



# City School District of Albany

## **Strategic Plan: 2020 Vision**

*"The Best Urban School District in Which to Learn and Work"*

February 2014

## Introduction

The City School District of Albany is engaged in a comprehensive and compelling planning and systemic change effort over the next five years to dramatically shift the design, delivery, performance and partnership in the district and the local community. Educational enterprises are exquisitely designed to produce the results they get. The City School District of Albany's stagnant performance and record of improvement over the past 10 years is not by coincidence or chance. The district's performance in student learning, staff morale, family connection to learning and community engagement are direct outcomes of the combination and interaction between district and community cultures, daily work and organizational structures and systems.

Under the leadership of Superintendent Dr. Marguerite Vanden Wyngaard and the Albany Board of Education with the guidance of TeamWorks International Inc., Webb and Associates, and the University of Washington Center for Education Leadership (CEL), the district is utilizing the opportunity provided by the State Education Department and Federal Government System Change Grant in the 2012– 2014 school years to design and delivery a new and aligned way of providing leadership through excellence in governance, excellence in management and excellence in consultation.

The District Strategic Plan: 2020 Vision includes the key elements of:

- Strategic Roadmap with Mission, Core Values, Vision and Strategic Directions
- VisionCards Performance System for each of the Strategic Directions
- Operational Plans for continuous improvement at the District, School and Department levels to improve VisionCard performance

In the 2013/14 SY, the development of Monitoring Reports organized around the VisionCards and District, School and Department performance and improvement plans will be provided to the Board of Education.

The District Theory of Action flowing from and informing the 2020 Vision Strategic Plan is:

### City School District of Albany

#### Theory of Action:

Provide a caring and competent teacher in every classroom

Engage students in the act of learning and the ownership of their learning

Empower and support principals as the key leaders to facilitate this vision

Ensure a strong central office staff focused on supporting school and teacher leaders

Ensure a strong partnership with the Board of Education and district leadership

Gather, analyze and use data to monitor continuous improvement, make informed decisions and report progress

Expand leadership density throughout the entire organization

Engage parents, community members and strategic partners to work to ensure students pursue college and careers

We will meet our mission of *“Educating all students for college and career, citizenship and life in partnership with our diverse community.”*

**IF WE**

**and if we;**

**THEN;**

This Version 14 of the CSDA Strategic Plan: 2020 Vision represents the discussions and thinking from January, 2014 Cabinet and individual executive coaching sessions guided by Dennis Cheesebrow of TeamWorks International, consultant to the City School District of Albany.

## Imagine...

- The district and community operating with a belief that ALL students can learn and develop to be career and college ready with confidence with trust in the City School District of Albany to deliver on that belief in partnership with students, employees, families and community.
- A comprehensive, consistent, and quality District Educational Program funded by community investment and managed for sustainability, equity, and accountability for performance.
- Early and extended day opportunities at all schools in partnership with community providers and Albany Promise aligned to the daily work and learning in the classrooms, with a shared and clear focus on student learning and readiness at each grade level.
- Greater than 70 % of our students ready at each grade level, at each core content area, to a common P – 12 Readiness Pathway which is easy to understand with clear and continuous assessments of mastery of Common Core Standards provided to students and families.
- Engaging, safe, and welcoming classrooms with integrated use of technology, personalized instruction, and cultural relevance to the students preparing them with the academic and core life skills needed for success in a diverse, connected and global society.
- Elementary schools with an additional two hours per day of learning for all students, effectively adding up to three years of learning to the current K – 6 educational design with flexibility, innovation, and shared accountability at the school level provided by employees and administration.
- Secondary schools with Grade 6 – 12 alignment of educational programming, high standards for learning, skill development, and community service; where greater than 90 % of our 9<sup>th</sup> grade students graduate by the end of their senior year with college, career, and community readiness.
- Secondary schools with clear and compelling choices in areas of study and development, small learning communities, that are supported by facilities design and technology, student services and partnerships with business, community and higher education, in a safe, healthy and welcoming environment where all can learn and thrive.
- Albany High School operating like a college campus with flexibility in hours, locations, licensure, classroom and distance-based learning, dual crediting with universities, colleges, technical schools and other high schools in clear partnership with higher education, business, government and non-profits.
- A district leadership and culture organized around the needs of the students, and the schools operating with clear accountability and autonomy and real partnership and collaboration with our employees and union leadership.

## Also Imagine a few examples of what will Not Be Here in 3 - 5 Years...

- Predictability of student achievement relative to student's race, gender and socio-economic status
- Students being pulled out of classrooms for interventions and specialized services which increase disruptions and limit time for learning
- Highly disruptive student behavior, school courts and detention / dismissal as a common occurrence in our schools
- Week-long Winter and Spring breaks that extend the school year until the end of June and disrupt the educational process
- Allocation of staffing to work misaligned to the educational program and not demonstrating value-add to student learning, safety and development

All of this represents real change, across the district and community in our structures and systems, in our preferences and culture, in our relationships and agreements, in our partnership and performance, in our commitment and unity. The challenges can be overcome, the opportunities can be leveraged and the shared vision and outcomes can be achieved for all students and families.



## District Strategic Roadmap

### Mission

*Our Core Purpose*

To educate and prepare all students for college and career, citizenship and life, in partnership with our diverse community  
*“Raise the Bar. Commit to Excellence.”*

### Core Values

*Drivers of Our Words and Actions*

- Accountability                      *Responsibility for our words, actions and results*
- Equity                                      *Opportunity, access, and achievement for all without predictable gaps, such as race or economic status*
- Excellence                              *Our best individual and collective efforts and results*
- Integrity                                  *Doing the right thing at all times*
- Resilience                                *Persistence in the face of challenges, disappointment, and setbacks*

### Vision 2020: *The Best Urban District in which to Learn and Work*

*What We Commit to Create Together*

- All students actively engaged in their learning experience of high academic rigor, powerful life skills, caring relationships, and community service
- A caring and competent teacher in every classroom, and highly effective leaders in every school and district office
- Committed and qualified employees with passion and professionalism in serving all students
- Identification and removal of our institutional and cultural barriers to student success
- An engaged, supportive and unified community in robust partnerships for lifelong learning

