



School Receivership

PUBLIC HEARING

August 30, 2017

John Carmello, Superintendent Of Schools



What is Receivership?

In April 2015, a new section was added to New York State Education Law that effectively placed 144 New York schools into “receivership”. School 2 is on this list.

Receivership is an intervention plan with the intent of addressing potential barriers to school turnaround in order to help support and improve struggling schools.



Identification of Schools

Schools that have been in the most severe accountability status since the 2006-2007 are identified as “persistently struggling” schools under the new law.

Schools that have been in priority school status since 2012-2013 are identified as “struggling” schools.

School 2 has been identified as a “struggling” school.



Superintendent as Receiver

For all “Struggling” and “Persistently Struggling” schools, the Superintendent has initially been named the Receiver.

In a “Struggling” school, the Superintendent is given 2 years with “Receivership” powers to improve performance. In a “Persistently Struggling” school, the Superintendent is given 1 year to improve performance.

School 2 has completed its second year in Receivership with the Superintendent as Receiver.



Receivership

The Receiver has the power to:

- Review and make changes to the budget
- Create/change school program and curriculum
- Supersede a decision made by the Board of Education
- Require all staff to reapply for their positions
- Implement professional development for staff
- Expand the school day or year
- Request changes to the collective bargaining agreement
- Convert to a community school



Demonstrable Improvement

At the end of the one or **two year period** in which a “Struggling” or “Persistently Struggling” school is under Superintendent Receivership, the Commissioner must determine whether the school should be removed from designation, allowed to continue to be operated by the school district with the Superintendent Receiver, or be placed into Independent Receivership

Evaluation is based on metrics chosen by both the State and the school.



How is progress measured?

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

Both Level 1 and Level 2 indicators shall be weighted 50% in computing the Demonstrable Improvement Index.

Each indicator within Level 1 and Level 2 shall be weighted equally.

The Demonstrable Improvement Index shall range from 0% to 100%.

The Commissioner shall review the record and after consulting with district and Community Engagement Team determine whether a school with an index of 40% or higher, but less than 67% shall be considered to have made Demonstrable Improvement.



Demonstrable Improvement Indicators

Level 1

- Priority School makes yearly progress
- 3-8 ELA All Students Level 2 and Above
- 3-8 Math All Students Level 2 and Above
- 3-8 ELA All Students MGP
- 3-8 Math All Students MGP
- *(NEW) School Safety*

Level 2

- 3-8 ELA Black Students Level 2 and Above
- 3-8 ELA ED Students Level 2 and Above
- 3-8 Math Black Students Level 2 and Above
- 3-8 Math ED Students Level 2 and Above
- Teacher Turnover



Results

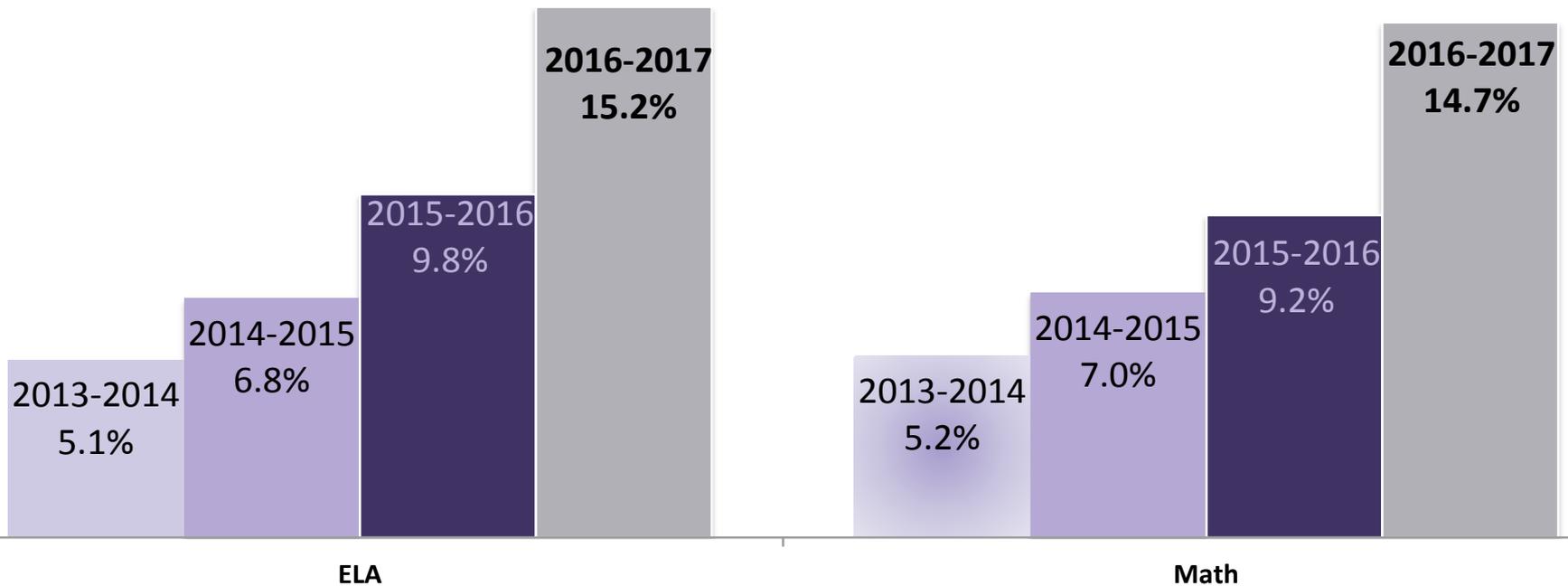
At the end of Year one, we had met 7 out of 10 of the Demonstrable Improvement Indicators.

