




**THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234  
Office of P-12

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**To:** District Superintendents, Superintendents of Public Schools

**From:** Ira Schwartz, Assistant Commissioner 

**Date:** August 2013

**Subject:** Release of Accountability Determinations Based on 2011–12 School Year Results

The purpose of this memo is to provide information about the forthcoming release of accountability determinations based on the 2011–12 New York State Accountability Report. This memo will also specify the next steps that are required of Focus Districts and Districts in Good Standing in regards to newly identified Local Assistance Plan (LAP) Schools.

On August 15, 2013, the Department will publically release final accountability designation data, which will be posted at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

The list containing the final accountability statuses of all the schools in your district, including Focus and Priority Schools, LAP, and Reward Schools is posted to the IRS portal at <http://portal.nysed.gov/portal/page/pref/PortalApp>. The 2011-12 assessment data used to determine the accountability statuses of schools and districts is available in the New York State Report Card at: <https://reportcards.nysed.gov/>. For your reference, the criteria for identification of Priority Schools, Focus Districts, Focus Schools, LAP and Reward Schools can be found at: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

### **Next Steps for Focus Districts with LAP schools, Focus Schools, and Priority Schools**

Commissioner's Regulations require that each Focus District use the results of a diagnostic tool of quality indicators to inform the creation of a District Comprehensive Improvement Plan (DCIP). Districts that participated in a SED-led Integrated Intervention Team (IIT) District Review must use that review as the basis for development of the 2013-14 school year DCIP. Districts that did not participate in an IIT District Review in the 2012-13 school year may use School Quality Reviews, External School Curriculum Audits, Joint Intervention Team reports or other appropriate diagnostic tools to inform 2013-14 school year DCIP development. Commissioner's Regulations similarly require that each Priority and Focus School use the results of a diagnostic tool to inform development of the School Comprehensive Education Plan (SCEP). Each Priority or Focus School was expected during the 2012-13 school year to have participated in either an IIT School Review, a District-led

Diagnostic Tool for School and District Effectiveness (DTSDE) Review, or a School Review focused on DTSDE Tenet 3 with District Oversight. The results of these reviews must inform the development of the 2013-14 school year SCEP.

DCIPs and SCEPs must:

- Be updated annually as approved by the Board of Education (in New York City the Chancellor or his designee) and implemented no later than the first day of regular student attendance.
- Be developed in consultation with parents, school staff, and others pursuant to Commissioner's Regulations Part 100.11.
- Include an analysis of achievement of prior year goals.
- Be made widely available through public means, such as posting on the Internet, and distribution through public agencies.

In accordance with Commissioner's Regulations, a Focus District with LAP Schools will be required to work with the identified school(s) to complete the applicable sections of the Self-Review Document and Report Template and incorporate the supports and interventions for the identified schools into its DCIP. The Diagnostic Self-Review Document can be found online at the following website: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>. Within the DCIP template, the district will be required to clearly identify those supports and interventions that are to be implemented in the identified LAP Schools. These supports and interventions do not count towards satisfying the improvement set-aside or parent engagement set-aside requirements.

All Title I schools designated as Priority or Focus Schools, except for public charter schools, will be 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. Focus Districts with Title I Focus or Priority Schools are required to notify parents about the Priority and/or Focus status of the schools. In addition, parents must be notified of the PSC option no later than 14 days before the start of the 2013-14 school year.

Priority Schools are required to implement a whole school reform model no later than the 2014-15 school year. Attachment A contains information regarding the requirements for the whole school reform models. Focus Districts must complete the Priority School Implementation Status Form (found at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>) specifying what intervention model has been or will be implemented in each Priority School for the 2012-13, 2013-14 or 2014-15 school year. Attachment B contains instructions to complete the form, which must be returned to SED no later than October 1, 2013. To verify the list and obtain details pertaining to Priority schools in your district, please visit the "FirstYearPerformancePrioritySchools.xls" file in your district's portal.