### Strategic Directions

*Focused Use of Resources in Next 3 Years*

- A. Increase learning for ALL students and dramatically narrow the achievement gap
- B. Provide a comprehensive P – 12 educational program with personalization, academic and core life skills development, choice and quality
- C. Increase family and community engagement, connection, ownership and partnership
- D. Increase life-long educational opportunities through community partnerships and investments with clear impact and value
- E. Provide a recognized educational leadership system with excellence in governance, management and consultation

## So What Might This Mean For...

Students	Families	Employees and Union Leadership	Partners	Administration	Board of Education
<ol style="list-style-type: none"> <li>1. Students operating with a belief that all students can learn and develop to be career and college ready with confidence and trust in City School District of Albany to deliver on that belief</li> <li>2. More time for learning with less disruptions and confusion</li> <li>3. More engaging learning that is personalized and relevant for my success</li> <li>4. Clear and continuous feedback on my learning in ways I can see and understand</li> <li>5. More time for life skills development as part of my academic learning</li> <li>6. High consistency in instruction and engagement between teachers and grade levels</li> <li>7. More interesting, fun and welcoming with higher ownership of my learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents operating with a belief that all children can learn and develop to be career and college ready with confidence and trust in City School District of Albany and themselves to deliver on that belief</li> <li>2. Less disruptions to my families schedule and increased time for my child's learning</li> <li>3. Clear expectations for my roles and responsibilities in supporting my child's learning at each grade and content area</li> <li>4. Clear and continuous feedback on my child's learning in ways I can see and understand</li> <li>5. High consistency in feedback and communications between teachers and grade levels</li> <li>6. Higher ownership of my child's learning</li> <li>7. Improved experience and excellence in consultation to the district on key decisions</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff operating with a belief that all children can learn and develop to be career and college ready with confidence and trust in themselves and administration to deliver on that belief</li> <li>2. Less disruptions to my classroom and schedule</li> <li>3. Greater presence of and partnership with my principal in my core work</li> <li>4. Deeper and more meaningful time and relationships with my students</li> <li>5. Clear and continuous feedback on my work and professional practices in ways I can see, understand and develop</li> <li>6. Alignment and collaboration within and across content areas and grade levels</li> <li>7. Greater autonomy and accountability with more satisfaction and less stress</li> <li>8. Development of partnership capacity and skills at the school and department levels</li> <li>9. Greater partnership and shared work with administration and School Board through our Guiding Coalition</li> <li>10. Improved experience and excellence in consultation to the district on key decisions</li> <li>11. Higher ownership of and performance in my profession and craft</li> </ol>	<ol style="list-style-type: none"> <li>1. Partners operating with a belief that all children can learn and develop to be career and college ready with confidence and trust in City School District of Albany and themselves to deliver on that belief</li> <li>2. Increased clarity of my roles and responsibilities</li> <li>3. Increased alignment of my work and services</li> <li>4. Increased value and impact of my services and work</li> <li>5. Increased and more meaningful communications and connections to the district, schools and families</li> <li>6. New opportunities for partnership, innovation and value-add</li> <li>7. Increased experience of community health, growth and viability</li> <li>8. Development of partnership capacity and skills</li> <li>9. Improved experience and excellence in consultation to the district on key decisions</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators operating with a belief that all children can learn and develop to be career and college ready with confidence and trust in themselves and staff to deliver on that belief</li> <li>2. Redesign of the Office of the Superintendent and district operations Redesign and realignment of district offices as service centers to schools</li> <li>3. Development of the new CSDA Principal-ship</li> <li>4. Development of partnership capacity and skills</li> <li>5. Greater partnership and shared work with union leadership and School Board through our Guiding Coalition</li> <li>6. Alignment and collaboration within and across departments and schools</li> <li>7. Improved capacity and increased alignment in district systems and services</li> <li>8. Increased excellence in management performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Board members operating with a belief that all children can learn and develop to be career and college ready with confidence and trust in themselves and employees to deliver on that belief</li> <li>2. Increased excellence in governance performance, systems and structures</li> <li>3. Increased excellence in management performance, systems and structures</li> <li>4. Increase excellence in consultation performance, systems and structures</li> <li>5. Increased transparency and accountability across departments and schools</li> <li>6. Increase clarity and experience of impact and value of governance</li> <li>7. Improved relationships and connections to key partners and communities in Albany</li> <li>8. Increased satisfaction in our work and clear value add to the community</li> </ol>



