



Our Students. Their Moment.

Testimony before the Assembly Committee on Education

Public Hearing on the Implementation of Race to the Top and Federal
School Intervention Models in New York City

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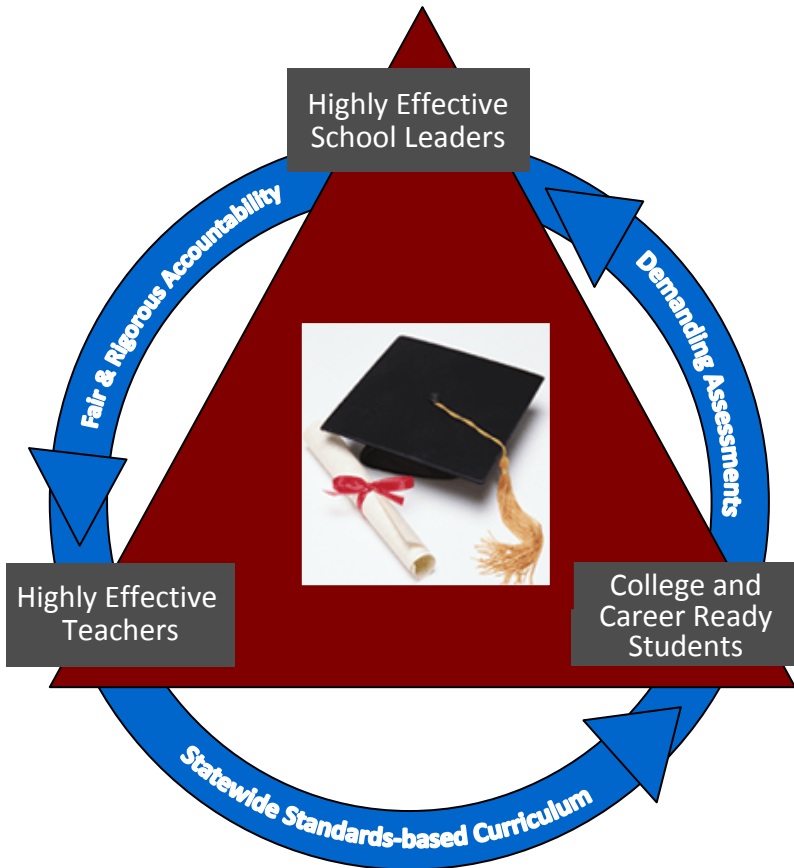
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New York, NY



Regents Reform Agenda

All Students College & Career Ready



- Implementing **Common Core State Standards and developing curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace
- Building **instructional data systems** that measure student success and inform teachers and principals how they can improve their practice in real time
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**
- **Turning around the lowest-performing schools** with robust interventions based on the three areas above

What are the Common Core State Standards?

