday through Thursday beginning at the end of April 2016.

The Community Engagement team met one time during this reporting period (6/1/16) to review data, receivership plans, and make decisions as it pertains to the improvement of student achievement. During the final meeting of the school year, the team discussed sharing the Progress Monitoring reports in a timely manner, the building principal sharing the student-achievement data over the summer with the purpose of measuring demonstrable improvement growth indicators, and including additional members of the CET when writing the DTSDE for the 2016-2017 school year.

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?

One of the greatest challenges for International Prep is the consistent enrollment of students into our building through out the entire school year. During this academic school year, the school received nearly 200 students from September 2015 to June 2016. Many high school students entered our cohorts under credited and with failing scores on Regents exams, which has an impact on the continued increase in projected graduation rates.

Another challenge for International Prep is the school's structure, which services grades 5 to 12. This structure poses challenges because of the elementary school, middle school, and high school being housed in one building, which is considered a non-criterion school. The student age ranges are ten years old to twenty-one years old. Administrators, instructional coaches, teachers and support staff are responsible for providing intense services to students for 8 grade levels of New York State accountability.

International Prep's population consists of 40.5% English Language Learners, which represents over twenty different languages spoken. Currently we have five teacher aides who service the school with translations (Arabic, Somali, Spanish, Burmese, and Karen). The teacher aides are assigned to classrooms to assist students with instruction; however, the aides are often pulled for new enrollments, parent/teacher conferences, and to translate for families who have questions/concerns throughout the school day. Unfortunately, the five languages spoken do not reach the various languages spoken in the building, which poses a challenge in communicating with students and parents.

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?

The greatest accomplishment for International Prep this year is the rise in the high school graduation rate. The graduation rate improved 12% since the 2014-2015 school year, and 32.3% over a three-year period of time. In addition, International Prep has improved the performance Index in both high school ELA (+25.386) and Math (+16.724).

Another accomplishment this year was the increase in parental attendance for school events. The first event (December) was open to all family members of students in the school and also solicited dinner dishes from families to represent the multicultural diversity at International Prep. During the summer, teachers worked to plan an interdisciplinary unit for grades 7-12 on the topic of "Unity through Diversity". The parent night served as a showcase for the student work created by the student body around this unit of study. There were 240 attendees for the event, which represents an increase of 203 attendees from the 2014-2015 school year.

This year, International Prep had two students awarded the Urban Leadership Scholarship, which provide an all-expense paid education to Canisius College, worth nearly \$400,000 in expenses. Moreover, the entire senior class received over \$800,000 in scholarships to pursue a higher education. Also, a graduating Junior was honored for her leadership throughout the City of Buffalo and was provided a ceremony which included the revealing of her billboard that is displayed on Niagara Street. This student was one of five people chosen throughout the city and represents the only student in Buffalo who received this award.

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

One practice that should continue is the discretion and ability at any time and for any reason to involuntarily transfer teachers out of persistently struggling schools regardless of seniority or status as building union delegate.

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

One practice that OISR should discontinue is reviewing schools on a three year basis. Any review of a school standing should not be longer than one year and each school should be reviewed and reclassified annually. Also, if a school has shown demonstrable improvement in the year before being classified as a Receivership School, the school should be able to present the growth and that school data should be recognized within the demonstrable improvement for the school.

(Ex: In the first year under the new administration, International Prep increased graduation rate by 12.5% and improved Regents passing rates in 6 out of 7 Regents exams ranging from 4% to 39% increases. However, this growth was not recognized when the school became a Receivership School. The baseline data was from the 2013-2014 school year rather than the 2012-2013 school year, which was the year

before the new leadership team and the implementation of the School Improvement Grant.)

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

One practice that OISR should consider adopting in their work to Receivership Schools is developing supports for the schools to improve Parental Involvement. In addition, OISR should consider looking at the Performance Index data as a form of evaluation for the school.

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.

Allowed more flexibility with staffing, allowing involuntary transfer of teachers.

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

The Community Engagement Team met eight times this year to collaborate and monitor the progress of the school. The Community Engagement Team reviewed data, receivership plans, and made decisions as it pertained to the improvement of student achievement. The targets included, but were not limited to, improvement in graduation rate, improvement in Regents exam scores in specific subgroups, and improvement in state assessments for grades 5-8 in English Language Arts, Mathematics, and Science.

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

Yes or No?

Yes

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

Yes or No?

Yes

10. If so, what best practice would you present?

Data Driven Instruction, Professional Development Plans, Increase in Graduation Rates