<b>CSDA 2013 – 2015 Operational Plan – DRAFT 04</b>			
November, 2013			
<b>Strategic Directions</b>	<b>2013 – 2014 SY</b> <i>A Year of Design and Testing</i>	<b>2014 – 2016 SY</b> <i>2 Years of Implementation</i>	<b>Strategy Statements</b>
<p><b>A. Increase learning for ALL students and dramatically narrow the achievement gap</b></p> <p><b>Owners:</b> <b>Office of the Superintendent</b> <b>Chief Learning Officer</b></p>	<p><b>1. Increase highly effective instruction and student engagement</b></p> <p>a. <u>Personalize instruction</u> – the development of the key relationship between student, teacher and family on learning and development driven by continuous formative data at the classroom level and supported through District wide professional development.</p> <p>b. <u>Provide Highly Effective and Engaging Instruction</u> – Use of CEL Studio Classrooms in 4 sets of partnered schools across the district with significant coaching to increase rigor in assignments, increase to higher levels of engagement and ownership by students.</p> <p>c. <u>Engage Instructional Coaches</u> - All instructional coaches will provide a shared understanding, instructional practices and highly effective coaching for all teachers to improve teacher practice that results in higher student achievement.</p> <p>d. <u>Provide High Quality and Frequent Feedback to Teachers</u> – The Learning Walk skill and practice of the Principal, Vice-principal and teacher providing non-judgmental feedback and coaching through classroom observation</p> <p><b>2. Increase capacity and culture of district offices to serve the schools</b></p> <p>a. <u>District Offices as Service Centers to Schools</u> - Align the system, structures, planning and prioritization of traditional district offices towards service centers for schools in partnership between and among all units within the organization.</p> <p>b. <u>VisionCard Performance Management System</u> - Develop division improvement plans and VisionCards to set goals, monitor progress and report to the Board of Education. Utilize the elements, practices and protocols associated with effective leadership of change to align our language, outcomes and resource allocations that support district initiatives and align to meet external reporting obligations.</p> <p>c. <u>Instructional Leadership Directors</u> - Newly formed ILD positions to develop the instructional leadership performance of principals and the personalized, engaging, and effective instruction of teachers. This is accomplished, in part, through implementation of Effective Instruction including Learning Walks, Studio Classroom and data-driven instruction.</p> <p>d. <u>Partnership Leadership</u> – The capacity and skill to “Partner when WE should and Mange when ONE must” through protocols, tools and processes to build innovation, quality and ownership in our schools and divisions.</p>		<p>Research strongly suggests that teachers and building leaders are the key personnel that are responsible and greatly influence the success of our children academically, socially and emotionally. We must increase the knowledge, skills and dispositions represented in their “tool-box” of teaching and leadership strategies to catapult student learning. Professional learning for building leaders is focused on their ability to observe effective practices, provide feedback and “coach” for success in the classroom. Teachers’ professional learning includes a clear understanding of rigorous learning designs for students to personalize and differentiate instruction based on student needs.</p> <p>Central Office transformation is required to shift the role of the variety of offices from compliance to support for all divisions within the organization. With the investment into the Department of Teaching and Learning, clarifying service center roles and responsibilities, increasing the capacity and skill in partnership and collaboration, as well as stronger systems of communication and of accountability, we will contribute to the success of the district while buffering and brokering on behalf of building leaders to ensure they have the support needed for their teachers and students to succeed.</p>

**CSDA 2013 – 2015 Operational Plan – DRAFT 05**

November, 2013

Strategic Directions	2013 – 2014 SY <i>A Year of Design and Testing</i>	2014 – 2016 SY <i>2 Years of Implementation</i>	Strategy Statements
<p><b>B. Provide a <u>comprehensive P– 12 educational program</u> with personalization, academic and core life skills development, choice and quality</b></p> <p><b>Owners:</b> <b>Office of the Superintendent</b> <b>Chief Learning Officer</b> <b>Assistant Superintendent for Student Support Services</b></p>	<p><b>1. Implement a clear and consistent curriculum aligned to common core state standards</b></p> <p>a. <u>Define What Each Student Must Know and Do for Readiness</u> - Create curriculum documents and/or utilize technology solutions that clearly identify the high priority standards by grade level/course aligned to the Common Core with demarcation for mastery. Create curricular pathways that lead to college and career readiness as measured by traditional college access tests such as ACT/SAT.</p> <p>b. <u>Define Core Life Skills</u> – Describe and align the development of core life skills in the district curriculum with demarcation for assessment of mastery</p> <p>c. <u>Use Individual Learning Plans</u> - Each student has an individualized plan that clearly outlines for the student and family their areas of strength and areas of concern with identified strategies and implementation plan for success.</p> <p><b>2. Redesign and realign Student Support Services</b></p> <p>a. <u>Redesign Student Support Services</u> - Study best practices for support and determine the level of expertise and implementation that is current in the district through a district level team to engage in the design including process, procedures, protocols and metrics.</p> <p>b. <u>Redesign the Student Assignment System</u> - Student achievement data is utilized to create classroom rosters that fit the learning styles of the student and the successful teacher for that group of students.</p> <p>c. <u>Create District Partnerships</u> - Within the organization (ex. Special education, ELL, guidance), create a process for engagement, access and responsibilities of individuals and teams of experts.</p> <p>d. <u>Partner with Community</u> – Engage, align, and partner with Albany Promise and other social support providers to determine their possible roles within the new support service structure</p> <p><b>3. Transform the secondary school system</b></p> <p>a. <u>Integration of the Albany High School Vision</u></p> <p>i. <u>Personalized</u> – student-focused, addressing the unique needs of the majority of students while offering expanded opportunities to discover and develop individual gifts, talents and hopes</p> <p>ii. <u>Relevant</u> – integrating college and career opportunities for all, inspiring and supporting achievement that is meaningful, useful and aligned to student strengths and aspirations</p> <p>iii. <u>Relational</u> – true partnerships across families, school and community to leverage assets, learning and opportunities</p> <p>iv. <u>Results</u> – recognizable and celebrated results in college and career readiness that is tangible, visible and measureable for students, families and district</p> <p>b. <u>Systemic and Operational Alignment of Middle Schools and High School</u> – Across all aspects of secondary school design, create alignment in curriculum, scheduling, and resources for acceleration, intervention, and development towards college and career readiness.</p>		<p>Principals and teachers must have a clear understanding of curricular expectations as required by the state and articulated as the Common Core State Standards. In order for our students to meet the academic and cross discipline requirements of the Common Core, principals and teachers must have clear documentation, access to, ability to plan and create innovative lessons and implement the common core to fidelity to ensure student success in meeting these new standards and the vision and achievable result of the district.</p> <p>We must create a system of support for those students who either through crisis, lack of rigorous engagement or other indicators (absenteeism, discipline or other), need a structure to gain additional resources that do not require special education services. Often we use special education as an avenue for resources and through a strong partnership between and among divisions and with external partners (Albany Promise), we can create a system that increases support and reduces referrals.</p> <p>The High School Vision Process is a critical element for alignment of our facilities in size, purpose, programming and experience for students, staff and families to the 2020 Vision Plan. Grant funding pushed this process ahead of the 2020 Vision Plan and it needs to be fully integrated in a comprehensive and systemic manner as part of the secondary transformation</p>

