

# Strategic Plan for School Turnaround



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



## 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

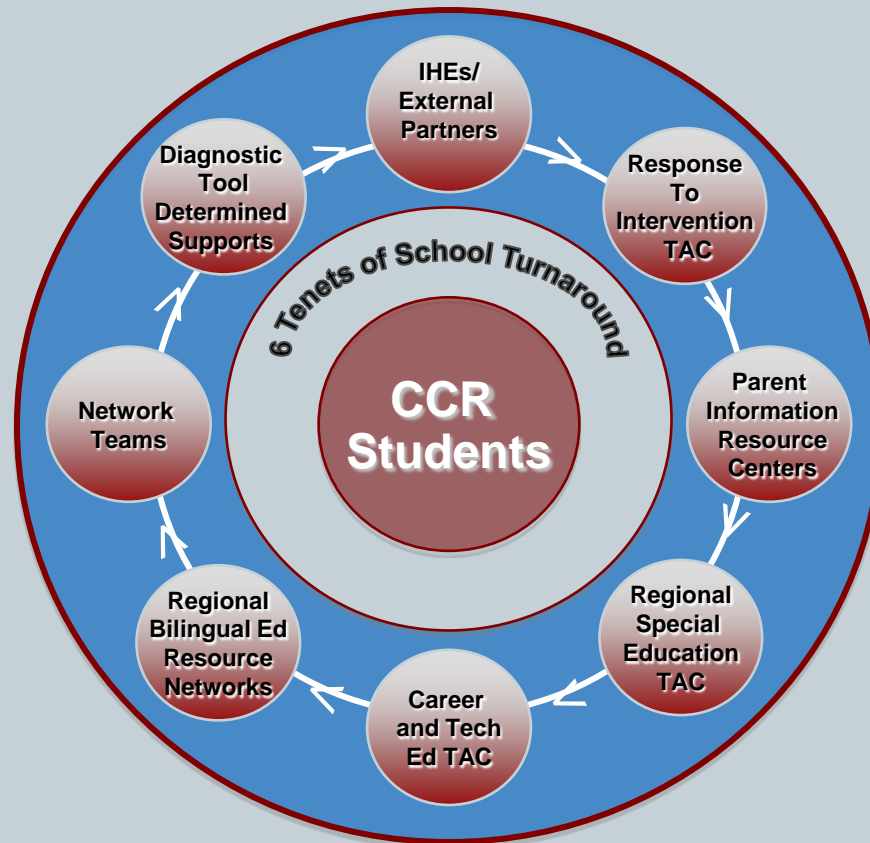
The Peer Review process will differ in the following ways:

- 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**