### **Next Steps for Districts in Good Standing with LAP Schools**

In accordance with Commissioner's Regulations, a district in Good Standing that has LAP Schools will be required to work with the identified school(s) to complete the Diagnostic Self-Review Document and Report Template for each identified LAP School. SED has posted informational webinars for regarding the methodology for identifying LAP Schools, and completion of the Diagnostic Self-Review Document. The webinars are posted on the SED website at: <http://www.p12.nysed.gov/accountability/Webinars.html>.

The Self-Review Document and Report Template must be approved by the local board of education for the district (or the Chancellor in New York City) and posted to the district's website by November 22, 2013. The Diagnostic Self-Review Document can be found online at the following website: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

Please note that once approved by SED, any significant modification of an approved plan requires the prior approval of the Commissioner.

Questions concerning the information contained in this memo should be directed to: [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov).

cc: John B. King, Jr.  
Ken Slentz  
Stephen Earley  
Lisa Long

## ATTACHMENT A

### *Requirements for a Whole School Reform Model*

A whole school reform model means the Turnaround Model, Restart Model, Transformation Model, or Closure Model funded by a 1003(g) School Improvement Grant, or a three year plan that provides for the redesign of a school by implementation of all of the following turnaround elements:

- Providing strong leadership by:
  - reviewing the performance of the current principal;
  - either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the Commissioner that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
  - providing the principal with operational flexibility in the areas of scheduling, staff, curricula, and budget.
- Ensuring that teachers are able to improve instruction by:
  - reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort;
  - preventing ineffective teachers from transferring to these schools; and
  - providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration, provided that such redesigning does not conflict with any applicable collective bargaining agreement.
- Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Common Core Learning Standards.
- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.
- Establishing a school environment that improves school safety and discipline, and addressing other non-academic factors that have an impact on student achievement, such as students' social, emotional, and health needs.
- Providing ongoing mechanisms for family and community engagement.

## ATTACHMENT B

### **Instructions for Completing the Priority School Implementation Status Form**

This form must be completed and certified by the Superintendent. It must be submitted via e-mail to [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov) by Tuesday, October 1, 2013. The form can also be downloaded at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>. (Note: This form should not be used to appeal the status of a Priority School. Please use the Appeal Form for First Year Progress or Focus School Rank Order List that can be downloaded at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html> for that purpose.)

A Focus District with one or more Priority Schools must submit the status of which each of the Priority Schools shall implement, as part of the school's Comprehensive Improvement Plan, a whole school reform model. A school implementing a Transformation, Turnaround or Restart Model pursuant to a 1003(g) School Improvement Grant (SIG) or a School Innovation Fund (SIF) Grant or Comprehensive Education Plan (CEP) aligned with the USDE's Turnaround Principles will be deemed to be implementing a whole school reform model.

Completing the Priority School Implementation Status Form:

1. In the designated fields, provide the name and BEDS Code of each identified Priority School in the district.
2. Identify, by year of implementation in the appropriate column, the intervention model for which the school will implement, for each designated Priority School.
3. Any school that was a persistently lowest achieving (PLA) school in the 2011-12 school year and was later identified as a Priority School for the 2012-13 school year, must indicate the approved intervention model that it began implementing in the 2012-13 school year.
4. At least two-thirds of the Priority Schools in the district must be scheduled to begin implementing a whole school reform model no later than the beginning of the 2013-14 school year. (For example, if a district has six Priority Schools, a total of four schools must have begun or will begin implementation of the model in either the 2012-13 or 2013-14 school year.)
5. This form must be completed even if the district has appealed/ has plans to appeal the first year performance calculation of the district or any school in the district.
6. The superintendent must certify the document and submit it via e-mail to [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov) by October 1, 2013.

Please open the file "FirstYearPerformancePrioritySchools.xls" in the Information Reporting Services (IRS) portal at <http://portal.nysed.gov/portal/page/pref/PortalApp>, and review the list before submitting this form.