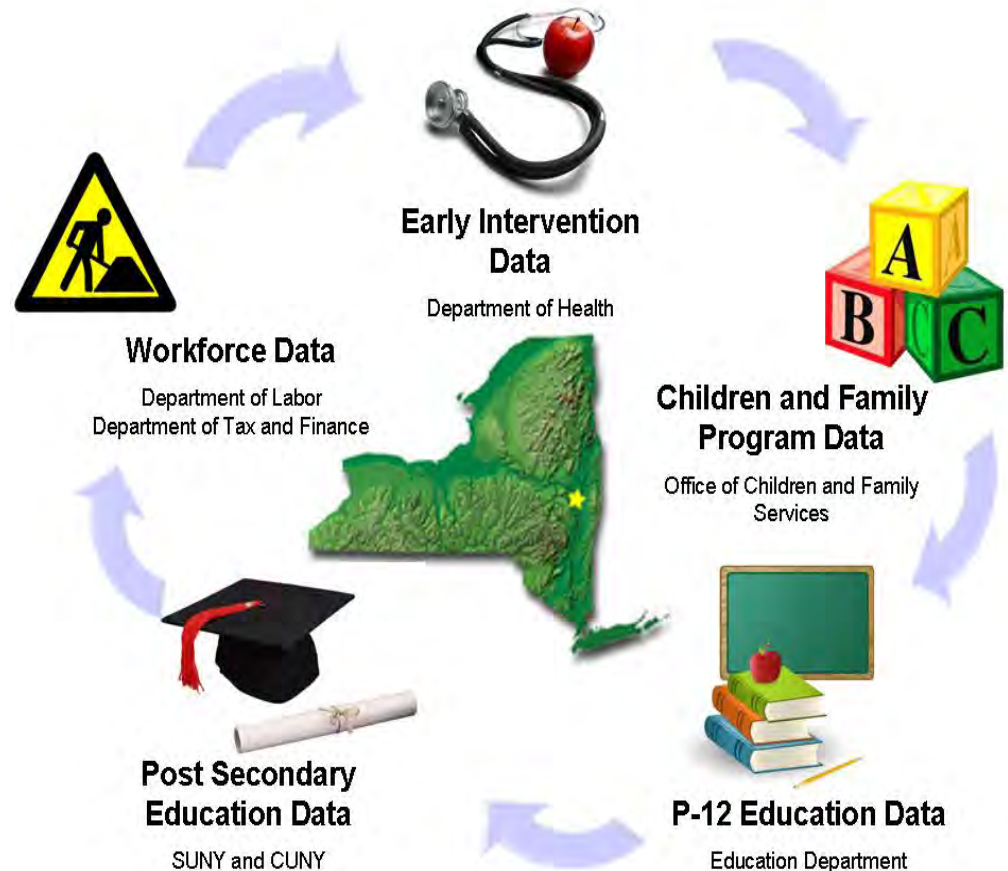
- The development of the Common Core State Standards was a state-led effort to establish a shared set of clear educational standards for ELA and Math.
- The Common Core were, for the first time, ***backmapped*** from the skills and knowledge students need to succeed in college and careers grade-by-grade all the way back to kindergarten.
- To retain the US competitive advantage, the Common Core is benchmarked to international standards and informed by the best evidence and research.

RTTT Progress: Implementing the Common Core

Project	Status	Next Steps
Launch Engage NY.org website (v1.0) with resources for teachers/leaders	✓	v2.0 expected and content continuously added
Statewide Professional Development through Network Teams	✓	Ongoing
P-5 ELA/Math Curriculum Modules	✓	Award in April 2012
Video Exemplars of Excellent Teaching Aligned to the Common Core	✓	Award in May 2012
6-12 ELA/Math Curriculum Modules	RFP in April 2012	Award July 2012
Science/Social Studies/Arts Curriculum Modules	RFP in January 2013	Award in Spring 2013

What are Instructional Data Systems?

- Instructional Data Systems support Data-Driven Instruction, which is a precise and straightforward approach to improving student learning throughout the year. It's a real-time way to gauge students' achievement including both strengths and weaknesses - to meet them where they are and tailor instruction to meet their needs.



RTTT Progress: Implementing Instructional Data Systems

Project	Status	Next Steps
CUNY/SUNY Data Sharing MOU	✓	Add SUNY/CUNY course data beginning in 2012-13 to support college-readiness analyses and P-12 reporting
Link to the National Student Clearinghouse for data from Independent Colleges and Universities	✓	Integrate into data system for college-readiness analyses and P-12 reporting
Student/Teacher Data Linkage	✓	Data to be collected for all classroom teachers beginning in 2012-13
Education Data Portal (EDP) – Data Dashboards / Content and Educator Collaboration	RFP in April 2012	System deployment in Fall 2013
Statewide Training through Network Teams	✓	Training will incorporate EDP beginning in Fall 2013
Link to workforce data		Need new statutory authority to link P-12 to workforce outcomes for career-readiness analyses

Effective Teachers and Principals

- We know that having a great teacher matters* for classroom success and long-term impacts on a student's life, including:
 - Likelihood of attending college (UP)
 - Likelihood of teen pregnancy (DOWN)
 - Lifelong income (UP)
 - Retirement savings (UP)
- Because great teachers are key to a student's success we are changing how:
 - Teachers and principals are certified to ensure that new educators have the skills required by the Common Core and today's diverse classrooms
 - Teachers and principals are evaluated to incorporate multiple measures of student academic growth to support more targeted professional development

*Source: The Long-Term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood (Chetty, Friedman & Rockoff).

