

## 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><b>School Name:</b> East High School <b>School BEDS Code:</b> 140600010307 <b>District:</b> Buffalo City School District <b>Superintendent:</b> Dr. Kriner Cash <b>School Principal:</b> Jan Bowden <b>Additional District Personnel Responsible for Program Oversight and Report Validation:</b> James Weimer, Associate Superintendent of School Leadership <b>Grade Configuration:</b> 10<sup>th</sup> – 12<sup>th</sup> <b>SIG/SIF/SCEP, and Cohort/Model:</b> SIG 6/Turnaround</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**.

This report is the forth in a series of quarterly reports (April 18, 2016 to June 18, 2016), as required under Section 211-f(11) of NYS Ed. Law by the New York State Education Department in its ongoing effort to hold schools and districts accountable for the results to be achieved in Persistently Struggling and Struggling School.

East High School is under the Receivership of the Buffalo City District Superintendent, Dr. Kriner Cash. Beginning with the 2016-2017 school year, East Community High School will open and be co-located with East High School. The ninth grade students of the new school, East Community HS, will occupy a separate floor of the building. The schools will have distinctly separate leadership, faculty and staff. By 2018, East High School will be completely phased-out, and by 2020 East Community High School will be completely phased-in. The new school will be fully enrolled, grades 9 – 12, in the fall of 2019-2020.

This quarter East High School Leadership, East Community High School Leadership and the Community Engagement Team have been working together to improve educational outcomes for all students attending school at 820 Northampton Avenue, Buffalo, NY 14211 (phase-out and phase-in).

The phase-out plan has focused on making instruction rigorous for those students who will remain at East High School during the phase-out years. The plan will concentrate on effective instruction to raise the achievement of students on state assessments and Regent exams as well as increasing the high school graduation rate.

Both East High School and East Community High School will serve as a center for the community and will focus on academics, health and social services, youth and community development, and community engagement to improved student learning.

On Thursday June 16, 2016 Superintendent Dr. Kriner Cash, *Regent* Catherine Fisher Collins, Principal Daryl King and Board Members Dr. Barbara Seals Nevergold, Dr. Theresa Harris-Tigg and Mary Ruth Kapsiak were on hand for the ceremonial ribbon cutting to commemorate the opening of East Community High School.

The School Leadership Team has been working closely with Community Engagement Team to build community-school relationships. The following school-community

partnerships have been established and will interconnect together many resources and strategies to enhance our community school:

- Buffalo Fire Department
- Buffalo Police Department
- Mastin District Common Council
- SAY YES to Education
- Child & Adolescent Treatment Services
- University of Buffalo
- National Grid

**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?**

The greatest challenge for East High School is raising the total cohort 4-year graduation rate of all students (level 1 indicator).

To address this challenge the school will:

- Use data to make decisions
- Work to increase teacher quality by providing targeted professional development
- Raise expectations for all students by holding teacher accountable
- Pay attention to early warning signs by utilizing an Early Warning Indicator System
- Add more caring adults into the lives of young people living in challenging circumstances
- Fight chronic absenteeism by visiting the homes of students that have missed the highest consecutive as well as personal phone calls, daily to students who are absent or tardy to school
- Eliminating disciplinary practices that impact students by implementing Restorative Justice practices

Office of Innovation and School Reform has established priorities under the 21<sup>st</sup> Century Community Learning Center Grant to ensure that funds are used to create innovated expanded learning opportunities at Community High School and East High School.

The office of Innovation and School Reform has established the following goals:

- Implement strong educational programs which reduce learning gaps, enrich and expand the curriculum, and strengthen parent and community engagement in the school.
- Coordinate with Say Yes and other local resources to offer medical, dental, health and wellness services at the school.
- Implement high quality extended day and year programs of excellence (e.g. academic, cultural, artistic, athletic, language and needs-based).

As a result, both East Community High School and East High School will reduce barriers to learning so that students are physically, emotionally and socially prepared to learn.