<b>CSDA 2013 – 2015 Operational Plan – DRAFT 04</b>			
November, 2013			
<b>Strategic Directions</b>	<b>2013 – 2014 SY</b> <i>A Year of Design and Testing</i>	<b>2014 – 2016 SY</b> <i>2 Years of Implementation</i>	<b>Strategy Statements</b>
<p><b>C. <u>Increase family and community engagement, connection, ownership and partnership</u></b></p> <p><b>Owners:</b> <b>Office of the Superintendent</b></p>	<p><b>1. Engage employees and families in ownership of student learning</b></p> <p>a. <u>Partner with Community</u> - As Albany Promise continues to focus on their role in position of support, continue to monitor and influence action teams to focus on increasing parent engagement and identifying strategies to strengthen it.</p> <p>b. <u>Empower Family Voice</u> - Continue to work with Albany Family Education Alliance as a group focused on creating a powerful network of parents, who are fully versed in district expectations, communication and advocacy as a role.</p> <p>c. <u>Family Engagement Coordinator</u> - Create budget line for hiring of full-time Family Engagement Coordinator to facilitate strategies district wide.</p> <p>d. <u>Create a “Parent University”</u> - to engage parents on multiple issues as identified by the Superintendents Advisory through Family Centers located across the district.</p> <p>e. <u>Create a Superintendents Advisory Council</u> - Develop a Superintendents Advisory Council of union leadership, Board and administration for consultation and shared ownership of the 2020 Vision Plan.</p>		<p>Research suggests that in order to strengthen the partnership in the classroom, families must have a strong affinity for and commitment to the district as a whole in order to create a viable partnership with the district. Parents, who have a working knowledge of district expectations, strong 2-way communication protocols as well as keen insight into their role as advocates for their children, results in the strengthening of the district as a system and more importantly strengthens the core process for teaching and learning that is the partnership between the family, the student and the teacher.</p>
<p><b>D. <u>Increase life-long educational opportunities through community partnerships and investments with clear impact and value</u></b></p> <p><b>Owners:</b> <b>Office of the Superintendent</b></p>	<p><b>1. Partner with community in delivery of student readiness at every grade</b></p> <p>a. <u>Birth – 5 Readiness</u> - Partner with Early Childhood providers to ensure their understanding of the Common Core for 0 – 5, implications for instruction and powerful learning strategies for our youngest learners.</p> <p>b. <u>Birth – 5 Language Fluency</u> - Partner with Early Childhood providers to ensure dual language options for 0 – 5 and English as a Second Language so all students entering the City School District of Albany are fluent in two languages.</p> <p>c. <u>Port-of-Entry Program</u> - Work with the refugee center and others to create a “Port-of-entry” program for over-age, non-English speaking young adults and families that immerse them in their home language and English as a second language.</p> <p>d. <u>Partnerships for Careers</u> - Work with our college and university partners to create a pipeline toward careers beyond the living wage that require a certificate or 2-year degree in order to achieve it within the traditional 4-year HS experience or +2. In addition, we engage with our colleges and universities, a pipeline for teacher preparation for employees in position as Teachers Aids is created for hard to fill positions in science, math and special education.</p> <p>e. <u>Partnerships for Funding and Resources</u> - Strategic Partners join with district to learn about and advocate for district funding through organized communication and political strategies as well as join with the district to fund those learning opportunities that are outside of the district purview and limitations for tax-payer funds. This includes our key faith-based entities which are fostered and strengthened in support of community partnerships focused on meeting family, teacher and student needs.</p>		<p>Many residents of Albany are under-employed due to limited education attainment, limited access to highly qualified/quality instruction, as well as immigration and high student mobility. It is the district’s charge to provide education beyond our “walls” to ensure higher levels of partnership, resulting in greater understanding and academic achievement among young adult, adult and for over-age/under credited student success.</p>

<b>CSDA 2013 – 2015 Operational Plan – DRAFT 04</b>			
November, 2013			
<b>Strategic Directions</b>	<b>2013 – 2014 SY <i>A Year of Design and Testing</i></b>	<b>2014 – 2016 SY <i>2 Years of Implementation</i></b>	<b>Strategy Statements</b>
<p><b>E. Provide a <u>recognized educational leadership system</u> with excellence in governance, management and consultation</b></p> <p><b>Owners:</b> <b>Office of the Superintendent</b> <b>Board of Education</b></p>	<p><b>1. Implement the Education Leadership System (ELS) Practices and Structures</b></p> <p>a. <u>Increase the Capacity and Skills for Excellence in Governance, Management and Consultation</u> – align the structure, practices, language and behaviors of the Board of Education and Office of the Superintendent for partnership, transparency, accountability and performance in their key roles and responsibilities.</p> <p>b. <u>Implement a Monitoring Report System</u> - Partner with the Board of Education to create Results monitoring system based on the Balanced Score Card Performance Management System and aligned to the 2020 Vision.</p> <p>c. <u>Implement a District Survey Process</u> - Partner with the Board of Education and strategic partners in the creation of a survey system that gives insight into satisfaction by students, families, staff as well as strategic partners to provide key qualitative data for the Balanced Score Card Performance Management System</p> <p>d. <u>Create a 2-way Communication Protocol</u> - to ensure both the Office of the Superintendent and the Board of Education learn about potential issues and opportunities in a timely and appropriate manner.</p>		<p>In order for The City School District of Albany to meet the 2020 Vision, it is imperative that the Office of the Superintendent and the Board of Education build a powerful partnership. We both recognize that we play distinct roles in the organization and yet we must form an interdependent partnership that allows for public engagement, effective monitoring and a transparency of management processes to assure the Board of Education that leaders are (a) meeting their expectations as defined by the Mission and Vision, (b) working in ethical ways as articulated by the Core Values and that we are (c) creating and implementing powerful implementation plans to support the completion of the Strategic Directions. This also allows the Board of Education to clearly define the Results for our organization and for the Office of the Superintendent to provide information that allows the Board of Education to monitor the progress of the district.</p>

