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Appendix A_1_i_1 – Chapters 100, 101, 102 and 103 of the Laws of 2010

Chapter 100 of the Laws of 2010— State Funding For Longitudinal Data System

(As proposed in Assembly Bill. No. A.11309 and Senate Bill No. S.7989)

STATE OF NEW YORK

11309

IN ASSEMBLY

May 28, 2010

Introduced by COMMITTEE ON RULES -- (at request of the Governor) -- read once and referred to the Committee on Ways and Means

AN ACT making appropriations for the support of government

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Legislative intent. The legislature hereby finds and declares that the enactment of these appropriations provides sufficient authority to the comptroller for the purpose of making payments for the purposes described herein until such time as appropriation bills submitted by the governor pursuant to article VII of the state constitution for the support of government for the state fiscal year beginning April 1, 2010 are enacted.

§ 2. The amount specified in this section, or so much thereof as shall be sufficient to accomplish the purpose designated, is hereby appropriated and authorized to be paid as hereinafter provided, to the public officers and for the purposes specified, which amount shall be available for the state fiscal year beginning April 1, 2010.

EDUCATION DEPARTMENT

CAPITAL PROJECTS

ADMINISTRATION (CCP) 20,400,000

Capital Projects Fund

For services and expenses related to implementing a state longitudinal data system including but not limited to the development and purchase of computer hardware, software, and related equipment, such amount shall include expenses

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

LBD12260-01-0

RETRIEVE

to be made by the State University of New York and the City University of New York provided that the amount appropriated herein shall be subject to a plan developed by the education department and approved by the director of the budget 20,400,000

§ 3. No expenditure may be made from any appropriation in this act, until a certificate of approval has been issued by the director of the budget and a copy of such certificate shall have been filed with the state comptroller, the chairman of the senate finance committee and the chairman of the assembly ways and means committee provided, however, that any expenditures from any appropriation in this act made by the legislature or judiciary shall not require such certificate.

§ 4. All expenditures and disbursements made against the appropriations in this act shall, upon final action by the legislature on appropriation bills submitted by the governor pursuant to article VII of the state constitution for the support of government for the state fiscal year beginning April 1, 2010, be transferred by the comptroller as expenditures and disbursements to such appropriations for all state departments, agencies, the legislature and the judiciary, as applicable, in amounts equal to the amounts charged against the appropriations in this act for each such department, agency, the legislature and the judiciary.

§ 5. This act shall take effect immediately and shall be deemed to have been in full force and effect on and after April 1, 2010; provided, however, that upon the transfer of expenditures and disbursements by the comptroller as provided in section four of this act, the appropriations made by this act and subject to such section shall be deemed repealed.

Chapter 101 of the Laws of 2010 -- Charter School Act Amendments

(As proposed in Assembly Bill No. A.11310 and Senate Bill No. S. 7990)

STATE OF NEW YORK

11310

IN ASSEMBLY

May 28, 2010

Introduced by COMMITTEE ON RULES -- (at request of M. of A. Nolan, Silver, Benjamin, Bing, Camara, Clark, Espaillat, Galef, Gottfried, Hikind, Hoyt, Jeffries, Morelle, Powell) -- (at request of the Governor) -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to charter schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Subdivision 1 of section 2851 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

1. An application to establish a charter school may be submitted by teachers, parents, school administrators, community residents or any combination thereof. Such application may be filed in conjunction with a college, university, museum, educational institution, not-for-profit corporation exempt from taxation under paragraph 3 of subsection (c) of section 501 of the internal revenue code or for-profit business or corporate entity authorized to do business in New York state. Provided however, for-profit business or corporate entities shall not be eligible to submit an application to establish a charter school pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article, or operate or manage a charter school for a charter issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article. For charter schools established in conjunction with a for-profit business or corporate entity, the charter shall specify the extent of the entity's participation in the management and operation of the school.

§ 2. Paragraph (c) of subdivision 2 of section 2851 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

(c) The proposed governance structure of the school, including a list of members of the initial board of trustees, a description of the qualifications, terms and method of appointment or election of trustees, the organizational structure of the school, a procedure for conducting and publicizing monthly board of trustee meetings at each charter school,

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

LBD17477-11-0

and the processes to be followed by the school to promote parental and staff involvement in school governance.

§ 3. Paragraph (v) of subdivision 2 of section 2851 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

(v) A code of ethics for the charter school, setting forth for the guidance of its trustees, officers and employees the standards of conduct expected of them **including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees**.

§ 4. Paragraph (p) of subdivision 2 of section 2851 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

(p) The term of the proposed charter, which shall not exceed five years; **provided however, in the case of charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article the term of such proposed charter shall not exceed five years in which instruction is provided to pupils plus the period commencing with the effective date of the charter and ending with the opening of the school for instruction**.

§ 5. Subdivision 3 of section 2851 of the education law, as added by chapter 4 of the laws of 1998, paragraph (a) as amended by section 6 of part B of chapter 57 of the laws of 2008, is amended to read as follows:

3. An applicant shall submit the application to a charter entity for approval. For purposes of this article, a charter entity shall be:

(a) The board of education of a school district eligible for an apportionment of aid under subdivision four of section thirty-six hundred two of this chapter, provided that a board of education shall not approve an application for a school to be operated outside the school district's geographic boundaries and further provided that in a city having a population of one million or more, the chancellor of any such city school district shall be the charter entity established by this paragraph;

(b) The board of trustees of the state university of New York; or

(c) The board of regents.

The board of regents shall be the only entity authorized to issue a charter pursuant to this article. Notwithstanding any provision of this subdivision to the contrary, an application for the conversion of an existing public school to a charter school shall be submitted to, and may only be approved by, the charter entity set forth in paragraph (a) of this subdivision. [~~Any~~] **Notwithstanding any law, rule or regulation to the contrary, any** such application for conversion shall be consistent with this section **but shall not be subject to the process pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article**, and the charter entity shall require that the parents or guardians of a majority of the students then enrolled in the existing public school vote in favor of converting the school to a charter school.

§ 6. Subdivision 4 of section 2851 of the education law is amended by adding a new paragraph (e) to read as follows:

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university

of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

§ 7. Subdivision 1 of section 2852 of the education law, as amended by section 2 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

1. A charter entity that receives an application for approval of a charter school shall act on each request received prior to July first of a calendar year on or before January first of the succeeding calendar year, and a proposed charter between the applicant and the charter entity resulting from such application shall be executed on or before February first of such succeeding year. Nothing in this subdivision shall be construed to prevent a charter entity from receiving or acting upon an application at any time. This subdivision shall not apply to applications that are submitted pursuant to subdivision nine-a of this section.

§ 8. Subdivision 5 of section 2852 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

5. Upon approval of an application by a charter entity, the applicant and charter entity shall enter into a proposed agreement allowing the applicants to organize and operate a charter school. Such written agreement, known as the charter, shall include (a) the information required by subdivision two of section twenty-eight hundred fifty-one of this article, as modified or supplemented during the approval process, (b) in the case of charters to be issued pursuant to subdivision nine-a of this section, information required by such subdivision, (c) any other terms or conditions required by applicable laws, rules and regulations, and [~~(c)~~] (d) any other terms or conditions, not inconsistent with law, agreed upon by the applicant and the charter entity. In addition, the charter shall include the specific commitments of the charter entity relating to its obligations to oversee and supervise the charter school. Within five days after entering into a proposed charter, the charter entity other than the board of regents shall submit to the board of regents a copy of the charter, the application and supporting documentation for final approval and issuance by the board of regents in accordance with subdivisions five-a and five-b of this section.

§ 9. Subdivision 5-a of section 2852 of the education law, as amended by section 2 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

5-a. Upon receipt of a proposed charter submitted by a charter entity, the board of regents shall review such proposed charter in accordance with the standards set forth in subdivision two of this section, and any other applicable specifications required by this article. The board of regents shall either (a) approve and issue the charter as proposed by the charter entity or (b) return the proposed charter to the charter entity for reconsideration with the written comments and recommendations of the board of regents. If the board of regents fails to act on such proposed charter within ninety days of its submission to the board of regents in accordance with the previous sentence, the proposed charter

shall be deemed to have been approved and issued by the board of regents at the expiration of such period.

§ 10. Intentionally omitted.

§ 11. Subdivision 9 of section 2852 of the education law, as amended by section 2 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

9. The total number of charters issued pursuant to this article shall not exceed [~~two~~] four hundred sixty. (a) One hundred of such charters shall be issued on the recommendation of the charter entity described in paragraph (b) of subdivision three of section twenty-eight hundred fifty-one of this article[~~, and~~]; (b) one hundred of such charters shall be issued on the recommendation of the other charter entities set forth in subdivision three of section twenty-eight hundred fifty-one of this article[~~, provided that~~]; (c) up to fifty of the additional charters authorized to be issued by the chapter of the laws of two thousand seven which amended this subdivision effective July first, two thousand seven shall be reserved for a city school district of a city having a population of one million or more; (d) one hundred thirty charters shall be issued by the board of regents pursuant to a competitive process in accordance with subdivision nine-a of this section, provided that no more than fifty-seven of such charters shall be granted to a charter for a school to be located in a city having a population of one million or more; (e) one hundred thirty charters shall be issued by the board of regents on the recommendation of the board of trustees of the state university of New York pursuant to a competitive process in accordance with subdivision nine-a of this section, provided that no more than fifty-seven of such charters shall be granted to a charter for a school to be located in a city having a population of one million or more. The failure of any body to issue the regulations authorized pursuant to this article shall not [~~effect~~] affect the authority of a charter entity to propose a charter to the board of regents or the board of regents' authority to grant such charter. A conversion of an existing public school to a charter school or the renewal or extension of a charter shall not be counted toward the numerical limits established by this subdivision.

§ 12. Section 2852 of the education law is amended by adding a new subdivision 9-a to read as follows:

9-a. (a) The board of regents is hereby authorized and directed to issue two hundred sixty charters pursuant to a competitive request for proposals process.

(i) Commencing on August first, two thousand ten, the board of regents and the board of trustees of the state university of New York shall each issue a request for proposals in accordance with this subdivision and this subparagraph:

(1) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on August first, two thousand ten shall be for a maximum of thirty-two charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(2) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on January first, two thousand eleven shall be for a maximum of thirty-three charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(3) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on January

first, two thousand twelve shall be for a maximum of thirty-two charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(4) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on September first, two thousand thirteen shall be for a maximum of thirty-three charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(ii) Notwithstanding the provisions of clauses one, two, three and four of subparagraph (i) of this paragraph, if fewer charters are issued than were requested in the request for proposals, the difference may be added to the number of charters requested in the request for proposals in the succeeding year.

(iii) The board of regents shall make a determination to issue a charter pursuant to a request for proposals no later than December thirty-first of each year.

(b) The board of regents and the board of trustees of the state university of New York shall each develop such request for proposals in a manner that facilitates a thoughtful review of charter school applications, considers the demand for charter schools by the community, and seeks to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students. Applications shall be evaluated in accordance with the criteria and objectives contained within a request for proposals. The board of regents and the board of trustees of the state university of New York shall not consider any applications which do not rigorously demonstrate that they have met the following criteria:

(i) that the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. When developing such targets, the board of regents and the board of trustees of the state university of New York, shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located; and

(ii) that the applicant has conducted public outreach, in conformity with a thorough and meaningful public review process prescribed by the board of regents and the board of trustees of the state university of New York, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students.

(c) The board of regents and the board of trustees of the state university of New York shall grant priority based on a scoring rubric to those applications that best demonstrate how they will achieve the following objectives, and any additional objectives the board of regents

and the board of trustees of the state university of New York, may prescribe:

(i) increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;

(ii) increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;

(iii) focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;

(iv) utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats;

(v) increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(vi) partnering with low performing public schools in the area to share best educational practices and innovations;

(vii) demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school;

(viii) demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

(d) No later than November first, two thousand ten, and of each succeeding year, after a thorough review of applications received, the board of trustees of the state university of New York shall recommend for approval to the board of regents the qualified applications that it has determined rigorously demonstrate the criteria and best satisfy the objectives contained within a request for proposals, along with supporting documentation outlining such determination.

(e) Upon receipt of a proposed charter to be issued pursuant to this subdivision submitted by a charter entity, the board of regents or the board of trustees of the state university of New York, shall review, recommend and issue, as applicable, such charters in accordance with the standards established in this subdivision.

(f) The board of regents shall be the only entity authorized to issue a charter pursuant to this article. The board of regents shall consider applications submitted directly to the board of regents and applications recommended by the board of trustees of the state university of New York.

(g) Each application submitted in response to a request for proposals pursuant to this subdivision shall also meet the application requirements set out in this article and any other applicable laws, rules and regulations.

(h) During the development of a request for proposals pursuant to this subdivision the board of regents and the board of trustees of the state university of New York shall each afford the public an opportunity to submit comments and shall review and consider the comments raised by all interested parties.

§ 13. Paragraph (a) of subdivision 1 of section 2853 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

(a) Upon the approval of a charter by the board of regents, the board of regents shall incorporate the charter school as an education corporation for a term not to exceed five years, provided however in the case of charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article the board of regents shall incorporate the charter school as an education corporation for a term not to exceed five years in which instruction is provided to pupils plus the period commencing with the effective date of the charter and ending with the opening of the school for instruction. Such certificate of incorporation shall not modify or limit any terms of the charter approved by the board of regents. Upon approval of an application to renew a charter, the board of regents shall extend the certificate of incorporation for a term not to exceed five years. Upon termination or nonrenewal of the charter of a charter school pursuant to section twenty-eight hundred fifty-five of this article, the certificate of incorporation of the charter school shall be revoked by the board of regents pursuant to section two hundred nineteen of this chapter, provided that compliance with the notice and hearing requirements of such section twenty-eight hundred fifty-five of this article shall be deemed to satisfy the notice and hearing requirements of such section two hundred nineteen. It shall be the duty of the trustees of the charter school to obtain federal tax-exempt status no later than one year following approval of a charter school by the board of regents. For purposes of this article, "certificate of incorporation" shall mean the provisional charter issued by the board of regents to form the charter school as an educational corporation pursuant to sections two hundred sixteen and two hundred seventeen of this chapter.

§ 14. Paragraph (b-1) of subdivision 1 of section 2853 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

(b-1) An education corporation operating a charter school shall [~~not~~] be authorized to operate more than one school or house any grade at more than one site, provided that a charter must be issued for each such additional school or site in accordance with the requirements for the issuance of a charter pursuant to this article and that each such additional school or site shall count as a charter issued pursuant to subdivision nine of section twenty eight hundred fifty-two of this article; and provided further that:

(A) a charter school may operate in more than one building at a single site; and

(B) a charter school which provides instruction to its students at different locations for a portion of their school day shall be deemed to be operating at a single site.

§ 15. Paragraph (a) of subdivision 3 of section 2853 of the education law, as amended by section 4 of part D-2 of chapter 57 of the laws of 2007, is amended and five new paragraphs (a-1), (a-2), (a-3), (a-4) and (a-5) are added to read as follows:

(a) A charter school may be located in part of an existing public school building, in space provided on a private work site, in a public building or in any other suitable location. Provided, however, before a charter school may be located in part of an existing public school building, the charter entity shall provide notice to the parents or guardians of the students then enrolled in the existing school building and shall hold a public hearing for purposes of discussing the location of the charter school. A charter school may own, lease or rent its

space. [~~For purposes of local zoning, land use regulation and building code compliance, a charter school shall be deemed a nonpublic school.~~]

(a-1) (i) For charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article located outside a city school district in a city having a population of one million or more inhabitants, the department shall approve plans and specifications and issue certificates of occupancy for such charter schools. Such charter schools shall comply with all department health, sanitary, and safety requirements applicable to facilities and shall be treated the same as other public schools for purposes of local zoning, land use regulation and building code compliance. Provided however, that the department shall be authorized to grant specific exemptions from the requirements of this paragraph to charter schools upon a showing that compliance with such requirements creates an undue economic hardship or that some other good cause exists that makes compliance with this paragraph extremely impractical. A demonstrated effort to overcome the stated obstacles must be provided.

(ii) In a city school district in a city with a population of one million or more, all charters authorized to be issued by the chapter of the laws of two thousand ten which amended this subdivision shall be obligated to comply with the department's health, safety and sanitary requirements applicable to facilities to the same extent as non-charter public schools in such a city school district.

(a-2) A charter school shall be deemed a nonpublic school for purposes of local zoning, land use regulation and building code compliance if it has been granted an exemption by the department pursuant to paragraph (a-1) of this subdivision or if its charter was not issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article.

(a-3)(1) Before a charter school may be located or co-located in an existing public school building in a city school district in a city having a population of one million or more inhabitants, the chancellor shall identify which public school buildings may be subject to location or co-location, provide the rationale as to why such public school building is identified for location or co-location and shall make all such information publicly available, including via the city board's official internet website. In addition, the chancellor shall provide widespread notice of such information including to the community superintendent, community district education council and the school-based management team. After a public school building has been selected for a proposed location or co-location, the chancellor shall develop a building usage plan in accordance with this paragraph.

(2) The building usage plan shall be developed by the chancellor for each school that has been definitively identified for a location or co-location. The building usage plan shall include, but need not be limited to, the following information:

(A) the actual allocation and sharing of classroom and administrative space between the charter and non-charter schools;

(B) a proposal for the collaborative usage of shared resources and spaces between the charter school and the non-charter schools, including but not limited to, cafeterias, libraries, gymnasiums and recreational spaces, including playgrounds which assures equitable access to such facilities in a similar manner and at reasonable times to non-charter school students as provided to charter school students;

(C) justification of the feasibility of the proposed allocations and schedules set forth in clauses (A) and (B) of this subparagraph and how

such proposed allocations and shared usage would result in an equitable and comparable use of such public school building;

(D) building safety and security;

(E) communication strategies to be used by the co-located schools; and

(F) collaborative decision-making strategies to be used by the co-located schools including the establishment of a shared space committee pursuant to paragraph (a-four) of this subdivision.

(3) A building usage plan developed by the chancellor in accordance with this paragraph shall be included within the educational impact statement required by paragraph (b) of subdivision two-a of section twenty-five hundred ninety-h of this title and be subject to the requirements of subdivision two-a of such section prior to approval by the board of education pursuant to paragraph h of subdivision one of section twenty-five hundred ninety-g of this title.

(4) A building usage plan developed by the chancellor in accordance with this paragraph may be revised and such revision shall require board of education approval consistent with the requirements pursuant to subdivision seven of section twenty-five hundred ninety-g of this title.

(5) The building usage plan shall be made publicly available by the chancellor, including via the city board's official internet website, and a copy shall also be filed with the city board, the impacted community district education council, community boards, community superintendent, and school based management team.

(a-4) In a city school district in a city having a population of one million or more inhabitants, a shared space committee shall be established in each public school building in which one or more charter schools are located or co-located within a public school building with non-charter public schools. The shared space committee shall be comprised of the principal, a teacher, and a parent of each co-located school. Such committee shall conduct regular meetings, at least four times per school year, to review implementation of the building usage plan developed pursuant to paragraph (a-three) of this subdivision.

(a-5) Notwithstanding any provision to the contrary, in a city school district in a city having a population of one million or more inhabitants, the determination to locate or co-locate a charter school within a public school building and the implementation of and compliance with the building usage plan developed pursuant to paragraph (a-three) of this subdivision that has been approved by the board of education of such city school district pursuant to paragraph (h) of subdivision one of section twenty-five hundred ninety-g of this title and after satisfying the requirements of subdivision two-a of section twenty-five hundred ninety-h of this title may be appealed to the commissioner pursuant to section three hundred ten of this chapter. Provided further, the revision of a building usage plan approved by the board of education consistent with the requirements pursuant to subdivision seven of section twenty-five hundred ninety-g of this title may also be appealed to the commissioner on the grounds that such revision fails to meet the standards set forth in clause (B) of subparagraph two of paragraph (a-3) of this subdivision. Following a petition for such appeal pursuant to this paragraph, such city school district shall have ten days to respond. The petition must be dismissed, adjudicated or disposed of by the commissioner within ten days of the receipt of the city school district's response.

§ 16. Subdivision 3 of section 2853 of the education law is amended by adding a new paragraph (d) to read as follows:

(d) Notwithstanding any other provision to the contrary, in a city school district in a city having a population of one million or more inhabitants, the chancellor must first authorize in writing any proposed capital improvements or facility upgrades in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building. For any capital improvements or facility upgrades in excess of five thousand dollars that have been approved by the chancellor, regardless of the source of funding, made in a charter school that is already co-located within a public school building, matching capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building within three months of such improvements or upgrades.

§ 17. Paragraph (c) of subdivision 1 of section 2854 of the education law, as amended by chapter 267 of the laws of 2005, is amended to read as follows:

(c) A charter school shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter and shall be subject to audits of the comptroller [~~as set forth in section thirty-three of the general municipal law~~] of the state of New York at his or her discretion. Such procedures and standards shall be consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.

§ 18. Subdivision 1 of section 2854 of the education law is amended by adding a new paragraph (f) to read as follows:

(f) A charter school shall be subject to the provisions of sections eight hundred, eight hundred one, eight hundred two, eight hundred three, eight hundred four, eight hundred four-a, eight hundred five, eight hundred five-a, eight hundred five-b and eight hundred six of the general municipal law to the same extent such sections apply to school districts.

§ 19. Paragraph (b) of subdivision 2 of section 2854 of the education law, as amended by section 5 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

(b) Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to a charter school. Applications for admission to a charter school shall be submitted on a uniform application form created by the department and shall be made available by a charter school in languages predominately spoken in the community in which such charter school is located. The school shall enroll each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, provided, however, that an enrollment preference shall be provided to pupils returning to the charter school in the second or any subsequent year of operation and pupils residing in the school district in which the charter school is located, and siblings of pupils already enrolled in the charter school. The commissioner shall establish regulations to require that the random selection process conducted pursuant to this paragraph be performed in a transparent and equitable manner and to require that the time and place of the random selection process be

publicized in a manner consistent with the requirements of section one hundred four of the public officers law and be open to the public. For the purposes of this paragraph and paragraph (a) of this subdivision, the school district in which the charter school is located shall mean, for the city school district of the city of New York, the community district in which the charter school is located.

§ 20. Paragraph (a) of subdivision 2 of section 2854 of the education law, as amended by section 5 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees; provided that a charter school may require the payment of fees on the same basis and to the same extent as other public schools. A charter school shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry; provided, however, that nothing in this article shall be construed to prevent the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners; and provided, further, that the charter school shall demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities [~~and limited~~], English [~~proficient~~] language learners, and students who are eligible applicants for the free and reduced price lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located. A charter shall not be issued to any school that would be wholly or in part under the control or direction of any religious denomination, or in which any denominational tenet or doctrine would be taught.

§ 21. Subdivision 1 of section 2855 of the education law, as added by chapter 4 of the laws of 1998, is amended to read as follows:

1. The charter entity, or the board of regents, may terminate a charter upon any of the following grounds:

(a) When a charter school's outcome on student assessment measures adopted by the board of regents falls below the level that would allow the commissioner to revoke the registration of another public school, and student achievement on such measures has not shown improvement over the preceding three school years [~~.~~];

(b) Serious violations of law;

(c) Material and substantial violation of the charter, including fiscal mismanagement; [~~or~~]

(d) When the public employment relations board makes a determination that the charter school demonstrates a practice and pattern of egregious and intentional violations of subdivision one of section two hundred nine-a of the civil service law involving interference with or discrimination against employee rights under article fourteen of the civil service law [~~.~~]; or

(e) Repeated failure to comply with the requirement to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program pursuant to targets established by the board of regents or the board of trustees of the state university of New

York, as applicable. Provided, however, if no grounds for terminating a charter are established pursuant to this section other than pursuant to this paragraph, and the charter school demonstrates that it has made extensive efforts to recruit and retain such students, including outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, and efforts to academically support such students in such charter school, then the charter entity or board of regents may retain such charter.

§ 22. Subdivision 2 of section 2857 of the education law, as amended by section 7 of part D-2 of chapter 57 of the laws of 2007, is amended to read as follows:

2. Each charter school shall submit to the charter entity and to the board of regents an annual report. Such report shall be issued no later than the first day of August of each year for the preceding school year and shall be made publicly available by such date and shall be posted on the charter school's website. The annual report shall be in such form as shall be prescribed by the commissioner and shall include at least the following components:

(a) a charter school report card, which shall include measures of the comparative academic and fiscal performance of the school, as prescribed by the commissioner in regulations adopted for such purpose. Such measures shall include, but not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil. Such measures shall be presented in a format that is easily comparable to similar public schools. In addition, the charter school shall ensure that such information is easily accessible to the community including making it publicly available by transmitting it to local newspapers of general circulation and making it available for distribution at board of trustee meetings.

(b) discussion of the progress made towards achievement of the goals set forth in the charter.

(c) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school and any audit conducted by the comptroller of the state of New York.

§ 23. Subdivision 2 of section 2857 of the education law, as amended by section twenty-two of this act, is amended to read as follows:

2. Each charter school shall submit to the charter entity and to the board of regents an annual report. Such report shall be issued no later than the first day of August of each year for the preceding school year and shall be made publicly available by such date and shall be posted on the charter school's website. The annual report shall be in such form as shall be prescribed by the commissioner and shall include at least the following components:

(a) a charter school report card, which shall include measures of the comparative academic and fiscal performance of the school, as prescribed by the commissioner in regulations adopted for such purpose. Such measures shall include, but not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil. Such measures shall be presented in a format that is easily comparable to similar public schools. In addition, the charter school shall ensure that such information is easily accessible to the community including making it publicly available by transmitting it to local newspapers of

general circulation and making it available for distribution at board of trustee meetings.

(b) discussion of the progress made towards achievement of the goals set forth in the charter.

(c) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school and any audit conducted by the comptroller of the state of New York.

(d) efforts taken by the charter school in the existing school year, and a plan for efforts to be taken in the succeeding school year, to meet or exceed enrollment and retention targets set by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program established pursuant to paragraph (e) of subdivision four of section twenty-eight hundred fifty-one of this article.

§ 24. Subdivision 3 of section 2857 of the education law is amended by adding a new paragraph (a-1) to read as follows:

(a-1) A list including the number of charter schools closed during the preceding year, and a brief description of the reasons therefor including, but not limited to, non-renewal of the charter or revocation of the charter;

§ 25. Section 2857 of the education law is amended by adding a new subdivision 5 to read as follows:

5. The board of regents shall on an annual basis review and make available to school districts best educational practices employed by charter schools.

§ 26. Paragraph (a) of subdivision 15 of section 2590-h of the education law, as amended by chapter 345 of the laws of 2009, is amended to read as follows:

(a) establishing a parents' association or a parent-teachers' association in each public school under the chancellor's jurisdiction; and ensuring that the districts and charter schools located within the city district do the same; the chancellor shall ensure that meetings of such parents' associations or parent-teachers' associations shall comply with section four hundred fourteen of this chapter;

§ 27. Severability clause. If any clause, sentence, paragraph, subdivision, section or part of this act shall be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair, or invalidate the remainder thereof, but shall be confined in its operation to the clause, sentence, paragraph, subdivision, section or part thereof directly involved in the controversy in which such judgment shall have been rendered. It is hereby declared to be the intent of the legislature that this act would have been enacted even if such invalid provisions had not been included herein.

§ 28. This act shall take effect immediately; provided, however, that sections six, nineteen, twenty-one and twenty-three of this act shall take effect January 1, 2011; provided, further, however that the amendments to paragraph (a) of subdivision 15 of section 2590-h of the education law made by section twenty-six of this act shall not affect the expiration of such section and shall expire therewith.

Chapter 102 of the Laws of 2010--Amendment to Chapter 101 on Charter Schools

(As proposed in Assembly Bill No. A.11311 and Senate Bill No. S. 8001)

STATE OF NEW YORK

11311

IN ASSEMBLY

May 28, 2010

Introduced by COMMITTEE ON RULES -- (at request of the Governor) -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to charter schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Paragraph (f) of subdivision 9-a of section 2852 of the education law, as added by a chapter of the laws of 2010 amending the education law relating to charter schools, as proposed in legislative bill number A. 11310, is amended to read as follows:

(f) The board of regents shall be the only entity authorized to issue a charter pursuant to this article. The board of regents shall consider applications submitted directly to the board of regents and applications recommended by the board of trustees of the state university of New York. *Provided, however, that all such recommended applications shall be deemed approved and issued pursuant to the provisions of subdivisions five, five-a and five-b of this section.*

§ 2. This act shall take effect on the same date and in the same manner as a chapter of the laws of 2010 amending the education law relating to charter schools, as proposed in legislative bill number A. 11310, takes effect.

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

LBD17477-14-0

Chapter 103 of the Laws of 2010—Teacher and Principal Evaluation and Educational Partnership Organizations

(As proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991)

STATE OF NEW YORK

11171

IN ASSEMBLY

May 21, 2010

Introduced by M. of A. NOLAN -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to the evaluation of teachers and principals; and to amend the education law, in relation to authorizing school districts to contract with educational partnership organizations to turn around certain low-performing schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The education law is amended by adding a new section 3012-c to read as follows:

§ 3012-c. Annual professional performance review of classroom teachers and building principals. 1. Notwithstanding any other provision of law, rule or regulation to the contrary, the annual professional performance reviews of all classroom teachers and building principals employed by school districts or boards of cooperative educational services shall be conducted in accordance with the provisions of this section. Such performance reviews which are conducted on or after July first, two thousand eleven, or on or after the date specified in paragraph c of subdivision two of this section where applicable, shall include measures of student achievement and be conducted in accordance with this section. Such annual professional performance reviews shall be a significant factor for employment decisions including but not limited to, promotion, retention, tenure determination, termination, and supplemental compensation, which decisions are to be made in accordance with locally developed procedures negotiated pursuant to the requirements of article fourteen of the civil service law. Such performance reviews shall also be a significant factor in teacher and principal development, including but not limited to, coaching, induction support and differentiated professional development, which are to be locally established in accordance with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

2. a. The annual professional performance reviews conducted pursuant to this section for classroom teachers and building principals shall differentiate teacher and principal effectiveness using the following

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

LBD17483-01-0

quality rating categories: highly effective, effective, developing and ineffective, with explicit minimum and maximum scoring ranges for each category, as prescribed in the regulations of the commissioner. Such annual professional performance reviews shall result in a single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness related to the criteria included in the regulations of the commissioner. Except for the student growth measures prescribed in paragraphs e, f and g of this subdivision, the elements comprising the composite effectiveness score shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted, pursuant to the requirements of article fourteen of the civil service law.

b. Annual professional performance reviews conducted by school districts on or after July first, two thousand eleven of classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals of schools in which such teachers are employed shall be conducted pursuant to this subdivision and shall use two thousand ten--two thousand eleven school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals.

c. Annual professional performance reviews conducted by school districts or boards of cooperative educational services on or after July first, two thousand twelve of all classroom teachers and all building principals shall be conducted pursuant to this subdivision and shall use two thousand eleven--two thousand twelve school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals. For purposes of this section, an administrator in charge of an instructional program of a board of cooperative educational services shall be deemed to be a building principal.

d. Prior to any evaluation being conducted in accordance with this section, each individual who is responsible for conducting an evaluation of a teacher or building principal shall receive appropriate training in accordance with the regulations of the commissioner of education.

e. For annual professional performance reviews conducted in accordance with paragraph b of this subdivision in the two thousand eleven--two thousand twelve school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

f. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in any school year prior to the first school year for which the board of regents has approved use of a value-added growth model, but not earlier than the two thousand twelve--two thousand thirteen school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commis-

sioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

g. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in the first school year for which the board of regents has approved use of a value-added growth model and thereafter, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty-five percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) fifteen percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are locally developed in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law. The department shall develop the value-added growth model and shall consult with the advisory committee established pursuant to subdivision seven of this section prior to recommending that the board of regents approve its use in evaluations.

h. The remaining percent of the evaluations, ratings and effectiveness scores shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted pursuant to article fourteen of the civil service law.

i. For purposes of this section, student growth means the change in student achievement for an individual student between two or more points in time.

3. Nothing in this section shall be construed to excuse school districts or boards of cooperative educational services from complying with the standards set forth in the regulations of the commissioner for conducting annual professional performance reviews of classroom teachers or principals, including but not limited to required quality rating categories, in conducting evaluations prior to July first, two thousand eleven, or, for classroom teachers or principals subject to paragraph c of subdivision two of this section, prior to July first, two thousand twelve.

4. Notwithstanding any other law, rule or regulation to the contrary, upon rating a teacher or a principal as developing or ineffective through an annual professional performance review conducted pursuant to subdivision two of this section, the school district or board of cooperative educational services shall formulate and commence implementation of a teacher or principal improvement plan for such teacher or principal as soon as practicable but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. Such improvement plan shall be consistent with the regulations of the commissioner and developed locally through negotiations conducted pursuant to article fourteen of the civil service law. Such improvement plan shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's or principal's improvement in those areas.

5. An appeals procedure shall be locally established in each school district and in each board of cooperative educational services by which the evaluated teacher or principal may only challenge the substance of the annual professional performance review, the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to this section, the adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under this section. The specifics of the appeal procedure shall be locally established through negotiations conducted pursuant to article fourteen of the civil service law. An evaluation which is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to either section three thousand twenty-a of this article or any locally negotiated alternate disciplinary procedure, until the appeal process is concluded.

6. For purposes of disciplinary proceedings pursuant to sections three thousand twenty and three thousand twenty-a of this article, a pattern of ineffective teaching or performance shall be defined to mean two consecutive annual ineffective ratings received by a classroom teacher or building principal pursuant to annual professional performance reviews conducted in accordance with the provisions of this section.

7. The regulations adopted pursuant to this section shall be developed in consultation with an advisory committee consisting of representatives of teachers, principals, superintendents of schools, school boards, school district and board of cooperative educational services officials and other interested parties. The regulations shall also take into account any (i) professional teaching standards; (ii) standards for professional contexts; and (iii) standards for a continuum of system support for teachers and principals developed in consultation with the advisory committee. Regulations promulgated pursuant to this section shall be effective no later than July first, two thousand eleven, for implementation in the two thousand eleven--two thousand twelve school year.

8. Notwithstanding any other provision of law, rule or regulation to the contrary, all collective bargaining agreements applicable to classroom teachers or building principals entered into after July first, two thousand ten shall be consistent with requirements of this section. Nothing in this section shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July first, two thousand ten during the term of such agreement and until the entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement the provisions of this section shall apply. Furthermore, nothing in this section or in any rule or regulation promulgated hereunder shall in any way, alter, impair or diminish the rights of a local collective bargaining representative to negotiate evaluation procedures in accordance with article fourteen of the civil service law with the school district or board of cooperative educational services.

§ 2. Subdivisions 1 and 3 and paragraph a of subdivision 4 of section 3020 of the education law, subdivision 1 as added by chapter 691 of the laws of 1994, subdivision 3 as added by chapter 3 of the laws of 2000

and paragraph a of subdivision 4 as added by section 1 of part J of chapter 93 of the laws of 2002, are amended to read as follows:

1. No person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause and in accordance with the procedures specified in section three thousand twenty-a of this article or in accordance with alternate disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that was effective on or before September first, nineteen hundred ninety-four and has been unaltered by renegotiation, or in accordance with alternative disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that becomes effective on or after September first, nineteen hundred ninety-four; provided, however, that any such alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after September first, nineteen hundred ninety-four, must provide for the written election by the employee of either the procedures specified in such section three thousand twenty-a or the alternative disciplinary procedures contained in the collective bargaining agreement and must result in a disposition of the disciplinary charge within the amount of time allowed therefor under such section three thousand twenty-a; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

3. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified or replaced by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the council of supervisors and administrators of the city of New York on or after December first, nineteen hundred ninety-nine. Where such procedures are so modified or replaced: (i) compliance with such modification or replacement procedures shall satisfy any provision in this chapter that requires compliance with section three thousand twenty-a, (ii) any employee against whom charges have been preferred prior to the effective date of such modification or replacement shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred, (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modification or replacement procedures contained in an agreement negotiated pursuant to this subdivision shall continue as terms of such agreement after its expiration until a new agreement is negotiated; provided that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten

shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought against a building principal based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal of the building principal. Notwithstanding any inconsistent provision of law, the commissioner [~~of education~~] shall review any appeals authorized by such modification or replacement procedures within fifteen days from receipt by such commissioner of the record of prior proceedings in the matter subject to appeal. Such review shall have preference over all other appeals or proceedings pending before such commissioner.

a. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the united federation of teachers on or after June tenth, two thousand two. Where such procedures are so modified: (i) compliance with such modified procedures shall satisfy any provision of this chapter that requires compliance with section three thousand twenty-a of this article; (ii) any employee against whom charges have been preferred prior to the effective date of such modification shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred; (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, except that no person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause; and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modified procedures contained in an agreement negotiated pursuant to this subdivision shall continue as terms of such agreement after its expiration until a new agreement is negotiated; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

§ 3. Paragraph (c) of subdivision 2 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

(c) Within ten days of receipt of the statement of charges, the employee shall notify the clerk or secretary of the employing board in writing whether he or she desires a hearing on the charges and when the charges concern pedagogical incompetence or issues involving pedagogical

judgment, his or her choice of either a single hearing officer or a three member panel, provided that a three member panel shall not be available where the charges concern pedagogical incompetence based solely upon a teacher's or principal's pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article. All other charges shall be heard by a single hearing officer.

§ 4. Paragraph a of subdivision 3 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

a. Notice of hearing. Upon receipt of a request for a hearing in accordance with subdivision two of this section, the commissioner [~~of education~~] shall forthwith notify the American Arbitration Association (hereinafter "association") of the need for a hearing and shall request the association to provide to the commissioner forthwith a list of names of persons chosen by the association from the association's panel of labor arbitrators to potentially serve as hearing officers together with relevant biographical information on each arbitrator. Upon receipt of said list and biographical information, the commissioner [~~of education~~] shall forthwith send a copy of both simultaneously to the employing board and the employee. The commissioner shall also simultaneously notify both the employing board and the employee of each potential hearing officer's record in the last five cases of commencing and completing hearings within the time periods prescribed in this section.

§ 5. Paragraph c of subdivision 3 of section 3020-a of the education law is amended by adding a new subparagraph (i-a) to read as follows:

(i-a)(A) Where charges of incompetence are brought based solely upon a pattern of ineffective teaching or performance of a classroom teacher or principal, as defined in section three thousand twelve-c of this article, the hearing shall be conducted before and by a single hearing officer in an expedited hearing, which shall commence within seven days after the pre-hearing conference and shall be completed within sixty days after the pre-hearing conference. The hearing officer shall establish a hearing schedule at the pre-hearing conference to ensure that the expedited hearing is completed within the required timeframes and to ensure an equitable distribution of days between the employing board and the charged employee. Notwithstanding any other law, rule or regulation to the contrary, no adjournments may be granted that would extend the hearing beyond such sixty days, except as authorized in this subparagraph. A hearing officer, upon request, may grant a limited and time specific adjournment that would extend the hearing beyond such sixty days if the hearing officer determines that the delay is attributable to a circumstance or occurrence substantially beyond the control of the requesting party and an injustice would result if the adjournment were not granted.

(B) Such charges shall allege that the employing board has developed and substantially implemented a teacher or principal improvement plan in accordance with subdivision four of section three thousand twelve-c of this article for the employee following the first evaluation in which the employee was rated ineffective, and the immediately preceding evaluation if the employee was rated developing. Notwithstanding any other provision of law to the contrary, a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article shall constitute very significant evidence of incompetence for purposes of this section. Nothing in this subparagraph shall be construed to limit the defenses which the employee may place before the

hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

(C) The commissioner shall annually inform all hearing officers who have heard cases pursuant to this section during the preceding year that the time periods prescribed in this subparagraph for conducting expedited hearings are to be strictly followed. A record of continued failure to commence and complete expedited hearings within the time periods prescribed in this subparagraph shall be considered grounds for the commissioner to exclude such individual from the list of potential hearing officers sent to the employing board and the employee for such expedited hearings.

§ 6. The education law is amended by adding a new section 211-e to read as follows:

§ 211-e. Educational partnership organizations. 1. The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as a persistently lowest-achieving school, consistent with federal requirements, or a school under registration review.

2. Notwithstanding any other provision of law, rule or regulation to the contrary, and except as otherwise provided in this section, such contract shall contain provisions authorizing the educational partnership organization to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements. Such contract shall include district performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which students will be assigned to the school, the process for employees to transfer into the school, the services that the district will provide to the school, and the manner in which the school shall apply for and receive allocational and competitive grants.

3. The board of education shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the school as well as with respect to staff development for those employees, together with authority concerning all other terms and conditions of employment, all of which decisions shall be made in a manner consistent with applicable collective bargaining agreements. However, notwithstanding any law, rule or regulation to the contrary, upon the effective date of the contract, the educational partnership organization shall be authorized to exercise all powers of a superintendent of schools with respect to such employment decisions, including but not limited to making recommendations, as applicable, to the board of education in connection with and prior to the board of education making decisions regarding staff assignments, the hiring, the granting of tenure, the evaluating, the disciplining and termination of employees, as well as concerning staff development. The employees assigned to the school shall solely be in the employ of the

school district and shall retain their tenure rights and all other employment rights conferred by law, and service in the school shall constitute service to the school district for all purposes, including but not limited to, the requirements for criminal history record checks and participation in public retirement systems. Notwithstanding any other provision of law to the contrary, for purposes of article fourteen of the civil service law, employees in the school shall be public employees of the school district as defined in subdivision seven of section two hundred one of the civil service law and shall not be deemed employees of the educational partnership organization by reason of the powers granted to the educational partnership organization by this section. All such employees shall be members of the applicable negotiating unit containing like titles or positions for the public school district in which such school is located, and shall be covered by the collective bargaining agreement covering that public school district's negotiating unit, except that the duly recognized or certified collective bargaining representative for that negotiating unit may modify or supplement, in writing, the collective bargaining agreement in consultation with the employees of the negotiating unit working in the school. All such modifications of, or supplements to the collective bargaining agreement are subject to ratification by the employees employed within the school and by the board of education of the public school district, consistent with article fourteen of the civil service law. Upon the effective date of the school district's contract with the educational partnership organization, the educational partnership organization shall be empowered to make recommendations to the board of education with respect to the scope of, and process for making modifications and additions to the collective bargaining agreement.

4. Where a recommendation is made by the educational partnership organization to the board of education pursuant to subdivision two or three of this section, and such recommendation is denied, the board of education shall state its reasons for the denial, which shall include an explanation of how such denial will promote improvement of student achievement in the school and how such action is consistent with all accountability plans approved by the commissioner for the school and the school district. Nothing in this subdivision shall be construed to prevent a board of education from denying a recommendation of the educational partnership organization based upon the board of education's determination that carrying out such recommendation would result in a violation of law or violation of the terms of an applicable collective bargaining agreement. If the board of education rejects a recommendation of the educational partnership organization to terminate a probationary employee assigned to the school or to deny tenure to an employee assigned to the school, it shall be the duty of the board of education to transfer such employee to another position in the school district within such employee's tenure area for which the employee is qualified, or to create such a position.

5. For purposes of this section the following terms shall have the following meanings:

(i) "educational partnership organization" means a board of cooperative educational services, a public or independent, non-profit institution of higher education, a cultural institution, or a private, non-profit organization with a proven record of success in intervening in low-performing schools, as determined by the commissioner, provided that such term shall not include a charter school;

(ii) "board of education" means the trustees or board of education of a school district, or, in the case of a city school district of a city having a population of one million or more, the chancellor of such city district;

(iii) "school district" means a common, union free, central, central high school or city school district, other than a special act school district as defined in section four thousand one of this chapter.

(iv) "superintendent of schools" means the superintendent of schools of a school district, and, in the case of a city school district of a city having a population of one million or more, a community superintendent and the chancellor of such city district when acting in the role of a superintendent of schools.

§ 7. This act shall take effect immediately; provided however that the provisions of sections one, two, three, four and five of this act shall take effect July 1, 2010, provided, further, if this act shall become a law after such date it shall take effect immediately and shall be deemed to have been in full force and effect on and after July 1, 2010.

Appendix A_1_i_2 – New York State 2007 Education Legislation

Education Law §211. Review of regents learning standards

1. The regents shall periodically review and evaluate the existing regents learning standards to determine if they should be strengthened, modified or combined so as to provide adequate opportunity for students to acquire the skills and knowledge they need to succeed in employment or postsecondary education and to function productively as civic participants upon graduation from high school. Such review and evaluation shall be conducted upon a schedule adopted by the regents, provided that a review and evaluation of the English language arts standards shall be completed as soon as possible, but no later than the end of the two thousand seven--two thousand eight school year.

2. In conducting such reviews, the regents shall seek the recommendations of teachers, school administrators, teacher educators and others with educational expertise on improvements to the standards so that they ensure that students are prepared, in appropriate progression, for postsecondary education or employment.

Education Law §211-a. Enhanced state accountability system

To more fully implement the requirements of section one thousand one hundred eleven of the elementary and secondary education act of nineteen hundred sixty-five, as amended, and the federal regulations implementing such statute, the regents shall develop and implement an enhanced state accountability system that uses growth measures to the extent required by this section.

1. By the start of the two thousand eight--two thousand nine school year, the regents shall establish, using existing state assessments, an interim, modified accountability system for schools and districts that is based on a growth model, subject to approval of the United States department of education where required under federal law.

2. The regents shall proceed with the development of an enhanced accountability system, with revised or new state assessments, based on an enhanced growth model that, to the extent feasible and consistent with federal law, includes a value-added assessment model that employs a scale-score approach to measure growth of students at all levels. (a) If the regents establish that the

assessment scaling and accountability methodology employed have been determined by external experts in educational testing and measurement to be valid and reliable and in accordance with established standards for educational and psychological testing, and (b) the approval of the United States department of education has been obtained where required by federal law, the enhanced growth model shall be implemented no later than the start of the two thousand ten--two thousand eleven school year.

3. In implementing the provisions of subdivisions one and two of this section, the regents shall by July first, two thousand eight, establish targets for improvement of schools and school districts based upon performance on state assessments, graduation rates, and other indicators of progress, such as student retention rates and college attendance and completion rates.

4. As used in this chapter, the following words shall have the following meanings:

a. "Growth model" shall mean the assessment of a cohort of students, or individual students, over time that measures the academic progress made by those students.

b. "Value added assessment model" shall mean a form of growth model that includes an evaluation of the specific effects of programs, and other relevant factors, on the academic progress of individual students over time.

Education Law §211-b. Consequences for consistent lack of improvement in academic performance

In addition to taking appropriate action pursuant to the regulations of the commissioner and the requirements of federal law, the following actions shall be taken to increase school and district accountability for academic performance:

1. The regents shall expand the scope and improve the effectiveness of the schools under registration review (SURR) process in the two thousand seven--two thousand eight school year and thereafter, so as to ensure that all schools that meet the criteria for identification as SURR shall be so identified. The goal of such expansion shall be to identify as SURR up to a total of five percent of the schools in the state within four years, and to reorganize or restructure schools so identified in cases where such action is appropriate.

2. The regents shall develop a plan for increased support and possible intervention in schools in improvement, corrective action, or restructuring status or in SURR status. Notwithstanding any provision of law to the contrary, the regents shall establish a two-step process as follows:

a. The appointment by the commissioner of a school quality review team to assist any school in school improvement, corrective action, restructuring status or SURR status in developing and implementing a school improvement, corrective action, restructuring, or comprehensive plan for the school. Such team may also conduct resource and program and planning audits and examine the quality of curriculum, instructional plans, and teaching in the schools, the learning opportunities and support services available to students, and the organization and operations of the school. After such review, the team shall provide diagnostic recommendations for school improvement, which may include administrative and operational improvements. The recommendation of such team shall be advisory. The reasonable and necessary expenses incurred in the performance of the team's official duties shall be a charge upon the school district, or charter school, where applicable, that operates the school.

b. The appointment by the commissioner of a joint school intervention team, for schools in (i) restructuring status or (ii) SURR status that have failed to demonstrate progress as specified in their corrective action plan or comprehensive education plan. Administrators and educators from the district or charter school where applicable must be included on the team, as well as any distinguished educator appointed to the district pursuant to section two hundred eleven-c of this part. Such team shall assist the school district in developing, reviewing and recommending plans for reorganizing or reconfiguring of such schools. The recommendations of such team should be advisory. The reasonable and necessary expenses incurred in the performance of the school intervention team's official duties shall be a charge upon the school district, or charter school where applicable, that operates the school.

3. A school district that has been identified as requiring academic progress, as defined by 100.2(p)(7) of the commissioner's regulations, or includes one or more schools under registration review, in need of improvement, in corrective action or restructuring status shall be required to submit a district improvement plan to the commissioner for approval. In formulating the district improvement plan, the district shall consider redirecting resources to programs and activities included in the menu of options under subdivision three of section two hundred eleven-d of this

part in the schools so identified. If such options are not adopted in the district improvement plan, the school district shall provide the commissioner with an explanation of such decision which shall be considered by the commissioner in determining whether to approve such plan. The trustees or board of education shall hold a public hearing before adoption of the district improvement plan and a transcript of the testimony at such hearing shall be submitted to the commissioner for review with the district improvement plan.

4. The commissioner shall develop a plan for intervention in schools under restructuring or SURR status that fail to demonstrate progress on established performance measures and may be targeted for closure. Such plan shall specify criteria for school closure and include processes to be followed, research based options, and alternatives and strategies to reorganizing, restructuring or reconfiguring schools. Such plan shall be developed with input from educators including, but not limited to, administrators, teachers and individuals identified as distinguished educators pursuant to section two hundred eleven-c of this part.

5. (a) The regents shall ensure that all school districts include in any contract of employment, entered into, amended, or extended with a superintendent of schools, community superintendent or deputy, assistant, associate or other superintendent of schools who has been or will be appointed for a fixed term, a provision requiring that such contract specify that the superintendent shall be required to cooperate fully with any distinguished educator appointed by the commissioner pursuant to section two hundred eleven-c of this part.

(b) In the case of a superintendent of schools, community superintendent or deputy, assistant, associate or other superintendent of schools who is not appointed for a fixed term, the contract provisions contained in paragraph (a) of this subdivision shall be deemed to apply to such superintendent immediately.

(c) In the case of a charter school, the contract of employment of the principal or headmaster or other chief school officer of the charter school that is entered into, amended or extended shall also be required to include the provisions contained in paragraph (a) of this subdivision. In addition, such contract provisions shall be deemed to apply immediately to any such person not appointed for a fixed term.

Education Law §211-c. Distinguished educators

The regents shall establish a distinguished educator program that recognizes educational leaders who have agreed to assist in improving the performance of low performing school districts.

1. Building principals, superintendents of schools and teachers including retirees and current employees of school districts, under whose leadership schools have demonstrated consistent growth in academic performance and other individuals who have demonstrated educational expertise, including superior performance in the classroom, shall be eligible for designation by the regents as distinguished educators. Provided, however, individuals employed by for-profit entities shall not be eligible for such recognition.

2. From the pool of distinguished educators designated by the regents pursuant to subdivision one of this section, the commissioner shall appoint distinguished educators who have expressed their willingness to assist low performing districts in improving their academic performance. To the extent practicable, the commissioner shall appoint distinguished educators to assist districts with comparable demographics to the schools or districts that are or were under such educator's leadership.

3. The commissioner may appoint a distinguished educator to a school district;

a. when such district or a school within such district has failed to achieve adequate yearly progress for four or more years;

b. as a member of a joint school intervention team pursuant to paragraph b of subdivision two of section two hundred eleven-b of this part.

4. The school district to which a distinguished educator is appointed shall cooperate fully with an appointed distinguished educator.

5. An appointed distinguished educator shall assess the learning environment of schools in the district, review or provide assistance in the development and implementation of any district improvement plan and/or any corrective action, restructuring, or comprehensive plan of any school within the district to which the distinguished educator is assigned. Such distinguished educator shall either endorse without change or make recommendations for modifications to any such plan to the board of education, trustees, or chancellor, in a school district in a city of one million or more inhabitants, and the commissioner. Upon receipt of any recommendations for

modification, the board of education, trustees, or chancellor shall either modify the plans accordingly or provide a written explanation to the commissioner of its reasons for not adopting such recommendations. The commissioner shall direct the district to modify the plans as recommended by the distinguished educator unless the commissioner finds that the written explanation provided by the district has compelling merit.

6. Appointed distinguished educators shall be deemed ex-officio, non-voting members of the board of education or trustees. In a school district in a city of one million or more inhabitants, any such distinguished educator shall be deemed an ex-officio, non-voting member of the community district education council or the city board, as applicable.

7. The reasonable and necessary expenses incurred by the appointed distinguished educators while performing their official duties shall be paid by the school district.

8. If an appointed distinguished educator is employed by a school district or charter school, it shall be the duty of the board of education or trustees of such school district, the chancellor of a city school district in a city of one million or more inhabitants, or the board of trustees of such charter school to facilitate the efforts of any such appointed distinguished educators in their employ by granting reasonable leave requests and otherwise accommodating their efforts, to the extent such efforts do not substantially interfere with the educator's performance of his or her regular duties.

Education Law §211-d. Contract for excellence

1. a. Every school district that, as of April first of the base year, has at least one school identified as in corrective action or restructuring status or as a school requiring academic progress: year two or above or as a school in need of improvement: year two shall be required to prepare a contract for excellence if the school district is estimated to receive an increase in total foundation aid for the current year compared to the base year in an amount that equals or exceeds either fifteen million dollars or ten percent of the amount received in the base year, whichever is less, or receives a supplemental educational improvement plan grant. In school year two thousand seven--two thousand eight such increase shall be the amount of the difference between total foundation aid received for the current year and the total foundation aid base, as defined in paragraph j of subdivision one of section thirty-six hundred two of this chapter.

b. In addition to the school districts required to prepare a contract for excellence under paragraph a of this subdivision, every school district that filed a contract for excellence in the base year shall file a contract for excellence in the current year if such district is estimated to receive a two-year increase, equal to the positive difference of the total foundation aid apportioned for the current year less the total foundation aid base, as defined in paragraph j of subdivision one of section thirty-six hundred two of this chapter, for the base year, in an amount that equals or exceeds either twenty-seven million five hundred thousand dollars or twenty percent of such total foundation aid base for the base year; provided however, that this requirement shall apply only to a school district that, as of April first of the base year, has at least one school that has been identified as in corrective action or restructuring status or as a school requiring academic progress: year two or above or as a school in need of improvement: year two.

c. In a city school district located in a city of one million or more inhabitants, a contract for excellence shall be prepared for the city school district and each community district that meets criteria specified in this subdivision.

d. All computations pursuant to paragraphs a and b of this subdivision and subdivision two of this section shall be based upon data included in the computerized school aid run produced by the commissioner in support of the enacted state budget which established the foundation aid formulas for the current year. For purposes of this section, accountability status of schools shall be determined as of April first of the base year, except that if the commissioner determines that the accountability data on file for a school as of April first of the base year was in error and officially adjusts the accountability status of the school after such date, such adjusted data shall be used for the purposes of paragraphs a and b of this subdivision and subdivision two of this section.

e. Notwithstanding paragraphs a and b of this subdivision, a school district that submitted a contract for excellence for the two thousand eight--two thousand nine school year shall submit a contract for excellence for the two thousand nine--two thousand ten school year in conformity with the requirements of subparagraph (vi) of paragraph a of subdivision two of this section unless all schools in the district are identified as in good standing.

2. a. (i) In a common, union free, central, central high school, or a city school district in a city having less than one hundred twenty-five thousand inhabitants, required to prepare a contract for excellence pursuant to subdivision one of this section and, as of April first of the base year, does not contain any schools identified as in corrective action or restructuring status or requiring academic progress: year three or above, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred four percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to fifty percent of additional funding received in the current year may be used to maintain investments in programs and activities listed in paragraph a of subdivision three of this section.

(ii) In a common, union free, central, central high school, or a city school district in a city having less than one hundred twenty-five thousand inhabitants, required to prepare a contract for excellence pursuant to subdivision one of this section and, as of April first of the base year, has at least one school identified as in corrective action or restructuring status or requiring academic progress: year three or above, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred four percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to thirty-five percent of additional funding received in the current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(iii) In a city school district in a city having a population of one hundred twenty-five thousand or more inhabitants but less than one million inhabitants that either receives a supplemental educational improvement plan grant or is required to submit a contract for excellence based solely upon the criteria specified in paragraph b of subdivision one of this section, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, and as supplemental educational improvement plan grants, in

excess of one hundred four percent of such aid apportioned to the district in the base year, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to fifty percent of additional funding received in the current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(iv) In a city school district in a city having a population of one hundred twenty-five thousand or more inhabitants but less than one million inhabitants that satisfies the criteria specified in paragraph a of subdivision one of this section and does not receive a supplemental educational improvement plan grant, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred three percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to twenty-five percent of additional funding received in the current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(v) In a city school district in a city having a population of one million or more inhabitants, each contract for excellence shall describe how the amounts apportioned to the school district in the current year as total foundation aid and academic achievement grants, in excess of one hundred three percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to thirty million dollars or twenty-five percent of additional funding received in the current year, whichever is less, may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(vi) Each contract for excellence for a school district that was required to prepare a contract for excellence in the base year shall provide for the expenditure of an amount equivalent to the total

budgeted amount approved by the commissioner in the district's approved contract for excellence for the base year; provided that such amount shall be expended to support and maintain allowable programs and activities approved in the base year or to support new or expanded allowable programs and activities in the current year.

(vii) Notwithstanding any other provision of this section to the contrary, a school district that submitted a contract for excellence for the two thousand seven--two thousand eight school year and the two thousand eight--two thousand nine school year and is required to submit a contract for excellence for the two thousand nine--two thousand ten school year but did not fully expend all of its two thousand seven--two thousand eight foundation aid subject to the contract for excellence restrictions during the two thousand seven--two thousand eight school year may re-allocate and expend such unexpended funds during the two thousand eight--two thousand nine and two thousand nine--two thousand ten school years for allowable contract for excellence programs and activities as defined in subdivision three of this section in a manner prescribed by the commissioner. For purposes of determining maintenance of effort pursuant to subparagraph (vi) of this paragraph for the two thousand eight--two thousand nine school year, funds expended pursuant to this subparagraph shall be included in the total budgeted amount approved by the commissioner in the district's contract for excellence for the two thousand seven--two thousand eight school year; provided that such amount shall not be counted more than once in determining maintenance of effort for the two thousand nine--two thousand ten school year or thereafter.

b. (i) The contract shall specify the new or expanded programs for which additional amounts of such total foundation aid, or grant shall be used and shall affirm that such programs shall predominately benefit students with the greatest educational needs including, but not limited to, those students with limited English proficiency, students in poverty and students with disabilities.

(ii) In a city school district in a city having a population of one million or more inhabitants such contract shall also include a plan to reduce average class sizes, as defined by the commissioner, within five years for the following grade ranges: (A) pre-kindergarten-third grade; (B) fourth-eighth grade; and (C) high school. Such plan shall include class size reduction for low performing and overcrowded schools and also include the methods to be used to achieve such class sizes, such as the creation or construction of more classrooms and school buildings, the

placement of more than one teacher in a classroom or methods to otherwise reduce the student to teacher ratio; provided, however, that notwithstanding any law, rule or regulation to the contrary, the sole and exclusive remedy for a violation of the requirements of this paragraph shall be pursuant to a petition to the commissioner under subdivision seven of section three hundred ten of this title, and the decision of the commissioner on such petition shall be final and unreviewable.

(iii) A city school district in a city having a population of one million or more inhabitants shall prepare a report to the commissioner on the status of the implementation of its plan to reduce average class sizes pursuant to subparagraph (ii) of this paragraph. Such report shall identify all schools that received funds targeted at class size reduction efforts pursuant to the requirements of this section and provide the following information regarding such schools:

(A) the amount of contract for excellence funds received by each school and the school year in which it received such funds;

(B) a detailed description of how contract for excellence funds contributed to achieving class size reduction in each school that received such funding including specific information on the number of classrooms in each school that existed prior to receiving contract for excellence funds and the number of new classrooms that were created in each school for each year such funding was received, the number of classroom teachers that existed in each school prior to receiving contract for excellence funds and the number of new classroom teachers in each school for each year such funding was received, the student to teacher ratio in each school prior to receiving contract for excellence funds and the student to teacher ratio in each school for each year such funding was received;

(C) the actual student enrollment for the two thousand six--two thousand seven school year, the actual student enrollment for the two thousand seven--two thousand eight school year, the actual student enrollment for the two thousand eight--two thousand nine school year, and the projected student enrollment for the two thousand nine--two thousand ten school year for each school by grade level;

(D) the actual average class sizes for the two thousand six--two thousand seven school year, the actual average class sizes for the two thousand seven--two thousand eight school year, the actual

average class sizes for the two thousand eight--two thousand nine school year, and the projected average class sizes for the two thousand nine--two thousand ten school year for each school by grade level; and

(E) the schools that have made insufficient progress toward achieving the class size reduction goals outlined in the approved five year class size reduction plan pursuant to subparagraph (ii) of this paragraph and a detailed description of the actions that will be taken to reduce class sizes in such schools.

Such report shall be submitted to the commissioner on or before November seventeenth, two thousand nine and shall be made available to the public by such date.

c. The contract for excellence shall state, for all funding sources, whether federal, state or local, the instructional expenditures per pupil, the special education expenditures per pupil, and the total expenditures per pupil, projected for the current year and actually incurred in the base year.

3. a. The commissioner shall adopt regulations establishing allowable programs and activities intended to improve student achievement which shall be limited to: (i) class size reduction, (ii) programs that increase student time on task, including but not limited to, academic after-school programs, (iii) teacher and principal quality initiatives, (iv) middle school and high school re-structuring, (v) expansion or replication of effective model programs for students with limited English proficiency, and (vi) full-day kindergarten or prekindergarten. Provided, however, that districts may use up to fifteen percent of the additional funding they receive for experimental programs designed to demonstrate the efficacy of other strategies to improve student achievement consistent with the intent of this section and, in school year two thousand seven--two thousand eight, up to thirty million dollars or twenty-five percent of such additional funding, whichever is less, may be used to maintain investments in programs and activities listed in this subdivision. Any such district seeking to implement an experimental program shall first submit a plan to the commissioner setting forth the need for such experimental program and how such program will improve student performance.

b. The commissioner shall assist school districts that include in their contract for excellence the implementation of incentives, developed in collaboration with teachers in the collective

bargaining process, for highly qualified and experienced teachers to work in low performing schools to ensure that such incentives are effective.

4. a. A district's contract for excellence for the academic year two thousand eight--two thousand nine and thereafter, shall be developed through a public process, in consultation with parents or persons in parental relation, teachers, administrators, and any distinguished educator appointed pursuant to section two hundred eleven-c of this chapter.

b. Such process shall include at least one public hearing. In a city school district in a city of one million or more inhabitants, a public hearing shall be held within each county of such city. A transcript of the testimony presented at such public hearings shall be included when the contract for excellence is submitted to the commissioner, for review when making a determination pursuant to subdivision five of this section.

c. In a city school district in a city of one million or more inhabitants, each community district contract for excellence shall be consistent with the citywide contract for excellence and shall be submitted by the community superintendent to the community district education council for review and comment at a public meeting.

d. For the two thousand seven--two thousand eight school year, school districts shall solicit public comment on their contracts for excellence.

5. Each contract for excellence shall be subject to approval by the commissioner and his or her certification that the expenditure of additional aid or grant amounts is in accordance with subdivision two of this section.

6. The school district audit report certified to the commissioner by an independent certified public accountant, an independent accountant or the comptroller of the city of New York pursuant to section twenty-one hundred sixteen-a of this chapter shall include a certification by such accountant or comptroller in a form prescribed by the commissioner and that the increases in total foundation aid and supplemental educational improvement plan grants have been used to supplement, and not supplant funds allocated by the district in the base year for such purposes.

7. The trustees or board of education of each school district subject to this section, or the chancellor in the case of a city school district in a city of one million or more inhabitants, shall

assure that procedures are in place by which parents or persons in parental relation may bring complaints concerning implementation of the district's contract for excellence.

a. In a city school district in a city of one million or more inhabitants, such procedures shall provide that complaints may be filed with the building principal with an appeal to the community superintendent, or filed directly with the community superintendent, and that any appeal of the determination of a community superintendent shall be made to the chancellor.

b. In all other districts, such procedures shall either provide for the filing of complaints with the building principals with an appeal to the superintendent of schools or for filing of the complaint directly with the superintendent of schools, and shall provide for an appeal to the trustees or board of education from the determination of the superintendent of schools.

c. The determination of the trustees or a board of education or the chancellor may be appealed to the commissioner pursuant to section three hundred ten of this title.

8. School districts subject to the provisions of this section shall publicly report the expenditure of total foundation aid in the form and manner prescribed by the commissioner which shall ensure full disclosure of the use of such funds.

9. The department shall develop a methodology for reporting school-based expenditures by all school districts subject to the provisions of this section.

Education Law §305(12-a), (40). General Powers and Duties

The commissioner of education is hereby charged with the following powers and duties:

12-a. The commissioner shall evaluate the effectiveness of all teacher preparation programs in the state, and the timelines and costs of developing or modifying data systems to collect the necessary data. Such study shall consider measuring the effectiveness of such programs based on the academic performance of their students and graduates and through other measures. The commissioner shall consult with the chancellors of the state university of New York and the city university of New York, and other representatives of institutions of higher education. Upon completion of such study, the commissioner shall make recommendations to the board of regents on implementation of such methodologies.

40. The board of regents shall explore the development of a prekindergarten through postsecondary (P-16) data system that tracks student performance from prekindergarten through attendance at public colleges in this state and links students to teachers or instructors. The commissioner shall consult with other relevant state departments, agencies and instrumentalities of the state about the feasibility of linking the system to other data collection systems containing information relevant to the education of children, including but not limited to social services information; and to identify barriers to the exchange of data between the P-16 system and social services and other systems under their control and collaborate to facilitate the free exchange of data. Such data system shall be maintained consistent with applicable confidentiality requirements, so as to prevent disclosures that would constitute an unwarranted invasion of personal privacy. The commissioner shall report to the board of regents on activities conducted pursuant to this subdivision.

Education Law §2852(9). Issuance of charter

9. The total number of charters issued pursuant to this article shall not exceed two hundred. One hundred of such charters shall be issued on the recommendation of the charter entity described in paragraph (b) of subdivision three of section twenty-eight hundred fifty-one of this article, and one hundred of such charters shall be issued on the recommendation of the other charter entities set forth in subdivision three of section twenty-eight hundred fifty-one of this article, provided that up to fifty of the additional charters authorized to be issued by the chapter of the laws of two thousand seven which amended this subdivision effective July first, two thousand seven shall be reserved for a city school district of a city having a population of one million or more. The failure of any body to issue the regulations authorized pursuant to this article shall not effect the authority of a charter entity to propose a charter to the board of regents or the board of regents' authority to grant such charter. A conversion of an existing public school to a charter school or the renewal or extension of a charter shall not be counted toward the numerical limits established by this subdivision.

Education Law §3004(6). Regulations governing certification of teachers

6. The regents and the commissioner shall review the alternative teacher preparation programs available to candidates for teaching certificates under the regulations of the commissioner in the two thousand seven--two thousand eight school year and shall consider means of expanding the availability of such preparation in the future, while maintaining teacher quality. The regents and the commissioner shall develop programs to assist in the expansion of alternative teacher preparation programs.

Education Law §3612(9). Teachers of tomorrow teacher recruitment and retention program

9. Science, mathematics and bilingual education tuition reimbursement program. Of the amount appropriated for purposes of this section for grants to school districts for the two thousand seven--two thousand eight school year and thereafter, five million dollars ($5,000,000) shall be made available for a science, mathematics and bilingual education tuition reimbursement program developed by the commissioner to attract qualified teachers who have received or will receive a transitional teaching certificate, to teach mathematics, science, or bilingual education in a low-performing school.

Education Law §3641-a. Excelsior scholars program for grade seven mathematics and science students

The commissioner shall establish an excelsior scholars program for grade seven mathematics and science students pursuant to this section and regulations of the commissioner adopted for such purpose. Within the amounts appropriated for this purpose, the commissioner shall award grants on a competitive basis to public and independent colleges and universities to conduct summer programs that shall provide advanced coursework in mathematics and science to students designated as excelsior scholars and, as funds permit, other high-performing students who have completed seventh grade.

1. Each year, the commissioner shall identify up to three thousand high performing seventh grade students in mathematics and science from students nominated by each public middle school, junior high school, intermediate school or junior/senior high school, or kindergarten through secondary school. The commissioner by regulation shall prescribe the maximum number of students that may be nominated by each school, which may vary based on the size of the school,

which shall include equal numbers of male and female students. After review by the commissioner, qualified students shall be certified to the governor for recognition as an excelsior scholar.

2. The commissioner shall conduct a competitive process under which financial grants are awarded to each college and university approved to provide appropriate advanced coursework to excelsior scholars in the summer months, subject to the availability of funds appropriated for such purpose.

3. The regulations of the commissioner shall provide for coordination of the program with the seven centers for excellence in technology and the programs offered by such centers, to the extent practicable.

Education Law §3641-b. Grants for summer institutes for mathematics and science teachers

The commissioner shall establish a program of competitively awarded grants within the amount appropriated for such purpose, to public and independent colleges and universities offering teacher education programs, in partnership with school districts, to conduct summer institutes for teachers of science and mathematics in grades five through eight in middle schools, junior high schools, intermediate schools or junior/senior high schools with priority given as practicable to teachers in schools identified as schools in need of improvement or in corrective action or restructuring status, schools under registration review or schools requiring academic progress. Such summer institutes shall be designed to advance the content knowledge and pedagogy of participating science and mathematics teachers and shall, to the extent practicable, be aligned and integrated with programs offered to excelsior scholars pursuant to section thirty-six hundred forty-one-a of this article. Teachers shall be selected for participation by their building principal.

Appendix A_1_ii_1

New York State Participating LEA Memorandum of Understanding

Signed Memoranda of Understanding and Preliminary Scope of Work Statements (Exhibit I) are due to the State Education Department by 5:00pm on Friday, May 28, 2010 to ensure inclusion in the State's Phase 2 Race to the Top Application

SUBMISSION INSTRUCTIONS

1. Print and review the Memorandum of Understanding (MOU) and preliminary Scope of Work (Exhibit 1).
2. Sign and date on **page 4**. The school district superintendent or the equivalent authorized signatory for the public charter school must sign. We strongly encourage presidents of boards of education/chairs of boards of trustees for public charter schools as well as presidents of local teachers unions (as applicable) to sign.
3. Sign and date the preliminary Scope of Work on **page 7**. The signature of the school district superintendent or the equivalent authorized signatory for the public charter school is required.
4. Scan the completed document and email it to **RTTT@mail.nysed.gov**, include in the subject line of the email "*Signed MOU*" ***and*** the *name of your school district/public charter school.* If you are unable to submit the document electronically, you may fax the signed MOU and preliminary Scope of Work to the State Education Department at any of the numbers below:

518-486-9070 518-473-6472 518-473-2056 518-486-2405 518-473-4909

AND

Send the paper copy with original signatures to:

Rebecca Kennard, Attention RTTT
Room 152 Education Building
New York State Education Department
89 Washington Avenue, Albany, N.Y. 12234

This process will allow for timely receipt of signed MOUs, while also ensuring that the State Education Department retains an official copy of the document.

PLEASE NOTE

The Department **will not approve** MOUs that contain any language insertions, addenda (including any conditions on participation and/or implementation), comments, strikeouts or deletions.

Who should the Department contact if there are questions about your submitted MOU?

PLEASE PRINT

Contact Person: _____

Phone Number: (_____) _____
Area Code

Email Address: _____

New York State Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between _____ School District/Public Charter School ("Participating LEA") and the State of New York ("State") through the New York State Education Department. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement all elements of the State's Proposed Reform Plan ("State Plan").

As described below in "Section III: Assurances," the Participating LEA hereby agrees to provide a Final Scope of Work ("LEA Plan," which will be appended to this MOU as Exhibit II) no later than 90 days after a grant is awarded to the State. The LEA Plan will describe the Participating LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1) Implement the LEA plan as identified in Exhibits I (Preliminary Scope of Work) and II (Final Scope of Work);
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;

2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and

4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.

2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all portions of the State Plan;

3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,

4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and

5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

New York State Participating LEA Memorandum of Understanding

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - **required**:

	05/ /2010
Signature	Date
Print Name	Print Title

President of Local School Board (or equivalent, if applicable):

	05/ /2010
Signature	Date
Print Name	Print Title

Local Teachers Union Leader (if applicable):

	05/ /2010
Signature	Date
Print Name	Print Title

Authorized State Official - **required**:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

	05/ /2010
Signature	Date
Print Name	Print Title

Appendix A_1_ii_2: Scope of Work

EXHIBIT I – PRELIMINARY SCOPE OF WORK

Consistent with any applicable State law(s) and regulation(s), LEA hereby agrees to participate in implementing the New York State Plan in each of the areas identified below.