RTTT Progress: Effective Teachers and Principals

Project	Status	Next Steps
Statewide Training on Teacher and Principal Evaluation System through Network Teams	✓	Ongoing
Supporting Teacher & Leader Effectiveness	RFP in April 2012	Award in August 2012
Clinically Rich Graduate Teacher Preparation Pilot	✓	Support 11 awardees
Clinically Rich Undergraduate Teacher Preparation Pilot	RFP in April 2012	Award in August 2012
AP STEM Initiative	✓	
Model Induction	✓	Support 3 awardees
Student/Parent/Teacher Feedback Surveys Tool	RFQ in April 2012	Approval in June 2012
Rubric Providers	✓	
Growth Model	✓	First results will be based on 2011-2012 state tests
3 rd Party Assessments	✓	2 nd Round Complete. 3 rd Round Summer 2012
APPR Standard Form and State Approval Process	Form Released in April 2012	Reviews conducted throughout Summer 2012

Turnaround Efforts:

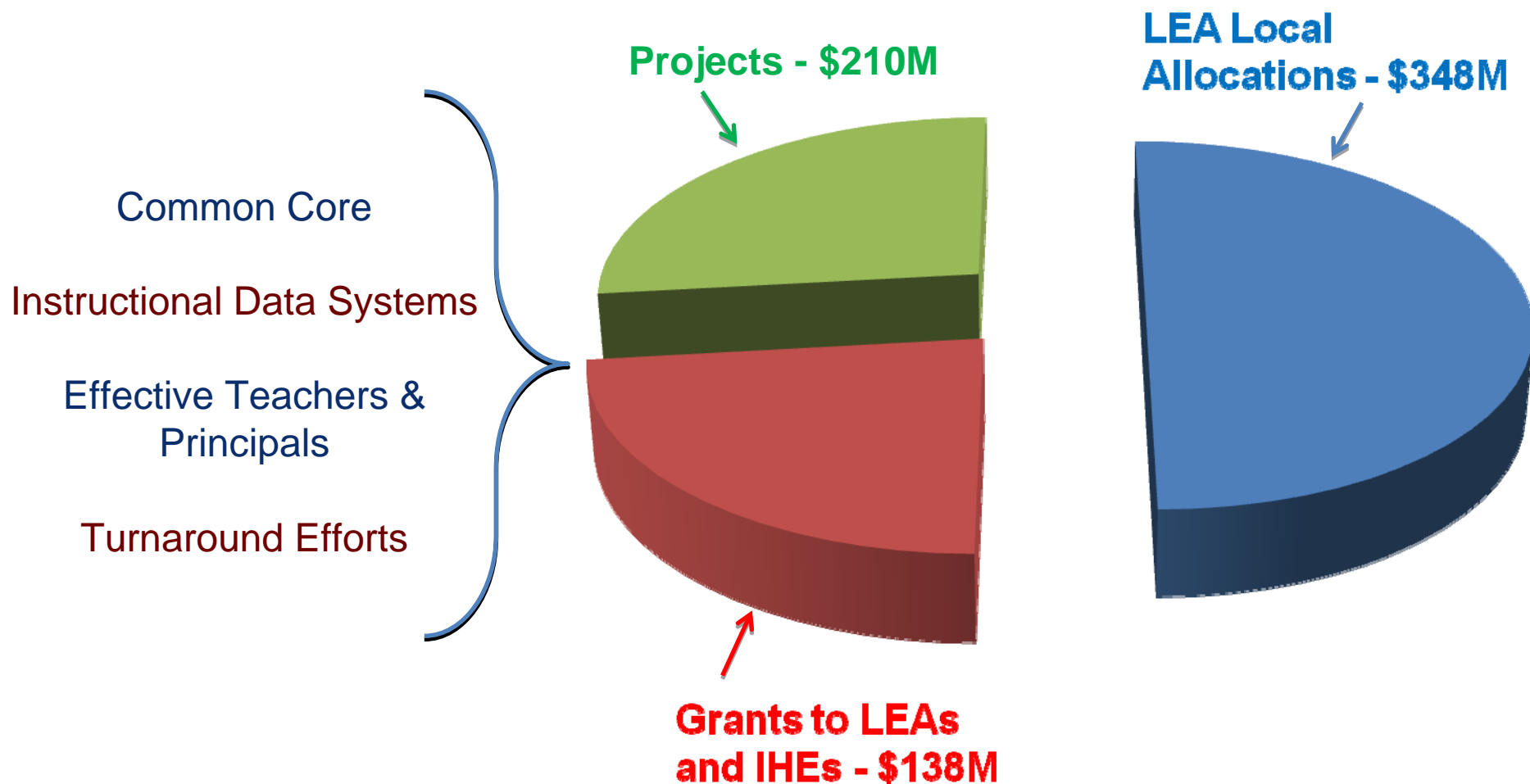
Key Elements Aligned to the Regents Reform Agenda