At the end of year two, our preliminary analysis seems to show that we will have met at least ten of our eleven indicators.



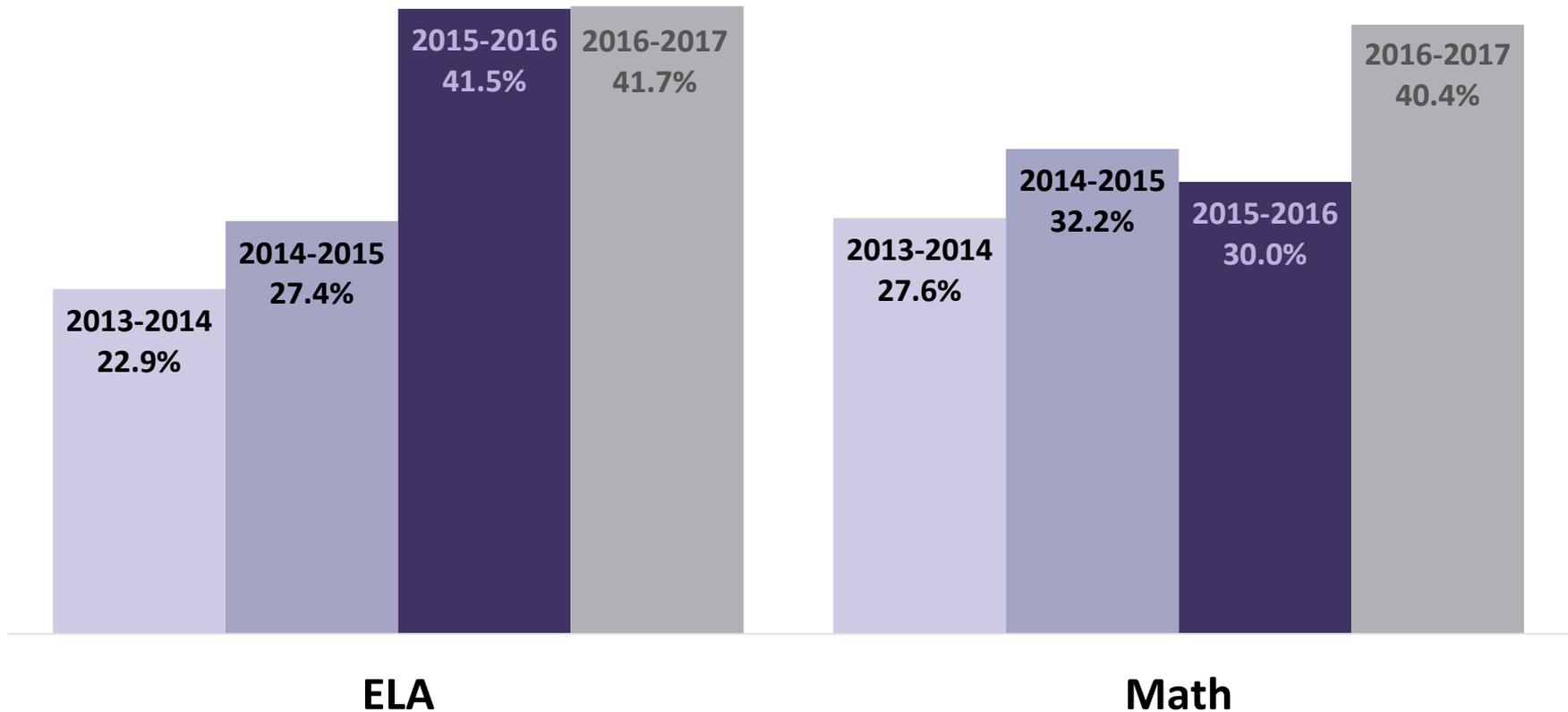
School 2

Four Year Proficiency Performance





Four Year Proficiency Performance – Level 2 and above





How can you help?

Parents and Guardians are strongly encouraged to become partners in the School 2 community

Consider participating in the PTA

Attend the various PROMISE events scheduled throughout the year

Be actively involved in your child's education each and every day