ELEMENTS OF NEW YORK'S REFORM PLAN	PARTICIPATING LEAS COMMIT TO:
B. Standards and Assessments	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	• Implementing the enhanced standards and high-quality assessments as described in the State's plan, including: ▪ collaborating with the State regarding adoption and implementation of the Common Core Standards as required by the State; ▪ participating in professional development regarding the Common Core Standards and State curriculum frameworks; and ▪ participating in any growth model developed and required by the State and approved by USED.
C. Data Systems to Support Instruction	
(C)(3) Using data to improve instruction: (i) Use of local instructional improvement systems (ii) Professional development on use of data (iii) Availability and accessibility of data to researchers	• Implementing the longitudinal data system developed by the State and described in the State's plan, including: ▪ Collecting data as required by the State; ▪ Implementing or enhancing a local instructional improvement system and making data from such system available to researchers; and ▪ Providing professional development for teachers and administrators on using data to improve instruction.
D. Great Teachers and Leaders	
(D)(2) Improving teacher and principal effectiveness based on performance: (i) Measure student growth (ii) Design and implement evaluation systems	Pursuant to State law: • Implementing a comprehensive evaluation system for teachers and principals based on multiple measures of effectiveness, including student achievement measures, which would comprise 40% of teacher and principal evaluations and ratings in accordance with the following minimum requirements:

D. Great Teachers and Leaders cont'd	
(iii) Conduct annual evaluations (iv)(a) Use evaluations to inform professional development (iv)(b) Use evaluations to inform compensation, promotion, and retention (iv)(c) Use evaluations to inform tenure and/or full certification (iv)(d) Use evaluations to inform removal	○ **2011-2012:** 20 percent student growth on state assessments or comparable measures *for teachers in the common branch subjects or ELA and Math in grades four to eight only*, and 20 percent other locally selected measures that are rigorous and comparable across classrooms; ○ **Subsequent years before Regents approval of a value-added growth model:** 20 percent student growth on state assessments or comparable measures *for all teachers*, and 20 percent other locally selected measures that are rigorous and comparable across classrooms; ○ **Subsequent years following Regents approval of a value-added growth model:** 25 percent student growth on state assessments or comparable measures, and 15 percent other locally selected measures that are rigorous and comparable across classrooms. ○ The remaining 60 percent of the evaluations and ratings would be based on locally developed measures (*e.g.*, classroom observations by trained evaluators), according to standards prescribed by the Commissioner.
(D)(3) Ensuring equitable distribution of effective teachers and principals: (i) High-poverty and/or high-minority schools (ii) Hard-to-staff subjects and specialty areas	• Differentiating teacher and principal effectiveness using the following quality rating categories: highly effective, effective, developing and ineffective, consistent with explicit minimum and maximum bands or scoring ranges for each category as prescribed by the Commissioner.
(D)(5) Providing effective support to teachers and principals: (i) Quality professional development (ii) Measure effectiveness of professional development	• Developing a single composite effectiveness score for every teacher and principal which incorporates multiple measures of effectiveness, including student achievement measures as set forth above. • Using such annual evaluations as a significant factor for employment decisions including but not limited to, promotion, retention, tenure determination, termination and supplemental compensation, and also for teacher and principal professional development. • Developing and implementing improvement plans for teachers and principals rated "ineffective" or "developing". • Pursuing the removal of teachers and principals receiving two consecutive annual ratings of "ineffective" after receiving supports from improvement plans. • Ensuring an equitable distribution of qualified and effective teachers and principals within a district based on State-developed criteria as described in the State Plan.

E. Turning Around the Lowest-Achieving Schools	
(E)(2) Turning around the lowest-achieving schools	• As required by Commissioner's regulations, in schools that have been identified as persistently lowest-achieving, LEAs commit to implementing one of the four turnaround models outlined in the State's plan and approved by the Commissioner; • Participating fully in Annual Review of Plan Effectiveness for persistently lowest-achieving schools as described in the State's plan; and • For persistently lowest-achieving schools, establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics. LEAs must also report and measure progress on several indicators as described in the State's plan.

REQUIRED SIGNATURES:

School District Superintendent (or equivalent authorized signatory)	**Authorized State Official** By its signature below, the State hereby accepts the LEA as a Participating LEA
Signature	Signature
Date: 05/ /2010	Date: 05/ /2010
Print Name	Print Name
Print Title	Print Title

Appendix A_1_ii_3 Participating LEAs

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
				1/N/NA	1/N/NA	1/N/NA	Yes/No	Y/N/N	Y/N/N	Y/N/NA	Y/N/N	Y/N/N	Y/N/NA	Y/N/N	Y/N/N	Y/N/N	Y/N/N	Y/N/N	Y/N/N	Y/N/NA	Y/N/N	Y/N/NA	Y/N/N
Academic Leadership Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achievement Academy Charter School	1	173	150	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achievement First Brownsville Charter School	1	179	136	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achievement First Bushwick Charter School	1	513	404	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Achievement First North Crown Heights Charter Schoo	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Addison Central School District	3	1,163	699	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Adirondack Central School District	5	1,395	641	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Afton Central School District	2	593	328	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albany City School District	16	7,899	5,417	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albany Community Charter School	1	231	212	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albany Preparatory Charter School	1	173	158	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albion Central School District	3	2,234	934	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alden Central School District	4	1,838	394	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexander Central School District	2	938	333	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alexandria Central School District	2	636	138	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alfred-Almond Central School District	2	653	173	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allegany-Limestone Central School District	4	1,300	304	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aloma D Johnson Community Charter School	1	99	91	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Altmar-Parish-Williamstown Central School District	4	1,402	684	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amber Charter School	1	354	305	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amherst Central School District	4	2,918	628	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amityville Union Free School District	5	2,622	1,565	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amsterdam City School District	6	3,656	1,313	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Andes Central School District	1	120	52	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Andover Central School District	1	399	132	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ardsley Union Free School District	3	2,185	58	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Argyle Central School District	2	674	186	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ark Community Charter School	1	185	170	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arkport Central School District	1	569	161	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arlington Central School District	13	10,129	991	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Attica Central School District	4	1,655	539	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Auburn City School District	8	4,386	1,466	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ausable Valley Central School District	4	1,277	433	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Averill Park Central School District	6	3,364	415	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avoca Central School District	1	573	227	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avon Central School District	3	1,048	212	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Babylon Union Free School District	3	1,855	165	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bainbridge-Guilford Central School District	3	894	319	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwin Union Free School District	9	5,329	0	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Baldwinsville Central School District	8	5,894	927	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ballston Spa Central School District	6	4,382	846	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Barker Central School District	3	974	328	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Batavia City School District	5	2,352	1,019	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bath Central School District	4	1,725	661	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bay Shore Union Free School District	7	5,741	2,350	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bayport-Blue Point Union Free School District	5	2,520	70	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beacon City School District	6	3,228	1,163	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaver River Central School District	3	923	348	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bedford Central School District	7	4,286	650	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belleville Henderson Central School District	1	518	200	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Bellmore Union Free School District	3	1,153	9	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bellmore-Merrick Central High School District	5	6,108	125	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bemus Point Central School District	2	744	76	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berkshire Union Free School District	1	87	87	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berlin Central School District	4	889	311	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Berne-Knox-Westerlo Central School District	2	1,009	249	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bethlehem Central School District	8	5,087	222	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bethpage Union Free School District	5	3,115	182	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Binghamton City School District	10	5,815	3,445	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bolivar-Richburg Central School District	2	808	444	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bolton Central School District	1	260	54	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brasher Falls Central School District	3	1,036	445	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brentwood Union Free School District	17	15,975	10,725	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bridgehampton Union Free School District	1	130	38	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brighter Choice Charter Middle School for Girls	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brighter Choice Charter School For Boys	1	217	210	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brighter Choice Charter School For Girls	1	226	210	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brighton Central School District	4	3,519	292	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Broadalbin-Perth Central School District	4	1,956	575	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brockport Central School District	5	4,019	1,222	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brocton Central School District	2	647	361	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Academy Of Promise Charter School	1	178	158	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Charter School For Better Learning	1	345	234	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Charter School For Children	1	384	333	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Charter School For Excellence	1	298	178	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Charter School For The Arts	1	285	232	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Community Charter School	1	96	65	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Global Learning Institute For Girls Charter Schoo	1	102	89	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Lighthouse Charter School	1	374	272	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronx Preparatory Charter School	1	631	540	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bronxville Union Free School District	3	1,526	0	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brookfield Central School District	1	251	113	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brookhaven-Comsewogue Union Free School District	6	3,921	557	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn Ascend Charter School	1	213	158	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn Dreams Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn Excelsior Charter School	1	720	684	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn Prospect Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brooklyn Scholars Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brownsville Ascend Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Brunswick Central School District (Brittonkill)	2	1,377	173	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buffalo Academy Of Science Charter School	1	431	357	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buffalo City School District	61	32,732	26,698	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buffalo United Charter School	1	597	560	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bushwick Ascend Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byram Hills Central School District	4	2,815	21	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Byron-Bergen Central School District	3	1,111	320	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cairo-Durham Central School District	4	1,566	538	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Caledonia-Mumford Central School District	3	985	209	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cambridge Central School District	2	980	332	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camden Central School District	6	2,410	1,163	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Campbell-Savona Central School District	2	1,019	516	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canandaigua City School District	4	3,996	872	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
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Canaseraga Central School District	1	293	114	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canastota Central School District	4	1,582	540	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Candor Central School District	2	834	330	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canisteo-Greenwood CSD	3	955	472	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canton Central School District	3	1,364	469	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carle Place Union Free School District	3	1,465	108	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carmel Central School District	5	4,646	522	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carthage Central School District	5	3,237	1,188	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cassadaga Valley Central School District	3	1,175	518	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cato-Meridian Central School District	3	1,057	283	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cattaraugus-Little Valley Central School District	4	1,022	463	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cazenovia Central School District	3	1,695	151	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center Moriches Union Free School District	3	1,515	391	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Islip Union Free School District	8	6,227	3,542	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Square Central School District	8	4,599	1,465	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chappaqua Central School District	6	4,240	44	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charlotte Valley Central School District	1	411	235	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charter School For Applied Technologies	1	1,563	1,220	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charter School Of Educational Excellence	1	358	247	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chateaugay Central School District	2	561	206	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chatham Central School District	3	1,293	209	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chautauqua Lake Central School District	3	804	278	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheektowaga Central School District	4	2,308	1,096	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheektowaga-Maryvale Union Free School District	4	2,266	573	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cheektowaga-Sloan Union Free School District	4	1,535	704	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chenango Forks Central School District	4	1,668	501	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chenango Valley Central School District	4	1,827	538	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cherry Valley-Springfield Central School District	2	588	213	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chester Union Free School District	2	1,014	223	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chittenango Central School District	5	2,263	490	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Churchville-Chili Central School District	5	4,227	982	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cincinnatus Central School District	3	626	275	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarence Central School District	6	5,092	301	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkstown Central School District	16	9,305	778	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cleveland Hill Union Free School District	3	1,458	748	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clifton-Fine Central School District	2	330	157	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clyde-Savannah Central School District	3	899	591	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clymer Central School District	1	448	185	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cobleskill-Richmondville Central School District	4	2,065	657	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cohoes City School District	5	2,045	1,142	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cold Spring Harbor Central School District	4	2,065	2	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colton-Pierrepont Central School District	2	320	134	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Commack Union Free School District	8	7,830	282	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Community Charter School	1	291	275	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Community Roots Charter School	1	202	71	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coney Island Preparatory Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cooperstown Central School District	3	1,024	243	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Copenhagen Central School District	1	514	161	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Copiague Union Free School District	5	4,592	2,748	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Corning City School District	13	5,347	2,163	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cornwall Central School District	5	3,385	310	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cortland City School District	6	2,750	1,018	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Coxsackie-Athens Central School District	4	1,565	325	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Croton-Harmon Union Free School District	3	1,760	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crown Point Central School District	1	245	119	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cuba-Rushford Central School District	4	930	444	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dalton-Nunda Central School District (Keshequa)	3	803	238	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dansville Central School District	4	1,616	809	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deer Park Union Free School District	5	4,277	875	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delhi Central School District	3	823	304	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Democracy Preparatory Charter School	1	319	255	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Depew Union Free School District	3	2,118	788	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deposit Central School District	2	584	329	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deruyter Central School District	2	427	191	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dobbs Ferry Union Free School District	3	1,448	110	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dolgeville Central School District	3	913	420	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dover Union Free School District	4	1,627	648	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Downsville Central School District	1	298	148	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dream Charter School	1	99	84	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dryden Central School District	5	1,853	650	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Duanesburg Central School District	3	951	228	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dundee Central School District	2	870	417	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dunkirk City School District	6	2,020	1,227	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Aurora Union Free School District	4	1,984	102	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Bloomfield Central School District	3	1,049	225	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Greenbush Central School District	7	4,484	653	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Irondequoit Central School District	6	3,221	1,424	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Islip Union Free School District	7	4,870	426	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Meadow Union Free School District	9	7,481	817	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Moriches Union Free School District	2	715	32	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Quogue Union Free School District	1	457	27	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Ramapo Central School District (Spring Valley)	14	7,901	5,130	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Rochester Union Free School District	2	1,103	341	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Rockaway Union Free School District	3	1,239	185	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Syracuse-Minoa Central School District	6	3,436	1,017	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Williston Union Free School District	3	1,841	29	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastchester Union Free School District	5	3,094	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eastport-South Manor Csd	4	3,855	205	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eden Central School District	3	1,675	293	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edgemont Union Free School District	3	1,924	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edinburg Common School District	1	67	37	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edmeston Central School District	1	501	230	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edwards-Knox Central School District	2	584	372	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elba Central School District	2	509	202	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eldred Central School District	2	684	160	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ellenville Central School District	3	1,692	886	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmira City School District	13	6,850	3,434	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmira Heights Central School District	3	1,055	425	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmont Union Free School District	6	3,853	1,897	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elmsford Union Free School District	3	965	326	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elwood Union Free School District	4	2,613	343	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Enterprise Charter School	1	405	380	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Equality Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Equity Project Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Ethical Community Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evans-Brant Central School District (Lake Shore)	7	2,875	1,009	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evergreen Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Explore Charter School	1	438	310	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Explore Empower Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fabius-Pompey Central School District	2	831	165	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fahari Academy Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Falconer Central School District	3	1,275	411	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fallsburg Central School District	2	1,403	768	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmingdale Union Free School District	6	6,151	789	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fayetteville-Manlius Central School District	6	4,714	244	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fillmore Central School District	1	701	306	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fire Island Union Free School District	1	29	0	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fishers Island Union Free School District	1	60	0	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Floral Park-Bellerose Union Free School District	2	1,448	75	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florida Union Free School District	2	849	118	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fonda-Fultonville Central School District	3	1,449	436	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Forestville Central School District	2	590	227	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fort Ann Central School District	1	563	158	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fort Plain Central School District	2	855	558	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frankfort-Schuyler Central School District	4	1,200	395	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Square Union Free School District	3	1,910	187	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklinville Central School District	2	770	350	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fredonia Central School District	4	1,658	432	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Freeport Union Free School District	8	6,205	3,172	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frewsburg Central School District	2	895	243	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Friendship Central School District	1	355	236	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Frontier Central School District	6	5,351	1,176	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fulton City School District	6	3,732	1,945	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Future Leaders Institute Charter School	1	329	207	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Galway Central School District	3	1,127	237	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gananda Central School District	3	1,148	197	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garden City Union Free School District	7	4,188	14	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garrison Union Free School District	1	281	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gates-Chili Central School District	6	4,678	1,338	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
General Brown Central School District	3	1,542	455	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Genesee Valley Central School District At Angelica-Bel	3	658	295	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Geneseo Central School District	2	931	232	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Geneva City School District	4	2,287	1,165	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
George Junior Republic Union Free School District	1	189	189	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Georgetown-South Otselic Central School District	2	411	221	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Germantown Central School District	1	653	153	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbertsville-Mount Upton Central School District	2	451	220	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilboa-Conesville Central School District	1	367	159	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Girls Preparatory Charter School Of New York	1	218	138	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Girls Preparatory Charter School Of the Bronx	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glen Cove City School District	6	2,896	1,069	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glens Falls City School District	6	2,173	685	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glens Falls Common School District	1	180	94	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Global Concepts Charter School	1	523	375	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gloversville City School District	6	3,115	1,730	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gorham-Middlesex Central School District (Marcus Wh	4	1,390	527	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

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Gouverneur Central School District	4	1,648	777	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gowanda Central School District	3	1,402	592	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Concourse Academy Charter School	1	380	379	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Island Central School District	5	3,240	489	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Granville Central School District	3	1,377	529	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greece Central School District	20	12,298	4,186	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Dot NY Charter School	1	122	101	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Island Union Free School District	1	339	144	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Green Tech High Charter School	1	80	60	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenburgh Central School District	5	1,599	561	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenburgh Eleven Union Free School District	3	390	90	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenburgh-Graham Union Free School District	2	342	333	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greene Central School District	4	1,203	569	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenport Union Free School District	2	621	204	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenville Central School District	3	1,312	375	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwich Central School District	2	1,105	176	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Greenwood Lake Union Free School District	2	579	104	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Groton Central School District	3	999	404	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Growing Up Green	1			1		NA																	
Guilderland Central School District	7	5,323	315	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hadley-Luzerne Central School District	3	891	424	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haldane Central School District	2	866	69	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Half Hollow Hills Central School District	11	10,098	833	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamburg Central School District	6	3,868	539	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hamilton Central School District	2	601	85	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hammondsport Central School District	2	541	251	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hampton Bays Union Free School District	3	1,827	532	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hancock Central School District	2	435	217	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hannibal Central School District	3	1,541	770	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harbor Science And Arts Charter School	1	213	150	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harborfields Central School District	4	3,686	313	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harlem Children's Zone Promise Academy II Charter S	1	296	249	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harlem Day Charter School	1	258	197	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harlem Link Charter School	1	270	235	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harlem Village Academy Leadership	1	208	160	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harpursville Central School District	2	913	699	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harriet Tubman Charter School	1	459	335	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harrisville Central School District	2	416	193	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hartford Central School District	1	500	155	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hastings-On-Hudson Union Free School District	3	1,565	65	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hauppauge Union Free School District	5	4,062	139	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haverstraw-Stony Point Csd (North Rockland)	10	7,923	2,220	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Health Sciences Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hebrew Language Academy Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hellenic Classical Charter School	1	309	175	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hempstead Union Free School District	9	5,784	4,106	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hendrick Hudson Central School District	5	2,690	304	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Henry Johnson Charter School	1	201	162	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Herkimer Central School District	2	1,216	588	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hermon-Dekalb Central School District	1	391	213	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Heuvelton Central School District	1	556	169	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hicksville Union Free School District	9	5,344	1,029	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

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Highland Central School District	3	1,907	535	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hilton Central School District	5	4,499	784	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hinsdale Central School District	1	448	208	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holland Central School District	3	1,056	235	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holley Central School District	2	1,236	590	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Homer Central School District	5	2,181	612	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Honeoye Central School District	3	848	227	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Honeoye Falls-Lima Central School District	4	2,577	238	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hoosic Valley Central School District	3	1,194	243	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hoosick Falls Central School District	2	1,258	499	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hopevale Union Free School District At Hamburg	1	131	131	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hornell City School District	5	1,819	1,181	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Horseheads Central School District	7	4,198	958	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hudson Falls Central School District	5	2,220	1,003	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hunter-Tannersville Central School District	2	450	157	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Huntington Union Free School District	8	4,333	1,148	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hyde Leadership Charter School	1	449	411	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hyde Park Central School District	7	4,266	1,286	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ilion Central School District	3	1,601	732	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Indian River Central School District	8	3,707	1,109	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iroquois Central School District	6	2,706	299	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Island Park Union Free School District	2	674	194	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Island Trees Union Free School District	4	2,615	184	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Islip Union Free School District	5	3,476	568	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ithaca City School District	12	5,273	1,653	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jamestown City School District	10	4,977	2,780	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jamesville-Dewitt Central School District	5	2,896	333	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jasper-Troupsburg Central School District	2	616	325	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Central School District	1	294	139	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jericho Union Free School District	5	3,132	49	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
John W. Lavelle Preparatory Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johnsburg Central School District	1	351	132	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johnson City Central School District	4	2,614	1,374	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Johnstown City School District	6	1,895	647	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jordan-Elbridge Central School District	4	1,571	498	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Katonah-Lewisboro Union Free School District	6	3,880	20	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kendall Central School District	2	841	246	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kenmore-Tonawanda Union Free School District	13	8,146	2,674	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kinderhook Central School District	5	2,073	394	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
King Center Charter School	1	103	88	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kings Park Central School District	5	4,057	143	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingsbridge Innovative Design Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston City School District	14	7,182	2,819	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp Academy Charter School	1	255	206	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp Amp Charter School	1	262	193	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp Infinity Charter School	1	274	221	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp Success Through Teamwork Achieve & Respon C	1	258	57	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kipp Tech Valley Charter School	1	295	183	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kiryas Joel Village Union Free School District	1	123	109	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Cima Charter School	1	139	70	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Fargeville Central School District	1	568	249	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lackawanna City School District	4	1,866	1,504	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	Signatures on MOUs: LEA Supt. (or equivalent)	Signatures on MOUs: President of local school board (if applicable)	Signatures on MOUs: President of Local Teachers Union (if applicable)	MOU Terms: Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion: (B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Lafayette Central School District	3	857	266	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake George Central School District	2	1,031	150	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Placid Central School District	2	722	166	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Pleasant Central School District	1	84	21	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lakeland Central School District	9	6,339	550	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lancaster Central School District	8	6,230	919	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansing Central School District	3	1,257	240	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lansingburgh Central School District	4	2,509	1,266	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurens Central School District	1	426	220	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lawrence Union Free School District	6	2,978	995	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Le Roy Central School District	2	1,363	327	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lefferts Gardens Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Letchworth Central School District	3	1,086	343	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lewiston-Porter Central School District	4	2,259	287	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty Central School District	3	1,528	965	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lindenhurst Union Free School District	9	6,926	1,270	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Little Falls City School District	3	1,157	515	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liverpool Central School District	14	7,661	1,790	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livingston Manor Central School District	2	548	291	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Livonia Central School District	4	1,935	456	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lockport City School District	10	5,171	1,889	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Locust Valley Central School District	4	2,262	202	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long Beach City School District	6	3,818	752	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Long Lake Central School District	1	61	18	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Longwood Central School District	7	9,171	2,910	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lowville Academy & Central School District	3	1,400	587	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyme Central School District	1	322	153	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lynbrook Union Free School District	7	3,008	71	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyncourt Union Free School District	1	320	117	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyndonville Central School District	2	752	276	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lyons Central School District	3	929	541	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Central School District	1	517	228	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madrid-Waddington Central School District	2	741	201	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mahopac Central School District	6	5,242	213	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maine-Endwell Central School District	4	2,527	457	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Malverne Union Free School District	4	1,644	516	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mamaroneck Union Free School District	6	4,901	453	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manchester-Shortsville Central School District (Red Ja	3	895	250	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manhasset Union Free School District	4	3,019	74	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Manhattan Charter School	1	197	135	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marathon Central School District	2	818	356	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marcellus Central School District	3	2,028	176	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Margaretville Central School District	1	461	208	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marion Central School District	2	968	356	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marlboro Central School District	6	2,081	519	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Massapequa Union Free School District	9	8,149	205	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Massena Central School District	5	2,707	1,167	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mattituck-Cutchogue Union Free School District	2	1,505	134	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mayfield Central School District	2	995	319	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mcgraw Central School District	2	580	265	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mechanicville City School District	3	1,360	383	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Medina Central School District	4	1,854	711	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Menands Union Free School District	1	231	46	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Merrick Academy-Queens Public Charter School	1	498	251	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Metropolitan Lighthouse Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mexico Central School District	5	2,349	931	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middle Country Central School District	14	10,490	1,962	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middleburgh Central School District	3	903	439	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middletown City School District	7	6,656	4,389	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milford Central School District	1	439	169	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Millbrook Central School District	4	1,229	143	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miller Place Union Free School District	4	3,111	183	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mineola Union Free School District	7	2,516	334	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Minerva Central School District	1	129	50	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Minisink Valley Central School District	5	4,631	818	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohawk Central School District	2	914	306	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe-Woodbury Central School District	7	7,494	703	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montauk Union Free School District	1	295	0	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monticello Central School District	6	3,276	1,893	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moravia Central School District	2	1,016	374	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Moriah Central School District	2	722	435	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morris Central School District	1	445	209	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morristown Central School District	1	359	191	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morrisville-Eaton Central School District	2	779	388	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mott Haven Academy Charter School	1	92	92	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Markham Central School District	3	1,293	570	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Morris Central School District	2	488	242	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Pleasant Central School District	4	2,014	92	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Pleasant-Blythedale Union Free School District	1	239	0	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Pleasant-Cottage Union Free School District	2	326	326	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Sinai Union Free School District	3	2,605	69	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mount Vernon City School District	16	9,014	5,195	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nanuet Union Free School District	4	2,295	180	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Naples Central School District	2	830	243	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Hartford Central School District	5	2,647	171	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Heights Academy Charter School	1	468	416	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Hope Academy Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Hyde Park-Garden City Park Union Free School D	4	1,629	149	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Lebanon Central School District	2	528	151	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Paltz Central School District	4	2,297	416	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Rochelle City School District	10	10,389	4,270	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Roots Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Suffolk Common School District	1	8	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New World Preparatory Charter School	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York Center For Autism Charter School	1	28	1	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York City Charter High School for Architecture,	1			1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York City (Public School Total)	1,496	960,032	719,310	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York French-American Charter School	1			1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New York Mills Union Free School District	2	602	204	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newark Central School District	5	2,249	936	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newark Valley Central School District	3	1,292	272	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newburgh City School District	14	11,807	7,482	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newcomb Central School District	1	68	11	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newfane Central School District	5	1,878	555	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

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Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Newfield Central School District	3	935	433	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niagara Charter School	1	336	311	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niagara Falls City School District	11	7,036	4,780	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niagara-Wheatfield Central School District	6	4,069	1,037	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Niskayuna Central School District	8	4,226	208	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Babylon Union Free School District	7	4,839	1,044	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Bellmore Union Free School District	6	2,219	165	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Collins Central School District	2	617	210	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Colonie CSD	9	5,647	459	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Merrick Union Free School District	3	1,323	46	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Rose-Wolcott Central School District	4	1,427	569	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Shore Central School District	5	2,885	137	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Syracuse Central School District	10	9,600	2,222	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Tonawanda City School District	7	4,116	1,169	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Warren Central School District	1	556	236	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast Central School District	4	829	311	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeastern Clinton Central School District	4	1,473	460	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northport-East Northport Union Free School District	9	6,410	324	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northville Central School District	2	451	144	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norwich City School District	4	2,090	1,087	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Norwood-Norfolk Central School District	3	989	410	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nyack Union Free School District	5	2,916	608	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
NYC Charter HS-Architecture, Engineering, Constructio	1	121	58	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oakfield-Alabama Central School District	2	961	366	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Odessa-Montour Central School District	3	774	289	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ogdensburg City School District	5	1,688	853	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Olean City School District	6	2,383	1,099	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oneida City School District	8	2,361	757	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oneonta City School District	6	1,899	596	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onondaga Central School District	3	966	280	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Onteora Central School District	5	1,738	385	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oppenheim-Ephratah Central School District	1	393	171	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Opportunity Charter School	1	329	286	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oracle Charter School	1	346	218	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Orchard Park Central School District	6	5,275	266	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oriskany Central School District	2	719	173	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ossining Union Free School District	5	4,147	1,546	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oswego City School District	7	4,252	1,582	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Otego-Unadilla Central School District	3	1,125	546	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Our World Neighborhood Charter School	1	703	365	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Owego-Apalachin Central School District	4	2,134	746	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oxford Academy And Central School District	3	873	496	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oyster Bay-East Norwich Central School District	3	1,599	166	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palmyra-Macedon Central School District	4	2,071	567	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Panama Central School District	2	612	190	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parishville-Hopkinton Central School District	2	491	144	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patchogue-Medford Union Free School District	11	8,411	2,111	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pave Academy Charter School	1	89	70	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pavilion Central School District	2	832	242	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pawling Central School District	3	1,421	117	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pearl River Union Free School District	5	2,647	146	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peekskill City School District	6	2,809	1,717	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Pelham Union Free School District	6	2,752	120	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pembroke Central School District	3	1,098	235	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penfield Central School District	6	4,742	403	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peninsula Preparatory Academy Charter School	1	299	57	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penn Yan Central School District	3	1,738	826	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Perry Central School District	3	932	292	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peru Central School District	4	2,146	796	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phelps-Clifton Springs Central School District	4	1,862	457	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Central School District	3	2,260	870	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Bush Central School District	7	5,884	1,734	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Plains Central School District	4	1,182	317	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Valley Central School District (South Dayton)	2	667	311	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinnacle Charter School	1	477	386	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Piseco Common School District	1	20	0	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pittsford Central School District	9	5,970	198	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainedge Union Free School District	5	3,502	303	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plainview-Old Bethpage Central School District	8	5,088	152	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Plattsburgh City School District	5	1,821	682	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pleasantville Union Free School District	3	1,846	60	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pocantico Hills Central School District	1	310	38	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Poland Central School District	2	665	290	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Byron Central School District	2	1,089	333	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Chester-Rye Union Free School District	6	3,955	2,214	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Jefferson Union Free School District	3	1,287	37	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Port Jervis City School District	4	3,104	1,559	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portville Central School District	2	898	304	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Potsdam Central School District	3	1,402	518	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Poughkeepsie City School District	8	4,559	3,269	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prattsburgh Central School District	1	429	212	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pulaski Central School District	2	1,128	460	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Queensbury Union Free School District	4	3,782	562	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quogue Union Free School District	1	101	0	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ramapo Central School District (Suffern)	7	4,681	514	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Randolph Academy Union Free School District	1	119	113	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Randolph Central School District	3	896	487	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ravena-Coeymans-Selkirk Central School District	4	2,037	606	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Red Creek Central School District	3	958	566	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Remsen Central School District	2	479	164	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Remsenburg-Speonk Union Free School District	1	186	4	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Renaissance Charter School (The)	1	528	316	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rensselaer City School District	3	985	531	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rhinebeck Central School District	3	1,194	85	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richfield Springs Central School District	1	565	294	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ripley Central School District	1	336	215	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverhead Central School District	7	4,712	1,561	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverhead Charter School	1	232	150	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverton Street Charter School				1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochdale Early Advantage Charter School				1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rochester City School District	58	32,132	26,397	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rockville Centre Union Free School District	7	3,546	360	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rocky Point Union Free School District	4	3,447	519	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rome City School District	11	5,317	2,723	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Romulus Central School District	2	484	143	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rondout Valley Central School District	5	2,385	612	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt Children's Academy Charter School	1	501	390	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt Union Free School District	5	2,677	1,366	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roscoe Central School District	1	246	93	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ross Global Academy Charter School	1	323	101	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rotterdam-Mohonasen Central School District	4	3,172	693	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roxbury Central School District	1	324	133	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Royalton-Hartland Central School District	3	1,505	332	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rush-Henrietta Central School District	9	5,672	1,496	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rye City School District	5	3,020	58	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rye Neck Union Free School District	4	1,502	98	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sachem Central School District	18	15,014	1,503	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sackets Harbor Central School District	1	491	148	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sag Harbor Union Free School District	2	877	21	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saint Johnsville Central School District	2	452	212	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saint Regis Falls Central School District	1	292	144	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Salamanca City School District	5	1,358	593	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Salmon River Central School District	3	1,550	889	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sandy Creek Central School District	3	908	475	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saranac Central School District	4	1,678	523	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saranac Lake Central School District	6	1,432	403	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saratoga Springs City School District	8	6,857	989	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saugerties Central School District	6	3,171	805	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sauquoit Valley Central School District	3	1,150	345	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sayville Union Free School District	5	3,399	163	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scarsdale Union Free School District	7	4,716	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schalmont Central School District	5	2,014	243	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schenectady City School District	19	9,971	5,963	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schenevus Central School District	1	354	134	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schodack Central School District	3	1,093	151	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schoharie Central School District	2	984	328	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Schuylerville Central School District	2	1,848	393	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scio Central School District	1	437	247	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scotia-Glenville Central School District	6	2,774	378	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seaford Union Free School District	4	2,611	109	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seneca Falls Central School District	4	1,353	439	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sewanhaka Central High School District	5	8,462	1,471	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sharon Springs Central School District	1	351	184	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shelter Island Union Free School District	1	276	28	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shenendehowa Central School District	12	9,818	893	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sherburne-Earlville Central School District	3	1,540	620	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sherman Central School District	2	497	260	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sherrill City School District	5	2,167	662	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Shoreham-Wading River Central School District	5	2,766	49	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sidney Central School District	3	1,127	536	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Silver Creek Central School District	3	1,087	414	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sisulu-Walker Charter School Of Harlem	1	261	227	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skaneateles Central School District	4	1,707	88	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smithtown Central School District	14	10,844	355	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sodus Central School District	4	1,253	562	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Solvay Union Free School District	3	1,603	651	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

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Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Somers Central School District	4	3,417	111	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Bronx Charter School-Inter Cultures And Arts	1	325	325	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Bronx Classical Charter School	1	232	132	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Buffalo Charter School	1	650	493	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Colonie Central School District	8	5,343	981	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Country Central School District	6	4,424	1,634	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Glens Falls Central School District	6	3,295	589	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Huntington Union Free School District	6	5,976	1,844	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Jefferson Central School District	4	1,977	827	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Kortright Central School District	1	344	165	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Lewis Central School District	5	1,046	561	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Orangetown Central School District	5	3,434	208	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Seneca Central School District	3	809	411	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southampton Union Free School District	3	1,530	331	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southern Cayuga Central School District	3	781	281	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southwestern Central School District At Jamestown	3	1,488	353	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spackenkill Union Free School District	4	1,675	189	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spencerport Central School District	6	4,087	845	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spencer-Van Etten Central School District	3	981	439	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springs Union Free School District	1	594	0	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springville-Griffith Institute Central School District	4	2,106	568	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stamford Central School District	1	384	161	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Starpoint Central School District	4	2,760	375	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Staten Island Community Charter School		100		1	1	NA																	
Stillwater Central School District	2	1,253	282	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stockbridge Valley Central School District	1	476	166	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sullivan West Central School District	2	1,313	347	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Susquehanna Valley Central School District	4	1,858	572	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sweet Home Central School District	6	3,591	1,086	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Syosset Central School District	10	6,671	76	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Syracuse City School District	32	19,693	14,851	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Taconic Hills Central School District	3	1,611	513	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tapestry Charter School	1	424	130	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thousand Islands Central School District	4	1,095	280	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Three Village Central School District	8	7,737	310	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ticonderoga Central School District	3	920	457	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tioga Central School District	4	1,093	572	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tonawanda City School District	6	1,993	708	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tri-Valley Central School District	3	1,155	373	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Troy City School District	8	3,985	2,344	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Trumansburg Central School District	3	1,218	309	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuckahoe Common School District	1	340	55	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuckahoe Union Free School District	3	998	119	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tully Central School District	2	1,125	202	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tupper Lake Central School District	2	934	321	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tuxedo Union Free School District	2	639	53	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Uft Charter School	1	718	594	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Unadilla Valley Central School District	3	919	454	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Free School District Of The Tarrytowns	6	2,462	966	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Springs Central School District	3	932	232	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Uniondale Union Free School District	8	6,287	2,472	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union-Endicott Central School District	7	4,309	1,319	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Urban Choice Charter School	1	349	283	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Utica City School District	12	9,071	6,905	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valhalla Union Free School District	4	1,511	100	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Central School District (Montgomery)	7	4,941	1,217	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Stream 13 Union Free School District	4	2,167	239	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Stream 24 Union Free School District	3	1,072	232	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Stream Central High School District	4	4,600	286	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Van Hornesville-Owen D Young Central School District	1	230	132	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vestal Central School District	7	3,865	366	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Victor Central School District	5	3,997	393	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Voice Charter School Of New York	1	92	82	1		NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Voorheesville Central School District	2	1,227	66	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wallkill Central School District	5	3,532	910	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Walton Central School District	3	1,084	531	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wantagh Union Free School District	5	3,659	51	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wappingers Central School District	15	12,481	1,389	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warrensburg Central School District	2	844	281	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warsaw Central School District	2	1,029	308	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washingtonville Central School District	5	4,619	562	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waterford-Halfmoon Union Free School District	2	869	250	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waterloo Central School District	5	1,884	719	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watertown City School District	8	4,209	1,935	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waterville Central School District	2	875	368	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watervliet City School District	2	1,404	809	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Watkins Glen Central School District	3	1,267	366	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Waverly Central School District	5	1,676	644	1		1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayland-Cohocton Central School District	4	1,575	685	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wayne Central School District	5	2,525	536	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Webster Central School District	11	8,876	1,087	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Weedsport Central School District	2	889	157	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wells Central School District	1	169	47	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wellsville Central School District	3	1,330	621	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Babylon Union Free School District	7	4,519	1,138	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Canada Valley Central School District	2	800	240	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Genesee Central School District	7	5,152	793	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Hempstead Union Free School District	5	2,270	428	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Irondequoit Central School District	10	3,840	536	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Islip Union Free School District	9	5,520	281	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Park Union Free School District	1	68	68	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Seneca Central School District	12	7,204	1,967	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Valley Central School District	1	381	127	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westbury Union Free School District	6	3,860	3,024	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Western New York Maritime Charter School	1	318	238	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westfield Central School District	3	838	428	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westhampton Beach Union Free School District	3	1,799	153	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westhill Central School District	4	1,954	141	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westminster Community Charter School	1	547	486	1	1	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westmoreland Central School District	3	1,014	336	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wheatland-Chili Central School District	2	720	164	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
White Plains City School District	8	6,851	2,670	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whitehall Central School District	2	815	331	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whitesboro Central School District	7	3,568	544	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

New York State
Section A(1) Detailed Table

				Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Whitesville Central School District	1	277	63	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whitney Point Central School District	3	1,452	621	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
William Floyd Union Free School District	8	9,483	2,733	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Williamson Central School District	3	1,166	351	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Williamsville Central School District	13	10,611	961	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Willsboro Central School District	1	311	107	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilson Central School District	3	1,412	432	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windham-Ashland-Jewett Central School District	1	411	128	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windsor Central School District	4	1,931	733	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Worcester Central School District	1	377	156	1			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyandanch Union Free School District	4	1,939	1,221	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wynantskill Union Free School District	1	365	50	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wyoming Central School District	1	170	58	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yonkers City School District	39	22,894	16,973	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
York Central School District	3	851	250	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yorkshire-Pioneer Central School District	4	2,504	1,106	1	1	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yorktown Central School District	6	3,962	76	1	1		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
TOTALS	4,422	2,572,584	1,223,256	744	637	454																	

Appendix A_1_iii_1: NAEP Exclusion and Accommodations Data

(1) For student subgroups with respect to the NAEP, the State must provide data for the NAEP subgroups described in section 303(b)(2)(G) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622) (*i.e.*, race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency). The State must also include the NAEP exclusion rate for students with disabilities and the exclusion rate for English language learners, along with clear documentation of the State's policies and practices for determining whether a student with a disability or an English language learner should participate in the NAEP and whether the student needs accommodation

Percentage of fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL) identified, excluded, and accommodated in NAEP mathematics, as a percentage of all students, by state/jurisdiction: 2009

	Math (2009)						
		SD			ELL		
	Overall excluded	Identified	Excluded	Accomodated	Identified	Excluded	Accomodated
Grade 4	1	16	1	14	8	1	7
Grade 8	3	16	2	13	5	1	4

SOURCE: The Nation's Report Card, U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP),

Percentage of all fourth-grade public school students identified as English language learners, and percentage excluded and assessed in NAEP reading, by jurisdiction: 2007

	Reading (2007)									
	SD					ELL				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Grade 4	15	4	11	1	10	9	2	7	1	6
Grade 8	14	5	9	1	9	5	2	3	#	2

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Test Access & Accommodations For Students with Disabilities

From: Policy and Tools to Guide
Decision-Making and Implementation (available online)

Chapter IV: TESTING ACCOMMODATIONS

THE DEFINITION OF TESTING ACCOMMODATIONS

Testing accommodations are changes in the standard administration of a test including testing procedures or formats that enable students with disabilities to participate in assessment programs on an equal basis with their non-disabled peers. Testing accommodations can change the way in which test items are presented to the student; the student's method of responding; the setting in which the test is administered; and the timing and scheduling of the assessment. Testing accommodations do not alter the construct of the test being measured or invalidate the results.

The following tools have been provided in the attached appendices to assist CSE/CPSE/504 MDT in making appropriate decisions for testing accommodations:

- Appendix A: *Types of Testing Accommodations and Questions to Consider*
- Appendix B: *Example of Student Characteristics and Possible Accommodations*

Testing accommodations may be organized into five categories: flexibility in scheduling/timing; flexibility in setting; method of presentation; method of response; and "other." This is not a finite or exhaustive list but is one which is most widely used. There may be a unique testing accommodation that is considered and/or provided to a student during instruction and classroom tests that is not included in this document. Staff are encouraged to contact the Department (email to vesidspe@mail.nysed.gov) well in advance of administration of State assessments in order to verify whether the provision of the accommodation is permitted for State assessments.

1. FLEXIBILITY IN SCHEDULING/TIMING

Timing accommodations are changes in the duration of the test. Such accommodations may include:

- Extending the time allowed for administration of a test on the scheduled day, by starting early and/or ending late on the same day (the IEP/504 Plan must specify the amount of time to be allotted, such as "double time").
- Changing the way the time is organized by specifying the amount of time a student should work without a break (e.g., a ten-minute break for each 30-minutes of testing).
- Administering State assessments over multiple days. (Requires Department approval).

Timing accommodations may also be needed in conjunction with a variety of other testing accommodations. For example, a student using special equipment to record responses or dictating responses to a scribe may complete examinations more slowly. Some accommodations such as the use of magnification devices may induce fatigue. Setting accommodations are often needed in conjunction with scheduling accommodations because the test is being administered at a different time.

Examples of characteristics, which may indicate the need for flexible scheduling/timing accommodations, include:

- slow cognitive processing or work rate. These students may need extended time.
- limited attention span and low frustration levels. These students may need frequent breaks.
- limited physical stamina. Students with limited physical stamina may need extended time and frequent breaks.

Providing additional time may benefit some students but not others, depending on the individual needs of the student. For example, some students may use additional time to second-guess themselves and repeatedly revise their responses to test items. Long periods of test taking may diminish a student's optimal performance as the student tires and loses concentration. To help determine how much additional time a student may need for tests, the additional time that the student needs for instruction should be considered. In addition, students using Braille or large print to take an assessment may need additional time to complete the test.

ADMINISTRATION OF STATE ASSESSMENTS OVER MULTIPLE DAYS

This test accommodation is applicable to all assessments provided by the State Education Department for administration at the elementary, intermediate and secondary levels.

IMPLEMENTATION OF STATE ASSESSMENTS OVER MULTIPLE DAYS REQUIRES PRIOR WRITTEN APPROVAL FROM THE STATE EDUCATION DEPARTMENT.[1]

Application materials must be submitted to the State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID), One Commerce Plaza, Room 1624, Albany, New York 12234, at least three months prior to the scheduled administration. Application materials must include all of the following:

- a narrative statement from the CSE/CPSE/504 MDT or the principal requesting this accommodation and describing the student's need for this test accommodation;
- a copy of the student's current IEP/504 Plan which documents the CSE/CPSE/504 MDT recommendation for multiple day testing; and
- evaluation materials (CSE/CPSE or 504) which demonstrate the need for this test accommodation.

A determination regarding the authorization of multiple day administration of State assessments will be made by VESID, and the school district will be notified of its determination.

This test accommodation is designed to permit students with disabilities who are unable to complete one examination in a single day an equitable opportunity to demonstrate their abilities

and competencies. It is appropriate to indicate the conditions or types of tests that require this accommodation. For example, the CSE/CPSE/504 MDT may recommend this accommodation in the event the student experiences a seizure on the day of the test.

2. FLEXIBILITY IN SETTING

For some students with disabilities, the standard location for test administration may not be appropriate. Setting accommodations are changes in the location in which an assessment is administered. This can include:

- changes in the conditions of the setting, such as special lighting or adaptive furniture, or
- changes in the *location itself,* accomplished by moving the student to a separate room.

Flexibility in setting may be needed in conjunction with other accommodations provided to the student. For example, changing the location of an examination may be needed to effectively provide extended time or use of a scribe.

Types of setting accommodations include the following:

- Separate location/room – administer test individually
- Separate location/room – administer test in small group (3-5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75 Watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

Examples of student characteristics which may indicate the need for flexible setting accommodations include students who have difficulty maintaining attention in a group setting; students who use specialized equipment that may be distracting to others; and students with visual impairments who may need special lighting.

In all instances, the setting should be one that is comfortable and appropriate for test administration. The CSE/CPSE/504 MDT should note in the IEP/504 Plan the location and the conditions that will address noise and distraction issues.

3. METHOD OF PRESENTATION

Accommodations in method of presentation change the way in which an assessment is presented to a student. These include:

- Revised test format*
- Braille editions of tests
- Large type editions of tests
- Increased spacing between test items
- Increased size of answer blocks/bubbles

- Reduce number of test items per page
- Multiple-choice items in vertical format with answer bubble to right of response choices
- Presentation of reading passages with one complete sentence per line (this is not always possible with large type)
- Revised test directions
- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form
- Additional examples provided

*** For State assessments, any reproduction and/or reformatting of a test booklet requires the advance written permission of the Office of State Assessment.**

Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded; how to proceed in taking the test upon completion of sections; and what steps are required upon completion of the examination. The term "test directions" never refers to any part of a question or passage that appears on a State assessment.

- Use of aids or assistive technology devices
- Audio tape
- Computer (including talking word processor)
- Listening section repeated more than the standard number of times
- Listening section signed
- Listening section signed more than the standard number of times
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Test passages, questions, items and multiple-choice responses read to student
- Test passages, questions, items and multiple-choice responses signed to student
- Visual magnification devices (specify type)
- Auditory amplification devices (specify type, e.g., FM system)

School officials must ensure that, for State assessments, all such assistance may be provided only in the mechanics of test taking, and must never be permitted to alter the content of the assessment. Interpreting or explaining test items/questions to students is never permitted in the administration of State assessments and will invalidate the student's score. Any reading or signing of test material must be presented in a neutral manner, without intonation, emphasis, or otherwise drawing attention to key words and phrases. Except for directions, all test content must be read word-for-word, with no clarification or explanation provided.

Examples of student characteristics which may indicate the need for accommodations in the method of test presentation include students with visual impairments who may need tests in an alternative format such as Braille or large type; students with perceptual difficulties who may need to have fewer items per page or the use of markers to maintain place; students with hearing impairments who may need to have listening passages/directions signed; and, students with processing difficulties who may need to have test directions simplified or repeated.

Tests Read

Guidelines for Decision-Making

The accommodation of reading a test to a student with a disability is a CSE/504 MDT decision based upon the student's individual needs, characteristics and abilities and on evaluative information including school records, previous IEP/504 Plan, observation, parent information and experience on previous tests. **This testing accommodation is not permitted for use on certain sections of the State Grades 3-8 ELA tests because these sections measure a student's reading skills (decoding and comprehension).**

"Tests read" should be a low-incidence accommodation. In determining the appropriateness of this accommodation, the following should be considered:

- Evaluative material is available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition).
- Procedures for determining the existence of a learning disability in reading are followed and results indicate a disability in the area of reading. Reading achievement includes basic reading skills and reading comprehension.
- Consideration is given to whether the student's difficulty is a result of a lack of appropriate instruction in reading.
- There is documentation of remedial reading services.
- There is documentation of the student's current reading skills.
- There is documentation of IEP goals related to reading development.
- There is documentation of response to intervention model and outcomes.
- There is documentation of supplementary aids and/or services provided to the student to support reading instruction.
- Consideration is given to whether the student's difficulty in reading is a result of cultural and/or linguistic differences.

When determining the need for this accommodation it is important that the CSE/CPSE/504 MDT consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. For some tests intended to measure reading skills, reading the test to students becomes a modification resulting in invalid scores and affecting the student's identification for subsequent services.

Based upon information gathered, the CSE/CPSE/504 MDT may decide to indicate the conditions of the test requiring this accommodation. This may include one of the following:

- "test passages, questions, items and multiple choice responses read to the student for all tests, except as prohibited by Department policy on State assessments" is meant for students with severe reading disabilities. This testing accommodation would apply to all classrooms, local and, in accordance with Department policy, State assessments of student achievement. This accommodation reflects a determination that it is unlikely that this student will learn to gain meaning from written materials.

Such a determination would generally be made only after consistent efforts to provide intensive reading instruction have been unsuccessful. Such a student would be likely to have instructional accommodations that include books on tape and/or text-to-voice assistive technology across all subject areas.

- "test passages, questions, items and multiple choice responses read to the student for all tests except those measuring reading skills" is meant for students with disabilities who have low/poor reading skills and the CSE/CPSE/504 MDT does not want those poor reading skills to interfere with the student's ability to show their knowledge in content areas such as science, math and social studies. This accommodation would not be provided for classroom, local or State tests or sections of tests designed to measure a student's skills in decoding or reading comprehension.

Conditions may also include the need for tests read due to a student's physical fatigue caused by eyestrain for a student with visual impairments who is reading large type materials. In this case the IEP/504 Plan must indicate a description of the physical symptoms that necessitate this accommodation.

4. METHOD OF RESPONSE

Accommodations in method of response are changes in the way students respond to an assessment. Similar to methods of presentation, these include:

- Revised response format such as allowing marking of answers in booklet rather than answer sheet;
- Use of additional paper for math calculations;
- Use of Aids/Assistive Technology
    - Amanuensis (Scribe)
    - Tape Recorder
    - Word processor
    - Computer (School must ensure that students do not have access to any programs, dictionaries, thesaurus, internet etc. that may give them access to information or communication with others).

Examples of characteristics which may indicate the need for accommodations in the method of test response include:

- Physical disabilities that limit their ability to write in the standard manner. Students with physical disabilities may need to dictate their responses to a scribe.
- Difficulty tracking from the test booklet to the answer sheet. These students may need to write directly in the test booklet.
- Attention difficulties. Students with attention difficulties may need to write directly in the test booklet.

Use of Aids

Guidelines for Decision-Making:

Some students who have motor, visual or learning difficulties which affect their ability to write may be unable to record their responses to examination questions in the standard manner using pencil and paper. These students may require the use of aids to be able to participate in

assessments on an equal basis with other students. Whenever appropriate, enabling students to be as independent as possible through the use of equipment and assistive technology such as computers, word processors, communication boards, adaptive writing instruments and tape recorders should be considered. Use of these aids allows students with disabilities more control over their environment; fosters independence; and is less labor-intensive and artificial than using a scribe. It is important that students have the necessary skills, instruction, and experience in the use of these aids or other equipment. When this is not appropriate for students, it may be determined that students need to dictate their answers to a scribe.

5. OTHER ACCOMMODATIONS

There may be other accommodations considered that are not included in the previous categories. Some students may have a disability which affects their ability to maintain attention on the test. These students need physical or verbal prompts to stay on task and remain focused. Some students may have a disability which affects their ability to spell and punctuate and may require the use of spell or grammar checking devices.

Some students have the reasoning capability to complete narrative mathematics problems and involved computations, but may have visual or motor impairments which make them unable to use paper and pencil to solve computations. Some students with disabilities are unable to memorize arithmetic facts but can solve difficult word problems. Except as specifically prohibited on the Grades 3-8 Mathematics tests, these students may be provided the use of computational aids, such as arithmetic tables or calculators. Only those students whose disability affects their ability to either memorize or compute basic mathematical facts should be allowed to use computational aids.

To meet the needs of these students, the following additional accommodations may be considered (except as specifically prohibited on the Grades 3-8 ELA/ Mathematics tests):

- On-task focusing prompts
- Waiving spelling requirements
- Waiving paragraphing requirements
- Waiving punctuation requirements
- Use of calculator
- Use of abacus
- Use of arithmetic tables
- Use of spell-check device*
- Use of grammar-check device

*Students who are provided a spell-check device as a test accommodation are responsible for spelling accuracy and therefore cannot also be excused from spelling requirements.

6. ACCOMMODATIONS FOR PHYSICAL EDUCATION ASSESSMENTS

The NYS learning standards for physical education apply to all students and students with disabilities must be included in these assessments. Due to the unique nature of physical education, the accommodations that may be provided to enable students with disabilities to participate in physical education assessments are also unique. Accommodations can include changes in equipment, environment and/or the basic rules. The following are suggestions for physical education instructional and assessment accommodations for students with disabilities:

- Reduce the size of the playing area
- Reduce the number of participants
- Reduce the time of the task
- Varied size, weight, color of equipment
- Use of brightly colored paint to identify field markings
- Use of cones or markers to indicate field markings
- Field markings may be modified in width
- Use of a beeper ball and/or a localizer to identify bases
- Use of hand signals or teammate shoulder tap to start and stop play
- Allow use of alternative communication methods (e.g., interpreter, picture board, flash cards, etc.) by student
- Select the court environment with the least noise
- Increase the size of the playing area to allow the student more personal space and less likelihood of contact
- Provide verbal cues
- Provide pinch runner for games requiring running

Appendix A_2_i_1 - New York State Education Department Leadership

Merryl Tisch
Chancellor, New York State Board of Regents
Chancellor Tisch was first appointed to the New York State Board of Regents on April 1, 1996 and reelected to five-year terms on April 1, 2001 and April 1, 2006. She was elected Vice Chancellor by her colleagues effective April 1, 2007, was elected Chancellor by her colleagues effective April 1, 2009 and re-elected to a three year term effective April 1, 2010. She currently co-chairs the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education. From 1977 to 1984 Chancellor Tisch taught first-graders at New York City's Ramaz School and the B'nai Jeshurun School.

Chancellor Tisch brings to her appointment many years of experience in the fields of education, community service, and philanthropy. In addition to her education-focused service, Chancellor Tisch has received national recognition for her work in the areas of youth and family services, housing, poverty programs, and neighborhood preservation.

David Steiner
Commissioner of Education and President of the University of the State of New York
Appointed in October 2009, Dr. Steiner previously served as the Dean of the Hunter College School of Education at the City University of New York. While at Hunter, Dr. Steiner gained a national reputation for his efforts to transform teacher preparation and improve teacher quality. He developed rigorous evidence-based approaches to prepare and support teachers in a diverse range of settings to lead their students to remarkable gains in achievement, which include: using video to demonstrate best practices and as a tool for clinical feedback; collaborative teaching by education school professors and staff of high-performing charters and innovative school models; requiring the use of value-added data for graduation from teacher preparation programs; and the design of a second-generation urban teacher-residency model.

John King
Senior Deputy Commissioner for P-16 Education
Appointed in October 2009, Dr. King previously served as Managing Director with Uncommon Schools, one of the country's most successful charter management organizations, and was a founder of Roxbury Prep, an exemplary charter school in Boston. Dr. King brings a wealth of experience to his role overseeing P-16 education in New York State. His expertise includes: curriculum and meaningful professional development based on student performance; data-driven instruction where teams develop individual student action plans based on data from formative and interim assessments; differentiated professional development and coaching based on data; and school leadership focused on careful observation and feedback and collaborative analysis of data and student work.

Appendix A_2_ii_b_1: List of NYS RTTT Engagement Meetings Held and Attendees

New York State's Race to the Top objectives were developed through an open engagement and feedback process with key stakeholders. Commissioner Steiner and Sr. Deputy King deeply engaged the leadership of NYSUT and the UFT to develop recommendations for the State's new teacher evaluation system which was passed into law in May 2010. During these months, NYSED, NYSUT, and the UFT also worked collaboratively to develop legislative recommendations for lifting the cap on the number of charter schools and allowing districts to contract with Education Partner Organizations.

Additionally, during the summer and fall of 2009, the Chancellor, the Board of Regents Chair for the Race to the Top Committee, and the Commissioner of Education with his Senior Deputy, met with nearly 200 individuals and groups from around the State. Included were school district superintendents and boards of education, BOCES district superintendents, our union partners, English Language Learner coalitions, non-profit school providers and charter school organizations, deans and faculty of colleges and universities, early childhood groups, parent associations, advocacy groups for the arts and culture, representatives for individuals with disabilities, civil rights groups, and members of the philanthropic community. During this time, individual members of the board of Regents also did direct outreach to individual stakeholders, particularly members of the business community. The result of these efforts are reflected in numerous letters of support from business leaders.

Below is a listing of the attendees of each of the group engagement meetings:

Wednesday, July 22 – Big 5 School Districts

- Joel Klein, New York City Department of Education, Chancellor
- Jean-Claude Brizard, Rochester City Schools, Superintendent of Schools
- Dr. James Williams, Buffalo City Schools, Superintendent of Schools
- Daniel G. Lowengard, Syracuse City Schools, Superintendent of Schools
- Bernard Pierorazio, Yonkers Public Schools, Superintendent of Schools

Monday, August 10 – ELL

- Luis O. Reyes, Ph.D., Coordinator, Coalition for Educational Excellence for English Language Learners (CEEELL)
- Ron Woo, Director - Teaching Fellows Program at Hunter College, Director - Alternative Certification Programs at Hunter College School of Education, CUNY
- Estee Lopez, New Rochelle School District, Director of Bilingual/ESL--retired
- Elba Montovo, Executive Director, Committee for Hispanic Children and Families
- Vanessa Ramos, Committee for Hispanic Children and Families
- Deycy Avitia, Coordinator of Education Advocacy

Friday, August 14 – Small School Providers

- Phillips Banks, President, 100 Black Men
- Scott Hartl, President & CEO, Outward Bound Expeditionary Schools
- Gerry House, President and CEO, Institute for Student Achievement
- Robert L. Hughes, President, New Visions for Public Schools
- Richard Kahan, President, Urban Assembly
- Ann Morris, Chief Financial Officer, Outward Bound Expeditionary Learning
- Suzanne Tillman, Regional Director for NYC
- Outward Bound Expeditionary Learning

Monday, August 17- Full Service Providers

- Geoff Canada, CEO, Harlem Children's Zone
- Michelle Yanche, Director, Neighborhood Family Services Coalition
- Pedro Noguera, New York University Steinhardt School of Education
- Greg Greicius, Senior Educator, Turnaround for Children
- Stamler Ph.D., Metrics Expert, Turnaround for Children
- Lawson Shadburn, Turnaround for Children
- Jessica Urraca, Ronald Edmonds Learning Center
- Katherine Eckstein, Director of Government Relations, Children's Aid Society
- Moses Perez, President and CEO, Alianza Dominicana Benefit Office
- Michael Rebell, Executive Director, Teacher's College
- Mary Anne Schmitt, CEO/President, Say Yes to Education
- George Weiss, CFO, Say Yes to Education
- Pete Moses, Executive Director, Children's Aid Society
- Jane Quinn, Children's Aid Society
- Sister Paulette LoMonaco, Executive Director, Good Shepherd Services
- Colvin Grannum, President, Bedford Stuyvesant Restoration Corporation
- Richard Buery, Executive Director, Groundwork Inc.

Thursday, August 20- Hall of Science

- Margaret Honey, Director, Hall of Science

Wednesday, August 26 – Districts Superintendents

- Dr. James Baldwin, Chair of District Superintendents, Rensselaer-Columbia-Green BOCES
- Dr. Jessica Cohen, Vice Chair of District Superintendents, Onondaga-Cortland-Madison BOCES
- Donald Ogilvie, District Superintendent of Schools, Erie One BOCES
- Edward Zero, District Superintendent of Schools, Eastern Suffolk BOCES
- Anthony Micha, District Superintendent of Schools, Schuyler-Steuben-Chemung-Tioga-Allegany BOCES

- Robert Guiffreda, District Superintendent of Schools, Erie Two-Chautauqua-Cattaraugus BOCES

Monday, August 31, 12:30 – 2:30- Early Childhood

- Sherry Cleary, NYC Early Childhood Professional Development Institute, Office of Academic Affairs, The City University of New York
- Recy Dunn, Office of Early Childhood Education, NYC Department of Education
- Nancy Kolben, Child Care Inc.
- Peggy Miller, Freeport Union Free Schools
- Janice Molmar, Deputy Commissioner, Division of Child Care Services, NYS Office of Children and Family Services
- Peg Wozmiack, Superintendent, Binghamton City School District
- Robert Frawley, Deputy Director & Director NYS Head Start Collaboration Project, Council on Children and Families
- Anne Mitchell, Early Childhood Policy Research
- Karen Schimke, Schuyler Center for Analysis and Advocacy
- Margaret Rodriguez , VP Child and Youth Development, YWCA – NYC
- Ifosu-Amaah
- Melanie Hartzog

Monday, August 31, 3:00-5:00 - Charter Schools

- James Merriman, CEO, NYC Charter School Center
- Bill Phillips, Executive Director, New York Charter Schools Association
- David Levin, KIPP
- Simona Tait, CEO, Bronx Preparatory Charter School
- Eva Moskowitz, CEO, Success Charter Network
- Evan Rudall, CEO, Uncommon Schools
- John Di Paolo, Beginning with Children Foundation
- Joshua Morales, Believe High Schools Network, Inc.
- Marilyn Calo, Family Life Charter School
- Spencer Roberston, DREAM Charter School
- Stacy Gauthier, Renaissance Charter School
- Deborah Kenny, CEO, Village Academies
- Bryan Lawrence, Chairman of PublicPREP
- Chris Bender, Executive Director, Brighter Choice Foundation, (partner to Albany charter schools)
- John Carmichael, Vice President, M&T Bank, (partner to Westminster Charter School)
- Amy Friedman, Tapestry Charter School
- Richard Berlin, PAVE Academy Charter School

Wednesday, September 2, 10:30-12:30 - Leadership

- Pamela Ferner, Executive VP of National Initiatives, NYC Leadership Academy
- Liz Gewirtzman, Distinguished Lecturer, CUNY Bernard M. Baruch College
- Suzanne Gilmore, Professor and Department Chair, Educational Administration, SUNY Oswego
- Margaret Kirwin, Dean, School of Education, College of Saint Rose
- John Lee, Clinical Professor, CUNY
- Joan Lucariello, Interim University Dean for Academic Affairs, CUNY
- Linda Rae Markert, Dean of Education, SUNY Oswego
- Robert Moraghan, Director, Professional Education Program, SUNY Stony Brook
- Kathleen Nadurak, Executive VP of Programs, NYC Leadership Academy
- Margaret Orr, Program Director, Future School Leaders Academy, Bank Street College of Education
- Pamela Sandoval, Assistant Provost , SUNY
- Robert Scheidet, Coordinator of Internships for Educational Leadership Program, SUNY Stony Brook
- Deborah Shanley, Dean, School of Education, CUNY
- Joseph Shedd, Associate Professor and Chair, Syracuse University
- Edward Sullivan, Chair/Assistant Professor, State University College at New Paltz
- Joan Thompson, Director of the Center for Educational Leadership, Bank Street College
- Arthur "Sam" Walton, Program Director, Ed.D. Executive Leadership, St. John Fisher College

Wednesday, September 2, 1:00-4:00 – Coalition of Parent Organizations

- Cesar Perales, Executive Director, Latino Justice PRLDEF
- Sonia M. Perez, NCLR – New York Office, Alliance for Quality Education
- NYC Coalition for Educational Justice
- The Committee for Hispanic Children & Families
- The Coalition for Asian American Children & Families

Wednesday, September 9 – Deans of Education

- Laura Anglin, President, Commission on Independent Colleges and Schools (CICU)
- Carol Batker, Associate Dean, Empire State College
- Mary Brabeck, Dean, New York University
- Margaret Buckley, Academic Dean, St. Joseph's College
- Liz Ciabocchi, Assistant VP for Academic Planning & Instructional Development, Long Island University
- Colleen Clay, Chair – Teacher Education, CUNY York College
- Robert Cohen, Professor, Chairperson Teaching and Learning, New York University
- Debra Colley, Dean of Education, Niagara University
- John D'Agati ,Director of Government Relations, Empire State Collage
- Deborah Eldridge, Division of Education, CUNY Lehman College
- Anthony Elia, Director of Field-Based Education & Accountability, Fordham University

- Harriet Feldman, Dean, Pace University
- David Foulk, Dean, School of Education, Health & Human Services, Hofstra University
- Christine Givner, Dean, College of Education, SUC Fredonia
- Lin Goodwin, Professor and Associate Dean, Teachers College, Columbia University
- James Hennessy, Dean, Fordham University
- David Hill, Dean of Education, Health & Human Services, SUNY Plattsburgh
- Elaine Hofstetter, Associate Professor – Secondary Education, SUNY New Paltz
- Michael P. Hogan, Associate Dean, School of Education, Long Island University, C.W. Post
- James Thomas, Provost and Dean, Teachers College
- Dorit Kaufman, Director of TESOL Certification Program, SUNY Stony Brook
- Donna Levinson, Assistant Dean for External Relations, Hofstra University
- Margaret Kirwin, Dean, School of Education, College of St. Rose
- Joan Lucariello, Interim University Dean for Academic Affairs, The City University of New York
- Linda Rae Markert, Dean of Education, SUNY Oswego
- Mary Rose McCarthy, Associate Professor, School of Education, Pace University
- Margaret Mclane, Interim Associate Dean of Education, College of St. Rose
- Robert Michael, Dean, School of Education, SUNY New Paltz
- LaMar Miller, Dean, Graduate School of Education, Touro College
- Fritz Mosher, Senior Research Consultant, Teachers College, Columbia University
- Clyde Payne, Dean, School of Education, Dowling College
- Gerald Porter, Dean of Education, SUNY Cortland
- Cynthia Proctor, Executive Assistant to the Provost, State University of New York
- Ronald Rochon, Dean, School of Education, SUC Buffalo
- Deborah Shanley, Dean of Education, CUNY Brooklyn College
- Cecelia Traugh, Dean of the School of Education, Long Island University, Brooklyn
- Elizabeth VanNest, VP for Legal Affairs and General Counsel, Commission on Independent Colleges and Universities (CICU)

Friday, September 18 – Arts 12:00 pm

- Thelma Golden, Director, Studio Museum in Harlem
- Scott Noppe-Brandon, Director, Lincoln Center Institute
- Harold Holzer, VP for Public Relations, Metropolitan Museum
- Louis Grachos, Albright Knox Museum
- Christine Miles, Director, Albany Institute of History and Art
- Heather Hitchens, Executive Director, NYS Council on the Arts
- Barbara Stripling, NYC Department of Education
- Richard Kessler , Center for Arts Education
- Jane Remer, NYCT.net
- Paul King, NYC Department of Education
- Steve Tennen, Executive Director of Arts Connection

- Tom Cahill, Studio in a School

Friday, September 18 – Cultural Institutions 2:00 pm

- Ron Thorpe, VP for Education, WNET
- Steven Elliott, President, NY State Historical Association
- Georgia Ngozi, President, Brooklyn Children's Museum
- Margaret Honey, Director, New York Hall of Science
- Tom Galante, Director, Queensborough Public Library
- Julian Zugazagortia, Director, Museo del Barrio
- Barbara Stripling, NYCDOE
- Kerry Orlyk, Director Schenectady Museum and Planetarium
- Norm Silverstein, WXXI, Rochester
- Patty Dohrenwend, Director of Westchester County Archives

Monday, September 21 - Philanthropy

- Marilyn Gelber, Independence Community Foundation
- John Krieger, Achelis-Bodman Foundation
- Phoebe Boyer, Tiger Foundation
- Gail Nayowith, Laurie M. Tisch Illumination Fund
- Donna Lawrence, Atlantic Philanthropies
- Cassis Schwerner, Schott Foundation for Public Education
- Michele Cahill / Geri Manion, Carnegie Corporation
- Jeannie Oakes, Ford Foundation
- Kim Jasmin, JPMorgan Chase
- Robin Wilner, IBM
- Orlando Bagwell, Ford Foundation

Tuesday, September 22 - Disabilities

- Eddie Fergus, Principal Investigator, Technical Assistance Center on Disproportionality, New York University
- Gerald Mager, Associate Dean , Teaching and Leadership, Syracuse University
- Margaret Vogt, Robin Worobey, Developmental Disabilities Planning Council
- Theresa M. Janczak.Ph.D., Principal Investigator, Project Director; Western Consortium Member, Buffalo State College

Wednesday, September 23 – SUNY and CUNY Chancellors

- Chancellor Matthew Goldstein, City University of New York
- Chancellor Nancy Zimpher, State University of New York

Friday, September 25 – Civil Rights

- Cesar Perales, Executive director, Latino Justice PRLDEF
- Sonia M. Perez, NCLR-New York Office
- Jennifer Lesko, President, Broome County Urban League
- Brenda McDuffie, President, Buffalo Urban League
- Theresa Sanders, President, Urban League of Long Island
- Arva R. Rice, President, New York Urban League
- William Clark, President, Urban League of Rochester
- Ernest Prince, President, Urban league of Westchester County
- Elba Montalvo, Executive Director, Committee for Hispanic Children and Families (La Raza)
- Reverend Emma Jordan-Simpson, Ex. Director, Children's Defense Fund
- Anne Pope, Northeastern Regional Director of NAACP, NYS Conference of NAACP Branches

November 15, 2010 – School Leadership

- Dave Levin, KIPP
- Jean Desrevaines, NLNS
- Shane Mulhern ED, NYC
- Leann Shimakuro, NYC
- Bob Huges, New Visions
- Jemina Bernard, TFA, NYC
- Tracy Breslin, ED of Principal Development, NYC DOE

New York State - Race to the Top **Appendix A_2_ii_b_2** **Letters of Support**

#	AFFILIATION	NAME	TITLE
1	New York State Executive Chamber	The Hon. David A. Paterson	Governor
A. Education Associations and Foundations			
2	New York State United Teachers	Richard C. Iannuzzi	President
3	New York State Council of School Superintendents	Dr. L. Oliver Robinson	President
4	New York State School Boards Association	Timothy G. Kremer	Executive Director
5	New York State Council of Educational Associations	Grace A. Wilkie	President
6	National Board for Professional Teaching Standards	Joseph A. Aguerrebere, Ed.D.	President and CEO
7	Capital Area School Development Association (CASDA)	Jeff McLellan	Executive Director
8	Greater Capital Region Teacher Center for Effective Teaching	Ellen M. Sullivan	Director
9	Staff/Curriculum Development Network (SCDN)	Gladys I. Cruz, Ph.D.	SCDN Chair
10	New York State Technology Education Association	Jan Stark	President
11	New York State Technology Education Association	Charles H. Goodwin	Advisory Council Chair
12	New York State Science Education Consortium	Bruce Tulloch, Ed.D.	Facilitator
13	Science Teachers Association of New York State, Inc.	Arnold Serotsky	President
14	New York State Art Teachers Association	Cindy Henry	President
15	New York State Afterschool Network	Sanjiv Rao	Director
16	The After-School Corporation	Lucy N. Friedman	President
17	Partnership for After School Education	Alison Overseth	Executive Director
18	New York State Student Support Services Center	Kim McLaughlin	Executive Director
B. Legislative and Government Leaders			
19	NYS Congressional Delegation		
20	New York State Senate	The Hon. Malcolm A. Smith	President Pro Tempore
21	New York State Assembly	The Hon. Sheldon Silver	Speaker
22	New York State Senate	The Hon. John L. Sampson	Majority Conference Leader
23	New York State Senate	The Hon. Dean Skelos The Hon. John Flanagan	Minority Leader Ranking Minority Member, Finance Committee

#	AFFILIATION	NAME	TITLE
24	New York State Senate	The Hon. Suzi Oppenheimer	Chair, Education Committee
25	New York State Assembly	The Hon. Catherine Nolan	Chair, Education Committee
26	New York State Assembly	The Hon. Joel M. Miller	Ranking Minority Member, Higher Education Committee
27	New York State Office of Children & Family Services	Gladys Carrión, Esq.	Commissioner
28	NYS Department of Health	Richard F. Daines, M.D.	Commissioner
C. Business Leaders			
29	The Business Council	Kenneth Adams	President and CEO
30	Center for Economic Growth	F. Michael Tucker	President and CEO
31	Partnership for New York City	Kathryn Wylde	President and CEO
32	IBM	Robin Willner	Vice President, Global Community Initiatives
33	Kodak	Augustin Melendez	Director and Vice President, Human Resources, Worldwide Sales & Customer Operations
34	Rochester Business Alliance	Sandra A. Parker	President and CEO
35	Key Bank	James F. Carriero	Market President, Rochester
36	Greater Rochester Enterprise	Mark Peterson	President and CEO
37	Lockheed Martin Corporation	Dr. Ray O Johnson	Senior Vice President & Chief Technology Officer
38	M&T Bank	Daniel J. Burns	President, Rochester Division
39	First Niagara	Patrick C. Burke	Regional President
40	Wegmans	Daniel R. Wegman	CEO
41	NYSERNet	Dr. Timothy L. Lance	President and Chair
42	Broadstone Real Estate, LLC	Robert C. Tait	President
43	Excellus	David H. Klein	CEO
44	HR Works, Inc.	Candace C. Walters	President
45	The Manufacturing Institute	Donald A. McCabe Mark D. Vaughn, Ph.D. Emily Stover DeRocco	Sr. VP Manufacturing, Corning Inc. Program Director, MST Connect President, The Manufacturing Inst.
46	Latta Road Nursing Home	Daniel E. Richardson	Director of Finance and Planning
47	Nothnagle Realtors	Brian C. Callahan	

New York State - Race to the Top **Appendix A_2_ii_b_2** **Letters of Support**

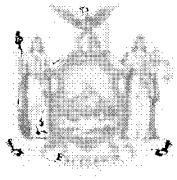
#	AFFILIATION	NAME	TITLE
D. Community Leaders and CBOs			
48	Harlem Children's Zone	Geoffrey Canada	President and CEO
49	United Way of Buffalo & Erie County	Nicole C. Bycina	Director of Education
50	Hillside Family of Agencies	Dennis M. Richardson	President and CEO
51	The Children's Aid Society	Richard R. Buery, Jr.	President and CEO
52	NAACP New York State Conference of Branches	Hazel N. Dukes	President
53	Alianza Dominicana, Inc.	Moisés Pérez	Executive Director
54	Neighborhood Family Services Coalition	Michelle Yanche Sierra Stoneman-Bell	Facilitator Co-Director
55	Bedford Stuyvesant Restoration	Colvin W. Grannum	President and CEO
56	Good Shepherd Services	Sr. Paulette LoMonaco	Executive Director
57	Brooklyn Community Foundation	Marilyn G. Gelber	President
E. Charter School Associations and Providers			
58	New York Charter Schools Association	William A. Phillips	President
59	KIPP New York City	David Levin	Co-Founder and Superintendent
60	The Renaissance Charter School	Everett Boyd Gwen Clinkscales Stacey Gauthier	Chairperson Co-Principal Co-Principal
61	Achievement First	Dacia Toll	President and co-CEO
62	The Brighter Choice Foundation	M. Christian Bender	Executive Director
63	Uncommon Schools	Evan Rudall	CEO
64	MATCH Charter Public School	Alan P.G. Safran Michael Goldstein	Executive Director Founder
65	Replications, Inc.	John Elwell, Ed.D.	President & Founder
66	Tapestry Charter School	Amy Friedman	Board Chair
67	Success Charter Network	Eva Moskowitz	CEO
68	Explore Schools	Morty Ballen	CEO
69	City Prep Academies	Thomas J. Vander Ark	

New York State - Race to the Top **Appendix A_2_ii_b_2** **Letters of Support**

#	AFFILIATION	NAME	TITLE
70	Icahn Charter Schools	Julie Clark Goodyear	Secretary, Board of Trustees
F. Higher Education			
71	The State University of New York	Nancy L. Zimpher	Chancellor
72	The City University of New York	Matthew Goldstein	Chancellor
73	Commission on Independent Colleges and Universities	John E. Sexton Laura L. Anglin	President, NYU and Chair, cIcu President, cIcu
74	Associated Medical Schools of New York (AMSNY)	Jo Wiederhorn	President and CEO
75	Syracuse University	Gerald M. Mager, Ph.D. Peter L. Kozik, Ph.D.	Director, New York Higher Education Support Center Chairperson, Task Force on Quality Inclusive Schooling
76	Teachers College/Columbia University	Susan H. Fuhrman	President
77	Stony Brook University	R. David Bynum, Ph.D.	Professor of Biochemistry and Cell Biology
78	Bard High School Early College	Martha J. Olson	Dean of Administration
G Intermediaries and Turnarounds			
79	New Visions for Public Schools	Robert Hughes	President
80	Turnaround for Children, Inc.	Pamela Cantor, M.D.	President and CEO
81	Institute for Student Achievement	Gerry House, Ed.D.	President and CEO
82	New York City Outward Bound	Richard Stopol	President
83	Expeditionary Learning Schools Outward Bound	Scott Hartl	President and CEO
H. Potential Partners			
84	College Board	Gaston Caperton	President
85	Educational Testing Service	Michael T. Nettles, Ph.D. Mario Yepes-Baraya, Ph.D.	Sr. Vice President Sr. Consultant for R&D
86	NYC Leadership Academy	Sandra J. Stein	CEO
87	Teach for America – New York	Jemina Bernard	Executive Director
88	Mass Insight Education & Research Institute	William Guenther	President
89	Academy for Educational Development	Patrick Montesano	Vice President and Director
90	AdvancePath Academies, Inc.	John Murray	Chairman and CEO

New York State - Race to the Top **Appendix A_2_ii_b_2** **Letters of Support**

#	AFFILIATION	NAME	TITLE
I. Cultural Organizations			
91	Buffalo & Erie County Public Library	Bridget Quinn-Carey	Director
92	Queens Library	Thomas W. Galante	Library Director and CEO
93	American Museum of Natural History	Ellen V. Futter	President
94	WXXI Public Broadcasting Council	Norm Silverstein	President and CEO
J. STEM			
95	RPI – Empire State STEM Education Initiative	Eddie Ade Knowles, Ph.D. Margaret Ashida	Vice President for Student Life Project Director
96	Columbia University Medical Center	Samuel C. Silverstein, M.D.	John C. Dalton Professor of Physiology and Cellular Biophysics/ Director, Summer Research Program
97	Polytechnic Institute of NYU	Jerry M. Hultin	President
98	Merck Institute for Science Education	Carlo Parravano, Ph.D.	Executive Director
99	New York State Society of Professional Engineers, Inc.	Dr. James J. Yarmus, Ph.D. P.E.	President
100	World Science Festival	Tracy Day	Co-Founder and Executive Director
K. Other			
101	Center for Children's Initiatives	Nancy Kolben	Executive Director
102	The Committee for Hispanic Children and Families, Inc.	Elba Montalvo	Executive Director
103	Skills USA	M. Kathie Collins, CSD	NYS Coordinator/ National Liaison
104	New York Center for School Safety	Mary Grenz Jalloh	Executive Director
105	Peaceful Schools	Lura L. Lunkenheimer	President



STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

DAVID A. PATERSON
GOVERNOR

May 28, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am pleased to submit New York State's Race-To-The-Top application available through the American Recovery and Reinvestment Act of 2009. This funding will encourage and create conditions for education innovation and reform which will, in turn, achieve significant improvement in student outcomes throughout our state.

