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Making Demonstrable Improvement: Request for Feedback

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Requirements for Demonstrable Improvement

- **Persistently Struggling Schools must annually make Demonstrable Improvement or they will be placed in Independent Receivership.**
- **Struggling Schools after an initial two-year period must annually make Demonstrable Improvement or they will be placed in Independent Receivership.**
- **Commissioner shall consider:**
  - **Performance on Metrics**
  - **Years of Identification**
  - **Superintendent's successful use of the powers of a School Receiver to implement the school's plan.**

Metrics Specified in Legislation

(i) student attendance;

(ii) student discipline including but not limited to short-term and long-term suspension rates;

(iii) student safety;

(iv) student promotion and graduation and drop-out rates;

(v) student achievement and growth on state measures;

(vi) progress in areas of academic underperformance;

(vii) progress among the subgroups of students used in the state's accountability system;

(viii) reduction of achievement gaps among specific groups of students;

(ix) development of college- and career- readiness, including at the elementary and middle school levels;

(x) parent and family engagement;

(xi) building a culture of academic success among students;

(xii) building a culture of student support and success among faculty and staff;

(xiii) using developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable, that are tailored to the needs of the school; and

(xiv) measures of student learning.

The school intervention plan may also include annual goals on locally-selected measures, provided that such locally-determined measures shall be submitted to the Commissioner for approval in such form and format as may be prescribed by the Commissioner.

Goals of the Process

- **Stakeholder Buy-in.**
- **Alignment with School Plans.**
- **Encouragement of Good Practices.**
- **Balance between Realistic Expectations for Improvement and the Urgent Need for Real Improvement.**
- **Determinations Made Appropriately.**

Guiding Principles

- One or more metric(s) shall be established for each category specified in legislation.
- For each metric, a school can make progress by achieving either a "universal goal" or a school specific target.
- The metric goal remains fixed for three years. The school specific targets generally increase over the three-year period.
- Most metrics will be based on student performance; some metrics will be based on implementation of programs and/or processes.
- The State Education Department will select some of the school metrics, and the School Receiver in consultation with the Community Engagement Team shall select some.
- Selected metrics will be based primarily on where the school's performance is weakest.
- School Receiver may seek to have local measures approved by the Commissioner.
- The result of the process shall be a judgment that the school made Demonstrable Improvement, did not make Demonstrable Improvement unless there are shown to be extenuating or extraordinary circumstances, or the Commissioner shall review the totality of the record to make a determination.

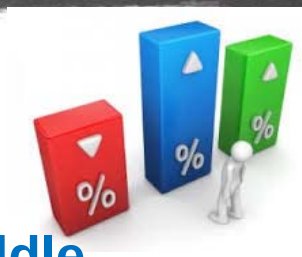
How Demonstrable Improvement is Determined

- Some metrics will be considered Level 1; some metrics will be considered Level 2; some metrics may be either Level 1 or 2, depending on circumstances.
- A minimum of five Level 1 and five Level 2 metrics will be selected for a school.
- Level 1 metrics shall be weighted 50% in computing the Demonstrable Improvement Index and Level 2 metrics shall also be weighted 50%.
- Each metric within Level 1 and Level 2 shall be weighted equally.
- The Demonstrable Improvement Index shall range from 0% to 100%.
- 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 Commissioner shall 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 and less than 67% shall be considered to have made Demonstrable Improvement.

Metric Categories

- Priority Schools Making Progress
- Implementing Successful Practices
- School Climate
- Attendance
- Academic Performance for all students
- Academic Performance for subgroups of students
- Academic Growth for all students
- Academic Growth for subgroup of students
- Closing Gaps in Achievement
- Graduation and Dropout Rates
- Student Promotion Rates
- College- and Career- Readiness
- Developmentally Appropriate Child Assessments: Pre-K to Third Grades
- Teachers Teaching out of Certification Area
- Staff Turnover
- Post-Secondary Success

Level 1 Metrics



- There are seven Level 1 metrics for elementary and middle schools and seven for high schools.
- If a school's performance is below a Level 1 target for a metric, that metric will be assigned to a school. If there are five or more metrics for which the school is below the baseline then all of these will be used.
- If there are fewer than five, then the associated Level 2 metrics will be used as Level 1 metrics.
- If the combined Level 1 metrics and associated Level 2 metrics are still fewer than five, then the Levels 1 metrics for which the school is farthest from the State average will be used.
- An associated Level 2 metric is a Level 1 metric used for a specific accountability group (e.g., the percentage of students with disabilities in Grades 3-8 math performing at or above Level 2 is an associated Level 2 metric for the Level 1 Grades 3-8 math metric.)

The Level 1 Metrics

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
- School Violence Index

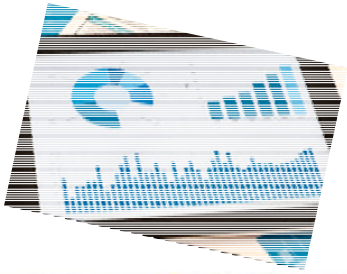
High School:

- 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
- School Violence Index

Level 2 Metrics

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.**
- **Student Promotion Rates.**
- **College- and Career- Readiness.**
- **Developmentally Appropriate Child Assessments: Pre-K to Third Grades.**
- **Teachers Teaching out of Certification Area.**
- **Staff Turnover.**
- **Post-graduation plans for students.**
- **Local measures approved by the Commissioner.**



Selecting Level 1 Indicators: An Example

Since 4 Indicators have been selected, the school may select one additional indicator from a subgroup that is below the baseline for Grade 3-8 ELA, Grade 3-8 Math SGP, or Grade 4 and 8 science. The school's chooses as a fifth indicator Grade 3-8 Math SGP for students with disabilities.

