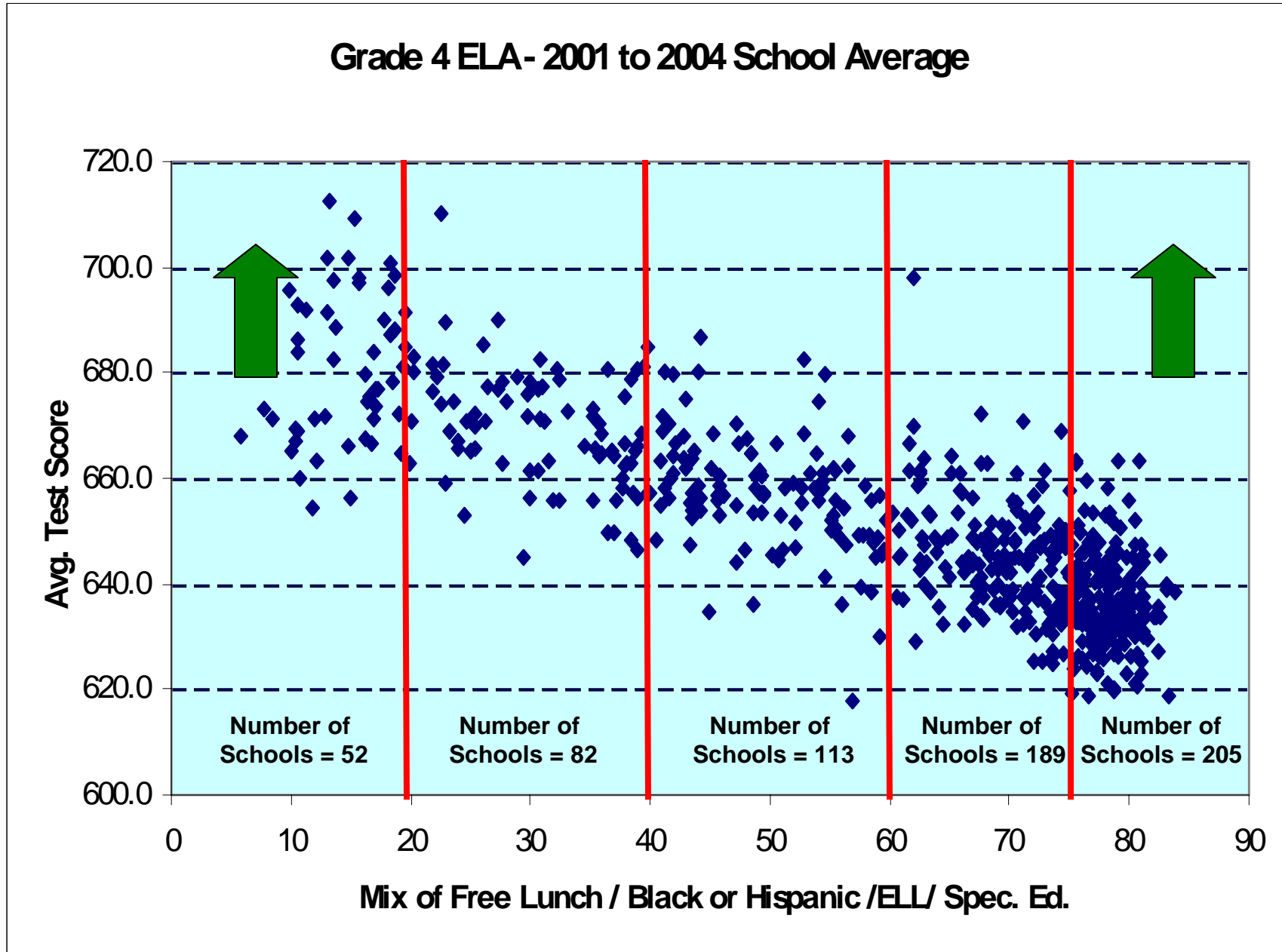


# Children First— Focus on Accountability

UFT Delegate Assembly  
May 17, 2006

# The Problem



# Continuous Improvement of Student Outcomes



Schools are the center of the achievement universe.

# Better Information for Better Instruction and Better Results

**All 1400 Schools by Fall 2007**

Progress Report

On-Site Quality Review

Real-Time Data Management System

Periodic Progress Measures

Vigorous Support for a Culture of Continuous Learning

# Progress Reports

Use the Best Available Evidence and Use it Better: Tests, Plus

<b>New Accountability Measurements</b>	vs.	<b>Pre-existing Measurements</b>
Progress: what the school <u>adds</u>	vs.	Snapshot of performance
All amounts of improvement in student achievement	vs.	Only movement across a small number of proficiency levels
“Special focus” on serving students most in need	vs.	Incentives to focus on students least in need
All schools are graded: A, B, C, D, F	vs.	Only schools with challenging populations: SINI, SURR