The New York State Board of Regents and New York State Education Department were instrumental in preparing this application. In the process of developing this plan they consulted extensively with various interested parties.

The efforts and support of the Regents, and the network of resources available to New York State, will ensure that the plan we have submitted is successfully implemented. We believe that our application defines a comprehensive and coherent set of policies and practices that address the four core education reform areas: standards and assessments, data systems, effective teachers, and turning around low performing schools.

Our interconnected network of resources will guarantee that Rill dollars will be successfully committed to increase student achievement, reduce the achievement gap across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

Thank you for your strong and continued commitment to preserving and strengthening our nation's K-12 and public higher education systems.

Very truly yours,

David A. Paterson

David A. Paterson

Appendix A_2_ii_b_2: Letters of Support

Race to the Top: Letters of Support

A. Education Associations and Foundations

nysut A Union of Professionals
800 Troy-Schenectady Road, Latham, NY 12110-2455 ■ (518) 213-6000 ■ www.nysut.org

Richard C. Iannuzzi, *President*
Andrew Pallotta, *Executive Vice President*
Maria Neira, *Vice President*
Kathleen M. Donahue, *Vice President*
Lee Cutler, *Secretary-Treasurer*

June 1, 2010

The Honorable Merryl Tisch
The Honorable David Steiner
University of the State of New York
New York State Education Department
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

New York State United Teachers hereby expresses strong support of New York State's candidacy for a Round 2 Race to the Top grant. As president of NYSUT, I urge the U.S. Department of Education to fully fund New York's application in the belief that our state models for the nation a collaborative approach to strengthening public education — one that keeps teachers central to defining excellence in the profession and demonstrates how collective bargaining can be used to bring about positive educational change.

New York's Round 2 application represents a significant advance from its initial submission in both process and substance. It was strengthened by a collaborative process of development that included the New York Board of Regents, the State Education Department and New York State United Teachers, the statewide voice of more than 600,000 professionals in education and health care. In particular, NYSUT worked closely with the Regents and SED in developing a new system of teacher/principal effectiveness for New York State — a ground-breaking initiative approved by the Legislature on May 28. It establishes a comprehensive system of continual professional growth for educators supported by meaningful evaluations and ongoing professional development. Under this initiative, we will partner in the creation of a growth system that uses data fairly and appropriately as one element of evaluations.

NYSUT's leadership secured strong support from our local unions for New York State's initiative — support that is essential to implementation and was achieved despite the tight review period available for the Round 2 memorandum of understanding.

NYSUT looks forward to advancing at both the state and local levels the collaborative process which has engaged teachers in defining excellence in our profession. As New York's plan is shaped, we will press our strong advocacy of the bedrock importance of preserving higher education as the path for teacher certification. On this and other issues, we will engage in dialogue and advocacy, working directly with SED and through the Teacher and Principal Effectiveness Advisory Committee established to keep the voice of practitioners front and center.

You have my assurance that NYSUT will be at the forefront of defining excellence and strengthening public education in our state — building on our recently forged agreement to advance the teaching profession through continual improvement, professional development and shared responsibility. We support New York State's candidacy for Race to the Top and pledge to continue our partnership on implementation to ensure all students receive a quality public education from preschool through college.

Sincerely,

(b)(6)

Richard C. Iannuzzi
President

RCI/dw/mn/jn

THE COUNCIL
SCHOOL SUPERINTENDENTS
LEADERS • EDUCATORS • ADVOCATES

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518.881.0610

Robert W. Christmann
President-Elect
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Marilyn C. Terranova
VP/Treasurer
Eastchester

Clark J. Godshall
Past President
Orleans-Niagara BOCES

Executive Committee

Fadhilika Atiba-Weza
Troy (2011)

Wendell Chu
East Islip (2011)

Barbara A. Deane-Williams
Lyndonville (2010)

Maureen E. Donahue
Friendship (2011)

Mary Beth R. Fiore
Elmira Heights (2010)

James T. Langlois
Putnam/Northern Westchester BOCES (2011)

Neil F. O'Brien
Port Byron (2010)

Maria C. Rice
New Paltz (2010)

May 27, 2010

Hon. David M. Steiner
Commissioner of Education
New York State Education Department
Albany, NY 12234

Dear Commissioner Steiner:

The Council of School Superintendents (THE COUNCIL) has long advocated for initiatives consistent with those encompassed in the state's Race to the Top (RTTT) application and supporting documents. Many of those priorities are reflected in our 2007 *Education is a Civil Right* reform agenda, and in our August 31, 20009 letter to you outlining the hopes and concerns of superintendents across the state.

We see securing a RTTT grant as the state's best hope for achieving these crucial structural improvements in education and thereby improving learning opportunities and outcomes for all schoolchildren. Specifically, the state reform plan would support:

- Updating state learning standards, including prioritizing the development of higher order thinking skills, and components of 21st century literacy – proficiency in economics, technology and the arts;
- Improving state assessments, so that they measure what matters (not merely what is easy to measure), and produce information that teachers and schools can use to improve instruction;
- Expanding the current education data system to a "P-20" data system, giving educators, families, researchers and policymakers more and better data and tying that data into feedback loops that can reinforce sound research and practice;
- Strengthening teaching and school leadership, and
- Muscular interventions in chronically dysfunctional schools and districts.

THE COUNCIL is particularly heartened by your recognition of the importance of strong leadership, and the RTTT application's support of leadership development. Moreover, your plan would enhance system-wide accountability by strengthening the systems for data, assessment, and evaluation that school and district leaders have available to improve student learning.

Not only would Race to the Top funding provide an otherwise unattainable enhancement to the State Education Department's capacity to lay the cornerstones of statewide reform, it would also assist school districts in carrying out their essential contributions to that work.

Some aspects of the state plan require amendments to state law approved by the State Legislature and Governor. We will collaborate with you and the Board of Regents to ensure that the legislative process maintains fidelity to the principles outlined in the state application.

One element of the Department's legislative plan calls for alterations in the state's laws governing charter schools. In crafting such legislation, we have stressed the need to be attentive to the impact of any charter school expansion upon district-operated schools and to ensure that charter schools are held to standards of academic, fiscal and operational accountability comparable to those applied to school districts.

In development of the education reform agenda and this plan, we believe that you and the Board of Regents have stressed the correct priorities – updating our standards, developing clear and demanding curriculum, strengthening assessments, building new data systems, and improving our teaching and learning structures.

You have acknowledged that many aspects of the state plan, including the Scope of Work for local districts, will require extensive refinement. We appreciate your pledge of meaningful engagement with the field and our leadership as concepts are translated into programs and procedures or enacted into regulation.

As a representative body of school superintendents from districts across the entire state, we will remain steadfast in our commitment to academic excellence for every student. We are therefore pleased to offer this letter of support for the Race to the Top application, which will be instrumental to key reforms and to supporting the many tremendously successful efforts already taking place in school districts.

Sincerely,

(b)(6)

Dr. L. Oliver Robinson
President
New York State Council of School Superintendents

NYSSBA
NEW YORK STATE
SCHOOL BOARDS ASSOCIATION
SINCE 1896, THE VOICE OF PUBLIC SCHOOL LEADERSHIP

May 28, 2010

The Honorable Meryl Tisch, Chancellor
NYS Regents
9 East 79th Street
New York, NY 10021-0123

The Honorable David M. Steiner, Commissioner
NYS Education Department
89 Washington Avenue, Rm. 110
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. On behalf of the nearly 700 member school boards and 5000 local school officials that comprise the New York State School Boards Association, it is my pleasure to convey NYSSBA's support of New York State's Race to the Top application. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. While our state has a storied history of educational excellence, we recognize that there are longstanding challenges in advancing academic achievement in some schools. Properly funded, we firmly believe that your approach will do a great deal to improve academic performance throughout the state and in these challenged schools in particular.

NYSSBA has been a leader in promoting the use of value added student assessment to inform teaching and learning. The ability of this system to address individual student learning problems, improve individual teaching practices as well as inform programs and institutions of teacher education makes it a vital element of fundamental reform. We strongly support expansion and correlation of core standards and assessments and are greatly encouraged that areas beyond the traditional academic fundamentals will receive more objective standards and the support needed to broaden the education of our students. Your proposals to institute new data systems and teacher and principal effectiveness measures are very much in keeping with our members' views on the need to assess, document and inform pedagogical and administrative effectiveness.

24 Century Hill Drive, Suite 200
Latham, New York 12110-2125

Phone: 518-783-0200 ◦ Fax: 518-783-0211 ◦ E-mail: info@nyssba.org ◦ Internet address: www.nyssba.org

We also recognize that despite longstanding efforts, the issues of low performance surrounding some schools have been intractable. Indeed, we support efforts to address ingrained failure and recognize that drastic action is needed to alter traditional approaches and systemic negative influences on the ability of students to learn in these struggling settings. While we do not agree with your plan to unilaterally remove elected officials, we are secure in the knowledge that you and your department have long partnered with NYSSBA to address issues of mutual concern and we are confident that we will reach an appropriate means of transforming these schools while maintaining democratic governance and oversight.

On January 11, NYSSBA launched a multidimensional campaign entitled **Be the Change for Kids**. This effort seeks to highlight the economic and educational need to reform and improve our educational delivery system. We seek to be a resource and moving force for reform and school improvement. If fully funded, New York State's Race to the Top application holds the promise of tremendous momentum toward correcting the most grievous impediments to student achievement in our state. **Be the Change for Kids** will be our main mechanism for supporting the RTTT effort.

There is no question that our nation's educational future rests in large measure on how we realign our educational delivery system from Pre-K instruction through teacher education programs. New York State has the distinction of being both a leader in this effort and sorely in need of innovative methods of altering historic underperformance in urban and poor rural school districts. The Regents' reform agenda, as embodied in New York State's Race to the Top application, is a comprehensive and sound approach to this conundrum. Through its focus on funding sincere efforts at reform, the federal government is providing an historic opportunity to achieve what our state's current fiscal outlook would otherwise prevent. As such, we are in support of New York State's Race to the Top application and we look forward to this unique collaboration.

Sincerely,

(b)(6)

Timothy G. Kremer
Executive Director

NYSCEA

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May 14, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

The New York State Council of Educational Associations, NYSCEA, has 39 years of experience as a statewide leadership organization representing teachers, supervisors, administrators and support staff. NYSCEA provides the forum for forty significant professional educational associations that are dedicated in strengthening the quality of education.

We are pleased to express support for New York State's Race to the Top plan calling for reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. NYSCEA provides an integrated approach to building teacher effectiveness and leadership capacity for enhancing student achievement.

We commend New York State's Race to the Top effort to design a comprehensive educational reform agenda that leverages and aligns state resources and practices to improve educational outcomes for all of our students.

We look forward to ongoing communication and collaboration and support the New York State initiatives.

Sincerely,

(b)(6)

Grace A. Wilkie
NYSCEA President 2009-2011

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May 20, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The National Board for Professional Teaching Standards (NBPTS) fully supports New York State's application for Race to the Top. We believe that New York's historic investments in education, including National Board Certification, its proven dedication to quality education, and the broad-based support of NBPTS and similar organizations make New York uniquely equipped for this grant opportunity.

School-based professional learning communities, where teachers and administrators collaborate to advance student success, are at the heart of effective whole school reform. National Board Certified Teachers and National Board for Professional Teaching Standards programs are designed to engage school faculty in the development of standards-based professional learning communities linking educator knowledge and instructional practices to student learning and achievement.

States across the country are incorporating National Board for Professional Teaching Standards programs in their Race to the Top proposals as they are ideally positioned to address the requirement for ***increasing teacher effectiveness and ensuring an equitable distribution of qualified teachers.*** These programs improve low-performing schools through NBPTS Standards, teaching practices, and assessments.

Teacher effectiveness lies at the heart of education reform. NBPTS programs build upon the proven record of National Board Standards and assessments as a means to improve teacher effectiveness, change the learning culture of schools, and ultimately improve student learning and performance especially in high-need schools. They provide an integrated approach to building teacher effectiveness and leadership capacity for enhancing student achievement.

We understand that New York seeks a grant from the U.S. Department of Education to build upon strategies and practices the state has been using in schools that have resulted in significant gains in student achievement in recent years. We agree that these strategies will accelerate the state's academic gains and deliver on the commitment that all children in the state have access to an education that prepares them to be productive citizens and to succeed in a high-skills, globally-competitive, knowledge-based society.

To this end, we welcome the opportunity to build on a decade of collaboration with the New York State Education Department, New York State United Teachers, The Greater Capital Region Teacher Center for Effective Teaching, and the 999 National Board Certified Teachers across the state. We are committed to supporting the state's efforts in this area. We believe that this ground-breaking opportunity will help position New York to be a leader in education and prepare every student for success.

Sincerely,

Joseph A. Aguerrebere, Ed.D.
President and CEO

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CASDA

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AND POLICY STUDIES

DANIEL L. WULFF
PROFESSOR, BIOLOGICAL SCIENCES

May 18, 2010

Dear Chancellor Tisch and Commissioner Steiner,

The Capital Area School Development Association (CASDA) is pleased to support the Race to the Top Plan for New York State. For over 60 years, CASDA has provided quality professional development opportunities for educators in the Greater Capital Region. With a catchment area of approximately 225,000 students and12,000 teachers in 130 school districts, CASDA has worked extensively on-site in the areas of teacher and building leadership.

CASDA is excited about a plan that demands accountability, P-16 and to ensure that building leaders and teachers are well prepared and highly effective in the classroom. We support National Board Certification for teachers and building leaders as well as graduate certificates for teacher leadership.

Through the efforts of the Race to the Top, 21st Century instructional practices and initiatives relevant preparing the global workforce will be enhanced. Creativity and innovation will become words of accountability as imaginative learning and project-based learning become a reality in our schools. Currently CASDA is involved with a TLQP grant fostering professional learning communities and service learning in an area urban school district. We can readily observe the excitement and synergy created with innovative professional development, provided the economic resources are available.

CASDA looks forward to a positive decision to fund New York State educational initiatives to drive quality instruction for all children and adults.

Sincerely,

(b)(6)

Jeff McLellan
Executive Director, CASDA

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May 18 , 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Greater Capital Region Teacher Center for Effective Teaching provides professional development for 91 school districts and is part of a network of 130 Teacher Centers across New York State. We are constantly striving to ensure high quality educational opportunities for all of New York's teachers to improve teacher effectiveness. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improvement of low performing schools. In particular, we support New York's efforts to develop great teachers and leaders through deep job-embedded professional development aligned with state and national initiatives such as National Board Certification for teachers, teacher leaders, and principals.

The Greater Capital Region Teacher Center for Effective Teaching fully supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap by increasing teacher effectiveness.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

Over the past decade the Greater Capital Region Teacher Center for Effective Teaching has been a resource for National Board Certification to all NYS Teacher Centers and New York's teachers in providing information, candidate support, and facilitator training. We have established strong partnerships with the National Board for Professional Teaching Standards, the New York State Education Department, the Capital Area School Development Association, schools of education, business partners, and New York State United Teachers. Over the past three years, we have been focused on supporting teachers from high needs schools across the state through a NBPTS Targeted High Needs Initiative grant. We plan to assist the state by expanding programs which support candidates seeking National Board Certification.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Ellen M. Sullivan
Director
Greater Capital Region Teacher Center for Effective Teaching

S/CDN
Staff/Curriculum Development Network

Strengthening the Capacity of 21st Century Leaders and Learners
http://scdn.wsboces.org

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May 27, 2010

Dr. David M. Steiner, President University of the State of New York and
Commissioner of Education
State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Dr. Steiner,

On behalf of the Staff and Curriculum Development Network (S/CDN), an organization of representatives from each BOCES and the large city school districts appointed by the BOCES District Superintendents and Large City School District Superintendents, I take this opportunity to express our commitment and support to the state in its implementation of the Race to the Top grant project if awarded. The Staff and Curriculum Development Network's mission statement is to strengthen the capacity of school districts to promote successful attainment of the New York State Standards by all students.

The S/CDN commits to continuing to work closely with NYSED to bring to educators in the field any changes that may be warranted by the implementation of the Race to the Top grant project and the four priority areas that include: standards and assessments, the use of data systems to support instruction; the development of great teachers and leaders; and turning around the lowest performing schools. S/CDN is ready to develop a comprehensive professional development program to support the state education system in the priority areas of the RTTT grant project as well as disseminating any information pertaining to the RTTT grant project and lessons learned from the implementation of the RTTT grant project.

S/CDN looks forward to working closely with the State as it moves forward with the implementation of the Race to the Top project if granted and the Board of Regents reform agenda. Good luck on the application!

Sincerely yours,

(b)(6)

Gladys I. Cruz, Ph.D., S/CDN Chair 2009-2011
Assistant Superintendent, Questar III BOCES

Mission: *The Staff and Curriculum Development Network will strengthen the capacity of school districts to promote successful attainment of the New York State Standards by all students.*

New York State Technology Education Association

Chartered by the Board of Regents of the State of New York

www.NYSTEA.com

May 25, 2010

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Charles Goodwin
Advisory Council Chair
12 Tudor Drive
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cgnystea@stny.rr.com

Dear Chancellor Tisch and Commissioner Steiner,

The New York State Technology Education Association (NYSTEA), which has a long and rich tradition with the development of our instructional discipline, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to review the state assessments and look to strengthen areas of Math, Science and Technology Education as this would have a strong impact on STEM Education.

NYSTEA once again strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by working with our colleagues from AMTNYS and STANYS with the development of STEM Education through the NYS STEM Education Collaborative.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Jan F. Stark
President, NYSTEA

New York State Technology Education Association

Chartered by the Board of Regents of the State of New York
www.NYSTEA.com
Advisory Council Chairperson
http://www.nystea.com/content/nystea-advisory-council

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Charles Goodwin
Advisory Council Chair
12 Tudor Drive
Endicott, NY 13760
cgnystea@stny.rr.com

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Technology Education Association Advisory Council (NYSTEAAC) is constantly seeking better ways to support and deliver technology education instruction and to ensure high quality educational opportunities, through interconnected STEM education instruction, for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. The NYSTEAAC firmly supports New York State's efforts to actively address the aforementioned RTTT key components but in particular, including Math and ELA, 'review, create and advocate for standards in other subjects (Science, Social Studies, Technology, Economics, Arts), design curriculum frameworks, align professional development and pre-service education'.

The NYSTEAAC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. Our Association and Advisory Council plan to assist the Commissioner and NYSED by providing talented human resources in the areas of assessment, curriculum frameworks and learning standards as well as with enabling effective, dynamic, engaging and relevant instruction of truly interconnected STEM content areas.

We look forward to this unique and essential collaboration.

Sincerely,

(b)(6)

Charles H. Goodwin, Chairperson
NYSTEA Advisory Council

c: Anne Schiano, Assistant Director of CIIT

New York State Science Education Consortium
∗A cooperative association of professional science education organizations ∗
Union Graduate College
Schenectady, New York
Phone: 518-631-9078

January 2, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The mission of the New York State Science Education Consortium, representing 16 science educator associations and networks and many thousands of science teachers, supervisors, and teacher educators in the state, is to help ensure that the state's K-16 initiatives in science education requirements, standards, curricular materials, assessments, and professional development activities promote meaningful science learning and improved science achievement of all of New York's elementary and secondary school students. As you may know, since its establishment in 2000, the Consortium has held nine, annual two-day Science Education Summits where state initiatives have been analyzed and evaluated by science education leaders and reports and recommendations have been forwarded to officials in your Department and to other state-level stakeholders. Several of our summits have been jointly sponsored by the Consortium and the New York State Education Department and held at the State Education Building in Albany.

The Consortium applauds and strongly supports your plans to reform science and STEM education as outlined in your summary of the Race to the Top application. The current state science education standards, core curricular documents, and assessments and the policies and procedures being used to implement them in the schools are outdated, lacking sufficient specificity, and driving classroom instruction that is focused more on students' content assimilation than on their use of scientific inquiry and reasoning to solve problems, make decisions, and integrate science with other disciplines. The present system may be preparing students for the last century but certainly not the current one. Our most talented science students are not being sufficiently or appropriately challenged and our many struggling students are typically not being provided with the breadth and depth of science understanding and proficiency needed for success in their own lives and in the global economy. Your plans to review and revise the STEM education standards, add greater specificity to the performance expectations in the core curricula, and create assessment systems that balance formative and summative elements while including more performance-based tasks will go far in helping our students achieve world class standards in science and related fields. Your plans to use incentives to expand the pool of STEM teachers and reform pre-service and in-service science teacher education and certification standards recognizes that the teacher is key to any successful implementation of thoughtful curricula and assessments. These actions will also go far in helping to make professional development more systemic and based upon sound research and best practices. The constituents of the Consortium have substantial expertise and experience in providing ongoing high quality professional development to science teachers across the state through their conferences, workshops, seminars, meetings, and publications.

If the state is fortunate enough to receive Race to the Top funding, the Consortium stands ready to assist your Department in the demanding work to review and revise the science education standards and develop more appropriate curricular documents and assessments to help ensure that every child receives a relevant and high quality education in science. Our many field practitioners, curriculum specialists, and researchers are prepared to assist you in this critical undertaking. Thank you for your leadership and very best wishes for success.

Sincerely yours,

Bruce Tulloch, Ed.D.
Facilitator

Associate Dean of Education
Union Graduate College

∗Science Teachers Association of NYS, Inc. ∗NYS Science Education Leadership Association ∗ Science Council of NYC ∗ Catholic Science Council ∗
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A chapter of the National Science Teachers Association (NSTA)

A member of the New York State Council of Education Associations (NYSCEA)

Science Teachers Association of New York State, Inc.

www.stanys.org

May 21, 2010

Dear Chancellor Tisch and Commissioner Steiner,

The Science Teachers Association of New York State (STANYS) strongly supports New York's application for the United States Education Department's Race to the Top grant. We believe that the commitments in this application will support our common organizational goals of advancing achievement for all New York State students and closing achievement gaps where they exist.

Our organization represents over twenty thousand teachers of Science in New York State, and has a long tradition of working collaboratively with colleagues at the State Education Department through active involvement of STANYS leaders and members in the development and implementation of science curricula and assessments and the professional development of teachers and school administrators. We strongly support New York's Race to the Top plan for the improvement of instructional standards and assessments, data based decision processes, teacher and principal effectiveness, and learning in low performing schools. In particular, we support current efforts to address STEM Education, and especially encourage the updating of New York's Science Standards and Core Curricula. This is a State and National effort in which STANYS and its members have been involved, and one that we feel is vitally important to the security and economic well being of both our state and our country.

We have taken the time to review New York State's first round and current Race to the Top applications and believe that New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of New York's Race to the Top efforts by responding to partnership opportunities that have been discussed at a number of venues. For many decades, STANYS has been instrumental in the development of New York State's Science Syllabi, Math, Science, and Technology Standards, Core Curricula and Assessments. We are poised and ready to assist with New York's long overdue Science Standards review and revision process.

We anticipate with enthusiasm this unique opportunity for collaboration and service for the good of the cause.

Sincerely,

Arnold Serotsky

President, 2009 – 2010
Science Teachers Association of New York State

STANYS 115th Annual Conference, November 6 - November 9, 2010
Rochester, NY

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May 20, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

The New York State Art Teachers Association represents all PreK-16 NYS Art Educators and provides professional development to serve the needs of our members, the schools they represent and the students they serve. As education professionals, we are constantly striving to ensure high quality educational opportunities that improve teacher effectiveness, school performance and student success. Because of this, we thank you for creating New York State's Race to the Top application that presents plans to leverage and align our state resources and practices to improve education outcomes for all our students and close gaps in achievement.

We are further supportive of New York's Race to the Top plan for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improvement of low performing schools. Once implemented, the New York's plan for Race to the Top will enhance our own efforts to advance educational progress through integrated creative arts education that provides essential components for students' educational progress and skills development.

Over the past half century, the New York State Art Teachers Association has have been active in supporting teachers from high needs schools across the state. If the state is fortunate enough to receive Race to the Top funding, we stands ready to assist the Department to achieve the goals of reviewing and revising standards and developing appropriate curriculum and assessments to ensure that every child receives a relevant and high quality education. Our many educators, curriculum specialists, and researchers are prepared to assist you with their creative vision and innovative practice and look forward to this unique collaboration.

In sum, the New York State Art Teachers Association offers its strongest support the New York's Race to the Top application.

Sincerely,

(b)(6)

Cindy Henry
President, New York State Art Teachers Association

NYSAN
NEW YORK STATE AFTERSCHOOL NETWORK

January 12, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the New York State Afterschool Network (NYSAN), I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. The New York State Education Department (NYSED), is a lead and founding member of NYSAN, a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood.

NYSAN is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services. We do this through cross-sector and cross-agency partnerships, policy development, and quality assurance and capacity building activities. These approaches help NYSAN influence public policy and expand the capacity of New York's youth-serving system to provide high-quality learning and development opportunities for students during the school day and beyond.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN looks forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great instructional practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that expanded learning opportunities are critical vehicles to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, civics, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN fully supports the New York State Race To the Top (RTTT) application and stands at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and

NYSAN
NEW YORK STATE AFTERSCHOOL NETWORK

impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

(b)(6)

Sanjiv Rao
Director
New York State Afterschool Network

January 12, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

The After-School Corporation (TASC) strongly supports New York's Race to the Top application. New York State is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. Based on the summary information you shared with us, we believe the state's Race to the Top application offers innovative practices in developing and utilizing comprehensive data systems, ensuring great teaching, implementing effective standards and assessments, and turning around low-performing schools.

The After-School Corporation (TASC) was founded 11 years ago to give all kids opportunities to grow through after-school and summer programs that support, educate and inspire them. TASC's vision is that kids from all backgrounds will have access to the range of high quality activities that every family wants for their children: experiences that support their intellectual, creative and healthy development and help them to be their best, in and out of school. TASC has brokered partnerships between more than 325 public schools and 150 different community-based organizations, helping more than 300,000 young people discover and develop their potential. As a result of these efforts, the pathways to opportunity for thousands of public school students have opened up and the "opportunity gap," the inequity in educational opportunities for youth, has narrowed.

We believe that partnerships with community organizations offer schools, particularly those in turnaround, are a necessary ingredient to full student success. Using models of expanding learning time enables schools and communities to re-envision the learning day and ensures that students have more varied opportunities to learn, time for individualized attention from teachers and enrichments in science, social studies, literacy, health and fitness, study skills, arts, and service learning.

We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children, and we stand ready to partner with you to ensure that these ideas become a reality in New York State. Please feel free to contact me if you have questions or require further information.

Sincerely,

Lucy N. Friedman
President

120 Broadway
Suite 230
New York, NY 10271
voice: 212 571 2664
fax: 212 571 2676
www.pasesetter.org

P A S E PARTNERSHIP FOR AFTER SCHOOL EDUCATION

January 5, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the Partnership for After School Education, (PASE), I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), PASE is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, PASE is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

PASE is a child-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities. An innovative pioneer in the development and advancement of the afterschool field, PASE was formed in 1993 to professionalize afterschool services so that providers could deliver consistent, high-quality programming and continually increase their capacity to meet the needs of their communities.

To accomplish this goal, PASE provides expert training and management support to increase program effectiveness and efficiency, facilitates communication among providers to improve service delivery, convenes diverse groups of stakeholders to develop consensus on priorities and best practices, and connects influential leaders to help advance the field. Created in response to a need identified by service providers, funders, researchers, and other afterschool leaders, PASE now plays an integral role in the field and has a proven record of success and a strong reputation as a leader and critical resource for the afterschool community.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and PASE look forward to working collaboratively with

120 Broadway
Suite 230
New York, NY 10271
voice: 212 571 2664
fax: 212 571 2676
www.paseletter.org

P A S E PARTNERSHIP FOR AFTER SCHOOL EDUCATION

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Alison Overseth
Executive Director

NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and PASE fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

(b)(6)

Alison Overseth
Executive Director
Partnership for After School Education

NYS Student Support Services Center
Genesee Valley Educational Partnership
80 Munson Street
LeRoy, NY 14482
585/344-7570
585/344-7578 fax

January 11, 2010

Dr. David Steiner
Commissioner
New York State Education Department
Albany, NY 12234

Dear Commissioner Steiner,

On behalf of the NYS Student Support Services Center I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the NYS Student Support services Center is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, the NYS Student Support Services Center is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

In addition to our work with NYSAN, the NYS Student Support Services Center focuses on supportive learning environments, student health and safety, physical activity and nutrition, HIV AIDS prevention, social and emotional learning and other support services that enhance academic achievement and student success.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and NYS Student Support Services Center look forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and NYS Student Support Services Center fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information at 585-344-7574.

Sincerely,

(b)(6)

Kim McLaughlin
Executive Director
NYS Student Support Services Center

Race to the Top: Letters of Support

B. Legislative and Government Leaders

Congress of the United States
Washington, DC 20515

January 12, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary:

As New York Members of Congress, we are writing to express our strong support for New York State's application for Race to the Top funding.

New York State has a rich and impressive history of educating a diverse population of students and of promoting educational innovation, but we are committed to doing even more. The Race to the Top (RTTT) presents a unique opportunity to build on the unrivaled strengths of the University of the State of New York (USNY), which includes not only schools and colleges, but also libraries, museums, archives and public broadcasting, to bring profound changes that will make a real difference in the educational achievement of all of our State's students. The unique Board of Regents governance structure and interconnected network of resources, combined with the support of the Governor, provide the breadth of support and influence for a successful RTTT application. Moreover this structure will ensure that RTTT dollars are used to drive improved, college-ready educational achievement for all students, with a particular focus on historically under-served priority populations including low-income students, African American students, Hispanic students, English Language Learners (ELL), and Students With Disabilities (SWD).

The State has actively engaged all of its education partners to, in your words, "trail-blaze effective reforms and provide examples for States and local school districts throughout the country." With support from RTTT, New York State will be able to implement a full-range of education reforms that will improve the educational outcomes of all our students quickly and comprehensively. Each one of the State's 3.1 million K-12 students will have access to a world-class education, the chance to succeed in college or meaningful employment in our 21st century global economy, and the tools and desire for a lifetime of learning.

We believe that New York State, working with all of its stakeholders, has put together an application that demonstrates its commitment to innovative, comprehensive, coordinated education reform and is worthy of receiving RTTT funding.

PRINTED ON RECYCLED PAPER

We respectfully request the Department of Education give New York's grant application its utmost consideration. Thank you for your attention to this matter. If we can be of further assistance, please do not hesitate to contact Phil Putter (McCarthy) at 202-225-5516.

Sincerely,

Carolyn McCarthy
Member of Congress

Charles E. Schumer
United States Senate

Kirsten E. Gillibrand
United States Senate

Gary L. Ackerman
Member of Congress

Carolyn B. Maloney
Member of Congress

Edolphus Towns
Member of Congress

Eric J.J. Massa
Member of Congress

Brian Higgins
Member of Congress

Eliot L. Engel
Member of Congress

Paul Tonko
Member of Congress

Timothy H. Bishop
Member of Congress

Christopher John Lee
Member of Congress

Louise McIntosh Slaughter
Member of Congress

Yvette D. Clarke
Member of Congress

Maurice D. Hinchey
Member of Congress

Gregory W. Meeks
Member of Congress

Joseph Crowley
Member of Congress

William L. Owens
Member of Congress

Charles B. Rangel
Member of Congress

Steve Israel
Member of Congress

Peter T. King
Member of Congress

Daniel B. Maffei
Member of Congress

Jerrold Nadler
Member of Congress

Michael A. Arcuri
Member of Congress

Scott Murphy
Member of Congress

Nita M. Lowey
Member of Congress

Anthony D. Weiner
Member of Congress

Nydia M. Velázquez
Member of Congress

John J. Hall
Member of Congress

Michael E. McMahon
Member of Congress

Cc: Joanne Weiss
Director, Race to the Top
U.S. Department of Education

THE SENATE
STATE OF NEW YORK
ALBANY 12247

MALCOLM A. SMITH
NEW YORK STATE SENATE
PRESIDENT PRO TEMPORE

May 27, 2010

Chancellor Merryl H. Tisch & Commissioner David M. Steiner
The New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch & Commissioner Steiner,

I write in unwavering and absolute support of the exemplary Race to the Top application that you have diligently crafted on behalf of the people of New York State.

In my role as President Pro Tempore of the New York State Senate, and being a substantive participant in this essential process since its commencement, I can directly attest to the fact that New York's Race to the Top plan calls for necessary and revolutionary reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness and low performing schools.

In the course of constructing this thoroughgoing proposal, you have diligently engaged the whole spectrum of education partners and developed a plan that involves a comprehensive range of education reforms that, upon implementation, will improve the educational outcomes of all New York State's students.

In addition, you have taken great care to develop a precise proposal that positions our State to receive the maximum allocation of available funding—and, once actualized, this plan will substantially enhance our efforts to advance student achievement and close, forever, the achievement gap.

I look expectantly forward to this unique opportunity for collaboration and accomplishment on behalf of our State, and most especially, our students.

Most Sincerely Yours,

Malcolm A. Smith
President Pro Tempore

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

SHELDON SILVER
Speaker

Room 932
Legislative Office Building
Albany, New York 12248
(518) 455-3791

May 28, 2010

Chancellor Merryl H. Tisch
New York State Board of Regents
89 Washington Avenue
Albany, New York 12234

Commissioner David M.Steiner
New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the New York State Assembly and the Chair of our Committee on Education, Assembly Member Cathy Nolan, I commend you for your leadership in our collective mission of guaranteeing that each and every student in our state is the beneficiary of a high quality educational experience. Our thanks as well for sharing with us a summary of your plans for the state's Race to the Top (RTTT) application. As Speaker of the Assembly, I assure you that we are striving continuously to address the state's education challenges so that our students are well prepared to meet the demands of the 21st century economy. To that end, we have recently approved sweeping education reforms, which we also believe will enhance our state's application for RTTT funding.

First and foremost, we passed legislation creating a comprehensive, statewide evaluation system for teachers and principles that aims to ensure every classroom in our state is led by a highly effective teacher. This legislation also authorizes the boards of education in our school districts as well as the New York City schools chancellor to contract with an educational partnership organization for up to five years in order to better manage schools identified as persistently lowest-achieving or under registration review.

We also passed legislation which raises the cap on charter schools from 200 to 460, increases accountability and transparency, and ensures that charter schools serve more children with disabilities, English language learners, and participants in the free- and reduced-price lunch program. In addition, we passed a measure that provides financial support for a state longitudinal data system to measure long-term student achievement.

I strongly support New York's plan for Race to the Top. Clearly, you have engaged a wide variety of education partners and developed a plan that incorporates a range of education reforms that I believe will improve student outcomes quickly and comprehensively. The provisions of your plan position our state to receive the maximum amount of available funding, which will strengthen our ongoing efforts to improve student performance and close the achievement gap. I look forward to this unique collaboration and to providing all of our students with the finest education possible.

Sincerely,

SHELDON SILVER
Speaker

SENATOR, 19TH DISTRICT
MAJORITY CONFERENCE LEADER
DEPUTY MAJORITY LEADER
FOR STATE/FEDERAL RELATIONS

CHAIR:
JUDICIARY COMMITTEE
AIRC

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CRIME & CORRECTIONS
ETHICS
FINANCE
HEALTH
INSURANCE
VETERANS

THE SENATE
STATE OF NEW YORK

PLEASE RESPOND TO:
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[illegible]
ALBANY, NEW YORK 12247
[illegible]
FAX: [illegible]
DISTRICT OFFICE:
[illegible]
BROOKLYN, NEW YORK [illegible]
[illegible]
FAX: [illegible]

May 30, 2010

Dr. Merryl H.Tisch
Chancellor, New York State Board of Regents
New York State Education Department
89 Washington Ave
Albany, NY 12234

Dr. David M. Steiner
Commissioner of Education
New York State Education Department
89 Washington Ave
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

I am writing to express my support for and commitment to New York's application to the U.S. Department of Education for Phase 2 of the Race to the Top grant competition.

As a state senator representing central Brooklyn, home to a significant percentage of the state's neediest students, and the leader of the Senate Democratic Conference, I share your commitment to improving the our educational system, and ensuring that all of New York's 2.6 million students have access to the quality education they deserve.

New York's schools have made gains in recent years, but there is more work to be done. I commend the Board of Regents for advancing and approving an impressive array of regulatory reforms in support of the programs outlined in the application. These proposals, intended to transform teaching in our state through enhanced and improved teacher training programs, expansion of the available pathways for teacher certification as well changes to teacher and principal certification processes to establish improved career ladders for education professionals, are important and timely changes.

I further support the department's efforts and commitment to adopting core common standards and the move toward common assessments, and the leadership role that you have taken in the consortiums to establish both the standards and assessments.

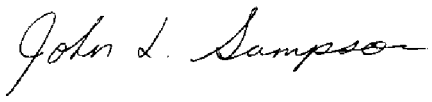
The enactment of historic legislative reforms serves as a demonstration of the legislature's support of the goals outlined in the application. My Conference and I are committed to closing the achievement gap and believe that the changes we have enacted will help to achieve that goal. In partnership with Governor David A. Paterson, and Speaker Sheldon Silver and the State Assembly, we have adopted a comprehensive legislative package in support of the State's application which:

- Raises the charter school cap to allow for increased school choice;
- Allows school districts to with failing schools to contract with external lead partners to assist with their turnaround plans;
- Overhauls the current teacher and principal evaluation system to require that student performance is one of the factors used in evaluations;
- Require that evaluations be utilized in a meaningful way that is beneficial to students, teachers and principals to inform employment decisions; and
- Fully funds and implements the longitudinal data system, to ensure that information about student performance, student successes and outcomes, teacher and principal performance and results and the success of teacher preparation programs to ensure that information is not just gathered, but utilized in a way that translates into meaningful student level results.

I believe our actions in the Legislature constitute a significant step towards the achievement of our shared educational goals.

I am committed not only to supporting the Race to the Top application, but the overall work of the State Education Department. I look forward to our continued collaboration in reforming and renewing our educational systems, and in improving educational outcomes for all of New York's children.

Sincerely,



John L. Sampson
Senator, 19th District
Majority Conference Leader

DEAN G. SKELOS
SENATE MINORITY LEADER
9TH DISTRICT

THE SENATE
STATE OF NEW YORK
ALBANY 12247

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ALBANY, NY 12247

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55 FRONT STREET
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(516) 766-8383
FAX (516) 766-8011

INTERNET: SKELOS@SENATE.STATE.NY.US

June 1, 2010

Dear Chancellor Tisch and Commissioner Steiner,

As the Republican Leader of the New York State Senate and the Ranking Member on the Senate Education Committee, we are committed to ensuring New York's school children have access to every available resource to receive the best education possible.

We strongly support New York's efforts to secure Race to the Top funding. It is critically important to maximize every opportunity for additional federal support. In order to do so, the Senate recently passed important reforms that will strengthen our education system and set a strong foundation for our students to excel -- including raising the cap on charter schools and instituting merit-based teacher assessments.

These reforms will ensure that New York is well-positioned to receive the maximum amount of federal funding available. Once implemented, New York's Race to the Top plan, combined with the additional federal funding, will provide better educational opportunities for school children throughout the state.

Sincerely,

Senator Dean Skelos
Republican Leader

Senator John Flanagan
Ranker, Senate Finance Committee

New York State Senate Education Committee
Suzi Oppenheimer, Chairwoman
846A Legislative Office Building
Albany, New York 12247
(518)455-2631 Fax: (518)426-6919

May 30, 2010

Hon. Merryl H.Tisch, Chancellor
Dr. David M. Steiner, Commissioner of Education
New York State Education Department

Dear Chancellor Tisch and Commissioner Steiner:

I am writing to express my support for New York's application to the U.S. Department of Education for Phase 2 Race to the Top funding. As chair of the Senate Education Committee, I share your commitment to improving our schools and ensuring all students are well prepared for the challenges of college and career. I am confident the initiatives outlined in your proposal will transform teaching and learning in this state.

Through passage of groundbreaking legislation, members of the New York State Senate, our colleagues in the Assembly and the Governor have clearly demonstrated education is our top priority. New York's 2.1 million school children are making significant gains. But there is more work to be done. Under your leadership, the state is advancing a bold, yet realistic proposal that will build on the Board of Regents exemplary record of pursuing innovative strategies to improve student learning.

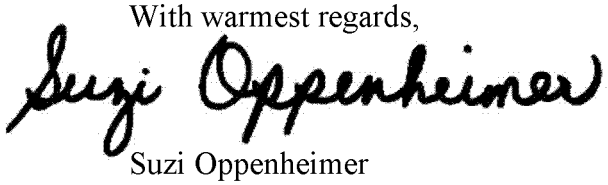
I am very pleased that we were able to reach bi-partisan agreement on a series of reforms that will allow New York to submit a very competitive application for a RTTT grant. These new laws provide a framework of reform that will make our schools more effective. The legislation will:

- Alter the current process for evaluating teachers and principals to require 40 percent of their evaluations is based on measures of student performance.
- Amend the current tenured teacher disciplinary process to allow for an expedited hearing for teachers and principals who have been found to be ineffective.
- Allow the results of annual performance evaluations to be used as evidence in expedited disciplinary procedures.
- Authorize school districts with school(s) that have been identified as persistently lowest achieving to contract with non-profit educational partnership organizations (EPO) to help turn around identified school(s).

- Increase the charter school cap from 200 to 460 over four years, with 130 to be approved by the Board of Trustees of the State University of New York and 130 to be approved by the Board of Regents.
- Increase opportunities for students with disabilities and English language learners to enroll in charter schools.
- Increase transparency and accountability standards in charter schools, including a requirement to disclose conflicts of interest and provide oversight of the lottery application process.
- Provide financial support for a statewide longitudinal data system that includes all of the elements specified in the America COMPETES Act.

It is my hope that that when implemented and appropriately funded your plan will help ensure academic excellence will no longer be a goal--but rather a reality in every classroom throughout the state. Race to the Top funding will enable us to move to the next level. I look forward to working with you in this endeavor.

With warmest regards,



Suzi Oppenheimer
State Senator

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CATHERINE NOLAN
37TH Assembly District
Queens County

CHAIRWOMAN
EDUCATION COMMITTEE

COMMITTEES
Rules
Veterans
Ways and Means
Corporations, Authorities, and Commissions

May 28, 2010

Chancellor Merryl H. Tisch
New York State Education Department
89 Washington Avenue Room 110EB
Albany, New York 12234

Commissioner David M. Steiner
New York State Education Department
89 Washington Avenue Room 111
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

As Chair of the Assembly Standing Committee on Education, it is my pleasure to support New York's participation in Race to the Top. The State Education Department has developed a plan for consideration in Round 2 which demonstrates New York's commitment to quality education for all students. This is and has been the goal of the Assembly under the leadership of Speaker Sheldon Silver.

My colleagues in the Assembly and I are also committed to the best education for all New Yorkers. Despite the economic downturn and the demands on the state's revenues, we have championed education and will continue to do so. Assemblymembers from districts throughout the state signed a letter to the Speaker of the Assembly in support of state capital funds for a comprehensive, longitudinal data system at the department. New York, with state funding, has invested in science, technology, engineering and math education, particularly in high need middle and high schools. With funding through Race to the Top, New York can do more to advance these and other goals which you highlight in the state's plan: rigorous educational standards, improved student achievement, effective teaching and transformation of low performing schools. All of these initiatives will improve the educational outcomes of New York's students.

Let me again thank you for reaching out to the stakeholders throughout the state including parents, teachers, administrators and staff who are the front-line of our education system. They make it happen. As a parent of a New York public school student, I can say with all sincerity, despite occasional frustrations, that I am proud of the education that my son receives and the work his teachers, administrators and staff accomplish every day under

❑ DISTRICT OFFICE — 61-08 Linden Street, Ridgewood, New York 11385 • 718-456-9492 • FAX: 718-417-4982
❑ DISTRICT OFFICE — 41-02 Queens Boulevard, Suite 2B, Sunnyside, New York 11104 • 718-784-3194 • FAX: 718-472-0648
❑ ALBANY OFFICE — Room 836, Legislative Office Building, Albany, New York 12248 • 518-455-4851 • FAX: 518-455-3847
E-mail: nolanc@assembly.state.ny.us

often difficult conditions and never with enough support. Funding through Race to the Top distributed to the priorities outlined in the state's plan will help these dedicated educators prepare our children for college and work in the twenty-first century.

New York has always had ambitious goals for education. The Assembly has advanced legislation to meet these goals. Funding through Race to the Top will significantly help us succeed. I therefore urge the United States Department of Education to award to New York the maximum amount of funding available.

I applaud you both for the leadership which you have brought in a very short time to the opportunities and challenges of Race to the Top. A universal, free and sound education is the cornerstone of our democracy, our economy and our personal lives. I look forward to working with you to implement Race to the Top for the benefit of all New Yorkers.

Sincerely,

Catherine Nolan

Catherine Nolan

dn

JOEL M. MILLER
Assemblyman 102nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Higher Education

COMMITTEES
Rules
Education
Election Law
Health

ASSEMBLY MINORITY TASK FORCES
Co-Chair, Real Property Tax Reform
Crime in our Communities
Sex Offender Watch
Medicaid Fraud, Waste and Abuse

MEMBER
Joint Legislative Committee on Homeland Security
New York State Assembly Intern Committee

January 12, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the State's Race to the Top application. In my previous role as Ranker for the Assembly Higher Education committee and in my current role as Ranker for the Assembly Education committee I continually strive to ensure high quality educational opportunities for all of New York's students. I appreciate that New York's plan calls for far reaching reforms in the areas of standards and teacher assessment.

In particular I support the Plan's Assurance area of Great Teachers and Leaders specifically the development of an enhanced Annual Professional Performance Review (APPR) for teachers. After you factor in the programs for students with special needs, the support provided by the family and the location of that student on the educational spectrum, you now have to evaluate the additional education the teacher was able to provide to the student. Keeping in mind the previous factors, a good tool and not the only tool used to assess the teacher would be the student's achievements on statewide testing.

I look forward to approval of the State's plan.

Sincerely,

JOEL M. MILLER
Member of Assembly
102th Assembly District
JMM: jjt

ALBANY OFFICE: Room 437, Legislative Office Building, Albany, New York 12248 • 518-455-5725 • FAX: 518-455-5729
DISTRICT OFFICE: 3 Neptune Road, Suite A19E, Poughkeepsie, New York 12601 • 845-463-1635 • FAX: 845-463-1638
E-mail: millerj@assembly.state.ny.us

New York State Office of Children & Family Services

www.ocfs.state.ny.us

David A. Paterson
Governor

Gladys Carrión, Esq.
Commissioner

Capital View Office Park

52 Washington Street
Rensselaer, NY
12144-2796

January 4, 2010

Merryl H. Tisch
Chancellor of NYS Board of Regents
9 East 79th Street
New York, New York 10075

David Steiner
Commissioner of NYS Education Department and
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Office of Children and Families (NYS OCFS), is responsible for the oversight and/or the administration of the systems that involve our most vulnerable children - Juvenile Justice, Child Welfare and Child Care.

NYS OCFS is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to improve the educational supports for our most at-risk students that include children in foster care and children in the juvenile justice facilities. The educational outcomes for children in foster care and in the juvenile justice systems are dismal, with the lowest high school graduation rate and lowest college participation rate of any group. The educational needs of these children and youth continue to be ignored. We welcome the opportunity to work with the NYSED to address the glaring deficits in the educational programs designed for juvenile justice youth and to substantially reduce the bureaucratic barriers that disrupt the school experience for children in out-of-home placement and delay successful re-entry into community schools. We endorse the plan to expand the means by which students can earn high school credit (or receive a high school diploma) based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion.

NYS OCFS strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We will work with our state partner NYSED, to develop new

An Equal Opportunity Employer

school models and programs targeted to youth in foster care and juvenile justice systems who are overaged and under-credited.

We look forward to this unique collaboration.

Sincerely,

Gladys Carrión

STATE OF NEW YORK
DEPARTMENT OF HEALTH

Corning Tower The Governor Nelson A. Rockefeller Empire State Plaza Albany, New York 12237

Richard F. Daines, M.D.
Commissioner

James W. Clyne, Jr.
Executive Deputy Commissioner

New York State Department of Health
Commissioner Richard F. Daines, M.D.
Corning Tower, 14th Floor
Empire State Plaza
Albany, New York 12237

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

I am pleased to join with other state agencies in support of the New York State Department of Education's grant application for the Race to the Top funding from the U.S. Department of Education.

The Department of Education (DOE) does a remarkable job in working with local education departments and school boards to educate the nearly 3 million students attending K-12 grades in New York State. The DOE helps to educate students to succeed in our global economy by:

- Preparing them to succeed in college and the workplace
- Increasing test scores, setting high academic standards, and improving graduation rates
- Working to attract, recruit, reward, and retain dedicated teachers and principals

The New York State Department of Health (DOH) cares a great deal about the health of our young people. DOH partners with DOE to supply affordable and accessible comprehensive health care in schools. New York State approves and operates 214 school-based health centers. These health centers are equipped to serve the medical needs of 145,000 students in all areas of New York State. The program was established in 1981 to improve primary and preventive health care for children in low-income, high-risk communities. DOH also administers medical insurance services to eligible young people through our Children's Medicaid and Child Health Plus programs.

I look forward to continuing to work with the Department of Education to provide the students of New York State with the best educational and health services available. The funds for the Race to the Top will be an enormous help to state and local governments to better prepare and serve the needs of our young people throughout their years in school and into adulthood.

Sincerely,

Richard F. Daines, M.D.
Commissioner of Health

Race to the Top: Letters of Support

C. Business Leaders

KENNETH ADAMS
President & CEO

May 25, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

I am writing to express The Business Council of New York State's strong support for New York State's Race to the Top application. New York's plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improving low performing schools. All of these elements are critical components of an innovative and ambitious education reform agenda that, once implemented, will support a strong and competitive workforce and economic climate in New York.

Closing the achievement gap for all students throughout New York State is of particular interest to The Business Council's members, as employers of future graduates of New York's schools. We are particularly pleased to see the strong focus on advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application and the greatly expanded use of data and data systems. This aggregating of data will inform and advance public policy reforms to support more strategic investments across the education continuum. The Business Council and its 3,000 members statewide stand ready to work with the State Education Department to maximize efforts to improve teacher preparation in the post-secondary system, to help adapt curriculum to include more contextualized learning, and to ensure data is more widely available in a means to evaluate effectiveness and efficiency.

The bold reforms outlined in New York's plan signal a commitment to ensuring educational success for future generations of students in the Empire State. New York's employers are major investors in our public education system and have a vested interest in ensuring that our students are fully prepared to allow for our business environment to remain vibrant, competitive, and well-positioned in the global economy. We are pleased to offer our full support and commitment to this critical endeavor.

Sincerely,

(b)(6)

MM

CENTER FOR ECONOMIC GROWTH

anything's possible™

May 24, 2010

Merryl H. Tisch, Ed.D.
Chancellor
New York State Board of Regents
89 Washington Avenue
Albany, New York 12234

David M. Steiner, Ph.D.
Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the Center for Economic Growth (CEG), I am writing in support of New York State's Race to the Top application.

The Center for Economic Growth is a private not-for-profit economic development organization with over 300 members in business, government, education, and the not- for-profit sector serving 11 counties in the Capital Region. As part of CEG's ongoing Workforce Development and 21st Century Education initiatives, we work closely with academia at all levels to promote the importance of preparing and equipping students for the workplace of the future.

We are at a crucial crossroads. The Capital Region's Tech Valley is being recognized globally as a leader of technology discovery and development, and at the same time, there is wide agreement nationally that a renewed effort is necessary to increase America's talent pool. It is imperative that regionally and as a nation we vastly improve K-12 Science, Math, Engineering and Technology (STEM) education, strengthen the nation's commitment to long-term basic research, and develop, recruit and retain the top students, scientists, and engineers from both the United States and abroad.

New York's plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improving low performing schools. All of these elements are critical components of an innovative and ambitious education reform agenda that, once implemented, will support a strong and competitive workforce and economic climate in New York.

Closing the achievement gap for all students throughout New York State is of particular interest to the Center for Economic Growth as an employer of future graduates of New York's schools. We are particularly pleased to see the strong focus on turning around struggling schools and advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application. We intend to strengthen our partnership with the New York State Board of Regents, the State Education Department, and New York State schools and colleges to help to implement New York's Race to the Top strategies. As the lead regional Workforce Development agency, CEG is working with area colleges and universities to assess curriculums at the graduate and undergraduate level, to inventory

Capital Region certificate programs, and to utilize those findings to help the Capital Region's institutions of higher learning develop curriculums that reflect changing needs in the workplace especially in high-tech areas such as semiconductor, cleantech, geothermal, biotechnology, advanced materials, information technology and homeland security.

The bold reforms outlined in New York's plan signal a commitment to ensuring educational success for future generations of students in the Empire State. We look forward to the opportunities that the Race to the Top awards make possible for education and business to collaborate on behalf of all students and communities in New York State.

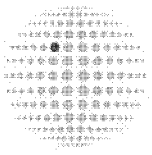
We are pleased to offer our full support and commitment to this critical endeavor.

Very truly yours,

(b)(6)

F. Michael Tucker
President and CEO

One Battery Park Plaza New York, NY 10004-1479
T 212 493 7400 F 212 344 3344 www.partnershipfornyc.org



Partnership for New York City

January 4, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

The Partnership for New York City supports New York State's application to the U.S. Department of Education's Race to the Top Fund and is prepared to work with you to carry out its objectives. The Partnership is a nonprofit organization comprised of the city's business leaders and largest private sector employers, for whom an outstanding public education system is a top priority.

Our members view public education as essential to maintaining a world class talent pool and a highly competitive environment for economic growth in New York State. Since its inception in 1979, the Partnership has worked with the Mayor and Schools Chancellor to design and implement programs and policies that pave the way toward excellence in education. We consider Race to the Top a unique opportunity to integrate and accelerate the multiplicity of small, local initiatives into a comprehensive, game-changing statewide reform effort.

The Partnership played a leading role in securing Mayoral Control of the New York City school system. We advocated for authorization of charter schools. We raised more than $40 million in private funds and provided board leadership to launch the NYC Leadership Academy to recruit and train great school principals. The Academy's graduates now lead 15 percent of the City's schools, representing more than 100,000 students. The Partnership helped establish the Research Alliance for Public Education, an applied research center located at New York University which engages top academic researchers in review and analysis of the education system. We helped organize and staff Mayor Bloomberg's Task Force

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K. Rupert Murdoch

Vice Chairs
Candace K. Beinecke
Kenneth I. Chenault
Terry J. Lundgren

President and CEO
Kathryn S. Wylde

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Seth Waugh
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Robert Wolf
Deborah C. Wright
Tim Zagat
Mortimer B. Zuckerman

Founding Chairman
David Rockefeller

Ex-Officio Members
David W. Heleniak
Stephen Howe, Jr.

on Career and Technical Education (CTE), identifying growth sector industries and engaging them in advising the DOE on curriculum and assessment strategies. Last month the DOE announced creation of four CTE demonstration schools, which will offer students new paths in cutting-edge industries, such as green careers, digital media and design, and health sciences.

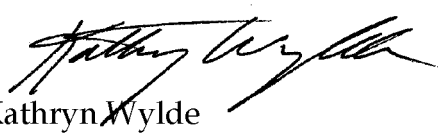
Increased collaboration between the city, state and business community that would be generated through the Race to the Top initiative would build on these efforts. Already, we see improvement in student performance and rising graduation rates. Corporate donors and philanthropic foundations are encouraged by this progress. Prior to 2002, philanthropic contributions to the city school system totaled around $2 million a year. Today, $230 million has been raised for the Chancellor's initiatives and far more is being invested in individual schools and support programs.

There still is a long way to go, and new resources are needed to support continued progress. The state is facing a budget crisis, which will require cutbacks in education funding. Race to the Top dollars can be an important catalyst for continued public and private investment in a state with the most diverse educational challenges in the country, from the nation's largest urban school system to some of its smallest rural districts.

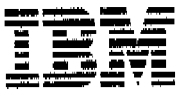
The Partnership for New York City stands ready to work with the State and City departments of education to leverage Race to the Top funds through public-private initiatives that maintain New York's national leadership in public school innovation.

Thank you for your consideration.

Sincerely,



Kathryn Wylde
President & CEO



Office of Vice President
Global Community Initiatives

1 Old Orchard Road
Armonk, NY 10504

May 29, 2010

Dear Chancellor Tisch and Commissioner Steiner,

IBM strongly supports New York's plan for Race to the Top and the significant efforts and reforms that have been identified. Closing the achievement gap for all students is a priority for IBM as it is for New York State, and once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

IBM is proud to have our worldwide headquarters here in New York and we understand the critical importance of high quality educational opportunities for all of the State's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We are pleased to see the strong focus on advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application. We look forward to collaborating with the State Education Department and local teams, in particular on STEM education, professional development and leveraging our successful Transition to Teaching program to encourage math and science professionals to become second career teachers and finding other ways to leverage our portfolio of philanthropic programs and On Demand Community volunteers.

We look forward to this unique collaboration.

Sincerely,

Robin Willner (pa)

Robin Willner

Vice President, Global Community Initiatives

Kodak

June 1, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express support for the initiatives proposed in New York State's Race to the Top application. With the slogan "you press the button, we do the rest," George Eastman put the first simple camera into the hands of a world of consumers in 1888. In so doing, he made a cumbersome and complicated process easy to use and accessible to nearly everyone. Since that time, the Eastman Kodak Company has led the way with an abundance of new products and processes to make photography simpler, more useful and more enjoyable. In fact, today Kodak is known for much more than photography. Our reach increasingly involves the use of technology to combine images and information--creating the potential to profoundly change how people and businesses communicate. Now, as never before we rely on an educated and skilled workforce.

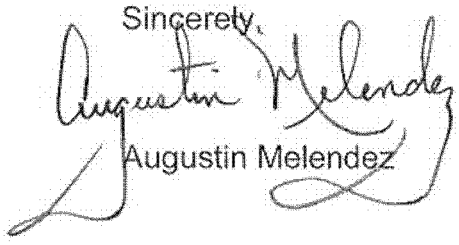
Kodak employs over 7000 people in the Rochester New York area. We believe that our success is built on the quality of our talented workforce. Rochester has a long history of innovation. We are proud to have the one of the highest number of patents per capita in the United States. Rochester boasts 2.33 patents per 1,000 workers — the U.S. average is only 0.40 patents per 1,000 workers and yet our urban schools have among the lowest graduation rates. The future success of this city depends on giving our young people a quality education. We will work with the district as it enacts its reforms to ensure that the needs of the technical and business community are reflected.

I am writing to express my complete support for and hope that New York will be awarded Race to the Top funding. New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. I'm pleased that our State Education Department has recognized one of our innovative Rochester programs - Hillside-Work Scholarship Connection. This program is an innovative wrap-around mentoring and support program developed here in Rochester by Wegman's Food Markets and now provided by Hillside Family of Agencies. A partnership between the business, education and social service community, this

program has been shown to double the graduation rate of our high risk urban youth. This is the type of program we support investment in as part of Race to the Top funding.

Thank you for your consideration of New York's Race to the Top application.

Sincerely,



Augustin Melendez

Augustin Melendez, Director and Vice President, Human Resources,
Worldwide Sales & Customer Operations
Eastman Kodak Company • 343 State Street • Rochester, NY 14650-0225
Phone: 585-724-1911 • Fax: 585-724-9700 • Email: augustin.melendez@kodak.com

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www.RochesterBusinessAlliance.com

Rochester BusinessAlliance
The Regional Chamber of Commerce

Chair of the Board
Thomas F. Judson, Jr.
The Pike Company

Vice Chair
Brian E Hickey
M&T Bank

Secretary
Susan R. Holliday
Rochester Business Journal

Treasurer
David H. Klein
Excellus BlueCross BlueShield

President and
Chief Executive Officer
Sandra A. Parker

May 21, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

The Rochester Business Alliance and our members have been and continue to be deeply engaged in seeking improvements to the education outcomes for our young, particularly our low-income youth, in the city of Rochester. We applaud both Superintendent Brizard's and Commissioner Steiner's reform agenda. It is vitally important to the future of Rochester's citizens and businesses that we have young people graduating high school ready for work, college and their lives as citizens. Unfortunately, all too often that is not the case.

I am writing to express our complete support for and hope that New York will be awarded Race to the Top funding. New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people.

Rochester and New York has long been known for innovative solutions to seemingly intractable problems. One such solution is Hillside-Work Scholarship Connection, an innovative wrap-around mentoring and support program developed here in Rochester. A partnership between the business, education and social service community, this program has been shown to double the graduation rate of our high risk urban youth. This is the type of program we support investment in as part of Race to the Top funding. It is a private–public partnership that has been proven to work.

Thank you for your consideration of New York's Race to the Top application.

Best Regards,

(b)(6)

Sandra A. Parker
President & CEO

KeyBank

James F. Carriero
Market President, Rochester
1700 Bausch & Lomb Place
Rochester, New York 14604
Tel: 585-238-4121
Fax: 585-238-4116

May 25, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express KeyBank's support for the initiatives proposed in New York State's Race to the Top application. New York's plan contains the critical components of an innovative and ambitious education reform agenda that, once implemented, will support a strong and competitive workforce and economic climate in New York. The plan is strong but without fiscal support will be difficult to achieve in today's economic climate in New York. All children in New York State deserve an excellent education that will prepare then for life after school. We ask for your assistance in making this a reality.

At KeyBank we know that our success is tied the economic vibrancy and health of the communities we serve. Quality education is a critical component of insuring that vibrancy. In New York, while there are some of the best schools in the country, we also have many, which fail our students year after year. This is why we are particularly pleased to see the strong focus on turning around struggling schools and advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application.

At KeyBank and the Key Foundation, the most significant investment we make is in our communities. Our commitment takes many forms including charitable contributions, volunteerism and civic leadership. We focus on supporting projects that promote economic self-sufficiency. Our objective is to improve the quality of life and economic vibrancy of the places where our customers, employees and shareholders live and work. Key and its employees know that getting involved and lending a helping hand makes a big difference. We look forward to continuing this support in New York as the education reform agenda is implemented. Our foundation and employees have made a significant investment in one of the programs highlighted by New York State Department of Education – Hillside Work-Scholarship Connection. This program is an innovative wrap-around mentoring and support program. It is a true community partnership to help our disadvantaged young people. This program has been shown to double the graduation rate of our high-risk urban youth. This is the type of program we support investment in as part of Race to the Top funding.

Thank you for your consideration of New York's Race to the Top application.

Sincerely,

(b)(6)

James F. Carriero
Market President
Rochester

GREATER ROCHESTER ENTERPRISE

May 24, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Honorable Secretary Duncan:

I am writing on behalf of Greater Rochester Enterprise in support for New York State's Race to the Top application.

Greater Rochester Enterprise (GRE) is a public-private partnership established to professionally market the Greater Rochester region as a competitive, high-profile place for business location and growth. Its efforts support business attraction and expansion, as well as entrepreneurship and innovation. GRE collaborates with businesses, universities, not-for-profit organizations and government leaders to ensure a unified approach to regional economic development.

In my role at GRE, I can attest to the fact that an educated, high-quality talent base is one of the key criteria driving corporate investment and expansion in our region. The educational reforms outlined in New York State's Race to the Top application will make a real difference in improving educational outcomes and are focused on the right elements: a demanding, clear curriculum, reliable assessments, high standards, effective teachers in every classroom, and great school leadership.

In addition, I am pleased that New York State has recognized the role that the Rochester based Hillside Work Scholarship Connection plays in this effort. The Work Scholarship Connection is an innovative wrap-around mentoring and support program developed by Wegman's Food Markets and now provided by Hillside Family of Agencies. This program is a partnership between the business, education and social service community and has been shown to double the graduation rate of participating youth.

I am pleased to offer my full support and commitment to this critical endeavor. Thank you for your consideration of New York's Race to the Top application.

Please feel free to contact me if I can be of any further assistance.

Sincerely,

(b)(6)

Mark Peterson
President & CEO

100 Chestnut Street • One HSBC Plaza Suite 1910 • Rochester • NY • 14604
P. 585.530.6200 • F. 585.546.8477 • www.RochesterBiz.com

Lockheed Martin Corporation
6801 Rockledge Drive Bethesda, MD 20817
Telephone 301-897-6867 Facsimile 301-897-6815
E-mail: ray.o.johnson@lmco.com

LOCKHEED MARTIN

Dr. Ray O Johnson
Senior Vice President & Chief Technology Officer

January 13, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for New York State's Race to the Top application. Lockheed Martin Corporation, which is the largest aerospace and defense contractor in the world with approximately 6,000 employees in the State of New York, believes it is critical to provide high-quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to ensure that students in the State are ready for high level math and science courses in order to better prepare them for college and future Science, Technology, Engineering, and Math (STEM) professions.

Lockheed Martin strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student success and close the achievement gap.

The provisions in the State's application ensure New York is strongly positioned to receive the maximum amount of available funding. We commit to working closely with New York once funded to help advance STEM statewide.

We look forward to this unique collaboration.

Sincerely,

Dr. Ray O Johnson

M&T Bank

255 East Avenue, Rochester, NY 14604
585 258 8283 FAX 585 258 8280

Daniel J. Burns
President, Rochester Division

May 25, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan:

I am writing to express M&T Bank's support for the initiatives proposed in New York State's Race to the Top application. M&T has long operated as a community bank. As such, we understand that the vitality of the communities in which we do business is crucial to our continued success. As M&T's Chairman and CEO Robert G. Wilmers often says, "The well-being of the bank is dependent upon the well-being of the communities we serve." The well-being of the communities we serve is strongly tied to the education of our youth.

M&T Bank has a long history of supporting the education of our youth and our schools. M&T partnered with the University of Buffalo to create the MoneySkills curriculum, which 100's of New York teachers use to enhance the financial literacy of our students. We sponsor numerous scholarships including the Presidential Scholarship for Academic Excellence at Monroe Community College, which is designated to academically gifted students from the City of Rochester. We have a10-year partnership with the Syracuse City School District and Partners for Education and Business. The partnership creates opportunities for educators to broaden the scope of experiences for their students. M&T is proud of these contributions but we realize that systemic improvement must be driven by the type of bold reform agenda outlined in the Race to the Top application.

New York State is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. I'm pleased that our State Education Department has recognized an innovative Rochester program - Hillside-Work Scholarship Connection This program is an innovative wrap-around mentoring and support program developed here in Rochester by Wegman's Food Markets and now provided by Hillside Family of Agencies. A partnership between the business, education and social service community, this program has been shown to double the graduation rate of our high risk urban youth. This is the type of program we support investment in as part of Race to the Top funding.

Thank you for your consideration of New York's Race to the Top application.

Daniel J. Burns

Patrick C. Burke
Rochester Regional President

Office: 585-770-1623
Fax: 585-424-2798
E-mail: pat.burke@fnfg.com

January 11, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. First Niagara in partnership with community organizations and agencies is committed to improving educational opportunities and graduation rates in the City of Rochester and for all of our area's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt benchmarked standards and assessments that prepare students for success in college and the workplace, and to turn around struggling schools.

First Niagara strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and see our area's graduation rate improve.

We look forward to the benefit this unique opportunity will have on the youth of Rochester, which, in turn, will benefit the community overall.

Sincerely,

Patrick C. Burke
Rochester Regional President

Wegmans

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express Wegmans Food Market's strong support for the initiatives proposed in New York State's Race to the Top application. New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. Each one of New York State's students has a fundamental right to a world-class education – the chance to succeed in college or meaningful employment in our global economy. Our current system leaves far too many students falling well short of these goals. We are shortchanging our students and our communities. I believe that New York's educational reforms outlined in the Race to the Top application can make a difference.

I'm pleased that our State Education Department has recognized one of our innovative Upstate New York programs - Hillside-Work Scholarship Connection. Wegmans Food Markets has been a close collaborative partner with HW-SC throughout its history. Wegmans is proud of the positive outcomes HW-SC has had for high need students facing multiple barriers to achievement. Through its service system of mentoring, academic support, employment skills training, job placement, and student advocacy, HW-SC has more than doubled the graduation rates of high need students. It has also supported their academic growth, and their access to post-secondary opportunities.

At Wegmans Food Markets, being part of community life and setting an example of leadership giving is central to our heritage and operating philosophy. Since 1916, Wegmans has given back to every neighborhood where we do business. In Rochester and Syracuse, we are confident that our investment in HW-SC will help these districts increase graduation rates and decrease high school drop-out rates. Wegmans support of HW-SC also represents an important investment in the future of our communities, and in the productivity of our local workforce.

Wegmans is proud of our longstanding partnership with HW-SC. We are especially pleased to provide after-school and summer employment opportunities to over 300 high needs students each year. Our employees are fully engaged in the success of HW-SC, with many of them volunteering as worksite mentors for participating youth. As a company we will continue to provide unwavering support for the growth of the program, with the anticipation that HW-SC will be able both to serve ever-increasing numbers of Rochester and Syracuse high need students, and to share this successful student support model with other school districts across New York State, and nation wide. Race to the Top funding could make this a reality.

Thank you for your consideration of New York's Race to the Top application.

Regards,

Donny Wegman

Daniel R. Wegman
CEO, Wegmans Food Markets Inc.

NYSERNet
New York's Networking Future

www.nysernet.org
385 Jordan Road, Troy, NY 12180
(518) 283-3584 fax (518) 283-3588

100 South Salina Street, Suite 300
Atrium Building, Syracuse, NY 13202
(315) 413-0345 fax (315) 413-0346

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12234
May 17, 2010

Dear Chancellor Tisch and Commissioner Steiner:

I am writing on behalf of NYSERNet, the New York State Education Network to express our strong support for New York State's Race to the Top application. New York's plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improving low performing schools. All of these elements are critical components of an innovative and ambitious education reform agenda that, once implemented, will support a strong and competitive workforce and economic climate in New York.

For a quarter century NYSERNet has provided advance networks to New York State's education and research community. Our first backbone was the first use of the Internet protocol outside of the federal government. We created the first commercial Internet service provider, and many of the tools (like SNMP) that make this global technology engine work are in fact NYSERNet inventions. Today we run an advanced optical network to which 70% of the state's classrooms are connected and, for the research community, created in Manhattan the most important research peering point in the world.

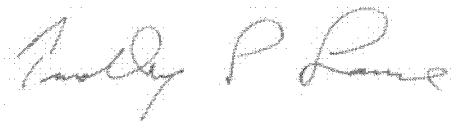
But my closest involvement with the schools has come from my role as a member of the faculty and math department chair for fifteen years at the University at Albany. For almost two decades I have worked in the schools, leading a Math Science Partnership grant (joint with people from the School of Education) for the Albany and Schenectady districts, the Diocesan schools and a number of privates and, before that, US Department of Education funded efforts in the Albany Schools. My wife and I were also actively involved when our two boys when through the Albany schools. Both now have PhDs.

Closing the achievement gap for all students throughout New York State is of particular interest to NYSERNet as an employer of future graduates of New York's schools. We are particularly pleased to see the strong focus on turning around struggling schools and advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application. NYSERNet is a New York corporation, constantly

pushing the technology envelope, and we will rely, as we continually have in the past, on skilled STEM students coming out of our schools. *We have advanced jobs if they are similarly advanced.* We intend to strengthen our partnership with the New York State Board of Regents, the State Education Department, and New York State schools and colleges to help to implement New York's Race to the Top strategies. Currently I serve on the Regents' Technology Policy and Practice Council. I intend to continue my activities in the schools (and am doing so right now), so this proposal only helps that effort.

The bold reforms outlined in New York's plan signal a commitment to ensuring educational success for future generations of students in the Empire State. We look forward to the opportunities that the Race to the Top awards make possible for education and business to collaborate on behalf of all students and communities in New York State. We are pleased to offer our full support and commitment to this critical endeavor.

