

New York's Differentiated Accountability Pilot: An Overview



University of the
State of New York
State Education
Department

USED Differentiated Accountability Model

- March 18: Secretary Spellings announced pilot project to allow states to propose method for categorizing identified schools and determining required interventions for each category.
- Up to ten states could be approved to participate in the pilot.

USED Differentiated Accountability Model

- Priority given to:
 - States in which at least 20% of Title I schools are identified for improvement.
 - States that propose substantive & comprehensive interventions for the lowest performing schools earlier than required.
 - States that propose an innovative model of differentiation and intervention.
- NY's application was approved in January 2009.

USED Differentiated Accountability Model: Ten Core Principles

1. AYP decisions consistent with approved accountability plan. All schools held accountable for all students proficient by 2013-2014.
2. Transparent information about AYP calculations.
3. Continue identification of Title I schools for improvement.
4. Technically and educationally sound methods of differentiation.
5. Rules for transition of currently identified schools.

USED Differentiated Accountability Model: Ten Core Principles

6. Transparency of differentiation and interventions.
7. Increased intensity of interventions over time.
8. Educationally sound interventions.
9. Increase aggregate statewide participation in school choice and SES.
10. Significant and comprehensive intervention in consistently low-performing schools.

Why differentiation for New York State?

- Data shows that a large majority of schools in New York that are identified on a single accountability measure for a single subgroup are able to make AYP.
- However, the longer a school is in the process and the more groups for which it is identified, the less likely that the school will make AYP.
- Differentiation allows for “right sizing” of intervention strategies, giving districts greater responsibility and latitude to work with schools with lesser needs and creating State/local partnerships to address schools with greater needs.

The Benefits of Differentiated Accountability

Implementation of Differentiated Accountability will permit SED to do the following:

- ❑ Reduce the current number of school accountability categories from 17 to 8 by eliminating dual Title I and non-Title I streams of improvement, integrating federal and State accountability systems and collapsing identifications for improvement into three simplified Phases, each of which provides schools with diagnostic tools, planning strategies, and supports and interventions specific to that phase in the improvement process and the school's category of need.
- ❑ Allow for differentiation in the improvement process, permitting schools and districts to prepare and implement school improvement plans that best match a school's designation.
- ❑ Better align the SURR and NCLB processes and ensure that schools with systemic and persistent failure fundamentally restructure or close.
- ❑ Maximize SED's limited resources and utilize the resources of USNY while implementing the provisions of Chapter 57 of the Laws of 2007 regarding the assignment of School Quality Review Teams, Joint Intervention Teams (JITs), and Distinguished Educators (DEs) to schools in improvement.
- ❑ Strengthen the capacity of districts to assist schools to improve.
- ❑ Empower parents by increasing combined participation in Public School Choice (PSC) and Supplemental Educational Services (SES) by offering SES in the first year of a school's identification for improvement and school choice only after an identified school has failed to make AYP.

Schools in the Improvement Phase Make the Most Improvement Early On

06-07 Phase*	06-07 Category*	07-08 Status		
		# of Schools	# Made AYP	% Made AYP
Improvement	Basic	146	106	73%
Improvement	Focused	66	31	47%
Improvement	Comprehensive**	75	32	43%
Corrective Action	Focused	129	75	58%
Corrective Action	Comprehensive**	91	26	29%
Restructuring	Focused	96	26	27%
Restructuring	Comprehensive**	77	9	12%
		680	305	45%

* Based on the phase and category to which schools would have been assigned in 06-07 under this model

