



Office of School Leadership

Marianne Dixon, Director
Diane Andreana, Instructional Specialist I
2201 City Hall
Buffalo, New York 14202
(716) 816-3022
dandreana@buffaloschools.org
mdixon@buffaloschools.org

Date: June 26th, 2018
To: Principals of Schools: 3, 30, 37, 74, 94, 97, 204, 205, 207, 208, 307, and 309
CC: Associate Superintendents of School Leadership
From: Office of School Leadership
Subject: Receivership Quarter 4 Survey

Description:

Commissioner's Regulations §100.19 require each school in Receivership to submit Quarterly Reports. The Quarter 4 report for schools in Receivership during the 2017-18 school year will consist of a brief, year-end summarizing survey which will require written responses.

Please see the following paragraphs below to understand the NYSED request:

Survey questions relate to the school's accomplishments and challenges in implementing Receivership, and ways in which the SED Office of Innovation can better support schools in the future. Please answer all questions as honestly, candidly, and professionally 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 2018-19 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 2018," for "discussing the performance of the designated school and the construct of Receivership."

Since this survey report serves as your Quarter 4 report, as per CR § 100.19, the school's completed survey must be made publicly available in the school district's offices and posted on the school district's website.

Please submit this document to Diane Andreana (dandreana@buffaloschools.org) by July 10th. The Associates will review responses and OSL will upload to Survey Monkey. Questions 4, 5, 8, and 9 have been answered. If you would like to add additional information, please do so in red ink so your response stands out.

1. Respondent's credentials:

School District:	Buffalo City School District
Superintendent:	Dr. Kriner Cash
School Name:	East High School/East Community School
School Principal Name:	Rose Schneider/Darryl King
School Principal Appointment Date:	August 2016/March 2016

2. What are the accomplishments from the 2017-18 school year that you would like the community to know about your school?

Evidence of the school's progress was contained within each receivership report for the 2017-2018 School Year; School Safety has shown improvement in effectively developing a positive learning environment for students and families, while also supporting the social and emotional needs of its students. Where progress is incremental, specifically in academic improvement, it is evident that with additional support resources, the school has made improvements, but only met demonstrable improvement in School Safety, Total Cohort 5-year Grad Rate-All Students, Total Cohort 5-Year Graduation Rate-Black Students and Providing 200 Hours of quality Extended Day Learning Time.

Twelve students at East High School are enrolled in the Certified Nursing Assistant Pathway. All twelve students completed the program and eleven students passed the NOCTI exam which certifies that as nursing assistants. In addition, five Nursing Assisting students attended the Spring Health Occupations Students of America (HOSA) NYS Leadership Conference in Syracuse in April 2018. The competed in various events taking the top 3 Nursing Assistant medals.

The East High School Varsity Basketball Team defeated the defending champions, Moriah who held a 45-game winning streak, in overtime before an estimated 1,200 at the Floyd L. Maines Arena. The East Panthers are the 2017-2018 Section VI State Champions.

East Community High School has completed its second year as a phase-in school. We have successfully established East Community High School as the next phase of East High School, connecting the school to the long and rich history of East High School. We continue to build upon our nascent school culture of success as the sum of achievement and service. To support our efforts to develop a strong school culture, East Community High School implemented a student advisory where each student has a faculty advisor who serves as a person who takes responsibility for guiding that student over the hurdles of high school. For students experiencing socio-emotional challenges that obviate their ability to succeed academically East Community has progressed in strengthening its multi-tiered support system enabling us to respond more effectively to student needs.

As a turnaround school, we worked diligently with our turnaround partner, the Southern Regional Education Board (SREB), to develop teachers' capacity to deliver high quality instruction with an emphasis on literacy across the curriculum. Job imbedded professional development continues to be key to this effort. We have instituted protocols where student data is examined on a consistent basis.

We at East Community High School recognize that children are a product of their community, and that school is part of the community. East Community has engaged with myriad community stakeholders to support efforts to address the challenges faced by students and their families in their community that have an adverse effect on families' ability to adequately support their children's academic progress. A few of the stakeholders with whom we have forged partnerships with are Councilman Wingo's Office, Best Self Behavioral Health, Community Action Organization (CAO), Hopewell Baptist Church, Jes Breathe Block Club, the United Negro Improvement Association (UNIA), Parents Encouraging Accountability and Closure for Everyone (P.E.A.C.E.), Buffalo Peacekeepers, Snug, Stop the Violence Coalition, Nation of Islam (NOI), WNY Food Bank, Grassroots Gardens, Buffalo Police Department, Northland Corridor, WBLK (93.7) and others.

East Community High School held a Teen Summit that consisted of a panel of East Community High School students and Buffalo police officers including the captain of community policing. The purpose of the summit was to address the adversarial relationship between the community serviced by East Community High School and the students and families who attend there. The school also held a community forum to begin planning of a safe passage initiative. The subsequent planning involved many of the aforementioned community stakeholders. East Community held a community forum against gun violence. Lastly, East Community held a job fair for community members aimed at helping community members find employment and exposing students to entrepreneurship.