Sincerely,



Dr. Timothy L. Lance
President and Chair, NYSERNet
Distinguished Service Professor, University at Albany

Broadstone
REAL ESTATE, LLC

May 27, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing on behalf of Broadstone Real Estate LLC to express our strong support for New York State's Race to the Top application. Broadstone Real Estate was formed in 2006 and is a full service real estate company serving the Greater Rochester Region and "net leased" properties throughout the U. S. We have over 40 employees and total assets under management exceed 2.6 million square feet. We are invested in the success of New York and believe that a strong education system is essential for strong economic growth.

New York's plan calls for significant reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and improving low performing schools. I believe these are the fundamental components of an innovative and ambitious education reform agenda that, once implemented, will support a strong and competitive workforce and economic climate in New York.

I am proud to serve on the board of Hillside Family of Agencies, and I see that it is vitally important to the future of Rochester's citizens and businesses that we have young people graduating from high school ready for work, college and their lives as citizens. New York State has some of the finest schools in the country, but it has many that are failing students year after year. Many of these failing schools are here in Rochester. We simply cannot allow this to continue. I believe that New York and the Rochester City School District are committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. I am pleased that our State Education Department has recognized Hillside Work-Scholarship Connection as an innovative collaboration between business, schools and social service agencies. This program is a wrap-around mentoring, support and employment program developed here in Rochester by Wegman's Food Markets and now provided by Hillside Family of Agencies. This program has been shown to double the graduation rate of our high-risk urban youth.

I look forward to the opportunities that the Race to the Top awards make possible for business professionals to collaborate with our local school districts on behalf of all students and communities in New York State. I am pleased to offer my full support and commitment to this critical endeavor. Thank you for your consideration of New York's Race to the Top application.

Sincerely,

(b)(6)

Robert C. Tait, President
Broadstone Real Estate LLC

140 Clinton Square Rochester, NY 14604 (585) 399-7093 Fax (585) 760-8378 www.broadstonere.com

Excellus

David H. Klein
Chief Executive Officer

May 26, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express Excellus BlueCross BlueShield's support for the initiatives proposed in New York State's Race to the Top application. Excellus BlueCross BlueShield, headquartered in Rochester, NY, is part of a $5 billion family of companies that finances and delivers health care services across upstate New York and long-term care insurance nationwide. Collectively, we provide health insurance to more than 1.7 million members. We are vitally interested in the well-being of the communities we serve. In addition, we employ more than 6,000 New Yorkers. Both New York's communities and employers need the type of bold action outlined in New York's application.

We are particularly interested in New York's plan to turn around failing schools as well as the focus on getting the fundamentals right: a demanding, clear curriculum, reliable assessments, high standards, effective teachers in every classroom, and great school leadership. I believe that New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. I'm pleased that our State Education Department has recognized Hillside-Work Scholarship Connection as an innovative collaboration between business, schools and social service agencies. This program, which we have helped support, is a wrap-around mentoring, support and employment program developed here in Rochester. We are committed to continuing to support such programs as a partner with our schools to graduate students ready for the workforce and for life in our communities.

Thank you for your consideration of New York's Race to the Top application.

Sincerely,

David H. Klein

DHK:rh

165 Court Street ▪ Rochester, NY 14647 ▪ Phone (585) 238-4200 ▪ Fax (585) 238-3633 ▪ E-mail David.Klein@excellus.com
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HR·Works, Inc.
complete human resource management

246 WillowBrook Office Park Fairport, New York 14450
585-381-8340 fax 585-385-2362
www.hrworks-inc.com

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express my support for New York State's Race to the Top application. I am the president of HR Works, Inc., a human resource management outsourcing and consulting firm serving more than 700 clients and I sit on the governing board of Finger Lakes Wired where the tagline is Talent driving Prosperity. Talent and a region's prosperity are inexorably linked. Our schools are where we nurture and prepare that talent for tomorrow's challenges. A broken educational system today will mean a broken economy tomorrow. We simply cannot afford an education system that does not graduate our young adults ready for college or meaningful employment. Unfortunately in New York today, too many of schools are failing our students year after year. New York's educational reforms outlined in the Race to the Top application will make a difference and are focused on the right elements: a demanding, clear curriculum, reliable assessments, high standards, effective teachers in every classroom, and great school leadership.

I believe New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people and our continued leadership as home to a highly talented, innovative workforce. I am particularly pleased to see the strong focus on turning around struggling schools and advancing opportunities in science, technology, engineering and math (STEM) included in the Race to the Top application. I am pleased to offer my full support and commitment to this critical endeavor. Thank you for your consideration of New York's Race to the Top application.

Sincerely,

Candace C. Walters

Candace C. Walters
President

THE MANUFACTURING INSTITUTE
MANUFACTURING MAKES AMERICA STRONG

MST connect
Math-Science-Technology Network
Engaging communities to enrich our region

December 31, 2009

Dear Chancellor Tisch and Commissioner Steiner:

The current focus and related imperatives pertaining to the advancement of capabilities in the areas of science, technology, engineering and math (STEM) at both the state and national levels have shed light on mission critical needs and opportunities that not only have far reaching implications for education delivery but for the economy as well.

The President's recently announced STEM Initiative, Governor Paterson's Taskforce on Diversifying the New York State Economy Through Industry-Higher Education Partnerships and the recently completed Empire State STEM Progressive Dialogue funded by the Gates Foundation and AT&T all support a single conclusion: we must win with STEM.

It is with this understanding that we write you, on behalf of

- The more than a dozen companies in the Southern Tier (including Corning Incorporated, IBM, World Kitchen, Cameron Manufacturing and Phillips Lighting) that are actively involved in the 21 district STEM pipeline initiative known as MST CONNECT,
- The Manufacturing Institute and the National Association of Manufacturers and
- The Manufacturers Association of Central New York (engaged with the National Association on NAM-endorsed certification systems, MACNY works with employers in 19 counties and through the Manufacturing Alliance cover a total of 38 counties).

to express our support for New York State's Race To The Top (RTTT) application. We are confident that revolutionary STEM initiatives such as those identified by the aforementioned Progressive Dialogue (an example of which is the "School Within A School" model developed in conjunction with MST CONNECT in the 21-District Greater Southern Tier of New York) are an ideal match for RTTT funding. Taken together, the organizations summarized above represent more than 50 NYS companies with locations in all major cities and regions, employ thousands of individuals and are viewed as key leadership partners in their communities.

Currently, our supporting members are engaged in dialogues pertaining to how to help leverage opportunities, through local initiatives, to extend a STEM education model state-wide that's aligned both with New York State standards and National Certifications. We believe that, together, Industry and State leaders can dramatically advance the capabilities of the future generations of students in the Empire State and return New York to a position of global Manufacturing competitive leadership.

Sincerely,

Donald A. McCabe
Senior VP Manufacturing
Corning Incorporated
Corning, NY

Mark D. Vaughn, Ph.D.
Program Director
MST Connect
Greater Southern Tier, NY

Emily Stover DeRocco
President
The Manufacturing Institute
Senior Vice President
NAM
Washington DC

Latta Road
Nursing Home

Providing compassionate care in a home-like setting for over 35 years.

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

My parents Morris and Eleanor Richardson began their commitment to caring with the opening of Hamilton Manor Nursing Home is 1964. Today, over 40 years later, I continue their tradition of caring, continuing to operate 3 nursing homes in the Rochester, New York area. Every member of our staff is a trained professional, ready to give the care and support needed by adults who are faced with physical and health challenges. This work is very demanding. We require a dedicated and reliable professional staff and I know our workforce of tomorrow is in our schools today. This is why I am writing in support of New York State's Race to the Top application.

New York State has some of the finest schools in the country, but it has many that are failing students year after year. Many of these failing schools are here in Rochester, New York. We simply cannot allow the status-quo to continue. I believe that New York and the Rochester City School district are committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. As a member of the State Workforce Investment Board and a business owner, I am committed to working as a partner with our schools to graduate students ready for the workforce and for life. I'm pleased that our State Education Department has recognized Hillside-Work Scholarship Connection as an innovative collaboration between business, schools and social service agencies. This program is a wrap-around mentoring and support and employment program developed here in Rochester by Wegman's Food Markets and now provided by Hillside Family of Agencies. This program has been shown to double the graduation rate of our high risk urban youth. I am a firm believer in supporting what works and intend to support employment opportunities and training for these young people.

Thank you for your consideration of New York's Race to the Top application.

Respectfully

(b)(6)

Daniel E. Richardson
Director of Finance and Planning

2100 Latta Road • Rochester, New York 14612-3728 • 585-225-0910 • 585-225-5126 fax • www.lattaroadnh.com

BRIAN C. CALLAHAN

Office: (585) 248-1051
Cell: (585) 414-7767
Fax: (585) 381-8571
bcallahan@nothnagle.com

(b)(6)

Nothnagle REALTORS

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

I am writing to express my support for New York State's Race to the Top application. As a real estate professional in New York, I can attest to how vitally important a strong education system is to a robust economy. While we have many wonderful schools in New York State, too often a quality education depends on where you live or on your parents' income. I serve on the board of Hillside Children's Foundation, an affiliate of Hillside Family of Agencies, and I see that, in our urban areas, we are shortchanging too many of our students and our communities. I believe that New York's educational reforms outlined in the Race to the Top application will make a difference. New York's reform plan gets the fundamentals right: a demanding, clear curriculum; reliable assessments; high standards; effective teachers in every classroom; and great school leadership.

I believe New York is committed to delivering aggressive reforms that will insure the delivery of a quality education to our young people. I am pleased that our State Education Department has recognized one of our innovative Rochester programs – Hillside Work-Scholarship Connection This program is an innovative wrap-around mentoring and support program developed here in Rochester by Wegman's Food Markets and now provided by Hillside Family of Agencies. A partnership between the business, education and social service community, this program has been shown to double the graduation rate of our high risk urban youth. I am pleased that this type of program – innovative, effective, and proven – could be expanded as school districts are funded as part of Race to the Top.

I look forward to the opportunities that the Race to the Top awards make possible for business professionals to collaborate with our local school districts on behalf of all students and communities in New York State. I am pleased to offer my full support and commitment to this critical endeavor. Thank you for your consideration of New York's Race to the Top application.

Respectfully Yours,

(b)(6)

Brian C. Callahan

Race to the Top: Letters of Support

D. Community Leaders and CBOs

Harlem Children's
ZONE

PRESIDENT/CEO
Geoffrey Canada

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Family Support Center
Tel: 212.666.7390
Harlem Children's Zone
Community Center
Tel: 212.360.3255
Harlem Gems
P.S. 149/207
Tel: 212.876.0633
Harlem Gems Head Start
Tel: 212.369.3577
Harlem Peacemakers – So. Zone
Tel: 212.234.6200
Harlem Peacemakers – No. Zone
Tel: 646.619.1004
Learn To Earn
347.226.4241
Midtown Family Place
Tel:212.315.1707
The Baby College
Tel: 212.665.9832
Truancy Prevention and
Project CLASS
Tel: 212.281.7000
TRUCE
Tel: 212.663.6555
TRUCE Fitness &
Nutrition Center
212.864.7159
Uptown Harlem Gems
Tel: 646.539.5898

David Steiner
Commissioner of Education and President of the University of the State of New York

Meryl Tisch
Chancellor, New York State Board of Regents

Via email to RTTT@mail.nysed.gov

May 25, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for New York's (NY) Race to the Top (RTT) application. The Harlem Children's Zone (HCZ), a 40 year-old non-profit organization which works to improve the outcomes for poor children in Central Harlem, is constantly striving to ensure high quality educational opportunities for our students. We appreciate that NY's RTT plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support NY's efforts: 1) to expand NY State's data system to encompass P-20 longitudinal data and use that data to help teachers, students and school leaders improve each child's academic outcomes; and 2) to turn around the lowest performing schools with dramatic action plans.

Most exciting has been the recent developments between NY State and our teachers unions regarding the use of student data in teacher evaluations and a new series of teacher ratings.

HCZ strongly supports NY's plan for RTT. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure NY is strongly positioned to receive the maximum amount of available funding in Round 2. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's RTT efforts by responding to partnership opportunities per the state's RFP process. Also, as Co-Chair of NY State's Children's Cabinet Advisory Board, I will play an ongoing role of advising NY State on the implementation. We look forward to this unique collaboration.

Sincerely,

(b)(6)

Geoffrey Canada
President/CEO

United Way
of Buffalo & Erie County

January 5, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the United Way of Buffalo & Erie County, I am pleased to offer and confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the United Way of Buffalo & Erie County is a member organization of the New York State Afterschool Network's (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Like NYSAN, the United Way of Buffalo & Erie County is committed to creating a funding, policy, and programmatic system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

In addition to our work with NYSAN, the United Way of Buffalo & Erie County's work in the areas of Education seeks to improve graduation rates across the County through our investments and community schools efforts (of which out-of-school-time support is a core component). Additionally, our work in Income on self-sufficiency, and Wellness in building healthy lifestyles, also works to support student success.

We believe that the public education system in New York State, led by NYSED, is committed to drastically closing opportunity and achievement gaps system-wide in order to ensure high levels of student success for all. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN and the United Way of Buffalo & Erie County look forward to working collaboratively with NYSED to advance statewide plans to develop and utilize comprehensive data systems, ensure great teaching practice in every learning environment, implement effective standards and assessments, and turnaround low-achieving schools.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

Specifically, we believe that:

1. ELOs are important components of a **comprehensive education reform agenda**, and initiatives that link ELOs with school reform are already underway in New York City, Buffalo, Peekskill, Rochester, and Syracuse.
2. ELOs can help **turn around the lowest-achieving schools**, and can be integral to the turnaround models NYSED is proposing.
3. ELOs can and should be aligned with **common core standards** to ensure that enrichments in expanded learning fully support – and are integrated with – student learning in and out of the classroom.

NYSAN and the United Way of Buffalo & Erie County fully support the New York State Race To the Top (RTTT) application and stand at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

Nicole C. Bycina

Nicole C. Bycina
Director of Education
United Way of Buffalo & Erie County
742 Delaware Ave.
Buffalo, NY 14209

Hillside
Family of Agencies

Monroe Campus
1183 Monroe Avenue
Rochester, New York
14620-1699
(585) 256-7500
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FAX (585) 256-7510

www.hillside.com

Accreditation:
Council on Accreditation

May 24, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202

Dear Secretary Duncan,

Hillside Family of Agencies, and particularly Hillside Work-Scholarship Connection, is an enthusiastic supporter of New York State's Race to the Top application. We believe the State's plans for school turnaround, comprehensive data systems, high standards and effective assessment, and development of excellent schoolteachers and leaders, form a serious roadmap for truly significant change and will result in momentous improvement. The application reflects the aggressive reform agenda that the Commissioner and Regents are already seeking to implement. Without Race to the Top funding, however, these impressive and innovative changes may be stalled.

Hillside Family of Agencies is one of the largest non-profit agencies in New York State and has been a cornerstone of the Rochester community for more than 170 years. We provide services to over 9000 families across New York State each year. We have a front row seat to the cycle of poverty and suffering that failing schools both contribute to and suffer from. We must break this cycle.

Hillside Work-Scholarship Connection is an innovative program working with over 3000 high-risk students in the Rochester and Syracuse City school districts. Through its service system of mentoring, academic support, employment skills training, job placement, and student advocacy, HW-SC has more than doubled the graduation rates of high need students. It has also supported their academic growth and their access to post-secondary opportunities. Repeated independent evaluations have verified our graduation outcomes. We have established strong community collaborations in Rochester and Syracuse, which include businesses, civic leaders, other service agencies, government and the school districts. If awarded funding, we stand ready to expand this program with the help of our community partners to every student in need of this support in Rochester and Syracuse. We also have begun planning discussions in Buffalo and would be eager to work with other districts as well.

We believe that New York State is committed to delivering aggressive reforms that will insure the delivery of a quality of education to our young people. New York's Race to the Top application reflects that commitment, and that is why we are writing to show our strong support for the application. Thank you for your consideration of New York's Race to the Top application.

Sincerely,

(b)(6)

Dennis M. Richardson
President & CEO

DMR:sf

The Children's Aid Society
www.childrensaidsociety.org

January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The Children's Aid Society (CAS) is an enthusiastic supporter of New York State's Race to the Top application because the State's plans for school turnaround, comprehensive data systems, high standards and effective assessment, and development of excellent school teachers and leaders form a serious blueprint for truly significant change and meaningful improvement. Thank you for sharing a summary of your plans for New York's Race to the Top application. The Children's Aid Society is pleased to support the application and is looking forward to partnering with the State to significantly improve outcomes for New York's children by turning around the lowest performing schools.

Although currently known as a leader in the full-service community school movement, CAS was founded in 1853 as one of the nation's first child welfare agencies, and has since been providing comprehensive support for children and families to fill the gaps between what they have and what they need to thrive. We serve more than 100,000 children and their families with a network of services that include community schools, neighborhood centers, adoption and foster care, after-school, weekend and summer enrichment, adolescent pregnancy prevention, comprehensive health services, early childhood and programs for disconnected youth.

We have 18 years of experience directly partnering in full-service community schools and 15 years of experience providing technical assistance and capacity building to schools, districts and community partners across the country through our National Center for Community Schools. In addition, we are currently expanding our adolescent pregnancy prevention program's integrated school model, based on our after-school model, which is one of two evidence-based pregnancy prevention programs in the country that meet the top - tier evidence standard. Our experience tells us that schools, particularly turnaround schools, need a comprehensive approach to reform that combines both structural and staffing changes to improve the quality of basic school services *with* comprehensive, coordinated and integrated student and family support services to address barriers to learning and healthy development. Therefore, we are particularly pleased with the inclusion of full-service comprehensive models as an effective school reform option in New York's plan.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, Children's Aid intends to pursue a formal role in the implementation of New York's Race to the Top efforts by responding to partnership opportunities per the State's RFP process both at the state level, with the Technical Assistance Center for Innovation and Turnaround, and at the local level as a turnaround partner. We also pledge to be a thinking partner and resource to the state's Office of Innovative School Models and to advocate throughout the State with colleagues in the education and human service sectors to support the goals of New York's application.

We look forward to this unique and exciting collaboration.

Sincerely,

Richard R. Buery, Jr.
President & Chief Executive Officer

NAACP New York State Conference of Branches
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
1065 Avenue of the Americas 3rd Floor * New York, New York 10018 * Phone 212-344-7474 * Fax 212-344-4447

Hazel N. Dukes
President

May 21, 2010

Mr. David Steiner
Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12235

Dear Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The National Association for the Advancement of Colored People (NAACP), which advocates against educational disparities and is constantly striving to ensure high quality educational opportunities for all of New York's students. The promise of a quality education is an important civil and human right that has yet to be fully realized in the American public education system.

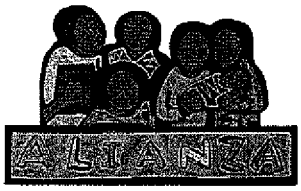
We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to recruit and retain effective teachers and principals in the communities where they are most needed and thus be the catalyst for turning around our lowest-achieving schools.

The NAACP strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure that New York is strongly positioned to receive the maximum amount of available funding. We look forward to this unique collaboration.

Sincerely,

Hazel N. Dukes
President
NAACP New York State Conference



Alianza Dominicana, Inc.
Strengthening communities for children, youth and families

Walid Michelen, MD
Chairperson

Moisés Pérez
President & CEO

January 8th, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Alianza Dominicana, Inc, which for the last twenty years has been providing quality and innovative services in over five New York City area public schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt internationally- benchmarked standards and assessments that prepare students for success in college and the workplace.

Alianza Dominicana, Inc strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by working with the families, community stake holders and the students to introduce the Race to the Top plan.

We look forward to this unique collaboration.

Sincerely,

Moisés Pérez
Executive Director
Alianza Dominicana, Inc.

2410 Amsterdam Avenue New York, New York 10033 Tel.: 212 740-1960 Fax: 212 740-7065

Alianza Dominicana, Inc. is an Equal Opportunity Employer / Service Provider. Auxiliary aids and services are available upon request to individuals with disabilities. TTY/TDD: 1-800-662-1220 Voice Relay: 1-800-421-1220

neighborhood family services coalition

120 Broadway, Suite 230, New York, NY 10271 • phone: (212) 619-1661 • fax: (212) 619-1625 • www.nfsc-nyc.org

members

Advocates for Children
BELL
Brooklyn Bureau of Community Service
CAMBA
Center for Family Life in Sunset Park
Citizens' Committee for Children of New York City
Community Service Society
Council of Family and Child Caring Agencies
Cypress Hills Local Development Corporation
The Door
Episcopal Social Services
Flatbush Development Corporation
Goddard-Riverside Community Center
Good Shepherd Services
Harlem Children's Zone
Harlem RBI
HeartShare Human Services
Isaacs Center
Little Sisters of the Assumption Family Health Service
New Settlement Apartments Community Services
New York Foundling Hospital
New York Urban League Services to Families
Queens Community House
Resilience Law and Advocacy Project
SCAN New York
Seamen's Society for Children and Families
St. Raymond Community Outreach
United Neighborhood Houses
Youth Development Institute

facilitator

Michelle Yanche

co-directors

Gigi Li
Sierra Stoneman-Bell

January 8, 2010

Chancellor Merryl Tisch and Commissioner David Steiner
New York State Education Department
The University of the State of NY
Room 510W, Education Building
Albany, NY 12234

Re: NFSC Support for NYS Race to the Top Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for New York State's Race to the Top application. On behalf of the Neighborhood Family Services Coalition, we are pleased to express our support for the state's plan.

The Neighborhood Family Services Coalition (NFSC) is a coalition of New York-based service providers and advocacy groups committed to comprehensive high-quality neighborhood-based youth and family services. NFSC works to transform best practice into public policy – focusing on preventive services, youth development, youth employment, and community organizations' collaborations with public schools.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to turnaround low-performing schools, specifically targeting resources for schools and programs for overage and under-credited students, such as those that make up the NYC DOE's Office of Multiple Pathways to Graduation portfolio, and supporting full-service schools in partnership with community-based organizations.

The Neighborhood Family Services Coalition strongly supports New York's plan for Race to the Top. The implementation of this plan will enhance our collective efforts to advance student achievement and close the achievement gap. We look forward to working in collaboration with the NYS Education Department and our LEA in New York City to implement crucial systemic reforms that will help achieve high quality educational opportunities for all of New York's students.

Sincerely,

(b)(6)

Michelle Yanche
Facilitator

(b)(6)

Sierra Stoneman-Bell
Co-Director

January 5, 2010

David Steiner
Commissioner of Education and
President of the University of the State of New York
89 Washington Avenue
Albany, NY 12234

Dear Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Bedford Stuyvesant Restoration Corporation is the nation's first community development. We serve the more than 300,000 residents of Central Brooklyn by partnering with residents and businesses to improve the quality of life of Central Brooklyn by fostering economic self sufficiency, enhancing family stability and growth, promoting the arts and culture and transforming the neighborhood into a safe, vibrant place to live, work and visit. Our youth development programs are intended to complement the provision of high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to develop and maintain a comprehensive data management system and target resources to turnaround low performing schools. Bedford Stuyvesant Restoration Corporation strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities in accordance with the state's RFP process. In addition to a formal partnership, we are committed to assisting the state in any way that we can.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Colvin W. Grannum
President and CEO

Bedford Stuyvesant Restoration Corp.
1368 Fulton St., Brooklyn, NY 11216
T. 718.636.6900 F. 718.636.0511
www.restorationplaza.org

305 7th Avenue 9th Floor New York, NY 10001 212-243-7070 Fax: 212-620-5612 TTY¨800-376-0219 www.goodshepherds.org

January 7, 2010

Chancellor Merryl Tisch and Commissioner David Steiner
New York State Education Department
The University of the State of NY
Room 510W, Education Building
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. For over 35 years, Good Shepherd Services has worked in partnership with the New York City Department of Education (NYC DOE) to develop models and service delivery to ensure high quality educational opportunities for all of New York City's students—in particular with those who are in need of specialized services. We are very excited about the far-reaching reforms called for in New York's Race to the Top plan in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, Good Shepherd Services has a strong focus and support for New York's strategies to turn around struggling schools by targeting and supporting new school models in replacement schools. Specifically, we are interested in and support the targeting of resources for innovative secondary models, such as those that make up the NYC DOE's Office of Multiple Pathways to Graduation portfolio and full-service community schools supported by cross-agency partnerships and community-based organizations.

Good Shepherd Services is a leading youth development and family service agency serving approximately 23,000 youth and their families each year. In fostering our mission to surround at-risk youth and their families with a web of supports that promote safe passage to self sufficiency, we have developed and operate a wide range of city-wide foster boarding home, adoption, residential, and transitional supportive housing services; professional training services; and strong, successful networks of community-based programs in Brooklyn, Bronx, and Manhattan.

Particularly relevant to the Race to the Top plan, we have developed, replicated and implemented a nationally-recognized model for a full-service school for over-aged/under-credited students and returning dropouts that formed the basis of the "Transfer School" model in the NYC DOE's Office of Multiple Pathways to Graduation portfolio. In just this past year, Good Shepherd Services graduated 1,290 students through the Multiple Pathway Programs we operate. We are committed to continuing this vital work to help vulnerable youth in New York engage in programs that promote academic excellence and provide the resources needed to achieve academic success. Our innovative programs are grounded in a respect for the potential and diversity of those with whom we work.

Good Shepherd Services enthusiastically supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process at both the state and local levels, and by continuing to work closely with the local New York City Department of Education as a key partner in the development and implementation of turnaround school models and strategies.

Finally, we are ready and eager to offer our best thinking and expertise to the state's Office of Innovative School Models, as well as advocating with our colleagues in the education and human service sectors to ensure that all of our youth are prepared to compete educationally in the 21st Century.

We look forward to this unique collaboration.

Sincerely,

E-Signed by Paulette Lomonaco

Sr. Paulette LoMonaco
Executive Director

BROOKLYN COMMUNITY FOUNDATION

DO GOOD RIGHT HERE.

January 6, 2010

Board of Directors
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Stuart Post
Toya Williford

Merryl H. Tisch, Chancellor
New York State Board of Regents

David Steiner, Commissioner
New York State Department of Education and
President of the University of the State of New York

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your *Race to the Top* application. The Brooklyn Community Foundation strongly endorses New York State's application. As the community foundation for the largest county in New York State, we applaud your leadership in developing a smart and agressive plan for turning around poorly performing schools, focusing on the need to upgrade teacher training and developing robust data mangement systems to evaluate the effectiveness of all aspects of the plan.

For over a decade, our Foundation has researched and funded numerous educational initiatives and institutions, but this application represents the first time we have seen such a thoughtful, comprehensive and potentially powerful plan developed by New York State. In our view, this innovative and coordinated approach can have a broad and long-lasting impact on the quality of education for New York State and City students.

In particular, our Foundation has focused on the educational needs of students living in public housing complexes in New York City. Brooklyn has the highest number of public housing units in New York City and we understand first hand the need to raise high school graduation rates in communities of concentrated poverty. Indeed, schools serving public housing communities are frequently amongst the worst performing schools in the system. Therefore we are heartened by your commitment to ensure that all students regardless of income or geography have access to a variety of educational models, including charters and independent schools, that support student success along a spectrum of needs.

Our Foundation's Board of Trustees includes New York State Regent, Dr. Lester Young, who continues to provde us with invaluable guidance in our philanthropic work in Brooklyn. We hope New York's application for *Race To The Top* is given Washington's most serious consideration and we look forward to being actively engaged with you it moves forward.

Sincerely,

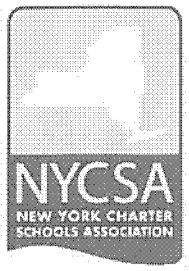
(b)(6)

Marilyn G. Gelber, President

Brooklyn Community Foundation 45 Main Street, Suite 409 | Brooklyn, NY 11201
t: 718 722 2300 f: 718 722 5757 w: BrooklynCommunityFoundation.org

Race to the Top: Letters of Support

E. Charter School Associations and Providers



new ideas. better schools

January 8, 2010

VIA FIRST CLASS MAIL
Ms. Merryl Tisch, Chancellor
Mr. David Steiner, Commissioner
New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Re: NYS Race to the Top Grant Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York Charter Schools Association is the state-wide membership organization of charter schools, advocating on behalf of the 165 charters in operation or approved to open by this fall.

We applaud the Board of Regents for approving far-reaching education reforms, including proposing the expansion of charter schools by raising the statutory cap and proposing facilities funding for charter schools. These and other important charter school reforms are vital for this increasingly important and successful area of our state's public education system. We also appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low-performing schools.

The New York Charter Schools Association strongly supports New York's plan for Race to the Top, contingent upon enactment by the state legislature of the Regents reform agenda, particularly those policies affecting charter schools. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to consider and pursue a formal role in the implementation of

the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

William A. Phillips

President

KIPP NYC

625 W. 133rd Street, 3rd Floor, New York, NY 10027 · 212-991-2600 · Fax 212-234-8396 · www.kippnyc.org

January 11, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. KIPP NYC, which serves over 2,000 students from the South Bronx, Harlem, and Crown Heights, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

In particular, we support New York's efforts to expand New York State's current education data system to encompass P-20 longitudinal data to identify very early whether students are on track to succeed in school, help teachers and school leaders improve instruction and school climate, and identify best practices and models of excellence that can be replicated statewide. In addition, we eagerly look forward to assisting New York State advance and accelerate the New York State Board of Regents' agenda to transform teaching and learning, as well as school leadership in New York State, and to recruit, prepare and support skilled teachers and leaders in New York's high need schools.

KIPP NYC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by opening up our training opportunities to other partners across the state and sharing the lessons we have learned over the past 15 years of running high-performing schools in some of New York City's most underserved neighborhoods.

We look forward to this unique collaboration.

Sincerely,

David Levin
Co-Founder and Superintendent

The Renaissance Charter School
35-59 81st Street, Jackson Heights, NY 11372
www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax)

January 12, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Renaissance Charter School, a K-12, unionized, conversion charter school in Jackson Heights, Queens is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to engage charter schools in turn-around efforts and its advocacy for the implementation of quality professional development and leadership opportunities to facilitate school administrators and teachers in meeting the educational needs of all the young people we serve. Additionally, we are fully committed to working with the state on creating, as you have both called for, relevant standards and curriculum for the 21st Century which must include – geography, anthropology, economics, sustainable development, technology, mandated arts education, leadership training and a diverse offering of world languages. Most importantly, we appreciate the opportunity to work collaboratively with the US Department of Education, New York State Board of Regents, New York State Department of Education, New York City Department of Education, the labor unions and other educational partners and associations in reaching this goal.

We are at an unprecedented time in our country's and state's history. Such monumental reforms will require nothing less than a partnership among schools and these groups that is mission-driven, committed to excellence and has an understanding of the professionalism and accountability that must be sewn into the fabric of public education as we recreate it. New York State should strive for nothing less than becoming a model for global educational reform.

The Renaissance Charter School strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement as we continue to close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process; including continuing to participate in the turnaround of failing schools. We also plan to assist the state by mentoring both traditional and public charter schools in these efforts which will include the sharing of best practices as they relate to the specific aspects of this grant and other best practices in education in general.

We look forward to this unique collaboration.

Sincerely,

(b)(6)	(b)(6)	(b)(6)
Everett Boyd Chairperson	Gwen Clinkscales Co-Principal	Stacey Gauthier Co-Principal

"Developing Leaders for the Renaissance of New York"

ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
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ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL · ACHIEVEMENT FIRST HARTFORD ACADEMY

Dr. David Steiner
Commissioner and President
University of the State of New York
NYSED
89 Washington Street, Room 152
Albany, NY 12234

Sent via email
RTTT@mail.nysed.gov

Dear Dr. Steiner,

Achievement First is excited that New York State will submit an application for the Race to the Top (RTTT) application for submission to the U.S. Department of Education (USED). This is a monumental effort, and if successful, has the ability to reform urban school districts throughout New York State. As a charter school management organization that operates a network of nine high-performing, college-preparatory, K-12 public charter schools in New York, we are thrilled to see New York State take up the Obama administration's call for significant education reform. The innovative Race to the Top program encourages a focus on the historically under-served populations Achievement First has always aimed to serve, including low-income students, African American students and English Language Learners. We believe this partnership will tremendously strengthen the commitment and resources available to New York's most under-served students, ensuring that all students have the educational opportunities they need to succeed in a competitive world.

This letter of support serves to memorialize Achievement First's commitment to the State Education Department's RTTT plan where each board chair governing our Brooklyn schools endorsed participation in this process by submitting a signed memorandum of understanding. This letter should also highlight our deep interest and commitment in partnering with the Commissioner and his efforts to secure this funding to truly reform and provide resources that will ultimately impact the lives of three million children in New York State.

Achievement First (AF) is a leading nonprofit network of high-performing charter schools focused on reforming public education and raising the academic achievement of students living in Brooklyn and urban Connecticut. The goal at all Achievement First schools is to address the most-pressing civil rights issue of our time: closing the pervasive achievement gap that exists between low-income, minority students and their wealthier counterparts. We believe that, given the right tools and expectations, all children can succeed in college and beyond, regardless of their socio-economic background. With ten years of experience, we have seen achievement gaps narrowed and our scholars gain entry into college prepared to lead.

In Brooklyn, we currently serve 2,500 students in Bedford-Stuyvesant, Brownsville, Bushwick, East New York, and Crown Heights communities. At present, we are the largest charter network serving students in New York City and were recently identified by U.S. Secretary of Education Arne Duncan as one of the charter school networks that has been successful in raising academic achievement in some of our nation's most educationally-underserved neighborhoods. The results at these schools demonstrate our capacity to transform the future opportunities available to underprivileged youth living in Brooklyn serving as a role model for schools in the city and state.

Some examples of our local impact are:

- After just a couple of years at an Achievement First school, scholars demonstrate tremendous results on state assessments. Across all of our Brooklyn schools, 99% of our elementary scholars and 91% of our middle school scholars scored proficient or higher on the New York state standardized Math assessment. We are

especially proud that 100% of our AF Bushwick third grade scholars and 100% of AF Crown Heights third grade and fourth grade scholars achieved proficiency!

- Most of our Brooklyn scholars enter AF schools in districts where reading scores lag significantly behind city, state, and national scores. On the New York state standardized English Language Arts assessment, 93% of our fourth grade scholars and 87% of our third grade scholars reached proficiency compared to 69% of fourth graders and 69% of third graders across New York City.

- By the time our scholars leave for high school, they have made tremendous gains in their academic skills during their years at an AF middle school. Among AF Crown Heights 2009 eighth grade scholars, math proficiency increased 30 percentage points and ELA proficiency increased 14 percentage points over their four years at the school. By the end of eighth grade, 90% of scholars were proficient in Math, outperforming their local school district by a wide 30 percentage point margin.

With a decade of experience, Achievement First has plans for continued growth to serve many scholars in underserved communities. In the next 10 years, Achievement First will expand to serve more than 12,000 students at 30 high-performing schools in Brooklyn and Connecticut – 6,500 in Brooklyn - all dedicated to a vision that every scholar will attend college. Opening two to three schools a year, Achievement First will serve more free and reduced price lunch students than 97 percent of U.S. districts and more total students than 95 percent of all school districts by 2018. At this size, we believe that Achievement First will provide a scalable model for educational reform that tangibly demonstrates that, with the right investments, it is possible to close the achievement gap for low-income and minority students.

To that end, we have built a track-record of success in both Connecticut and New York, and know that there is much more work to be accomplished to fulfill our promise to families. Race to the Top will provide the much needed resources and support to allow us to focus on improving instruction, hiring top talent to lead our schools and teach in our classrooms; and continue to build a network that will scale to growth efficiently.

It is with deep admiration and respect for Dr. Steiner's work and his team, that I provide this letter of support. I have gotten to know him as a colleague in his role as Dean of the School of Education at Hunter College. At Hunter, Achievement First partnered with charter management operators, KIPP and Uncommon Schools, to launch Teacher U, which has made a tremendous impact in preparing new teacher talent to tackle urban classrooms. It is my hope his work and vision for Race to the Top in New York State is realized so that we can continue to do this incredible work together to transform lives.

Thank you for your consideration,

Dacia Toll
President and co-CEO

THE BRIGHTER CHOICE FOUNDATION

116 NORTH LAKE AVENUE
ALBANY, NY 12206 518-694-4115

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Brighter Choice Foundation supports eight charter schools in the City of Albany and which are among the highest academically-performing schools in the City to the point of significantly narrowing the achievement gap.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to expand charter school opportunities for students throughout New York State and we applaud the Regents for promoting charter schools as part of its reform agenda for Race to the Top.

The Brighter Choice Foundation strongly supports New York's plan for Race to the Top, contingent upon enactment by the state legislature of the Regents reform agenda, particularly affecting charter schools. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to consider and pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

M. Christian Bender
Executive Director
Brighter Choice Foundation

Uncommon Schools

EXCELLENCE > NORTH ★ STAR < COLLEGIATE > TRUE NORTH < PREPARATORY

January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Uncommon Schools, which builds and manages achievement gap-closing charter schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to strengthen the rigor of state standards and assessments, build and use data systems that measure student progress and drive instructional improvements, recruit and develop teachers and school leaders via multiple pathways, close low-performing schools, increase the number of high-performing charter schools, and give outstanding charter and district schools increased flexibility.

Uncommon Schools strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we expect to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Evan Rudall
Chief Executive Officer, Uncommon Schools

Uncommon Schools | www.uncommonschools.org | 826 Broadway, 7th Floor
New York, NY 10003
T: 212.844.3564
F: 212.598.4076

MATCH Charter Public School
1001 Commonwealth Avenue
Boston, MA 02215
phone: 617.232.0300
www.matchschool.org

January 12, 2010

Dear ChancellorTisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application.

In particular, we support New York's efforts to overhaul how to prepare effective teachers, creating a cadre of unusually effective ones who can use data and navigate standards, and who understand the culture of high-poverty schools (and how to help change that culture for the better).

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We would apply to create a new entity – the combination of a brand new Graduate School of Education and a partnering charter school (to serve as a teaching "hospital").

Our charter school and its teacher certification program, based in Boston, has been seeking other operating environments in which to grow. Based on New York's RTTT application, we believe your state really creates the opportunities for social entrepreneurs who want to close the achievement gap. Specifically, the Board of Regents move to open up the teacher certification process – those who want to measure the outcomes of teachers, not the inputs – would allow us to create a new institution.

Newsweek and *US News and World Reports* each ranked MATCH School as among the top 100 high schools in nation (out of more than 18,000).

Our teacher certification program has unusually high demand: last year over 1,700 top recent college graduates applied for just 70 spots. This year we expect over 2,500 applicants. Demand among college graduates for rigorous, practical, data-driven teacher training is enormous. We feel we can be part of New York's efforts to create a next generation of teachers who are prepared to meet the world as it really is – and then change it.

We look forward to this unique collaboration.

Sincerely,

Alan P.G. Safran, Executive Director

Michael Goldstein, Founder

REPLICATIONS
INCORPORATED

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Jeffrey Simes
Secretary &
Legal Counsel

John Elwell, Ed.D
Founder & President

January 8, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Replications, Inc., which has worked with the NYC Department of Education to open 31 public schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to increase academic rigor in schools and enhance support and professional development for teachers and principals.

Replications, Inc. strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

We look forward to this unique collaboration.

Sincerely,

John Elwell, Ed.D.
President & Founder
Replications, Inc.

292 Fifth Avenue, Fourth Floor, NY, NY 10001 Phone (212) 714-3514 Fax (212) 714-6857 Website: www.replications.org

Tapestry Charter School
40 North Street
Buffalo, NY 14222

January 5, 2009

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Tapestry Charter School, a K-12 arts integrated, Expeditionary Learning School in Buffalo, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools.

Tapestry strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

We look forward to this unique collaboration.

Sincerely,

Amy Friedman

Board Chair, Tapestry Charter School

Received via E-mail

From: "Eva Moskowitz" <eva.moskowitz@successcharters.org>
Date: December 31, 2009 3:21:47 PM EST

Dear Commissioner Steiner:

I write to strongly support the State Education Department's RTTP application.

As a leading charter management organization in New York City, Success Charter Network, we have a deep and abiding interest in education reform. For far too long, New York has not been friendly to charters and the need for fundamental reform. Rather, SED and the vested interests have supported the status quo.

But with a new Chancellor and Commissioner and its reform legislative agenda, it is a new day in New York. Thank goodness.

Again, I write in support of SED's RTTP application.

Eva Moskowitz
Chief Executive Officer
Success Charter Network

Received via E-mail January 12, 2010

Explore Schools
155 Water Street, 6th Floor
Brooklyn, NY 11201

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Explore Schools which operates two charter schools in Central Brooklyn is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to create a replicable and scaleable approach to school turnaround.

Explore Schools strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We look forward to this unique collaboration.

Sincerely,

Morty Ballen
CEO, Explore Schools
646.319.0002

Explore Schools is a network of high-performing schools providing 600 students in Brooklyn with the outstanding public education they deserve.

Our mission is to provide our students with the skills and knowledge they need to graduate from high school, succeed in college, and achieve their dreams.

CITY PREP
ACADEMIES
1230 AVENUE OF THE AMERICAS
NEW YORK, NY 10020

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing New York's Race to the Top application. We appreciate the focus on high standards, data-driven instruction, and strong accountability.

City Prep is a planned network of innovative secondary schools that blends the best of online and onsite learning. We are prepared to support state efforts to turnaround or replace low performing schools statewide.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist New York City with exciting innovation initiatives.

We look forward to a productive partnership for the students of New York.

Sincerely,

(b)(6)

Thomas J. Vander Ark

1230 Avenue of the Americas
New York, NY 10020

ICAHN CHARTER SCHOOLS

Julie Clark Goodyear
Secretary
Board of Trustees

May 28, 2010

Dear Commissioner Steiner:

Please receive this letter as an indication of our support of your efforts to increase the number of charter schools in New York.

We opened our first charter school in 2001, and have opened three more since then, with another one to begin a planning year in September. We are keen to open more charter schools, but we face the charter school limit in New York.

Our two charter schools that have tests results have proved that under resourced children in the South Bronx can achieve at the highest levels. We are very proud of our schools and would like to open more. Below is a chart of their results:

2009 Test	Icahn Charter School 1	Icahn Charter School 2
ELA Score	94%	100%
Math Score	99%	100%
Social Studies	97%	NA
Science	95%	NA

We fervently hope that the cap will be raised. Our lotteries are evidence of the need for more of our schools. Our first charter school had 775 applicants for 30 spaces in 2010.

We support your efforts to increase choice in public education by raising the charter school cap. We also support your commitment to teacher and principal evaluation, which is already part of our schools, as is data-driven instruction, which helps us assess, teach and remediate so that all our students are high achieving.

Yours sincerely,

(b)(6)

Race to the Top: Letters of Support

F. Higher Education

THE STATE UNIVERSITY of NEW YORK

Nancy L. Zimpher
Chancellor

State University Plaza
Albany, New York
12246

518 443 5355
fax - 518 443 5360

chancellor@suny.edu
www.suny.edu

January 14, 2010

Chancellor Merryl Tisch
New York State Board of Regents
89 Washington Avenue, Room 110EB
Albany, New York, 12234

Commissioner David Steiner
New York State Education Department
89 Washington Avenue, Room 111
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the State University of New York (SUNY), I write to convey our support for New York State's bid for the Race to the Top award to help close the performance gap in New York.

SUNY is the largest comprehensive system of higher education in the nation. The University system prepares more teachers than any other institution in our state and has a unique responsibility to transform the preparation of our next generation of teachers and to strengthen the education pipeline. We look forward to leading the next stage of education reform in our state, in partnership with the Board of Regents, the Education Department, and others. In particular, SUNY has made an unprecedented commitment to strengthening teaching and school leadership through clinical practice, improving P-16 connections, and to the development of data systems to measure student growth and inform instruction.

Consistent with the Regents policies and the tenets of the Race to the Top initiative, SUNY has new leadership dedicated to strengthening the education pipeline. We believe this commitment will be an important contribution to the state's implementation efforts. The Race to the Top funding opportunity is critical to the state's ability to achieve this goal and increase the number of students who not only graduate from high school, but do so prepared to succeed in college.

I look forward to working with you on the development of next steps associated with New York's Race to the Top application.

Sincerely,

Nancy L. Zimpher
Chancellor

cc: Members of the Board of Regents

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS University at Albany • Binghamton University • University at Buffalo • Stony Brook University • SUNY Downstate Medical Center • Upstate Medical University • College of Environmental Science and Forestry • College of Optometry • NYS College of Ceramics at Alfred University • NYS College of Agriculture/Life Sciences at Cornell University • NYS College of Human Ecology at Cornell University • NYS College of Industrial/Labor Relations at Cornell University • NYS College of Veterinary Medicine at Cornell University UNIVERSITY COLLEGES SUNY Brockport • Buffalo State College • SUNY Cortland • Empire State College • SUNY Fredonia • SUNY Geneseo • SUNY New Paltz • SUNY Old Westbury • College at Oneonta • SUNY Oswego • SUNY Plattsburgh • SUNY Potsdam • Purchase College TECHNOLOGY COLLEGES Alfred State College • SUNY Canton • SUNY Cobleskill • SUNY Delhi • Farmingdale State College • Maritime College • Morrisville State College • SUNY Institute of Technology COMMUNITY COLLEGES Adirondack • Broome • Cayuga County • Clinton • Columbia-Greene • Corning • Dutchess • Erie • Fashion Institute of Technology • Finger Lakes • Fulton-Montgomery • Genesee • Herkimer County • Hudson Valley • Jamestown • Jefferson • Mohawk Valley • Monroe • Nassau • Niagara County • North Country • Onondaga • Orange County • Rockland • Schenectady County • Suffolk County • Sullivan County • Tompkins Cortland • Ulster County • Westchester

The City University of New York

The Chancellor

January 5, 2010

Chancellor Merryl Tisch
New York State Board of Regents
89 Washington Avenue, Room 110EB
Albany, New York 12234

Commissioner David Steiner
New York State Education Department
89 Washington Avenue, Room 111
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of The City University of New York (CUNY), I write to extend my strong support for your plans for the state's Race to the Top application. My discussions with both of you regarding ways to enhance the educational experiences of New York's students have been productive and inspiring. As the nation's largest public urban university, CUNY embraces both its responsibility and its opportunities to improve student success throughout the educational continuum.

The University looks forward to continuing to work closely with you to make New York State a vanguard state, implementing innovative and forward-looking reforms that enable improved learning outcomes across racial, ethnic, and income groups. We are particularly committed to strengthening principal and teacher effectiveness, as well as building a healthy K-12 pipeline that encourages increased college participation and proficiency. As you well know, CUNY is deeply involved in collaborative work to strengthen data systems in order to identify and address areas of concern, and I am pleased that this issue is prioritized in New York's application.

I recognize and appreciate that New York's Race to the Top plan calls for far-reaching reforms. The City University of New York is an important cog in the large wheel of reform, and we are committed to assisting you in formulating new approaches and executing thoughtful change to advance student achievement.

Thank you for your leadership and continued collaboration with the University. We look forward to our expanded partnership.

Sincerely,

Matthew Goldstein

535 East 80th Street, New York, NY 10075 Tel: 212-794-5311 Fax: 212-794-5671 email: chancellor@cuny.edu

INVEST IN CUNY

cicu

Commission on Independent Colleges and Universities

17 Elk Street
PO Box 7289
Albany, NY 12224

518-436-4781
518-436-0417 fax
laura@cicu.org

www.cicu.org
www.nycolleges.org

Office of the President

Quality
Access
Diversity
Choice

January 15, 2010

The Honorable Merryl H. Tisch
Chancellor, New York State Board of Regents
Education Building, Room 110
89 Washington Avenue
Albany, New York 12234

David M. Steiner
Commissioner of Education
The State Education Department
Education Building, Room 111
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

On behalf of the Commission on Independent Colleges and Universities (cIcu), representing 112 non-profit, degree-granting institutions of higher education in New York State, we are writing to recognize the New York State Board of Regents' efforts to submit an application for Race to the Top (RTTT) funds through the U.S. Department of Education in Phase I of that federal stimulus program.

We want to assure you that we will carefully evaluate the totality of proposals that the Regents approved in concept in November and December, and that we stand ready to work with you in developing particulars that are of benefit to all who seek to learn and teach in New York State.

As are the Regents, our state's independent colleges and universities are deeply committed to quality teacher education programs and outcomes. In addition, and as the largest teacher preparation sector in our state — 67 independent colleges and universities offer programs leading to teacher certification in a wide and diverse array of content areas and settings at 75 campuses statewide — our Independent Sector also has a long history at the forefront of P-16 partnerships and collaborations with our state's schools, as illustrated in our Fall 2007 report to the State Education Department and as part of its progress report on the *Regents Statewide Plan for Higher Education, 2004-2012*. Our P-16 report makes clear that independent colleges and universities in New York are fulfilling their public service missions in significantly helping the neediest underserved populations and schools to attain the educational access and opportunity inherent in the Regents' goals for all of New York's citizens.

In that same spirit and tradition, we look forward to the evolving framework as integral partners with you in its development.

Sincerely,

John E. Sexton, President
New York University and Chair, cIcu

Laura L. Anglin
President, cIcu

cc: New York State Board of Regents
John B. King, Jr., Senior Deputy Commissioner, P-12 Education
Joseph P. Frey, Deputy Commissioner, Office of Higher Education

Associated Medical Schools of New York

amsny
Educate · Advocate · Collaborate

Albany Medical College

Albert Einstein College of Medicine of Yeshiva University

Columbia University College of Physicians and Surgeons

Mount Sinai School of Medicine

New York College of Osteopathic Medicine

New York Medical College

New York University School of Medicine

Sophie Davis School of Biomedical Education At CUNY

Stony Brook University Medical Center

SUNY Downstate Medical Center

SUNY Upstate Medical University

Touro College of Osteopathic Medicine

University at Buffalo School of Medicine and Biomedical Sciences

University of Rochester School of Medicine And Dentistry

Weill Cornell Medical College

May 25, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents
David M. Steiner, Commissioner
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

I am writing to express the Associated Medical Schools of New York (AMSNY)'s support for New York State's Race to the Top application. New York's innovative reform agenda that includes closing achievement gaps, improving teacher and principal effectiveness through performance and enhanced preparation and development programs, are all very important initiatives that, once implemented, will support a strong and competitive workforce and economic climate in New York. Of particular interest to AMSNY is the State's commitment to the development of STEM strategies and turning around the lowest achieving schools.

AMSNY is a statewide consortium of New York's 15 public and private medical schools. AMSNY works to increase educational outcomes for medical students, residents, faculty and those students wishing to follow a career in medicine. In addition, AMSNY is committed to supporting and increasing diversity in medicine and other health related fields while improving access and overall healthcare of New York's residents, especially in light of the current physician shortage nationally and in New York State.

Since 1986, AMSNY has partnered with the NYSED through the Science and Technology Entry Program (STEP) to assist students in the STEM fields and continue to expand pools of underrepresented minority, educationally and economically disadvantaged students in medicine. The AMSNY STEP program is conducted at 10 medical schools in NYS. Each of the medical schools develop their own unique program which includes exposure to medical school environment and curriculum, career presentations, internships, academic/study skills and oral and written research projects. Classes are taught by medical school students and/or faculty. In 2008-09, approximately 440 students were enrolled from 176 middle and high schools from across the State. All students who participated in the program plan to attend college, 94 percent in a STEP-related field; 97 percent of the students had a grade point average (GPA) over 80; and 82 percent of the students received Advanced Placement (AP) credits, if enrolled in an AP course.

AMSNY intends to continue the current partnership with the New York State Board of Regents, the State Education Department, schools and students throughout the State through the STEP program and welcomes new opportunities for increased partnerships. AMSNY has extensive experience with faculty development programs and would like to be a resource with implementing enhanced teacher preparation programs in the fields of math, science and research. Furthermore, AMSNY is committed to providing students with enhanced opportunities and exposure to an education and careers in health sciences.

1270 Avenue of the Americas Suite 606 New York, NY 10020 Phone 212.218.4610 Fax 212.218.4278 www.amsny.org

The bold reforms outlined in New York's plan signal a commitment to ensuring educational success for future generations of students in the State. We look forward to the opportunities that the Race to the Top awards make possible for all students and communities in New York State. We are pleased to offer our full support and commitment to this critical endeavor.

Sincerely,

(b)(6)

Jo Wiederhorn,
President and CEO, AMSNY

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION
TEACHING & LEADERSHIP PROGRAMS
New York Higher Education Support Center for Systems Change
Task Force on Quality Inclusive Schooling

January 6th, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York Higher Education Support Center for Systems Change (HESC), which, through its Task Force on Quality Inclusive Schooling, represents 72 higher education institutions with teacher preparation programs, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to focus on priority populations such as students with disabilities. Schools that chronically appear as needing improvement have almost invariably failed to address the academic achievement of students with disabilities. Improving learning for this vulnerable population, by developing effective teachers and leaders, will ultimately improve achievement for all students.

Therefore, the HESC strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by providing the resources available through our State-wide infrastructure that includes institutions of higher education, technical assistance networks, teacher centers, parent centers, high needs and effective practice schools, advocacy groups, and service organizations.

We look forward to this unique collaboration.

Sincerely,

Gerald M. Mager, Ph.D.
Director, NY Higher Education Support Center

Peter L. Kozik, Ph.D.
Chairperson, Task Force on Quality Inclusive Schooling

150 Huntington Hall / Syracuse, New York 13244-2340 / 315-443-1881 / Fax: 315-443-4543

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
OFFICE OF THE PRESIDENT

January 12, 2010

VIA EMAIL

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Teachers College, Columbia University, is the nation's oldest and largest graduate and professional school of education and constantly strives to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. We are particularly pleased by the plans to develop curriculum and assessment packages aligned to core standards.

We believe that a strong application will not limit cross-agency, comprehensive improvement models to secondary schools since evidence shows that elementary schools are more likely to be the focus of family attention.

We have hesitations about the state's desire to develop new clinically-based degree granting teacher education programs since there are several strong existing programs, such as ours, that could benefit from funding to support expansion. We are also strongly committed to the role of institutions of higher education in granting degrees.

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

Teachers College supports New York's plan for Race to the Top. Once implemented with the suggestions above, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

We look forward to this unique collaboration.

Sincerely,

Susan Fuhrman

Susan H. Fuhrman
President
Teachers College, Columbia University

BOX 163, 525 WEST 120TH STREET NEW YORK, N.Y. 10027-6696 • (212) 678-3131 • FAX (212) 678-3285

Leading the Way

January 7, 2010

New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the New York's Race to the Top application. The Stony Brook Center for Science and Mathematics Education (CESAME) is committed to a leadership role in carrying out the goals of the New York State Education Department. Without a School of Education, we annually graduate about fifty science and mathematics teachers, bring 5,000 middle and high school students into our innovative science teaching laboratories to carry out standards based activities, and direct numerous summer programs that bring advanced opportunities to students, especially those in high needs districts. We sponsor competitions in science and mathematics that offer challenges and support to our strongest students. We have received over $15 M in external funding, including much recognition at the local state and national levels.

Additionally we direct programs at the pre-K, graduate and post-doctoral levels, positioning us well to link P-20 activities. This summer we will be offering a week-long science teacher mentoring program that will involve teachers from all of New York and this fall we will begin enrolling students into our doctoral program in science education, which was approved by the New York State Education Department only a few weeks ago. This will be a wonderful addition to the BA/MAT and MAT programs we now have in mathematics, biology, chemistry, physics and earth sciences.

Your leadership is crucial as we work to make New York a model state for education in the country. We look forward with great enthusiasm to being part of this effort and to working with you to raise student achievement and reduce achievement gaps in New York.

Sincerely,

R. David Bynum

R. David Bynum, Ph.D.
Professor of Biochemistry and Cell Biology
Director of the Center for Science and Mathematics Education

cc. Eric Kaler, Provost and Senior Vice President for Academic Affairs
Anne Schiano, New York State Education Department

Center for **Science⊕Mathematics** Education

STONY BROOK UNIVERSITY
Stony Brook, NY 11794-5233 ● Telephone: 631-632-9750 ● Fax: 631-632-9791

BARD

HIGH SCHOOL • EARLY COLLEGE

January 13, 2010

The Honorable Merryl Tisch,
Chancellor of the Board of Regents

The Honorable David Steiner,
Commissioner of the NYS Education Department
President of the State University of New York

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Bard College, which partners with the New York City Department of Education in sponsoring two early college high schools, Bard High School Early College Manhattan on the Lower East Side and Bard High School Early College Queens in Long Island City, is constantly striving to ensure high quality educational opportunities for all of New York's students. The Bard High School Early College (BHSEC) schools are models of educational reform that Race to the Top funding would be used to replicate in New York State. BHSEC provides students, representative of the diversity of New York City, the opportunity to earn a Bard College Associate in Arts degree and sixty college credits, at no cost, thereby helping them bridge the gap that so often prevents students from succeeding in higher education. Nearly all our students go on to complete four-year degrees at top colleges and universities, and many of them would not have had either the financial or academic resources to succeed without the boost they get from BHSEC. The majority of students who enrolled in the BHSEC program from underserved middle schools—students who were by many standards unprepared for rigorous high school and college work—have thrived in our program. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to target resources to support innovative secondary models.

Bard College strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by

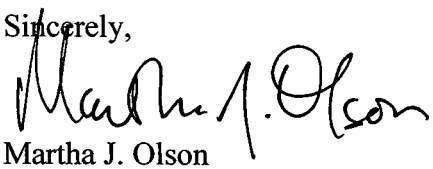
A New York City Public School

525 East Houston Street • New York, NY 10002 • Main office: 212.995.8479 • Admissions: 212.982.5024
Fax: 212.777.4702 • Email: bhsec@bard.edu • Web: www.bard.edu/bhsec

serving as a resource in its efforts to increase the rates at which students graduate from high school prepared for college and careers.

We look forward to this unique collaboration.

Sincerely,



Martha J. Olson

Bard College Dean of Education Initiatives
Bard High School Early College Dean of Administration
212-995-8479 x 4073; olson@bard.edu

Cc: Leon Botstein, Bard College President

Race to the Top: Letters of Support

G. Intermediaries and Turnarounds

NEW VISIONS
FOR PUBLIC SCHOOLS

320 West 13th Street
New York, NY 10014
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http://www.newvisions.org

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Evelyn Lipper
Ernest Logan
Lisa Caputo Morris
Ellen Moskowitz
Michael Mulgrew
Jim Rosenthal
Ralph L. Schlosstein
Katherine J. Trager
Randi Weingarten
Davis Weinstock, II

Honorary Board Members

Reuben Mark
J. Richard Munro

June 1, 2010

Dear Chancellor Tisch and Commissioner Steiner,

New Visions for Public Schools strongly supports New York State's plan for Race to the Top. We are deeply committed to the strategies outlined in New York State's aggressive, new approach to standards and assessment, data systems, teacher and principal effectiveness and low performing schools. We are particularly pleased that New York State has authorized the use of student data in the evaluation of teachers and raised the charter cap. We have no doubt that these reforms, when implemented together, will result in the dramatic transformation of public education envisioned by President Obama and Secretary Duncan.

As the largest organization dedicated to improving the quality of education children in New York City's public schools receive, New Visions has been at the center of New York City's efforts to radically improve its schools. New Visions has a 20-year history of implementing innovative solutions that have led to significant gains in student achievement and system-wide improvement. We have created 129 small public schools that have proven that poor, underserved students can graduate from high school in large numbers and percentages. Today, as a Partnership Support Organization to the New York City Department of Education, New Visions is accountable for improving student achievement in 76 public schools, serving over 35,000 students.

We are pleased that the State's proposal builds on the lessons learned in New York City's collective work and provides reformers and entrepreneurs with the critical tools necessary to push for even greater achievement gains for City and State students. We believe that New York's RTT plan eliminates key regulatory barriers, particularly around preparing, supporting and holding teachers accountable for student growth that will enable a large number of stakeholders to substantially ramp up school improvement efforts. When taken together, these proposals will improve classroom instruction and ensure more students are prepared for careers or college.

To be specific:

- Charter Schools: New Visions is pleased that New York State has raised the charter cap. Working with a variety of local community groups, we hope to start 18 high school charters in the next five years.

- Standards and Assessments: New Visions fully supports New York State's plan for ensuring our state standards are internationally benchmarked and our assessment system is rigorous, includes formative assessments, and incorporates 21st century competencies. New Visions works intensively with teacher teams in our schools in a data and inquiry process that, as it is being institutionalized into school culture, will help teachers put the new assessments and standards into practice in the future. New standards and assessments will dramatically improve these efforts.

- Data Systems to Support instruction: New Visions also has a keen interest in New York's plan to expand its data system to encompass a P-20 longitudinal database. Working with the City and State, New Visions has been at the forefront in developing data tools for schools and providing training that helps principals, teachers, parents and students use these tools to track progress toward graduation and college and make decisions to support student learning. We have also piloted a K-16 database with our own schools. The proposed statewide longitudinal database would be enormously helpful to our work with schools and would allow teachers and administrators to take much more informed and effective actions in classrooms and across schools.

- Great Teachers and Leaders: The vast majority of schools of education are not aligned with the instructional needs of students, the academic standards of states, nor accountability systems that put student learning at the center of instruction. New York State's RTT plan outlines critical steps for transforming this monopoly, the single greatest barrier to growing an effective teaching corps. New Visions for Public Schools currently leads unique certification programs for aspiring teachers and principals that permit students to graduate only if they can demonstrate that they have moved professional practice into school-based work. We've learned a significant amount from these efforts—from the designing of relevant, engaging curriculum for aspiring teachers and leaders, to conducting performance-based assessment of candidates, to "teacher leader" or mentor training, to building "career ladders" that span a teacher's professional life in education. In doing this work, we have partnered with innovative universities, but they are few and far between. New York State's bold efforts to create school-based certification and masters programs without university participation, that will directly link teacher preparation and induction with a laser like focus on student achievement, are unique in the country and essential to the transformation of effective instruction in our schools. We plan to apply for this authority in June under the new State regulations.

- Turning Around Struggling Schools: Finally, we believe that New York State outlines a comprehensive plan in RTT for turning around the State's struggling schools—drawing upon strong examples from New York City's work. The State's proposal reflects what we know works, including replacing struggling schools with small, effective high schools; supporting struggling schools in phasing out or closing; and transforming schools through intensive support. In sum, the State proposal makes it possible for us and other groups willing to be accountable for student outcomes to take a much more significant role in our schools.

We expect that New York State's RTT plan, when implemented, will produce dramatic improvements in student achievement in every struggling school in the state. We are excited about the opportunities the plan provides and intend to pursue a formal role in its implementation by responding to the partnership opportunities per the State's RFP process.

We look forward to this unique and critical collaboration.

Sincerely,

(b)(6)

Robert Hughes
New Visions for Public Schools

Turn Around

TRANSFORMING THE MOST CHALLENGED PUBLIC SCHOOLS™

January 6, 2010

Chancellor Merryl H. Tisch
Commissioner David Steiner
NY Board of Regents
State Education Depart
Albany, NY 12234

RE: Support for Race to the Top Application

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application.

As an organization dedicated to the transformation of high-poverty schools, all of us at Turnaround (Turnaround for Children, Inc) were so excited by the New York State application and the many ways in which it reinforces the reform strategies known to bring about transformational change. We particularly appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessments, data systems, teacher and principal effectiveness and focusing resources where they can have the highest impact in turning around chronically underperforming schools serving children growing up in poverty. We look forward to assisting the state in devising plans to achieve this.

Turnaround has worked in 60 NYC schools to date, and is poised to work in locations outside of New York City. We believe that our track record of success in building the capacity of schools to address barriers to teaching and learning in highly challenged school environments positions us well to work with clusters of schools in restart and transformation processes, which in many cases will prevent the need for closure altogether. Specifically, Turnaround's intervention model enables schools to attain readiness in the basic elements required for effective instruction, address gaps in the training and preparation of school staff (in areas such as defusing disruption, managing classrooms and working with diverse learners) and ensure that at-risk youth are connected to the academic and nonacademic resources they need to be successful in school.

25 WEST 45TH STREET, 6TH FLOOR, NEW YORK, NY 10036 T 646 786 6200 F 646 786 6201 www.turnaroundforchildren.org

Turnaround strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to transform low-performing, high-poverty schools and definitively close the achievement gap for all of New York State's students. The provisions in the State application ensure New York is strongly positioned to receive the maximum amount of funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process.

We also plan to assist the State in ways other than formal partnership. With our knowledge of how schools in the highest-need communities must be designed and of the skills required of educators in these schools, we believe we can support the State in becoming a technical assistance center to LEAs that predominantly serve children growing up in poverty and help LEAs systematically remove the barriers to high levels of academic achievement.

Please let us know how else we can be of assistance as you complete the planning for these important initiatives. We look forward to working with you on this.

Sincerely,

(b)(6)

Pamela Cantor, MD
President and CEO

GERRY HOUSE, ED.D.
President & CEO

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Institute for Student Achievement (ISA), which partners with school districts to turnaround failing public high schools, is constantly striving to ensure high quality educational opportunities for all of New York's students. We currently work closely with several New York school districts (New York City, Wyandanch, Hempstead, Peekskill and Buffalo) on the turnaround of their failing high schools and see the direction taken in the state's Race to the Top proposal as a major support to this work.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low-performing schools. In particular, we support New York's efforts to identify the state's lowest-performing schools and focus resources on these schools, to leverage external leader partners to assist districts with implementing school change strategies, and to create a statewide technical assistance center to support the implementation of school intervention models.

ISA strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement, close the achievement gap and prepare all of New York's students for success in college.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by providing information, evidence and expertise on pertinent issues — sharing lessons learned from our successful practice in creating high-performing public high schools.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Gerry House, Ed.D.

INSTITUTE FOR STUDENT ACHIEVEMENT
One Hollow Lane, Suite 100
Lake Success, NY 11042
(516) 812-6700
www.studentachievement.org

New York City Outward Bound

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New York City Outward Bound
29-46 Northern Blvd
Long Island City, NY 11101

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

I am writing on behalf of the board and staff of New York City Outward Bound to express our strong support for New York State's plan for Race to the Top funding. We've seen a summary of that plan and are very excited by its potential to bring about higher levels of student achievement throughout New York State and to make additional strides in closing the achievement gap that continues to exist in our State and throughout the country.

As you know, NYC Outward Bound has for the past two decades brought Outward Bound's educational principles and practices to New York City's young people and their public schools. We have served more than 50,000 young people from 250 of the City's public schools. And we are now full partners with the City's Department of Education in operating 9 schools that are based entirely on Outward Bound's national educational model, Expeditionary Learning, and that are targeted to students in underserved neighborhoods across the City. There are also 8 other Expeditionary Learning schools in other cities in New York State, including Buffalo, Rochester and Syracuse.

It is no accident that New York State contains the largest cluster of Expeditionary Learning schools of any state in the country. The State has encouraged and supported the kinds of innovative teaching and learning practices that Expeditionary Learning brings to schools. The State's Race for the Top application contains a number of far-reaching proposals that would help to further spur and sustain innovation and reform in the areas of standards and assessment, data systems, teacher and principal effectiveness, and turning around low performing schools. We're particularly supportive of the State's proposals for attracting, retaining and supporting high quality teachers and principals since we believe that teacher/principal quality is the key determinant of school success and therefore devote significant amounts of our organizational resources to professional development and other supports that promote quality instruction and school leadership.

The provisions in the State's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a more formal role in the implementation of the State's Race to the Top efforts by responding to partnership efforts per the State's RFP process.

Again, we are pleased to lend our support to New York State's Race to the Top application, and we look forward to working with educators and policymakers throughout the State to help implement the proposals for reform set forth in that application.

Sincerely,

Richard Stopol
President, New York City Outward Bound

Expeditionary Learning Schools
Outward Bound

January 7, 2010

Scott Hartl
President and CEO
Expeditionary Learning Schools
247 West 35th Street
New York, New York 10001
212-239-4455
shartl@elschools.org

Dear Chancellor Tisch and Commissioner Steiner,

Expeditionary Learning Schools (EL) is happy to lend its support to New York State's Race to the Top application.

EL is a national K-12 school reform organization with a 17-year track record of starting new schools and transforming existing schools into high achieving learning communities. Sustained implementation of the EL design has a powerful impact on student achievement in all kinds of schools and for all student subgroups. It is particularly effective for Black and Hispanic students, low-income students, and students with special needs.

In 2009-2010, we are working with 165 schools nationally, 24 of which are in New York State. Ten of the NY EL schools are in New York City, where New York City Outward Bound delivers Expeditionary Learning's intensive program of professional development and technical assistance, and 14 are upstate with a particular concentration in the Rochester area.

Many of these schools are low-performing, and New York State's plan will help us help those schools improve quickly and significantly. And our focus on effective teaching and school leadership is highly compatible with the thrust of New York's application.

We look forward to working with you as a partner in this critical effort.

Sincerely,

Scott Hartl
Expeditionary Learning Schools

Race to the Top: Letters of Support

H. Potential Partners

45 Columbus Avenue, New York, NY 10023-6992 T 212 713-8000 F 212 713-8282 www.collegeboard.com

Gaston Caperton
PRESIDENT

January 15, 2010

Chancellor Tisch
Commissioner Steiner
Office P-12 Education
NYS Education Dept.
89 Washington Avenue
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner:

The College Board is committed to ensuring that every New York State student is prepared for college and career success. We maintain a deep and ever-evolving organization-wide effort in New York and welcome your efforts to improve opportunities for New York's students.

Thank you for sharing a summary of New York's Race to the Top application with us. We understand that New York's plan calls for powerful reforms in standards and assessment, longitudinal data systems that can help drive school improvements, promotion of teacher and principal quality and interventions in low-performing schools. The College Board is committed to working with New York in all four target areas. We strongly support your plan for Race to the Top. In fact, implementation of your efforts will help to support goals our member schools, colleges and universities have set to improve preparation, promote educational excellence, and increase access to and success in college.

The provisions in the state's well-crafted application should ensure New York is strongly positioned to receive the maximum amount of available funding. As we go forward, the College Board intends to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities through the state's RFP process. We will also support the state's application and implementation process by engaging in an agreement to share data and cooperate in research, leverage our expertise on standards and assessments, build upon our extensive network of partnerships with schools in the implementation of the College Board's college success system, and help to ensure that teachers and administrators receive the highest-quality professional development available.

We look forward to this collaboration and the continuation of the special relationship the College Board has with New York State and its schools and colleges.

Sincerely,

Gaston Caperton

CollegeBoard
connect to college success

Listening. Learning. Leading.

Educational Testing Service
Policy Evaluation & Research Center
Rosedale Road - MS 19-R
Princeton, NJ 08541

December 22, 2009

Michael T. Nettles
Senior Vice President and Edmund W. Gordon Chair, Policy Evaluation and Research Center
Phone: (609) 734-1236
Fax: (609) 734-5960
Cell: (609) 439-6055
Email: mnettles@ets.org

Dr. John B. King, Jr.
Senior Deputy Commissioner for P-12 Education
New York State Education Department
Albany, NY 12234

Dear Dr. King:

We are writing to express our enthusiastic support for the New York Race to the Top proposal to the U.S. Department of Education.

ETS PERC would be interested in partnering with the New York Education Department to bring about needed improvements in the professional development of school teachers and leaders as it pertains to the use of formative assessment in the classroom and strengthening instruction in elementary and middle schools, with a particular focus on mathematics. The ultimate goals of our contribution are:

- Increasing student achievement in mathematics, as reported by the NAEP and the assessments required under the ESEA;
- Decreasing achievement gaps between subgroups in mathematics, as reported by the NAEP and the assessments required under the ESEA.

ETS PERC proposes to actualize these goals by expansion of the SITES-M project, currently being implemented in Tennessee. Specific elements include:

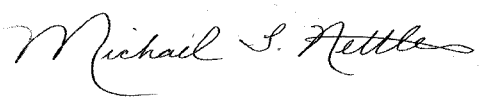
1. Creating a statewide umbrella organization whose focus is on identifying, sharing, and providing training in best practices on elementary and middle mathematics;
2. Collecting and analyzing data, and making recommendations for program modifications;
3. Hosting an annual two-week summer professional development institute for in-service teachers that focuses on strengthening content knowledge of mathematics as well as knowledge of mathematics for teaching;
4. Coordinating Saturday mathematics workshop which will serve to support teachers' efforts to improve instruction and reinforce the learning from the summer professional development institutes;
5. Training in and implementation of *Keeping Learning on Track* (KLT) assessments for learning, as well as implementing Teacher Learning Communities (TLCs);
6. Training in the use of Educational Testing Service's standardized observation protocols;
7. Creating Mathematics Challenges – age and grade-appropriate formative assessments for K-4 students, aligned with newly revised state mathematics standards;
8. Collaborating with the Education Program for Gifted Youth at Stanford University, informally known as the *EPGY Stanford Math Program*
9. Supporting a website for New York State, similar to the website for the original project at Tennessee State University http://www.tnstate.edu/sitesm/;

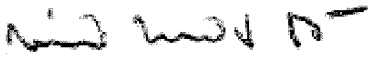
10. Reviewing and strengthening of curricula and course requirements in colleges and universities that prepare pre-service teachers of elementary and middle school students;
11. Increasing community engagement through activities such as Parent University and Community Math Night.

We are committed to improving teaching and learning for all children in this nation and around the world. We look forward to working closely with the New York State Education Department to achieve the Race to the Top goals in schools across the State.

We thank you for your consideration to be your partners in this significant enterprise, and we look forward to discussing your interest in our collaboration in the near future.

Sincerely,





Michael T. Nettles, PhD
Senior Vice President and Edmund W. Gordon Chair
Policy Evaluation and Research Center
Educational Testing Service

Mario Yepes-Baraya, PhD
Senior Consultant for Research and Development
Policy Evaluation and Research Center
Educational Testing Service

NYC LEADERSHIP ACADEMY
Because School Leadership Matters

45-18 Court Square, 2nd Floor
Long Island City, NY 11101-4347

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing New York's summary plan for its Race to the Top application, which we have reviewed and endorse. We applaud the plan's commitment to achieving far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we strongly support New York's efforts to bolster school leadership by strengthening the career continuum for principals and by improving access to robust professional development opportunities through expansion of the state's leadership academies. We too see school leadership as a critical lever for improving students' academic performance and closing the achievement gap.

Established in 2003 as part of New York City's *Children First* education reforms, the NYC Leadership Academy is an independent nonprofit organization that prepares aspiring school leaders for the challenging work of school turnaround and builds current school leaders' capacities to lead school improvement efforts. Since 2003, our Aspiring Principals Program (APP) has graduated 392 educators committed to closing the achievement gap through service in New York City's lowest performing schools, and our graduates represent 16% of New York City's over 1600 principals. Recently, NYU's Institute for Education and Social Policy conducted the first independent evaluation of the APP program and found a statistically significant program effect on student gains in Elementary and Middle School English. We also coach and support new and experienced New York City public school principals; since our inception, we have provided coaching to more than half of New York City's public school principals.