** SURRs are a subset of the Comprehensive category in each of the phases and make AYP at the rate of 15 %

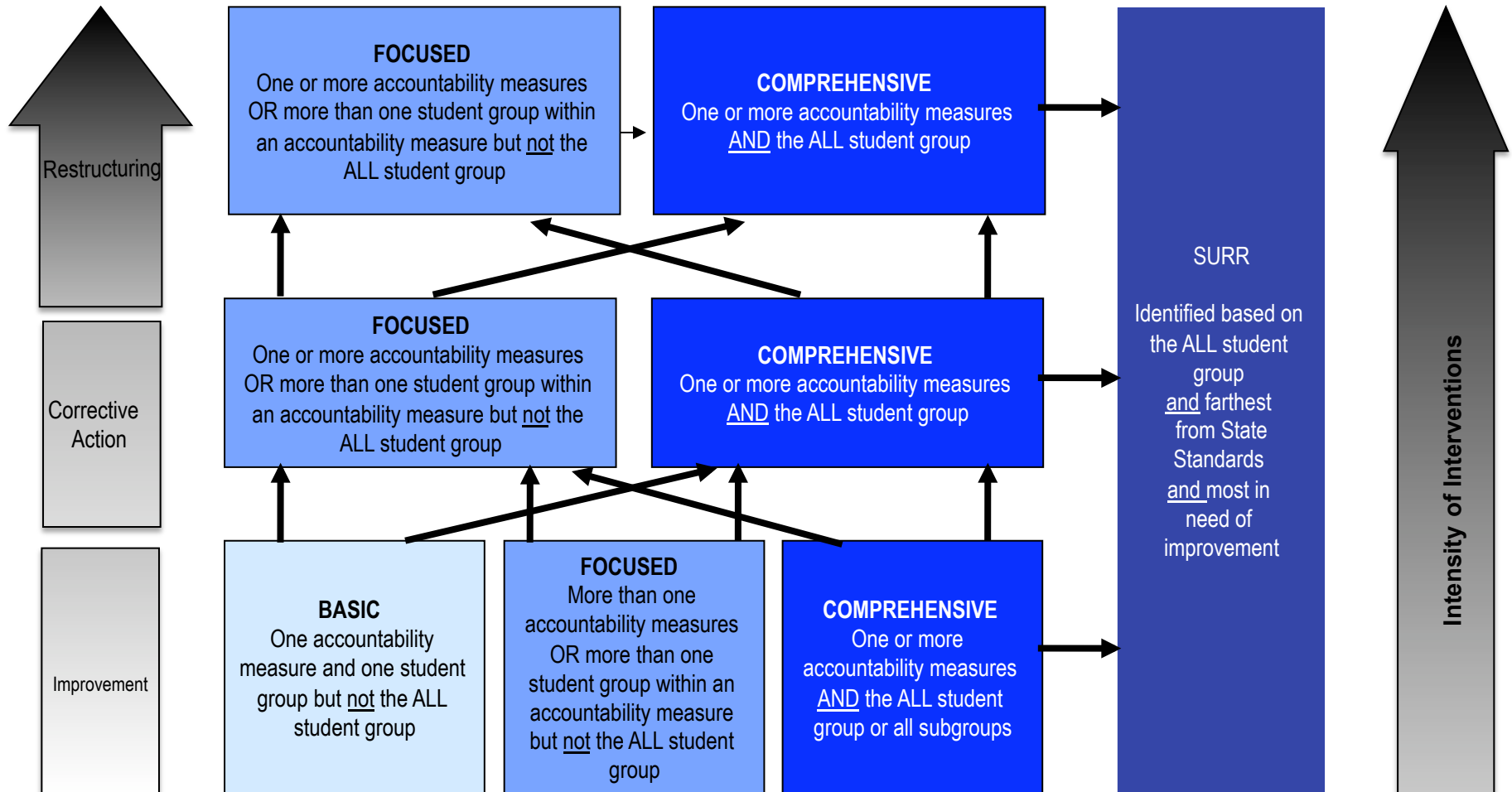
Key Features of Proposal

- ❑ Create a simplified three phase process for supporting and intervening in low-performing schools.
- ❑ Merge Title I and non-Title I streams of improvement.
- ❑ Strengthen the capacity of districts to play the central role in providing support to, intervening in, and monitoring the performance of schools.
- ❑ Allow for differentiation in the improvement process.
- ❑ Implement the provisions of Chapter 57 through mechanisms such as School Quality Reviews, curriculum audits, Joint Intervention Teams (JITs) and Distinguished Educators (DEs).
- ❑ Maximize the State's limited resources to target the lowest performing schools while providing more latitude and responsibility for districts to work with schools requiring less intervention.

