

# **Tri-State Consortium**

## **Mission Statement**

The Tri-State Consortium is a learning organization devoted to assisting its member public school districts in New York, Connecticut, and New Jersey in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement. As critical friends, Consortium members advance teaching and learning and share best practices through the application of the Tri-State assessment model.

## **Strategies and Tasks 2005-2010**

*Update presented to Steering Committee 22 May 2008*

1. Deepen the involvement of member districts with the Tri-State model.
  - a. *Provide opportunities as described below for member districts to avail themselves of five levels of participation in the work of the Consortium:*
    - i. *An evaluation tool* **WE HAVE CONDUCTED TWENTY-SEVEN DISTRICT VISITS AND TWENTY-THREE FOLLOW-UP VISITS SINCE THE PLAN WAS ADOPTED**
    - ii. *A medium for staff development*
    - iii. *A forum for sharing of best practices across member districts A lens for viewing district practice*
    - iv. *A framework for district planning* **TWO MEMBER DISTRICTS HAVE DEVELOPED STRATEGIC PLANS BASED ON THE CONSORTIUM MODEL.**
  - b. *These five levels are listed in the order of their significance for the core mission of the organization.*
  - b. *These five levels also represent a set of priorities for the work of the staff. Staff will take principal responsibility for facilitating the first three levels of participation; participation at levels four and five is primarily the responsibility of member districts themselves.*
2. Continue to refine the Tri-State evaluation tool and the visit process.

- a. *Create a standing committee of experienced practitioners to review three indicators each year based on assessment visit practice. CREATED IN JULY 2005. ALL FIFTEEN INDICATORS HAVE BEEN REVIEWED AND MODIFIED AS OF MAY 2008 AND COMPACTED INTO A NEW LIST OF EIGHT INDICATORS. THE NEW LIST IS PENDING STEERING COMMITTEE APPROVAL.*
  - b. *Implement an annual review by the Steering Committee of broader issues regarding the model and its use and the standing committee's recommendations for specific revisions. FIRST SET OF RECOMMENDATIONS ADOPTED JANUARY 2006. SECOND SET OF RECOMMENDATIONS TO BE REVIEWED BY THE STEERING COMMITTEE IN MAY 2008.*
  - c. *Modify the visit process annually based on feedback from visit team leaders and members and from district coordinators. RECOMMENDATIONS ADOPTED MAY 2006.*
  - d. *Pilot and evaluate a two-year follow-up visit to observe results in teaching and learning based, in part, on implementation of recommendations in the visit report. FIVE PILOT VISITS CONDUCTED SPRING 2006, EVALUATED AND ADOPTED BY THE STEERING COMMITTEE AS REQUIRED PRACTICE IN MAY, 2006. NINETEEN FOLLOW-UP VISITS CONDUCTED IN 2006-07 AND 2007-08.*
3. Expand staff development opportunities available to member districts<sup>1</sup>
- a. *Provide two-day Visit Team Training, preparing educators to serve as members of visit teams, for up to fifteen participants per member district per year, for a total of 600 participants. TWENTY-TWO SESSIONS CONDUCTED TO DATE TRAINING A TOTAL OF 533 PARTICIPANTS*
  - b. *Provide two-day District Team Training, preparing the district team to receive a visit, to five team members from each of the 12 districts receiving visits each year, for a total of 60 participants. FOUR SESSIONS CONDUCTED TO DATE WITH A TOTAL OF 125 PARTICIPANTS*
  - c. *Provide one-day District Staff Training, preparing the district staff to receive a visit, to approximately twenty staff members from each of the 12 districts receiving visits each year, for a total of approximately 240 participants. TWO SESSIONS CONDUCTED EACH YEAR WITH A TOTAL OF 60.*

*Provide six-session In-Service Courses, further assisting district staff to receive a visit, to approximately twenty staff members from each of the 12 districts receiving visits*

---

<sup>1</sup> Numbers of participants here are intended as targets for developing staff training capacity, not as required targets for member district participation.

- d. *each year, for a total of approximately 240 participants.* FIVE DISTRICTS SERVED EACH YEAR WITH A TOTAL OF 148 PARTICIPANTS
  - e. *Develop a turnkey training model for using the Tri-State model as a professional development tool, and oversee its implementation in interested member districts.* IMPLEMENTED ON A PILOT BASIS IN WAPPINGERS. RESULTS ASSESSED DURING WAPPINGERS DISTRICT VISIT, MAY 2007 AND DEEMED TO HAVE BEEN SUCCESSFUL.
4. Create an active forum for sharing best practices across member districts.
- a. *Expand the use of the Consortium Web site as a vehicle for sharing information and best practices across districts.* INFORMATION ON DISTRICT PROGRAMS IN MATH, READING AND WRITING ADDED TO SEARCHABLE WEB-BASED DISTRICT DATABASE, TOGETHER WITH CONTACT INFORMATION FOR RESPONSIBLE PERSONS
  - b. *Create and staff a study group composed of district curriculum leaders that will meet quarterly to explore issues of curriculum, instruction, and student data management related to the Tri-State model.* CURRICULUM LEADERS STUDY GROUP (CLSG) CREATED IN SEPTEMBER, 2005. THREE MEETINGS HELD IN 2005-06, FOUR IN 2006-07 AND FOUR IN 2007-08. WORK OF THE STUDY GROUP IS ONGOING.
  - c. *Organize a series of discrete events designed to bring together educators from member districts around issues of mutual concern related to the Tri-State model.*

A JULY 2006 DIALOGUE AMONG EDUCATORS FROM SCARSDALE, WESTPORT, AND BROWN UNIVERSITY ON THE SUBJECT OF WHAT UNIVERSITY FACULTY EXPECT INCOMING FIRST YEAR STUDENTS TO KNOW AND BE ABLE TO DO IN MATH AND SCIENCE.