We also work with school districts and states across the country and, as you know, have worked closely with the New York State Education Department in the development of NYSED's leadership academies in Rochester and the Mid-Hudson Region. We are poised to contribute to the State's efforts to expand the leadership academies as part of its Race to the Top program.

We look forward to ongoing collaboration and stand ready to support the state's ambitious reform efforts.

Sincerely,

(b)(6)

Sandra J. Stein
Chief Executive Officer

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

5/17/10

New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Dear Commissioner Steiner and Senior Deputy Commissioner King:

Congratulations on your success with New York State's first round application in the Race to the Top (R2T) competition. Of course, I am disappointed that we did not win, as I know you and your team are, but I am pleased the state advanced so far and that it now appears many of the legislative changes needed to improve our Round 2 application are gaining traction.

We are honored that New York State not only cited our work to raise academic achievement and close gaps among subgroups of students (section A3), but also described our role as a high-quality alternative route for teachers (section D1). **In an effort to make New York State's application even stronger, I am writing to urge you to incorporate the expansion of Teach For America in New York into your Round 2 application.**

Both Delaware and Tennessee, the only two states to receive R2T funding in Round 1, cited Teach For America's potential expansion in their reform plans. We would welcome the opportunity to partner with the state on how to best leverage this potential growth within New York State's Round 2 application.

To this end, in the upcoming Round 2 application, we suggest including in section D(1)(ii) that:

- Hundreds of teacher candidates from *Teach for America* are employed in New York City schools as teachers each year. Moreover, contingent upon financial support, *Teach For America* plans to double the number of teachers that serve students in New York City public schools from 500 in the 2010-11 school year to 1,000 within the next three to five years while also opening a new site (location to be determined) with 30-50 additional teachers in western New York or upstate New York (e.g. Rochester, Buffalo, Syracuse, and/or Albany).
- In addition, by expanding *Teach For America's* impact within New York State, there will be an even greater influx of human capital to drive reform efforts at the school leadership level. Currently, 70 *Teach For America* alumni (i.e. program participants that completed their two-year teaching commitment) serve as principals in New York City public schools. *Teach For America* alumni lead 100 percent of KIPP NYC schools, 78 percent of Achievement First schools, and 55 percent of Uncommon Schools and *Teach For America* works closely with New Leaders for New Schools and the New York City Leadership Academy to provide strong cohorts for each program.

Moreover, we want to ensure that we can work in full partnership as the state's proposed reform initiatives come to fruition. We applaud the Board of Regents' efforts to allow the State Education Department to approve non-collegiate organizations (such as non-profit organizations) to create clinically rich graduate-level teacher preparation programs for teachers entering high needs schools. However, as currently proposed, the pilot poses some challenges for us as a program. We would welcome the chance to discuss this further and will send a memo under separate cover to share some ideas.

U.S. Education Secretary Arne Duncan has cited Teach For America numerous times as an example of an organization that effectively raises the bar on student achievement. We are grateful for the opportunity to have served students in New York's highest-need communities for nearly twenty years, and look forward to working closely with the state as we collectively ensure that all of our students have the opportunity to attain an excellent education.

Sincerely,

Jemina Bernard
Executive Director
Teach For America-New York

Cc: Chancellor Merryl Tisch

AN AMERICORPS PROGRAM

519 Eighth Avenue, Suite 1500 • New York, NY 10018 • P 212.279.2666 F 212.279.2663 • www.teachforamerica.org

Mass Insight
Education & Research Institute

January 5, 2010

Dear Race to the Top selection committee,

This letter is to offer the support of Mass Insight Education & Research Institute (Mass Insight) for New York's application to the United State Department of Education's competitive Race to the Top fund. We believe that in the assurance area of school turnaround, New York has demonstrated an impressive and exceptional commitment to the principles necessary to enacting dramatic and effective school turnaround of its most chronically failing schools. We are confident that if awarded the competitive grant, New York will be ready and willing to implement the critical actions necessary to implement scalable and sustainable school turnaround.

Mass Insight has been working closely with New York over the past year to ready the state for deeper school turnaround efforts. In particular, New York has been part of Mass Insight's Partnership Zone Initiative (PZI). The PZI is a three year, $70 million dollar effort to create scalable and sustainable school turnaround. It will bring together public and private support for partner organizations working with states and districts in transforming clusters of under-performing schools.

New York is among a very select group of six states invited to take the next step in committing to work with us in the Partnership Zone Initiative because of its: 1) commitment to the Partnership Zone framework set forth in the *Turnaround Challenge* report; 2) commitment to investing the additional resources necessary for successful turnaround; and the 3) alignment and support of your state and district leadership. These factors are very aligned with the Race to the Top guidance on turnaround as well.

We believe the Partnership Zone is a tremendous opportunity for all of our participating states to implement a scalable school turnaround strategy and a sustainable method of improving district systems. New York's involvement in this initiative to date clearly demonstrates that they have moved beyond planning and are taking active steps to implement a turnaround strategy for the bottom 5% of your schools, thus adopting the President's challenge.

As part of agreeing to move forward in this initiative, we asked each state to take on the following key commitments:

1. *Commit to* ***target funds to Partnership Zones (Title I including 1003(g), other federal funds such as Race to the Top).***

2. *Commit to the creation of* ***Partnership Zones with altered operating conditions*** *in order to achieve:*
    - *Funding and regulatory flexibility*
    - *Extended school day*
    - *Flexibility in hiring/program;*

3. *Commit to work with a* ***non-profit State Strategic Partner*** *on the state level who will support the initiative; act as a fiscal agent for private funding, provide policy support, build leadership coalitions at the state and district levels and provide support for the growth of Lead Partner organizations;*

4. *Commit to* ***building local capacity by supporting a marketplace of Lead Partners*** *which sign performance contracts with districts for school accountability;*

5. *Commit to the* ***expansion and scalability of Partnership Zones*** *beyond the original cluster, adding additional clusters of schools each year;*

The Partnership Zone provides an opportunity for states and districts, for the first time, to create the conditions necessary for successful, scalable, and sustainable school turnaround. New York has committed to not only the Partnership Zone but also to the broader principles required for successful turnaround as espoused by the federal government under its guidance for Race for the Top. We are excited and privileged to support its application for these funds.

Very truly yours,

(b)(6)

William Guenther
President,
Mass Insight

Signature of State Commissioner/Superintendent of Education

Date

AED

Academy for Educational Development

January 12, 2010

David Steiner
Commissioner
New York State Education Department
Albany, NY

Dear Commissioner Steiner:

I am writing on behalf of my AED colleagues to express support for New York's Race to the Top application and our commitment to work with your department and school districts in the state on the effective implementation of the work proposed.

AED, an international education and human development organization, works with states and school districts throughout the United States in many innovative initiatives that prepare students for success in postsecondary education and careers; develop effective teachers and principals; use data systems to track students' progress and improve practice; and turn around low-performing schools. We support networks of struggling schools (particularly in high-need communities); provide leadership development and professional development; guide the planning and implementation of new, small schools; and conduct research to inform and evaluate educational transformation. We look forward to continuing this work in New York and to collaborating in the state's proposed new efforts.

Thank you for sharing a summary of your plans for the state's Race to the Top application. AED has worked on similar initiatives in New York and elsewhere and values the bold, systemic approach you have outlined. We particularly acknowledge the proposed efforts to turn around low-performing schools and to ensure every student in the state with access to a high-quality education.

AED intends to seek a formal partnership with the state to support implementation of the Race to the Top initiatives in schools and districts throughout the state, particularly in the support for the transformation of middle-grades and high school education, teacher and principal development, and the use of early data indicators to improve instruction and ensure high school success.

Sincerely,

Patrick Montesano

Patrick Montesano
Vice President and Director
AED Center for School and Community Services

c. Merryl Tisch, Chancellor

100 Fifth Avenue, New York, NY 10011
Tel. 212-243-1110 Fax 212-627-0407

Connecting People > Creating Change

AdvancePath ACADEMICS

To Enrich Lives And Improve Society Through Education – One Student At A Time

John Murray
Chairman & CEO

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. AdvancePath Academics, Inc. operates at-risk intervention and dropout recovery Academies in partnership with school Districts under a Public Private Partnership (PPP) / school-within-a-school model. We reduce dropout rates and improve graduation rates while working within the District student revenue budget - we are cost-neutral to revenue positive for our partners.

AdvancePath is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to significantly improve low performing schools, reduce dropout numbers, increase graduation rates and improve college readiness.

AdvancePath Academics strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. New York State has a long tradition of embracing innovative solutions to provide multiple educational pathways to its diverse population of students. This fact should be considered by the Federal Department of Education when undertaking their proposal evaluations and AdvancePath will add its voice to that of New York State to ensure it is so.

We look forward to this unique collaboration.

Sincerely,

John Murray
AdvancePath Academics, Inc.
jmurray@advancepath.com
Cell: (757) 784 - 4038

Please see our Academies in action at:
http://www.youtube.com/watch?v=Wx3klIzcf_M

Race to the Top: Letters of Support

I. Cultural Organizations

BUFFALO & ERIE COUNTY
PUBLIC LIBRARY

BRIDGET QUINN-CAREY
DIRECTOR

RECEIVED
JAN 07 2010
COMMISSIONER
OF EDUCATION

January 5, 2010

Chancellor Merryl Tisch and Commissioner David M. Steiner
New York State Board of Regents
The State Education Department
The University of the State of New York
Albany, NY 12234

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Buffalo and Erie County Public Library System, which in its efforts to expand access to quality literacy services and focus on the wealth of educational materials housed in our special collections, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to strengthen the STEM curriculum and encourage the participation of community organizations in planning for the future of public education.

The Buffalo and Erie County Public Library System strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We plan to assist the state by working with our public and charter schools to continue to provide excellent educational opportunities for students and their families outside of the traditional school day that complement formal learning and are based on the goals and priorities outlined in New York's plan. We will also provide complementary information literacy

1 LAFAYETTE SQUARE
BUFFALO, NY 14203-1887
716•858•8900
www.buffalolib.org

skills training and learning opportunities to students; these skills are key components of success, and are vital for our students and the future of our community.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Bridget Quinn-Carey
Director

BQC/mb

Queens Library
Enrich your life

Thomas W. Galante
Library Director

January 11, 2010

Queens Library
89-11 Merrick Boulevard
Jamaica, NY 11432

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. Queens Library is the highest circulating public library in the country. It serves the 2.3 million residents of Queens through its Central Library, 61 community libraries, 7 adult learning centers and 2 family literacy centers. We work closely with schools in the borough and additionally serve students and their families during non-school hours, afterschool, weekends and summers. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to take advantage of the breadth of scope encompassed by the State Education Department to utilize the experience, skills and resources of libraries and other cultural institutions to improve the lowest performing schools.

Queens Library strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We hope to have the opportunity to take part in implementation of the state's Race to the Top efforts by responding to partnership opportunities according to the state's RFP process. In addition, we would welcome the opportunity to represent public libraries on work groups as needed, or provide information on the role urban public libraries can play in preparing students for success.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Thomas W. Galante
Library Director & Chief Executive Office

89-11 Merrick Boulevard · Jamaica, NY 11432 · T: 1-718-990-0794 · F: 1-718-291-8936 · www.queenslibrary.org

AMERICAN MUSEUM OF NATURAL HISTORY

OFFICE OF THE PRESIDENT

May 24, 2010

Chancellor Merryl Tisch
Commissioner David Steiner
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch and Commissioner Steiner:

The American Museum of Natural History (AMNH) is pleased to have this opportunity to express its enthusiastic support for New York's Race to the Top application and the bold reform agenda it advances.

Since its founding in 1869, the Museum has been committed to education. Its mission "to discover, interpret, and disseminate—through scientific research and education—knowledge about human cultures, the natural world, and the universe" purposefully integrates scholarship across scientific disciplines with public education. Today we are engaged in science education at every level, from early childhood through graduate and beyond, and we are the only museum in North America to offer the doctoral degree—through our New York-accredited Richard Gilder Graduate School.

We are proud of our long tradition of contributing to education in New York City. Each year, the Museum welcomes some 450,000 schoolchildren and more than 4,000 teachers participating in professional development programs onsite and online. The Museum's Education Department has an interdisciplinary team of accomplished educators, scientists, and program developers with broad capacities in learning and teaching, professional development, informal education, curriculum development and delivery, and instructional media and technology. Further, as a place where scientific research is conducted and where teachers are educated, the Museum provides unmatched professional development opportunities.

From the Museum's perspective, no work today could be more urgent than reforming how we educate our children, particularly in science, technology, engineering, and math (STEM), and we support the essential reforms that New York's Race to the Top plan calls for in standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. We welcome the State's plans for providing new and existing teachers with the knowledge and skills they need to ensure all students are prepared for career and college, for developing intensive professional development

Central Park West at 79th Street New York, New York 10024-5192 www.amnh.org
PHONE: (212)769-5997 FAX: (212)769-5018

offerings (including online delivery), and for improving outcomes for under-served populations and high needs schools. We particularly approve the proposed competitive opportunity for successful, non-traditional institutions—like the Museum—to offer residency-based teacher certification programs to teachers committed to serving high need student populations. Intrinsic to all of these efforts will be the robust assessment and data systems the plan proposes.

We applaud the plan's emphasis on STEM education, which has long been recognized as an indispensable ingredient in school reform, from the 1984 call to action, "A Nation at Risk," through such current reports as The Carnegie-IAS Commission's "The Opportunity Equation." Fundamental to New York's success will be its plans to provide exemplary models—such as spiral curricula—of effective STEM teaching and learning, to strengthen the science teaching workforce, and to ready students for high level performance in STEM fields.

The provisions in the State's application are aimed at positioning New York to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the State's Race to the Top efforts by responding to partnership opportunities per the State's RFP process.

As a renowned science and education institution and graduate school deeply rooted in New York, the American Museum of Natural History strongly supports the State's endeavors to achieve education reform through this Race to the Top application.

Sincerely,

Ellen V. Futter

Norm Silverstein
President & CEO
norms@wxxi.org

WXXI Public Broadcasting Council
280 State Street, P.O. Box 30021
Rochester, NY 14603-3021
585.258.0211 p 585.258.0335 f

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's "Race to the Top" application. WXXI Public Broadcasting Council, which serves the Greater Rochester area with public radio and public television programming, is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to ensure all students are prepared for college, the global economy, 21st century citizenship, and lifelong learning.

WXXI Public Broadcasting Council strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap. Public broadcasting is uniquely positioned to assist New York State in achieving these goals through our home and school linkages.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, WXXI intends to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process in the following ways:

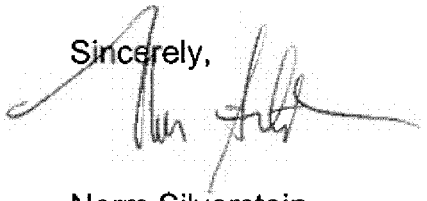
- **Provide professional development** to P-20 educators in the effective use of media and video in the classroom across the curriculum. Using WXXI and PBS produced programming, WXXI trains teachers in implementing arts, technology, math, science, economics, and global citizenship through award-winning instruction series. These include such WXXI produced series as:
  - ***Assignment: The World***, a weekly global current events series provided to middle school students online and via broadcast.
  - ***Homework Hotline,*** a four day a week homework help series and service that features such topics as youth entrepreneurship, science exploration, citizenship, and master teachers providing real-time assistance to students statewide by phone, live TV broadcast and online.
  - ***Biz Kid$,*** a 39-part series where kids teach kids about how to manage money, start businesses and learn about economics.

- **Provide innovative technology and multimedia school services and professional development resources** that assist schools and students in providing real-world experiences such as: On-Demand Video Libraries aligned to the curriculum, Online Courses and Professional Development for P-20 educators and students.
- **Develop and pilot specific virtual school services** that can be replicated statewide.

We also plan to assist the state by continuing to provide top quality programming and services through TV broadcast and online on-demand services to the home, school and informal educational settings to support learning objectives set forth in the New York State Race to the Top application.

We look forward to participating with the State Education Department in this unique collaboration.

Sincerely,

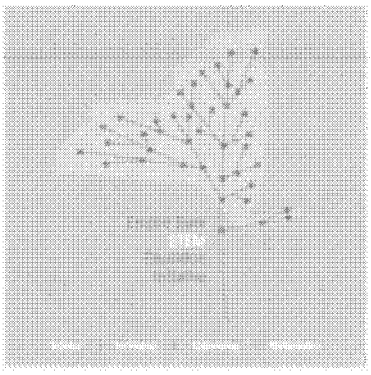


Norm Silverstein
President & CEO

Race to the Top: Letters of Support

J. STEM

Rensselaer



Empire State STEM Education Initiative
Rensselaer Polytechnic Institute
110 8th Street
Troy, NY 12180-3590

January 6, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The **Empire State STEM Education Initiative**, led by Rensselaer Polytechnic Institute and supported by grants from the Bill & Melinda Gates Foundation and the AT&T Foundation, is completing a "Progressive Dialogue" to identify ways to advance PK-20 education in science, technology, engineering, and mathematics (STEM) across New York State, and thereby prepare the next generation of New York's graduates to innovate and compete in the global economy. To date, over 500 stakeholders have participated from sectors including business (40 companies), state and local government, public and private K-12 and higher education, corporate and private foundations, museums, public television, PTAs and school boards, professional associations in the STEM disciplines, and non-government organizations.

The **Empire State STEM Education Initiative** strongly supports New York's plan for Race to the Top funding. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to advance STEM education by developing related standards and assessments, recruiting and preparing STEM-literate teachers and principals in innovative ways with a focus on high needs schools, supporting innovative school models, and supporting the design and implementation of collaborative networks that span the ecosystem of stakeholders. Participants in the Progressive Dialogue prioritized these areas and also identified community initiatives which, in concert with New York's Race to the Top plan, stand to close achievement gaps.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We will also assist the state by continuing to share outcomes of the Progressive Dialogue and collaborate on driving cross-sector action plans.

We look forward to this unique collaboration.

Sincerely,

Eddie Ade Knowles, Ph.D.
Vice President for Student Life
Rensselaer Polytechnic Institute
Troy, NY 12180-3590
518-276 -6201
knowle@rpi.edu

Margaret Ashida
Project Director, Empire State STEM Education Initiative
Rensselaer Polytechnic Institute
Troy, NY 12180-3590
518-276-2591
ashidm@rpi.edu

COLUMBIA UNIVERSITY
MEDICAL CENTER

SAMUEL C. SILVERSTEIN, MD
John C. Dalton Professor of
Physiology and Cellular Biophysics
Professor of Medicine
Founder, Director
Summer Research Program
630 West 168th Street
New York, NY 10032
212-305-3546
*scs3@*columbia.edu

January 7, 2010

Chancellor Meryl Tisch, Ph.D.
Commissioner David Steiner, Ph.D.
New York State Education Department
Albany, New York

Dear Chancellor Tisch and Commissioner Steiner,

I have read with interest and applaud your plans for New York State's Race to the Top application. Columbia University's Summer Research Program for Science Teachers, now in its 21st year of providing high quality focused professional development for New York metropolitan area public middle and high school science teachers, looks forward to contributing to multiple elements outlined in this application. As reported in our article in the October 17th, 2009 issue of *Science* magazine, 10% more students of teachers who have participated in Columbia's Summer Research Program pass a New York State Regents science examination than students in classes of other teachers in the same schools. Moreover, Columbia program participants are retained in classroom teaching at 3-4-fold higher rates than comparably experienced teachers. While the human benefits of teacher participation in Columbia's program are incalculable, we estimate New York City's and New York State's Education Departments save $1.14 in immediate economic benefits in teacher recruitment and student exam and course repetition costs for every $1 the program's sponsors invest in it. We believe the program shows what New York State can accomplish in STEM education.

Specifically, Columbia's Summer Research Program is prepared to assist the New York State Education Department in the following high priority areas:
1. Standards and Assessment. We support your efforts to enhance standards and high-quality assessments,
2. Data Systems to Support Instruction. We are experienced in using data to improve instruction, in helping to enhance local instructional support systems, in professional development of teachers in uses of data. As the *Science* article cited above indicates, we are experienced in making data we collect widely accessible to others.

3. Great teachers and Leaders. Columbia's program has demonstrated experience on improving teacher performance. We are ready to assist teachers and schools in measuring student growth. We have demonstrated capability to design and implement evaluation systems. We are demonstrably able to conduct annual evaluations and to use evaluation data to inform professional development.
4. As demonstrated by the above referenced *Science* magazine report, we are experienced in providing high quality professional development to middle and high school science teachers.

The provisions in the State's application ensure New York is strongly positioned to compete for Race to the Top funds. Subsequent to the anticipated funding of the State's application we intend to pursue a formal role in the implementation of the State's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. My Columbia colleagues and I also plan to assist the State by enlisting scientists at universities, medical schools, and science-rich cultural institutions throughout New York City and State to make opportunities available for teachers to gain experience in the practice of science in these scientists' laboratories. Indeed, Rockefeller University, Bard College, and New York University School of Medicine already are committed to join Columbia in such an effort.

In summary, as Director of Columbia University's Summer Research Program, I enthusiastically support New York's plan for Race to the Top. My colleagues and I believe the plan you have developed for our state will enhance our own efforts to close the student STEM achievement gap. We look forward to participating in this unique collaboration.

Yours sincerely,

Samuel C. Silverstein, M.D.
John C. Dalton Professor of Physiology and Cellular Biophysics, Professor of Medicine, and
founder and Director of Columbia University's Summer Research Program for Science Teachers.

NYU·poly
POLYTECHNIC INSTITUTE OF NYU

Jerry MacArthur Hultin
President
T 718.260.3500
F 718.260.3641
hultin@poly.edu

January 8, 2010

Merryl H. Tisch, Chancellor
New York State Board of Regents

David Steiner, Commissioner
New York State Department of Education
President of the University of the State of New York

Dear Chancellor Tisch and Commissioner Steiner:

I welcome the opportunity to lend the support of Polytechnic Institute of NYU (NYU-Poly) to New York State's application for Race to the Top. Your leadership in accelerating the State's strategy for far-reaching reforms in the areas of standards and assessment, teacher and principal effectiveness, and low performing schools is most appreciated. In particular, at NYU-Poly, we applaud your plan to transform teaching and learning, which is reflective of our work with STEM disciplines (science, technology, engineering and mathematics) in local schools.

The Central Brooklyn Robotics Initiative (CBRI), a program we created in partnership with the Brooklyn Community Foundation (formerly Independence Community Foundation), whose $300,000 grant allowed us to expand STEM education in 12 public schools in Brooklyn, is a shining example of our commitment to developing the STEM pipeline. Indeed, we secured two Motorola Innovation Generation grants to supplement program funding. Similarly, Applying Mechatronics to Promote Science (AMPS) is in its second year of a five-year NSF grant to engage middle school students in STEM disciplines, and give PhD students valuable teaching experience in CBRI schools. These partnerships and our work with the Urban Assembly Institute of Math and Science for Young Women provide critical opportunities to underrepresented students to close the achievement gap in STEM fields.

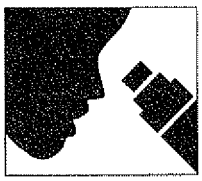
We note with interest your plans to create pathways for scientists, engineers, and mathematicians to become science teachers in high-need schools. We have engaged science educators across the state in professional development programs in up-to-date technological and scientific training. We are also fortunate to offer Research Experience for Teachers (RET) to STEM teachers in New York City and surrounding counties. With demonstrated expertise in teacher development, NYU-Poly could be an ideal arena in which to encourage scientists and engineers to become teachers.

Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. I am certain, given our history in forging educational partnerships—while leveraging funding and working towards common goals—that NYU-Poly can play a leadership role statewide.

Again, I strongly endorse the State's efforts and fully commit the resources of NYU-Poly to ensure its success. As well, we look forward to joining with the State in this exciting educational reform.

Sincerely,

Jerry M. Hultin



Merck Institute for Science Education

Carlo Parravano, Ph.D.
Executive Director

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner:

Thank you for sharing a summary of your plans for the state's Race to the Top application. At the Merck Institute for Science Education (MISE) we share your deep commitment to ensuring that every child has access to a high quality education.

Over the past seventeen years, MISE has worked closely with public school districts to improve science teaching in grades K-12. A nonprofit organization created by Merck & Co., Inc., MISE simultaneously seeks to enhance teachers' knowledge and skills; provide instructional materials to support reform; build strong professional communities committed to reform practice within and across schools; and create local, state and national policy environments that support a vision of effective science instruction.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to adopt ambitious goals and more challenging academic standards for all students; develop a broad consensus on the vision of the schools and classrooms that will enable students to reach these higher standards; and develop the capacity to motivate, prepare, and support the efforts of teachers and administrators to make the changes envisioned in curriculum, pedagogy, assessment, and school organization.

In particular, we strongly support your efforts to integrate STEM education into your overall plan. We look forward to working with you in framing this component of your initiative and determining the extent to which our organization can contribute to its success. We have learned many valuable lessons in our capacity-building work, and are eager to make our experience base available to the other partners in your initiative.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We applaud your efforts to improve the education of all children through this grant and are pleased that you have underscored the importance of a strong STEM education by including it as a priority.

We look forward to partnering with the New York State Education Department in the future to continue this extraordinary effort.

Sincerely,

Carlo Parravano

P.O. Box 2000, RY60-215 Rahway, NJ 07065 Phone (732) 594-7401 Fax (732) 594-3977 www.mise.org

January 7, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The New York State Society of Professional Engineers (NYSSPE) is the premier statewide organization for professional engineers. Our mission is to promote and protect the practice of engineering in New York State, as well as enhance the well-being of our members. It is equally important that we educate future engineers and promote the profession within our schools. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to integrate Science, Technology, Engineering and Mathematics (STEM) education into this initiative.

NYSSPE strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to educate students about the opportunities that come with an education that is focused on the STEM curriculum. This comes at a critical time, as the need for engineers is ever increasing; however enrollment in traditional engineering programs has decreased over the last decade. To reverse this trend it is necessary to transform the math, science, and technology education content areas to a connected program of learning, which should include engineering in the early grades. There is a critical need to improve the education in the United States in order to maintain our position as the World's innovation leader.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We applaud your efforts to improve the education of our children through this grant and we are so pleased that you understand the importance of the STEM curriculum and have included it as a priority. We look forward to partnering with the New York State Education Department in the future to continue this extraordinary effort.

Best regards,

Dr. James J. Yarmus, PhD, PE
President

6 Airline Drive Albany, NY 12205 ●518-283-7490● www.nysspe.org

World Science Festival 230 West 41st Street, Suite 1600, New York, NY 10036 Phone 212.348.1400 Fax 212.260.1601 worldsciencefestival.com

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application.

The World Science Festival is an annual week-long celebration of innovation, ingenuity and inventiveness that brings together great minds in science, culture, education, media and policy to make scientific knowledge accessible to the widest possible public audience and to educate and inspire the next generation of leaders in science and technology.

Through compelling visual programs and performances, the Festival showcases cutting edge ideas and discoveries, explores how science, math and technology profoundly shape modern life, and enables students and teachers to experience science as never before, making the esoteric understandable and the familiar fascinating. Since its inception in 2008, the Festival has garnered a live audience of over 300,000 people, the online postings of Festival events have received over 2 million views, and the Festival's programs have been covered by over 500 media outlets, generating over 600 million media impressions.

The World Science Festival is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to radically improve STEM education, engage students of all backgrounds in compelling, nontraditional learning experiences that foster deep interest and understanding of science and math and their real-world applications, provide a forum for exploring the rich and surprising intersection between the arts and the STEM subjects, and infuse the state's student and teachers with the excitement and wonder of science and math.

The World Science Festival strongly supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. Subsequent to the anticipated award of funds, we intend to pursue a formal role in the implementation of the state's Race to the Top efforts by responding to partnership opportunities per the state's RFP process. We also plan to assist the state by making available the Festival's innovative science content and programming to the widest possible audience of educators and students through broadcast and online platforms.

We look forward to this unique collaboration.

Sincerely,

Tracy Day
Co-Founder and Executive Director
World Science Festival

Race to the Top: Letters of Support

K. Other

Center for Children's Initiatives
322 Eighth Avenue, 4th Floor
New York, NY 10001
www.centerforchildrensinitiatives.org

January 8, 2010

Dear Chancellor Tisch and Commissioner Steiner,

Thank you for sharing a summary of your plans for the state's Race to the Top application. The Center for Children's Initiatives works to support early childhood practitioners in creating effective and comprehensive early learning opportunities. We have been actively engaged in supporting the implementation of Pre-K across the state as an essential component of the State's educational investment in closing the achievement gap. CCI is constantly striving to ensure high quality educational opportunities for all of New York's students. We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to expand the current education data system to encompass P-20 longitudinal data. There is also an important opportunity to embrace best practices in the early years through the strategies to recruit, prepare and support skilled teachers and leaders. By including the preschool years, we will greatly increase the state's ability to track student's progress and identify best practices and models of excellence.

The Center for Children's Initiatives supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap as we at CCI continue to work toward the highest quality early childhood programs that give children the early start they need.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding. We and our early childhood colleagues are eager to continue to work closely with the state to promote the best learning opportunities for our children. As a member of the Early Childhood Advisory Council, CCI is actively working to promote the strongest linkages between early education and the traditional K-12 education system.

We look forward to this unique collaboration.

Sincerely,

(b)(6)

Nancy Kolben
Executive Director
Center for Children's Initiatives

The Committee for Hispanic Children and Families, Inc.
110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

Elba I. Montalvo
Executive Director

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Michael Rodriguez

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner,

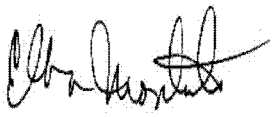
Thank you for sharing a summary of your plans for the state's Race to the Top application. The Committee for Hispanic Children and Families, Inc. (CHCF) has been dedicated to improving the quality of life for Latino children and their families since 1982. CHCF is constantly striving to ensure high quality educational opportunities for all of New York's students, including English Language Learners.

We appreciate that New York's Race to the Top plan calls for far-reaching reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. In particular, we support New York's efforts to use RTTT dollars to improve the educational achievement of low-income, Latino and English Language Learner students, who historically have been underserved. We also support efforts to expand and improve current data systems to include P-20 data to identify early what students need to succeed academically. CHCF supports recruiting, preparing and supporting teachers in high-need schools and incorporate linguistic and cultural competency standards. CHCF supports New York's plan for Race to the Top. Once implemented, this plan will enhance our own efforts to advance student achievement and close the achievement gap.

The provisions in the state's application ensure New York is strongly positioned to receive the maximum amount of available funding.

We look forward to this unique collaboration.

Sincerely,



Elba Montalvo
Executive Director

NCLR

M. Kathie Collins, CSD
NYS Coordinator/National Liaison
P.O. Box 203
Meridian, New York 13113
(315) 626-9913

January 4, 2010

Dear Chancellor Tisch and Commissioner Steiner:

The New York Secondary Association of Skills USA strongly support's New York's plan for the Race to the Top. I have reviewed the state's application and feel that it supports quality opportunities for all New York students as we prepare our young people to be world class workers. The far-reaching reforms support the highest standards of assessment, data evaluation, teacher and administrator excellent and address the need to effect change in low performing schools. We are particularly interested in the assessment of career and technical students to assure that they have the industry required skills.

The SkillsUSA Association supports the implementation of the Race to the Top plan and hopes that funds become available to support student leadership activities for the CTSO's that are so important to a work class work force.

New York SkillsUSA believes that the provisions in the New York State applications ensure that the state will be eligible for the maximum amount of federal funding.

New York State SkillsUSA looks forward to updates as this plan in implemented for the betterment of education in New York.

Sincerely,

M. Kathie Collins

M. Kathie Collins
New York Secondary Association of SkillsUSA

175 Route 32 North • New Paltz, NY 12561 • Phone: 845-255-8989 • Fax: 845-255-3836 • E-mail: scss@ulsterboces.org • http://nyscenterforschoolsafety.org

January 6, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of the New York State Center for School Safety and the New York 21st Century Community Learning Center (CCLC) Statewide Technical Assistance Center, I am pleased to confirm our support for New York State's Race To The Top (RTTT) application. Along with the New York State Education Department (NYSED), the New York State Center for School Safety and the New York 21st CCLC Statewide Technical Assistance Center are member organizations of the New York State Afterschool Network (NYSAN), a public-private partnership of statewide and regional groups dedicated to promoting the learning and healthy development of young people from birth through young adulthood. Our partnership is committed to sustaining a system that increases the quality and availability of expanded learning opportunities (ELOs), particularly afterschool and summer programs, extended day and/or year strategies, and other youth services.

The New York 21st CCLC Statewide Technical Assistance Center, a part of the New York State Center for School Safety, works to provide technical assistance and training support to all funded 21st CCLC programs in the state, and supports NYSED efforts with the funded programs. We see afterschool as a component of ensuring equity in education, and closely aligned with the objectives of the New York State Center for School Safety to create safe learning environments for all our children. Afterschool helps ensure children are in safe and supervised areas where learning can happen, aligning with the objectives of the school day. As such, our work is closely linked to the commitment of the public education system in New York, to close opportunity and achievement gaps system-wide in order to ensure high levels of student success for all.

We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan. NYSAN, the New York State Center for School Safety, and the New York 21st CCLC Statewide Technical Assistance Center look forward to working collaboratively with NYSED to advance statewide plans on the objectives of the RTTT application.

In particular, we believe that ELOs are an important vehicle to accomplish NYSED's ambitious goals. More than just extending the school day or year, ELOs are education reform strategies that seek to redesign the learning day and to ensure that students have more varied opportunities to learn, time for individualized attention from teachers, as well as enrichment experiences in science, social studies, literacy, health and fitness, study skills, arts, and service learning. We hope that ELOs will be considered as essential components of New York State's education reform agenda given the ways in which they support both RTTT and NYSED's goals.

The New York State Center for School Safety and the New York 21st CCLC Statewide Technical Assistance Center are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

(b)(6)

Mary Grenz Jalloh, Executive Director
New York State Center for School Safety
New York 21st CCLC Statewide Technical Assistance Center

New York State Center for School Safety is funded through grants from the Office of the Governor, New York State Education Department, the Office of the New York State Attorney General and the New York State Department of Health

May 31, 2010

Dr. David Steiner
Commissioner
New York State Education Department

Dear Commissioner Steiner,

On behalf of Peaceful Schools, I am pleased to offer and confirm support for New York State's Round 2 Race To The Top application. Peaceful Schools supports the creation and management of reforms to promote rigorous standards, expand longitudinal data systems, promote great teachers and leaders, and focus resources on low performing schools through aggressive turnaround strategies. We are pleased to see that New York State's education reform agenda is closely aligned with that of the United States Department of Education, and the vision of President Obama and Secretary of Education Duncan.

Specifically Peaceful Schools supports NYS Education Department's plans for adopting internationally benchmarked standards and assessments designed to rigorously prepare our youth for success in college and the workplace. We agree with the emphasis on building instructional data systems that measure student success and inform teachers and principals on how to improve practices. We encourage NYS Education Leaders to include measures and data collection practices to account for students social-emotional and physical well being.

Peaceful Schools mission is to provide Social Emotional Education and Conflict Resolution Training and Support to our partnering schools. The leadership at Peaceful Schools believes that New York State is at the precipice of dramatic positive changes for children, as our state agencies have worked together to agree upon the social, emotional, physical and intellectual needs of our youth. This is evidenced by the unprecedented collaboration in the publication of two vital guiding documents: The Childrens Mental Health Plan, published October 2008 by The Office Of Mental Health and Educating the Whole Child, Engaging the Whole School, Guidelines and Resources for Social Emotional Development and Learning in New York State recommended standards proposed by the Board of Regents in September of 2009. Both of these initiatives share common recommendations for addressing the needs of the child and outline the importance of creating a safe and productive school climate, providing instruction in social emotional education and "Investing in prevention, early identification and intervention for children at risk of social, emotional, behavioral or academic challenges". *(Engaging In The Next Steps, May 2008, p. 30)* The Race To The Top application will provide the necessary supports to implement the recommendations of these important policy guidelines by our states leadership.

Peaceful Schools fully supports the New York State Race To the Top (RTTT) application and stands at the ready to assist NYSED in achieving its ambitious goals. We are confident that New York's plan will maximize the value and impact of this unprecedented investment in a public education system that supports student success for all children. Please feel free to contact me if you have questions or require further information.

Sincerely,

LURA L. LUNKENHEIMER

Lura L. Lunkenheimer
President
lural@peacefulschools.com

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Appendix A_3_i_1: New York State Learning Standards

The Arts

Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse

social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a

variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Health, Physical Education, and Family and Consumer Science

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

Mathematics, Science, and Technology Education

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics (Approved 1996)

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 3: Mathematics (Revised 2005)

Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical

setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate

their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for

establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Appendix A_3_i_2 – Overview of Regents' Standards Review Committee

Chaired by Regent Saul Cohen, formerly President of Queens College, and coordinated by Dr. Walter Sullivan, Associate Professor of Educational Leadership and Director of the Center for Educational Policy and Practice at The College of New Rochelle, the Regents' Standards Review Committee includes numerous practitioners drawn from New York schools, higher education institutions, and other stakeholders. A research base is provided by a team of nationally recognized researchers, including Dr. Michael Kamil, Stanford University (Chair, Research Team); Dr. Dorothy Strickland, Rutgers University; Dr. Catherine Snow, Harvard University; Dr. Frank Vellutino, SUNY, Albany; and Dr. Nell Duke, Michigan State University. (Note that Drs. Kamil, Strickland, and Snow are also formally involved with the current National Governors' Association Common Core Standards initiative.) The committee's efforts are further supported by NYSED senior staff and the New York Comprehensive Center (NYCC), one of 16 regional comprehensive centers funded by the U.S. Department of Education that supports state education leaders as they strive to meet the goals of the Elementary and Secondary Education Act and improve achievement outcomes for all students.

The integration of ESL into the development of the ELA standards was a major breakthrough in New York State as well as in the nation. The Standards Review Working Principles state unequivocally that there will be a single set of standards for all students. Eighty ESL/Bilingual educators reviewed both the existing ESL material and the proposed draft standards, making extensive and detailed recommendations throughout the document to ensure that the final standards and performance indicators would apply to all students.

Appendix A_3_i_3: Standards Review Working Principles

Standards Review Working Principles

(Revised as of September 15, 2008)

Through this comprehensive standards review initiative, we will:

1. Include three levels of standards:

   a) *Student learning standards (content)*

      These standards will detail what students will be expected to learn.

   b) *Teacher knowledge standards*

      These standards will parallel the student standards. They will specify the knowledge that teachers should have to enable students to reach each learning standard.

   c) *System infrastructure standards*

      These standards will specify those elements that are beyond the control of students and teachers, for example, access to technology, books, and other materials. These standards would also specify professional development for teachers and administrators.

2. Develop a single set of standards for each content area:

Some students may need different levels of support or scaffolding to achieve the learning outcomes (e.g., struggling learners, English language learners, students with disabilities). A single set of standards will ensure that expectations for all students are the same. Although these standards will specify that all students should work to achieve the same levels of proficiency; they will also acknowledge the need to provide differential instruction for different populations. Different levels of resources may also be required for some students to achieve the specified levels.
If all students are expected to become proficient in English Language Literacy, a set of standards to which all students should aspire must be created. Reaching those standards may require

different instructional techniques at different developmental levels. For English Language Learners who are literate in their first language, there is substantial transfer between that first literacy and a second literacy in English. Instruction should capitalize on the transfer rather than assuming that students have no knowledge of literacy skills. For ELLs who are not literate in their first language, it may be effective to conduct literacy instruction in the native language first, then capitalize on that cluster of skills. If literacy instruction is to be conducted solely in English, care must be taken to ensure that the students have sufficient English Language proficiency to benefit from that instruction. The nature of the instruction will vary as a function of the developmental level of students and the native language of those students. The instructional support needed to become skilled in literacy will focus on a single set of goals, but will change across contexts. These variations should be reflected in curricular documents, not in standards.

3. Infuse basic and academic literacy throughout all the content areas:

Currently the standards/performance indicators do not acknowledge differences in literacy across disciplines. It has become apparent in recent work that there are substantial differences in reading skills across disciplines. Content area assessments do not assess the ability to read in different content areas. These assessments minimize literacy demands, focusing instead on content knowledge. There is a need to assess the degree to which students are able to read content area materials in order to determine whether they are or can become independent learners in the disciplines. Assessments that focus on literacy need to include the full range of text genres.

The 2009 Reading Framework for the National Assessment of Educational Progress, for example, uses the following range of genres:

Literary text

Story

Literary nonfiction (such as narrative essays, speeches, and autobiographies or biographies)

Poetry

should not be included. This is related to the issue of whether all standards will be assessed. While there might not be a one-to-one alignment between assessments and standards, it is the case that all standards will be assessed, at least implicitly. For example, if a student can demonstrate comprehension of plot, it also means that that student is demonstrating the mastery of word identification, etc.

7. Review PreK-12 standards within the context of a seamless P-16 continuum.

The basic intent of this set of standards is to provide students with the necessary skills to succeed when they enter schools and to provide them with the ability to choose any path they wish to when they graduate high school. Thus, the standards have to account for the skills that students need before they enter school as well as the skills they will need when they enter the work force or pursue post secondary education.

8. Integrate technology throughout all the content areas.

The influence of technology has extended to the types of texts (multimedia) as well as the uses of those texts. While "new literacy" requires an even higher degree of "old literacy," there are new skills that are required. To this end, one proposal is to add two new categories, PRESENTING and VIEWING. PRESENTING involves selecting, synthesizing, and organizing information to convey a message. Conversely, VIEWING is the obverse of presenting. VIEWING involves comprehending, critically examining, and making use of the information in a presentation. These are not limited to technology, but technology has changed the ways in which information has been presented and viewed. The most obvious variable is the inclusion of multimedia elements in documents. For other ways in which technology has affected literacy, one needs to look no further than search for information on the internet.

Appendix A_3_ii_1: Diploma Requirements For Students

DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 IN:

	SEPTEMBER 2002 01		SEPTEMBER 2005		SEPTEMBER 2006		SEPTEMBER 2007		SEPTEMBER 2008		SEPTEMBER 2009	
UNITS OF CREDIT:	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English Language Arts	4	4	4	4	4	4	4	4	4	4	4	4
Social Studies	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)	4(a)
Mathematics	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)
Science	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)	3(b)
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
The Arts (c)	1	1	1	1	1	1	1	1	1	1	1	1
Languages Other Than English	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)	1(d)
Physical Education	2	2	2	2	2	2	2	2	2	2	2	2
Sequence Courses, Electives	3.5	3.5(g)	3.5	3.5(g)	3.5	3.5(g)	3.5	3.5(g)	3.5	3.5(g)	3.5	3.5(g)
TOTAL REQUIRED	22	22	22	22	22	22	22	22	22	22	22	22
EXAMINATIONS:	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
REGENTS DIPLOMA												
Comprehensive English	1	1	1	1	1	1	1	1	1	1	1	1
Global History & Geography	1	1	1	1	1	1	1	1	1	1	1	1
US History & Government	1	1	1	1	1	1	1	1	1	1	1	1
Mathematics	1	2(e)	1	2(e)	1	2(e)	1	2 or 3(e)	1	3 of 2(e)	1	3(e)
Science	1	2(f)	1	2(f)	1	2(f)	1	2(f)	1	2(f)	1	2(f)
Languages Other Than English	(d)	1(d)	(d)	1(d)	(d)	1(d)	(d)	1(d)	(d)	1(d)	(d)	1(d)
TOTAL REQUIRED	5	7 or 8	5	7 or 8	5	7 or 8	5	7, 8 or 9	5	7, 8 or 9	5	8 or 9
	LOCAL DIPLOMA		LOCAL DIPLOMA		LOCAL DIPLOMA		LOCAL DIPLOMA		LOCAL DIPLOMA		LOCAL DIPLOMA	
LOCAL DIPLOMA (m)												
Regents Examination score of 65+:	0		2		3		4		NA		NA	
& Regents Examination score of 55-64:	1-5		3		2		1		NA		NA	
OR												
For students with disabilities:												
Regents Examination score of 55-64 (n):	1-5		1-5		1-5		1-5		1-5		1-5	
Regents Competency Tests (o):	1-6		1-6		1-6		1-6		1-6		1-6	

Appendix B_1_i_1: Memorandum of Agreement - Common Core Standards

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	David A. Paterson
Chief State School Officer:	Richard P. Mills

Appendix B 1 i 2: States Participating in the Standards Consortium

News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

[Excerpt]

Contact: mailto:webmaster@nga.org?Subject=Contact--Jodi%20OmearJodi Omear, 202-624-5346

Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

Appendix B_1_i_3: Introduction to Draft Standards and Evidence

Evidence Statement of New York State's commitment to adopting evidence-based, internationally benchmarked ELA and Mathematics common core standards

Evidence for B(1)(i): A copy of the final standards, or if the standards are not final yet, a copy of the draft standards and anticipated date for completing the standards

New York State is fully committed to adopting the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Common Core State Standards for Mathematics and providing leadership in the process. The State Education Department has reviewed several previous drafts of the ELA and Mathematics common core standards and provided feedback to NGA/CCSSO, most recently in May 2010.

The final Common Core State Standards for ELA and Mathematics are scheduled to be released on June 2, 2010. Since the Common Core State Standards documents are lengthy documents (including over a hundred pages), and this appendix is limited, we are including this statement as an assurance that we are committed to participating in this process and adopting these standards.

The text of the standards can be found in Sub-Appendix 1 (ELA) and Sub-Appendix 2 (Mathematics).

Evidence for B(1)(i): Documentation that the Standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.

The NGA/CCSSO have committed to ensuring that the Common Core State Standards are internationally benchmarked and will help to ensure that students are prepared for college and careers, as evidenced in a statement made in the NGA/CCSSO's FAQ document. In their FAQ, NGA/CCSSO provides an overview of how the standards were developed, including how they were internationally benchmarked (for example, see the last two bullets). In addition, the NGA/CCSSO website includes a joint international benchmarking report, "Ensuring U.S. Students Receive a World-Class Education," available at http://www.corestandards.org

From Common Core FAQ:

By what criteria are the standards being developed?

The standards are being developed by the following criteria:

• Aligned with expectations for college and career success

• Clear, so that educators and parents know what they need to do to help students learn

• Consistent across all states, so that students are not taught to a lower standard just because of where they live

• Include both content and the application of knowledge through high-order skills

• Build upon strengths and lessons of current state standards and standards of top-performing nations

• Realistic, for effective use in the classroom

• Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society

• Evidence and research -based

Evidence that the draft common core state standards are internationally benchmarked was also provided by NGA/CCSSO with the fall 2009 College- and Career-Readiness draft ELA and Mathematics documents that were sent to States for feedback. Since the evidence includes numerous pages, we are including this statement as an assurance that the standards being developed are internationally benchmarked, as evidenced by the FAQ statement and other documents published by NGA/CCSSO.

As an example, we would like to include the introductory statement at the beginning of the draft ELA and Mathematics evidence documents.

On page one of the *Evidence for Individual Math Standards*, provided by NGA/CCSSO, it states,

> "What follows is a sample of sources consulted in the drafting of the core math standards. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to standard # 2 (Number) are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core math standard to which it corresponds. For more information on sources and how they were used in the drafting of the math standards, please refer to the "College and Career Readiness Standards for Mathematics."

On page one of the *Evidence for Individual Reading, Writing, and Speaking and Listening Standards* provided by NGA/CCSSO, it states,

> What follows is a sample of sources consulted in the drafting of the Core Standards for Reading, Writing, and Speaking and Listening. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to reading standard # 1 are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core reading, writing, or speaking and listening standard to which it corresponds. For more information on sources and how they were used in the drafting of the core standards, please refer to the "College and Career Readiness Standards for Reading, Writing, and Speaking and Listening."

Please refer to the Sub-Appendices for complete Draft Common Core State Standards for English Language Arts and Mathematics.

- Sub-Appendix 1: Draft Common Core State Standards for English Language Arts
- Sub-Appendix 2: Draft Common Core State Standards for Mathematics

Appendix B_1_i_3: SubApppendix 1 ELA Standards

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

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Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate the standards into their standards for these subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

May 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school grade-specific standards work in tandem to define the college- and career-readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside of the ELA classroom. Fulfilling the standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the Standards, the 2011 NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on writing to argue and to inform or explain.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

What is not *covered by the Standards*

The Standards should be recognized for what they are *not* as well as what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the Standards do attempt to focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curiculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

work should provide the next logical step up from the college and career readiness baseline established here.

4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities *reading* should allow for use of Braille, screen reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and *listening* should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those herein are strongly encouraged to allow for a comprehensive, schoolwide literacy program.

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The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices (lettered A, B, and C) accompany the main document.

Each section is divided into *strands*. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR standard. Put another way, each CCR standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number or number and letter so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. Likewise, W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen to ideas, integrate information from oral, visual, and multimodal sources, evaluate what they hear, use digital media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions and vocabulary

The standards on conventions and effective language use include the essential "rules" of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words, their relationships, and

their nuances and on acquiring new words and phrases, particularly general academic and domain-specific vocabulary.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

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Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K–5

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College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5 [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	**2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	**3.** Describe characters, settings, and major events in a story, using key details.	**3.** Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	**4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	**5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**6.** Identify who is telling the story at various points in a text.	**6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	**7.** Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	**7.** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**9.** Compare and contrast the adventures and experiences of characters in stories.	**9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex prose and poetry for grade 1.	**10.** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K–5 [RL]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.	**5.** Explain major differences between poems, drama, and prose and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.	**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	**6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	**7.** Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.	**7.** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Standards for Literature K–5 [RL]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.

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Reading Standards for Informational Text K–5 [RI]

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	**2.** Identify the main topic and retell key details of a text.	**2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	**4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	**5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	**7.** Use pictures, illustrations, and details in a text to describe its key ideas.	**7.** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
8. With prompting and support, identify the reasons an author gives to support points in a text.	**8.** Identify the reasons an author gives to support points in a text.	**8.** Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex informational texts for grade 1.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational Text K–5 [RI]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	**5.** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	**6.** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	**6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**7.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**7.** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**8.** Explain how an author uses reasons and evidence to support particular points in a text.	**8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Informational Text K–5 [RI]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

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Reading Standards: Foundational Skills (K–5) [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.***

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**1.** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words . b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

[1]Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5) [RF]

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:*	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.(two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final *-e* and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
4. Read emergent-reader texts with purpose and understanding.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K–5) [RF]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 26–31, for specific editing expectations.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5 [W]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	**1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	**4.** (Begins in grade 3)	**4.** (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**7.** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	**9.** (Begins in grade 4)	**9.** (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	**10.** (Begins in grade 3)	**10.** (Begins in grade 3)

Writing Standards K–5 [W]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5 [W]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build Knowledge		
7. Conduct short research projects that build knowledge about a topic.	**7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text"). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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Speaking and Listening Standards K–5 [SL]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**1.** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**1.** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	**2.** Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	**2.** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	**6.** Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Speaking and Listening Standards K–5

[SL]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.
3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	**3.** Identify the reasons and evidence a speaker provides to support particular points.	**3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of grammar, usage, and mechanics as well as learn ways to use language to enhance meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words, and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards K–5 [L]

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). f. Produce and expand complete sentences in shared language activities.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Effective Language Use		
3. (Begins in grade 3)	**3.** (Begins in grade 3)	**3.** (Begins in grade 3)

Language Standards K–5 [L]

Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/ unhappy*, *tell/ retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.	**5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	**5.** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Language Standards K–5 [L]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects. c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize important words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Effective Language Use		
3. Use language to achieve particular effects when writing or speaking. a. Choose words and phrases for effect.*	**3.** Use language to enhance meaning and achieve particular effects when writing or speaking. a. Choose words and phrases to convey ideas precisely.* b. Use punctuation for effect.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Language Standards K–5 [L]

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	**6**. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

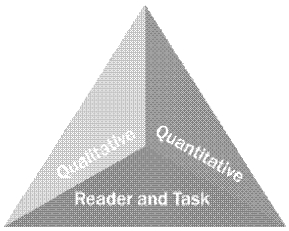
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

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* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K[1]	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)* ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1[1]	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *My Five Senses* by Aliki (1962)** ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	• *Alice's Adventures in Wonderland* by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • *The Black Stallion* by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Bud, Not Buddy* by Christopher Paul Curtis (1999) ▪ *The Birchbark House* by Louise Erdrich (1999) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts ▪ *My Five Senses* by Aliki (1989) ▪ *Hearing* by Maria Rius (1985) ▪ *Sight* by Maria Rius (1985) ▪ *Smell* by Maria Rius (1985) ▪ *Taste* by Maria Rius (1985) ▪ *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) ▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) ▪ *Get Up and Go!* by Nancy Carlson (2008) ▪ *Go Wash Up* by Doering Tourville (2008) ▪ *Sleep* by Paul Showers (1997) ▪ *Fuel the Body* by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts ▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007) ▪ *Me and My Amazing Body* by Joan Sweeney (1999) ▪ *The Human Body* by Gallimard Jeunesse (2007) ▪ *The Busy Body Book* by Lizzy Rockwell (2008) ▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness ▪ *Germs Make Me Sick* by Marilyn Berger (1995) ▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005) ▪ *Germ Stories* by Arthur Kornberg (2007) ▪ *All About Scabs* by GenichiroYagu (1998)	Digestive and excretory systems ▪ *What Happens to a Hamburger* by Paul Showers (1985) ▪ *The Digestive System* by Christine Taylor-Butler (2008) ▪ *The Digestive System* by Rebecca L. Johnson (2006) ▪ *The Digestive System* by Kristin Petrie (2007) Taking care of your body: healthy eating and nutrition ▪ *Good Enough to Eat* by Lizzy Rockwell (1999) ▪ *Showdown at the Food Pyramid* by Rex Barron (2004) Muscular, skeletal, and nervous systems ▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) ▪ *Muscles* by Seymour Simon (1998) ▪ *Bones* by Seymour Simon (1998) ▪ *The Astounding Nervous System* Crabtree Publishing (2009) ▪ *The Nervous System* by Joelle Riley (2004)	Circulatory system ▪ *The Heart* by Seymour Simon (2006) ▪ *The Heart and Circulation* by Carol Ballard (2005) ▪ *The Circulatory System* by Kristin Petrie (2007) ▪ *The Amazing Circulatory System* by John Burstein (2009) Respiratory system ▪ *The Lungs* by Seymour Simon (2007) ▪ *The Respiratory System* by Susan Glass (2004) ▪ *The Respiratory System* by Kristin Petrie (2007) ▪ *The Remarkable Respiratory System* by John Burstein (2009) Endocrine system ▪ *The Endocrine System* by Rebecca Olien (2006) ▪ *The Exciting Endocrine System* by John Burstein (2009)

Standards for English Language Arts

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources. *
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12 [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**5.** Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	**5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.	**6.** Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.	**6.** Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, poem, or dram to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**7.** Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	**7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)

Reading Standards for Literature 6–12 [RL]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.

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Reading Standards for Literature 6–12 [RL]

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**3.** Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**4.** Determine the meaning of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is implied (e.g., through the use of satire, sarcasm, irony, or understatement).	**6.** Analyze differences and similarities in points of view or cultural experience as reflected in various works from different countries, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	**7.** Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)	**8.** (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics.	**9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12 [RI]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.	**2.** Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**3.** Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	**6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	**7.** Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	**7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading Standards for Informational Text 6–12 [RI]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.

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Reading Standards for Informational Text 6–12 [RI]

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**4.** Determine the meaning of words and phrases as they are used in a text and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze documents of historical and literary significance, including seminal U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights), for their premises and purposes.	**6.** Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).
Integration of Knowledge and Ideas	
7. Evaluate the accounts of a subject in different mediums (e.g., a person's life story told in print or digital text, film, or multimedia), analyzing each version for which details are emphasized and how the account unfolds.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning.	**8.** Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions.
9. Analyze a case in which authors disagree with or otherwise respond to one another's ideas or accounts of events, evaluating the strength of each author's evidence, reasoning, and interpretation.	**9.** Synthesize information, explanations, and arguments from a range of sources to provide a coherent account of events or ideas, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 53–57, for specific editing expectations.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12 [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12 [W]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

Writing Standards 6–12 [W]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics."). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6–12 [W]

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6–12 [W]

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 6–12 [W]

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning").	**9.** Draw evidence form literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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Speaking and Listening Standards 6–12 [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
2. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.	**2.** Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.	**2.** Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.	**3.** Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Speaking and Listening Standards 6–12 [SL]

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Synthesize information from multiple graphical, visual, or multimodal sources with other information presented orally, noting any discrepancies among the data.	**2.** Integrate information from multiple graphical, oral, visual, or multimodal sources in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and resolving conflicting information when possible.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing and speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of grammar, usage, and mechanics. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to use words, syntax, and punctuation to achieve particular rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards 6–12 [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Effective Language Use		
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6–12 [L]

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Language Standards 6–12 [L]

Grades 9–10 students:	Grades 11–12 students:
Conventions	
1. Observe conventions of grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Effective Language Use	
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.	**6.** Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

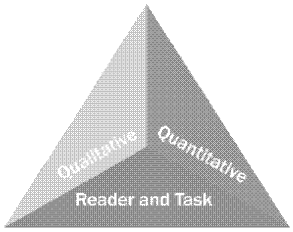
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.	■	■	■	■	■	■	■	■
Choose words and phrases for effect.	■	■	■	■	■	■	■	■
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.		■	■	■	■	■	■	■
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		■	■	■	■	■	■	■
Choose words and phrases to convey ideas precisely.		■	■	■				
Use punctuation for effect.		■	■	■	■	■	■	■
Recognize and correct inappropriate shifts in verb tense and aspect.			■	■	■	■	■	■
Use punctuation to separate items in a series.			■	■	■	■		
Recognize and correct inappropriate shifts in pronoun number and person.				■	■	■	■	■
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				■	■	■	■	■
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				■	■	■	■	■
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				■	■	■	■	■
Vary sentence patterns for meaning, reader/listener interest, and style.				■	■	■	■	
Maintain consistency in style and tone.				■	■	■	■	■
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					■	■	■	■
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.						■	■	■
Recognize and correct inappropriate shifts in verb voice and mood.						■	■	■
Use parallel structure.							■	■

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital sources) written for a broad audience

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Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962) ▪ *The Great Fire* by Jim Murphy (1995) ▪ *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)
9–10	▪ *The Tragedy of Romeo and Juliet* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ "Second Inaugural Address" by Abraham Lincoln (1865) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ *Cod: A Biography of the Fish That Changed the World* by Mark Kurlansky (1997) ▪ *The Race to Save Lord God Bird* by Phillip Hoose (2004)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *The Crisis* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ *Google Hacks: Tips & Tools for Smarter Searching* by Tara Calishain and Rael Dornfest (2004) ▪ *America's Constitution: A Biography* by Akhil Reed Amar (2005)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

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Standards for Literacy in History/Social Studies, Science, and Technical Subjects

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with *independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	**5.** Analyze how a text uses structure to emphasize key points or advance a point of view.	**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**6.** Compare the point of view of two or more authors by comparing how they treat the same or similar history/social science topics, including which details they include and emphasize in their respective accounts.	**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., pictures, videos, maps) with other information within or across print or digital texts.	**7.** Integrate quantitative or technical information (e.g., charts, research data) with other information within or across print or digital texts.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question, resolving conflicting information when possible.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	**8.** Assess the extent to which the evidence in a text supports the author's claims.	**8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
9. Analyze the relationship between a primary and secondary source on the same topic.	**9.** Compare and contrast treatments of the same topic in several primary and secondary sources.	**9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12 [RST]

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	**2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	**2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	**3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	**5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms pertaining to important ideas and processes (e.g., *force*, *friction*, *reaction force*, *energy*).	**5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	**6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved or uncertain.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table).	**7.** Demonstrate understanding of quantitative or technical information by translating information provided by the words in a text into graphical form (e.g., a table or chart) or translating information expressed graphically or mathematically (e.g., in an equation) into words.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	**8.** Assess the extent to which the evidence in a text supports a claim or a recommendation for solving a scientific or technical problem.	**8.** Evaluate the hypotheses, data, and conclusions in a science or technical text, verifying data and corroborating or challenging conclusions when possible by using other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range and Level of Text Complexity		
10. By the end of grade 8, read and comprehend	**10.** By the end of grade 10, read and comprehend	**10.** By the end of grade 12, read and comprehend

science/technical texts in the grades 6–8 text complexity band independently and proficiently.	science/technical texts in the grades 9–10 text complexity band independently and proficiently.	science/technical texts in the grades 11–12 text complexity band independently and proficiently.

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
2. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. g. Establish and maintain a formal style. c. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.

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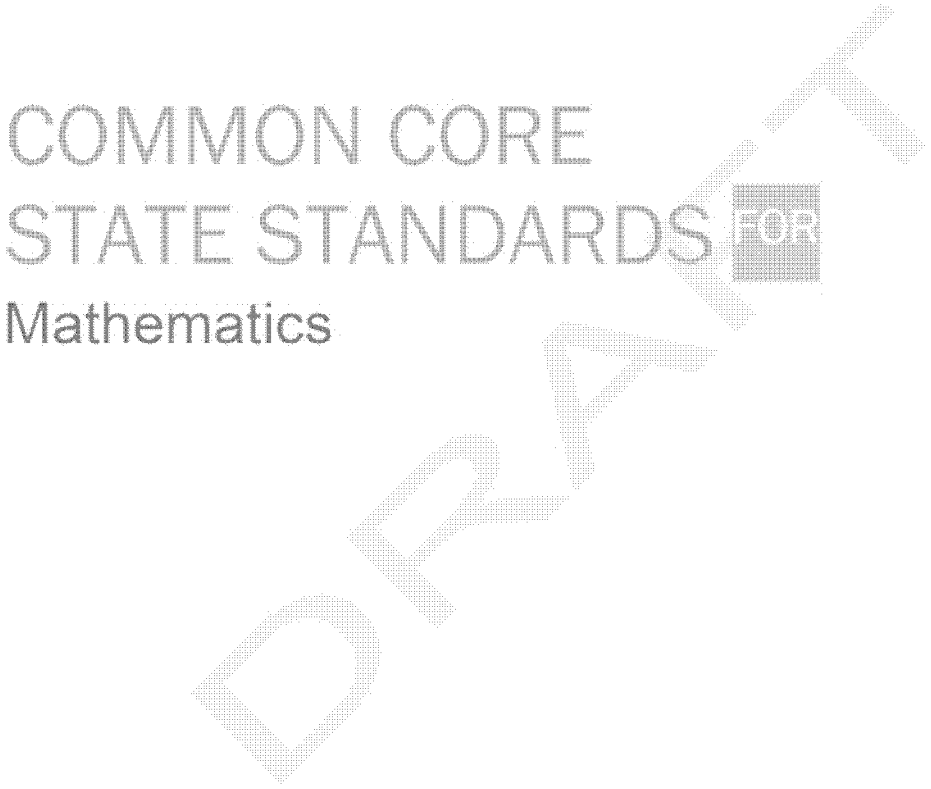
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to inform about or explain the topic. k. Establish and maintain a formal style and objective tone. l. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. i. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
10. Draw evidence from informational texts to support analysis reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Appendix B_1_i_3: SubAppendix 2 Math Standards



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Introduction
Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. [M]athematical process goals should be integrated in these content areas.

National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is 'a mile wide and an inch deep.' These Standards are a substantial answer to that challenge.

It is important to recognize that "fewer standards" are no substitute for *focused* standards. Achieving "fewer standards" would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline,* ***but also the key ideas*** *that determine how knowledge is organized and generated within that discipline. This implies that "to be coherent," a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

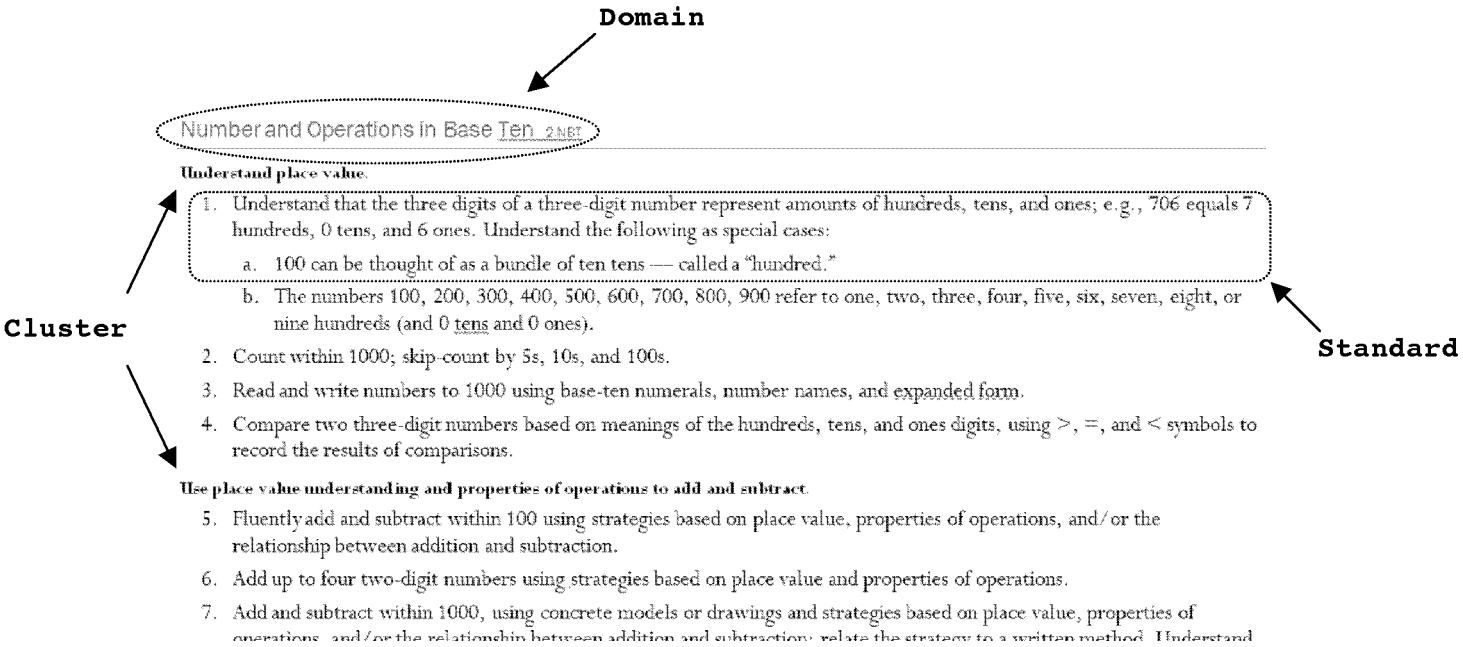
In addition, the 'sequence of topics and performances' that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards begin on the next page with eight Standards for Mathematical Practice.

How to read the grade level standards



Standards define what students should understand and be able to do. **Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

Dotted Underlines: Dotted underlines, for example, associative property, indicate terms that are defined in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education: the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections; and the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Key related processes: Problem solving. Key related proficiencies: Conceptual understanding, strategic competence, productive disposition.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Key related processes: Problem solving, Representation. Key related Key related proficiencies: Strategic competence, productive disposition.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Key related processes: Problem solving, Representation. Key related proficiencies: Strategic competence, productive disposition.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Key related processes: Representation. Key related proficiencies: Adaptive reasoning.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Key related processes: Problem solving. Key related proficiencies: Strategic competence.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Key related processes: Problem solving, Representation. Key related proficiencies: Procedural fluency.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Key related processes: Reasoning and proof. Key related proficiencies: Adaptive reasoning.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x -$

1) = 3. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Key related processes: Problem solving, Reasoning and proof. Key related proficiencies: Adaptive reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student-practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curriculum, assessment, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 – 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade Level Overview

Counting and Cardinality	• Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.
Operations and Algebraic Thinking	• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten	• Work with numbers 11-19 to gain foundations for place value.
Measurement and Data	• Describe and compare measurable attributes. • Classify objects and count the number of objects in each category
Geometry	1. Identify and describe shapes. 2. Analyze, compare, create, and compose shapes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten K.NBT

Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

[1] Include groups with up to ten objects.
[2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Geometry K.G

Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes.

[2] Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[4]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade Level Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

[4] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[5]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, *e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[6] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown number in a whole-number addition or subtraction equation. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = __ – 3, 6 + 6 = __.*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[5] See Glossary, Table 1.
[6] Students need not use formal terms for these properties.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (such as rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (such as cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[7]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[7] Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade Level Overview

Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Number and Operations in Base Ten	• Understand place value. • Use place value understanding and properties of operations to add and subtract.		
Measurement and Data	• Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.		
Geometry	• Reason with shapes and their attributes.		

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[8]

Add and subtract within 20.

2. Fluently add and subtract within 20. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[9]

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

[8] See Glossary, Table 1.
[9] Explanations may be supported by drawings or objects.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[10] using information presented in a bar graph.

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[11] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[10] See Glossary, Table 1.
[11] Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole; for example, $1/2$ of the paint in a large bucket could be less paint than $1/3$ of the paint in a smaller bucket; but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level Overview

Operations and Algebraic Thinking	• Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and Operations in Base Ten	• Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	• Develop understanding of fractions as numbers.
Measurement and Data	• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry	• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, , describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as* 56 ÷ 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[12]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[13] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.[14]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[15]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[16] 3.NF

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

[12] See Glossary, Table 2.
[13] Students need not use formal terms for these properties.
[14] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.
[15] A range of algorithms may be used.
[16] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent, e.g., by using a visual fraction model.

b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*

c. Compare two fractions with the same numerator or the same denominator, by reasoning about their size; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (*l*).[17] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[18]

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

6. Measure areas by counting unit squares, using square cm, square m, square in, square ft, and improvised units.
7. Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems; represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real-world and mathematical problems involving perimeters of polygons, such as finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

Geometry 3.G

[17] Excludes compound units such as cm^3 and finding the geometric volume of a container.

[18] Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) developing understanding and fluency with whole number multiplication, and developing understanding of whole number division; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) continuing to develop understanding of area; and (4) understanding that geometric figures can be analyzed and classified based on their properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They use understandings of multiplication and division to develop fluency with multiplication and division of whole numbers. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade Level Overview

Operations and Algebraic Thinking	• Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns.
Number and Operations in Base Ten	• Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	• Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.
Measurement and Data	• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.
Geometry	• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $5 \times 7 = 35$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[19]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find the factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[20] 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.[21]

4. Add and subtract multi-digit whole numbers accurately and efficiently using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions[22] 4.NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

[19] See Glossary, Table 2.
[20] Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
[21] A range of algorithms may be used.
[22] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
   a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$ and $3/8 = 1/8 + 2/8$). Justify decompositions, e.g., by using a visual fraction model.
   b. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   c. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
   b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example: If each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[23] *For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$.*
6. Interpret a two-digit decimal as a fraction and use decimal notation for parts of wholes; round decimals to the nearest whole number by reasoning about their size. *For example, rewrite 1.62 as $1\ 62/100$; describe a length as 1.62 meters; locate 1.62 on a number line diagram and round 1.62 to 2.*
7. Compare two decimals to hundredths by reasoning about their size; recognize that valid comparisons rely on the two decimals referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; ℓ, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. *For example: Know that 1 ft is 12 times as long as 1 in; express the length of a 4 ft snake as 48 in; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

[23] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

   a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.
   b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.
7. Recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing fluency with whole number operations; (3) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with multi-digit addition, subtraction, and multiplication, and develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade Level Overview

Operations and Algebraic Thinking	• Write and interpret numerical expressions. • Analyze patterns and relationships.
Number and Operations in Base Ten	• Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations—Fractions	• Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data	• Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometry	• Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

1. Interpret grouping symbols in numerical expressions and evaluate expressions with grouping symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$; recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Graph pairs of corresponding terms on a coordinate plane, and identify apparent relationships between corresponding terms. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
   b. Compare two decimals to thousandths based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently add, subtract, and multiply multi-digit whole numbers using the standard algorithm for each operation.
6. Find quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; express the quotient as a fraction or mixed number. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals of one or two digits, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5-NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as the result of dividing the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to fractional answers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation; do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)*
   b. Find the area of a rectangle with fractional side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), including by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[24]
   a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for* $(1/3) \div 4$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $(1/3) \div 4 = 1/12$ *because* $(1/12) \times 4 = 1/3$.
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for* $4 \div (1/5)$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $4 \div (1/5) = 20$ *because* $20 \times (1/5) = 4$.
   c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, How much chocolate will each person get if 3 people share* $1/2$ *lb of chocolate equally? How many* $1/3$*-cup servings are in 2 cups of raisins?*

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.

[24] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

b. Apply the formulas $V = \ell\, w\, h$ and $V = b\, h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems;

c. Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division of quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend multiplication and division to ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to use these operations to solve problems.

(3) Students reason about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine. They reason about right rectangular prisms with rational sides to extend the formula for its volume to rational side lengths. They prepare for work on scale drawings and constructions in Grade 8 by drawing polygons in the coordinate plane.

(4) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Students in Grade 6 develop their ability to think statistically. Students recognize that a typical data distribution does not have a definite center, and so different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and also in the sense that it is a balance point. Students learn to describe and summarize distributions of data, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data was collected.

Grade Level Overview

Ratios and Proportional Relationships	• Understand ratio concepts and use ratio reasoning to solve problems.
The Number System	• Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations	• Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.
Geometry	• Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability	• Develop understanding of statistical variability. • Summarize and describe distributions.

Mathematical Practices	
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Ratios and Proportional Relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid $75 for 15 paperbacks, which is a rate of $5 per paperback."* [1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including unit pricing and constant speed. *For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
   c. Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole given a part and the percentage.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*
2. Fluently divide multi-digit numbers using the standard algorithm for each operation.

Apply and extend previous understandings of numbers to the system of rational numbers.

3. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
4. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate planes familiar from previous grades to represent negative numbers and their distance from 0.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
5. Understand the ordering of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3\,^{\circ}C > -7\,^{\circ}C$ to express the fact that $-3\,^{\circ}C$ is warmer than $-7\,^{\circ}C$.*
6. Understand absolute value and its relationship to the order of rational numbers.