**City School District of Albany  
VISIONCARD A1: LEARNING FOR ALL STUDENTS**

	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
A1.1	P – 12 Reading Pathway to an ACT 22 for College and Career Readiness (CCR)	NWEA MAP Grade Level / NYSED Level 3 and 4 50 %	DEMH	Less than 20 % of all students meet / exceed grade level pathway targets	20-49 % of all students meet / exceed grade level pathway targets	50-59 % of all students meet / exceed grade level pathway targets	60-69 % of all students meet / exceed grade level pathway targets	> 70 % of all students meet / exceed grade level pathway targets	50 %	
A1.2	P – 12 Math Pathway to an ACT 22 for College and Career Readiness (CCR)	NWEA MAP Grade Level / NYSED Level 3 and 4 30 %	DEMH	Less than 40 % of all students meet / exceed grade level pathway targets	40-49 % of all students meet / exceed grade level pathway targets	50-59 % of all students meet / exceed grade level pathway targets	60-69 % of all students meet / exceed grade level pathway targets	> 70 % of all students meet / exceed grade level pathway targets		
A1.3	Equity in College and Career Readiness	20 %	DEMH	1 - 3 Federal student groups have greater than 70 % of students at or above ACT Pathway levels in Reading	4 Federal student groups have greater than 70 % of students at or above ACT Pathway levels in Reading	5 Federal student groups have greater than 70 % of students at or above ACT Pathway levels in Reading	6 Federal student groups have greater than 70 % of students at or above ACT Pathway levels in Reading	All Federal student groups have greater than 70 % of students at or above ACT Pathway levels in Reading		
<b>CSDA APPR Alignment</b>				<b>Not Effective</b>	<b>Developing</b>	<b>Effective</b>		<b>Highly Effective</b>		
A1.4	K - 12 Reading Growth	Growth 60%	DEMH	NWEA CGI 0 - 2	NWEA CGI 3 - 8	NWEA CGI 9 - 12	NWEA CGI 13 - 17	NWEA CGI 18 - 20	30 %	
A1.5	K - 12 Math Growth	Growth 40%	DEMH	NWEA CGI 0 - 2	NWEA CGI 3 - 8	NWEA CGI 9 - 12	NWEA CGI 13 - 17	NWEA CGI 18 - 20		
A1.6	ACT - Composite Score (E, M, S, R)	Readiness 30%	DH	Average composite score of students taking ACT is less than 16	Average composite score of students taking ACT is 16 - 17	Average composite score of students taking ACT is 18 -19	Average composite score of students taking ACT is 20 -21	Average composite score of students taking ACT is 22 or greater	20 %	
A1.7	Advanced Placement (AP) Participation	Readiness 30%	DH	Less than 40 % of Grades 10-12 students enroll in at least one AP course	40-49 % of Grades 10-12 students enroll in at least one AP course	50-59 % of Grades 10-12 students enroll in at least one AP course	60-70 % of Grades 10-12 students enroll in at least one AP course	> 70 % of Grades 10-12 students enroll in at least one AP course		
A1.8	Four-Year Graduation Rate by NCLB Student Group	Readiness 40%	DH	1 – 3 Federal student groups have greater than 90% of 8 <sup>th</sup> grade students graduating in four-years	4 Federal student groups have greater than 90% of 8 <sup>th</sup> grade students graduating in four-years	5 Federal student groups have greater than 90% of 8 <sup>th</sup> grade students graduating in four-years	6 Federal student groups have greater than 90% of 8 <sup>th</sup> grade students graduating in four-years	All Federal student groups have greater than 90% of 8 <sup>th</sup> grade students graduating in four-years		
<b>VisionCard A1 Score</b>										

City School District of Albany  
**VISIONCARD A2: LEARNING FOR ALL STUDENTS**

	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
A2.1	<b>Student Attendance per Grading Period</b>	Presence 50%	DEMH	Less than 50 % of students miss 2 or less school days per grading period	50 - 59 % of students miss 2 or less school days per grading period	60 - 69 % of students miss 2 or less school days per grading period	70 - 79 % of students miss 2 or less school days per grading period	80 % or more of students miss 2 or less school days per grading period	25 %	
A2.2	<b>Teacher Attendance per Grading Period</b>	Presence 30%	DEMH	Less than 80 % of licensed teachers miss 2 or less school days per grading period	80 - 84 % of licensed teachers miss 2 or less school days per grading period	85 - 89 % of licensed teachers miss 2 or less school days per grading period	90 - 94 % of licensed teachers miss 2 or less school days per grading period	95 % or more of licensed teachers miss 2 or less school days per grading period		
A2.3	<b>Discipline Incidents by Student Group per grading period</b>	Presence and Equity 20%	DEMH	6 – 7 NCLB student groups have more than 10% of students committing a disciplinary infraction per grading period	5 NCLB student groups have more than 10% of students committing a disciplinary infraction per grading period	4 NCLB student groups have more than 10% of students committing a disciplinary infraction per grading period	1 – 3 NCLB student groups have more than 10% of students committing a disciplinary infraction per grading period	No NCLB student group has more than 10% of students committing a disciplinary infraction per grading period		
A2.4	<b>Response to Intervention (Rti)</b>	40 %	DEMH	Less than 55% of building based referrals to the Committee on Special Education include Rti Tier III Interventions and Progress Monitoring	55-65% of building based referrals to the Committee on Special Education include Rti Tier III Interventions and Progress Monitoring	65-75% of building based referrals to the Committee on Special Education include Rti Tier III Interventions and Progress Monitoring	75-85% of building based referrals to the Committee on Special Education include Rti Tier III Interventions and Progress Monitoring	Greater than 85% of building based referrals to the Committee on Special Education include Rti Tier III Interventions and Progress Monitoring	25 %	
A2.5	<b>Positive Behavioral Interventions (PBIS) and Support</b>	60 %	DEMH	Less than 65% of student behavioral management needs are addressed by building level Tier I Interventions and Supports	65-70% of student behavioral management needs are addressed by building level Tier I Interventions and Supports	70-75% of student behavioral management needs are addressed by building level Tier I Interventions and Supports	75-80% of student behavioral management needs are addressed by building level Tier I Interventions and Supports	Greater than 80% of student behavioral management needs are addressed by building level Tier I Interventions and Supports		
<b>CSDA APPR Alignment</b>				<b>Not Effective</b>	<b>Developing</b>	<b>Effective</b>		<b>Highly Effective</b>		
A2.4	<b>P – 12 Reading Value-Add</b>	Growth Assess 50 %	DEMH	NWEA VARC 0 - 2	NWEA VARC 3 - 8	NWEA VARC 9 - 12	NWEA VARC 13 - 17	NWEA VARC 18 - 20	30 %	
A2.5	<b>P – 12 Math Value-Add</b>	Growth Assess 30 %	DEMH	NWEA VARC 0 - 2	NWEA VARC 3 - 8	NWEA VARC 9 - 12	NWEA VARC 13 - 17	NWEA VARC 18 - 20		
A2.6	<b>NYSED APPR Overall Rating</b>	Eval. 20 %	DEMH	Score of Less Than 60	Score of 60 - 69	Score of 70 - 79	Score of 80 - 89	Score of More Than 90		
A2.7	<b>Overall SCEP Goal Achievement</b>	Instruct. 30%	DEMH	Less than 50% of the annual SCEP Goals are achieved	50-64% of the annual SCEP Goals are achieved	65-79% of the annual SCEP Goals are achieved	80-89% of the annual SCEP Goals are achieved	90% or more of the annual SCEP Goals are achieved	20 %	
A2.8	<b>SCEP Student Goal Achievement</b>	Instruct. 50%	DEMH	Less than 50% of the individual Student Learning Goals in SCEP are achieved	50-64% of the individual Student Learning Goals in SCEP are achieved	65-79% of the individual Student Learning Goals in SCEP are achieved	80-89% of the individual Student Learning Goals in SCEP are achieved	90% or more of the individual Student Learning Goals in SCEP are achieved		
A2.9	<b>SCEP Staff Development Goal Achievement</b>	Instruct. 20 %	DEMH	Less than 50% of the professional development goals in SCEP are achieved	50-64% of the professional development goals in SCEP are achieved	65-79% of the professional development goals in SCEP are achieved	80-89% of the professional development goals in SCEP are achieved	90% or more of the professional development goals in SCEP are achieved		
<b>VisionCard A2 Score</b>										

