



Our Students. Their Moment.

Update on Receivership

April 18, 2016

The Work Already Underway: Superintendent Receivership

- Based on the statutory guidelines, 145 schools in 17 school districts were identified as Struggling Schools or Persistently Struggling Schools.
 - 124 were identified as Struggling Schools
 - 21 were identified as Persistently Struggling Schools
- As required by state law, in order to use the powers of the Receiver, Superintendents must have a department approved plan (1003(g) School Improvement Grant, School Innovation Fund or School Comprehensive Education Plan) in place for the 2015-16 school year.
- Final approved plans were accepted in place of, or in addition to, the first Quarterly Report, which was due October 30, 2015.
- At least one district has requested changes to a collective bargaining agreement.

The Work Already Underway: Performance Management

- Site Visits to Persistently Struggling and Struggling Schools
- Quarterly reports submitted by each school
- Quarterly conference calls
- Follow-up reports and follow-up visits
- Strategic decisions

Removal of Schools from Receivership

- **Schools are placed in and removed from Receivership based upon their status as Priority Schools.**
- **Consistent with State Education law, Commissioner's Regulations 100.18(d)(6) specifics that:**
 - **A school in superintendent receivership is removed from Persistently Struggling or Struggling School status at the end of the school year in which the school is removed from Priority School status.**
 - **A school in independent receivership is removed from Persistently Struggling or Struggling School status at the end of the contract period for the independent receiver following the school's removal from Priority School status.**
 - **A school that is in superintendent receivership can avoid placement under an independent receiver by making Demonstrable Improvement.**

Removal of Schools from Receivership

- **The designation of schools for Receivership was based upon 2013-14 school year accountability data.**
- **New York's approved ESEA Flexibility Waiver required New York to submit by March 1, 2016 to the US Department of Education a new list of Priority Schools based on 2014-15 school year results.**
- **As a result of creating the new list of Priority Schools, 70 of the 145 schools in Receivership were not re-identified as Priority Schools and will be removed from Receivership at the end of this school year.**
- **Except for schools that close, the remaining schools in Receivership must remain in receivership until at least the end of the 2016-17 school year, the first time they are eligible for removal from Priority School status.**

Demonstrable Improvement

- Persistently Struggling Schools must annually make Demonstrable Improvement or they will be placed in Independent Receivership.
- Struggling Schools must make Demonstrable Improvement or after two years they will be placed in Independent Receivership.
- Schools that make Demonstrable Improvement continue under Superintendent Receivership.
- In deciding whether Demonstrable Improvement has been made, Commissioner shall consider:
 - Performance on Metrics
 - Number of Year Schools have been Identified
 - Superintendent's successful use of the powers of a School Receiver to implement the school's plan.

Demonstrable Improvement: Overview

- One or more indicator(s) shall be established for each Metric specified in legislation.
- For each indicator, a school can make progress by achieving either a “universal goal” or a school specific progress target.
- Goals were established based upon the average performance of schools in receivership compared to schools Statewide.
- The school specific targets generally increase over the three-year period.
- Most indicators are based on student performance; some indicators are based on implementation of programs and/or processes.
- The State Education Department selected some of the school indicators, and the Superintendent Receiver in consultation with the Community Engagement Team selected some.
- Selected indicators are based primarily on where the school’s performance needs the most improvement.
- Superintendent Receivers had the opportunity to submit local measures to be approved by the Commissioner.

How Demonstrable Improvement is Determined

- The Department has identified Level 1 and Level 2 indicators.
 - A minimum of five Level 1 and five Level 2 indicators were selected for a school; Level 1 indicators were, in most cases, assigned by the Department; Level 2 indicators were selected by schools from among those approved by the Department to be used by the school.
- The Demonstrable Improvement Index generates a score from 0-100%.
 - Level 1 and Level 2 indicators are weighted 50% in computing the Demonstrable Improvement Index.
 - Each indicator within Level 1 and Level 2 are weighted equally.
- If a school achieves an index of 67% or higher, the school has made demonstrable improvement. If a school achieves below 40%, it has not, unless the school can demonstrate it would have achieved 67% of its goals absent extenuating or extraordinary circumstances.
- The Department will review the entirety of the record and after consulting with district and Community Engagement Team determine whether a school with an index of 40% or higher but less than 67% shall be considered to have made Demonstrable Improvement.