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

a. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*

b. Distinguish comparisons of absolute value from statements of order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

7. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including using coordinates and absolute value reasoning to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
   b. Identify parts of an expression using mathematical language (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 $(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
   c. Evaluate expressions by substituting values for their variables, including when using formulas in real-world problems. Perform arithmetic operations (including those involving whole-number exponents) in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
3. Apply the properties of operations as strategies to generate equivalent expressions. *For example, apply the distributive property to the expression $3 (2 + x)$ to produce the equivalent expression $6 + 3x$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to stand for numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can be used in cases where a number is unknown, or where, for the purpose at hand, it can be any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
8. Write a statement of inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities graphically on a number line diagram.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the

prism. Apply the formulas $V = \ell\, w\, h$ and $V = b\, h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its overall shape, center and spread.
3. Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute of investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the properties of operations, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by taking slices. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects made up from triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade Level Overview

Ratios and Proportional Relationships	• Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System	• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations	• Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Geometry	• Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Statistics and Probability	• Use random sampling to draw inferences about a population • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of nonnegative rational numbers, including ratios of lengths, areas and other quantities measured in like or different units. *For example, If a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between covarying quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as* $t = pn$.
   d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
   a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
   b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
   c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
   d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$. Interpret products of rational numbers by describing real-world contexts.
   c. Apply properties of operations as strategies to multiply and divide rational numbers.
   d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.[2]

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

[2] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
3. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
5. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies for calculating with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar $9\ 3/4$ inches long in the center of a door that is $27\ 1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
6. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare the algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures in the coordinate plane, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability 7.SP

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 expressing the likelihood of that event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
    a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
    b. Develop a possibly non-uniform probability model by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
    a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
    b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes for which the event occurs.
    c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y / x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality (m) is the slope and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students prove that the angles in a triangle add up to a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade Level Overview

The Number System	• Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations	• Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions	• Define, evaluate, and compare functions. • Use functions to model relationships between quantities.
Geometry	• Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Statistics and Probability	• Investigate patterns of association in bivariate data.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

Work with radicals and integer exponents.

1. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
2. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

3. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
4. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

5. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
   b. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive property and collecting like terms.
6. Analyze and solve pairs of simultaneous linear equations.
   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[3]
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

[3] Function notation is not required in Grade 8.

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.
2. Understand that a plane figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations and reflections on figures using coordinates.
4. Understand that a plane figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, and about the angles created when parallel lines are cut by a transversal. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

9. Know the formulas for the volume of cones, cylinders and spheres and solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

Where is the College and Career Readiness line drawn?

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

> (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

Standards with a (+) symbol are beyond the college and career readiness threshold, but may appear in courses intended for all students. Any standard without a (+) symbol is intended to be in the common mathematics curriculum for all college and career ready students.

How are the high school standards organized?

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability.

Conceptual categories portray a coherent view of core high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling standards

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3…. Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

This ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings. For example, multiplication by a whole number can be interpreted as repeated addition of the multiplicand in extensions of the whole numbers.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)\cdot 3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Content Overview

The Real Number System Quantities The Complex Number System Vector and Matrix Quantities	• Extend the properties of exponents to rational exponents • Classify numbers as rational or irrational • Reason quantitatively and use units to solve problems • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities • Perform operations on vectors • Perform operations on matrices and use matrices in applications		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

The Real Number System N-RN

Extend the properties of exponents to rational exponents

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of* 5 *because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal* 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

3. Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.

Quantities* N-Q

Reason quantitatively and use units to solve problems

1. Compare measurements of two quantities of the same type (e.g., two lengths or two weights) expressed in different units to decide which quantity is larger.
2. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3. Define appropriate quantities for the purpose of descriptive modeling.
4. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN

Perform arithmetic operations with complex numbers

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(1 - \sqrt{3}i)^3 = 8$ *because* $(1 - \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

(+) Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. Understand that vector quantities have both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $||\mathbf{v}||$, v).
2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. Solve problems involving velocity and other quantities that can be represented by vectors.★

Perform operations on vectors.

4. Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. Multiply a vector $\mathbf{v}$ by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $||c\mathbf{v}|| = |c|v$.
   c. Understand that when $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.★

6. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. Add, subtract, and multiply matrices of appropriate dimensions.
9. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Understand a matrix as a transformation of vectors.
12. Understand a 2×2 matrix as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.

Mathematics | High School—Algebra

Expressions. An expression is a record of a computation with numbers and symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity is true for all numbers; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Content Overview

Seeing Structure in Expressions Arithmetic with Polynomials and Rational Functions Creating Equations Reasoning with Equations and Inequalities	• Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite and graph rational functions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Seeing Structure in Expressions A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.★
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*★

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

2. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
5. (+) Understand that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations* A-CED

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Graph the solution set of an inequality on a number line.
4. Solve quadratic equations in one variable.
   a. Understand that the method of completing the square transforms any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. This leads to the quadratic formula.
   b. Solve by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Solve systems of equations

5. Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a straight line).
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Content Overview

Interpreting Functions Building Functions Linear, Quadratic, and Exponential Models Trigonometric Functions	• Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations • Build a function that models a relationship between two quantities • Build new functions from existing functions • Construct and compare linear and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model • Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Interpreting Functions F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Understand that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.★
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
   c. (+) Compose functions. *For example, if f(t) is the height of a falling body after t seconds, f(t − 12) is the height of the same body dropped 12 seconds later.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
   a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$.
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Linear, Quadratic, and Exponential Models* F-LQE

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $a\,b^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

Trigonometric Functions F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

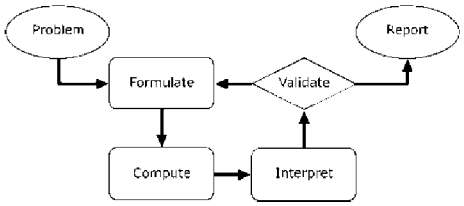
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (⋆).

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During Grade 8, through experiences with geometric constructions and drawing triangles from given conditions, some students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, and lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Content Overview

Congruence Similarity, Right Triangles, and Trigonometry Circles Expressing Geometric Properties with Equations Geometric Measurement and Dimension Modeling with Geometry	• Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions • Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles • Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically • Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects • Apply geometric concepts in modeling situations		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Congruence G-CO

Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles using similarity transformations. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

(+) **Apply trigonometry to general triangles**

9. Derive the formula $A = \frac{1}{2}\, ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. Prove the Laws of Sines and Cosines and use them to solve problems.
11. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles G-C

Understand and apply theorems about circles

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Mathematics | High School—Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Content Overview

Interpreting Categorical and Quantitative Data Making Inferences and Justifying Conclusions Conditional Probability and the Rules of Probability Using Probability to Make Decisions	• Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Use the concepts of independence and conditional probability to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for scatter plots that suggest a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

(+) Using Probability to Make Decisions S-MD

Calculate expected values and use them to solve problems

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the*

United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

5. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Postscript: A Note on High School Courses

The high school standards in this document do not specify how content should be organized into a sequence of high school courses.

However, it is expected that model course sequences based on these standards will become available in both a traditional sequence (Algebra 1, Geometry, and Algebra 2) as well as an integrated sequence (Integrated 1, Integrated 2, Integrated 3).

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $3/4$ and $-3/4$ are additive inverses of one another because $3/4 + (-3/4) = (-3/4) + 3/4 = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction A/B where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: *computation strategy*.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: *computation algorithm*.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Dot plot. *See line plot.*

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[2] *See also* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) *See also* rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or $-a$ for some whole number a.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. *See also* first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[4] Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

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[1] Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[2] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006),

[3] Adapted from Wisconsin Department of Public Instruction, *op. cit.*

[4] To be more precise, this defines the *arithmetic mean*.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line half-way between its maximum and minimum values.

Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $3/4$ and $4/3$ are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $5/50 = 10\%$ per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Properties of operations. See Table 3 in this Glossary.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also *uniform probability model*.

Random variable. An assignment of a numerical value to each outcome in a sample space.

Rational expression. A quotient of two polynomials with non-zero denomiator.

Rational number. A number expressible in the form a/b or $-a/b$ for some fraction a/b. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Repeating decimal. The decimal form of a rational number. See *terminating decimal*.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]

Similarity transformation. A rigid motion followed by a dilation.

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median M, the third quartile is the median of the data values greater than M. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also* median, first quartile, interquartile range.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. See also *probability model*.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3, ….

[5] Adapted from Wisconsin Department of Public Instruction, *op. cit*.

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[7]
Put Together/ Take Apart[8]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[9]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 3 = ?, ? + 3 = 5

[6] Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

[7] These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

[8] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

[9] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.[10]

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	3 × 6 = ?	**3 × ? = 18 and 18 ÷ 3 = ?**	**? × 6 = 18 and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example.* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example.* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[11] Area[12]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example.* What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example.* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example.* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example.* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example.* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

[10] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[11] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[12] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The properties of operations. Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

TABLE 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

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Appendix B 1 ii 1: Dec 9 Regent Meeting: Common Core Standards Review and Adoption Process

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO:	EMSC Committee
FROM:	John B. King, Jr.
SUBJECT:	Common Core Standards Review and Adoption Process
DATE:	December 7, 2009
STRATEGIC GOAL:	Goal 1

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents support the following process for review and adoption of the Common Core Standards?

- Review the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) Center for Best Practices Common Core college- and career-readiness standards for "Mathematics" and for "Reading, Writing, and Speaking and Listening;"
- Align the New York State English language arts (ELA) and mathematics learning standards and performance indicators;
- Determine additional New York content (15% as judged necessary); and,
- Adopt a combined set of learning standards and grade by grade performance expectations for P-12 in mathematics and ELA.

Reason(s) for Consideration

Review of policy.

Background Information

Through its Standards Review Initiative (SRI) NYS has taken a proactive stance in the development of the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) Center for Best Practices Common Core State Standards (CCSS) for English Language Arts. Under the leadership of Regent Saul B. Cohen, the SRI Leadership Team provided input on the ELA CCSS prior to the development and release of the initial draft public comment. The SRI Leadership Team provides ongoing feedback to CCSSO/NGA on each iteration and has conducted several side-by-side comparisons of the proposed NYS draft ELA/ESL Learning Standards to the Common Core State Standards throughout their development. This ongoing analysis will continue to inform world class standards for all NYS students

The Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) Center for Best Practices released an "incomplete draft of the ELA and mathematics standards" for public comment on November 13, 2009. In the Department's December 4, 2009 response, Commissioner Steiner noted:

- New York State is glad to take on a leadership role as part of the Common Core State Standards Initiative. The Department is ready to engage the field to gather input on how Common Core Standards for English language arts and mathematics will affect teaching and learning in New York State. New York strongly encourages the Common Core State Standards panel to broaden the standards to include prekindergarten expectations, to ensure the seamless transition to kindergarten.

- At this time, both the draft Common Core ELA and Mathematics documents are works-in-progress, and do not contain complete K-12 grade-specific expectations. Once the K-12 standards and supporting materials are released together, New York will be able to comment on whether there is a rigorous and reasonable continuum of K-12 expectations leading to college- and career-readiness.

The final draft of the Common Core Standards in ELA and mathematics is expected to be released in early January 2010. In anticipation of the release of the final draft document, the following plan for engaging the field in a review, alignment to existing NYS learning standards and adoption of a combination of standards and performance expectations (85% NGA/CCSSO Common Core Standards; 15% State developed as judged necessary) is attached.

Recommendation

Staff recommends that the Regents take the following action:

VOTED: That the Board of Regents direct staff to implement the review and adoption process for the Common Core State Standards and support the development of college- and career-readiness standards for ELA and mathematics learning standards and grade by grade performance expectations.

Timetable for Implementation

Upon approval by the Regents, Department staff will implement the plan outlined in the attachment entitled Common Core Standards Review and Adoption Process.

Attachment

Common Core Standards Review and Adoption Process

Phase I: Public Review and Comment NGA/CCSSO ELA/Mathematics Standards (December 2009 – February 2010)

December 16, 2009

- Expand the NYSED Common Core Standards Initiative website http://www.emsc.nysed.gov/ciai/common_core_standards.html to include a "toolkit for public comment" which contains:
    - A video of the Commissioner inviting public comment;
    - A Power point presentation describing the Common Core Standards Initiative, sequence of events and timeline, the internal structure of the proposed ELA and mathematics standards and next steps in developing the NYS learning standards process;
    - Two online survey instruments - one for public comment on the NGA/CCSSO proposed mathematics standards; the other for public comment on the NGA/CCSSO ELA standards;
    - NGA/CCSSO draft grade by grade Common Core Standards for public comment; and,
    - Links to related materials.

December 16, 2009

- Standards Review Initiative (SRI) Leadership Team will provide to the Regents a report on SRI activities with respect to NYS ELA/ESL learning standards and provide a basis for discussion of their relationship to the Common Core initiative; and,
- Board of Regents approval on the process for review and adoption of the NYS learning standards and performance expectations in relation to the Common Core Standards for ELA and Mathematics.

January 29, 2010

- Conduct 8-12 regional forums statewide through the NYS Teacher Center Technology Committee. Forums will combine virtual presentation and face-to-face facilitation using the toolkit materials described above. Multiple regional stakeholders will be invited - teachers, administrators, professional development providers, and others, including BOCES, district, and public, charter and non-public school staff.
- Host a statewide discussion with live audience to seek feedback on the Common Core Standards for ELA and mathematics and the supports needed for implementation in NYS schools.

- Submit formal response to the NGA/CCSSO informed by statewide public comment, the work of the Standards Review Initiative Committee, and the NYSED Mathematics Advisory Committee.

February 9, 2010

- Update Board of Regents on timeline and next steps in process for review and adoption of NGA/CCSSO Common Core Standards.

Phase II: Propose a revised set of NYS Learning Standards for ELA/ Mathematics (March 2010 – April 2010)

April 1, 2010

- Review the final set of NGA/CCSSO Common Core Standards against the draft ELA/ESL learning standards, 2005 Mathematics Core and the SRI Working Principles http://www.emsc.nysed.gov/standardsreview/StandardReviewWorkingPrinciplesfinal7.17.08.mht and other pertinent documents;
- Compile a proposed draft of the NYS Learning Standards for English Language Arts and Mathematics grades P-12, with input from cognitive psychologists, members of the Standards Review Initiative Committee and NYSED Mathematics Advisory Council;
- Develop recommendations to the Board of Regents on adoption of the NGA/CCSSO Common Core Standards on mathematics and English language arts (comprises 85% of Common Core standards) and additional NYS standards (15% as judged necessary) for statewide public comment.

Phase III: Public Review, Comment and Adoption of NYS Learning Standards for ELA and Mathematics (April 2010 – July 2010)

April 20, 2010

- Present and request Board of Regents approval to seek statewide public comment on the revised NYS ELA and mathematics learning standards, and
- NYSED expands the Common Core Standards Initiative website http://www.emsc.nysed.gov/ciai/common_core_standards.html to include a "toolkit for public comment" which contains:
    - A video of the Commissioner inviting public comment;
    - Online survey instruments for public comment;
    - Proposed revised NYS learning standards for ELA and Mathematics P-12.

May 18, 2010

- NYSED conducts 8-12 regional forums statewide through the NYS Teacher Center Technology Committee. Forums will combine virtual presentation and face-to-face facilitation, using the toolkit materials described above. Multiple regional stakeholders will be invited - teachers, administrators, professional development providers, and others, including BOCES, district, and public, charter and non-public school staff.
- Update Board of Regents on the status of statewide public comment on the proposed ELA and mathematics standards.

July 10, 2010

- Revise NYS Learning Standards for ELA and Mathematics based on public comment; and
- Produce a final set of standards and grade by grade performance expectations for P-12 in mathematics and ELA.

July 20, 2010

- The new standards and grade by grade performance indicators for P-12 (Common Core 85% + New York State 15% as judged necessary) will be presented to the Board of Regents for adoption.

Phase IV: Design ELA and Math curriculum frameworks, align professional development and pre-service education, and integrate new standards into virtual high school. (Revise/create standards in other subjects, beginning with science and social studies.)

Implementation of the Board of Regents approved ELA and Mathematics Standards will include development of curriculum frameworks, alignment of professional development and pre-service education as well as opportunity for online coursework through the development of a virtual high school. As resources become available, the Department will engage the field in the revision of all NYS learning standards with priority given to science and social studies.

Appendix B_1_ii_2 April 2010 Regents Item Common Core Standards Review and Adoption Process

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Standards Work Group

FROM: John B. King, Jr.

SUBJECT: New York State Common Core Standards Review and Adoption Process Update

DATE: April 15, 2010

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

New York State Common Core Standards Review and Adoption Process Update

Procedural History

In December 2009, the Regents approved a Common Core Standards Review and Adoption Process that included, in Phase II, engaging the field in a review and alignment of the Common Core Standards to existing NYS learning standards and the development of a draft set of standards and performance expectations (85% NGA/CCSSO Common Core Standards; 15% State developed as judged necessary). Because the timeline for the release of the final Common Core Standards has been revised since the Regents approved the plan in December, the NYS Common Core Standards Review and Adoption Process had to be adjusted based on the plan to release the final Common Core Standards several months later than originally planned.

Background Information

The Race to the Top Round Two application calls for states to adopt the Common Core Standards developed by NGA/CCSSO by August 2, 2010. We now anticipate that the final Common Core Standards will be released in late May 2010. The Regents are scheduled to take action on the Common Core Standards (85%) at the July 2010 Regents meeting in order to meet the Race to the Top deadline. Phase II of the New York State Common Core Standards Review and Adoption Process would continue after the Regents action in July and result in potential adoption of the other 15% in the fall.

Because the final Common Core Standards were originally expected to be released first in January and then in March, the timeline for Phase II of the New York State Common Core Standards Review and Adoption Process had to be adjusted. Phase II would now call for teams of stakeholders (including teachers, administrators, college faculty members and administrators, and cognitive psychologists), to work during summer 2010 to:

- review the final set of NGA/CCSSO Common Core Standards against the draft ELA/ESL learning standards, 2005 Mathematics Core, the SRI Working Principles and other pertinent documents, and
- develop a proposed draft of P-12 NYS Learning Standards for English Language Arts and Mathematics that includes the Common Core Standards (85%) and additional recommended NYS Standards (15% as judged necessary) for statewide public comment (Phase III).

The Phase II teams would be charged with providing:

- analysis and recommendations for additional standards and grade specific student expectations P-12;
- an independent paper review to assure completeness, clarity and rigor; and
- an independent paper review to assure developmental appropriateness and rigor.

The draft NYS Learning Standards for ELA and Mathematics developed in Phase II would be brought to the Regents for discussion in September and released for public comment (Phase III of the New York State Common Core Standards Review and Adoption Process). Final standards and grade by grade performance indicators for P-12 would be presented to the Board of Regents for approval in the fall.

Adoption of the Common Core Standards directly links not only to the Race to the Top competition but also to other education reform programs at the national level:

- The Obama Administrations' blueprint for the reauthorization of the Elementary and Secondary Education Act, (ESEA), includes a call to all states to develop and adopt college- and career-ready standards in English language arts and mathematics, and references the development and adoption of common, state-developed standards.

- The Common Core Standards will be directly linked to the RTTT Common Assessment project. The RTTT Assessment Grant Program will provide funding to consortia of States to develop new assessments that are valid and instructionally useful, provide accurate information about what students know and can do, and measure student achievement against a common set of college- and career-ready, K-12 standards. These new assessments are intended to play a critical role in educational systems; providing administrators, educators, parents, and students the data and information needed to continuously improve teaching and learning. Grant applications from assessment consortia are due on June 23, 2010.

Appendix B_1_ii_3: Legal Process in New York State for Adopting Standards

Education Law § 211. Review of regents learning standards.

1. The regents shall periodically review and evaluate the existing regents learning standards to determine if they should be strengthened, modified or combined so as to provide adequate opportunity for students to acquire the skills and knowledge they need to succeed in employment or postsecondary education and to function productively as civic participants upon graduation from high school. Such review and evaluation shall be conducted upon a schedule adopted by the regents, provided that a review and evaluation of the English language arts standards shall be completed as soon as possible, but no later than the end of the two thousand seven-two thousand eight school year.

2. In conducting such reviews, the regents shall seek the recommendations of teachers, school administrators, teacher educators and others with educational expertise on improvements to the standards so that they ensure that students are prepared, in appropriate progression, for postsecondary education or employment.

Appendix B_2_i_1: Jan 5 Regent Meeting: Developing And Implementing Common, High-Quality Assessments

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: EMSC Committee

FROM: John B. King, Jr.

SUBJECT: Developing and implementing common, high-quality assessments

DATE: January 5, 2010

STRATEGIC GOAL: Goal 1

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Do the Regents endorse New York State's participation in a consortium of States that will work toward jointly developing and implementing common, high-quality assessments aligned with a common set of K-12 standards?

Reason(s) for Consideration

Review of Policy

Proposed Handling

This issue will be discussed by the Regents EMSC Committee at the January 2010 Regents meeting.

Background Information

The Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) Center for Best Practices have convened a State-led process to develop common core standards in English language arts and in mathematics.

In June 2009, Governor David Paterson and former Commissioner Richard Mills signed a Memorandum of Agreement to participate in the national dialogue to develop these voluntary standards. The common core standards initiative is centered on creating common learning standards (what students should know and be able to do as a result of instruction) in mathematics and reading, writing and speaking and listening. Through its Standards Review Initiative (SRI) NYS has taken a proactive stance in the development of Common Core State Standards (CCSS) for English Language Arts. On behalf of the Regents, Commissioner Steiner has provided comments on the draft ELA and mathematics Common Core Standards.

In December 2009, the Regents approved a proposed process for review and adoption of the Common Core Standards. Also in December, the Regents approved recommendations to redesign the New York State Assessment Program to include the development of formative, interim and summative assessments in ELA and mathematics; make the grades 3-8 test more comprehensive and integrate computer-based assessments with the Science testing program; and make changes to the Regents Testing Program by adding English and Social Studies exams, and including curriculum frameworks and matched assessments in the Arts, Economics and Multi-media/computer technology.

By March 2010, the U.S. Secretary of Education intends to announce a competition for a program that would support one or more consortia of States that are working toward jointly developing and implementing common, high-quality assessments aligned with a consortium's common set of kindergarten-through-grade-12 (K-12) standards that are internationally benchmarked and that build toward college and career readiness by the time of high school completion. The Secretary of Education has set aside up to $350 million of Race to the Top funds for the potential purpose of supporting States in the development of a next generation of assessments. Final guidelines for the competition have not been released yet. USED has conducted several regional informational/technical assistance meetings that included assessment experts to discuss the development of rules for this competition and state's participation. Representatives from the Department attended one of those meetings. Additional meetings are scheduled throughout January 2010.

Recommendation

Given the priority that the Board of Regents has placed on the development and implementation of high-quality assessments that are aligned to the learning standards and the fact that New York State is involved in the development of Common Core Standards, the Regents should endorse the participation of New York State in a consortium of states that will work toward jointly developing and implementing common, high-quality assessments aligned with a common set of K-12 standards. With the endorsement of the Regents, once the final guidelines for the Assessment Competition are released, staff will develop a proposed application.

Appendix B 2_i_2 April 2010 Regents Meeting: Invitation to join PARCC Consortium

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Standards Work Group

FROM: John B. King, Jr.

SUBJECT: Invitation for New York to be a Governing State in the Partnership for Assessment of Readiness for College and Career

DATE: April 15, 2010

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents accept the invitation for New York to be a Governing State in the Partnership for Assessment of Readiness for College and Career (the "Partnership"), one of two major consortia that will be competing for $320 million in the Race to the Top Comprehensive Assessment System grant program?

Proposed Handling

This question will come before the Standards Work Group for action at its April 2010 meeting.

Background Information

The Race to the Top Comprehensive Assessment Systems grant program will provide consortia of states with an unprecedented opportunity to develop, over a four-year period, assessment systems based on the Common Core Standards in mathematics and English language arts. Applications for this grant program are due June 23, 2010. The U.S. Department of Education is planning to make up to two awards of $160 million each.

There are three tiers of participation in the Partnership: "Participating States" have the lowest level of commitment and influence. "Design Team States" are those that help to write the application. As a "Governing State," New York is one of a handful of states that will play a leading role in making major policy decisions and providing overall direction to the application-writing team. Under the federal grant program guidelines, a Governing State may be a member of only one consortium applying for a

grant and is committed to using the assessment system developed by that consortium. Due to the short timeline for development of the application by the June 23, 2010 deadline, a formal commitment by the Board of Regents is required at the April Regents meeting in order for New York State to play a governing role in the consortium.

New York's partners in leading the consortium will include Massachusetts, Florida, Tennessee, and Louisiana—states that have been recognized for multiple areas of education reform, including assessments and accountability. As the entity charged by the Board of Regents to implement New York's student assessment system, the New York State Education Department will represent the state in the consortium. This outstanding group of Governing States has agreed to work together to set the direction for the next generation of critical work on standards, assessments, and curriculum.

States in the Partnership are committed to developing an innovative system of summative assessments that both measures the depth and breadth of the concepts and skills represented in the Common Core Standards, and is sustainable in the long term given the realities of limited resources available for ongoing test administration. Though development efforts will focus on summative measures, a comprehensive assessment system design will be used to ensure coherence among summative, interim, and formative assessments. (The other major consortium, known as the Smarter Balanced Assessment Consortium and led by Maine, Oregon, Washington, Idaho, Utah, Nebraska, West Virginia, Wisconsin, and Missouri, is planning to develop multiple types of assessments and scoring processes, and it is not known which types will have priority should budgetary limitations require that the scope be narrowed.)

The Partnership's assessment system will primarily be designed to measure and document students' college- and career-readiness at the end of high school and to measure students' progress toward this target. In addition, the system will be designed to support valid assessment of student longitudinal growth and to be used for multiple accountability purposes, including decisions about promotion and graduation for individual students; teacher and leader evaluations; and school accountability determinations. To the extent possible, the assessment results will be comparable across states and internationally benchmarked.

The Partnership is committed to ensuring that the assessments will serve as a signal for good instructional practices. Thus, the assessments will include open-response items and classroom-embedded performance tasks, including robust writing assessments. In consideration of cost, scoring time, and test administration time, the Partnership will work to develop item types that require higher-order thinking skills but that can be scored via computer. The Partnership will develop model curriculum frameworks in grades K-8 and model course syllabi for high school that illustrate instructional options for educators targeting the Common Core Standards, the common assessments, and embedded performance tasks.

The assessments will be inclusive for students with disabilities and English language learners. The assessment system will be available for use by the spring of 2014 in both computer and paper formats, but by the spring of 2016, the aim is to have paper formats used for testing accommodations only.

In developing the application, the Partnership will work with two organizations that have a track record of success with state assessment consortia: Achieve, Inc. and the Center for Assessment. Michael Cohen, who is representing Achieve in this project, also played an instrumental role in developing the Common Core Standards and has made special reference to the important standards work led by Regent Saul Cohen.

Recommendation

It is recommended that the Board of Regents accept the invitation for New York to be a Governing State in the Partnership for Assessment of Readiness for College and Career.

Appendix B _2_i_3 Memorandum of Understanding: Partnership for Assessment of Readiness for College and Career

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
MEMORANDUM OF UNDERSTANDING

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
  - Are **comparable across states** at the student level;
  - Meet **internationally rigorous benchmarks**;
  - Support valid assessment of **student longitudinal growth**; and
  - Serve as a **signal for good instructional practices**.

- The results must be able to support multiple levels and forms of accountability including:
  - Decisions about **promotion and graduation for individual students**,
  - **Teacher and leader evaluations**, and
  - **School accountability** determinations.

Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

[illegible] State [illegible]	
Authorized State Signature:	
Name: Commissioner of Education	Date: 5/11/2010
Title: New York State	

Appendix B 2_i_4 Memorandum of Understanding: State Consortium on Board Examination Systems

Memorandum of Understanding

Background

The following Memorandum of Understanding is intended to reflect the commitments made by the Chief State School Officer of the undersigned state as a requirement for that state to join and remain a member of the State Consortium on Board Examination Systems. This MOU replaces the original MOU signed by the first members of the Consortium and will shortly be replaced by an MOU which will be intended to reflect the requirements of the Race to the Top Assessment Program.

Commitments

The state is committed, at a minimum, as a condition of joining and remaining in the Consortium, to the following:

If the state is one of the original ten members and is therefore participating in the pilot program and receiving funds from the i3 Program and/or the Race to the Top Assessment Program to support the pilot schools in that state, it commits itself to:

1) identifying at least 10 high schools to participate in the pilot program, four of which are to mainly serve high-need students, all of which taken together reasonably represent the student population of that state (the requirement of 10 high schools will be waived for states with a population below 1.3 million, but no state will be allowed to participate with less than five high schools in the pilot program)

2) adopting policies that offer a high school diploma for students who pass their lower division board examinations and permitting those students, if they wish, to enroll at the end of their sophomore year as regular students in the 2-year and 4-year public open admissions postsecondary institutions in that state without having to take remedial courses

3) subject to applicable law, providing all data required related to the pilot program and the performance and characteristics of the students in it requested by the TAC, the program evaluator and the federal government

4) making the program available statewide no later than four years after the pilot program has begun, provided that the evaluation of the program has shown that the program produces significant academic gains for students who participate in it

5) participating with reasonable regularity in the meetings of the Board of Trustees of the Consortium, it being understood that the Board will adopt a policy of no substitutions for members at Board Meetings

If the state is not one of the original ten members, its pilot schools do not receive any funds under the i3 program or the Race to the Top Assessment Program and it therefore does not have to identify schools to participate in the evaluation. It must, however, accept all the other obligations just described for the first ten members of the consortium, except that it needs to identify only five high schools to pilot the program as designed, all of which taken together reasonably represent the student population of that state.

The "Pilot Program" consists of each pilot school fully implementing at least one Lower Division Approved Board Examination System and one Upper Division Approved Board Examination System for those students who volunteer to take it, providing extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System and providing 11th and 12th grade students who do not pass their board exams with a program customized to the areas in which those students did not do well on their board examinations. It is expected that planning for the Pilot Program and the initial teacher training will take place during the 2010-11 school year, the first year of implementation of the Pilot Program in schools will take place the following year and the last year of the Pilot Program will take place in the 2013-2014 school year. It is expected that states joining the Consortium after the 2010-2011 school year will follow a similar schedule, but delayed by the delay in their entry into the Consortium.

"Implementing the program statewide" as used above means making sure that every high school student in the State has an opportunity to take at least one of the Lower Division Approved Board Examination System programs and one of the Upper Division Approved Board Examination System programs (including, as options, a regular Upper Division Approved Board Examination System program, an approved STEM program or an approved Career and Technical Education program). It does not mean that all high schools have to offer these programs, but that such programs are reasonably available to all students who wish to take them. It also means that the high schools that offer these programs are prepared to offer extra assistance to students who begin high school not ready to begin the Lower Division Approved Board Examination System program and provide for 11th and 12th grade students, who do not pass their board exams, a program customized to the areas in which those students did not do well on their board examinations.

For the purposes of the Race to the Top Assessment Program, all member states are considered to be Governing States.

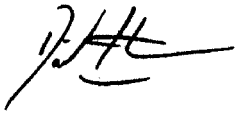
The state will become a member of the Consortium when this document is signed.

DATE: May 27, 2010

STATE: New York

CHIEF STATE SCHOOL OFFICER

NAME: David M. Steiner

SIGNATURE: 

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

PARTICIPATING STATES

MAY 25, 2010

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1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Delaware
7. District of Columbia
8. Florida
9. Georgia
10. Hawaii
11. Illinois
12. Indiana
13. Kentucky
14. Louisiana
15. Maryland
16. Massachusetts
17. Mississippi
18. New Hampshire
19. New Jersey
20. New York
21. North Dakota
22. Ohio
23. Oklahoma
24. Pennsylvania
25. Rhode Island
26. South Carolina
27. Tennessee

New York State
Student Information Repository System

New York State Student Identification System
(NYSSIS)
USERS GUIDE

Version 6.1 Released June 2009

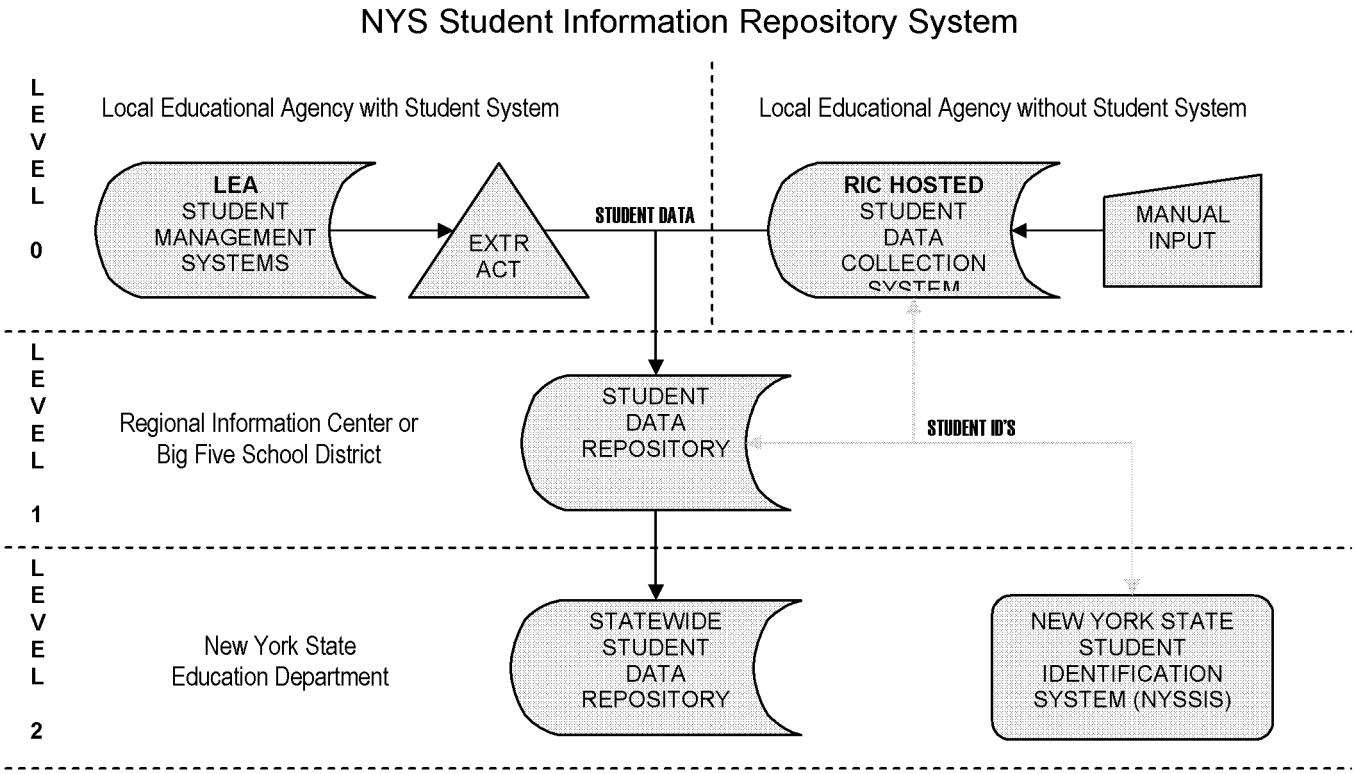
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services
Albany, New York 12234

Introduction

The New York State Student Identification System (**NYSSIS)** is a key element of New York State Student Information Repository System (SIRS). The New York State Education Department (NYSED) developed NYSSIS to assign a stable, unique student identifier to every pre-kindergarten through grade 12 student in New York State. Unique identifiers enhance student data reporting, improve data quality and ensure that important educational records are associated with the correct students as they transfer between local educational agencies (LEAs). In SIRS, each student record is uniquely identified with a 10-digit number assigned when the student first enters a State public school or participating nonpublic school. The SIRS Level 3 Repository will contain an encrypted version of this identifier on each student record.

The purpose of the SIRS is to provide a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal accountability requirements. This document provides an overview of SIRS, contains definitions of the data elements and templates for the data sets to be collected and is intended to assist vendors of information systems, as well as individual LEAs, in creating data files for submission to the SIRS.

Levels of the SIRS



There are multiple data collection points within SIRS. The first point is the local student management systems used by the State's LEAs. The student demographic, school enrollment and program data are typically collected in these local systems. LEAs may also use other systems to collect data about students with disabilities and other program related data. These ancillary systems can be the primary source for this data, such as student disability and free and reduced lunch. Test scoring units within Regional Information Centers (RIC) or the Big 5 School Districts also provide data related to assessments. LEAs that don't have a student management system begin their entry into SIRS at "Level 0".

Level 0 is a web-based application hosted by the RICs. This application provides LEAs the ability to collect and verify their data. Data can be imported or entered directly into this system. This level's primary function is to provide LEAs that don't have a student management system a place to enter their data. It can also be used to collect additional data that may not be available in a student management system. Verified data can be exported from Level 0 in a format that can be loaded directly into the Level 1 repository.

SIRS repository levels 1, 2 and 3, each use the eScholar® data warehouse system and data model, which hold enrollment, demographic, programmatic, and performance data. The primary data source for these repositories is the local student management systems in LEAs.

Level 1 repositories are implemented and operated by a RIC or a Big 5 School District. All charter schools and school districts except the Big 5 must participate in a Level 1 repository operated by a RIC. Each Level 1 repository includes, at a minimum, all the data elements defined in the *Dictionary of Reporting Data Elements*. This Dictionary can be found at: http://www.emsc.nysed.gov/irts/sirs/ Data is loaded into Level 1 repositories using data templates and load procedures provided within the eScholar® application. Users of the Level 1 repositories may include additional data elements to meet local or regional needs. The data collected at this level is used for local data analysis and reporting and State reporting, as well as pre-printing answer sheets for scanning services. In addition, the demographic data elements are used in NYSSIS to create unique student IDs, which are stored and maintained at this level. Finally, the Level 1 repositories will be used by LEAs to prepare data for submission to the Level 2 repository. Data in the Level 1 repository will be available only to users with a legitimate educational interest.

The **Level 2** repository is a single statewide data warehouse, where all K-12 school data from Level 1 is aggregated. Level 2 provides for statewide data analysis and reporting. This level holds records for all students and provides educators and policy makers with a resource for data-driven decisions to improve curriculum and instruction. Level 2 records include student names and unique identifiers, assigned by the NYSSIS. Data in the Level 2 repository will be available only to users with a legitimate educational interest.

The **Level 3** repository is the NYSED data warehouse. This is a single warehouse used by NYSED to meet State and federal reporting requirements. This level will replicate the student records on the Level 2 repository. However, as records are transferred to Level 3, student names will be removed and the unique identifiers will be encrypted to protect the privacy of students. Level 3 will provide data for the New York State School Report Card, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 3 repository will be placed in the Annual Reporting Database to provide the general public with access to school performance data.

Data in SIRS is accessed through a Statewide reporting service - the New York Statewide Testing and Accountability Reporting Tool (nySTART). nySTART can be found at: http://www.emsc.nysed.gov/irts/nystart/home.html This is a web-based data reporting service that provides LEAs and other personnel with a baseline group of reports and analyses about students as well as a series of reports that are used to verify and certify the completeness and accuracy of data in the Level 1 and Level 2 repositories.

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What NYSSIS Is:

The New York State Student Identification System (NYSSIS) is an electronic information system that assigns a Unique Statewide Identifier (ID) to students in New York State public schools, including charter schools. NYSSIS enables these local educational agencies (LEAs) to obtain new IDs for students who do not have an existing one and to retrieve IDs that have been previously assigned to students. The ID assigned by NYSSIS will be used by LEAs to report student-level data to the Student Information Repository System (SIRS). The ID can also be used by LEAs to obtain information from or provide information to other LEAs when a student transfers into or out of an LEA.

How NYSSIS Works:

1. **Student Data Loaded into the SIRS Data Warehouse:** Regional Information Center (RIC) and Big 5 City District technical personnel load student demographic data from an LEA's student management system into the SIRS data warehouse.

2. **Student Identification Set Loaded into NYSSIS:** RICs/Big 5 extract a particular set of 23 of these student data items, referred to as the "Student Identification" set from the SIRS data warehouse and load them into the NYSSIS database. These processes are done using a File Transfer Protocol (FTP), which ensures that the data transfer is secure and confidential.

3. **NYSSIS ID Matching Process Occurs:** NYSSIS checks the database to determine whether the Student Identification set matches any records already in the database.

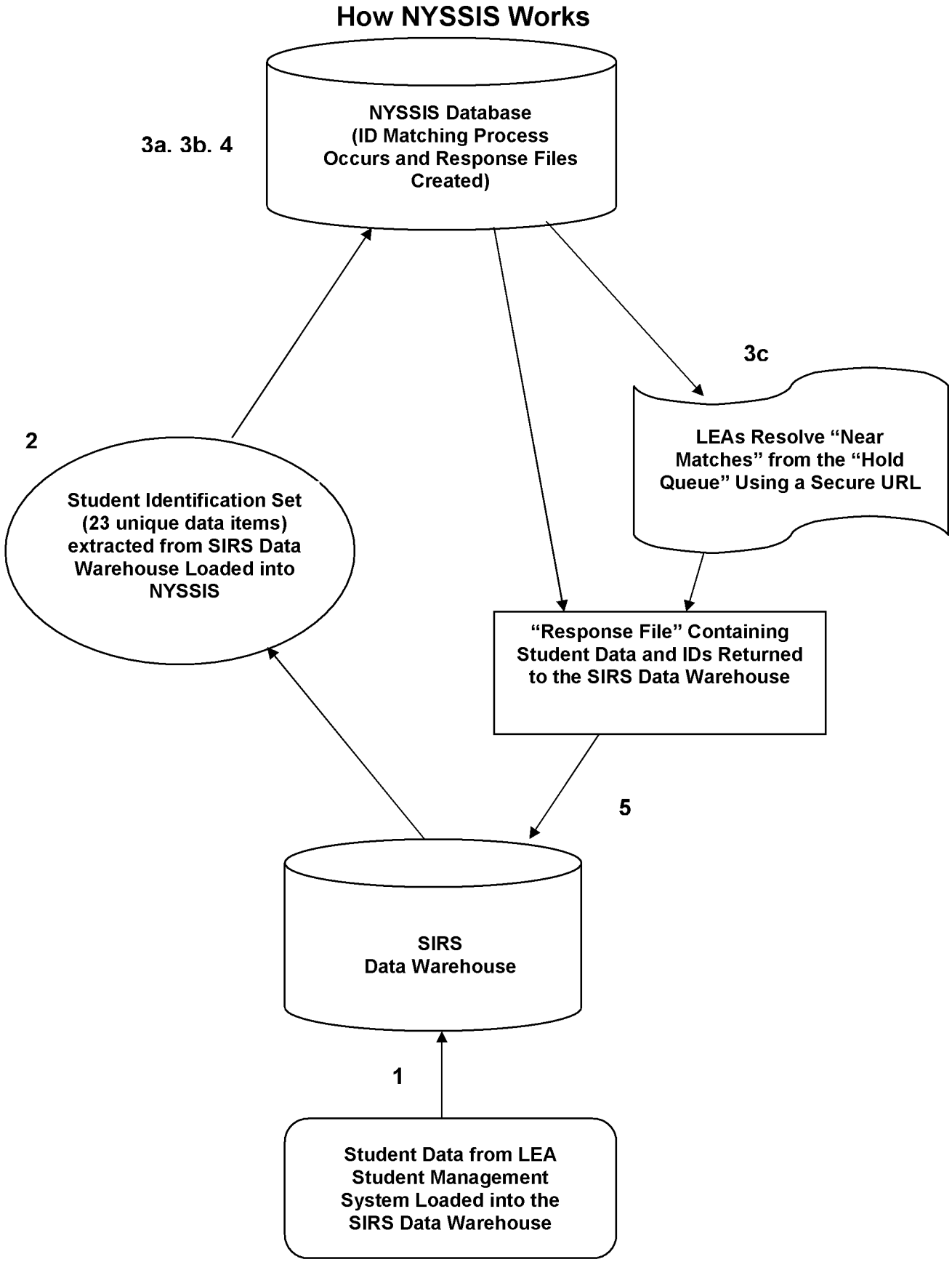
    a. If no match is found, an ID is created and added to the end of the student information data record.

    b. If a match is found, the ID already assigned to the student is added to the end of the student information data record.

    c. In some cases, it is not possible to determine if the data submitted matches an existing record in the database. These cases are called "Near Matches." In these cases, NYSSIS places the data in a "Hold Queue" and staff members from the LEA must log on to NYSSIS and determine if the data matches a student previously assigned an ID or if the data represents a student who requires a new ID.

4. **Response Files Created:** NYSSIS creates "Response Files," which are files that contain student data plus the student's ID.

5. **Response Files Placed into SIRS Data Warehouse:** RICS/Big 5 retrieve the response files and place them in the SIRS data warehouse, again using a secure and confidential FTP transfer process.


How NYSSIS Works
NYSSIS Database
(ID Matching Process
Occurs and Response Files
Created)
3a. 3b. 4
3c
LEAs Resolve "Near
Matches" from the "Hold
Queue" Using a Secure URL
2
Student Identification Set
(23 unique data items)
extracted from SIRS Data
Warehouse Loaded into
NYSSIS
"Response File" Containing
Student Data and IDs Returned
to the SIRS Data Warehouse
5
SIRS
Data Warehouse
1
Student Data from LEA
Student Management
System Loaded into the
SIRS Data Warehouse

Obtaining a Student ID Using NYSSIS

Student Data Loaded into the SIRS Data Warehouse:

LEA personnel should contact their individual RIC/Big 5 to obtain guidance on the format and structure they require data to be in so that they can submit these data to the SIRS data warehouse, as each RIC/Big 5 may have different requirements.

Student Identification Set from the SIRS Data Warehouse Loaded into NYSSIS:

The Student Identification set is a set of 23 data items that enable NYSSIS to identify a student uniquely. **Of these 23 data items, the School District Student ID, the Student's First Name, the Student's Last Name and the Student's Date of Birth are *required* for processing an ID in NYSSIS. If one or more of these required fields are blank, the record is rejected by NYSSIS. NYSSIS also rejects each student record that has a invalid Basic Educational Data System (BEDS) code for the LEA that is responsible for the student (i.e., the District of Responsibility BEDS Code) or the school building in which the student receives services (i.e., the Building of Enrollment BEDS Code).** The more complete the data set submitted, the greater the likelihood that a correct match with an existing ID or an accurate determination of a new ID will be made. The table on the following page shows the Student Identification set used for NYSSIS.

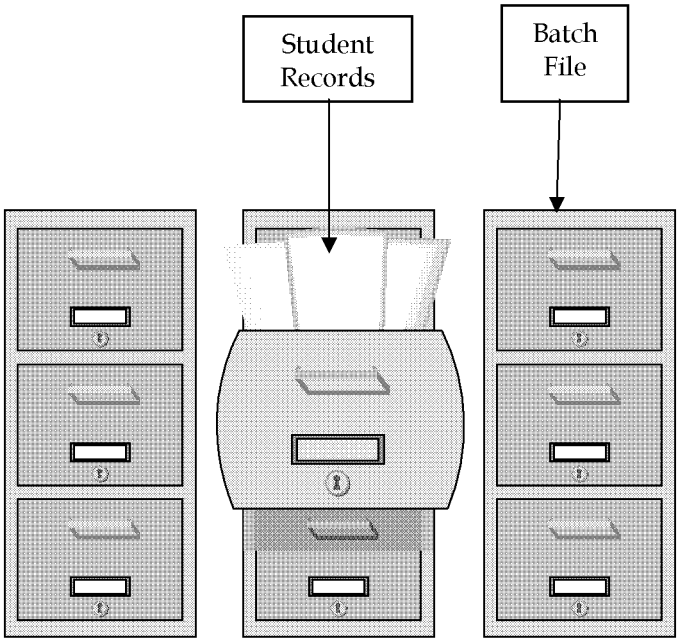
Student Identification Set (NYSSIS)

NYSSIS File Fields	Size	Format	Description
District of Responsibility BEDS Code**	12		12-digit BEDS code assigned to the district
Building of Enrollment BEDS Code	12		12-digit BEDS code assigned to the specific building
School Year**	10	YYYY-06-30	YYYY-06-30
School District Student ID **	*9*	*nnnnnnnnn*	*Local Identifier assigned by the local student information system for this student. Alternatively, this may be the identifier assigned by the regional warehouse. This will be used to map the NYSSIS statewide ID back to the record in the warehouse or local system.*
*Student's Last Name***	*25*		*Student's Last Name*
*Student's First Name***	*25*		*Student's First Name*
Student's Middle Initial	1		Student's Middle Initial
First Date of Entry into Grade 9	10	YYYY-MM-DD	This is the actual date that the student entered grade 9. Do not project this date, but leave this field blank, for students in grades Pre-K through 8.
Grade Level**	4		See the *New York State Statewide Data Warehouse Dictionary of Reporting Data Elements:* http://www.emsc.nysed.gov/irts/sirs/
*Date of Birth***	*10*	*YYYY-MM-DD*	*This is the date of the student's birth, derived from an official source as dictated by district policy.*
Gender Description	6	Male, Female	
Home Language Description	40		See the *New York State Statewide Data Warehouse Dictionary of Reporting Data Elements:* http://www.emsc.nysed.gov/irts/sirs/
Race/Ethnicity Description	40		
Immunization Date for First Polio Vaccination	10	YYYY-MM-DD	This is the date of the FIRST polio immunization, either IPV or OPV. Use the first day of the month if day is not indicated.
Student's Address Line 1	30		Home Address
Student's Address Line 2	30		If Address Line 2 is populated, Address Line 1 must not be null.
Student's Address City	25		
Student's Address State Code	2		
Student's Address Zip Code	10	XXXXX or XXXXX-XXXX	Zip code can be either 5 digits without a dash or nine digits with a dash
Student's Guardian Name One	40	FirstName LastName	Full name of primary guardian
Student's Guardian Name Two	40	FirstName LastName	Full name of second guardian
Phone at Primary Residence	12	XXX-XXX-XXXX	Phone number at student's primary residence
Student's Place of Birth	50	City State/Province/ Region Country	See the *New York State Statewide Data Warehouse Dictionary of Reporting Data Elements:* http://www.emsc.nysed.gov/irts/sirs/

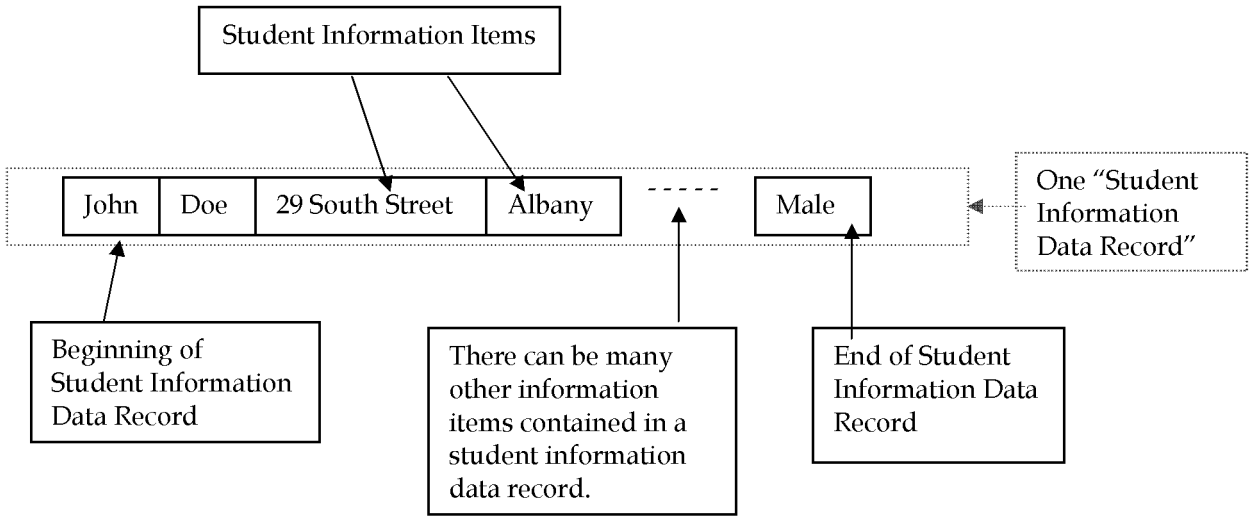
** ***Required fields***

Student information is loaded into the NYSSIS database via a batch file, which contains information on many students. The batch file then breaks this information down into separate student identification data records.

To illustrate the difference between a batch file and a student record, think of a filing cabinet containing many manila folders. The filing cabinet itself is the batch file. The manila folders in it are the student records.

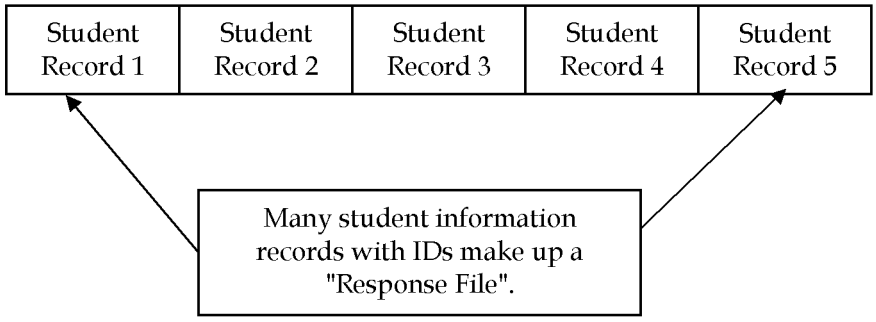


A student identification data record is a collection of data items that identify a student (e.g., Student's First Name, Student's Last Name, Student's Address Line 1, School Year, etc.). The following is a pictorial view of a student information data record:



Creating "Response Files":

One or more records with assigned IDs are bundled into a single file called a "Response File". This file is created so that it can be uploaded to the data warehouse.



Over the course of time, the same student information record (e.g., Student Record 1 shown above) could be sent to NYSSIS many times. This is especially the case with students who frequently move from school to school or district to district. Student records collected over the years are never deleted from the NYSSIS database. Therefore, there may be more than one student information record associated with a particular ID assigned by the NYSSIS. In other words, there could be one ID in the NYSSIS database that has multiple student information records associated with it.

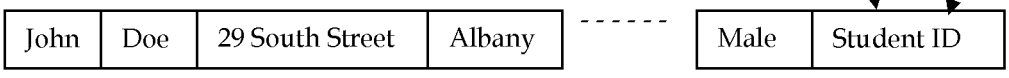
When a student information record is submitted to NYSSIS and the NYSSIS matching engine determines it matches an existing NYSSIS ID, that existing ID is assigned to the student information record. At the same time the student information record is associated with that existing NYSSIS ID in the database.

This process results in additional data that can be used to match future submissions of a Student Identification data set for the same student. For example, if a student has a change of guardian over time, the NYSSIS system will maintain information on all of the guardians associated with that student. Therefore, if the student returns to a former guardian, NYSSIS will recognize this and be better able to automatically associate the new student data with an existing record in the NYSSIS database.

NYSSIS ID Matching Process:

When a student information data record is loaded into NYSSIS for processing, NYSSIS checks the database to determine whether the Student Identification set matches any records already in the database.

1. If no match is found, an ID is created and added to the end of the record.
2. If a match is found, the ID already assigned to the student is added to the end of the record.



3. If NYSSIS cannot determine if the data submitted matches an existing record in the database, the record (called a" Near Match") is placed in a "Hold Queue."

Resolving Near Matches in the Hold Queue:

A Near Match record is made up of the newly submitted student record and one or more records that are already in the NYSSIS that contain many similar elements but not enough to determine if the records are for the same student. The newly submitted record only nearly matches the records already in the NYSSIS. As such, the newly submitted record is placed in a Hold Queue with the records from the NYSSIS it nearly matches. Authorized LEA personnel must then review and resolve these Near Matches by determining if the student record should be matched with an existing NYSSIS ID or issued a new NYSSIS ID.

When the 'View Candidates' option is selected one of the three scenarios will occur:

1. One or more candidates will be displayed with a percentage indicating the likelihood the two records match. The probability will range anywhere from 45% to 99%.

2. A match candidate will be displayed, but the option to match to the record will not be available. This scenario is a result when the near match candidate does not have a statewide identifier assigned yet because the candidate record is also a 'hold' record. This usually occurs when duplicate data is submitted and/or a specific rule has been established to not match certain kinds of records. These rules are often enforced on twins and siblings where data is very similar, if not exact.

3. No candidates displayed. Occurs when near match candidate is removed from the NYSSIS database or the number of students to compare with has significantly changed since the original hold decision.

LEAs are not permitted to delete student records from NYSSIS once they are added. All Near Matches must be resolved. Data accuracy is paramount to ensuring that LEAs do not create new records in error or match two unique student records in error.

How to Apply for a NYSSIS User Account:

NYSSIS is accessible to authorized users only. Users who require access are provided with a NYSSIS Login Account. These accounts are specific to an individual, not generic. Each LEA will have at least one authorized user, who will log into NYSSIS. A Username and Password will be provided to the authorized user for each LEA.

The primary purpose for accessing NYSSIS is to resolve Near Matches. This work may be performed as appropriate by RIC, Big5 and LEA personnel. In addition, certain administrative activities may be performed by RIC and Big5 NYSSIS Authorized Contacts.

For School District (LEA) User Contact

1. Complete an Authorization for School District User Contact form (Appendix B).

2. Form must be signed by School District Superintendent or Agency Head.

3. Send form to NYSSIS RIC/Big5 Contact (Appendix C)

4. NYSSIS RIC/Big5 Contact must review form for authenticity and sign.

5. Send form to NYSSIS Administrator at NYSED.

LEAs should check with their local RIC to determine the protocol for submitting the user request forms.

Once approved, a NYSSIS Login Account will be assigned and a UserID and Password will be delivered to the authorized Student Id contact of the RIC/BIG5. Authorized users can access the Web Interface by logging on to:

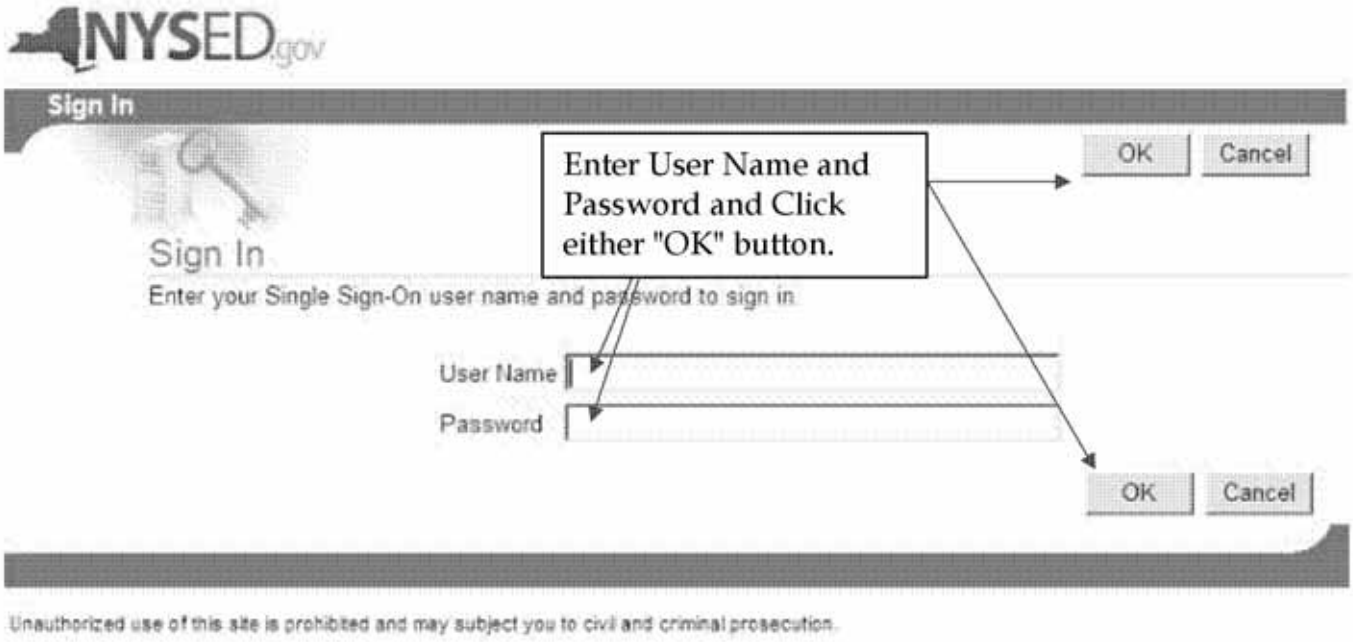
http://portal.nysed.gov

NYSSIS Login Page:

NYSSIS now uses **The NYSED Application Business Portal**. Use of the **NYSED Portal** enables users who access other **NYSED** applications to have a single Username and Password for all of those applications.

Placing the URL http://portal.nysed.gov in the address line of the browser takes the user to **The NYSED Application Business Portal**:

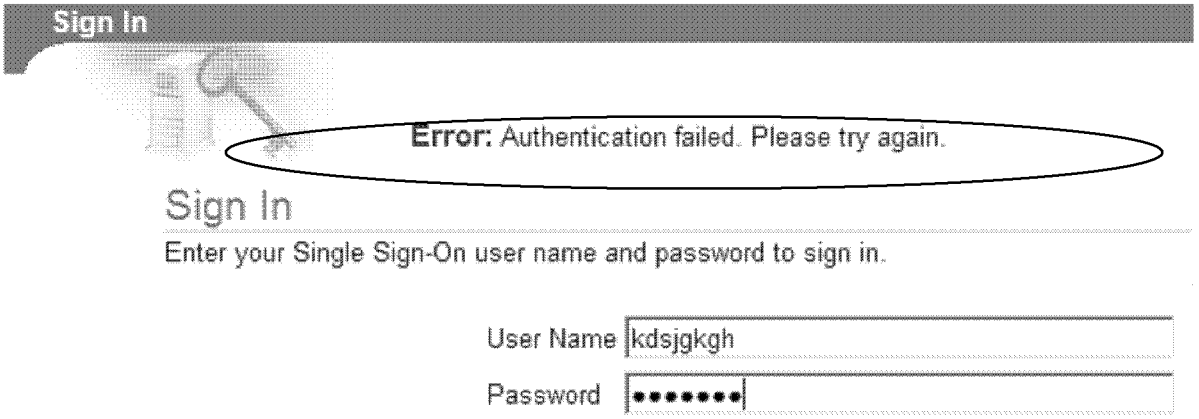
At the subsequent screen, enter your Username and Password and click the "OK" button.



If the login is successful, you will enter the portal. Click on the NYSSIS link.

If the login is NOT successful:

If Login is unsuccessful due to unauthorized Username/Password or incorrect typing in of Username/Password, the Login Screen will send the following message:

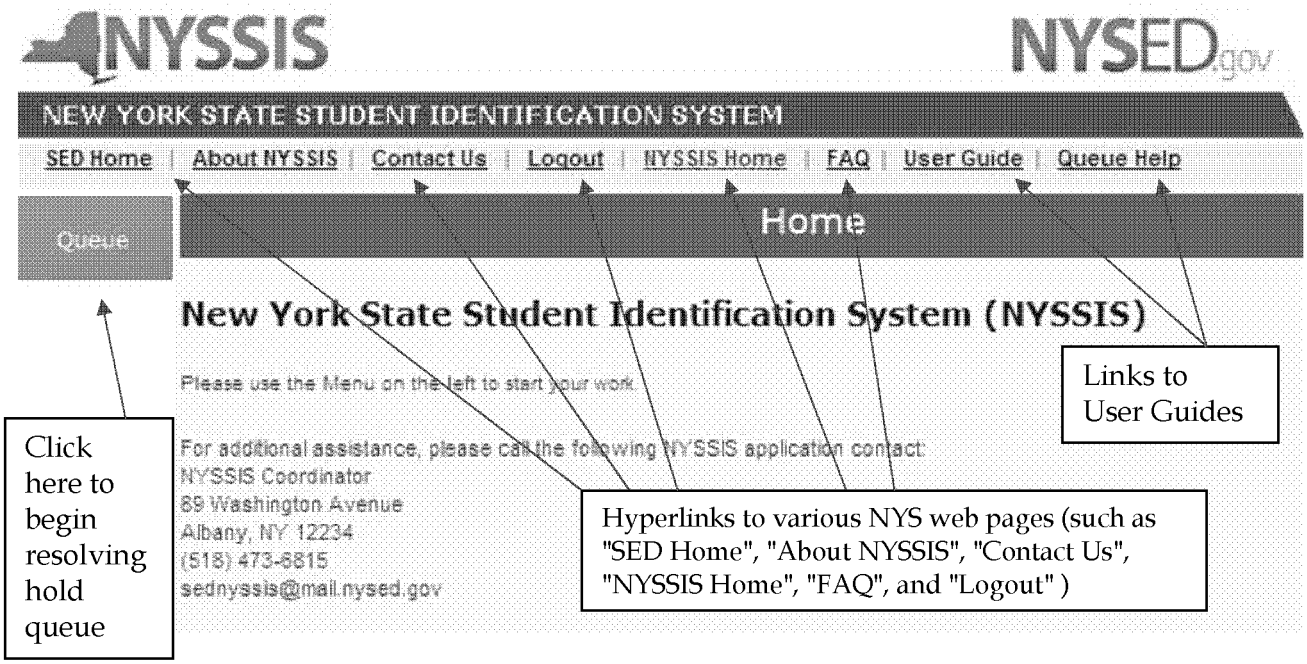


Your login may fail because you have not typed in your password correctly or because your account is locked.

If you have any problems logging into the Business Portal contact your SEDDAS Delegated Administrator or your Superintendent or Principal.

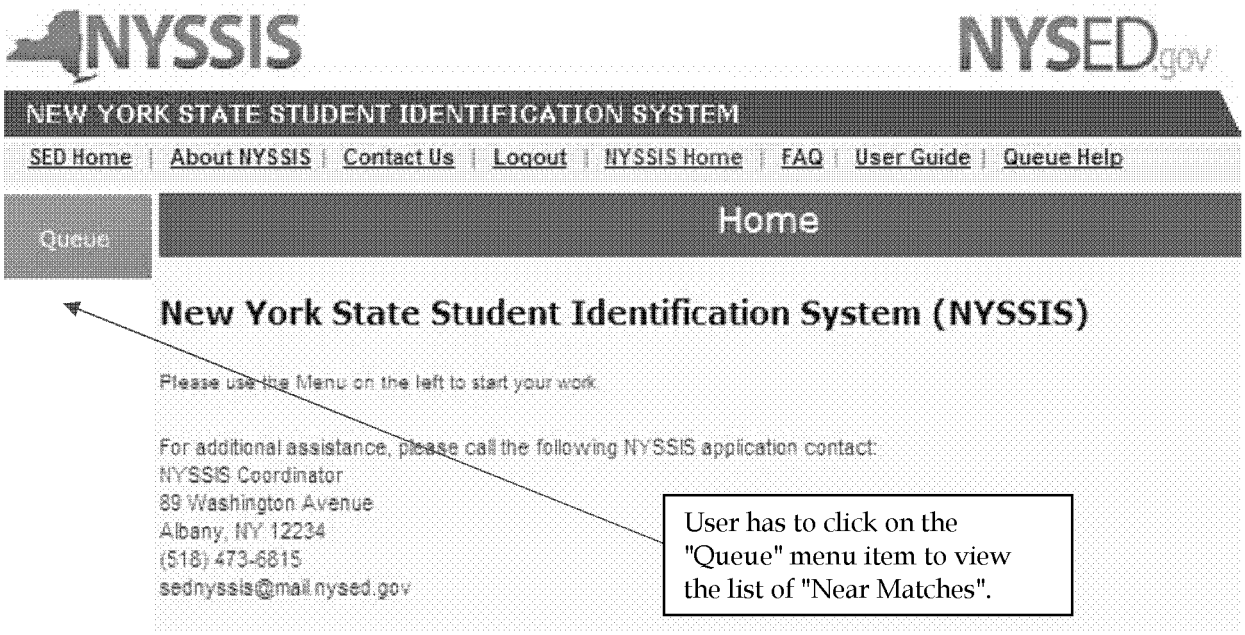
NYSSIS Home Page:

After clicking on NYS Student Identification System (NYSSIS) you will move to the NYSSIS Home Page:



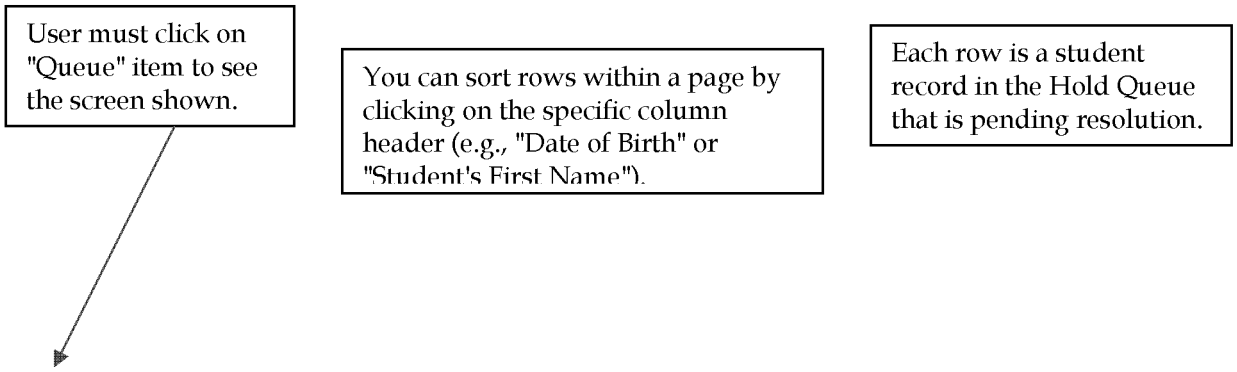
NYSSIS "Hold Queue" Access:

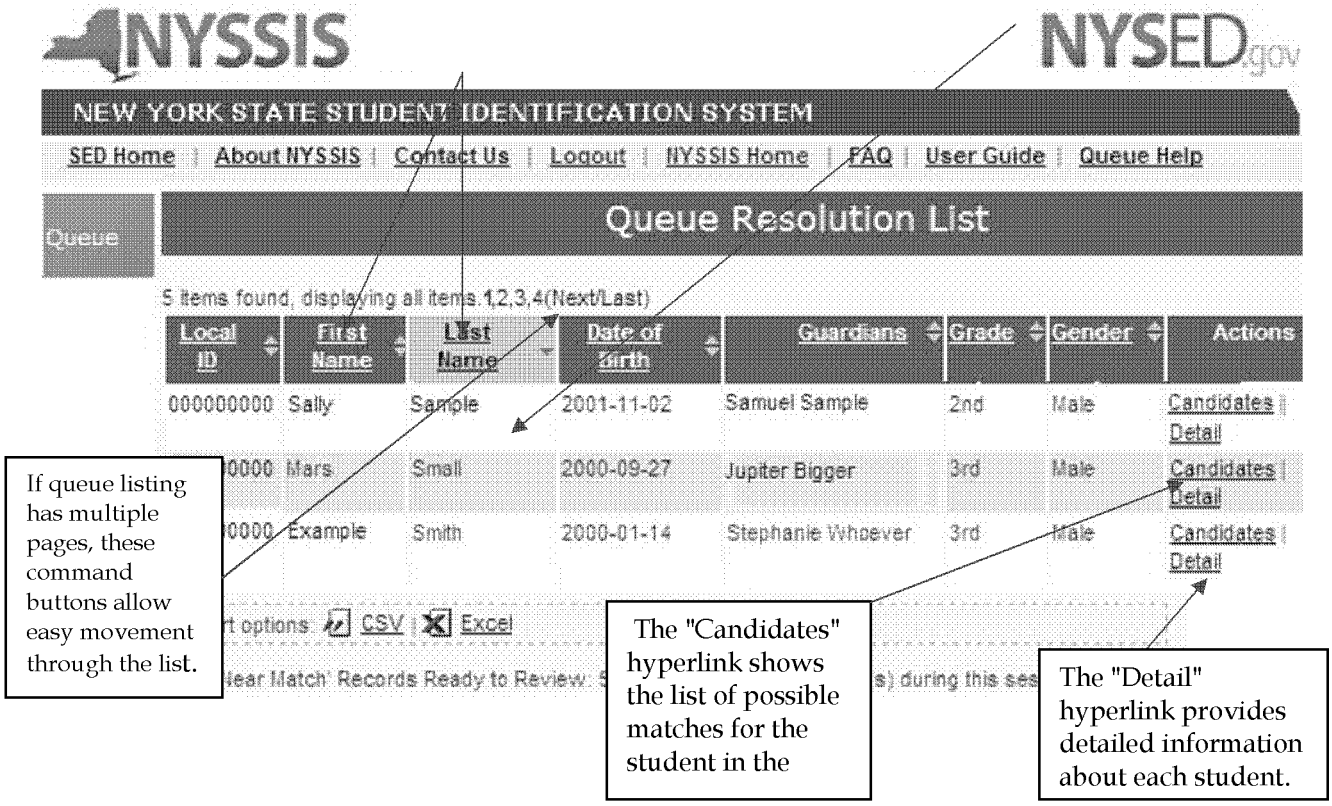
To view the list of "Near Matches" for resolution, click on the "Queue" menu item.



