

Syracuse City School District

Transformation through Collaboration

Stephen Swift, President, Syracuse Board of Education

Sharon L. Contreras, Superintendent of Schools

Kevin Ahern, President, Syracuse Teachers Association

May 24, 2012

Syracuse City School District

2

Students



21,030

Teachers



1,930

Schools



14 Elementary
6 K-8
6 Middle
5 High

Student Racial and Ethnic Demographics

3

53% Black



1% Native American



6% Asian



12% Hispanic



74 Languages Spoken



28% White



SCSD Student Demographics

4

19 %

Students with Disabilities

12%

English Language Learners

84%

Free and Reduced Lunch

Current State of SCSD

5

- ❖ **96%** of students are in underperforming schools
- ❖ **51%** of high school students graduate on time
- ❖ **9%** of high school students met the ELA/Math Aspirational Performance Measure
- ❖ **0.7%** (ELA), **4.3%** (Math) of elementary students are exceeding standards on the state assessments
- ❖ Average ACT score is **19**
- ❖ SCSD students accounted for **85%** of youth incarcerated in Onondaga County in 2010-11

2011-12 Strategic Priorities

6

- ❖ Recruiting, developing, supporting and retaining effective teachers and leaders
- ❖ Providing rigorous, aligned curriculum for all students in all subject areas, including CTE, at all grade levels
- ❖ Developing infrastructure and partnerships to support student readiness and success

High Impact Levers for Transforming Education

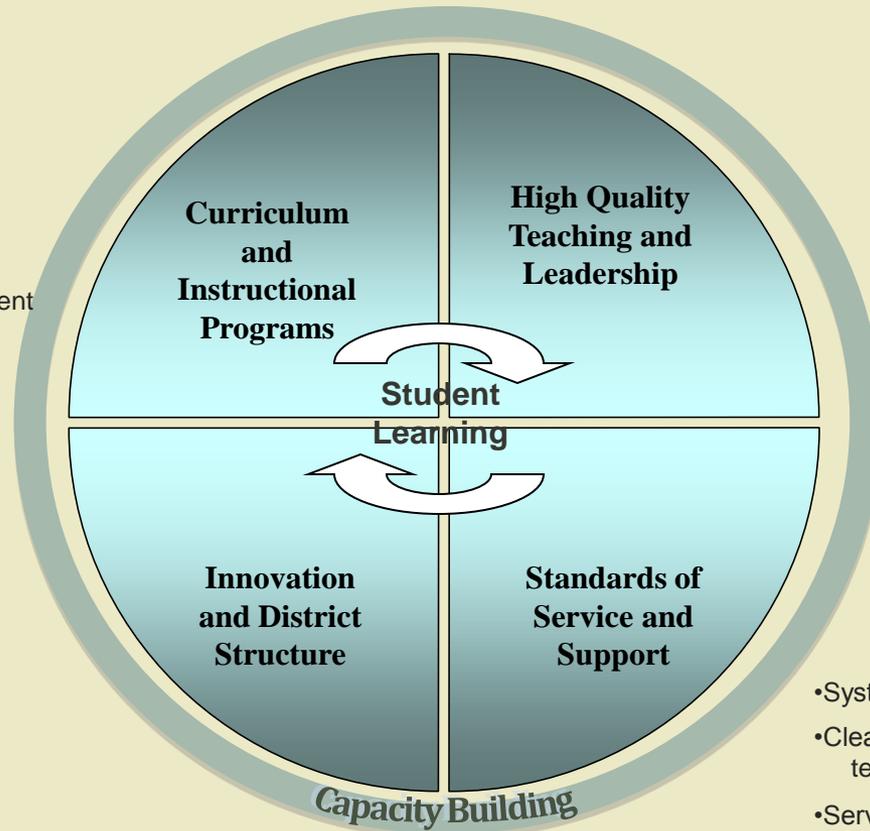
7

Curriculum and Instructional Programs

- Coherent and rigorous curriculum
- Aligned professional development and instructional resources
- Assessment for learning and improvement
- Supports and expectations for implementation
- Effective interventions and special programs

Innovation and District Structure

- Say Yes to Education
- Innovation Zone
- Needs-based supports to schools and students



High Quality Teaching and Leadership

- Teaching framework for equity and alignment
- Instructional leadership framework
- Teacher evaluation
- Principal evaluation
- Recruitment and retention
- Support systems for improvement