3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve, and what steps will be taken in 2018-19 to make Demonstrable Improvement on these indicators?

The greatest challenge reported in the 2016-2017 Receivership Quarter 4 Survey 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:

- Used data to make decisions
- Worked 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
- Added more caring adults into the lives of young people living in challenging circumstances
- Fought 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.
- Reduce short term and long-term suspensions.

As a result, 47 % of the 2014 cohort graduated (target 58%) and 55% of the 2013 cohort graduated (target 49%)

4. Did the Superintendent use their receivership authority in the 2017-18 school year? If so, how? OSL has completed this section. The powers below were invoked by schools in 2017-18.

Yes **No**

Right to mandate faculty meetings twice per month; meetings held either before or after school hours and would be 60 minutes in duration; teachers receive hourly rate of pay.

Discretion and ability to require teachers to use all technological tools necessary and appropriate to more effectively communicate with students and parents; district will provide training where needed.

Discretion and ability to modify schedule at any time to add more common planning time.

Ability to fill vacancies through the transfer process with the most qualified teacher, regardless of seniority.

Right to require that teachers attend professional development (PD) (based on the needs of the school) the receiver deems necessary; 30 days' advance notice to teachers; PD will be offered more than once if it is after the school day/school year; teachers will receive additional compensation if PD is after school day/school year.

Ability to fill vacancies in summer school, recreational or part time programs with the most qualified teacher, regardless of seniority.

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.

5. Is your district interested in presenting a best practice at the second Promising Practices conference? OSL has completed this section. Below are the best practices from each quarterly report. Please add more if you would like. This does not commit your school to presenting at the Promising Practices conference.

Yes **No**

Ongoing feedback to teachers regarding their DOK lessons and instruction: The leadership team uses Dr. Karina Hess' Cognitive Rigor Matrices to analyze lesson plans and instructions. The Matrices crosses Bloom's Taxonomy with Webb's Depth of Knowledge.

The team uses Google forms to document DOK lesson plans and lesson. There are three types of forms – Writing, Reading, and math. Once the information is submitted, a spreadsheet can be generated. We use the spreadsheet to look for trends in DOK levels.

Teachers receive weekly feedback from lesson plan submission regarding DOK instruction and task alignment to levels of DOK.

Infusing the Use of IXL Math into grades 3 – 8 Instruction: Students in grades 3-8 have been using IXL Math during their Math RtI and AIS periods. Students also practice IXL at home on laptops provided through the technology pilot program. To determine the overall impact on student performance, student usage reports since the initiation of the program have been analyzed. Between October 31, 2017 and April 18, 2018, students accessed IXL Math for 1,389 hours and 53 minutes. Students showed mastery in 1,321 skills. The anticipated outcome for the daily use of IXL Math is that mastery of student mathematical skills will show continued improvement as evidenced in student performance on Math assessments. The use of IXL Math has positively supplemented daily instruction as teachers have the ability to assign individual students with differentiated practice skills to close mathematical gaps. This model can be effectively replicated in different schools depending on the allocation of time in the Math RtI or AIS periods and the availability of technology for student use.

Data Driven Inquiry: Data driven inquiry has been implemented during grade level and faculty meetings. All educators at School 74 have received professional development and ongoing support in the DDI process from our partner, REACH, LLC., and the Early Intervention Program Coordinator. Teachers are using an ongoing analysis of student achievement data to determine the need for changes in instruction and identification of necessary interventions for students.

The Using Data Process (DDI protocol): The Using Data Process of Collaborative Inquiry (Using Data Process) offers a structured process for ongoing investigation of data with the goal of improving teaching and learning. The professional development is based on the book written by Nancy Love, Stiles, Mundry and DiRanna, “Unleashing the Power of Collaborative Inquiry, the Data Coach’s Guide.” The professional development addresses the critical achievement crisis as described in the background by building the knowledge and skills of Data Coaches-grade level leaders and administrators- specially trained to guide the use of data—to lead Data Teams in collaborative inquiry.

Collaborative inquiry is a process where teachers and administrators work together in Data Teams to make sense of student learning and other data and embrace and test out solutions together through rigorous use of data and ongoing reflective dialogue. Through the Using Data Process, Data Teams become vital centers of collaboration, meeting regularly to engage in Data-Driven Dialogue. Data Driven Dialogue is based on four phases: predicting, going visual with the data, observing the data and making inferences. Through inference teachers brainstorm what may work in their classrooms. The Data Teams use multiple data sources, including common and formative assessments, to make critical, research-based instructional improvements and to monitor their impact. These improvements and ongoing monitoring of student learning are the final and necessary step to improve results for students. In sum, the purpose of the Using Data Process is to guide Data Teams in collaborative inquiry and to influence the culture of schools to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning.

Building Teacher Leaders through Modeling: Teachers modeling best practice strategies during grade levels and scheduling times for teachers to view other teachers in action as they model strategies that work for students. This, again, allows for best practices to sustain throughout the building when funding ceases.