Key Features of Proposal

- ❑ Use the resources that are available throughout the University of the State of New York (USNY) to assist districts.
- ❑ Increase combined participation in Public School Choice (PSC) and/or Supplemental Educational Services (SES). SES must be offered to all low-income students in SINI Year 1 schools.
- ❑ Target schools that fail to successfully implement restructuring with phase out or closure.
- ❑ Make the system more transparent and easy for the public to understand.
- ❑ Conduct rigorous evaluation to inform ongoing action.

Proposed Phases and Categories of School Improvement 2009-2010



The intensity of interventions increases as the categories progress through the phases.

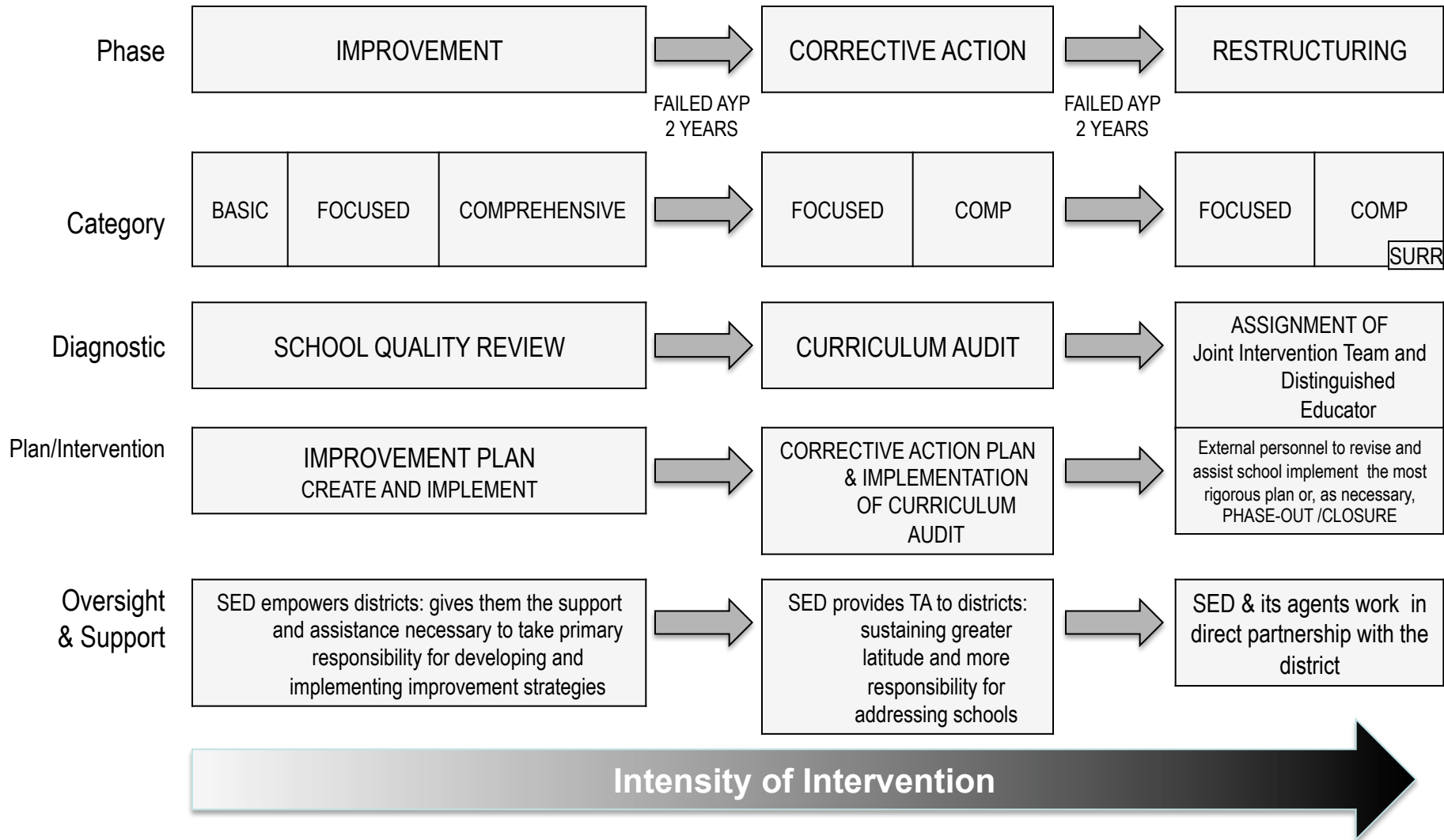
How it Works

- Accountability designations based on both the number and type of student groups failing to make AYP and the length of time such failure has persisted.
- Three distinct, two-year, *phases* of intervention: Improvement, Corrective Action and Restructuring.
- Three distinct *categories* within phases: Basic, Focused and Comprehensive.

Criteria for Placement in Categories

- ❑ Basic (Improvement Phase Only): Identified for the performance of a single student group on a single accountability measure.
- ❑ Focused: Not identified for the performance of an “all student” group.
- ❑ Comprehensive: Identified for the performance of an “all student” group or the failure of all groups except the “all student” group.

Differentiated Accountability Model



Improvement Phase

- **School Quality Review:**
 - **Completion of Quality Indicators Document.**
 - **District/External review by SQR team of documentation for Basic Schools.**
 - **On-site external review by SQR team for Focused and Comprehensive Schools.**
 - **School Improvement Plan:**
 - **Basic and Focused Schools: More latitude than current law.**
 - **Comprehensive: Same as Current Law.**
 - **For Title I schools, SES instead of Choice in year one of improvement. Choice in year two.**
 - **Districts have primary oversight responsibility.**
 - **Reasonable and necessary costs of SQR team are a district expense, per Chapter 57.**

Additional Flexibility with School Improvement Plans

- ❑ Schools in the **Basic** category develop two-year improvement plans that address the results of the self-assessment and includes a description of activities and timeline for implementation targeting the performance of the student group and accountability measure for which the school has been identified.
