

## **Features of Educational Partnership Organization (EPO) Model Required to Be Demonstrated In Order for a District to Receive Commissioner's Approval to Enter into Contract with the EPO, as outlined in Education Law 211-e**

Under Education Law 211-e, districts with schools that have been identified as Priority under New York State's approved ESEA Flexibility Waiver have the ability to contract with Educational Partnership Organizations to turnaround the identified school(s). The Office of Accountability has issued additional guidance to ensure that districts enter into contract with EPOs that have the necessary capacity, skill, and experience to turnaround Priority Schools. Listed below are features that EPOs must demonstrate in order for the Commissioner to approve the contract between the EPO and the district:

- Ability of the EPO to ensure successful instructional leadership at the school level through such strategies as employing a full-time mentor for the school leader (who, with the EPO and mentor, chooses the APs/building administrators to the extent allowable).
- Proven ability to effectively utilize time, including the development of a schedule that incorporates structured common planning time for teacher collaboration. A minimum number of hours for staff development, including facilitated collaborative planning time, must be incorporated into the schedule.
- Proven ability to support implementation of the Common Core Learning Standards in English language arts and mathematics.
- Ability to provide extensive support to teachers focused on implementing strategies for English Language Learners and students with disabilities.
- Proven ability to support use of formative and interim assessments.
- Ability to support implementation of the district's Annual Professional Performance Review (APPR) plan, with particular emphasis on instructional improvement through creation of a strong, proven observation and feedback plan.
- Proven ability to serve as a Professional Development (PD) partner that will provide in-class coaching and development based upon data that identifies student and staff needs.
- Proven ability to implement an articulated plan for intentional support for student social emotional health.
- Proven ability to use data to inform instructional decisions and ability to provide staff with extensive PD on using data to inform instructional decisions.
- Where applicable, the ability to execute such site-based modifications to collective bargaining contracts as are mutually agreed upon with unions in order to facilitate implementation of EPO model.

Other Elements to Consider:

- Implementation of flexible scheduling that provides sufficient time for instructional interventions during school and as part of an extended learning time program.

- Implementation of a structured lesson plan format (with required elements).
- Proven ability to support implementation of parent engagement plans aligned to school goals.
- Proven use of an effective school-wide behavior management model (e.g., Positive Behavioral Interventions and Supports (PBIS)).

Note: If the EPO does not have all of the requisite capacity in-house, the EPO must inform the State Education Department (SED) of which organizations it will partner with to effectively provide these services to the school and provide information to SED regarding the chosen organization's proven ability to support the school in the areas identified.