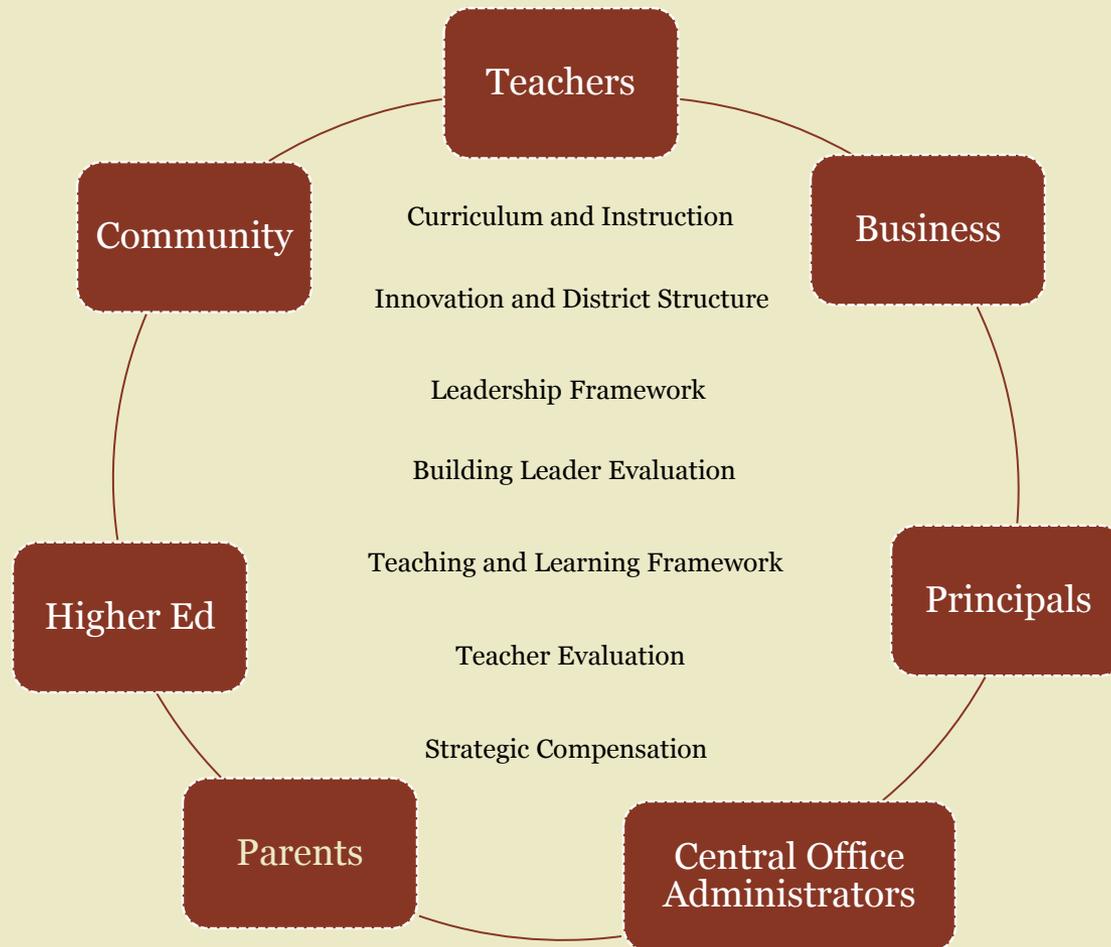
Standards of Service and Support

- Systems of collaboration and engagement
- Clear expectations and supports for teaching and learning
- Service-oriented central administration

Co-Accountability for Results

Model of Transformation

Collaborative Task Force Structure



Strategic Partners

Each Task Force is facilitated by one of our strategic partners, all of whom are considered national experts in their respective content areas.

**Mass
Insight**

Innovation &
District
Structure

**Insight
Education**

Leadership
Framework

Building
Leader
Evaluation

Teaching &
Learning
Framework

Teacher
Evaluation

Collier

Curriculum
and
Instruction

**Battelle
for
Kids**

Strategic
Compensation

2011-12 Transformation Initiatives

10

- ❖ Curriculum Development
- ❖ Instructional Improvement
- ❖ Development and Implementation of Teacher and Principal Evaluation Systems
- ❖ Creation of an Innovation Zone
- ❖ Development of a 5 Year Strategic Plan
- ❖ Creation of New Strategic Compensation Systems for Teachers and Principals

Strategic Priority 1: Recruiting, Developing, Supporting and Retaining Effective Teachers and Leaders

11

Development and Implementation of Teacher and Principal Performance Evaluation Systems

- ❖ Development of new performance evaluation systems for teachers and building leaders

- ❖ The Work:
 - Develop frameworks that define effective teaching and leadership
 - Establish the goals and uses of teacher and leader evaluation systems
 - Design systems aligned to instructional and leadership frameworks and state regulations
 - Make recommendations on valid local assessment measures to be used during the current school year
 - Make recommendations on evaluation systems to be used in 2012-13

Syracuse City School District

2011-2012 Teacher Evaluation Process

12

Annual Professional Performance Review (APPR) Process

- ❖ Teachers and principals must now be evaluated annually and using a scale of 0-100 points, assigned one of the following ratings:
 - Highly Effective, Effective, Developing and Ineffective.
(91-100 pts.) (75-90 pts.) (65-74 pts.) (0-64 pts.)