THREE FORUMS WITH YALE UNIVERSITY FACULTY AND STAFF ON THE SUBJECT OF WHAT UNIVERSITY FACULTY EXPECT INCOMING FIRST YEAR STUDENTS TO KNOW AND BE ABLE TO DO IN WORLD LANGUAGES EDUCATORS FROM 14 MEMBER DISTRICTS PARTICIPATED.

FOUR MEMBER DISTRICTS PARTICIPATED IN NOVEMBER 2006 PISA TESTING.

A PILOT STUDY GROUP COMPOSED OF MIDDLE SCHOOL PRINCIPALS CONVENED IN APRIL 2008 AND WILL MEET REGULARLY BEGINNING IN 2008-09

5. Explore ways that the Consortium can assist member districts to use the Tri-State model as a lens for viewing district practice and a framework for district planning.
  - a. *Continue to utilize the semi-annual members meetings as professional development opportunities designed to expand member superintendents' and curriculum leaders' understanding of the Tri-State model and its applicability as a lens for their work and as a planning framework for their districts.* MEMBERS MEETING IN SEPTEMBER 2005 WITH BARD COLLEGE PRESIDENT LEON BOTSTEIN. MEMBERS MEETING IN MAY 2006 WITH ATLANTIC RESEARCH DIRECTOR BART MOORE. MEMBERS MEETING IN OCTOBER 2006 WITH TONY WAGNER , CO-DIRECTOR OF THE CENTER FOR CHANGE LEADERSHIP AT HARVARD GRADUATE SCHOOL OF EDUCATION. MEMBERS MEETING IN JUNE 2007 WITH TEACHERS COLLEGE FACULTY MEMBER RICHARD ROTHSTEIN. MEMBERS MEETING IN MAY 2008 TO REVIEW WORK OF CLSG ON TWENTY-FIRST CENTURY SKILLS.
  - b. *Provide the consulting services of the staff on a time-available basis to assist member districts interested in exploring the use of the Tri-State model as a lens for viewing district practice and a framework for district planning.* SERVICES PROVIDED FOR FIVE MEMBER DISTRICTS
  
6. Redefine Consortium membership and membership responsibilities
  - a. *Revisit and modify as appropriate the application process for new members, which is currently described as follows: "Applicants are asked to complete a self-study using Indicators #1, 2, 3, 4, 7, and 11 in Section 3 of the Resource Handbook. The self-study should not exceed about 3,000 words in length and should be sent to the Executive Director for submission to the Steering Committee." Develop criteria for acceptance or rejection of membership applications.* REVISED CRITERIA FOR MEMBERSHIP AND APPLICATION PROCEDURE ADOPTED BY STEERING COMMITTEE JANUARY 2007. NEW PROCEDURE TO BE PILOTED WITH TWO APPLICANTS IN SEPTEMBER 2007.
  - b. *Amend the Consortium by-laws to limit Consortium membership to a five-year renewable term.* AMENDMENT ADOPTED JUNE 2005.
  - c. *Revisit the description in the Consortium by-laws of membership responsibilities, which currently include:* DESCRIPTION REAFFIRMED. DATA ON MEMBER DISTRICT PARTICIPATION REVIEWED BY STEERING COMMITTEE JANUARY 2007 AND INCLUDED IN LETTERS SOLICITING MEMBERSHIP RENEWAL APPLICATIONS
    - i. *"The superintendent's attendance at at least one Members Meeting per year.*
    - ii. *"Member districts receive a visit team once every three years as a minimum.*



- b. *Add an additional half-time Staff Assistant position in 2006-07. PART-TIME ADMINISTRATIVE ASSOCIATE POSITION INCLUDED IN 2008-09 PROPOSED BUDGET.*

9. Develop a financial plan for 2005-2010 based on the following assumptions:

- a. *Increments in dues and fees will not exceed 2.5% per year. FIRST INCREMENT IN DUES AND FEES IMPLEMENTED JULY 2005. SECOND INCREMENT OF 10.2% IMPLEMENTED JULY 2006. THIRD INCREMENT OF 6.2% APPROVED JANUARY 2007. FOURTH INCREMENT OF 8.3% PROPOSED FOR 2008-09.*
- b. *The reserve fund balance will be maintained at a level not less than one third of the organization's annual operating budget. RESERVE FUND BALANCE REDUCED TO 16% OF ANNUAL OPERATING BUDGET IN 2005-06 AND CURRENTLY STANDS AT 17.5% OF OPERATING BUDGET.*
- c. *The financial plan will be revisited and revised in 2007 based on Consortium's 2007-2010 growth plan. FINANCIAL PLAN FOR 2008-2010 TO BE REVIEWED BY STEERING COMMITTEE IN SEPTEMBER 2009.*

? ? ?

Once adopted by the members of the Tri-State Consortium, this strategic plan will be supplemented with an implementation plan providing a timeline and assigning responsibility for each of the goals and tasks.

The strategic plan will be reviewed and updated annually by the Steering Committee at its spring meeting.