

Name of Receiver (Print): DR. KRINER CASH

Signature of Receiver: _____

Date: _____

Receivership Quarterly Report – 1st Quarter
July 1, 2015 to October 30, 2015
(As required under Section 211-f(11) of NYS Ed. Law)



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, and made available to the public by the school's district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Lafayette High School is under receivership of the Buffalo City School District Superintendent, Dr. Kriner Cash. The first quarterly report spans from 17 August, 2015 to 19 October, 2015. During this time, a number of events have taken place and initial receivership requirements have been addressed.

Lafayette High School has a new principal, Mrs. Denise Clarke. Under Mrs. Clarke's leadership, a number of receivership requirements took place and/or were initiated. The school held two meetings, Wednesday, 8/19 and Saturday, 9/19, to share information with the community regarding the school's receivership status as well as understanding receivership requirements. At these meetings, parents and community members were invited to participate in the community engagement team. To help parents understand receivership, the district held three parent trainings. This training was replicated at Lafayette for parents who were unable to attend the district trainings. The building level trainings were on Tuesday, 9/22 and Thursday, 9/24.

At the beginning of the school year, the leadership team updated the staff on the school's receivership status and issued an invitation to staff to join the community engagement team. The team currently consists of three administrators, eight teachers, two community partners, one community representative, and the Lafayette parent facilitator. The team met on 23 September, 28 September, 8 October, and 13 October. The first meeting agenda included introduction of members, and review of receivership documents. The State Education Department assigned eleven level one indicators and the team selected seven level two indicators. The level one indicators are: priority school make yearly progress, 3-8 English language arts all students level 2 & above, 3-8 math all students level 2 and above, 3-8 English language arts all students mean growth percentile, 3-8 math all students mean growth percentile, 2012 total cohort passing math Regents (>=65), 2011 total cohort passing English language arts Regents (>=65), total cohort 4-year graduation rate - all students, total cohort 4-year graduation rate with advance designation - all students, grades 4 and 8 science all students level 3 and above, and total cohort 5-year graduation rate - all students. The level 2 indicators are: student attendance, 3-8 English language arts limited English proficient students level 2 and above, high school English language arts all students level 2 and above, high school English language arts limited English proficient students level 2 and above, HS math all students level 2 and above, 2013 total cohort with 5 or more credits, and 2011 total cohort with 5 or more credits.

The second meeting agenda included selection of indicators and review of State's feedback on the School Comprehensive Educational Plan (SCEP). The third meeting agenda included sharing of State conference call and forming work groups for revisions of educational plan. The fourth meeting agenda included finalizing of the educational plan revisions and review of the quarterly report. On Friday, 16 October, the school submitted the revised SCEP and will have sixty days from provisional approval to submit the receivership recommendations.

In addition, administrators and teachers have begun work on addressing the key strategies from the educational plan. Some of these strategies are: establishing schedules for common planning and classroom visits, developing Common Core aligned lessons, and differentiated instruction.

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to Receivership@NYSED.gov and Turnaround@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should **not** be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP).

Receivership Quarterly Report – 1st Quarter
July 1, 2015 to October 30, 2015
(As required under Section 211-f(11) of NYS Ed. Law)



Part I – Intervention Plan

Intervention Plan and Timeline – Key Strategies and Status of Implementation

Items from this section relate specifically to key strategies identified in the Department-approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and related Receivership addendum materials; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time).

Key Strategies	Implementation Status	Evidence
----------------	-----------------------	----------