Syracuse City School District

2011-2012 Teacher Evaluation Process

13

Each evaluation includes the following components:

- ❖ **Student Growth** – student growth as measured using State assessments as determined by NYSED.
- ❖ **Locally-Selected Measures** of student achievement – this number will be based upon ELA and math scores in elementary and middle schools; English and math regents scores and student promotion in high schools.
- ❖ **Observations** – one observation will be announced, one observation will be unannounced. Both must be conducted by certified evaluators, one must be done by a certified administrator.
- ❖ **Individual Professional Growth Plan** – to be developed in alignment with the Danielson rubric using the TEACHSCAPE platform.
- ❖ **Alternative Evaluation** – for teachers who chose other methods of evaluation (portfolio, action research, peer coaching or National Board certification), which must be aligned with the Danielson rubric.

Syracuse City School District

2011-2012 Teacher Evaluation Process

14

4-8 ELA and Math

	Student Growth (on State Assessments)	Locally-Selected Measures	Professional Practice			
			Observation #1	Observation #2	Individual Professional Growth Plan and Reflection	Alternative Evaluation Plan
4-8 ELA and Math Standard Evaluation	20%	20%	20%	20%	20%	N/A
4-8 ELA and Math Alternative Evaluation	20%	20%	15%	15%	10%	20%

Syracuse City School District

2011-2012 Teacher Evaluation Process

15

Non 4-8 ELA and Math

			<u>Professional Practice</u>			
	Student Growth (on State Assessments)	Locally-Selected Measures	Observation #1	Observation #2	Individual Professional Growth Plan and Reflection	Alternative Evaluation Plan
Non-Tested Areas Standard Evaluation	0%	20%	30%	30%	20%	N/A
Non-Tested Areas Alternative Evaluation	0%	20%	20%	20%	20%	20%

Syracuse City School District

2011-2012 Teacher Evaluation Process

16

Additional Information

- ❖ NYSED will require alignment of Danielson to the Common Core. To be proactive, SCSD has now developed a customized framework for evaluation for the 2012-2013 school year that meets all requirements of the NYSED and takes into consideration our move to align our curriculum with the Common Core Standards.

Peer Assistance Review (PAR)

17

- ❖ A cooperative union/management program of teacher evaluation for first-year teachers.
- ❖ A teacher performance tool based on peer assistance, coaching, and evaluation.
- ❖ Established in 2005 and modeled after the Toledo Plan.
- ❖ The PAR program identifies outstanding, experienced teachers (*consultant teachers*) to support, guide, and evaluate newly hired teachers (*interns*).
- ❖ Governed by the PAR Panel, consisting of five appointed union representatives named by the teacher union president and four management representatives appointed by the Superintendent of Schools with the agreement of the administrators union.
- ❖ Consultant teachers present evidence throughout the year and make a recommendation to the PAR Panel in May regarding retaining or releasing the interns.
- ❖ PAR Panel then makes a recommendation to the superintendent.
- ❖ PAR is part of an induction program that includes ongoing professional development and mentoring for second-year teachers.
- ❖ 97% of teachers successfully completing the PAR Program are still employed in the district after five years.

Strategic Priority 1: **Recruiting, Developing, Supporting and Retaining Effective Teachers and Leaders**

18

Creation of Strategic Compensation System

- ❖ The strategic alignment of desired organizational goals and compensation
 - Task Force is supporting the development of a Strategic Compensation System
- ❖ Our system is being designed to:
 - Increase student outcomes
 - Reward or incent performance and actions
 - Increase professional growth through teamwork
 - Link staff to goals and organizational strategy
- ❖ Funded through a US Department of Education Teacher Incentive Fund Grant

Strategic Priority 2:

Providing rigorous, aligned curriculum for all students in all subject areas, including CTE, at all grade levels

19

Curriculum and Instruction

- ❖ We have started to develop curriculum tools aligned to NY Common Core State Standards in English Language Arts and mathematics
- ❖ We are creating a tiered professional development plan for all teachers and principals
- ❖ Principals, curriculum leaders and instructional coaches are engaged in a year-long study of academic rigor and the common core standards
- ❖ Teachers have begun an in-depth study of the common core and are currently revising curriculum tools for the 2012-13 school year
- ❖ Development of CTE programs aligned to National/State growth fields and emerging industries. Roll out will begin in the Fall of 2012