**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?**

For the School Year 2015-2016, East High School has raised overall achievement and close gap by 5.1%. The index school results for Demonstrable Improvement Index is 54%, below the Index needed of 68%, but there has been improvement to demonstrate that the school is capable of narrowing the gap.

School Year 2015-2016 2015-2016 result of Level 1 and Level 2 Indicators.

Indicator	Baseline	2015-2016 Results	Increase
2012 Total Cohort Passing Math Regents	25%	38%	13%
School Safety	11 Incidents	11 Incidents	0
2011 Total Cohort Passing ELA Regents	29%	63%	24%
Total Cohort 4-Year Grad Rate-ALL Advanced Designation	52%	34%	(-18%)
Total Cohort 4-Year Grad Rate-ALL Advanced Designation	0%	1%	1%
Total Cohort 5-Year Grad Rate-ALL Advanced Designation	43%	58%	15%
New York State ELA assessment scores for All students level 2 and above	68%	68%	0%
New York State ELA assessment scores for Black students level 2 and above	69%	64%	(-4%)

New York State math All students level 2 and above	67%	71%	4%
New York State math Black students level 2 and above	68%	70%	2%
Total Cohort 5-Year Graduation Rate-Black Students	44%	59%	15%

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

**The New York State Education Department**

The OISR should continue to monitor the quarterly reports and visit schools that are not making progress in implementing receivership plans and achieving selected Demonstrable Improvement indicators to find out what the actual barriers for school improvement are.

**Buffalo Public Schools**

The Buffalo Public Schools will launch a Strong Community Schools initiative in thirteen (13) schools during 2016-2017. OISR arranged and organized a community needs assessment as part of the planning processes to address the needs of the Buffalo community. Data from surveys, focus groups, Town Hall meetings, parent groups, block clubs, student groups, etc. are being used to directly address the school's greatest needs in order to provide an integrated and rigorous approach to improving student achievement at East High School and East Community High School.

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

OISR should release of quarterly templates in the beginning of the year and provide a chart that gives you the quarter in which you are reporting, the dates that make up that quarter, and the date that the report is due.

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

**The New York State Education Department**

The quarterly receivership reports are important documents to establish if interventions are making demonstrable improvement and to keep the school focused

on how we can support real and sustainable improvements being made in the lives of those we serve. The quarterly reports are structured, but time consuming. OISR should consider a structured condensed version of the reports.

**Buffalo Public Schools**

After OISR has identified resources available in the community to meet the needs of children, youth, and families. OISR should adopt a plan for monitoring programs, a plan for evaluating programs, and a plan for using evaluation data to drive program decisions in the same collaborative effort that was used to address the needs of the Buffalo Community.

**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.**

The powers of the receivership have been made available to East High School, but none have been implemented. Moving forward, the following will be implemented for the 2016-2017 school year:

- Mandate Professional Development of teachers and administrators at all Receivership schools
- Ability to interview teachers and fill transfers with the most qualified teacher
- The ability to hold faculty meetings twice per month

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

All decision making will take place during open meetings that the administration and all Community Engagement Team members are expected to attend. Members will be asked to utilize the problem solving cycle (see below) to discover and analyze educational needs, develop strategies, and organizing skills and knowledge in order to overcome obstacles and find viable solutions that best resolve the need.

**Problem Solving Cycle:**

Step I: Problem Identification-What exactly is the problem?

Step II: Problem Analysis-Why is the problem occurring?

Step III: Intervention Design and Implementation-What exactly are we going to do about it?

Step IV: Response to Instruction/Intervention-Is the plan working?

**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?**

The Early Warning Intervention Team, made up of teachers, administrators, student, and student support team, meets every Thursday 2nd period to discuss individual student behaviors, attendance and academic performance. Regular meetings with students identified “at risk” occur to establish root causes and to develop strategies to support students achieving their academic goals.