

ATTACHMENT G

Focus District, Focus School, and Priority School Intervention Requirements

Charter Focus or Priority Schools

Identified Focus Charter Schools and Priority Charter Schools must take such actions as are required by their charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. Charter Focus and Priority Schools must submit the Charter School District Comprehensive Improvement Plan (DCIP) Equivalency form via e-mail to accountinfo@nysed.gov by Friday, July 31, 2016. An updated 2016-17 DCIP Equivalency Form will be posted to the Department's website at: <http://www.p12.nysed.gov/accountability/documents>. Title I public charter schools are not required to offer Public School Choice (PSC).

Funding to Support Required Interventions

Each identified Title I Focus District will receive an allocation of \$25,000 to implement required interventions in its Title I schools that were previously in Good Standing or identified as Local Assistance Plan Schools that are now identified as Priority or Focus Schools. Required interventions include participation in DTSDE training and implementation of DTSDE reviews, including required surveys; participation in training for and development of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEPs); review of Qualifications of Priority and Focus School Leaders; funding to support DTSDE recommendations; and funding to support implementation of the DCIP and SCEPs.

Subject to the requirements of the Every Student Succeeds Act (ESSA), schools that have been removed from Priority or Focus status may be eligible for transitional grants to support continuance of certain interventions. The Department will provide information to the field regarding these grants when information becomes available from the United States Department of Education (USDE).

Focus Districts without Priority and/or Focus Schools

All Focus Districts are required to participate in the Diagnostic Tool for School and District Effectiveness (DTSDE) review process. For more information on this process, please review Attachment E.

Focus Districts with Priority and/or Focus Schools

Focus Districts with Priority and/or Focus Schools must create a District Comprehensive Improvement Plan (DCIP) that provides a description of the actions the district will take in support of improvement in identified schools, and that addresses findings from the DTSDE review process. Please see Attachment F for an explanation of this requirement.

According to Commissioner's Regulations, once a school is identified as Focus or Priority, the district must inform parents of students enrolled in the school of the school's designation. Additionally, all Title I schools designated as Priority or Focus Schools, except for public charter schools, are required to offer Public School Choice (PSC). Districts must provide all enrolled students in these schools with the option to transfer to another public school within the district that

is not a Priority or Focus School. Parents must be notified of the PSC options available no later than 14 days before the start of the 2016-17 school year.

All Priority Schools

Under current Commissioner's Regulations §100.18, newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>. Priority Schools that are also identified as Persistently Struggling or Struggling are meeting this requirement through implementation of the Department-approved plan required under Commissioner's Regulations §100.19.

Re-identified Priority Schools

Re-identified Priority Schools are subject to the requirements of Receivership, as detailed in Commissioner's Regulations §100.19. In April 2015, Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) pertaining to School Receivership. Based on §211-f, the Regents adopted §100.19 of the Commissioner's Regulations and the Commissioner has designated current Priority Schools that have been in the most severe accountability status since the 2006-07 school year as "Persistently Struggling Schools." Schools that have been Priority Schools for the past three years have been identified as "Struggling Schools." In addition, the superintendent of a district containing a "Persistently Struggling School" or a "Struggling School", upon the Commissioner's approval of the superintendent's plan for the school, has been vested with the powers of an Independent Receiver for that school. No new Persistently Struggling or Struggling schools will be identified based on 2014-15 school year results. For more information on Receivership, please visit: <http://www.p12.nysed.gov/oisr/Receivership.html>.

Focus Schools

Focus Districts will be required to develop a District Comprehensive Education plan based on the results from the Diagnostic Tool for School and District Effectiveness reviews to address the performance of subgroups on the accountability measures for which the district has been identified in those schools that have been designated as Focus Schools.

Newly identified schools must create their 2016-17 SCEP to focus on the needs identified through their most recent Integrated Intervention Team (IIT) or district-led DTSDE reviews. Implementation of the 2016-17 SCEP must begin no later than September 2016.

Re-identified Focus Schools

Focus Schools that are re-identified on the 2016 list provided to the USDE must implement more rigorous interventions. Prior to the beginning of the 2016-17 school year, Re-identified Focus Schools must revise their SCEP to focus on the needs identified through their most recent Integrated Intervention Team (IIT) or district-led DTSDE reviews. Schools also must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for

collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced.

Schools Removed from Priority or Focus Status

Priority Schools that have been removed from Priority School status and subsequently identified as Focus Schools or as schools in Good Standing for the 2016-17 school year are required to complete implementation of their whole school reform models, as required under Commissioner's Regulation 100.18. Schools that have been removed from Priority Status that are also identified as Persistently Struggling or Struggling will no longer be identified as Persistently Struggling or Struggling as of June 30, 2016 and will not be subject to actions taken based upon previously determined Demonstrable Improvement indicators. Persistently Struggling Schools must implement such actions as specified by the Department in order to continue to receive Persistently Struggling School grant funds for the 2016-17 school year. Under separate cover, the Office of Innovation and School Reform (OISR) will provide additional information regarding Persistently Struggling and Struggling schools that have been removed from Priority School status.

Schools that have been removed from Focus status and are now in Good Standing must continue to implement their School Comprehensive Education Plans (SCEP) through the end of the 2015-16 school year.

A DTSDE visit is not required to be conducted in schools that have been removed from Priority or Focus status and that are designated as in Good Standing.

Title I schools that have been removed from Priority or Focus status need not offer Public School Choice (PSC) and or submit an SCEP for the 2016-17 school year. However, schools that receive 1003(g) School Improvement Grant (SIG) funds or Persistently Struggling Schools funds may be required to submit updated plans in order to continue to receive funding in 2016-17.

Please note: Schools that have been removed from Priority or Focus status can be later identified as LAP schools. The Department will notify districts regarding the identification of LAP schools in the Summer of 2016.