Strategic Priority 3:

Developing infrastructure and partnerships to support student readiness and success

20

Creation of Innovation Zone

- ❖ A cluster-based strategy for improving low performing schools
 - When students attend a low-performing high school, they typically also came from low-performing middle and elementary schools that failed to prepare them academically
- ❖ Creating flexible operating conditions and building specialized expert capacity to address the unique challenges of chronically failing schools
- ❖ Creating targeted interventions for clusters of low performing schools to increase student achievement
- ❖ \$6 million dollar investment
- ❖ SCSD and STA Collaborative Agreements :
 1. Longer School Day for 100% of students attending iZone schools
 2. Each iZone school staffed by a process of mutual consent
 3. Limited articles of the CBA subject to grievance procedure, all other conflicts resolved through new internal appeals

Strategic Priority 3:

Developing infrastructure and partnerships to support student readiness and success

21

Creation of Innovation Zone

- ❖ SCSD and STA Collaborative Agreements continued :
 4. 10 days of summer professional development
 5. Professional development for Turnaround School Teams will be conducted by AFT
 6. Weekly common planning time outside of school day
 7. Establishment of Turnaround School Teams for school decision making (principal, teachers, teaching assistants, parents)
 8. Teachers must participate in new strategic compensation system
 9. iZone Advisory Council – responsible for overseeing iZone progress

Strategic Priority 3:

Developing infrastructure and partnerships to support student readiness and success

22

Say Yes to Education

- ❖ Say Yes is a landmark collaboration that brings the Syracuse City School District, Syracuse University, Say Yes to Education, Inc., the Syracuse Teachers' Association, the Syracuse Association of Administrators and Supervisors, the City of Syracuse, Onondaga County, the American Institutes for Research, and a diverse group of Syracuse area corporate, non-profit, and philanthropic organizations together to organize people, time, money and resources to support Syracuse students.
- ❖ Say Yes Syracuse is committed to dramatically increasing high school and college graduation rates for urban youth.
- ❖ Say Yes provides a framework of support that combines an early incentive of college education with high quality and sustained academic, social and emotional, health, and family supports throughout the K-12 years.
- ❖ Syracuse is the first community in the United States to implement the Say Yes program district-wide.

Say Yes to Education

23

Say Yes Supports and Services

- ❖ Extended day and extended year programs
- ❖ Tutoring
- ❖ Mentoring
- ❖ Family outreach and engagement
- ❖ Social work/counseling services
- ❖ Financial aid counseling
- ❖ Referrals for high-quality health care and legal assistance

Say Yes to Education

24

Say Yes to College

❖ Higher Education Compact

Say Yes Syracuse and SCSD have partnered with nearly 100 colleges, including most of the SUNY and CUNY colleges and more than 20 private colleges, to provide eligible students with a wide variety of post secondary options.

❖ College Access Support

Working with local college financial aid offices we help students and families complete their financial aid applications. We partner with local organizations who offer additional college preparation for students, including Hillside Work-Scholarship Connection, Partnership for a Better Education (PBE), and On Point for College.

Say Yes to Education

25

Say Yes to College Scholarships

❖ Say Yes Opportunity Grant (SUNY and CUNY Colleges)

Students who have received the maximum Federal Pell Grant, reside on campus, and have high remaining need for financial aid may receive up to \$2,000 per year which can be used toward books, fees, or room and board.

❖ Say Yes Choice Grant (Private Colleges)

Students from families whose income is more than \$75,000 who are attending a Say Yes Private Compact College (and not receiving a Say Yes Tuition Scholarship) may receive the Say Yes Choice Grant. This grant covers up to \$5,000 per year.

Say Yes to Education Accomplishments

26

- ❖ Currently, 5100 SCSD students are enrolled in Say Yes two-hour extended day programs.
- ❖ Approximately 2,200 students attend Say Yes extended year programs during the summer.
- ❖ 9th grade discontinuation rates decreased by 44 percent from 2009 to 2010.
- ❖ 31 percent more 9th grade students are passing the regents exam than in 2009
- ❖ Reduced the ratio of students to social workers from 500:1 to 200:1 in all elementary and K-8 schools
- ❖ As part of the Promise Zone commitment, SCSD, Say Yes, the Onondaga County Department of Mental Health, and community-based organizations are working toward their collective goal of having one mental health clinic in every school in the District by 2013
- ❖ Seven Say Yes legal clinics are now open in all quadrants of SCSD and are staffed by five local law firms to provide free legal advice, free service, and referrals to families

Leadership is not so much about “telling” the way as it is about articulating the destination and helping to create the capacity to reach it.