City School District of Albany  
**VISIONCARD B: COMPREHENSIVE P – 12 EDUCATIONAL PROGRAM**

	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
B1.1	Alignment of Programming	Academic and Curricular 40 %	D	Less than 60 % of the P -12 Academic and Curricular Programming is assessed to be in alignment across the District	60 - 69 % of the P -12 Academic and Curricular Programming is assessed to be in alignment across the District	70 - 79 % of the P -12 Academic and Curricular Programming is assessed to be in alignment across the District	80 - 90 % of the P -12 Academic and Curricular Programming is assessed to be in alignment across the District	Greater than 90 % of the P -12 Academic and Curricular Programming is assessed to be in alignment across the District		TBD in 13/14 SY
B1.2	Alignment of Resources	Budget and FTEs 60 %	DEMH	Less than 60 % of District administration and Board members surveyed are satisfied to highly satisfied with allocation of resources based on student needs	60 - 69 % of District administration and Board members surveyed are satisfied to highly satisfied with allocation of resources based on student needs	70 - 79 % of District administration and Board members surveyed are satisfied to highly satisfied with allocation of resources based on student needs	80 - 90 % of District administration and Board members surveyed are satisfied to highly satisfied with allocation of resources based on student needs	Greater than 90 % of District administration and Board members surveyed are satisfied to highly satisfied with allocation of resources based on student needs	30 %	TBD in 13/14 SY
B1.3	Individual Learning Plans (ILP)	ILPs 40 %	DEMH	Less than 75 % of students have an active, ILP used monthly by student, teachers and families	75 - 79 % of students have an active, ILP used monthly by student, teachers and families	80 - 84 % of students have an active, ILP used monthly by student, teachers and families	85 - 90 % of students have an active, ILP used monthly by student, teachers and families	Greater than 90 % of students have an active, ILP used monthly by student, teachers and families		TBD in 13/14 SY
B1.4	Educational Choice and Options	Program ming 30 %	DMH	Less than 50 % of students and families surveyed are satisfied to highly satisfied with design of programming choices	50 - 59 % of students and families surveyed are satisfied to highly satisfied with design of programming choices	60 -69 % of students and families surveyed are satisfied to highly satisfied with design of programming choices	70 - 80 % of students and families surveyed are satisfied to highly satisfied with design of programming choices	Greater than 80 % of students and families surveyed are satisfied to highly satisfied with design of programming choices	50 %	TBD in 13/14 SY
B1.5	Accessibility to Educational Choices	Overall Program 40 %	DMH	Less than 50 % of students and families surveyed are satisfied to highly satisfied with accessibility to desired programming choices	50 - 59 % of students and families surveyed are satisfied to highly satisfied with accessibility to desired programming choices	60 -69 % of students and families surveyed are satisfied to highly satisfied with accessibility to desired programming choices	70 - 80 % of staff, students and families surveyed are satisfied to highly satisfied with accessibility to desired programming choices	Greater than 80 % of staff, students and families surveyed are satisfied to highly satisfied with accessibility to desired programming choices		TBD in 13/14 SY
B1.6	Educational Program Quality	Program 60 %	DEMH	Less than 50 % of students and families surveyed are satisfied to highly satisfied with overall quality of programming	50 - 59 % of students and families surveyed are satisfied to highly satisfied with overall quality of programming	60 -69 % of students and families surveyed are satisfied to highly satisfied with overall quality of programming	70 - 80 % of staff, students and families surveyed are satisfied to highly satisfied with overall quality of programming	Greater than 80 % of staff, students and families surveyed are satisfied to highly satisfied with overall quality of programming	20 %	TBD in 13/14 SY
B1.7	Facilities Adequacy and Quality	Facilities 40 %	DEMH	Less than 50 % of staff and families surveyed are satisfied to highly satisfied with overall facilities quality	50 - 59 % of staff and families surveyed are satisfied to highly satisfied with overall facilities quality	60 -69 % of staff and families surveyed are satisfied to highly satisfied with overall facilities quality	70 - 80 % of staff and families surveyed are satisfied to highly satisfied with overall facilities quality	Greater than 80 % of staff and families surveyed are satisfied to highly satisfied with overall facilities quality		TBD in 13/14 SY
<b>VisionCard B Score</b>										

