



AN ALLIANCE OF OHIO'S URBAN SUPERINTENDENTS AND TEACHER UNION PRESIDENTS

AGENDA

Academic Distress Commission (ADC) Solutions Discussion

March 22, 2019

8:00am-9:00am

Attending Organizations

The Ohio 8 Coalition

First Ring School Collaborative

Mid-Size Urban Districts Leadership Collaborative

Introductions (All)	8:00am – 8:05am
Purpose and Goal of Discussion (Ohio 8 Co-Chairs)	8:05am – 8:10am
Outline of Ohio 8 Coalition Recommendations (Ohio 8 Co-Chairs)	8:10am – 8:20am
Outline of First Ring Recommendations (First Ring)	8:20am – 8:30am
Outline of Mid-Size Urban Recommendations (Mid-Size Urban)	8:30am – 8:40am
Discussion to Finalize Joint Recommendations (All)	8:40am – 8:55am
Outline Action Steps & Assignments (All)	8:55am – 9:00am

THE OHIO 8 COALITION

DRAFT ACADEMIC DISTRESS COMMISSION SOLUTIONS

As of March 12th

PURPOSE OF RECOMMENDATIONS

1. Any changes made to any proposal or draft bill should seek to provide greater autonomy and control to the local school districts, teacher union, and community. As the concept bill reads now it remains very “state-centric”. The Ohio 8 seeks to shift that to a more balanced approach.
2. Relative to Senator Lehner’s concept waiver bill, School Improvement Review Committee (SIRC) membership should include a practitioner with particular experience in turnaround school strategies. Below are the five required qualifications of such an educator and for further reading, a link from New York State Department of Education, which defines a “Distinguished Educator” who is tasked with looking at

how to improve schools or districts. This might be useful to help us to develop the criteria for SIRC practitioners. You can find more here: <http://www.p12.nysed.gov/accountability/de/home.html>

3. No measurable outcomes should be listed in any bill but rather such outcomes should be determined within the local plans developed by districts.
4. Districts should have the flexibility to use an organization or consulting firms to assist with turnaround strategies with a proven track record but specificity related to the type of vendor should not be a part of state law.
5. Distress Commission resources such as state technical assistance should be available if the school district deems that helpful within their established plan so long as that assistance is delivered by qualified educators as outlined in #2.
6. Plans should have evidence-based approaches and have a signed agreement by the district's Teacher Union President and School Superintendent agreeing to the plan

The Following Are the Five Required Qualifications of a Distinguished Educator (DE) Assigned to a District:

1. Ten years successful experience in education including, but not limited to at least five years of successful experience in turning around low performing districts and sustaining the improved academic achievement of all at risk groups, or dramatically raising achievement of high needs students in moderate to high performing districts.

OR

Alternate qualifications deemed acceptable by the Commissioner including, but not limited to, a minimum of five years of statewide experience working with low performing school districts, or a minimum of five years comparable experience working with at risk populations in closing achievement gaps in a charter school, BOCES or in a nonprofit educational organization;

2. New York State (NYS) certification as a School District Administrator or a School District Leader, or a substantially equivalent certification, as determined by the Commissioner, issued by a jurisdiction outside the State.

OR

A Ph.D., Ed.D. or other comparable advanced degree and a minimum of five years working directly in low performing districts or dramatically raising the achievement of high needs students in moderate to high performing districts;

3. Experience as a teacher or administrator in a school district, charter school, BOCES or a nonprofit educational organization within the past three years (current employee) or, where applicable, within the immediately preceding three years (recent retiree) from the date of the candidate's initial appointment as a distinguished educator;
4. Demonstrated ability to successfully work with at risk populations in closing achievement gaps;
5. Experience in school turnaround and sustaining the academic success of at risk students.