Queue Resolution Screen:

The "Queue Resolution" screen lists the student records of an LEA that NYSSIS could not automatically assign an ID to:

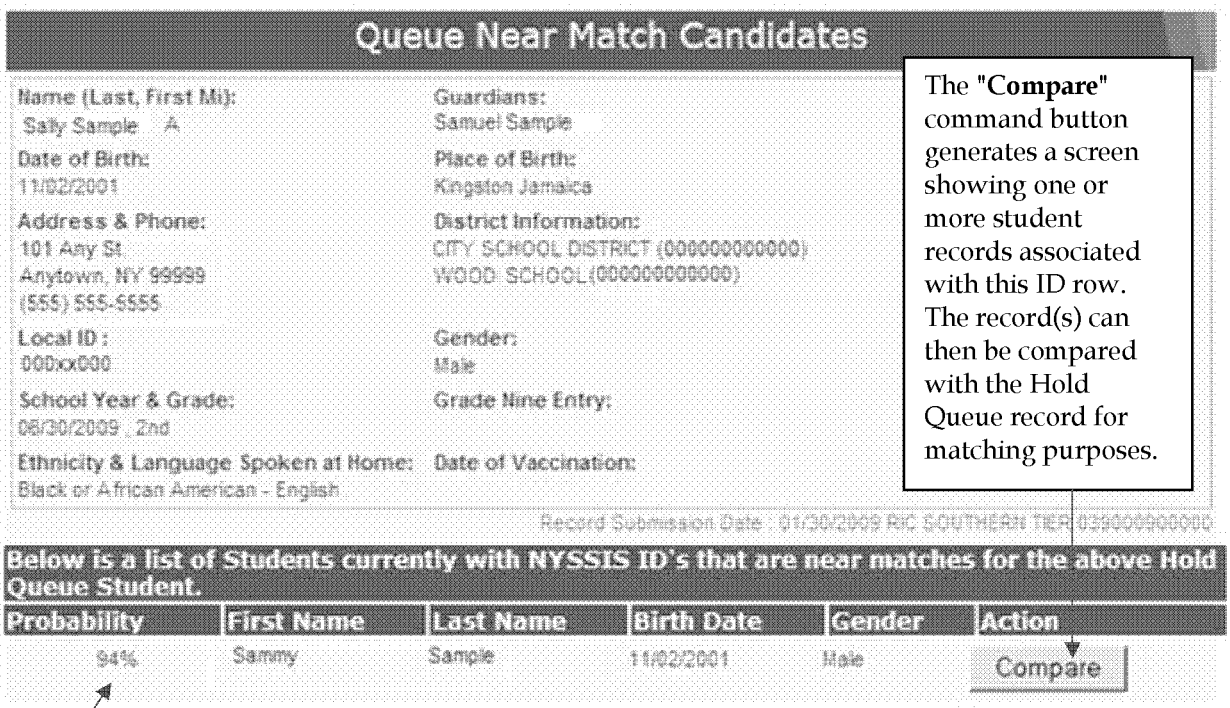


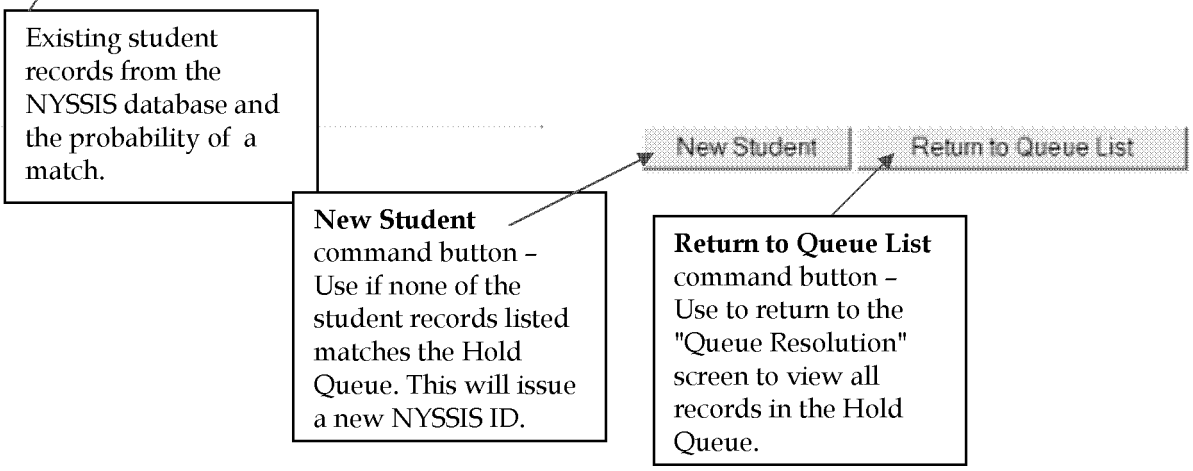


"Near Match" Candidates Screen: Scenario #1:

The "View Candidates" hyperlink for a record in the Hold Queue results in a screen where the user can compare the details of the selected student with student records in the NYSSIS database that are "Near Matches":

Once the "Candidates" link is clicked, detailed student information, will be shown.

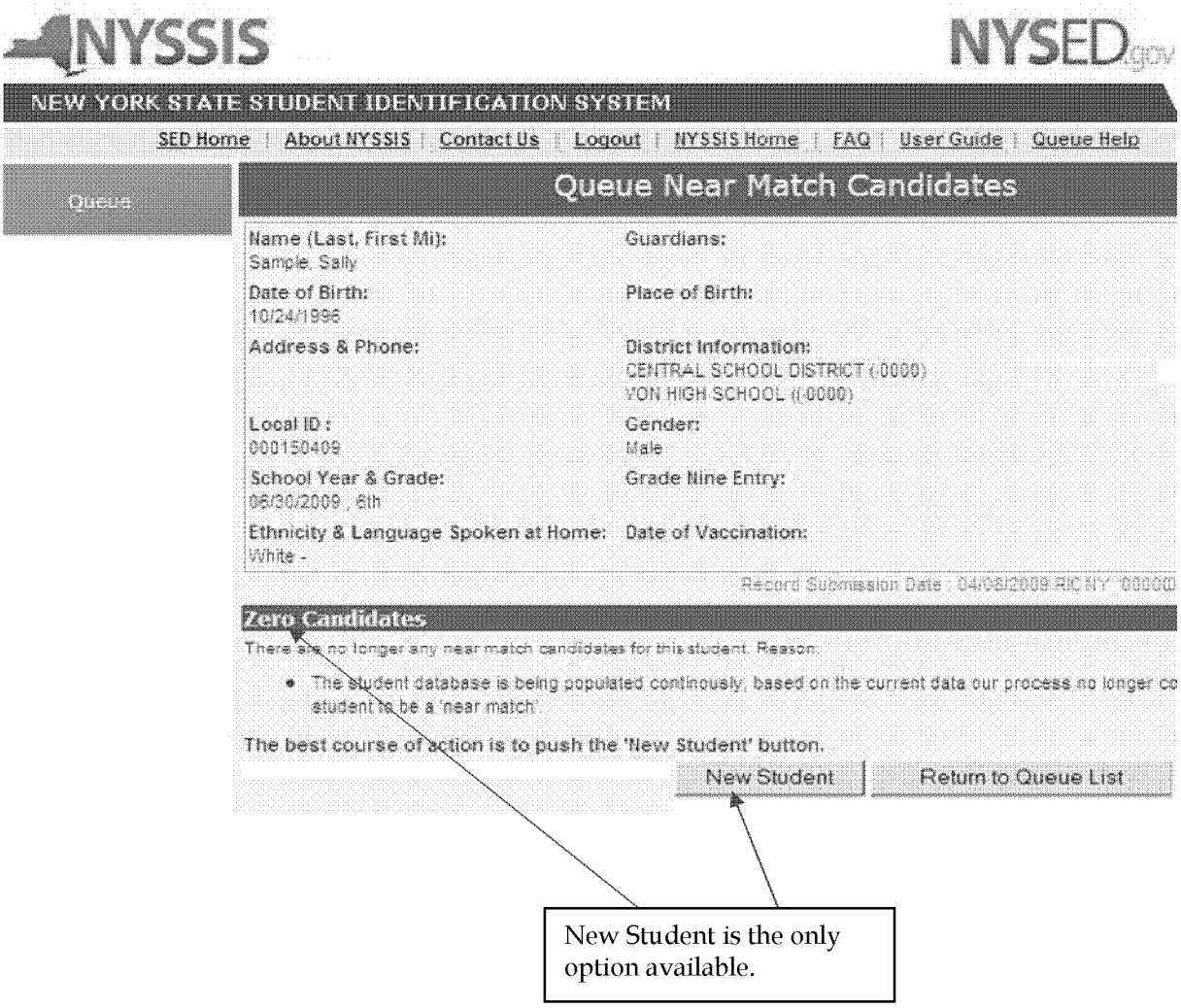

Queue Near Match Candidates
Name (Last, First Mi):
Sally Sample A
Guardians:
Samuel Sample
Date of Birth:
11/02/2001
Place of Birth:
Kingston Jamaica
Address & Phone:
101 Any St
Anytown, NY 99999
(555) 555-5555
District Information:
CITY SCHOOL DISTRICT (000000000000)
WOOD SCHOOL(000000000000)
Local ID :
000xx000
Gender:
Male
School Year & Grade:
08/30/2009 , 2nd
Grade Nine Entry:
Ethnicity & Language Spoken at Home:
Black or African American - English
Date of Vaccination:
Record Submission Date : 01/30/2009 RIC SOUTHERN TIER 029000000000
Below is a list of Students currently with NYSSIS ID's that are near matches for the above Hold Queue Student.
Probability
First Name
Last Name
Birth Date
Gender
Action
94%
Sammy
Sample
11/02/2001
Male
Compare
The "Compare" command button generates a screen showing one or more student records associated with this ID row. The record(s) can then be compared with the Hold Queue record for matching purposes.


Existing student records from the NYSSIS database and the probability of a match.
New Student
Return to Queue List
New Student command button – Use if none of the student records listed matches the Hold Queue. This will issue a new NYSSIS ID.
Return to Queue List command button – Use to return to the "Queue Resolution" screen to view all records in the Hold Queue.

"Queue Near Match Candidates" Scenario #2:

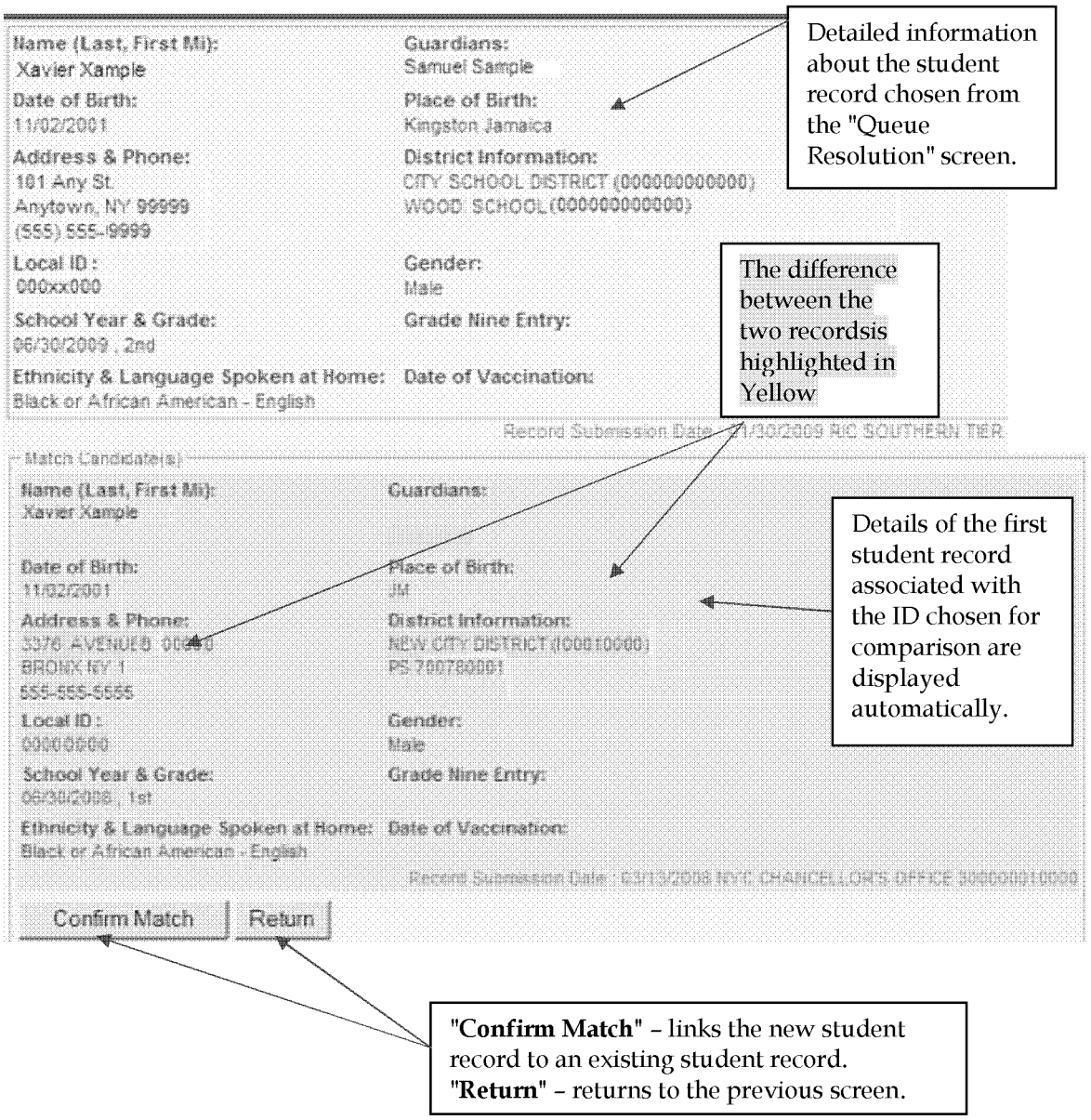
The " Candidates" hyperlink for a record in the Hold Queue results in a screen where the user can compare the details of the selected student with student records in the NYSSIS database that are "Near Matches". The student below no longer has a match candidate. The best course of action in this scenario is to push the "New Student" button.

Sometimes, the near match candidate for the Queue record has not been assigned a NYSSIS ID, and the candidate shown is also a "queued" student awaiting an ID. In that scenario, you should select the "New Student" button. This will allow you or the other district to match to the newly generated ID.



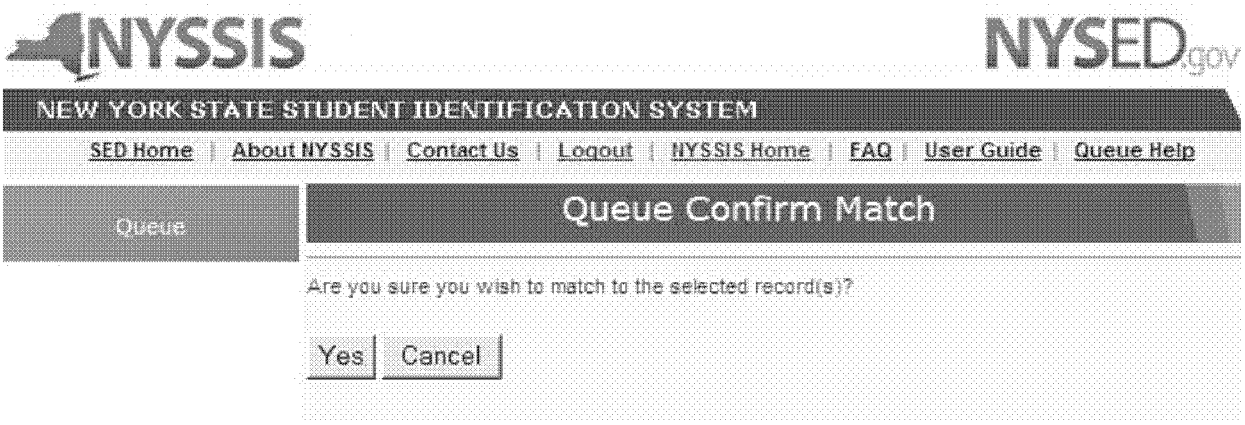
Queue Compare to Specific Candidate:

The "Compare" hyperlink on the previous page generates the "Queue Compare to Specific Candidate" screen below. This screen displays the Hold Queue record detail along with records of students that nearly match the record in the Hold Queue. There can be multiple student records that nearly match a student record. In addition, any given record that nearly matches a student in the Hold Queue may have already had other records linked to it. Therefore, selecting a record for comparison may generate multiple records for comparison, all of which have already been determined to relate to a single student.



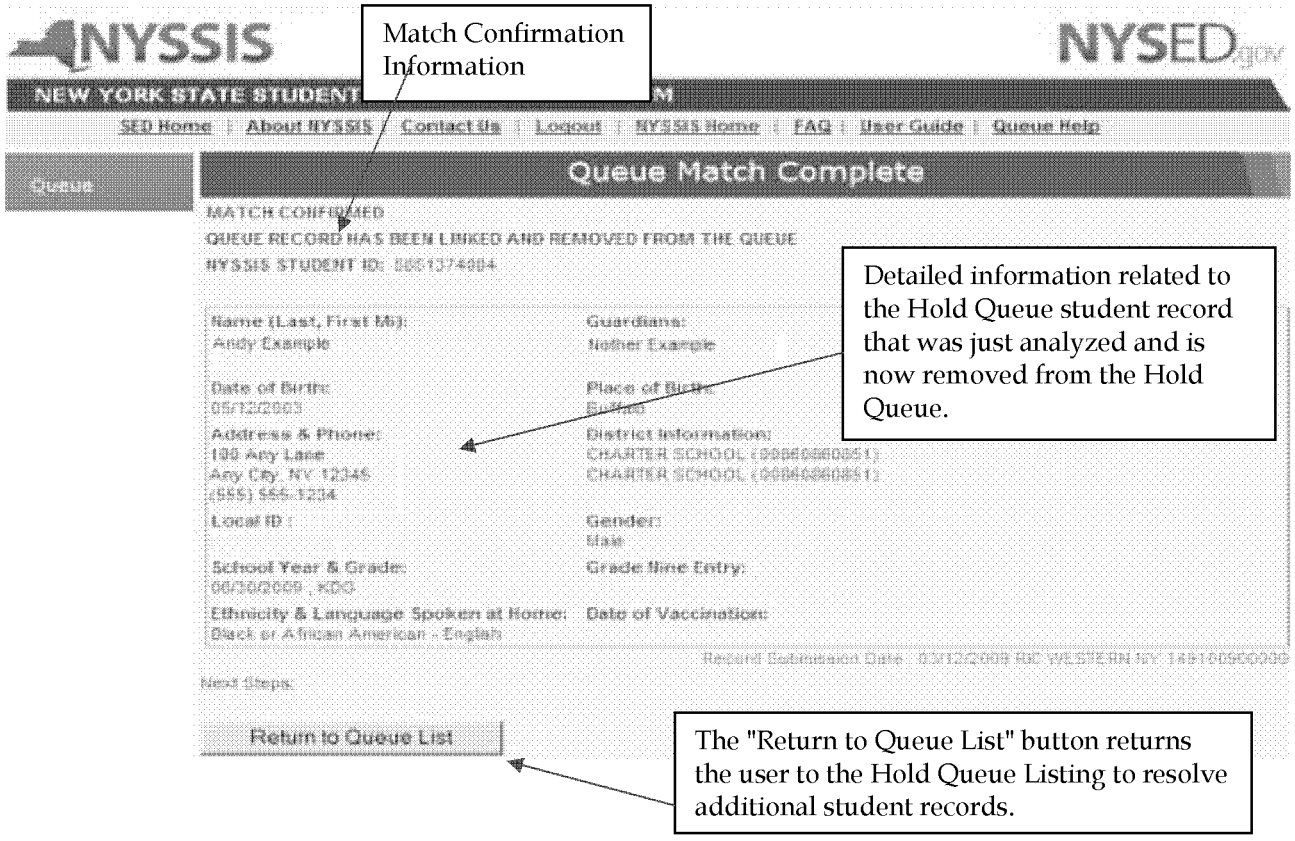
Queue Confirm Match:

The "Confirm Match" command button on the previous screen generates the "Queue Confirm Match" screen. At this point, the user can either confirm the match by selecting "Yes" or "Cancel" the match by selecting "Cancel".



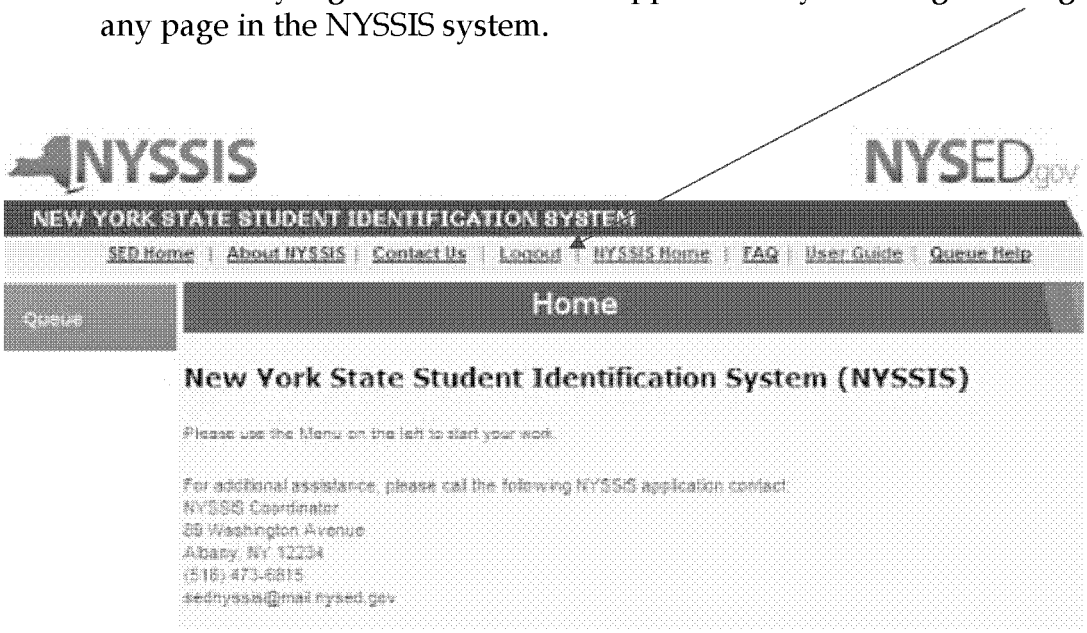
Queue Match Complete:

3. The Near Match or Hold Queue resolution process is completed and the "Queue Match Complete" screen is generated when the user selects "Yes" on the "Confirm Match" screen. In the "Queue Match Complete" screen example below, the "Hold Queue" student record is removed from the Hold Queue and assigned the student ID 5851374004 in the NYSSIS database. The "Hold Queue" record has been successfully resolved. This record will be included in the next "Response File". The RIC/Big5 technical personnel will generate and load the response file into the SIRS data warehouse.



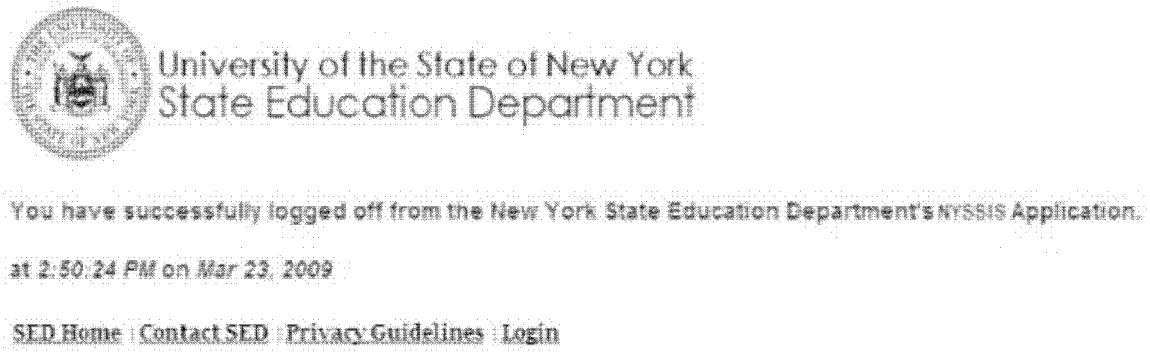
Logging Out:

The user may log out of the NYSSIS application by selecting the "Logout" hyperlink on any page in the NYSSIS system.



Logged Out:

When logout is completed, the following screen is generated, indicating the date and time of log out:



Appendix A:

RIC/BIG 5	BEDS Code	Contact Name	Phone	Email Address
Northeastern New York (NERIC)	019000900000	Jeff Baker	518-862-5410	jbaker2@gw.neric.org
		John Warner	518-862-5300	jwarner@gw.neric.org
Central New York (CNYRIC)	429000900000	Mary Brady	315-433-8303	mbrady@cnyric.org
Mohawk RIC	259000900000	John Domagal	315-361-2700	jdomagal@moric.org
Western New York (WNYRIC)	149100900000	Ken Jurek	716-821-7438	kjurek@e1b.org
		Tom Kumiega	716-821-7166	TKumiega@e1b.org
Lower Hudson	669000900000	Mark Samis	914-592-4203	msamis@lhric.org
Eastern Suffolk	589100900000	Laura Barranco	631-244-4282	lbarranc@esboces.org
Schuyler-Chemung	559000910000	Stephen Updike	607-795-5338	supdike@gstboces.org
Monroe 1	269100900000	Daron Lowell	585-349-9064	dlowell@bocesmaars.org
		Gregg Gleba	585-349-9063	ggleba@bocesmaars.org
NYC DOE	300000010000	Oded Strich	718-935-5697	ostrich@schools.nyc.gov
Southern Tier	039000900000	Dwight Linder	607 757-3006	dlinder@btboces.org
Finger Lakes RCC (Edutech)	439000910000	Lisa Roberts	315-332-7413	lroberts@edutech.org
Mid-Hudson	629000910000	Gayle Tamburrini	845-255-1450 x1321	gtamburr@mhric.org
		Lisa Pullaro	845-255-1450 x1246	lpullaro@mhric.org
Nassau	289000900000	Pat Reinhardt	516-832-2737	preinhar@mail.nasboces.org
Syracuse CSD	421800010000	Kelly Carley	315-435-4281	kcarley@scsd.us
Yonkers CSD	662300010000	David Weinberger	914-376-8232	dweinberger@yonkerspublicschools.org

SED Application contacts:

Enterprise Help Desk: 800-697-1323
NYSSIS Help Desk : 518-473-6815
Teach Help Desk : 518-486-6041
Charlene Swanson : 518-474-7965
Sue Hammerle : 518-486-1761
Mary Gardy : 518-486-2360
Rich Sagendorf : 518-473-6815
NYSED Fax : 518-474-2519

Appendix C_1_2: New York State SIRS Manual

New York State Student Information Repository System (SIRS) Manual

Reporting Data for the

2009–10

School Year

March 12, 2010
Version 5.1

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services
Albany, New York 12234

Revision History

Version	Date	Revisions
5.0	October 2, 2009	Initial Release. Please pay particular attention to revisions to guidance on: • **NYSESLAT-eligible Students** (pp. 39–40): LEP-eligible students who on April 1, 2010, will have been attending school in the U.S. for the first time for less than one year (not necessarily 12 consecutive months) may use the NYSESLAT *once* in lieu of the 3–8 NYSTP in ELA to meet the accountability participation requirement in 3–8 ELA. • **Reporting Dropouts** (p.144): Report dropouts with the appropriate Reason for Ending Enrollment Code and the date the student is determined to be a dropout. If the student re-enrolls, report the student with the appropriate Reason for Beginning Enrollment Code and the date the student re-enrolls. Use Reason for Beginning Enrollment Code 8294 for students of compulsory age who drop out but are required to be maintained on the attendance register. • **Reporting GED Students** (pp. 145–46): Districts must report all resident students enrolled in an approved AHSEP or HSEP program.
5.1	March 12, 2010	Please pay particular attention to the following: • **Dataquest.mail.nysed.gov** (p. 2): New e-mail for questions for IRS, SIRS, and SEDCAR. • **Homeless and CTE Contact** (pp. 2–3): Contact information for homeless assistance and CTE. • **Former SWD** (p. 9): Former students with disabilities now included in performance calculation for AYP. • **34-point Rule** (p. 16): 34-point rule for students with disabilities no longer applicable. • **Graduation Rate Standard & Progress Target** (pp. 16–17): Graduation rate state standard is now 80% and graduation rate progress target is a 20% gap reduction from previous year. • **NYSAA 1% Exception** (p. 38): Exception application looks at grades 3–8 and secondary-level cohort enrollment in the LEA. Exception application url revised. • **NYSESLAT-eligible Students Definition** (pp. 39–40, 148, 225): Clarifies definition and provides further examples. • **Reason for Beginning Enrollment Code 8294** (pp. 47, 207, 292): Use clarified. • **Absent/Refusal Language** (p. 62): Clarified. No policy change. • **Career and Technical Education** (pp. 64–65, 91–92, 95, 102, 123–26, 149–51, 154, 229, 242, 252, 256): CTE reporting clarification. • **Free & Reduced-Price Lunch** (pp. 65–66): Qualification for FRPL defined. • **Online Schools** (p. 66): Students enrolled in online schools should be reported as dropouts. • **Number of Days in Special Education Events** (pp. 118, 130): Additional directions for counting Number of Days when child's third birthday is on August 31, 2010. • **American Indian or Alaska Native** (p. 130): Definition now includes people of South America and Central America.

Revision History

Version	Date	Revisions
		• **Preschool Students with Disabilities** (pp. 140–41): Clarifies reporting enrollment records for preschool students with disabilities. • **Walk-in Code 5555** (p. 141): Walk-in code 5555 cannot be used for grades 3–8 NYSTP assessments. • **Home-school Students** (p. 142): All home-schooled students may be reported in SIRS but districts will not have accountability responsibility for these students. • **Dropouts/Noncompleters** (p. 144): Clarifies reporting responsibility of districts for resident students who drop out or leave the district. • **Total Cohort VRs** (p. 160): 2009–10 Total Cohort Verification Reports are for 2006, 2005, and 2004. • **17-year-old NYSAA Students** (p. 164): NYSAA 17-year-old students born between September 1, 1992 and August 31, 1993. (Dates fixed.) • **Level 2 Reporting Timeline** (pp. 184–85): Modified/clarified. • **Panjabi** (p. 194): Language code changed from "Punjabi" to "Panjabi". • **LEP** (p. 218): Students who test out of LEP using the NYSESLAT are entitled to accommodations and services for two more years but should not be reported in SIRS as LEP. • **AAOS Assessment Codes** (p. 246): Removed. • **Regents Mathematics A** (p. 247): Assessment Measure Standard Description and Code for Regents Mathematics A no longer applicable. • **New Math A Component Retests** (p. 249): Math A Component Retest Assessment Codes for components 4–7 deleted; new codes for new tests for components A, G, and S added. • **Special Event Type Codes** (p. 262): Clarified. • **EIR17** (p. 266): Revised description language and code. • **2006 District Accountability Cohort Definition** (p. 278): Includes students with Reason for Ending Enrollment Code 238 — *Transferred to homebound instruction provided by this district.* • **2005 Total Cohort Definitions** (pp. 280–82): Five month and regular enrollment clarified. • **Anticipated Changes for 2010–11** (pp. 283–85): Course codes and grades, kindergarten codes, four new/revised program service codes (0411, 5577, 8327, and 0187), Reason for Ending Enrollment Code 8316 added; RCT safety net extended; teacher ID and assignment to be collected; multiracial no longer an option in 2010–11; must identify Hispanic or Not Hispanic as ethnicity AND at least one race. • **HS Equiv Program Definition** (page 290): AHSEPP is for ages 16 to 19.

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Introduction

The *New York State Student Information Repository System (SIRS) Manual* is designed for use by districts, schools, Regional Information Centers (RICs), and other individuals interested in understanding how the accountability system used by New York State to fulfill No Child Left Behind (NCLB) requirements works; how some special education data required under the Individuals with Disabilities Education Act (IDEA) are collected; who is responsible for submitting data to the New York State Education Department (NYSED); and what, when, and how data must be submitted to NYSED. If you have questions or comments about SIRS or the *SIRS Manual*, contact NYSED at StudentData@mail.nysed.gov .

Audience/Purpose: Each chapter in this manual is designed for a particular audience, as some chapters focus on policy and reporting responsibilities while others deal with more technical details that might assist programmers in designing data collection and reporting programs. Superintendents, principals, and other school officials might be most interested in chapters 1, 4, 5, 10, and 11, as these include information about how federal and State accountability requirements are implemented in New York State, who is responsible for testing and reporting data on students, which students must be tested and reported, and who is responsible for certifying that reported data are accurate. Chapters 2, 3, 6, 7, 8, 9, 10, and 11 might be of most interest to staff responsible for the technical side of data reporting, as these chapters provide information on New York State's data collection and reporting system, the data elements that must be reported in the system, the format in which the data elements must be reported, and the process of verifying the data. Regional Information Centers (RICs) and Big 5 City School District coordinators will most likely find all chapters useful, as these individuals are interested in most aspects of policy and data reporting.

New York State Education Department E-mail Queries

Questions about New York State Report Cards, and questions and comments regarding data reporting and business rules in the SIRS	dataquest@mail.nysed.gov
Descriptions of difficulties encountered when trying to use nySTART, such as problems logging in or the system timing out.	nySTART@mail.nysed.gov

New York State Education Department Contacts

Information and Reporting Services (IRS)	Ken Wagner	(518) 474-7965
Test Administration	Steve Katz	(518) 474-5902
Students with Disabilities	Inni Barone	(518) 486-4678
NYS Alternate Assessment	Candy Shyer	(518) 474-5900
Bilingual Education	Pedro Ruiz	(518) 474-8775
System of Accountability for Student Success	Ira Schwartz	(718) 722-2796
Local Assistance Plans	Jean C. Stevens	(518) 474-5915
Migrant Education Program	Ivelisse Rivera	(518) 473-0295
Compensatory Education	Roberto Reyes Sandra Norfleet	(518) 473-0295 (718) 722-2636
Child Nutrition Program	Fran O'Donnell	(518) 473-8781
NYS Technical & Education Assistance Center for Homeless Education	Melanie Faby	(518) 473-0295
Career and Technical Education	Deb Reiter	(518) 486-1547

RIC/Big 5 Contacts

Local Educational Agencies with data reporting questions should contact their Regional Information Centers or Big 5 City Coordinators. For a list of Regional Information Center and Big 5 City School District contact names, phone numbers, and fax numbers, see http://www.emsc.nysed.gov/irts/nystart/tips.html#contax .

Web Sites

New York State Education Department	www.nysed.gov
Information and Reporting Services	www.emsc.nysed.gov/irts
New York State Testing and Accountability Reporting Tool (nySTART)	www.nystart.gov or www.emsc.nysed.gov/irts/nystart
New York State Student Identification System (NYSSIS)	www.emsc.nysed.gov/irts/sirs/
Office of State Assessment	www.emsc.nysed.gov/osa/
System of Accountability for Student Success	www.emsc.nysed.gov/nyc
New York State Alternate Assessment	www.vesid.nysed.gov/specialed/alterassessment/home
Vocational and Educational Services for Individuals with Disabilities (VESID)	www.vesid.nysed.gov
VESID's Strategic Evaluation Data Collection Analysis and Reporting (SEDCAR)	www.vesid.nysed.gov/sedcar/
Academic Intervention Services	www.emsc.nysed.gov/part100/pages/topics.html
NYSED information on education requirements, exams, tests and assessments	www.emsc.nysed.gov/osa/
Backmapping Schools	www.emsc.nysed.gov/irts/sirs
Career and Technical Education	http://www.emsc.nysed.gov/cte/Data/home.html

Select Federal and State Reporting Requirements

Protecting Privacy in Data Collection and Reporting

Both federal and New York State laws govern privacy issues regarding student data. Education agencies and institutions that collect and maintain education records are subject to federal privacy laws if they receive funds from the United States Department of Education (USED). If information derives from an education record or is maintained in the record, federal, State, and local privacy rules apply. Individuals who work with education records in agencies or schools are responsible for knowing the privacy regulations that apply to their work.

The Family Educational Rights and Privacy Act of 1974 and the Protection of Pupil Rights Amendment are the two major laws governing the protection of education records and student and family privacy. The other key laws with specific federal regulatory requirements pertaining to schools are the National School Lunch Act and the Individuals with Disabilities Education Act.

In developing procedures and processes for collecting and reporting data, it is necessary to incorporate safeguards to protect the privacy of the individuals to whom the data pertains. Of special concern are data related to an individual student's economic status (the poverty indicator) or eligibility for free- or reduced-price lunch. This information must not be shared in combination with any other information about a student and must be made available only to the person responsible for verifying the accuracy of the data.

The National Center for Education Statistics (NCES) has developed several resources to provide guidance on privacy issues related to the collection and reporting of student data. The following links provide specific information about related topics:

- Protecting the Privacy of Student Records: Guidelines for Education Agencies
  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97527
  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004330

- Safeguarding Your Technology
  http://nces.ed.gov/pubs98/safetech/
  http://nces.ed.gov/pubs98/98297.pdf

- Student Data Handbook
  http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000343rev

- NCES Web Site
  http://www.nces.ed.gov

Requirements of NCLB Related to Reporting Assessment Results to Parents

Academic Assessment Requirements

Sec. 1111(b)(3)(C)(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

Parents Right-To-Know

Sec. 1111(h)(6)(B) ADDITIONAL INFORMATION — In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent —

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Sec. 1111(h)(6)(C) FORMAT — The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

State Public Reporting Requirements

Commissioners Regulations Section 100.2 (m) — Public reporting requirements.

(1) The New York State school report card for each public school and school district, except charter schools and the New York City school district, shall consist of the following reports prepared by the Education Department:

(i) overview of school performance and analysis of student subgroup performance;

(ii) the comprehensive information report;

(iii) the school accountability report; and

(iv) for public school districts, the fiscal supplement.

The chancellor of the New York City School District shall produce a New York City school report card, as approved by the commissioner.

(2) The superintendent of each public school district, except the New York City School District, shall present the New York State school report card to the board of education of such district at a public meeting within 30 calendar days of the commissioner's release of each report. In New York City, the chancellor shall present, in this same time period, the New York City School report card to the New York City Board of Education.

(3) Each board of education shall make its report card available by appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the annual meeting, transmitting it to local newspapers of general circulation and making it available to parents.

(4) To satisfy the local report card requirements under section 1111(h)(2) of the No Child Left Behind Act, 20 U.S.C. section 6311(h)(2), each public school principal and each principal of a charter school receiving Federal funding under title 1 shall distribute, within 30 calendar days of the commissioner's release of such reports, copies of the overview of school performance and analysis of student subgroup performance and the school accountability report for the school and the district, or, in the New York City School District, the New York City report card to the parent of each student. A district or charter school may add any other appropriate information. Such additional information also must be distributed to the parent of each student and must be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies. To the extent practicable, the district or charter school shall provide the reports and additional information in a language that the parents can understand.

(5) The comprehensive assessment report for each nonpublic school will include the following information, for each school building, for the three school years immediately preceding the school year in which the report is issued:

(i) student test data on the elementary and middle level English language arts and mathematics assessments in the New York State Testing Program, the Regents competency tests, the program evaluation tests, all Regents examinations, the introduction to occupations examinations, and the second language proficiency examinations as defined in this Part;

(ii) student enrollment by grade;

(iii) number of students transferred into the alternative high school and high school equivalency preparation programs as set forth in section 100.7 of this Part;

(iv) data as required by the commissioner, on diplomas and certificates awarded;

(v) any additional information prescribed by the commissioner on educational equity and other issues; and

(vi) any additional information which the chief administrative officer of the nonpublic school believes will reflect the relative assessment of a school building or district.

The chief administrative officer of each nonpublic school shall initiate measures designed to improve student results wherever it is warranted. The chief administrative officer of each nonpublic school shall be responsible for making the comprehensive assessment report accessible to parents.

(6) In accordance with the district's plan for school-based management and shared decisionmaking developed pursuant to section 100.11 of this Part, each board of education through the superintendent shall initiate measures designed to improve student achievement on the State learning standards. In any district in which a school

performs below the benchmark established by the commissioner pursuant to subparagraph (p)(14)(vii) of this section, a local assistance plan shall be developed by the superintendent of the district (in New York City, the community school district superintendent in the case of any school under the jurisdiction of a community school board) that shall specify the actions that will be taken to raise student results above such benchmark. The local assistance plan shall identify:

(i) the process by which the local assistance plan was developed pursuant to section 100.11 of this Part;

(ii) the resources that will be provided to each school to implement the plan;

(iii) the professional development activities that will be taken to support implementation of the plan;

(iv) the timeline for implementation of the plan; and

(v) such local assistance plan shall be formally approved by the Board of Education (or in New York City both the New York City Board of Education and the community school board for schools under the jurisdiction of a community school board) no later than October 15th of the school year in which such plan is required; and

(vi) in lieu of a separate local assistance plan, a district may incorporate the elements of such plan into a comprehensive district education plan. A school improvement plan, corrective action plan or restructuring plan developed for a school pursuant to subdivision (p) of this section shall serve in lieu of a local assistance plan for such school.

(7) The local assistance plan shall annually be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies, according to such timeline as may be established by the commissioner.

Special Education Requirements for Public Reporting in the Individuals with Disabilities Education Act.

Section 616 (b)(2)(C)(ii)(I) PUBLIC REPORT. — The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.

34 CFR Section 300.602 (b)(1)(i)(A) – Report annually to the public on the performance of each LEA located in the State on the targets in the State's performance plan as soon as practicable but no later that 120 days following the State's submission of its annual performance report to the Secretary under paragraph (b)(2) of this section; and

(B) Make each of the following items available through public means: the State's performance plan, under 300.601(a); annual performance reports, under paragraph

(b)(2) of this section; and the State's annual reports on the performance of each LEA located in the State, under paragraph (b)(1)(i)(A) of this section. In doing so, the State must, at a minimum, post the plan and reports on the SEA's Web site, and distribute the plan and reports to the media and through public agencies.

More Information on State and Federal Regulations

Part 100 of New York State Commissioner's Regulations can be found at http://www.emsc.nysed.gov/part100/pages/pt100index.html.

More information about federal regulations can be found at www.ed.gov.

Chapter 1: Accountability in New York State

To enable New York State to fulfill federal and State accountability requirements, schools and districts must report certain data to the New York State Education Department. All school administrators must understand the requirements of New York State's accountability system so that they can use these reported data to improve student achievement continually and to meet the accountability standards.

Adequate Yearly Progress (AYP)

Districts and schools are held accountable for their students through a process of evaluating participation and performance of certain groups of students in specified measures and determining if Adequate Yearly Progress (AYP) is made in those measures. AYP indicates satisfactory progress by a district or school toward the goal of proficiency for all students. Districts and schools that meet predefined participation and performance criteria on New York State's accountability measures are considered to be making AYP.

Accountability Measures

NCLB requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. Currently in New York State, the third indicator is science at the elementary/middle level and graduation rate at the secondary level.

Accountability Groups

For each accountability measure, New York State must report data on the following accountability groups:

- All Students
- American Indian or Alaska Native Students
- Black or African American Students
- Hispanic or Latino Students
- Asian or Native Hawaiian/Other Pacific Islander Students
- White Students
- Multiracial Students
- Students with Disabilities
- Limited English Proficient (LEP) Students
- Economically Disadvantaged Students

Students are included in the Students with Disabilities, LEP Students, or Economically Disadvantaged Students group if their Student Information Repository System (SIRS) records show them to be members of the group at any time during the reporting year. Students who are not identified as students with disabilities in the current school year but who were identified in at least one of the previous two school years are included in the current year's students with disabilities group for performance calculations if the group includes 30 or more current students with disabilities. Former

LEP students who reached proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT) in at least one of the previous two school years are included in the current year's LEP group for performance calculations if the LEP group includes 30 or more current LEP students. Economically disadvantaged students are those reported with a Program Service Code that indicates that they are "Poverty-from low-income family."

Participation Criterion

Participation Criterion for ELA and Mathematics: In English language arts (ELA) and mathematics, schools and districts must have valid scores for at least 95 percent of students in *all* accountability groups with 40 or more students enrolled during the test administration period (elementary/middle level) or 40 or more 12th graders (secondary level) to fulfill the participation criterion. Participation rates at the elementary/middle level are calculated for students in grades 3 through 8 combined per the school's/district's configuration. (For instance, a middle school that has only grades 6 through 8 will have the participation rate calculated for their grades 6 through 8 combined.)

Participation Criterion for Science: For schools/districts to meet the participation criterion for making AYP in science, they must have valid scores for at least 80 percent of students in the All Students group, as long as it has 40 or more students enrolled during the test administration period. For each accountability group to meet the participation criterion for qualifying for safe harbor for the group, schools and districts must have valid scores for at least 80 percent of students in the group, as long as it has 40 or more students enrolled during the test administration period. Participation rates are calculated for students in grades 4 and 8 combined.

Participation Rate Calculations:

Participation rates at the elementary/middle level are determined using the following equation:

Participation Rate = 100 × (Count of Participation-Rate Students with Valid Test Scores ÷ Count of Participation-Rate Students)

At the elementary/middle level, participation-rate students are those who were enrolled for the entire test administration period, even if they were not continuously enrolled in the school/district from BEDS day until the test administration period. Students who enter or leave a school/district during the test administration period are not considered as participation-rate students unless the school/district provides valid scores for the students. At the secondary level, participation-rate students are 12th graders. Twelfth graders are students reported in the SIRS as enrolled in grade 12 between July 1 and June 30 of the academic reporting year (e.g., between July 1, 2009 and June 30, 2010 for the 2009–10 academic reporting year), or as graduated with a high school diploma between July 1 and June 30 of the academic reporting year and with a last recorded grade of grade 12.

Elementary/Middle-Level Assessments That Can Be Used To Fulfill the Participation Criterion

Assessments	Eligible Students
Grades 3–8 New York State Testing Program (NYSTP) Assessments in ELA and Mathematics	All students (general education & students with disabilities)
New York State Grade 4 Elementary-Level Science and Grade 8 Middle-Level Science Tests	All students (general education & students with disabilities)
Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, and Physical Setting/Physics Tests in Lieu of Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)
New York State Alternate Assessments in ELA (Grades 3–8 Equivalent), Mathematics (Grades 3–8 Equivalent), and Science (Grades 4 and 8 Equivalent)	Students with severe cognitive disabilities
New York State English as a Second Language Achievement Tests in Lieu of NYSTP in ELA (Grades 3–8)	Students whose first language is NOT English and who have been in the United States (not including Puerto Rico) for less than one year

Secondary-Level Assessments That Can Be Used To Fulfill the Participation Criterion*

Assessments	Eligible Students
Regents Examinations in Comprehensive English and Mathematics, and Approved Alternatives	All students (general education & students with disabilities)
Regents Competency Tests in Reading, Writing, and Mathematics, and Approved Alternatives	Students with disabilities and students with a 504 plan that allows an RCT accommodation
New York State Alternate Assessments in ELA and Mathematics (Secondary Level)	Students with severe cognitive disabilities

* In some circumstances, the Commissioner of Education permits selected students to use local course grades to meet graduation-testing requirements in place of an approved assessment. While the course grade will satisfy the graduation requirement, it will NOT satisfy the accountability testing requirement. These students must have an assessment score on an approved examination to be counted as participating in testing for that subject.

NYSESLAT: At the elementary/middle level, if a district chooses to give the NYSTP ELA assessment to a LEP student who is eligible to take the NYSESLAT in lieu of the NYSTP (see rules in Chapter 4: Testing Rules), NYSED will count the student's NYSTP ELA as the accountability assessment when participation rates are calculated.

Medically Excused: At the elementary/middle-level, students who are incapacitated by illness or injury during the entire test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to be tested at the school, at home, or in a medical setting are considered medically excused from testing and are not included in the participation rate calculation. Students taking the New York State Alternate Assessment (NYSAA) for students with disabilities are not considered medically excused from testing because of their disability. Under normal circumstances, these students must take the NYSAA. However, they are eligible to be medically excused from testing on the NYSAA if they fit the definition above. Secondary-level students may not be medically excused from the participation

calculation, as they have multiple opportunities throughout their high school career to take and retake assessments used for accountability.

Foreign Exchange Students: Foreign exchange students are not included in the participation-rate calculations or graduation-rate calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

Home-Schooled Students: Home-schooled students are not included in the participation-rate calculations or graduation-rate calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Small Accountability Groups: Small accountability groups, that is, groups with fewer than 40 students enrolled during the test administration period (elementary/middle level) or fewer than 40 12th graders (secondary level) are not subject to the participation criterion.

Weighted Average for Groups That Fail Participation Criterion: If the participation rate of an accountability group falls below the required percentage, a "weighted average" of the group's participation rates over the current and the previous year is calculated. If the result meets the participation criterion for the measure, the group is considered to have met the participation criterion.

Sample Weighted Average Calculation

Year	Enrollment	Tested	Rate
Current	60	56	93%
Previous	75	73	97%
Calculation of Weighted Average	135	129	96%

Performance Criterion

To meet the performance criterion, accountability groups must show evidence of acceptable performance on standardized assessments in the current school year or evidence of improvement in performance from the previous school year.

ELA and Mathematics: In ELA and mathematics, the Performance Index (PI) of every accountability group with 30 or more students (continuously enrolled tested students at the elementary/middle level; students in the accountability cohort at the secondary level) must be equal to or greater than the group's Effective Annual Measurable Objective (EAMO) or the group must make Safe Harbor.

Science: In elementary/middle-level science, the PI of the All Students group, as long as it has 30 or more continuously enrolled tested students, must equal the State Standard or the group's Progress Target for the school/district to meet the performance criterion for making AYP in science. To meet the performance criterion for making AYP for an accountability group, the PI of the group, as long as it has 30 or more continuously enrolled tested students, must equal or exceed the State Standard or the group's Progress Target.

Graduation Rate: For a school/district to make AYP in graduation rate, the graduation rate of the All Students group (all students in the graduation-rate cohort), as long as it has 30 or more students in the group, must equal or exceed the State Standard or the group's Progress Target. For an individual accountability group to make AYP, the graduation rate of the group, as long as it has 30 or more students, must equal or exceed the State Standard or the group's Progress Target.

Continuously Enrolled: A continuously enrolled student is one who is enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the last day of the test administration make-up period.

Accountability Cohort: At the secondary level, the cohort used to determine if a school or district met its performance criterion in ELA and mathematics is referred to as an accountability cohort. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 (BEDS day) and did not transfer to another district's or school's diploma granting program. Students who earned a high school equivalency diploma from or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education (CSE) or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations at http://www.emsc.nysed.gov/part100/opener.html. See Appendix 19 for more detailed definitions of the accountability cohorts.

Graduation-Rate Cohort: At the secondary level, the cohort used to determine if a school or district met the criterion in graduation rate is referred to as a graduation-rate or "total" cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in Appendix 19.

Performance Index: A Performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. At the elementary/middle level, the PI is calculated using the following equation:

Performance Index = 100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

Performance Index = 100 × [(Count of Accountability Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Accountability Cohort Members]

Effective Annual Measurable Objective (EAMO) for ELA and Math: An Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for ELA and mathematics by 2013–14. An Effective Annual Measurable Objective (EAMO) is the lowest PI that an accountability group of a given size can achieve on a measure for the group's PI not to be considered significantly different from the AMO for that measure. EAMOs are determined using confidence intervals. A confidence interval is a range of points around an AMO for an accountability group of a given size that is considered to be not significantly different than the AMO. The more students tested, the smaller the confidence interval.

Effective Annual Measurable Objectives for 2010–11 Status Based on 2009–10 School Year Results

Measure /Subject	AMO	Number of Students Participating (Valid Scores)																
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299	5300+	
3–8 ELA	155	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	Effective AMOs
3–8 Math	135	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	
HS ELA	177	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	
HS Math	173	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	

Safe Harbor for ELA and Math: Safe Harbor provides an alternate means to meet the Performance Criterion for accountability groups whose PIs are less than their EAMOs in ELA or mathematics. A Safe Harbor Target is a 10 percent improvement over the previous year's performance. The Safe Harbor Target is calculated using the following equation:

Safe Harbor Target = Previous Year's PI + [(200 − Previous Year's PI) × 0.10]

To make safe harbor in ELA or mathematics, the group's PI must be equal to or greater than the Safe Harbor Target ***and*** the group must qualify for safe harbor in the third indicator (science at the elementary/middle level; graduation rate at the secondary level). In science and graduation rate, if an accountability group has fewer than 30 students (continuously enrolled tested for science; graduation-rate cohort members for graduation rate) based on counts in the current and previous school years combined, no decision can be made in science or graduation rate using the general rules, so the accountability group is considered to have qualified for safe harbor for ELA and math safe harbor determinations. If no student in an accountability group in science is required by grade or age to take the grade 4 or 8 science test, the group is also considered to have made AYP for ELA and math safe harbor determinations.

Safe Harbor for ELA and Math for Schools/Districts with Small Groups in the Previous Year: For groups with 30 or more continuously enrolled tested students (elementary/middle level) or accountability cohort members (secondary level) in the current year but fewer than 30 students in the previous year, Safe Harbor Targets are determined by combining the performance of students for the previous two years. If there are 30 or more students combined, a Safe Harbor Target is determined using the PI of the combined group. If there are fewer than 30 students combined, the Safe Harbor Target for the following year is 20.

State Standard for Science and Graduation Rate: A State Standard is the criterion value that represents minimally satisfactory performance in science or graduation rate. In 2009–10, the State Standard in science is 100; in graduation rate, the State Standard is 80 percent.

Progress Target for Science: For accountability groups below the State Standard in science, the Progress Target is an alternate method for meeting the Performance Criterion or qualifying for Safe Harbor in elementary/middle-level ELA and mathematics based on improvement over the previous year's performance. The Progress Target is calculated by adding one point to the previous year's PI.

Progress Target Graduation Rate: For accountability groups below the State Standard in graduation rate, the Progress Target is an alternate method for meeting the Performance Criterion or qualifying for Safe Harbor in secondary-level ELA and mathematics based on improvement over the previous year's performance. For 2009–10 and 2010–11 school year data, the Progress Targets are a 20% gap reduction over the previous year's graduation rate. The 2009–10 Progress Target is calculated by subtracting the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008 from 80 (the State Standard), multiplying the result by 0.20, and then adding the result to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. The 2010–11 Progress Target is calculated by subtracting the percentage of the 2005 cohort earning a local or

Regents diploma by August 31, 2009 from 80 (the State Standard), multiplying the result by 0.20, and then adding the result to the percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Foreign Exchange Students: Foreign exchange students are not included in the PI calculations or graduation-rate calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

Home-Schooled Students: Home-schooled students are not included in the PI calculations or graduation-rate calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Performance Criterion for Small Schools/Districts: For schools or districts with fewer than 30 continuously enrolled tested students (at the elementary/middle level) or fewer than 30 cohort members (at the secondary level) in the All Students group, student counts and performance data for the previous year and the current year are combined. If the result is 30 or more students, these data are used to determine PIs and whether the school or district met the performance criterion. If the result is still fewer than 30 students, special procedures are used to determine if the school or district made AYP. Schools/districts that must use special procedures to evaluate their participation and performance are notified by the NYSED to submit additional information for NYSED review.

Elementary/Middle-Level Assessments That Can Be Used To Fulfill the Performance Criterion

Assessment	Eligible Students	Scores
Grades 3–8 New York State Testing Program (NYSTP) Assessments in ELA and Mathematics	All students (general education & students with disabilities)	Level 4 Level 3 Level 2 Level 1
New York State Grade 4 Elementary-Level Science and Grade 8 Middle-Level Science Tests	All students (general education & students with disabilities)	Level 4 Level 3 Level 2 Level 1
Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, and Physical Setting/Physics Tests in Lieu of Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)	Level 4 (85–100) Level 3 (65–84) Level 2 (55–64) Level 1 (0–54)
New York State Alternate Assessments in ELA (Grades 3–8 Equivalent), Mathematics (Grades 3–8 Equivalent), and Science (Grades 4 and 8 Equivalent)	Students with severe cognitive disabilities	Level 4 Level 3 Level 2 Level 1

Grades 3–8 English Language Arts and Mathematics Order of Precedence Rules: If a student has more than one applicable ELA score, the order of precedence for selecting a performance level for use in the PI calculation is: 1) NYSTP and 2) NYSAA.

Grade 8 Science Order of Precedence Rules: If an eighth-grader has more than one applicable science score, the order of precedence for selecting a performance level for use in the PI calculation is: 1) New York State Grade 8 Middle-Level Science Test for the current year, 2) NYSAA Grade 8 Equivalent in Science, 3) highest Regents science examination, and 4) New York State Grade 8 Middle-Level Science Test taken by the student in 7th grade in the previous year.

NYSESLAT: At the elementary/middle level, if a district chooses to give the NYSTP ELA assessment to a LEP student who is eligible to take the NYSESLAT in lieu of the NYSTP (see Chapter 4: Testing Rules), NYSED will count the student's NYSTP ELA scores when computing the school's and district's accountability PI.

NYSAA: Districts that have more than 1.0 percent of their continuously enrolled tested students at the elementary/middle level or of the accountability cohort at the secondary level performing at Levels 3 and 4 on the NYSAA will have sufficient numbers of these students counted as performing at Level 2 when calculating PIs to reduce the percentage of proficient students to one. See Chapter 4: Testing Rules for more details.

Secondary-Level Assessments That Can Be Used To Fulfill the Performance Criterion

Assessments	Eligible Students	Score/ Performance Level
Regents Examinations in Comprehensive English and Mathematics	All students (general education & students with disabilities)	85–100 = Level 4 65–84 = Level 3 55–64 = Level 2 0–54 = Level 1
Component Retests in Comprehensive English and Mathematics	Students who failed Regents examinations in the component retest subjects	65–100 = Level 3 55–64 = Level 2 0–54 = Level 1
Approved Alternatives to Regents Examinations in ELA and Mathematics	All students (general education & students with disabilities)	Pass = Level 3 Fail = Level 1
Regents Competency Tests in Reading, Writing, and Mathematics (and Approved Alternatives)	Students with disabilities	Pass = Level 2 Fail = Level 1
New York State Alternate Assessments in ELA and Mathematics (Secondary Level)	Students with severe cognitive disabilities	Level 4 Level 3 Level 2 Level 1

Each student's highest score on a qualifying secondary-level English or mathematics examination will be used in determining the district's and school's PIs in those subjects. The student's highest score may have been achieved in any school year and may have been achieved in a school or district different than the one in which the student is currently enrolled. If no secondary-level assessment is reported for a student, the student will be counted as performing at Level 1 when PIs are calculated. Local course grades are not used in determining accountability status.

Order of Precedence for Choosing Which Secondary-Level Examination Will Be Used for Accountability Purposes

If a student takes more than one assessment in a subject, regardless of when the assessments were taken, the assessment used to fulfill the graduation requirement will be chosen according to the precedence list below, with number 1 on the list taking precedence over number 2, etc. For instance, if a student eligible for the safety net takes a Regents examination in mathematics (e.g., mathematics A; mathematics B; integrated algebra; etc.) and scores below 55 *and* takes a Regents Competency Test (RCT) in mathematics (if eligible) and receives a passing score, the RCT score will be used to fulfill the graduation requirement.

1. Highest passing (65 and above) Regents examination score
2. Regents credit for an approved alternative to the Regents examination (student earned minimum acceptable score)
3. Component retest score range 65–100
4. Regents score between 55 and 64
5. Component retest score range 55–64
6. Passing score on RCTs
7. Competency credit for NYSED-approved alternative assessment
8. Component retest score range 0–54
9. Regents examination score between 0 and 54
10. Failing score on RCTs
11. New York State Alternate Assessment (NYSAA) – Any Level

Note: Regents competency tests and approved alternatives to those tests can be used to fulfill graduation requirements only for students eligible for the RCT safety net.

Passing scores for approved alternatives to Regents examinations and Regents competency tests are available in *School Administrator's Manual 2008: Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations* on the Web at http://www.emsc.nysed.gov/osa/sam/ .

Students Eligible for the RCT Safety Net. The safety net allows eligible students who fail a Regents examination required for graduation to meet the requirement for a local diploma by passing the RCT(s), or an approved RCT alternative, in that subject. The student may take the RCT before or after taking the Regents examination. The safety net is available to:

- any student who is classified as disabled by the district CSE; and
- students with disabilities who have been declassified at any time between grades 8 and 12 (only applies to subjects recommended and documented by the CSE at time of declassification); and
- general-education students identified under Section 504, for each subject specifically identified in their 504 Accommodation Plan by the Multidisciplinary Team.

Students with one of the following Program Service record configurations are counted as eligible for the safety net:

- a "Type of Disability" Program Service record (program service codes 352, 363, 385, 396, 407, 418, 429, 440, 451, 462, 473, 484, or 495) with beginning and ending dates showing that the student (1) is classified as disabled (no ending date, ending date on the last day of enrollment, or ending date after June 30, 2009); or (2) was classified as disabled at some time between grades 8 and 12. (Do not report any Section 504 safety net program service records for students with these disability program service codes and conditions.); or

- a "Section 504 Plan" Program Service record (program service code 264) and a "Safety Net" Program Service record (program service codes 550, 572, 583, 594, 605, or 5775) for each subject area of safety net eligibility specified in the student's Section 504 plan.

Accountability Determinations for Small Districts and Schools

Participation

If a school/district has 30 continuously enrolled tested students in 2009–10 but fewer than 40 students enrolled at the time of test administration, the school/district is subject to the performance criterion but is not subject to the participation criterion for accountability. If a school/district has 30 2006 accountability cohort members but fewer than 40 12th graders in 2009–10, the school/district is subject to the performance criterion but is not subject to the participation criterion for accountability.

Performance

If a school/district at the elementary or middle level does not test 30 continuously enrolled students in ELA or mathematics in 2009–10, the scores of continuously enrolled students tested in 2008–09 and 2009–10 will be combined to determine the Performance Index (PI). If a school/district at the secondary level does not have 30 or more students in its 2006 accountability cohort, the 2005 and 2006 cohorts will be combined to determine the PI. If a school/district still does not have 30 or more students on which to base a decision and does not have to meet the participation criterion because of small student counts, the school is subject to special procedures for determining AYP.

If the "All Students" group includes at least 30 continuously enrolled tested students or accountability cohort members in 2009–10, results for 2008–09 and 2009–10 or the 2005 and 2006 accountability cohorts will NOT be combined for the other accountability groups. This is true even if there are fewer than 30 tested students/accountability cohort members in the other accountability groups.

If a school/district has 40 or more students enrolled at the time of test administration in 2009–10 but fewer than 30 continuously enrolled tested students even after combining two years of data, the school/district is subject to the participation criterion but is not subject to the performance criterion for accountability. If a school/district has 40 or more 12th graders in 2009–10 but fewer than 30 2006 accountability cohort members or fewer than 30 combined

2005 and 2006 accountability cohort members, the school/district is subject to the participation criterion but is not subject to the performance criterion for accountability.

Safe Harbor Targets

For accountability groups that include 30 or more students in 2009–10 but did not include 30 students in 2008–09, the scores of continuously enrolled tested students in that group in 2007–08 and 2008–09 will be combined to determine the safe harbor and progress targets. For secondary-schools with accountability groups that include 30 or more 2006 accountability cohort members but did not include 30 or more members in the 2005 accountability cohort, the 2004 and 2005 accountability cohorts will be combined to determine the safe harbor and progress targets. If, after combining two years of data, the group still does not have 30 or more students on which to determine qualification for safe harbor based on science or graduation rate, the school/district or group is given credit for having made safe harbor if it made its English Language Arts (ELA) or mathematics safe harbor target.

"Backmapping" for Schools with Grades Below Grade 3 Only

NCLB requires that all public schools be included in the State accountability system. This requirement includes schools that do not serve students in the grades in which State assessments are administered. A "feeder" school is an elementary school that only serves students in grades below grade 3 and, therefore, does not administer the NYSTP assessments. Accountability decisions for feeder schools are based on a procedure known as "backmapping". Backmapping is a method by which the grade 3 assessment score of a student is attributed to the feeder school in which the student was enrolled before entering grade 3 as well as to the school in which the student took the grade 3 assessment. Schools that do not have enrollments beyond grade 2 but do have enrollments in any of the following grade combinations are required to do backmapping: 1, 2, 1–2, K–1, K–2. Schools with prekindergarten, kindergarten, or prekindergarten to kindergarten only are not required to do backmapping. *Schools serving grade 3 students who come from feeder schools within the district are required to identify the feeder schools on the students' grade 3 SIRS records only when the students were continuously enrolled in the highest grade served by the feeder schools.* For example, a school must identify the feeder school for a grade 3 student who was enrolled in a K–2 school from BEDS day until the end of the school year in which they exited the building. The performance of this student on the grade 3 assessments in ELA and math will be part of the determination of whether the feeder school made AYP in these subjects.

If all schools that have a grade 3 in a district that has feeder schools make AYP in the current academic year, all feeder schools in the district will be considered to have made AYP, unless the required backmapping data were not submitted. *If backmapping data are not submitted, the feeder school will be judged to have not made AYP, even if every grade 3 school in the district makes AYP.* If one or more district schools that have grade 3 fail to make AYP in ELA or mathematics, the Department will aggregate the third-grade results in that subject area by feeder school and determine whether each feeder school made AYP in that subject. The same rules used to determine whether public schools with grades 3 through 8 made AYP will be applied to the performance of feeder schools. The performance of each accountability group with 30 or more students will be considered in determining whether the school made AYP. The Department will not, however, hold feeder schools responsible for having 95 percent of their former students tested in grade 3. If a feeder school fails to make

AYP in ELA or mathematics for two consecutive years, the school will be placed in school improvement status and will be subject to the same sanctions as other schools in that status. Since grade 3 students do not take a State science test, feeder schools are not held accountable for science performance. All feeder schools are considered to have met the safe harbor science qualification.

All districts with feeder schools must provide the required information, identifying the feeder school in which grade 3 students were previously enrolled. A list of schools required to do backmapping will be posted at: http://www.emsc.nysed.gov/irts/sirs .

Determining School and District Accountability Status

School Accountability

School Accountability Measures:

- Elementary/Middle-Level ELA
- Elementary/Middle-Level Mathematics
- Elementary/Middle-Level Science
- Secondary-Level ELA
- Secondary-Level Mathematics
- Graduation Rate

School Phases:

- Good Standing
- Improvement (Year 1 and Year 2)
- School in Corrective Action (Year 1 and Year 2)
- School Restructuring (Year 1 and above)

School Categories:

- Basic
- Focused
- Comprehensive

Schools that are determined to be farthest from State standards and most in need of improvement are considered Schools Under Registration Review (SURR). For more information, see www.emsc.nysed.gov/nyc/.

New York State has been approved by the United States Department of Education to participate in a differentiated accountability program. Under this program, each public school in the state is assigned an accountability status "phase" (good standing, improvement, corrective action, or restructuring) based on its history of making AYP and its AYP status in 2009–10. If the school is identified for improvement, corrective action, or restructuring under this program, the school is also assigned to an accountability "category" (basic, focused, or comprehensive) based on the student groups whose failure to make AYP caused the school to be identified or the "measures" for which it was identified. A school may be in a different accountability status phase for each measure. The school's overall status is its most advanced New York State accountability phase and its highest category within that phase.

For more information on this program, see http://www.emsc.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.

Consequences for Schools NOT in Good Standing

School Choice and Supplemental Educational Services Under NCLB: New York's Differentiated Accountability Plan requires that students in schools receiving Title I funds that are designated for improvement, corrective action, or restructuring be provided with options to ensure that they have the opportunity to access a quality education. The options offered include supplemental educational services and public school choice.

Each school district with a Title I school that has been designated for any phase of improvement must offer low-income students the opportunity to receive supplemental educational services from a provider approved by the State. Parents select from a list of approved providers who meet NYSED's objective criteria and whose performance is monitored. The district must pay the cost for supplemental educational services. Each student who received supplemental educational services under this provision of NCLB in the current academic year must have a SIRS record recording this program service.

Each school district with a Title I school in improvement (year 2), corrective action, or restructuring status must provide students, prior to the start of the school year, the opportunity to transfer to another public school in the district that has not been designated for improvement, corrective action, or restructuring. In providing the transfer option, the district must give priority to the lowest-achieving students from low-income families. The district must pay the cost of transportation for students participating in this option. Public school districts must provide records identifying students who have applied for and/or been offered transfers under this option, as well as identifying students who have transferred.

District Accountability

District Accountability Measures:

- ELA
- Mathematics
- Elementary/Middle-level Science
- Graduation Rate

District Federal Statuses:

- Good Standing
- District in Need of Improvement (Year 1)
- District in Need of Improvement (Year 2 and above)

District State Statuses:

- Good Standing
- District Requiring Academic Progress (Year 1)
- District Requiring Academic Progress (Year 2 and above)

Determinations regarding the AYP of districts are based on the performance of all students who were continuously enrolled in the district, including those who were placed by the district CSE, or a district official in out-of-district placements, such as a Board of Cooperative Educational Services (BOCES) program, an approved private school, or 4201 schools. Students who transfer between in-district and out-of-district placements are considered to be continuously enrolled in the district. All students who were continuously enrolled in a district school are also continuously enrolled in the district.

A district that makes AYP in ELA or mathematics at either instructional level (i.e., elementary/middle or secondary) is considered to have made AYP in that subject for purposes of determining final accountability status. For example, if the district makes AYP in elementary/middle level-ELA but does not make AYP in secondary-level ELA, the district will be counted as having made AYP overall in ELA. Districts that receive federal Title I funds for three years have a federal status as well as a state status. Districts that do not receive Title I funds have a state status but no federal status.

To be identified for improvement status in an accountability area, a district must fail to make AYP for two consecutive years in ELA or mathematics at both instructional levels (elementary/middle and secondary) or in science or in graduation rate. A district may be identified for improvement even if no school in the district is identified for improvement. In a district with only one school, the district and school can have a different accountability status, because the district accountability groups include students placed outside the district. If a previously identified district fails to make AYP at each applicable instructional level in the accountability area for which it was identified, it moves to the next highest status on the continuum (e.g., from DRAP (Year 2) to DRAP (Year 3)). To be removed from improvement status in an accountability area, the district must make AYP at one or both instructional levels in that accountability area for two consecutive years. The district may remain or be placed in improvement status on another measure for which it has not made AYP.

Further information about accountability designations (statuses) can be found at http://www.emsc.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.

Chapter 2: Student Information Repository System (SIRS)

The New York State Student Information Repository System (SIRS) provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements. Local Education Agencies (LEAs) must use this system to report certain data to the New York State Education Department (NYSED). LEAs are districts, charter schools, the New York State School for the Deaf, and the New York State School for the Blind. Certain State agencies (e.g., OCFS, DOC, OMRDD, OMH) and approved private schools that provide educational services to court placed students pursuant to Article 81 must also report data using the SIRS. Nonpublic schools who participate in State assessments in elementary/middle-level ELA and mathematics must report these data using the SIRS. All nonpublic schools participating in Reading First must report data using the SIRS. Nonpublic schools may also report certain other State assessment data (e.g., elementary/middle-level science and social studies) using SIRS.

The **New York State Student Identifier System (NYSSIS)** is a key element of the SIRS. NYSED developed this system to assign a stable, unique student identifier to every preschool student who is referred to the CPSE for determination of eligibility for preschool special education, prekindergarten through grade 12 public school student, and participant in an approved GED program in New York State. Unique identifiers enhance student data reporting and improve data quality and ensure that students can be tracked longitudinally as they transfer between LEAs. In the SIRS, each student record is uniquely identified with a 10-digit number assigned when the student first enters a State public school, public agency, child-care institution that operates a school, or participating nonpublic school.

SIRS Levels

There are multiple data collection points within SIRS. The first point is the local student management system (SMS) used by the LEA. Student demographic, school enrollment, program, and performance data are typically collected in the local SMS. LEAs that have a local SMS can import their data into “Level 0” of SIRS. LEAs that do not have a local SMS can enter their data directly into “Level 0”.

Level 0 is a Web-based application hosted by the Regional Information Centers (RICs) that provides LEAs with the ability to enter and verify data. Data can be imported or entered directly into this system. The system may also be used to collect additional data that may not be available in an SMS. Verified data is exported from Level 0 in a format that can be loaded directly into the Level 1 repository.

Level 1 repositories are implemented and operated by most RICs and some Big 5 City School Districts, also referred to as the “Level 1 Operators”. (See diagram below.) Each Level 1 repository includes, at a minimum, all the data elements defined in this document. Users of the Level 1 repositories may include additional data elements to meet local or regional needs. In addition to meeting State reporting requirements, the data collected at this level are used for local data analysis and reporting and may be used for pre-printing scannable assessment answer sheets. The demographic data elements are also used in the NYSSIS to create unique student IDs, which are stored and maintained at this level. Data are loaded into Level 1

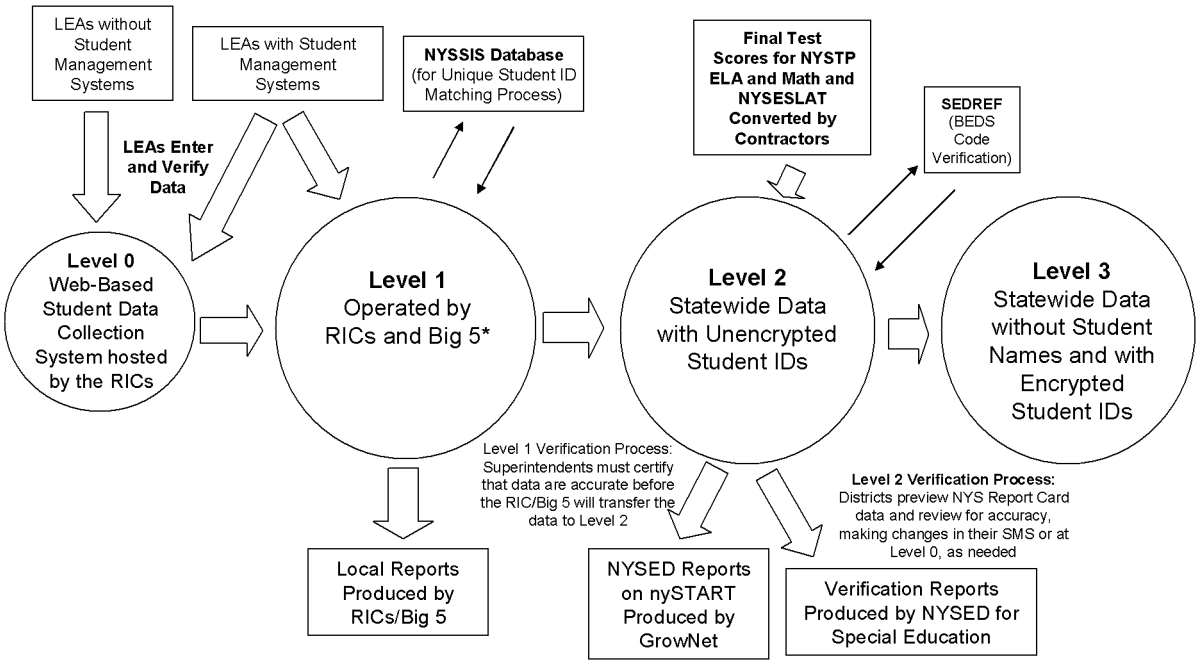
repositories using data templates and load procedures provided within the eScholar application. All school districts, charter schools, State agencies that operate educational programs, and child-care institutions that operate a school must participate in a Level 1 Repository. These repositories are used to prepare data for submission to the Level 2 Repository. Data in the Level 1 Repository are available only to users with a legitimate educational interest.

The **Level 2** Repository is a single statewide data warehouse, where all student data from Level 1 are combined. This level holds records for all students and provides educators and policymakers with a resource for data-driven decisions to improve curriculum and instruction. In the Level 2 Repository, each student record is uniquely identified with a 10-digit NYSSIS number assigned when the Level 1 operator sends a file for the student to NYSSIS when he/she first enters a State public school, charter school, public agency, child care institution that operates a school, or participating nonpublic school. Data in the Level 2 Repository are available only to users with a legitimate educational interest. Currently, Level 2 provides data for the *New York State School Report Card*, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 2 Repository are placed in the Annual Reporting Database to provide the general public with access to school performance data.

The **Level 3** Repository is the NYSED data warehouse, a single warehouse that will be used by NYSED to fulfill State and federal reporting requirements. The Level 3 Repository will replicate the student records on the Level 2 repository. However, as records are transferred to Level 3, student names will be removed and unique identifiers will be encrypted to protect the privacy of students. Eventually, Level 3 will provide data for the *New York State School Report Card*, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 3 Repository will be placed in the Annual Reporting Database to provide the general public with access to school performance data.

