



School Receivership

PUBLIC HEARING

September 29, 2022



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 was on that original 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 had been in the most severe accountability status since the 2006-2007 were identified as “persistently struggling” schools under the new law.

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

School 2 was identified as a “struggling” school.



Superintendent as Receiver

For all “Struggling” and “Persistently Struggling” schools, the Superintendent was named the Receiver.

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 each year 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.

In June, School 2 completed its sixth year in Receivership with the Superintendent as Receiver.



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.



School 2

Indicators Used Since 2019-2020

Indicator	Level 1 or Level 2
School Safety	1
3-8 ELA All Students MGP	1
3-8 Math All Students MGP	1
3-8 ELA All Students Core Subject Performance Index	1
3-8 Math All Students Core Subject Performance Index	1
Grades 4 and 8 Science All Students Core Subject Performance Index	1
3-8 Chronic Absenteeism - All Students	1
3-8 ELA Black Students MGP	2
3-8 ELA Hispanic Students MGP	2
3-8 ELA ED Students MGP	2
3-8 Math Black Students MGP	2
3-8 Math Hispanic Students MGP	2
3-8 Math ED Students MGP	2
3-8 ELA Black Core Subject Performance Index	2
3-8 ELA ED Core Subject Performance Index	2
3-8 Math Black Core Subject Performance Index	2
3-8 Math ED Core Subject Performance Index	2



Results

- At the end of 2015-2016, we had met 7 out of 10 of the Demonstrable Improvement Indicators.
- At the end of 2016-2017, we had met 9 of our 11 indicators.
- At the end of 2017-2018, we had again met 9 of our 11 indicators.
- At the end of 2018-2019, we had met 10 of 11 indicators.
- No State Assessments in 2019-2020
- Limited/modified State Assessments in 2020-2021
- No new designations or status changes to any Receivership Schools
- Indicators have not been calculated yet for last spring's State Assessments. However, our percentage of students here at School 2, scoring at the proficient level, increased in both ELA and math.



We are proud of our progress

We will continue to build on these results



How can you help?

Parents/guardians and community members are strongly encouraged to:

- Become partners in the School 2 community
- Participate in the PTO
- Attend the various community and school events scheduled throughout the year
- Be actively involved in your child's education each and every day



TROY
CITY SCHOOL DISTRICT

We Can.

We Will.

End Of Story