

Strategic Plan for School Turnaround



**CONNECTING RTTT, ESEA WAIVER, AND
REGENTS' REFORM AGENDA TO IMPROVE
NEW YORK'S SCHOOLS**

The Key to School Turnaround in NYS

Six Focused Tenets for School and District Effectiveness

Curriculum development aligned to the Common Core State Standards

Teacher Instructional Practices and Decisions

Leadership Development

Parent Engagement

Student Social/Emotional and Developmental Health

District Capacity

Curriculum development aligned to the CCSS

- Implementation of the CCSS.
- Articulated professional development that supports effective implementation of the CCSS.
- Instructional practices that lead to students' full understanding of the CCSS.

Teacher Instructional Practices and Decisions

- Use of data to drive instructional and operational decision-making.
- The use of research-based instructional and programmatic practices with English Language Learners and Students with Disabilities.

Leadership Development

- Leadership practices, including effective evidence-based observation of instruction, that promote and foster environments that lead to greater student achievement and increased teacher effectiveness.
- Effective human capital and staffing practices that optimize district and school resources.
- Effective use of time and scheduling.

Parent and Community Engagement

- Effective practices to promote family and community engagement.

Student Social/Emotional and Developmental Health

- School culture that leads to a safe, healthy and supportive climate for students and adults.

District Capacity

- Aligning systems and structures

Regents Action Steps

Supporting School Turnaround



- Board adopts NYS Common Core Standards including PK standards – January 2011
- Board adopts NYS Teaching Standards – January 2011 (revised in August 2011)
- Board adopts Social/Emotional and Developmental Learning Guidelines – July 2011
- Higher Education Committee endorses the use of the Interstate School Leaders License Consortium (ISLLC) school leadership standards as the basis for the Department's work on the Cohesive Leadership System – June 2009
- Board adopts policy on Improving Student Achievement and School Performance through Parent and Family Partnerships – January 2007 (revised from 1991 policy)

Implementation of the Key Tenets



Development and implementation of a:

- Comprehensive diagnostic tool
- Peer review process
- Comprehensive system of supports
- Longitudinal study to determine best practices

Diagnostic Tool for School and District Effectiveness



Purposes:

- Align all stakeholders currently involved in school and/or district evaluation to a common accountability language
- Provide a protocol for interested school and district communities looking to self-assess their effectiveness

Goal of the Diagnostic Tool for School and District Effectiveness

Current Practice

Based on a school's movement on the accountability continuum, it can receive multiple evaluations conducted by several teams across the Department:

- Curriculum Audits
- School Quality Review
- Joint Intervention Team
- Charter School Reviews
- Federal Title Program Audits
- IDEA compliance monitoring

Proposed Practice

The common protocol of the tool will be used in lieu of the current practices beginning the 2012-2013 school year. The findings will be used to:

- Determine how close or far away a school or district is from effective implementation of the 6 tenets in schools and districts
- Create a School and/or District Improvement Plan
- Identify school and district teams to participate in the comprehensive professional development offerings
- Inform accountability decisions

Goals of the Peer Review Process

Current Practice

The 2011-2012, Progress Review visits are conducted for all Year 2 SIG recipient schools consisting of the following:

- Conducted by a team from the Office of School Innovation sometimes assisted by other SED offices
- Exit conference with district staff conducted after the visits take place
- Findings are highlighted in the reports and are posted online for public view

