



Impact of the State Receivership Law

Presentation to the Board of Education
Dr. Bolgen Vargas, Superintendent of Schools
July 28, 2015

What Is Receivership?

Our District's Last Chance to Demonstrate Improved Performance

- State law requires “persistently struggling” or “struggling” schools to make rapid achievement gains
- An appointed receiver will have broad authority to set and manage school improvement plans
- The Superintendent will act as a receiver first
- If schools do not meet improvement targets within one or two years, the District is required to appoint an outside receiver approved by the State

Basic Facts About the New Law

- **“Persistently struggling” schools** must show improvement in one year or be taken over by an outside receiver
- **“Struggling” schools** have two years to show improvement before outside receivership
- Data for improvement targets will be released Sept. 2
- Schools must have public hearings and community engagement teams to involve families and neighborhood stakeholders
- \$75 million is set aside to help persistently struggling schools execute intervention plans—20 schools statewide
 - District expects to receive \$17.7 million over two years for School No. 9, Charlotte, East and Monroe
 - No new funds are available to support struggling schools

Receivership Schools Statewide

District	# Persistently Struggling	# Struggling	Total
Buffalo	5	20	25
New York City	7	55	62
Rochester	4	10	14
Syracuse	1	17	18
Yonkers	1	7	8
12 other districts statewide	2	15	17
TOTAL	20	123	144

Rochester Receivership Schools

Year 1: Persistently Struggling

East High School

Charlotte High School

James Monroe High School

Dr. Martin Luther King Jr. School No. 9

Year 2: Struggling

Nathaniel Rochester School No. 3

Roberto Clemente School No. 8

Enrico Fermi School No. 17

Abraham Lincoln School No. 22

Dr. Louis A. Cerulli School No. 34

Kodak Park School No. 41

Lincoln Park School No. 44

Mary McLeod Bethune School No. 45

Northeast College Prep

Northwest College Prep

Powers and Duties of a Receiver

- 1) Expand, alter, or replace curriculum and program if needed
 - Implement research-based early literacy programs and interventions for struggling readers
- 2) Replace teachers and administrators, including those not appropriately certified
- 3) Increase salaries to attract/retain high-performing teachers and administrators
- 4) Take steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure
- 5) Reallocate uses of the existing school budget
- 6) Expand the school day or school year, or both
- 7) Add Pre-K and full-day kindergarten classes if the school does not have them
- 8) Include a job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- 9) Establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills
- 10) Order the conversion of a school in Receivership that has been designated as Struggling or Persistently Struggling into a charter school

Our District has put most of the required improvement steps in place already. We must execute with relentless focus on improvement targets and a strong sense of urgency to improve quickly.

Receivership School Timeline

July 1, 2015

- Education Transformation Act of 2015 Takes Effect

July 16, 2015

- State Education Department announces receivership schools

July 31, 2015

- School improvement plans (SCEP, SIG, SIF) submitted to NYSED Accountability Office

August 2015

- District must notify families of school receivership status
- Community Engagement Teams formed at each receivership school
- Schools conduct public hearings

September/Oct. 2015

- State releases data for school improvement targets
- District submits Community Engagement Plans, improvement plan revisions
- NYSED makes baseline visits to Persistently Struggling schools

October 30, 2015

- Superintendent Receiver submits first Quarterly Report

January 2016

- State Education Department identifies new list of Priority schools

January 29, 2016

- Superintendent Receiver submits second Quarterly Report

April 29, 2016

- Superintendent Receiver submits third Quarterly Report

April/May 2016

- NYSED makes Demonstrable Improvement visits to Persistently Struggling schools

July 29, 2016

- Superintendent submits fourth Quarterly Report

Summer 2016

- NYSED makes Demonstrable Improvement determination for Persistently Struggling schools

By Aug. 14, Receivership Schools Must Have:



- Implemented a state-approved intervention model or comprehensive education plan
- Communicated the school's status
- Conducted a public hearing
- Established a School Community Engagement Team

These steps are completed or underway and all schools will meet the deadline.

School Community Engagement Team

§100.19(c): Public Notice and Hearing and Community Engagement

In addition, while membership of such team may be modified at any time, clarification has been provided that the CET at all times must include representatives of the community stakeholder groups with direct ties to the school and that when the membership of the community engagement team is modified, or vacancies are filled, that administrator, teacher and parent members of the CET must be selected through the process established in section 100.11(b).