The Level 1 Indicators

Elementary and Middle:

- **Making Priority School Progress**
- **Percent of Students at or above Level 2 in ELA**
- **Percent of Students at or above Level 2 in math**
- **Mean Student Growth Percentile in ELA**
- **Mean Student Growth Percentile in math**
- **Percent of Students at or Above Level 3 in Science**
- **Serious Incidents (VADIR)**

High School:

- **Making Priority School Progress**
- **4-year High School Graduation Rate**
- **5-year High School Graduation**
- **Percent of Students Graduating with Regents Diploma with Advanced Designation**
- **Percent of 10th graders passing Math Regents**
- **Percent of 11th graders passing ELA Regents**
- **Serious Incidents (VADIR)**

Level 2 Indicators

Level 2 Indicators Include:

- Indicators for students subgroups (i.e., English language learners, low-income students, racial/ethnic groups and students with disabilities).
- Implementing a Community School Model, expanded learning time and other key system initiatives.
- School climate (e.g., attendance, suspensions).
- Gaps between a student group and students who are not members of the group (e.g., between students with disabilities and students without disabilities).
- Students passing courses.
- High School Student Promotion Rates (promoted from grades 9,10 & 11).
- College- and Career- Readiness.
- Developmentally Appropriate Child Assessments: Pre-K to Third Grades.
- Teachers Teaching out of Certification Area.
- Teacher Turnover.
- Post-graduation plans for students.
- Local measures approved by the Commissioner.

Computing the Demonstrable Improvement Index: Example

Indicator	Level	Performance	Progress Target	Indicator Made	Weighting
Made Priority School Progress	Level 1	Did Not Make Progress	Make Progress	No	0%
Grades 3-8 math percent at or above Level 2	Level 1	42%	35%	Yes	10%
Grades 3-8 ELA all students SGP	Level 1	48%	46%	Yes	10%
Grades 4 and 8 Science percent at or above Level 3	Level 1	35%	36%	No	0%
Grades 3-8 Math SGP	Level 1	45%	47%	No	0%
Implement Community School Model	Level 2	First Year Implementation	First Year Implementation	Yes	7.14%
Expanded Learning Time	Level 2	Implement Program	Program Implemented	Yes	7.14%
DTSDE Family and Community Engagement	Level 2	Developing	Developing	Yes	7.14%
Grade 3-8 math percent Black students at or above Level 2	Level 2	30%	32%	No	0%
Grades 3-8 ELA low-income SGP	Level 2	52%	51%	Yes	7.14%
Course Passing Rate for 8th Graders	Level 2 (Local Indicator)	87%	89.4%	No	0%
Reading Proficiency Growth for K-2 students	Level 2 (Local Indicator)	43%	38%	Yes	7.14%
Index Result					55.70%

Level 1 Indicator: Example

District	School	Description	Level	School Baseline	Goal for 15-16	Progress Target for 15-16	Goal for 16-17	Progress Target for 16-17	Goal for 17-18	Progress Target for 17-18
Albany City SD	P J SCHUYLER ACHIEVEMENT ACADEMY	3-8 Math All Students Level 2 and above	Level 1	34%	38%	1% Increase	41%	3% Increase	51%	6% Increase

- This indicator measures the percentage of continuously enrolled tested students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Grade 7 or 8 students who score 65 or above in any of the Regents (CCLS) Algebra I, Geometry, or Algebra II/Trigonometry are also included in this indicator.
- The statewide average for all schools is 72%, and for Receivership Schools it is 31%. The goal set for Receivership Schools is to reduce the gap by 50% over 3 years; or meet the aggressive but achievable Progress Target of 6% increase from the baseline.

Independent Receivership

- Request for Qualifications (RFQ) released in February 2016.
- Posted on SED website and emailed to college presidents; BOCES District Superintendents, Superintendents, Public School Administrators, Charter School Administrators, and Nonpublic School Administrators.
- To date, one entity has applied to be an Independent Receiver. Scoring is in process.
- Applications are accepted on a continuous and ongoing basis.
- Districts with schools that have failed to make Demonstrable Improvement will choose Independent Receivers from the approved list, or can provide justification for Independent Receivers of their own choosing and request approval.

Community Schools Funding

- **The 2015-16 budget provided \$75 million for Persistently Struggling and Struggling Schools.**
- **Eligible schools are those identified throughout the 2016-17 school year.**
- **Funding can be used to support operating and capital costs to transform schools into community hubs.**
- **Board of Regents shall promulgate regulations for use of funds, which shall require school districts demonstrate substantial parent, teacher, and community engagement in the planning, implementation, and operation of the community school.**
- **Director of budget must approve the Commissioner's plan for use of these funds.**
- **The 2016-17 enacted budget provides additional funding for community schools. Staff is currently reviewing the role it might play in supporting schools in Receivership.**

Next Steps:

- Department staff will review plans submitted by superintendent receivers for the 2016-17 school year.
- Department staff will develop expenditure plan for allocation of \$75 million in funds available to Struggling and Persistently Struggling School to implement Community School models as well as proposed Commissioner's Regulations for consideration by Board of Regents.
- Department staff will continue to encourage eligible entities to apply for prequalification as Independent Receivers.
- Department staff will gather information necessary to make Demonstrable Improvement determinations.
- Commissioner will make Demonstrable Improvement determinations and will approve or appoint Independent Receivers should they be required.

engage^{ny}

Our Students. Their Moment.

Thank You.

Follow NYSED on Twitter:

@NYSEDNews