- **Teacher Instructional Practices and Decisions aligned to the Common Core**
 - Implementation of the Common Core
 - Professional Development that supports effective implementation of the Common Core
 - Use of data to drive instructional and operational decision-making
- **Leadership Development**
 - Leadership practices, including effective evidence-based observation of practice
 - Effective human capital and staffing practices that optimize district and school resources
 - Effective use of time and scheduling
- **Family and Community Engagement**
 - Effective practices to promote family and community engagement
- **Student Social/Emotional Development**
 - School culture that leads to a safe, healthy and supportive climate for students and adults
- **District Capacity**
 - Aligning systems and structures

RTTT Progress: Turnaround Efforts

Project	Status	Next Steps
School Innovation Fund (Round I)	✓	Round II Award in Fall 2012
Longitudinal Study to determine Best Practices	✓	Award in 2011
Commissioner's Schools – Dissemination and Replication of Successful School Practices	RFP in May 2012	Award Fall 2012
Comprehensive Diagnostic Tool for School Review Visits	Pilot in Spring 2012	Implementation expected Fall 2012
Supplemental Support Grants for SIG Districts	RFP in Development	Award in 2012

Distribution of RTTT Funding



New York City RTTT Scope of Work

Project	4 Year Allocation (M)
Integrating and Implementing the Common Core State Standards	\$126
Developing New Supports for Students with Disabilities and English Language Learners	\$33
Strengthening Teacher and School Leader Effectiveness	\$60
Expanding the Portfolio of High-Performing Schools	\$14
Supporting Innovation in Schools	\$23
Total	\$256

Available at: <http://eservices.nysed.gov/rtt/lea/showAll.html> (see NYC Chancellor's Office)

School Improvement Grant Program Basics

- Since April 2010, New York has received School Improvement Grants of over \$375 million.
- As required by the USDE, the State Education Department (SED) had to commit to distributing the funds to the state's persistently lowest-achieving schools in order to support implementation of one of four federal school improvement models over a period of three years.
- Each school is eligible to receive up to \$2 million per year, for up to three years, to support model implementation. To receive funding districts must demonstrate that the eligible schools will fully and effectively implement one of the four models with the goal of dramatically improving student achievement.

Persistently Lowest Achieving (PLA) Schools Criteria

- Lowest performing 5% of Title I schools and Title I eligible secondary schools in Improvement, Corrective Action or Restructuring accountability status based on:
 - Academic achievement of the “all students” group in terms of proficiency on the State’s reading/language arts and mathematics assessments combined; and
 - Lack of progress on the State’s assessments over three years in the “all students” group.
- Title I or Title I eligible secondary schools with graduation rate less than 60 percent for three consecutive years.