- ❑ Schools in the **Focused** category develop a two-year improvement plan that addresses one or more NCLB improvement plan requirements, in accordance with the written report that is issued after the SQR Teams' on-site review.
- ❑ Schools in the **Comprehensive** category develop two-year improvement plans that address all NCLB school improvement plan requirements, as informed by the recommendations of the SQR review.

Corrective Action Phase

- ❑ Curriculum Audit: external review of curriculum as written and taught, with focus on alignment with State standards.
- ❑ Corrective Action Plan to Implement Curriculum Audit.
- ❑ One additional, appropriate corrective action.
- ❑ SED supports districts, which have greater latitude and more responsibility for addressing school needs.
- ❑ Reasonable and necessary costs of SQR team and Distinguished Educator, if assigned, are a district expense, per Chapter 57.

Restructuring Phase

- ❑ Assignment of Joint Intervention Teams and Distinguished Educators.
- ❑ Development of restructuring or phase out/closure plan.
- ❑ SED and its agents work in direct partnership with the district.
- ❑ Reasonable and necessary costs of JIT and DE are a district expense, per Chapter 57.

Summary of Key Changes

1. SINI and SRAP designations merged.
 2. Order in which public school choice and SES are offered in Title I schools is reversed.
 3. Corrective Action is now a two year phase with planning for restructuring combined with year 1 of restructuring.
 4. School Quality Reviews conducted in all new school improvement schools.
 5. Curriculum audits conducted in new corrective action schools.
 6. Joint Intervention Teams (JITs) assigned to restructuring schools. Distinguished educators may be assigned to certain JITs.
 7. Districts and schools given greater flexibility to develop and implement school improvement plans.
 8. School improvement plans in basic and focused and schools can be narrowly targeted on identified needs rather than meeting all current NCLB school improvement plan requirements.
 9. SURR schools accelerated through the NCLB process.
 10. JITs and DE's assist in determining whether restructuring school must be phase out and closed.
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Transition Rules for 2009-2010

1. Schools that have made AYP or are entering the second year of a phase continue to implement their previous plans, with modifications if necessary.
2. Newly identified improvement schools and schools new to corrective action and restructuring follow new process.