City School District of Albany										
VISIONCARD C: FAMILY AND COMMUNITY ENGAGEMENT, CONNECTION, OWNERSHIP AND PARTNERSHIP										
	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
C1.1	Participation in Extra-curricular Activities Grades 6-12 by Student Group	Institution Equity	DMH	Less than 3 student groups have at least 60% of students participating in extra-curricular activities	At least 3 student groups have at least 60% of students participating in extra-curricular activities	At least 5 student groups have at least 60% of students participating in extra-curricular activities	At least 7 student groups have at least 60% of students participating in extra-curricular activities	All student groups have at least 60% of students participating in extra-curricular activities	30 %	TBD in 13/14 SY
C1.2	Staff satisfaction with school prioritization and decision-making	Satisfact. 40 %	DEMH	Less than 65% of staff surveyed are satisfied or highly satisfied with school decision-making processes	65 – 69 % of staff surveyed are satisfied or highly satisfied with school decision-making processes	70 - 74% of staff surveyed are satisfied or highly satisfied with school decision-making processes	75 - 79% of staff surveyed are satisfied or highly satisfied with school decision-making processes	Greater than 80% of staff surveyed are satisfied or highly satisfied with school decision-making processes	40 %	TBD in 13/14 SY
C1.3	Parent satisfaction with school prioritization and decision-making	Satisfact. 30 %	DEMH	Less than 60% of parents surveyed are satisfied or highly satisfied with school decision-making processes	60-64% of parents surveyed are satisfied or highly satisfied with school decision-making processes	65-69% of parents surveyed are satisfied or highly satisfied with school decision-making processes	70 - 80% of parents surveyed are satisfied or highly satisfied with school decision-making processes	Greater than 80% of parents surveyed are satisfied or highly satisfied with school decision-making processes		TBD in 13/14 SY
C1.4	Public satisfaction with District decision-making process	Satisfact. 30 %	DEMH	Less than 50% of public surveyed are satisfied or highly satisfied with district decision-making processes	50-54% of public surveyed are satisfied or highly satisfied with district decision-making processes	55-59% of public surveyed are satisfied or highly satisfied with district decision-making processes	60 - 69% of public surveyed are satisfied or highly satisfied with district decision-making processes	Greater than 70 % of public surveyed are satisfied or highly satisfied with district decision-making processes		TBD in 13/14 SY
C1.5	Perception of Safety: Gr. 3-12 by Student Group	Safety 40 %	DEMH	At least 85% of students in less than 3 groups reports high or very high perception of safety	At least 85% of students in 3 or more groups reports high or very high perception of safety	At least 85% of students in 5 or more groups reports high or very high perception of safety	At least 85% of students in 7 or more groups reports high or very high perception of safety	At least 85% of students in all groups reports high or very high perception of safety	30 %	TBD in 13/14 SY
C1.6	Perception of Safety: Parents by Student Group	Safety 60 %	DEMH	At least 85% of parents in one or more groups reports high or very high perception of safety	At least 85% of parents in three or more groups reports high or very high perception of safety	At least 85% of parents in five or more groups reports high or very high perception of safety	At least 85% of parents in seven or more groups reports high or very high perception of safety	At least 85% of parents in all groups reports high or very high perception of safety		TBD in 13/14 SY
<b>VisionCard C Score</b>										

City School District of Albany										
VISIONCARD D: LIFE-LONG EDUCATIONAL OPPORTUNITIES THROUGH COMMUNITY PARTNERSHIPS AND INVESTMENTS										
	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
D1.1	Effective and Collaborative Professional Learning Communities (PLCs)	Internal partner. 60 %	DEMH	Less than 60% of staff engaged in self-directed PLC team processes aligned with the VisionCards	60 - 69% of staff engaged in self-directed PLC team processes aligned with the VisionCards	70 - 79% of staff engaged in self-directed PLC team processes aligned with the VisionCards	80 - 89% of staff engaged in self-directed PLC team processes aligned with the VisionCards	> 90% of staff engaged in self-directed PLC team processes aligned with the VisionCards	30 %	TBD in 13/14 SY
D1.2	Staff Satisfaction with Partnership and Performance	Internal partners. 40 %	DEMH	Less than 50 % of staff members surveyed are satisfied to highly satisfied with partnership experiences and operational performance	50 - 59 % of staff members surveyed are satisfied to highly satisfied with partnership experiences and operational performance	60 - 69 % of staff members surveyed are satisfied to highly satisfied with partnership experiences and operational performance	70 - 80 % of staff members surveyed are satisfied to highly satisfied with partnership experiences and operational performance	Greater than 80 % of staff members surveyed are satisfied to highly satisfied with partnership experiences and operational performance		TBD in 13/14 SY
D1.3	Extended Day Partnerships	Programs 40 %	D	Less than 75 % of schools with sustainable extended day services through community partnership and providers	75 - 79 % of schools with sustainable extended day services through community partnership and providers	80 - 84 % of schools with sustainable extended day services through community partnership and providers	85 - 90 % of schools with sustainable extended day services through community partnership and providers	Greater than 90 % of schools with sustainable extended day services through community partnership and providers	40 %	TBD in 13/14 SY
D1.4	Value-Add of Extended Day Programming	Programs 40 %	DEM	Less than 50 % of students in extended day demonstrate greater Core Life skill growth than like students not participating	50 - 59 % of students in extended day demonstrate greater Core Life skill growth than like students not participating	60 - 69 % of students in extended day demonstrate greater Core Life skill growth than like students not participating	70 - 80 % of students in extended day demonstrate greater Core Life skill growth than like students not participating	Greater than 80 % of students in extended day demonstrate greater Core Life skill growth than like students not participating		TBD in 13/14 SY
D1.5	Partners Satisfaction	Programs 20 %	DMH	Less than 50 % of partners staff surveyed are satisfied to highly satisfied with district partnership	50 - 59 % of partners staff surveyed are satisfied to highly satisfied with district partnership	60 - 69 % of partners staff surveyed are satisfied to highly satisfied with district partnership	70 - 80 % of partners staff surveyed are satisfied to highly satisfied with district partnership	Greater than 80 % of partners staff surveyed are satisfied to highly satisfied with district partnership		TBD in 13/14 SY
D1.6	Parent Satisfaction with District Family Enrichment Programs	Program 60 %	DEMH	Less than 50 % of families surveyed are satisfied to highly satisfied with Family Enrichment Programs	50 - 59 % of families surveyed are satisfied to highly satisfied with Family Enrichment Programs	60 - 69 % of families surveyed are satisfied to highly satisfied with Family Enrichment Programs	70 - 80 % of families surveyed are satisfied to highly satisfied with Family Enrichment Programs	Greater than 80 % of parents surveyed are satisfied to highly satisfied with Family Enrichment Programs	20 %	TBD in 13/14 SY
D1.7	Learner Satisfaction with Adult Enrichment Programs	Facilities 40 %	DEMH	Less than 50 % of adult learners surveyed are satisfied to highly satisfied with Adult Enrichment Programs	50 - 59 % of adult learners surveyed are satisfied to highly satisfied with Adult Enrichment Programs	60 - 69 % of adult learners surveyed are satisfied to highly satisfied with Adult Enrichment Programs	70 - 80 % of adult learners surveyed are satisfied to highly satisfied with Adult Enrichment Programs	Greater than 80 % of adult learners surveyed are satisfied to highly satisfied with Adult Enrichment Programs		TBD in 13/14 SY
<b>VisionCard D Score</b>										