2011-2012 NYC SIG Timeline



*SED Review
expected to be
completed by
early June.*

Four Federal Intervention Models

- SIG/RTTT guidelines highlight **four effective models** for dramatic school intervention in persistently lowest-achieving schools:
 - Transformation
 - Restart
 - Turnaround
 - Closure
- These models all include elements of intervention strategies that have already been implemented in New York State.

Transformation Model

- Replace the principal, unless current principal has been in place less than 3 years and was placed in the school as part of a district intervention.
- Implement teacher and principal evaluation system, aligned with Education Law 3012-c
- Institute comprehensive instructional reforms
- Expand learning time
- Grant principal sufficient *operational flexibility* (including budgeting, staffing, time) to implement a comprehensive approach to substantially improve student outcomes.

School districts with nine or more PLA's
can only implement Transformation in
50% of identified schools

Restart Model

- **CONVERT/CLOSE** and re-open with an external partner, such as a charter school operator, a charter management organization or an Educational Partner Organization (EPO) selected through a rigorous review process
- Must enroll, within the grades served, any former student who wishes to attend the school.
- The Commissioner approves a school district's contract template with an EPO.
- Pursuant to § 211-e of the Education Law the district must provide the EPO with many of the powers of a Superintendent in exchange for greater EPO accountability for student achievement.
- EPO must implement teacher and principal evaluation system and provide professional development to all staff on Common Core State Standards, data-driven instruction, and teacher and principal evaluation processes and procedures.

Turnaround Model

- Replace the principal, unless current principal has been in place less than 3 years and was placed in the school as part of a district intervention.
- Rehire no more than 50% of the staff, based on locally developed competencies.
 - Teachers hired in last two years can be counted as new under certain conditions.
- Grant principal sufficient *operational flexibility* (including budgeting, staffing, time) to implement a comprehensive approach to substantially improve student outcomes.
- Institute comprehensive instructional reforms.
- Expand learning time.

School Closure

- **CLOSE** the school and enroll students in other schools within the district that are higher-achieving

Changing Models

- Under federal guidance, a Local Education Agency (LEA) may petition a State Education Agency (SEA) to change models.
- NYC DOE is applying to:
 - Switch 13 schools from Restart to Turnaround with 18D.
 - Switch 9 schools from Transformation to Turnaround with 18D.
 - Switch 2 Transformation schools to Turnaround using phase-in/phase-out.
 - Receive 2011 funding for 4 schools to implement Turnaround with 18D, and 3 schools to implement Turnaround using phase-out/phase-in in the 2012-2013 school year.
 - In addition, NYC DOE will submit update applications to continue implementing Turnaround using phase-in/phase-out in 11 schools.
 - NYC DOE has removed 11 schools from SIG funding. One school, Metropolitan Corporate Academy, will be closing in 2012-2013.

Challenges remain, but New York is Meeting RTTT Expectations*

“Mayor Michael R. Bloomberg, Schools Chancellor Joel I. Klein and United Federation of Teachers President Michael Mulgrew today celebrated New York State’s selection and award of \$700 million in the U.S. Department of Education’s Race to the Top competition.”

-NYC DOE Press Release, 8/24/2010

“The Race to the Top funds will enable New York State to build a curriculum and an early warning data system that will help schools identify the supports that children need to succeed.”

-UFT President Michael Mulgrew, 8/24/2010



“This is something New York has absolutely earned... This is an investment of scarce taxpayer dollars in your ability, your collective ability to dramatically improve student achievement over time.”

Secretary of Education Arne Duncan, 8/30/2010

“Our students have shown tremendous improvement and now – as a Race to the Top participant – we will work with our teachers and school administrators to raise the bar once again.”

-Mayor Bloomberg, 8/24/2010

“Today's announcement is clear recognition that teachers unions and other key stakeholders came together in New York to enhance learning opportunities for all students... New York's agreement to change the way teachers are evaluated undoubtedly played a major role in New York winning a Race to the Top grant.”

-NYSUT Press Release, 8/24/2010

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Thank You.