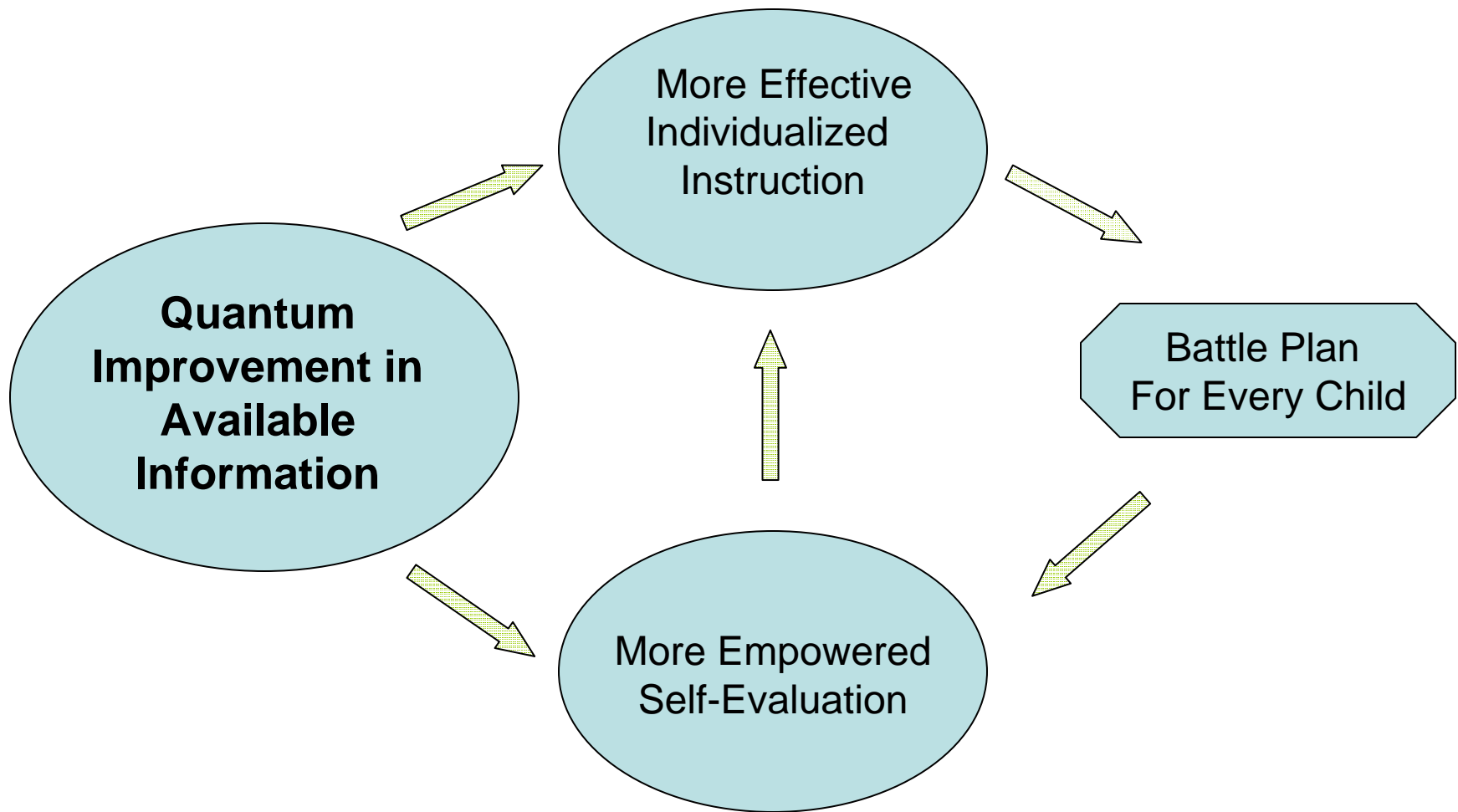
# Quality Review: Measuring Capacity for Data-Driven Continuous Improvement, Five Quality Criteria

1. Gather Data- School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.
2. Plan and Set Goals- School leaders and faculty use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.
3. Align Instruction- The school aligns its instructional activity and resources around its focused plans for accelerating the learning of each student.
4. Build and Align Capacity- The development of instructional leadership, staff, and capacity are also aligned around the school's collaboratively established goals for accelerating the learning of each student.
5. Monitor and Revise- The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

