

1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?

A review of Schuyler Achievement Academy's most recent academic data reveals a school which is making significant progress. To that end, both NWEA math and ELA scores represent consistent incremental growth over the past three years, with its highest percent of increase realized during the 2015-16 academic year. However as we look ahead to the 2016-17 instructional year, challenges do exist. The greatest among them being:

- Developing procedures that ensure that high-quality teacher practices are regularly implemented in classrooms and are resulting in greater student achievement, as well as measuring professional development's positive impact upon lesson planning, formative assessment and differentiation/data-driven instruction, empowering all students to access the curriculum, rigorous learner engagement with student-centered practices, integration of Higher Order Thinking Skills, and teacher feedback to students with guidance on how to improve.

The school's administration in concert with the Building Leadership Team (BLT) and the District Director of School Improvement, will address this challenge by developing procedures that will include a newly revised teacher walkthrough observation tool. This vehicle will target the aforementioned professional development-based teacher practices while also providing the opportunity for teacher-administrator face-to-face discourse centered on the observational data. Accordingly, follow-up observations will occur that will target the previously identified areas of need, and affirm improvement or address the need for continued monitoring. The observational data will also be shared with the academic coaches so that individual teacher support can be provided, while impacting the overall faculty via the systemic pattern of common planning activities and PD that are already scheduled for the 2016-17 school year. Finally, all measures of observation, feedback, support and continued monitoring shall reflect student data and the school's commitment to the studio model of instruction and the ELA and Math identified instructional foci for the 2016-17 academic year.

In the spirit of Receivership as in all matters of school growth and improvement, the supportive role of the Office of Innovation and School Reform would be most gratefully welcomed. In its current incarnation, OISR is an unseen entity in school improvement and reform. SAA welcomes a more visible presence of OISR in the academic and pedagogical life of the school. In so doing, OISR has its greatest opportunity to observe, offer feedback, affirm growth and success, and provide continued support and impactful monitoring.

2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?

Schuyler Achievement Academy has much to boast about concerning the 2015-16 academic year; however, its greatest success story is realized in the academic and behavioral trends of the past 2-3 years. To that end, NWEA data reflects in both ELA and math, a three year trend of significant increases in the percentage of students meeting or exceeding their Goal. (See attached.) Likewise a comparison review of AIMSweb data of June 2016 with June 2015 indicates that more students ended the 2015-16 academic year at the 25th percentile or above on the AIMSweb fluency measure as compared to 2014-15:

- 1<sup>st</sup> grade: 2016 - 57%
  - 2015 – 28%
- 2<sup>nd</sup> grade: 2016 – 43%
  - 2015 - 29%
- 3<sup>rd</sup> grade: 2016 – 44%
  - 2015 - 37.7%
- 4<sup>th</sup> grade: 2016 - 51.1%
  - 2015- 29%
- 5<sup>th</sup> grade: 2016 – 50%
  - 2015 - 37.7%

In all non-academic areas of school life, SAA has also shown dramatic improvement:

- In-school suspensions:
  - 2014-15: 208
  - 2015-16: 97
- Out-of-school suspensions:
  - 2014-15: 22
  - 2015-16: 4
- Student attendance:
  - 2013-14: 90.50%
  - 2014-15: 91.58%
  - 2015-16: 93.48%

The aforementioned data represents SAA’s greatest accomplishment that the community ought to know! Clearly, the information points to a school that is very much engaged in the process of “turnaround.” All areas of academics are realizing significant growth. And, in all matters of student behaviors and attendance, SAA is demonstrating that its efforts to impact students’ positive decision making in an environment of PBIS, is impacting the school climate in a profoundly significant way.

3. What is one practice that OISR should continue in working to support Receivership schools?

On-going support and direction concerning all mandates germane to Receivership, and a visible presence in the school would be greatly appreciated.

4. What is one practice that OISR should discontinue in working to support Receivership schools?

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5. What is one practice that OISR should consider adopting in their work to support Receivership schools?

Along with OISR's greater visibility and presence within the school, it would be greatly appreciated if all manner of accountability (PSS, SURR and Receivership) were to emanate from a single office. In so doing, redundancy of information and the number of required reports would be diminished. This would gain back time for the administrative teams, and increase their availability to do the work of ensuring greater student success. Additionally, the development of an online Receivership community would do much to support the work that goes on daily in our schools. The online community can ask questions and enjoy colleague-generated answers, as well as OISR information. School administrators can share best practices and creative interventions, and thus avoid the "reinvention of the wheel" dynamic. And finally, webinars can be provided by OISR that will support the written requirements of state accountability and required documentation.

6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.

The Superintendent of Schools used her receivership authority to encourage a Memorandum of Agreement between the School District and the Teachers' Association that guaranteed the regular submission of teacher-generated lesson plans for administrative review. This single action empowered the focus of receivership to be upon planned instruction. Accordingly, all manner of contract grievance was avoided. Individual student data became the integral prime mover of all lesson planning. Common Formative Assessments and a refocused grade-level-based common planning effort empowered teachers to work closely with academic coaches to develop multifaceted

lesson plans that addressed the myriad of learning needs reflective of the data, and inherent to challenging the potential of each child.

7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?

The 2015-16 academic year realized a new vision of decision-making at Schuyler Achievement Academy. With very few exceptions, all issues germane to curriculum, professional development, student management, communication, PBIS, etc., emanated from the Building Leadership Team with opportunities for teacher feedback/input. Directives were never issued; consensus was always sought. Teachers were empowered to lead and consequently, a new sense of collaborative leadership emerged. As a result of this leadership paradigm shift, the phrase “teacher leader” began to be used by those who visited SAA and observed the workings of the systems that had been put into place. It was a phrase not used by SAA’s administrators or the teachers. It was used to define the dynamic(s) at-play and observable by all welcomed into our teaching-learning community. This approach to decision-making realized a higher degree of teacher satisfaction, while also scaffolding the efforts of the academic coaches and PD consultants. Finally as stated previously, all ELA and math data currently available indicate substantial growth and improvement during the 2015-16 academic year. It is the belief of the stakeholders that a clear nexus exists between collaborative leadership/decision-making and the improved academic growth/success of students.