Indicator	Target	School's Performance in 14-15	Selected	Comment
Making Priority School Progress	NA	NA	Yes	This is always an Indicator
Grades 3-8 ELA percent at or above Level 2	40%	43%	No	School is Above Baseline
Grades 3-8 math percent at or above Level 2	38%	25%	Yes	School is Below Baseline
Grades 3-8 ELA all students SGP	50.7%	45%	Yes	School is Below Baseline
Grades 3-8 math all students SGP	51.2%	52%	No	School is Above Baseline
Grades 4 and 8 Science percent at or above Level 3	39%	36%	Yes	School is Below Baseline
School Violence Index	10 Serious Incidents	6 Serious Incidents	No	School is Below Baseline

Selecting Level 2 Indicators: An Example

The School must select a minimum of five Level 2 indicators, but may select more. The school must first select metrics for which it is below the target before the school selects metric for which it is above the target. The school may not select more than one metric per category for which it is above the target.

Indicator	Target	School's Performance in 14-15	Selected	Comment
Implementing Community Schools Model	Implement Community School Model	No Model	Yes	School must meet first year implementation standards
Extended Learning Time	Implement Program	Program does not provide 200 Hours of Extended Learning Time to all Students	Yes	School must meet implementation standards
DTSDE Teacher Practices and Decision Making	Developing	Developing	Yes	School may pick one DTSDE tenet for which it is below Effective
Percent of Newly Hired Teachers with State Provided Growth Ratings of Effective of Above	90% or no more than 1 not Ineffective	NA	Yes	Minimum of five new teachers required
Grade 3-8 ELA percent of low-income students at or above Level 2	39%	40%	No	School is above first year target; since there are other indicators below target; one of them must be chosen
Grade 3-8 ELA low-income SGP	51.1%	50%	Yes	School is below first year Goal
Chronic Absenteeism	Fewer than 20% of students chronically absent	30%	Yes	Local Measure Approved by Commissioner
ELL students gaining one Level on NYSESLAT	50%	40%	Yes	Local Measure Approved by Commissioner

Computing the Demonstrable Improvement Index

Measure	Performance	Target	Measure Made	Weighting
Made Priority School Progress	Did Not Make Progress	Make Progress	No	0%
Grades 3-8 math percent at or above Level 2	28%	26%	Yes	10%
Grades 3-8 ELA all students SGP	48%	46%	Yes	10%
Grades 4 and 8 Science percent at or above Level 3	35%	39%	No	0%
Grades 3-8 Math SGP	45%	47%	No	0%
Implement Community School Model	First Year Implementation	First Year Implementation	Yes	7.14%
Expanded Learning Time	Implement Program	Program Implemented	Yes	7.14%
DTSDE Teacher Practices and Decision Making	Developing	Developing	Yes	7.14%
Percent of Newly Hired Teachers with State Provided Growth Ratings of Effective or Above	3 Teachers Effective; 1 Teacher Developing; 1 Teacher Ineffective	4 Teachers Effective or Highly Effective	No	0%
Grades 3-8 ELA low-income SGP	52%	51%	Yes	7.14%
Chronic Absenteeism	Fewer than 29% of students chronically absent	30% Chronically Absent	No	0%
ELL students gaining one Level on NYSESLAT	41%	50%	Yes	7.14%
Index Result				55.7%

Determining Demonstrable Improvement

- **In this example, because the school's Demonstrable Improvement Index is above 40% but below 67%, the Commissioner reviews the entire performance of the school.**
- **After the review, the Commissioner determines the school has made Demonstrable Improvement.**
- **<u>Note</u>: Targets become more rigorous in Years 2 and 3.**

Additional Information About the Index

- **Once selected, metrics remain in place for three years.**
- **If a determination cannot be made in the current year about a metric, the weights for that year will be adjusted.**
- **If a determination cannot be made in a future year about a metric, another metric may be selected.**
- **If a school falls below a Level 1 target after year 1, that metric will be added to the Level 1 list.**
- **If a school meets the criteria for removal from Priority Status, the district may petition for removal, even if the school does not make Demonstrable Improvement.**

How Metric Goals Change Over Time

Four-year Graduation Rate:

- **Year 1: 55% or a 1 percent increase over baseline performance.**
- **Year 2: 57% or a 3 percent increase over baseline performance.**
- **Year 3: 64% or a 6 percent increase over baseline performance.**

Next Steps

- **The Department will share additional information on metrics, goals and progress targets.**
- **Districts and Stakeholders may provide feedback on proposal by submitting comments to receivership@nysed.gov by *Friday, July 31, 2015*.**
- **Prior to the school year, NYSED will provide a template for districts to complete by end of September along with instructions on how to submit local measures.**
- **Districts should begin now to think about metrics they wish to select.**

Summary of Requested Feedback

- General feedback on the approach: Does it seem reasonable or if not, please propose an alternative, which must be consistent with the law and regulation.
- If the approach is generally acceptable, do you have any general recommendations for improvement?
- Specific feedback: Are their any metrics that you would propose adding or subtracting? If additions, please specify exactly how timely data can be collected and the metric measured.
- Goals and targets: Are they reasonable? Any suggestions for revision?

- Demonstrable Improvement decision: Any suggestions for revisions in how the decision is made?