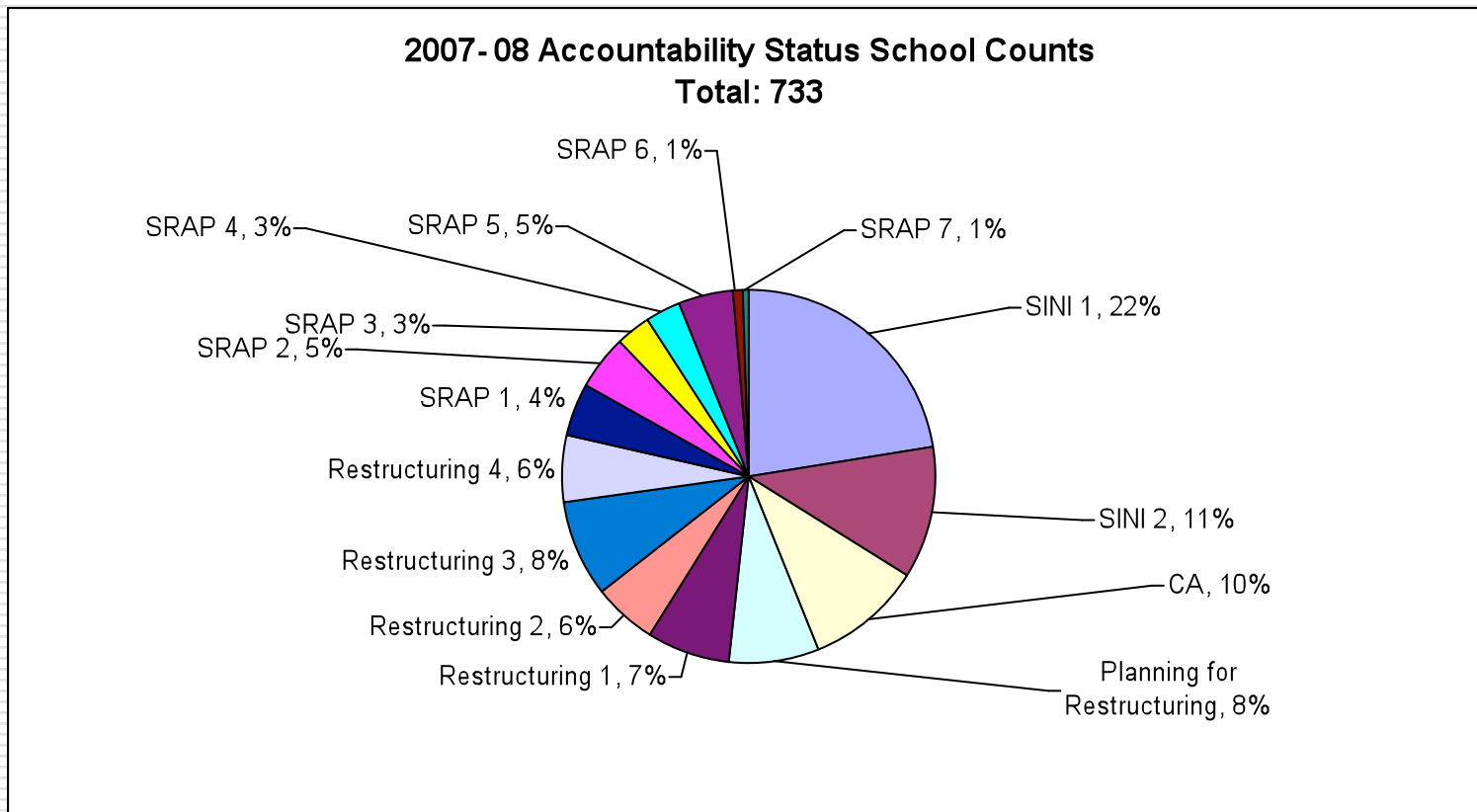
Transition Rules: Examples

1. School A in 2008-2009 is a SINI 1 for Grade 3-8 ELA for SWDs. In 2008-2009, School A fails to make AYP in Grade 3-8 ELA for SWDs and LEPs. The school in 2009-2010 will be in Year 2 of the Improvement Phase. The school will modify its CEP to address both SWDs and LEPs.
2. School B in 2008-2009 is a SINI 2 for Grade 3-8 Math for low-income students. The school in 2008-2009 again fails to make AYP For Grade 3-8 Math for low-income students. The school will enter the Corrective Action Phase in 2009-2010 and conduct a curriculum audit.
3. School C in 2008-2009 is a Corrective Action school for HS math for Black students. The school in 2008-09 makes AYP on all accountability measures. The school will remain in Corrective Action and will continue to implement its approved Corrective Action plan.

Linkage to Chapter 57

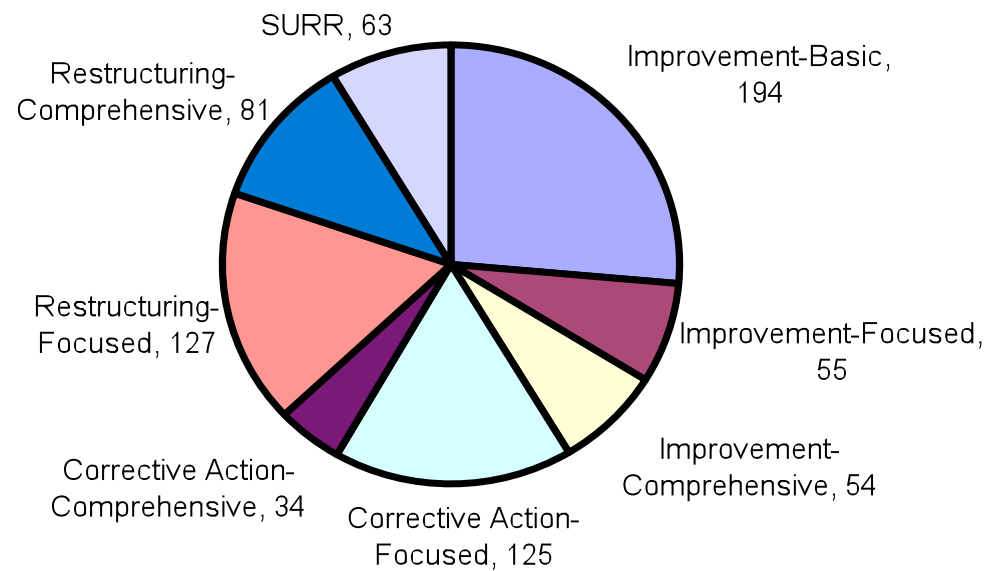
- SQR teams assigned to Improvement Schools and Corrective Action Schools.
- Curriculum Audits conducted in Corrective Action Schools.
- Joint Intervention Teams and Distinguished Educators Assigned to Restructuring Schools.

Current System



Phases and Categories Allow Further Differentiation

Projected Differentiated Accountability Group School Counts 2009-10
Total: 733



Organizing for Implementation

SED has organized internal workgroups that are addressing:

- Drafting regulations;
- Designing business rules;
- Developing communications materials;
- Designing technical support efforts/
identifying resources to support district efforts.

Timeline

- Preliminary Draft Plan submitted to USED on September 17.
- Discussions with key groups during September and October.
- Revised Plan submitted to USED in December meeting.
- Plan approved by USED in January 2009.
- SED solicits comments from LEAs in February 2009
- SED to inform field in Winter and Spring 2009.
- Regents to consider regulation changes in Spring, Summer 2009
- With Regents approval, implementation begins in 2009-2010 using 2008-2009 test results.

To Comment on the Plan

Please forward comments by February 18, 2009 to:

Email: Mparzych@mail.nysed.gov

Letter:

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