City School District of Albany  
**VISIONCARD E: RECOGNIZED EDUCATIONAL LEADERSHIP SYSTEM**

	Measure	Category	School Level	Level 01 Intervene	Level 02 High Concern	Level 03 Baseline	Level 04 Progress	Level 05 Vision	Wt %	Score
E1.1	Appraisal of Governance	Academic and Curricular 40 %	D	Less than 60 % of the Board governance work is appraised by administrators is rated as good to commendable	60 - 69 % of the Board governance work is appraised by administrators is rated as good to commendable	70 - 79 % of the Board governance work is appraised by administrators is rated as good to commendable	80 - 90 % of the Board governance work is appraised by administrators is rated as good to commendable	Greater than 90 % of the Board governance work is appraised by administrators is rated as good to commendable		TBD in 13/14 SY
E1.2	Appraisal of Superintendent	Budget and FTEs 60 %	D	Less than 60 % of the Superintendent management work is appraised by Board members is rated as good to commendable	60 - 69 % of the Superintendent management work is appraised by Board members is rated as good to commendable	70 - 79 % of the Superintendent management work is appraised by Board members is rated as good to commendable	80 - 90 % of the Superintendent management work is appraised by Board members is rated as good to commendable	Greater than 90 % of the Superintendent management work is appraised by Board members is rated as good to commendable	30 %	TBD in 13/14 SY
E1.3	Administrator Satisfaction with Governance	ILPs 40 %	D	Less than 50 % of administrators surveyed are satisfied to highly satisfied with overall Board governance	50 - 59 % of administrators surveyed are satisfied to highly satisfied with overall Board governance	60 -69 % of administrators surveyed are satisfied to highly satisfied with overall Board governance	70 - 80 % of administrators surveyed are satisfied to highly satisfied with overall Board governance	Greater than 80 % of administrators surveyed are satisfied to highly satisfied with overall Board governance		TBD in 13/14 SY
E1.4	Board Satisfaction with Management	Program ming 40 %	D	Less than 3 Board members surveyed are satisfied to highly satisfied with district cabinet management performance	Less than 4 Board members surveyed are satisfied to highly satisfied with district cabinet management performance	4 Board members surveyed are satisfied to highly satisfied with district cabinet management performance	5 Board members surveyed are satisfied to highly satisfied with district cabinet management performance	6 or more of Board members surveyed are satisfied to highly satisfied with district cabinet management performance	50 %	TBD in 13/14 SY
E1.5	Public Satisfaction with District	Overall Program 20 %	D	Less than 50 % of public surveyed are satisfied to highly satisfied overall with the district	50 - 59 % of public surveyed are satisfied to highly satisfied overall with the district	60 -69 % of public surveyed are satisfied to highly satisfied overall with the district	70 - 80 % of public surveyed are satisfied to highly satisfied overall with the district	Greater than 80 % of public surveyed are satisfied to highly satisfied overall with the district		TBD in 13/14 SY
E1.6	Recognition of District	Program 30 %	D	Mostly negative recognition of the district locally, regionally or nationally	More negative than positive recognition of the district locally, regionally or nationally	Annually positive recognition of the district locally, regionally or nationally	Quarterly positive recognition of the district locally, regionally or nationally	Bi-Monthly positive recognition of the district locally, regionally or nationally		TBD in 13/14 SY
E1.7	Partners Satisfaction with Educational Leadership	Facilities 70 %	D	Less than 50 % of partners and providers staff and families surveyed are satisfied to highly satisfied with the district educational leadership	50 - 59 % of partners and providers staff and families surveyed are satisfied to highly satisfied with the district educational leadership	60 -69 % of partners and providers staff and families surveyed are satisfied to highly satisfied with the district educational leadership	70 - 80 % of partners and providers staff and families surveyed are satisfied to highly satisfied with the district educational leadership	Greater than 80 % of partners and providers staff and families surveyed are satisfied to highly satisfied with the district educational leadership	20 %	TBD in 13/14 SY
<b>VisionCard E Score</b>										

**END OF REPORT**