Action Plan for individual student growth in math and ELA based on assessment data: The inquiry cycle of DDI includes assessment, analysis, and creating an action plan for school-wide support of all students' success.

The first component is matching high quality intervention through learning areas that are matched to student's educational and behavioral needs. Second, progress monitoring is used to assess the need for changes in instruction or goals. Third, student response's from progress monitoring data is the basis of important educational decisions, which include additional levels or tiers of instructional support.

Video POD cycle: In the Video POD cycle, teachers participate in a discussion about the planning of the observed teacher, view and make observations about the lesson, then debrief to share feedback with the observed teacher as well as a discussion of how the observed practices can be implemented throughout content areas. Doing so allows for the observed teacher to further improve their practice, and for all other teachers to incorporate best practices throughout the building into their instruction to improve student achievement. The Video POD cycle allows teachers to share and analyze best practices with grade level teams and throughout the building to improve all teachers' instructional practices. This process has been further developed by the use of Video Ant. This program allows teachers to upload their videos onto the site securely. Teachers then share the link with the members of their team, and the team members can provide minute by minute feedback to teacher on their instruction on the site.

SMART goals: SMART goals have been developed by teachers to individualize instruction. Teachers have used these individual student SMART goals to have conversations with students for them to be able to create student goals so that students can be able to self-monitor their progress. These goals are to be looked at every six weeks, and adjusted as needed to help students achieve their individualized SMART goals for the school year.

Grade level facilitators: We have designated teachers at each grade level, as well as ENL, Special Area and Special Education teachers, as teacher leaders in the building. These teachers have monthly training sessions with our consultant agency West Ed in order to learn how to successfully run grade level meetings and the multiple protocols our building has adopted in order to close the gap and increase student achievement. This quarter, facilitators were all given the opportunity under the supervision of West Ed to run multiple protocol sessions with their team members during a mandatory West Hertel PD session. Our West Ed consultant gave an overview of each protocol, and then teachers were released to work in groups in order to complete multiple protocols based on each group's needs. Facilitators had the chance to run these meetings and ask our consultant for assistance as needed in order to build confidence in their leadership skill, and increase building capacity to continue this work next year.

6. Summarize the trends in student achievement data that has resulted from the implementation of the SCEP or SIG plan. What has improved, and what has not?

Effective systems and structures are in place for progress monitoring using the district's monitoring tool. The Early Warning Indicator (EWI) team, made up of the school administrator, district PBIS/MTSS coach, EWI Facilitator, school social worker and a special education chairperson meet weekly to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Monthly tracking of student behavioral interventions are collected and reviewed through weekly systems meetings. Tier 1 and 2 support staff (Student Support Team/EWI staff/Admin.) are present and continue to provide positive behavioral interventions including but not limited to special lunch arrangements, group activities, participation to extracurricular activities, quarterly award celebrations, and dance incentives. Tier 3 services currently provided are social-emotional skills groups, 1:1 through Best Self WNY/21st Century during lunchtime throughout the week.

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

In September 2017, 34% of the 2014 cohort was on target to graduate. The actual graduation rate for the 2014 cohort was 47%.

There was a decrease in the number of discipline referrals during the 2017-2018 school year. The number of serious incidents decreased by 55%, office discipline refers decreased by 67%, long-term suspensions decreased by 68% and the number of short term suspensions decreased by 83%. (Comparing 2016/2017 and 2017/2018)

East Community has 3 Regents Assessments from which to derive data about student achievement - biology, algebra and global studies and geography. The biology exam results have decreased significantly from last year (45% passing) to this year (32% passing). While the results of the algebra exam (59% passing) is large in comparison to the global (29% passing) and biology, it is still below our 80% goal. The percentage of students accumulating at least 5 credits each year is another predictive indicator of 4-year graduation rate. For the 17-18 school year, 51% of all students accumulated 5 credits required to move to the next grade. Some students will accumulate credits through summer school. This is about equal to last year's 52% of students earning 5 credits or more.

7. Describe the role on the Community Engagement Team in the development and oversight of the implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

The Community Engagement Team (CET) membership increased during the 2017-2018 school year. Best Self WNY/21st Century partners have joined the team. The CET team has met regularly to identify recommendations to help achieve the overarching goal: All students will graduate before East High School closes. The team reviewed academic data and reports describing the status of implementation of district and school initiatives delineated in the Receivership Quarterly Reports and continuation plan. In addition, the CET worked with the district and administration on the expansion of a full-service Community School model, including wrap-around services (in health; mental health, etc.) to families as well as students.

8. In what ways has the Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

Quick response from OISR with respect to amendments has allowed schools to expedite spending in a more timely fashion.

Feedback from the local SED team on quarterly reports helped to focus on ELT monitoring for quality programming.

9. In what ways can OISR better serve your district/school's goals?

In order to implement feedback, timely review of quarterly reports, better planning with respect to visits within the academic calendar year, and monitoring by OISR on subsequent visits would be beneficial.

10. Survey prepared by:

Rose Schneider and Darryl King

11. Survey Approved by (ASL):