Status of School Plans

	School	Plan Type	Plan Status
Year 1	School 9	SCEP	Submit 7/31/15
	Monroe	SIG continuation	Approved
	Charlotte	SIG continuation	Approved
	East	EPO	NA
Year 2	School 3	SIG continuation	Awaiting approval
	School 8	SIG 6	Submitted 7/22/15
	School 17	SIG continuation	Approved
	School 22	SIF	Approved
	School 34	SCEP	Submit 7/31/2015
	School 41	SIG 6	Submitted 7/22/15
	School 44	SIG 6	Submitted 7/22/15
	School 45	SIG continuation	Approved
	Northeast	SIG 6	Submitted 7/22/15
	Northwest	SIG continuation	Approved

SCEP is School Comprehensive Education Plan

SIG and SIG 6 refer to different rounds of School Improvement Grant awards

EPO is an educational partnership organization

SIF is a School Innovation Fund award

Public Hearing Dates

All Public Hearings will occur at Central Office 3A/3B		
Monday August 3 rd	5:30-6:45 p.m.	School 34
Tuesday, August 4 th	7:15-8:45 p.m.	School 44
Wednesday, August 5 th	5:30-6:45 p.m.	School 3 and School 45
Thursday, August 6 th	5:30-6:45 p.m.	School 41 and School 8
Saturday, August 8 th	9:00-10:30 a.m.	School 17
	10:45 a.m.-12:15 p.m.	School 9
Wednesday, August 12 th	5:30-6:45 p.m.	Monroe High School
	7:15-8:45 p.m.	NECP and NWCP
Friday, August 14 th	5:30-6:45 p.m.	Charlotte*
	7:15-8:45 p.m.	School 22

Live translators are available for families who speak Spanish and some other languages

Actions to Help Schools Drive Improvement



- East has a new Educational Partnership Organization and improvement plan in place
- All but one of the designated elementary and K-8 schools have expanded learning (School 8 in planning)
- New leaders have been appointed at 10 of the receivership schools within the past two years
- We have dramatically increased programs to reduce summer learning loss
- We are investing \$25 million this year alone in academic priorities to boost achievement
 - Reading by Third Grade
 - More and Better Learning Time
 - Instructional Excellence

Everyone Must Help Our Schools to Improve and Avoid the Risk of Outside Receivership



CENTRAL OFFICE

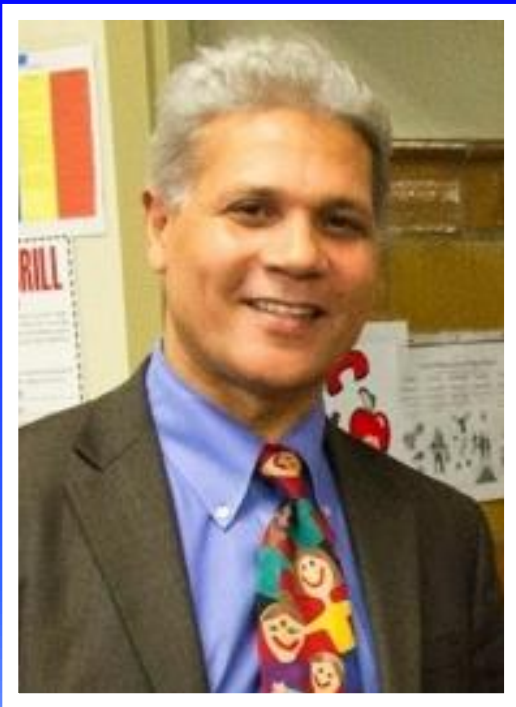
- Use data to drive decisions and guide school plans
- Pick the right school leaders
- Provide them the flexibility and support they need to execute

SCHOOL ADMINISTRATORS, TEACHERS AND STAFF

- Analyze assessments
- Deliver high-quality instruction to meet students' academic needs
- Demonstrate growth in ELA and math
- Use expanded time to engage and support students

FAMILIES AND COMMUNITY

- Student attendance
- Proper behavior
- Completion of course work
- Reading outside school



*Receivership is not a weapon
to punish failing schools.
It is a tool to help us improve
achievement more quickly.
I intend to use this tool to
give our schools the support and
flexibility they need to improve
performance.*

*Working together, we can remove our schools
from receivership lists and turn them in to
models of successful change.*



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