Proposed Practice

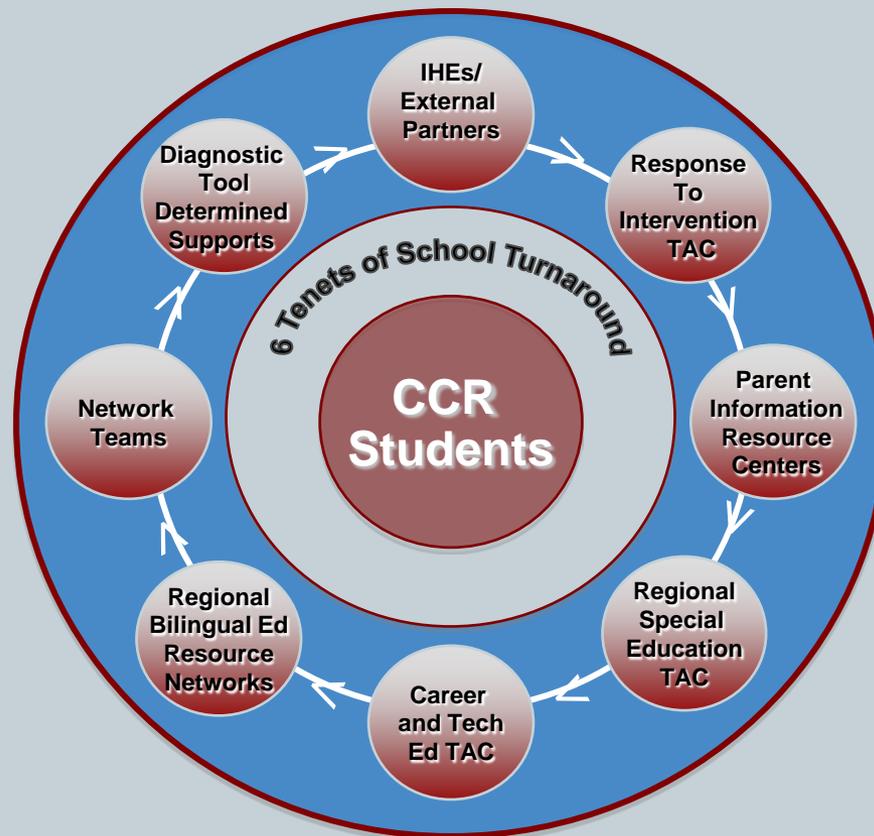
The Peer Review process will differ in the following ways:

- All PLA schools will be reviewed annually
- The Department plans to provide training to districts to conduct Peer Reviews of schools
- The report will continue to highlight findings and be posted online for public view

System of Comprehensive Supports



The Department forges relationships with high quality partners to provide comprehensive supports to our lowest-achieving districts and their schools



Building Support Through Family and Community Engagement



How can the Board of Regents continue to build and promote effective practices to support family and community engagement?

- Build on Regents policy “Parent Partnerships: Linking Families, Communities, and Schools”
- Identify additional research-based approaches for engaging all school stakeholders
- Leverage ESEA Flexibility Request set-asides to target resources to engage school communities
- Revisit Commissioner’s Regulations 100.11 (CR 100.11) to ensure broad based identification of, and engagement with, key school stakeholders
 - Determine the best methods/venue for reporting levels of engagement
- Leverage ESEA Flexibility Request set-asides to target resources to engage school communities

Building Support, Capacity and Sustainability at the District Level



- Superintendent
- Central Office Administrators

Facilitated Norming Retreat

Coaching by an external expert

- Central Office Administrators
- Central Office Supports

- School Leaders
- School / District Level Facilitators

Central Office Administrators supported by external expert



Goals for Longitudinal Study

Current Practice

- September 2011 - Measurement Incorporated (MI) contracted to conduct three year evaluation study.
- Evaluation includes analysis of:
 - PLA/SURR
 - implementation of school intervention models
 - effectiveness of interventions and impact on student achievement.
 - Differentiated Accountability (DA)
 - implementation of DA phases and category requirements.
 - effectiveness of interventions and impact on student achievement.

Proposed Practice

- Present annual reports, cumulative report and 3-year trend analysis to Board of Regents.
- Based on findings and recommendations from evaluation, assess which models (PLA/SURR) and interventions (DA) are viable under particular contexts.
- Determine which models and interventions have the greatest impact on student achievement.
- Develop a mechanism to increase school district capacity through partnerships to support improved student performance.
- Revise NYS Accountability System.

Next Steps



- **Align grant funding, practice and policy across P-12 and our supporting partners to:**
 - strengthen low performing schools and districts
 - support the Regents Reform Agenda
- **Prepare policy considerations for Board of Regents action**