# Quality Review: Supporting a Culture of Evidence Based Self-Evaluation and Improvement

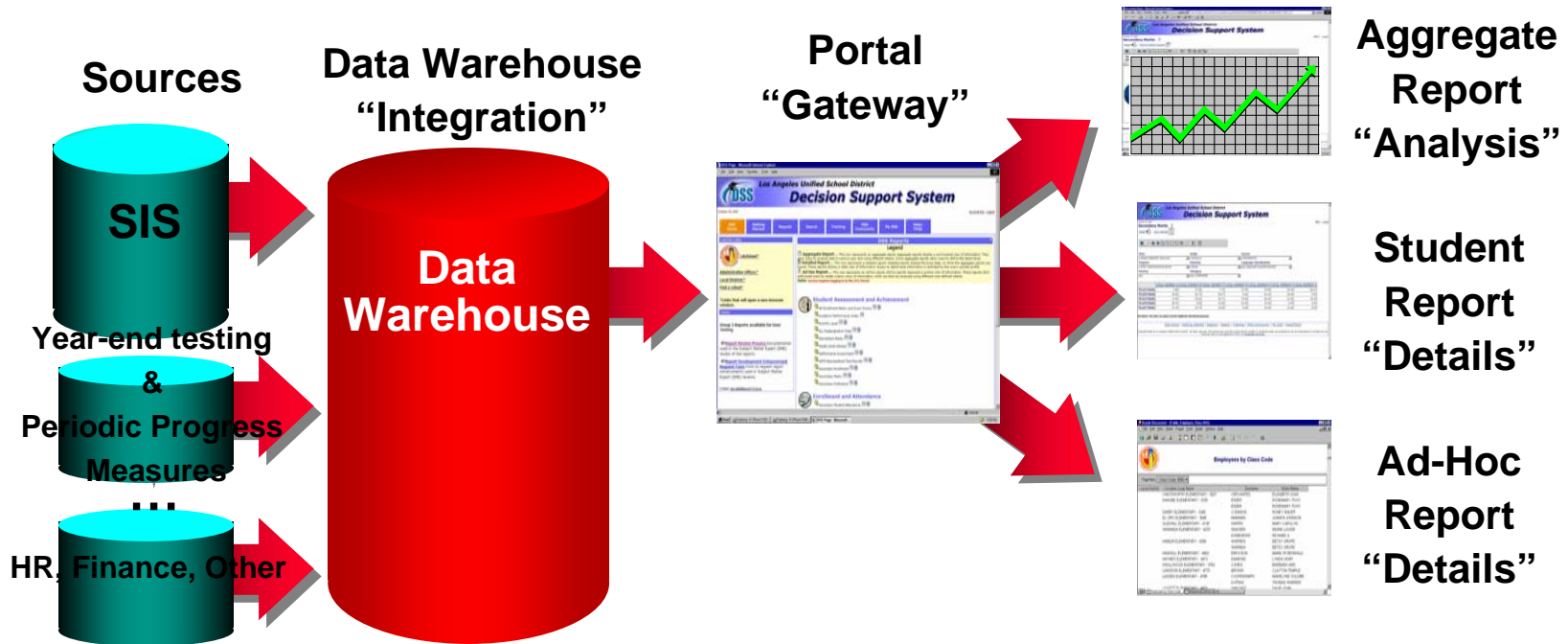
- What
  - Everyday use of evidence about student progress
  - Community-wide collaboration on achievement
  - High quality instruction
  - “*Show Me*”: In-depth examples and case studies
  - (+) Well Developed, (✓) Proficient, (Ø) Undeveloped
- Who
  - Initially: External partners (all former instructional leaders) and DOE Principals and LISs
  - Going forward: DOE peer reviewers conduct all reviews

# More Learning Requires More Information For and About Learners



# Data Management System

Instant access to Student Achievement information via the Internet



Secure Web based reporting and analysis system

Supports the DOE's primary mission of increasing student achievement

\*some slide components provided by outside sources



## Periodic Progress Measures- Options

- 1) Default system based on citywide ELA and math curricula
- 2) Customized version (service provided to align with different curriculum or sequence)
- 3) Qualifying alternative system (equally rigorous, standards-based, measures progress, permits cross-group comparison) developed by region, network or school

# Vigorous, Focused Support for a Culture of Continuous Learning

- Large-scale, ongoing school-based training and support
- Leadership and teacher training, comprehensive planning, development, and school-based collaborative activity all aligned around accelerated learning
- Collaborative networks of improving schools
- Broad inventory of exemplary practices

# Accountability Timeline

	2006-07		2007-08
	Empowerment Schools	Other Schools	All Schools
Progress Report (Previous Year)	Yes	No	Yes
Progress Report (Current Year)	Yes	Yes	Yes
School Targets	Yes	No	Yes
School Grade	Yes	Yes	Yes
Quality Review	Yes	Yes	Yes
Rewards/ Consequences	Yes	No	Yes
Data Management System	Spring 2007	No	Yes
Periodic Assessments	Yes	No	Yes
Support for Continuous Learning	Yes	No	Yes

# A Learning Institution

Clear goals, the power to experiment, honest evaluation, and indicated change, all leading to ongoing improvement

- Not a bureaucracy
- Not a business
- Not carrots and sticks

Using information to empower schools to improve—in the same way learning improves the lives of children every day.