One way in which data in the SIRS are accessed is through the New York State Testing and Accountability Reporting Tool, **nySTART** (see www.nySTART.gov), a statewide Web-based data reporting service that provides LEAs and other personnel with a group of reports and analyses of student demographics and performance as well as a series of reports that are used to verify and certify the completeness and accuracy of data in the Level 2 repository. Beginning in 2007–08, aggregated data and individual student data for special education reports were provided through the "PD" data system to allow for verification and certification of data required under the Individuals with Disabilities Education Act (IDEA).

SIRS Data Flow



*The "Level 1 Operators" are South Central RIC, Central New York RIC, Eastern Suffolk RIC (includes Syracuse), Lower Hudson RIC, MidHudson RIC, Madison-Oneida RIC, Nassau RIC, Northeastern RIC, New York City, Western New York RIC (includes Buffalo, Greater Southern Tier RIC, Monroe RIC, Rochester, and Western Finger Lakes RIC), and Yonkers

Chapter 3: nySTART

The New York State Testing and Accountability Reporting Tool (nySTART) is a Web-based tool available at www.nySTART.gov that includes both publicly accessible data (such as *New York State Report Cards* and the report card database) and data accessible only to authorized users (such as student-level assessment data). Authorized individuals can use nySTART to:

- verify the accuracy of data reported in the SIRS;
- create standard reports and analyses, using reported data for the NYSTP ELA and mathematics assessments, NYSAA, NYSESLAT and, in the future, other State assessments, including elementary- and middle-level science and social studies assessments, and secondary-level examinations to enable school administrators, teachers, and parents to better meet the instructional needs of individual students; and
- view New York State Report Cards for their own school/district before they are publicly available.

Users can find the latest information on reports available in nySTART at www.emsc.nysed.gov/irts/nystart.

Access to nySTART

Authorized individuals with a legitimate educational interest are granted access to data on nySTART that are not accessible to the public. These individuals may be provided with different types of accounts, depending on their authorization level. Authorization is provided only to the appropriate "entity" to which the user is associated. In this context, "entity" refers to a RIC, BOCES, state agency, district, or school.

Account Types

Executive Administrator: An Executive Administrator has access to all data—student-level, school-level (if the entity is a district or RIC), and entity-level—for that entity. The Executive Administrator may assign all accounts (e.g., Administrator, Regular Staff, and Limited Staff, and other account types, where applicable) or may delegate this responsibility by creating other Administrator accounts to authorized individuals within that entity. The Executive Administrator is always the primary "nySTART Administrator" for that entity. If the Executive Administrator creates additional Administrator accounts, these Administrators share the same functions and data access as the Executive Administrator. Examples of Executive Administrators are RIC Directors at the RIC level, district superintendents at the BOCES level, school superintendents at the district level, and principals at the school level. An Executive Administrator's account cannot be deleted or changed by another Administrator in the Executive Administrator's entity. It can only be changed by an Administrator in the entity above the Executive Administrator's entity. For example, an Administrator at a district level cannot delete or change the account of the Executive Administrator of the district, but the district Administrator can delete or change the account of an Executive Administrator of the district's component schools.

Administrator: An Administrator has access to all data and has the same administrative capacities and responsibilities as an Executive Administrator. An Administrator cannot delete or change the account of his/her Executive Administrator but can cancel or change the account of another Administrator in the same entity. An Administrator *can* delete or change the account of an Executive Administrator in an entity below that Administrator's level. See example under Executive Administrator.

Regular (Non-Administrative) Staff: A Regular Staff account holder has access to all data but cannot access others' accounts.

Limited Staff: A Limited Staff account holder has access to Summary Reports, Individual Student Reports, and Assessment Reports, but not Verification Reports for the entity. A Limited Staff account holder cannot access others' accounts.

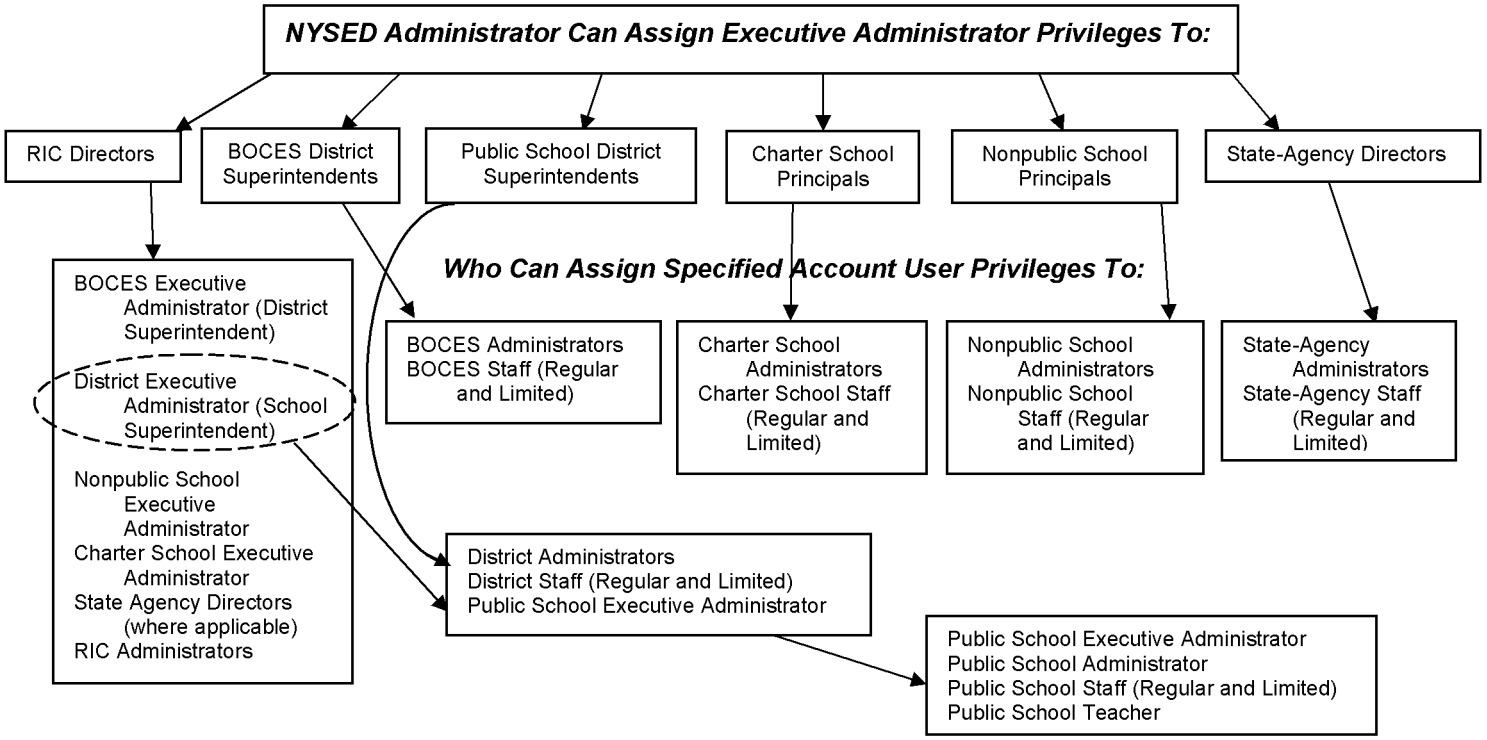
Teacher: A Teacher account is assigned at the school level only. Teacher account holders have access to individual student data for students in their grade and the grade below them. (For example, a Grade 4 teacher with Teacher account privileges will have access to student-level data for Grade 4 and Grade 3 students in the school.) A Teacher account holder has access to Individual Student Reports and Assessment Reports for the students in their grade and the grade below them for their school. A Teacher account holder cannot access others' accounts.

Note: BOCES-level users may see individual student data for those students enrolled in full-time approved BOCES school programs, but not for students who are taking classes without being in an approved BOCES program (unless the students' district of responsibility has selected the check-box option in the Executive Administrator account's nySTART Administration module, which allows the BOCES access to these students).

Individuals Who Provide nySTART Account Access

Account Access Providers	Account Access Recipients
NYSED Administrator	Executive Administrators when the Executive Administrator is a RIC director, district superintendent, school superintendent, charter school principal, nonpublic school principal, non-component or city district superintendent, NYCDOE chancellor, or NYS Agency director. Also Regular Users at NYSED.
Executive Administrators and Administrators	Other Administrator, Regular Staff, or Limited Staff (including Teacher, if a school) within the same entity or Executive Administrator in any entity below that of the Account Access Provider

Account User Assignment Flow



Invitation Letters

Access to accounts is initiated through receipt of an invitation letter created by an account access provider (i.e., issued by a nySTART Administrator account holder only). The Executive Administrator is the primary Account Access Provider, but all Administrators may issue invitation letters for accounts to users in their entities. The invitation letter provides the authorized user with an Invitation Code and an invitation URL (Web address) at which the invitee must create a Username and Password and enter personal account information. Once the user creates the account and agrees to the terms of use, access to the designated account will be granted as determined appropriate to the user's school, district, region, and level of access (Administrator, Staff, Teacher, etc.).

Creating Invitation Letters: To create an invitation letter, an Account Access Provider must log in to nySTART, select "Administration" from the top dropdown menu (in the banner at the top of any nySTART Lobby page) and click "Go." Once in the Administration module, an invitation letter may be created for any generic account type where the "Create Invitation Letters" button appears (next to that account type's label), and for any Executive Administrator account not already assigned. After clicking the Create Invitation Letters button, the assigning Administrator will fill in the user's first name and last name, then click the "Create Letter" button. A PDF copy of the letter should automatically populate in a new browser window. If this does not happen, there will be a statement "…if automatic download … failed, please Click Here to download…" at the top of the page with an embedded link, allowing an alternative means of downloading the PDF. The Administrator must now e-mail using a secure e-mail

protocol (or mail) the letter to the recipient. *Note:* When entering the 16-digit invitation code at the special Activation URL address, the hyphens must be included.

- When assigning a generic Administrator or Staff account, after clicking a "Create Invitation Letters" button, all account type choices will appear on the invitation creation page, not just the account type adjacent to the button clicked. The most restrictive (e.g., Limited Staff) will always appear at the top and the least restrictive (e.g., Administrator) at the bottom. Care should be taken to observe under which account type label header the information is being entered. However, if a Limited Staff account, for example, is inadvertently assigned to an intended Administrator, it is possible to delete the invitation before it is activated. It is also possible to delete the account once it has been activated, but it is preferable to have the assignee delete the assignment so that the chosen Username and password as well as the personal information entered when registering the account may be retained.

- Executive Administrator accounts can only be assigned. As there is only one Executive Administrator account per entity, these accounts have a placeholder pre-populated next to each entity in the nySTART Administration module interface and may be found under the appropriate entity type subgroup listing links near the top of the Administration module landing page. For example, a RIC Administration module will have headings for its own RIC (Administrator and Staff) accounts, but also headings for its nonpublic schools, charters schools, and BOCES. Next to the name of each charter or nonpublic school is a placeholder for the Principal. Next to the name of each BOCES is a placeholder for the District Superintendent. Clicking on a BOCES name will take the user to the listing of public school districts within that BOCES, next to which each school superintendent placeholder is listed. Likewise, district Administrators who wish to create an invitation letter for a principal at one of the district's component schools must first locate the school. The user assigned to any Executive Administrator account can be activated or, if already activated, suspended, deleted, or reassigned.

"Delete Account," "Delete Assignment," and "Suspend Account"

"Delete Account" should only be used when a user has left the New York State (NYS) education system (i.e., is not taking a position elsewhere in the State where nySTART access may be needed). "Delete Assignment" should be used when a user is being reassigned in a different capacity (i.e., different permissions level) within the same institution, or when the user is moving to a new institution within the NYS education system. In the case of a security issue or during temporary transfer between assignments, "Suspend Account" should be used.

"Delete Assignment" allows a user to retain the Username and password but remove an association with the previous account (i.e., access level and/or association with that entity). To Delete an Assignment, the user must log in to the existing account. The user will go to the [My Account] module (in the top dropdown menu located near the top of most nySTART Lobby pages) and click "Go." The "Delete Assignment" button is in the personal account information. Click the Delete Assignment button. The Username is no longer attached to the previous entity. Once the user is issued a new invitation letter, the user will not use the "invitation URL" in the body of the letter. Instead, the user will log on to nySTART as if logging in to the old—and now "unassigned"—account (i.e., using the old Username and password). Since the account is unassigned, it will give the user the option to enter a new invitation code. Once the

new invitation code is entered, the user can now use the old Username and password again, but it will now reflect the permissions associated with the new authorization within the new entity.

Administrators may prefer to do a "Suspend Account" before asking the former assignee to perform a Delete Assignment on the account. However, the account must be un-suspended before the user can go in and perform the Delete Assignment. In cases where the former assignee has moved to a new unknown location, the Administrator should do a Suspend Account until the former assignee has been contacted to determine whether the assignee wishes to Delete Assignment or create an entirely new account. A Delete Assignment may be performed by the former Administrator in emergency situations, but a NYSED Administrator should be contacted for these procedures.

If an invitation letter has been created but not activated, the letter may be deleted. Invitation letters expire 30 days from issuance by default. This expiration may be made shorter by the assigning Administrator using that option during the letter creation process. Once the letter has been issued, the invitation may be canceled by an Administrator at any point prior to its activation by the intended user.

The Administrator must send a copy of the invitation letter (by secure e-mail protocal or postal mail) to the intended recipient who must activate the account using the invitation code. Invitation letters cannot be automatically sent by the system. When the letter is created, there is not yet any personal information (e.g., e-mail address) known to the system other than the user's name (as entered by the assigning Administrator).

Lost Invitation Letters: Users who lose their invitation letter must contact an Administrator for their entity. The Administrator may cancel the invitation code so that it cannot be used to create an unauthorized account. An unauthorized account, if created, may be Suspended or Deleted. This is especially urgent for administrator login letters. It is strongly suggested that Administrators consider an invitation letter expiration period of less than the default 30 days, especially for Executive and other Administrator accounts. The Administrator may always create a new invitation letter for any intended user.

Usernames and Passwords

Changing Usernames and Passwords: Usernames cannot be changed. If a new Username is necessary, an Administrator may delete an account and provide a new invitation code so that a new account can be created. To change a password, select "My Account" from the dropdown menu at the top of the page and click "Go." Click the "Change Password" button and follow the directions provided. To change a name or contact information, select "My Account" from the dropdown menu at the top of the page and click "Go." Click the "Edit User Info" button and follow the directions provided. Users who have included an active e-mail account in their "My Account" information may also retrieve lost Usernames or passwords by clicking the "Forgot username?" or "Forgot password?" links next to the login boxes on the main nySTART login page at https://www.nystart.gov/nystart/u/index.do .

Username and Password Problem Troubleshooting: If a Username and/or password is not providing access to the system, make sure that they are typed correctly. Passwords are case sensitive, so lowercase and uppercase letters must be entered correctly. Usernames are

not case sensitive. If too many unsuccessful login attempts are made, the account will be blocked temporarily. Wait approximately an hour before attempting to log in again or ask a nySTART Administrator to reset your password. A user must correctly answer the chosen security question to be granted a temporary password.

If you receive an error message stating that your account has been suspended, contact an Administrator for your entity.

If you have forgotten your password, you can get a temporary password e-mailed to you by answering the security question you provided when creating your account. To do this, you also need to have previously provided your e-mail address. From the login page, click on the "Forgot your password" link and follow the directions provided. If you are not able to get a temporary password using this process, contact an Administrator for your entity.

To recover a lost password, Administrators must select "Administration" from the dropdown menu at the top of the page and click "Go." Locate the user in question, and click on his or her name to navigate to the Account Detail page. If the user has a valid e-mail address and you wish to provide the temporary password by e-mail, click the "E-mail Temporary Password" button. Otherwise, click the "Set Temporary Password" button.

If you have forgotten your Username, your Username can be e-mailed to you if you enter your e-mail address. From the login page, click on the "Forgot your username" link and follow the directions provided. If you are not able to recover your Username using this process, contact an Administrator for your entity.

To recover a lost Username, Administrators must select "Administration" from the dropdown menu at the top of the page and click "Go." Locate the user in question, and click on his or her name to navigate to the Account Detail page where the individual's Username will be displayed near the top of the page.

Invitation Code Problem Troubleshooting: If an invitation code is not providing you with access to the system, it is possible that the code may have already been redeemed or that an Administrator cancelled the code. To obtain a new code, contact an Administrator for your entity. Also, if the invitation code includes hyphens, be sure to use the hyphens, not just the numbers.

Security and Student Confidentiality

After finishing a nySTART session online, log out by clicking on "Log Out" in the upper-right corner of the screen. This ensures that individuals who may share your computer cannot see your account information or student data. For added security, exit your browser to ensure that any files that may have been cached while you were logged in will not be accessible to anyone else using the computer.

The data displayed to authorized users are not suppressed, so demographic information and results for individual students and very small groups of students, from which it may be possible to infer the scores of specific individuals, are accessible to these users. These data may not be released without ensuring compliance with all relevant state and federal laws and regulations.

Web Browsers Supported by nySTART

The nySTART Web site uses technology standards such as CSS and Javascript, which require the use of a current browser, such as Microsoft Internet Explorer version 6.0 or later, or Mozilla Firefox version 1.0 or later. Other standards-compliant browsers should also work, although you may encounter occasional anomalies. For an optimal user experience, we recommend turning Javascript on and allowing cookies.

Viewing Special Education Verification Reports

Special Education Verification Reports are available at http://pd.nysed.gov. VESID assigns User IDs and passwords to one special education contact person and one chief information officer (CIO) in each school district and other entities required to report data through the SIRS. These User IDs and passwords are used to view, verify, and certify data included in the Special Education Verification Reports. Only designated contacts or CIOs can verify/certify the data in these reports. New contacts who require a User ID and password must contact VESID at VESIDCAR@mail.nysed.gov or 518-486-4678.

Chapter 4: Testing Rules

Testing Students at the Elementary/Middle Level

All general-education students and students with disabilities in grades 3–8, or ungraded students of equivalent age, must take:

- the New York State Testing Program (NYSTP) in English language arts (ELA) and mathematics, and the elementary- and middle-level science and social studies assessments, in the appropriate years; or
- if eligible, the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science, and social studies, in the appropriate years; or
- an alternate assessment of another State if the student is placed outside of New York State and the CSE has designated the student as eligible for the alternate assessment.

All students in these grades or equivalent ages who are also limited English proficient must take the New York State English as a Second Language Achievement Test (NYSESLAT) until they achieve proficiency on both the Listening and Speaking and the Reading and Writing portions of the NYSESLAT.

Testing Nonpublic School Students

Nonpublic schools are encouraged, but are not required, to administer New York State assessments to students who are placed in the school by a parent or guardian. If a nonpublic school chooses to administer an elementary- or middle-level ELA, mathematics, science, or social studies assessment to its students, it must administer the assessment to each enrolled student in the selected grade levels. Public school districts are responsible for ensuring that students with disabilities placed by the CSE in approved private schools for students with disabilities are administered New York State assessments according to their grade level or age and their IEP; these schools are responsible for testing and reporting these students. See the "Table of Reporting Responsibility for School-Age Students" and the "Table of Reporting Responsibility for Preschool-Age Students with Disabilities" in Chapter 5: Reporting Rules for more information on students placed in specific types of schools under unique circumstances.

Identifying and Testing Graded and Ungraded Students

All general-education students must be assigned to a grade. Students with disabilities may be determined by the CSE to be either graded or ungraded for State assessment purposes. All students designated as eligible for the NYSAA must be reported as ungraded. The assessment used for participation for accountability will be based on age, not grade, for ungraded students. Ungraded students must take the assessment at the same grade level as the majority of their chronological peers, as indicated in the table below. More information about testing students with disabilities may be found in the August 2006 memo, entitled "Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006-07," at: http://www.vesid.nysed.gov/specialed/publications/policy/ungraded.htm . CSEs

must ensure that parents understand what instruction, curriculum, and assessment their child is receiving and the impact on graduation.

All students with disabilities at the secondary level must take the required assessments for the credential designated in their IEP. Students designated as eligible for the NYSAA should take the secondary-level NYSAA no later than the year the student turns 18 years of age. All NYSAA-eligible students who will reach their eighteenth birthday before September 1, 2010 and have not previously taken the secondary-level NYSAA must be administered the test during the 2009–10 school year. NYSAA-eligible students who will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17-years-old). NYSAA-eligible students with a birth date prior to September 1, 1991 who have not been assessed must be assessed before they leave school.

Assessments by Birth Date/Age for Ungraded Students in 2009–10

Assessments	Birth Dates	Reaches This Age Between September 1, 2009 and August 31, 2010
Grade K: NYSESLAT, Reading First	Any date after August 31, 2003	6
Grade 1: NYSESLAT, Reading First	September 1, 2002—August 31, 2003	7
Grade 2: NYSESLAT, Reading First	September 1, 2001—August 31, 2002	8
Grade 3: NYSAA, NYSTP ELA, NYSTP mathematics, NYSESLAT, and Reading First	September 1, 2000—August 31, 2001	9
Grade 4: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 1999—August 31, 2000	10
Grade 5: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP social studies, and NYSESLAT	September 1, 1998—August 31, 1999	11
Grade 6: NYSAA, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 1997—August 31, 1998	12
Grade 7: NYSAA, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 1996—August 31, 1997	13
Grade 8: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP science, NYSTP social studies, and NYSESLAT	September 1, 1995—August 31, 1996	14
Grade 9: NYSESLAT	September 1, 1994—August 31, 1995	15
Grade 10: NYSESLAT	September 1, 1993—August 31, 1994	16
Grade 11: NYSESLAT	September 1, 1992 August 31, 1993	17
Grade 12: NYSESLAT	Born on or before August 31, 1992	18
Secondary-Level NYSAA ELA, mathematics, science, social studies	September 1, 1991—August 31, 1992	18

No Valid Test Score for NYSTP and NYSAA for Graded Students: When these students are reported in SIRS, their grade level is used to determine if they took the assessment at the appropriate grade. Graded students whose assessment record shows that they were not administered the appropriate assessment for their grade are counted as though they had not been tested for accountability purposes.

No Valid Test Score for NYSTP and NYSAA for Ungraded Students: When these students are coded as ungraded, their birth dates are used to determine if they took the assessment at the appropriate grade level for their age. Ungraded students who are age-equivalent to students in grades 3–8 whose assessment record indicates that they were not

administered the appropriate assessment based on their age are counted as though they had not been tested for accountability purposes.

NYSAA Testing and Accountability

Testing Students on the NYSAA: Districts must assess all students whom the district CSE has designated as eligible for the New York State Alternate Assessment (NYSAA) whose birth dates fall between September 1, 1995 and August 31, 2001. They must also assess all students whose birth dates fall between September 1, 1991 and August 31, 1992, who have not previously been assessed at the secondary level. (See table above.) They must also assess all eligible students who have not previously taken the secondary-level NYSAA and who may earn their IEP diploma during the 2009–10 school year or who will reach the age of 18 before September 1, 2010.

NYSAA and Accountability (1% Cap): The United States Department of Education (USED) has issued regulations that allow students with significant cognitive disabilities to be measured against alternate learning standards but limit the percentage of students who can be counted as proficient for accountability purposes using these standards to one percent of district enrollment at the tested grade levels. These regulations allow districts to apply for an exception to exceed the one-percent limit or "cap" if the district can document that the incidence of students with the most significant cognitive disabilities in the district exceeds one percent of grades 3–8 or secondary-level cohort enrollment and the district documents circumstances that explain the higher percentage. (The application for an exception to the 1.0 percent cap will be available on the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) Web site at: http://www.vesid.nysed.gov/specialed/applications/1percent-2010.htm.) USED's regulations do not limit the percentage of students who can participate in the NYSAA; they limit the percentage whose performance can be counted as Level 3 or 4 using the alternate standards for accountability purposes when calculating the PI. All students with disabilities eligible for the NYSAA under Section 101.1(t)(2)(iv) of Commissioner's Regulations should be administered that test, and their performance level on the NYSAA should be reported using the SIRS. These students will be included in the accountability PIs using their NYSAA performance level, provided that the percentage of students in grades 3–8 or the secondary-level accountability cohort who are tested with the NYSAA and earn a score of Level 3 or 4 does not exceed one percent.

The performance levels that must be reported through the SIRS, that go on the students' records, and that are reported to the students' parents are the actual NYSAA performance levels that the students earn (NYSAA Levels 1, 2, 3, or 4). For accountability purposes only, districts that have more than 1.0 percent of their continuously enrolled tested students at the elementary/middle level or of the accountability cohort at the secondary level performing at Levels 3 and 4 on the NYSAA will have sufficient numbers of these students counted as performing at Level 2 when calculating PIs to reduce the percentage of proficient students to one. When possible, such students are chosen by NYSED so that the reduction will not impact accountability for the district and component schools in the district.

Districts with small enrollments have been granted a waiver allowing them to exceed the 1.0 percent cap, provided that only one student per accountability measure is counted at Level

3 or 4 based on the NYSAA. For example, a district that has 80 continuously enrolled tested students at the elementary/middle level in mathematics and only one student scoring at Level 3 or 4 on the NYSAA has 1.25 percent of their students counted as proficient on the NYSAA. This district is allowed to have this one student's Level 3 or 4 score counted in the PI calculation, even though the 1.25 percent exceeds the 1.0 percent cap. A district with 80 continuously enrolled tested students and two students scoring at Level 3 or 4 would have one of the students' scores reduced to Level 2 when the PI is calculated.

Secondary-level NYSAA scores in ELA and mathematics are used for accountability in the year that the student is included in the English and mathematics accountability cohort. Any secondary-level NYSAA score on the student's record, regardless of the year of administration, will be considered a valid score and will be used to calculate the PIs in which the student is included.

Testing and Accountability for LEP Students (NYSESLAT)

NCLB requires that the English proficiency of all limited English proficient (LEP) students (as defined in Education Law § 3204[2-a][3]) be determined annually. New York State provides the New York State English as a Second Language Achievement Test (NYSESLAT) as the assessment of English language proficiency for LEP students. All grades kindergarten through 12 LEP students (including ungraded age-equivalent students with disabilities) must take the NYSESLAT. (There is no valid NYSESLAT assessment for a GED student.) LEP students must take this assessment to evaluate English proficiency even if they take a grades 3–8 ELA assessment, the Regents Comprehensive Examination in English or, for certain LEP students with disabilities, an RCT in reading or writing or the NYSAA in ELA in the 2009–10 academic year.

***English Language Arts*:** NCLB requires that the reading/language arts proficiency of LEP students be measured as part of the school accountability program. USED has approved the use of the NYSESLAT in lieu of the Grades 3–8 NYSTP for some LEP students. LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year may use the NYSESLAT in lieu of the 3–8 NYSTP in ELA to meet the NCLB participation requirement for AYP in elementary/middle-level ELA. For this purpose, the United States is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempt from only *one* administration of the NYSTP in ELA.

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempt from taking the NYSTP in ELA for the first year in which they are enrolled during the NYSTP ELA test administration period. Such students may not be exempt in subsequent years, even if they have been enrolled in a United States school for less than 12 months.

Example 1: A LEP student enrolls for the first time in a United States school in grade 3 in March 2010 and ends enrollment by leaving the United States in June 2010 (four-month

enrollment). The student re-enrolls in a United States school in March 2011 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurs in 2009–10, even though the student has been enrolled in a United States school for only five months as of the 2010–11 NYSTP ELA test administration window, the student may not be exempt again in 2010–11, as the one-time exemption already occurred in 2009–10.

Example 2: A LEP student enrolls for the first time in a United States school in grade 3 in October 2009 and ends enrollment by leaving the United States in December 2009 (three-month enrollment). The student re-enrolls in a United States school in December 2010 as a grade 4 student and ends enrollment by leaving the United States in January 2011 (two-month enrollment). The student re-enrolls in a United States school in March 2012 as a grade 5 student and remains enrolled through the end of the 2011–12 NYSTP ELA test administration window (three-month enrollment, if test is given in May). The first year in which this student is enrolled during the NYSTP ELA test administration period *and* has been enrolled in a United States school for less than 12 months is 2011–12. As such, the student may be exempt from taking the grade 5 NYSTP in ELA in 2011–12. If the one-time exemption occurs in the 2011–12 school year, the student may *not* be exempt in future years from taking the NYSTP in ELA.

Example 3: A LEP student enrolls for the first time in a United States school in grade 3 on May 1, 2009 and does not end enrollment. The student may be exempt from taking the grade 3 NYSTP in ELA in 2009-10, as the student has only been enrolled in a school in the United States for 11 months, May 1, 2009 - March 31, 2010. (Note that the month of April 2010 is not counted in determining if the student has been enrolled for 12 months in a school in the United States.)

Example 4: A LEP student enrolls for the first time in a United States school in grade 3 on April 1, 2009 and does not end enrollment. The student may not be exempt from taking the grade 3 NYSTP in ELA in 2009-10, as the student has been enrolled in a school in the United States for 12 months, April 1, 2009 - March 31, 2010.

Students who are eligible to take the NYSESLAT for Grades 3–8 accountability will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on NYSESLAT Reading/Writing and NYSESLAT Speaking/Listening. These students must be recorded in the SIRS with a Program Service Record code of 0242 — Eligible to Take the NYSESLAT for Grades 3-8 ELA Accountability.

Scores for students who are eligible to take the NYSESLAT for Grades 3–8 accountability will *not* be counted in the performance calculation for accountability. However, if the district/school chooses to give the NYSTP ELA assessment to a student who is eligible for the ELA exemption, NYSED will count the student's NYSTP ELA scores when computing the school's and district's accountability PI.

For more information regarding testing and accountability for recently arrived LEP students, see http://www.ed.gov/policy/elsec/guid/lepguidance.doc.

Other Subjects: All LEP students must take the required State assessments in grades 3–8 mathematics, science, and social studies. These tests may be administered in the

student's native language. Schools are advised to obtain local translations for students for whom a State alternative-language edition is not available in their first language, particularly if the student is receiving instruction in the first language. Failure to test students on the mathematics or science assessment could result in the school failing to make AYP. To ensure valid and reliable test results, districts and charter schools are permitted to offer LEP students accommodations approved by NYSED. Approved accommodations are provided in the school administrator's manuals at http://www.emsc.nysed.gov/osa/sam/ .

Testing Students Eligible for Both the NYSAA and the NYSESLAT

All LEP students, regardless of grade, must take the NYSESLAT, even if the students' CSEs identify the students as eligible to take the NYSAA. All NYSAA-eligible students who are age appropriate for testing on the NYSAA must take the NYSAA, even if they are also LEP students who must take the NYSESLAT as well. If both tests are taken, the NYSAA score will count in the accountability performance calculation.

Testing Reading First Students

All Reading First assessments must be administered to all K–3 students in schools listed in a district's Reading First grant. If a student is absent on the day of the scheduled Reading First assessment, the administration of the assessment for this student must be rescheduled in a timely manner to ensure that all K–3 students have been administered the assessment.

Testing Accelerated Intermediate-Level Science Students

The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have received instruction in all of the material in the *Intermediate-Level Science Core Curriculum (5–8)*. While this is typically Grade 8 (or, if ungraded, when Grade 8 age equivalent), the test may also be administered to students in Grade 7 (or, if ungraded, when Grade 7 age equivalent) who will have completed all the material in the *Intermediate-Level Science Core Curriculum (5–8)* and are being considered for placement in an accelerated high school-level science course when they are in Grade 8. Schools have four choices for testing accelerated students in science at the intermediate level:

1. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 7, but administer no science test when the student is in Grade 8. The score the student receives on the Grade 8 Intermediate-Level Science Test when taken in Grade 7 will count in the accountability calculations for the district and school responsible for the student when the student is in Grade 8.

2. Administer no science test when the student is in Grade 7, but administer a Regents examination in science when the student is in Grade 8. The score the student receives on the Regents examination in science when taken in Grade 8 will count in the accountability calculations for the district and school responsible for the student.

3. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 7 *and* administer a Regents examination in science when the student is in Grade 8. The

score the student receives on the Regents examination in science when taken in Grade 8 will count in the accountability calculations for the district and school responsible for the student.

4. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 8 *and* administer a Regents examination in science when the student is in Grade 8. The score the student receives on the Grade 8 Intermediate-Level Science Test will count in the accountability calculations for the district and school responsible for the student.

The school may *not* use the Grade 8 Intermediate-Level Science Test to retest any students in Grade 8 who participated in this assessment during the previous school year as Grade 7 students.

Testing Accelerated Intermediate-Level Social Studies Students

The Grade 8 Intermediate-Level Social Studies Test should be administered to students in the grade in which they will have received instruction in all of the material in the Intermediate-Level Social Studies Core Curriculum (6–8). While this is typically Grade 8 (or, if ungraded, when Grade 8 age equivalent), the test may also be administered to students in Grade 7 (or, if ungraded, when Grade 7 age equivalent) who will have completed all the material in the Intermediate-Level Social Studies Core Curriculum (6–8) and are being considered for placement in an accelerated high school-level social studies course when they are in Grade 8. Schools must report scores for this assessment in the year in which the student takes the assessment.

Testing Accelerated Elementary-Level Science, Elementary- Level Social Studies, and Grades 3–8 ELA and Mathematics Students

Accelerated students must be tested on the assessments appropriate to their actual grade level or, if ungraded, their age-equivalency grade level. These students may take a Regents examination in addition to the NYSTP but not in lieu of the NYSTP assessment. See the "Assessments by Birth Date/Age for Ungraded Students in 2009–10" table in this chapter for more information.

Testing Repeaters

Students in Grades 3 through 8, and ungraded students who are grade equivalent to Grades 3 through 8, who repeat a grade are required to take all State assessments appropriate to their grade, LEP eligibility, and NYSAA eligibility, even if they took State assessments at the same grade level in the previous year. Students who are repeating one or more subjects but not a grade may not "retake" tests in the subjects they are repeating. These students are required to take all State assessments appropriate to their current grade, LEP eligibility, and NYSAA eligibility.

Elementary/Middle-Level Students Who Transfer to a Different School During the Test Administration Period

Some students transfer from one school to another after completing one part (session) but before completing all parts (sessions) of an assessment and before the end of the test administration period. In these cases, when possible, the school the student transfers from should communicate with the school to which the student transfers to ensure that the student completes the assessment and to obtain the rest of the student's test documents. The school the student transfers from should submit the student's answer documents for scanning.

The school to which the student transfers should determine what parts (sessions) the student has taken and administer the remaining parts (sessions) of the test. The answer document should be sent to the school the student transferred from, if possible. If this school cannot be identified, the answer document should be sent directly to the Regional Information Center (RIC) or Big 5 for scanning.

If a school submits an incomplete test record, the RIC/Big 5 should attempt to find a complementary second record for the student. The assessment record should be sent to the SIRS using the BEDS code of the school from which the student transferred. If the RIC/Big 5 is unable to match the records, the student will not receive a valid score. Each student assessment record includes the BEDS code of the reporting school. For accountability and reporting purposes, the score will be attributed to the school identified on the assessment record.

If a student transfers from one school to another (or one district to another) in the middle of the test administration period and was administered the entire test in one or other school or district, the school or district in which the test was administered must report the assessment for that student.

If a student transfers from one school to another (or one district to another) in the middle of the test administration period and was administered the entire test in both schools or districts, the school or district in which the test was administered first must report the assessment for that student.

Students enrolled/tested during the period of continuous enrollment shown in the table below will be included in the document/calculations indicated.

Key:
Day 1 = BEDS Day (October 7, 2009)
Day 2 = First day of test administration period
Day 3 = Last day of make-up period

Students' Inclusion in Document/Calculations

Period of Continuous Enrollment (includes)	Students results will be included in:	
	Participation Rate	Performance Index
Day 1 and Day 3	Yes	Yes
Day 1 and Day 2 – with valid test score	Yes	Yes
Day 1 and Day 2 – without valid test score	No	No
Day 2 and Day 3 – but not Day 1	Yes	No
Day 1 only	No	No
Day 2 only – with valid test score	Yes	No
Day 2 only – without valid test score	No	No
Day 3 only – with valid test score	Yes	No
Day 3 only – without valid test score	No	No
Only days between Day 2 and Day 3 – with valid test score	Yes	No
Only days between Day 2 and Day 3 – without valid test score	No	No

Specific Day 2 and Day 3 Dates by Assessment

Assessment	Day 2	Day 3
Grades 3–8 ELA	April 26	May 5
Grades 3–8 Mathematics	May 5	May 14
NYSAA	October 5	February 12
Grade 4 Science	May 24	June 9
Grade 8 Science	May 24	June 9
NYSESLAT (if eligible)	April 14	May 25

Chapter 5: Reporting Rules

Educational Institutions That Must Report Data Using the SIRS

The following districts and schools must provide student records through the SIRS:

- all public schools and districts, including special act districts and charter schools;
- all schools operated by State agencies, such as the Office of Children and Family Services, Office of Mental Health, the Office of Mental Retardation and Developmental Disabilities, and the Department of Correctional Services;
- all nonpublic schools participating in Reading First (These schools should contact their sponsoring public school district for additional information.);
- all child-care institutions with affiliated schools that provide educational services pursuant to Article 81 of the Education Law (see: http://www.vesid.nysed.gov/sedcar/schoollsts/article81.htm); and
- the New York State School for the Blind in Batavia and the New York State School for the Deaf in Rome.

Policy for Including Students in Report Cards and Accountability Decisions

Students who are reported as enrolled in a district school or placed by the district in a BOCES or other out-of-district placement will be included in the school and district report cards and, when appropriate, in accountability decisions for the school and district. Students with disabilities placed by a parent or guardian in another public school district or charter school or who are home schooled or placed by the court or social service agencies in out-of-State facilities must have special education records reported by the district of residence because the district of residence maintains CSE responsibility. These students will not be included in the district of residence report card and will not be included in calculations for determining accountability status. See "Table of Reporting Responsibility for School-Age Students" and "Table of Reporting Responsibility for Preschool-Age Students with Disabilities" in this chapter for more information.

Districts should be prepared to document for auditors that all students that must be reported have been reported. The chief school officer is responsible for verifying the accuracy of district/school data submitted to the SIRS but is strongly advised to engage a team, including but not limited to coordinators of various federal title programs, special education programs, bilingual and English as a second language programs, migrant programs, and homeless programs, to review data reports for accuracy.

Records Retention: All school districts, BOCES, and other educational institutions should follow the guidance provided by the New York State Archives Government Records Services (NYSA GRS) division, using records retention schedule ED-1. Context for ED-1 is posted at http://www.archives.nysed.gov/a/records/mr_retention.shtml, with a link to ED-1 at: http://www.archives.nysed.gov/a/records/mr_pub_ed1.shtml. NYSA GRS will provide all support and guidance to educational entities by e-mail at recmgmt@mail.nysed.gov or phone

at (518) 474-6926. Additional contacts may be found at http://www.archives.nysed.gov/a/directories/dir_staff.shtml. Additional information on records retention is available at http://www.archives.nysed.gov/a/records/mr_retention.shtml.

Reporting Nonpublic School Students

Nonpublic schools administering the Grades 3–8 ELA and Mathematics Tests, the Grades 4 and 8 Science Tests, the Grades 5 and 8 Social Studies Tests, and the New York State Alternate Assessments must contract with a Level 1 data center to report assessment results in the SIRS. Nonpublic schools must coordinate with a Level 1 data center to ensure that the school is using an acceptable answer document that enables the school to report data in the SIRS.

Public school districts are responsible for reporting assessment results for students with disabilities placed by the district CSE in approved private schools for students with disabilities. Schools with these students must contact the home school district to obtain the appropriate public school answer documents. Answer documents for these students must be returned to the home school district immediately after test administration and scoring.

Nonpublic schools administering secondary-level examinations must report results directly to NYSED on the forms sent to the school in June. See the "Table of Reporting Responsibility for School-Age Students" and the "Table of Reporting Responsibility for Preschool-Age Students with Disabilities" in this chapter for more information on students placed in specific types of schools under unique circumstances.

Responsibility for Reporting Student Records Through the SIRS

Responsibility for the education of students falls in three categories: responsibility for providing general instruction, accountability for performance, and responsibility for determining eligibility for special education and providing appropriate special education services. For the vast majority of students — those who attend a public school in the district in which their parent or guardian resides — all three responsibilities reside with the district of residence. In these cases, the school district must provide all required student records to the SIRS. When a student attends a school that is not a component of the public school district of residence, education and reporting responsibility may be divided among educational institutions. The institution responsible for reporting records for those students is determined by the following factors:

- whether the parent or guardian, the public school district, another agency, or the court placed the child, and
- in the case of students with disabilities, which institution has CSE or Committee on Preschool Special Education (CPSE) responsibility.

The district of residence must report all records for students whom district officials or the district CSE or CPSE placed in educational programs outside the district (such as, BOCES, approved private schools for students with disabilities, or other educational programs). The district of residence is not responsible for reporting academic records for students placed by parents or legal guardians or by the court or a social service agency in educational programs outside the district of residence, unless it retains CSE responsibility for those students.

Each public school district must report special education records as well as demographic, enrollment, and program service records for all students for whom they have CSE or CSPE responsibility. Each public school district has CSE responsibility for students with disabilities parentally placed in nonpublic schools located within their district and for providing special education services to those students. Districts must submit all required special education records for these students.

Every institution with CSE or CPSE responsibility for preschool or school-age children must report special education records for those children regardless of where they attend school or receive services.

Public school districts have responsibility for providing general instruction, accountability for performance, determining eligibility for special education, and providing appropriate special education services to students in the categories listed below. Therefore, districts must report all required records for resident students in these categories.

- Public school students with disabilities in preschool and all public school students in grades preK–12 — and ungraded students with disabilities of equivalent age — enrolled at any time during the 2009–10 school year, including students who left school for any reason or were suspended from school;

- (Optional in 2009–10) Students of compulsory age who were not in attendance in a public school, nonpublic school, or approved home schooling program in the 2009–10 school year. These students must be reported until they exceed compulsory school age or until the district has documentation that the student has entered another educational program leading to a high school diploma. This is done by creating a 2009–10 enrollment record using the Reason for Beginning Enrollment Code 8294 – *School age children on the roster for census purposes only* and, once the student exceeds compulsory school age or the district has documentation that the student has entered another educational program leading to a high school diploma, ending the "8294" enrollment record using Reason for Ending Enrollment Code 136 – *Reached maximum legal age and has not earned a diploma or certificate*, or any other appropriate Reason for Ending Enrollment Code. To use the 8294 code, districts must first conduct due diligence to ensure, to the best of their ability, that the students are in fact still in residence in the district. If the district determines the students are no longer in residence, the district should end enrollment with an appropriate Reason for Ending Enrollment Code. For students who drop out before they reach compulsory school age, the 8294 Reason for Beginning Enrollment Code should be entered immediately after entering the appropriate Reason for Ending Enrollment Code that indicates that the students dropped out.

- Students who reside in the district and attend or transfer to an Alternative High School Equivalency Preparation Program (AHSEPP) or High School Equivalency Preparation Program (HSEPP) approved under Section 100.7 of the Regulations of the Commissioner of Education. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) Such students must be reported with an AHSEPP or HSEPP enrollment record (Reason for Beginning Enrollment Code 5654 – *Enrollment in a AHSEP or HSEP program*) until they earn

the high school equivalency diploma, transfer to a diploma-granting program, or leave the AHSEPP or HSEPP;

- Students placed out-of-district by the CSE or a district official, including students with disabilities attending approved private schools for students with disabilities, State-supported schools (Section 4201), a special act district, or a component school of another district;
- Resident students attending a BOCES on a full-time basis;
- Resident students in equivalent-attendance programs operated by the district;
- Resident students receiving homebound instruction who were not reported as enrolled in a district school;
- Students placed by a court or a social service agency in a residence in the school district; and
- Students placed in a county jail within district boundaries.

Public school districts have partial reporting responsibility for some students enrolled in nonpublic schools and for some home-schooled students. They are required to report education records specified below for these students.

- Enrollment, student demographic, program participation, and Reading First assessment records for students in grades K–3 in nonpublic schools located in the district that are participating in Reading First;
- Enrollment, demographic, program services, and special education records for parentally placed students in nonpublic schools who either were evaluated for special education eligibility or were identified as having a disability, whether or not they received publicly funded special education services;
- Enrollment, demographic, program services, and special education records for home-schooled students who either were evaluated for special education eligibility or were identified as students with disabilities by the CSE and received special education services; and
- State assessment records for foreign exchange students, home-schooled students, and walk-in students.

Charter schools must report all required records for their students (i.e., enrollment, demographic, program services, assessments), with the following exceptions. The district of residence of students with disabilities enrolled in charter schools has CSE responsibility for these students and must report Special Education Snapshot and Special Education Events records for them. School districts of residence must also submit enrollment, demographic, and disability program service records for students in charter schools who were evaluated for special education eligibility and for students receiving special education services, using Reason for Beginning Enrollment Code 5905.

Table of Reporting Responsibility for School-Age Students

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
1) A student who attends a school within the school district of residence.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends
2) A school-age student who resides in the district and is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State schools, and 4201 State-supported schools).	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	School building BEDS code, BOCES code, code of the approved private school for students with disabilities, or the code of a 4201 State-supported school
3) A general-education student who resides in the district and attends a charter school.	Charter school	Not applicable	Charter school (Reason for Beginning Enrollment Code 0011)	Charter school BEDS code
4) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and attends a charter school.	Charter school	District of residence	Charter school (Reason for Beginning Enrollment Code 0011) District of residence (Reason for Beginning Enrollment Code 5905)	Charter school BEDS code
5) A general-education student who resides in the district, is home schooled by parent/guardian choice, and takes an assessment.	Not applicable (but district of residence must report State assessment results)	Not applicable	District of residence (Reason for Beginning Enrollment Code 0011)	First 8 digits of the district of residence BEDS code and “0888” as the last 4 digits
6) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and is home schooled by parent/guardian choice.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 5905)	First 8 digits of the district of residence BEDS code and “0888” as the last 4 digits

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
7) A student who resides in the district, is "homebound" (temporary, long-time absence), and therefore can be associated with a school in the district.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student would attend
8) A student who resides in the district, is homebound, and cannot be associated with a school in the district (is not expected to attend a school in the district).	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	First 8 digits of the district BEDS code and "0777" as the last 4 digits
9) A general-education student who resides in the district and is placed by a parent/guardian in another public school district.	District of attendance	Not applicable	District of attendance (Reason for Beginning Enrollment Code 0011)	Building of attendance BEDS code
10) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and is placed by a parent/guardian in another public school district.	District of attendance	District of residence	District of attendance (Reason for Beginning Enrollment Code 0011) District of residence (Reason for Beginning Enrollment Code 5905)	Building of attendance BEDS code
11) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who is placed in a nonpublic school by a parent/guardian.	Nonpublic school (Instructional) Not applicable (Accountability)	District in which the nonpublic school is located	District in which the nonpublic school is located (Reason for Beginning Enrollment Code 5905) Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
12) A general-education student who is placed in a nonpublic school by a parent/guardian. (Only applicable if the student participated in an assessment and the school contracted with a RIC/Big 5 to report results in SIRS.)	Nonpublic school (Instructional) Not applicable (Accountability)	Not applicable	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov
13) A general-education student who resided in the district at the time the court or a county department of social services placed the student in an out-of-State residential facility.	Not applicable	Not applicable	Not applicable	Not applicable
14) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resided in the district at the time the court or a county department of social services placed the student in an out-of-State residential facility.	Not applicable	District in which the student resided at time of placement	District in which the student resided at time of placement (Reason for Beginning Enrollment Code 5905)	750000660000
15) A student with a disability who is placed by the court or a county department of social services in a child-care institution with an affiliated school and is provided educational services pursuant to Article 81 of the Education Law.	School affiliated with the child-care institution	School affiliated with the child-care institution	School affiliated with the child-care institution (Reason for Beginning Enrollment Code 0011)	Article 81 school code
16) A student with a disability who is placed by the court or a county department of social services in a child-care institution that does not have an affiliated school.	District in which the child-care institution is located	District in which the child-care institution is located	District in which the child-care institution is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
17) A general-education student who is placed by the court in a nonpublic school or in a child-care institution with an affiliated nonpublic school. (Only applicable if the student participated in an assessment and the school contracted with a RIC/Big 5 to report results in SIRS.)	Nonpublic school (Instructional) Not applicable (Accountability)	Not applicable	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov
18) A student who is placed by the court in a child-care institution with an affiliated public school.	District affiliated with the child-care institution	District affiliated with the child-care institution (if applicable)	District affiliated with the child-care institution (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled
19) A student who attends the New York State School for the Blind (NYSSB) in Batavia or the New York State School for the Deaf (NYSSD) in Rome.	NYSSB or NYSSD	NYSSB or NYSSD	NYSSB or NYSSD (Reason for Beginning Enrollment Code 0011)	NYSSB or NYSSD code
20) A student who is parentally placed in a nonpublic school and the school district has been ordered to pay tuition for this student by a court or an impartial hearing officer.	Nonpublic school if the school participates in SIRS	District in which the student resides (if applicable)	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011) District in which the student resides (Reason for Beginning Enrollment Code 5905)	Nonpublic school building BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
21) A student who resides in a State agency facility and attends an educational program operated by the State agency. State agencies include Office of Children and Family Services (OCFS), Office of Mental Health (OMH), Office of Mental Retardation and Developmental Disabilities (OMRDD), and the Department of Correctional Services (DOCS).	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Facility location operated by the State agency code
22) A student with a disability who resides in OMH or OMRDD facility but is placed by the agency in an approved private school for students with disabilities.	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Approved private school for students with disabilities code
23) A student with a disability who resides in OMH or OMRDD but attends a school district or BOCES program.	District in which OMH or OMRDD facility is located	District in which OMH or OMRDD facility is located	District in which OMH or OMRDD facility is located (Reason for Beginning Enrollment Code 0011)	District school building or BOCES code
24) A student with a disability who attends an OMH or OMRDD day-treatment program.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the State agency facility
25) A New York State student with a disability who is placed in another State under contract between a NYS school district and a school district of the other State.	NYS school district of residence	NYS school district of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the out-of-State school
26) A New York State general-education student who is placed in another State under contract between a NYS school district and a school district of the other State.	NYS school district of residence	Not applicable	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the out-of-State school

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
27) A student in residential care (not placed by a school district) in one of the following programs: a) Private psychiatric hospitals or private psychiatric units within general hospitals; b) Short term crisis residence; c) Residential Respite Programs; d) Drug Free Residential, In Patient Rehabilitation, Alcoholism Detoxification, Residential Chemical Dependency for Youth Programs, Inpatient Rehabilitation, Acute Care Programs, Primary Care Alcohol Crisis Centers, or Community Residences–Recovery Homes; and e) Pediatric Residential Health Care Facilities, Hospitals, Rehabilitation Centers, or Skilled Nursing Facilities.	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs (Reason for Beginning Enrollment Code 0011)	If the student attends a BOCES or school in a district, use the code of the BOCES or the district school building attended by the student. If not, use the first 8 digits of BEDS code of the district in which the parent resides and then "0777" for the last four digits.
28) A student with a disability placed through the Children's Residential Project.	District in which parents reside	District in which parents reside	District in which parents reside (Reason for Beginning Enrollment Code 0011)	BEDS code of the school building or BOCES the student is attending

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
29) A student who resides in one of the following settings, which are licensed by OMH, OMRDD, OCFS, or Office of Alcohol and Substance Abuse Services (OASAS) *and* either attends school in a district or in BOCES or district arranges services to be provided at another location: a) Residential Treatment Facility (RTF) or Child Care Institution (CCI) that does not have an affiliated school; b) Community Residence (CR); c) Family Based Treatment Program (FBTP); d) Intermediate Care Facility (ICF); e) Individualized Residential Alternative (IRA); f) Family Care Home; g) Group Home or Community Residential Home.	School district in which the facility is located	School district in which the facility is located	School district in which the facility is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled
30) A foreign exchange student. (Report only if student takes a NYS assessment.)	District of attendance (Instructional) Not applicable (Accountability)	District of attendance if student with a disability	District of attendance (Reason for Beginning Enrollment Code 0022)	Building of attendance
31) A kindergarten-age student whose parents do not want to enroll their child in kindergarten but the child is provided with special education services at the child's home or in an early childhood setting or in another location.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 5905)	First 8 digits of the district BEDS code and "0777" as the last 4 digits
32) A foster-care student.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Building of attendance

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
33) A student in a county jail who is in a regular instruction program leading to a high school diploma.	District in which the jail is located	District in which the jail is located (if applicable)	District in which the jail is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the jail
34) A student in a county jail who is in approved AHSEP or HSEP program.	District in which the jail is located	District in which the jail is located (if applicable)	District in which the jail is located (Reason for Beginning Enrollment Code 5654)	BEDS code of the approved AHSEP or HSEP program

Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
1) A preschool-age student referred to the CPSE for an initial evaluation to determine eligibility for special education. Only school districts that are required to report data on the timely evaluation of preschool children for special education eligibility or on the timely transition of children from Early Intervention to preschool (SPP Indicators 11 and 12) are required to report this type of an enrollment record. See definition of "initial evaluation for special education" in the glossary. See the schedule of the school years for which school districts are assigned to report or resubmit data on these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 4034)	Use the 12 digits of the district of residence BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
2) A preschool-age student with a disability who resides in the district and receives special education services from: a) an employee of a school district in a district building, the student's home, or in another location; b) an employee of a BOCES, in a BOCES building, the student's home or in another location; c) an employee of an approved private school for students with disabilities in that school's building, the student's home, or another location; d) an employee of a Section 4201 State-supported school in that school's building, the student's home, or another location; e) an independent service provider employed by the county in the student's home or in another location; f) an employee of New York State School for the Blind (NYSSB) or New York State School for the Deaf (NYSSD) in these schools' building, the student's home, or another location.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	a) If the student attends a school building, use the school building BEDS code; if the services are provided at home or another location, use the first 8 digits of the district of residence BEDS code and "0777" as the last 4 digits b) BOCES BEDS code c) Approved Private School BEDS code d) 4201 School BEDS code e) County BEDS code f) NYSSB or NYSSD BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
3) A preschool-age student with a disability who resides in the district and receives special education services and also participates in a a) district-operated Pre-K or Universal Pre-K program; b) BOCES-operated Pre-K or Universal Pre-K program; or c) Universal Pre-K program in a community-based organization under contract with the school district.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	a) District building BEDS code b) BOCES code c) Generic Universal Pre–K BEDS code (0666)
4) A preschool-age student with a disability or a preschool-age student who is referred to the CPSE for determination of eligibility for special education services who resides in the district and attends a UPK or Pre–K program operated by another school district.	Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 5905) District in which student is attending Pre–K or UPK (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and "0666" as the last 4 digits
5) A prekindergarten student who attends a school within the school district of residence or a UPK program contracted by the district.	Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and "0666" as the last 4 digits

Reporting Students with Disabilities

Generally, school districts have CSE or CPSE responsibility and accountability responsibility for students with disabilities who reside in their school district and either attend school in their school district or in a charter school or are placed by the CSE or CPSE in educational programs outside the school district (e.g., in Boards of Cooperative Educational Services (BOCES), approved private schools for students with disabilities, or in State supported Section 4201 schools), with some exceptions. One major exception is that parentally placed students with disabilities in nonpublic schools are the CSE responsibility of the school district in which the nonpublic school is located. Districts with CSE and CPSE responsibility are responsible for reporting data elements in the Special Education Snapshot and Special Education Events templates. In addition, these districts must report enrollment, demographic, and program service data for students for whom they have CSE or CPSE responsibility. In the year in which school districts are assigned to report data on Special Education State Performance Plan Indicator 7 (preschool outcomes) (see http://www.vesid.nysed.gov/sedcar/sppschedule.html for a schedule), districts with CPSE responsibility for preschool students must also report preschool outcomes data from the Child Outcomes Summary Form (COSF) in the Assessment Fact template.

Special Act Districts, educational institutions operated by State agencies, and child-care institutions with affiliated schools that provide educational service pursuant to Article 81 are responsible for providing instruction to enrolled students. They have CSE responsibility for enrolled students placed in the institution by a parent or guardian, the court, or a social service agency. They must report all records for enrolled students for whom they have CSE responsibility. School districts that place students in these institutions retain CSE responsibility and must report all records for students they place. Students are reported for accountability purposes in the building in which they are enrolled (spend the majority of the school day), regardless of whether the school of origin is another school building in the district. For example, if a student who would typically be attending School A instead attends School B for the majority of the school day because School B provides the necessary educational services, School B has accountability responsibility for the student.

Reporting Reading First Students

Public school districts are responsible for reporting in SIRS all student assessment data for students in all schools, including nonpublic schools, listed in their Reading First grant. Nonpublic school data must be reported with the nonpublic school's BEDS code for both the location code and the district code. The nonpublic school students should NOT be reported under the reporting district's BEDS code, as this could impact accountability for the district.

If a nonpublic Reading First school is under an affiliation group that has contracted with a RIC to submit data in the SIRS, all assessment data (including NYSTP and Reading First) for the school must be submitted to that same RIC so that the affiliation group can receive summary data for all of their component nonpublic schools. If a nonpublic Reading First school is under an affiliation group that does not contract with a RIC to submit data in the SIRS, the public school district is responsible for reporting the nonpublic school's Reading First data.

For example, if a NYC nonpublic school is under an affiliation group that contracts with Nassau RIC, NYC must provide the Nassau RIC with the school's Reading First data, and the

Nassau RIC must report both the NYSTP and Reading First data for the school in the SIRS. NYC nonpublic schools in affiliation groups that do not contract with a RIC to report their data in the SIRS must have their data reported by NYC.

Only student records for schools that participated in Reading First in 2008–09 will be used to evaluate Reading First programs. Records for students who are administered the Terra Nova but who do not attend Reading First schools will not be used in the evaluation of Reading First programs.

Reporting Accelerated Intermediate-Level Science Students

Grade 8 Intermediate-Level Science Test results for accelerated science students who take the assessment in Grade 7 (or, if ungraded, when Grade 7 age equivalent) must be reported in the year in which they take the assessment. If the students also take a Regents examination in science in Grade 8 (or, if ungraded, when Grade 8 age equivalent), results for that assessment must be reported in the year in which they take the assessment. (The Regents examination in science taken in Grade 8 will be used for accountability calculations for these students.) If the students take the Grade 8 Intermediate-Level Science Test in Grade 7 (or, if ungraded, when Grade 7 age equivalent) but do not take a Regents examination in science in Grade 8 (or, if ungraded, when Grade 8 age equivalent), the Assessment Measure Standard Description "Science: Early" will be populated for them at Level 2 when the students are in Grade 8. (The Grade 8 Intermediate-Level Science Test taken in Grade 7 will be used for accountability calculations for these students.) Students who take the Grade 8 Intermediate-Level Science Test when they are in Grade 7 (or, if ungraded, when Grade 7 age equivalent) are not required to retake the test when they advance to Grade 8.

Reporting Accelerated Intermediate-Level Social Studies Students

Grade 8 Intermediate-Level Social Studies Test results for accelerated social studies students who take the assessment in Grade 7 (or, if ungraded, when Grade 7 age equivalent) must be reported in the year in which they take the assessment. The scores of these students will be aggregated with the scores of all other students who took the assessment in that reporting year and will be reported in the *Comprehensive Information Report* section of the *New York State Report Card*. Students who take the Grade 8 Intermediate-Level Social Studies Test when they are in Grade 7 (or, if ungraded, when Grade 7 age equivalent) are not required to retake the test when they advance to Grade 8.

Reporting Accelerated Elementary-Level Science and Social Studies Students and Grades 3–8 ELA and Mathematics Students

Accelerated students may *not* take the elementary-level science or social studies or grades 3–8 ELA or mathematics tests if they are not grade or age appropriate for the test. Students whose results on these assessments are reported when they are not grade or age appropriate will be considered to have no valid test score when participation rate accountability calculations are made.

Elementary/Middle-Level Assessment Valid/Invalid Score Reporting (Validity Rules)

The following rules apply to elementary/middle-level ELA, mathematics, science, and social studies assessments:

Present for Entire Test: Students who are present for all sessions/parts of a test during an administration period, including the make-up period, and who responded to at least one test item on the assessment will receive a valid score and be counted as tested when participation rates are calculated.

Absent: Students who are absent for any session (for ELA or mathematics) or any parts (written or performance parts for science or booklet 1 or 2 for social studies) or the entire test must be reported at the local level with a final score of "999" and a Standard Achieved Code of 99, whether or not there are any response records. These students will be considered to have "no valid test score" and will be counted as not tested in verification reports and for accountability calculations. If a student leaves the test administration in the middle of a session and is not able to make up that part of the test, school officials must decide whether to consider the student as absent (no valid test score) or to calculate a final test score and performance level by assigning 0 credits to the incomplete parts.

Refusal: Students who refuse to take the entire test must be reported at the local level with a final score of "999" and a Standard Achieved Code of 96, whether or not there are any response records. Assessment records for these students do not move to Level 2. These students will be considered to have "no valid test score" and will be counted as not tested in verification reports and for accountability calculations. Students who refused to take one or more but not all sessions or parts of the test will receive no credit for the session(s) or part(s) they refused to take, and a scale score and performance level will be calculated based on the questions answered.

Administrative Error: Students for whom errors were made in the administration of the test (the student was present but the test was not administered to the student and the school/district was required to administer it, prompts were given to the student, materials that would assist students in taking the test were in view of the students during the administration, etc.) are considered to have “no valid test score”. These students must be reported as “Administrative Error”; that is, with a standard met code of 97.

Medically Excused: Students who are “Medically Excused” (see definition under Participation Criterion in Chapter 1: Accountability in New York State) are considered to have “no valid test score” and must be reported with a standard met code of 93. These students are excluded from the numerator and the denominator of the participation and performance calculations.

Reporting Students Eligible for Both the NYSAA and the NYSESLAT

Report both NYSAA and NYSESLAT results for students who are required to take both assessments. If both tests are reported, the NYSAA score will count in the accountability performance calculation.

Reporting Suspended Students

Students of compulsory school age who are suspended from school for disciplinary reasons and are being provided instruction in the home by the district should have their enrollment continued in the SIRS. Do *not* end the enrollment record for the student when the student is suspended.

Reporting New York State Students in Foreign Exchange Programs

New York State students who participate in foreign exchange programs should have their enrollment continued in the SIRS. Do *not* end the enrollment record for these students when they leave the country to attend the foreign exchange program.

Reporting Grade 9 Students Whose Grade Is Changed to Grade 8 or Lower

If a student is initially reported as in Grade 9 but the grade is subsequently changed to Grade 8 or lower, all of the enrollment records for the student that indicated that the student was in Grade 9 must be revised to indicate the new grade identification. In addition, the Date of Entry into Grade 9 must be eliminated for the student.

Reporting High-School-Age LEP Students with Low Literacy Level on First Arrival in the United States

When a school first enrolls a high-school-age student who is non-English speaking, who is newly arrived in the United States, and whose level of literacy in his or her native language is low, school administrators may have difficulty determining the student's correct grade placement. Schools are allowed at least one year to determine the appropriate grade level of LEP students meeting these criteria. Upon enrollment, the school should assign the student to a grade level based on the administrator's best judgment. This temporary grade level should be reported in the first year of enrollment if the student has not yet been enrolled a full academic year. Before the end of the second year of enrollment, the school must evaluate the student and determine the appropriate grade level based on the student's scheduled course work for the next semester.

The school should determine the year of first entering grade 9 from the grade level assigned to the student before the end of the second year of enrollment. For example, if a student's instructional grade level before the end of the second year of enrollment is determined to be grade 10, the student will be considered to have first entered grade 9 in the previous school year. If a student's instructional grade level before the end of the second year of enrollment is determined to be grade 9, the student will be judged to have first entered grade 9 in the current school year. The initial, temporary grade level should not be used to determine the year of first entering grade 9. The year of first entering grade 9 may be changed if the grade placement reported the previous year was determined to be incorrect. If, in the second year, a student is assigned to a grade below 9 and is enrolled in a school serving students below grade 9, the students will be recorded as first entering grade 9 when they are next enrolled in grade 9. Schools may change a student's reported year of first entering grade 9 only once.

Reporting Students with Test Accommodations

Test accommodations for all students who are provided with such accommodations during the administration of an assessment must be reported in SIRS. The School Administrator's Manual for secondary-level tests and the administrator's manuals for specific test titles for elementary/middle-level tests contain lists of accommodations available to students. See http://www.emsc.nysed.gov/osa/sam/ for copies of these manuals. Chapter 6 of the SIRS Manual contains codes for reporting these accommodations.

Reporting Career and Technical Education Program Data

Career and technical education (CTE) programs are those focused on career or occupational training. Located in high schools and BOCES, CTE programs provide academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education. CTE programs are comprised of at least three CTE courses or units of study that together form a cohesive concentration.

Cohesive concentrations are groups of courses or units of study that when combined make up a program. These courses or units of study may be from one of the six CTE content areas or from a combination of these content areas. As CTE programs at local high schools often cross content areas and may not be predefined or linear in nature, and CTE students at local high schools build meaningful cohesive concentrations based on individual interests, the selection of a specific program service code (see the CIP codes in Appendix 10) may prove more difficult than the selection of such a code for CTE programs at BOCES and Technical or CTE high schools. In this case, the local high school can use one of the following more broad-based program service codes: Agriculture (010599); Business and Marketing (529999); Family and Consumer Sciences (199999); Health Occupations (519999); Technology Education (151599); or Trade and Technical (489999). These reflect the six major CTE content areas. If a student is in programs from two of these content areas, the code to be reported should be the one in which the majority of the student's time is spent.

When a local agency is unable to determine the appropriate code, they should contact their RIC. The RIC can contact the NYSED CTE Team at (518) 486-1547 or emsccte@mail.nysed.gov for assistance.

All CTE programs are categorized for reporting purposes as General CTE and Title II CTE. These are defined as:

General Career and Technical Education Program: A General CTE program *(*note that the term "General CTE" has replaced the term "conventional CTE") is comprised of organized educational activities completed at the secondary level at a local high school or a BOCES or both. These activities include:

A) a minimum of three connected courses at a local high school or a BOCES or both that:

- incorporate the Career Development and Occupational Studies (CDOS) Learning Standards;

- include the content of the one unit state-developed Career and Financial Management course;

- provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and

- provide technical skill proficiency, an industry-recognized credential, or a certificate;

AND

B) competency-based applied learning that contributes to a student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Title II Program: A Title II program involves two years of secondary instruction followed by two years of specifically linked postsecondary instruction. The Title II programs in New York State are funded through Title II of Perkins IV on a competitive basis and are also known as 2+2 programs, Tech Prep, or "Career Pathways." These programs, which contain all of the components of General CTE programs, can be distinguished from General CTE programs by two features:

1) These programs must contain an articulation agreement that is jointly established by secondary and postsecondary institutions. The agreements are usually brokered by "Title II Centers" established under Perkins IV and provide benefits to the student, such as college credit or waiver of certain college course requirements.

2) A Title II program requires students to sign a declaration evidencing their intent to follow a graduation plan that includes two years of postsecondary instruction and that results in completion of a two-year associate degree, certificate, or apprenticeship in a field related to their program of study.

The best way to determine if a student should be reported under Title II is to verify that he or she has signed a declaration (see above) with a Title II funded program. Regional contacts can confirm if a student is in a Title II program. For more information, see the Title II webpage at: http://www.emsc.nysed.gov/cte/perkins4/title2/title2contacts.html. If the regional contact or local high school district can verify that a declaration has been signed and the other criteria are met, then the student should be coded as a Title II student. If not, then he or she should be coded General CTE.

Reporting Students Who Qualify for Free or Reduced-Price Lunch

Students who have an approved lunch application or other documentation acceptable to the federal lunch program should be reported for free or reduced-price lunch (FRPL) purposes. Students may qualify for FRPL reporting as follows:

Students may be reported as qualifying for a FREE lunch if they:

1) have a National School Lunch Program (NSLP) application approved for free lunch;

2) are named on a direct certification letter from the NYS Office of Temporary and Disability Assistance (OTDA) as being eligible either for the Supplemental Nutrition Assistance Program (SNAP, the former Food Stamps Program) or for Temporary Assistance for Needy Families (TANF) benefits. Direct certification letters from the NYS Office of Temporary and Disability Assistance concerning eligibility for SNAP or TANF benefits are generally mailed in August;

3) are named on a direct certification letter from the local Department of Social Services (DSS) indicating that they qualify for either SNAP or TANF benefits. DSS will send letters if a student is approved for SNAP or TANF benefits after direct certification letters have been sent in August by the NYS Office of Temporary and Disability Assistance;

4) are named on a direct certification letter from the New York State Education Department (NYSED) indicating that they qualify for either SNAP or TANF benefits;

5) are documented as homeless;

6) are documented as in a program for the Runaway and Homeless Youth act; or

7) are documented to be in a federal Headstart program.

Students may be reported as qualifying for a REDUCED-PRICE lunch if they have a completed National School Lunch Program (NSLP) application and have a reported family income of 131 to 185 percent, inclusive, of the federal poverty level.

Direct Certification letters are good through the end of September; new letters are required each October 1st to be acceptable for the current school year. Note that direct certification applies only to free lunch.

Reporting Students Who Attend "Online" Schools

Online schools are schools that offer courses, credits, and diplomas via the Internet. As New York State does not recognize online schools, students who leave a New York State district or school to attend an online school should be exited using a dropout enrollment code.

Chapter 6: Data Reporting in the SIRS

Local Educational Agencies (LEAs) are responsible for submitting a complete set of data elements to the SIRS in a predetermined format. The data elements fall into five general categories:

1. Student Demographic
2. Enrollment
3. Programs
4. Assessment
5. Special Education

Student demographic data must be entered first, followed by enrollment data. Programs, assessment, and special education data can then be entered. Some data elements are required for all students; others are only required for certain students or specific circumstances.

Data Elements Reported by LEAs

	Data Element	eScholar Template	Field Number	Data Set
1	Assessment Accommodation Code(s)	2000	34	E, F
2	Assessment Date of Administration	2000, 2190	5, 5	E, F
3	Assessment Item Response Description	2190	7	F
4	Assessment Item Response Value Multiple Choice	2190	8	F
5	Assessment Item Response Value Points Earned	2190	9	F
6	Assessment Language Code	2000	16	E, F
7	Assessment Measure Standard Description	2000, 2190	4, 4	E, F
8	Assessment Score	2000	9	E
9	Assessment Standard Met Code	2000	17	E, F
10	Backmapping BEDS Code	3090	27	B
11	Building of Enrollment Code	3090, 420	2, 2	A, C
12	Country of Origin	3090	40	B
13	Credential Type Description	3090	24	B
14	CTE/Tech Prep Program Intensity	560	9	D
15	CTE/Tech Prep Program Type	560	18	D
16	Date of Birth	3090	10	A, B
17	Date of Entry into United States	3090	38	B
18	District of Responsibility Code	3090, 420, 560, 2000, 2190, 590, 550	1, 1, 1, 1, 1, 1, 1	A, B, C, D, E, F, G1, G2
19	Enrollment Entry Date	420	6	C
20	Enrollment Exit Date	420	6	C
21	Event Date	550	6	G2
22	Event Outcome Code	550	12	G2
23	Event Type Code	550	5	G2
24	First Date of Entry into Grade 9	3090	26	A, B

	Data Element	eScholar Template	Field Number	Data Set
25	Gender Description	3090	11	A, B
26	Grade Level	3090, 420	8, 9	A, C
27	Hispanic/Latino Ethnicity Indicator	3090	42	A, B
28	Home Language Description	3090	13	A, B
29	Homeless Indicator	3090	47	B
30	Homeless Primary Nighttime Residence	3090	51	B
31	Immigrant Indicator	3090	49	B
32	Immunization Date for First Polio Vaccination	3090	28	A
33	Initial Event Date	550	32	G2
34	Initial Event Type Code	550	31	G2
35	Least Restrictive Environment Code	590	44	G1
36	Migrant Indicator	3090	48	B
37	Neglected or Delinquent Indicator	3090	50	B
38	Number of Days	550	33	G2
39	Phone at Primary Residence	3090	34	A
40	Postgraduate Plan Description	3090	18	B
41	Primary Ethnic Code	3090	12	A, B
42	Primary Placement Type	590	32	G1
43	Primary Service Code	590	31	G1
44	Primary Service Provider	590	46	G1
45	Program Service Code	560	5	D
46	Program Service Entry Date	560	6	D
47	Program Service Exit Date	560	7	D
48	Program Service Provider BEDS Code	560	8	D
49	Race 2 Code	3090	43	A, B
50	Race 3 Code	3090	44	A, B
51	Race 4 Code	3090	45	A, B
52	Race 5 Code	3090	46	A, B
53	Reason Code	550	20	G2
54	Reason for Beginning Enrollment Code	420	7	C
55	Reason for Ending Enrollment Code	420	7	C
56	Reason for Ending Program Service Code	560	13	D
57	School District Student ID	3090, 420, 560, 2000, 2190, 590, 550	4, 4, 4, 6, 6, 5, 4	A
58	School Year	3090, 420, 560, 590, 550	3, 3, 3, 3, 3	A, B, C, D
59	School-Age Indicator	590	47	G1
60	Scoring Model Key	2000	45	E
61	Snapshot Date	590	35	G1
62	Student's Address City	3090	31	A
63	Student's Address Line 1	3090	29	A
64	Student's Address Line 2	3090	30	A

	Data Element	eScholar Template	Field Number	Data Set
65	Student's Address State Code	3090	32	A
66	Student's Address Zip Code	3090	33	A
67	Student's First Name	3090	6	A
68	Student's Guardian One Name	3090	35	A
69	Student's Guardian Two Name	3090	36	A
70	Student's Last Name	3090	5	A
71	Student's Middle Initial	3090	7	A
72	Student's Place of Birth	3090	37	A
73	Survey Completion Indicator	2000	46	E
74	Test Group	2000, 2190	2, 2	E
75	Version	2000, 2190	3, 3	E
76	Years Enrolled in a Bilingual or ESL Program	3090	17	B
77	Years in United States Schools	3090	39	B

Data Sets

Data elements with the same "code" when combined serve a particular purpose. For instance, all data elements with an "A" code are used to create a unique student identifier. The table below explains the use or purpose of each data set.

Code	Data Set
A	***Student Identification (NYSSIS):*** This set of data elements contains biographic and demographic information that is used to establish the unique student identifier under NYSSIS. One set of these data elements is needed for each student to obtain a unique student identifier from NYSSIS.
B	***Student Demographic Data:*** This set contains data elements that pertain to every student and information that, once established, is not expected to change over time (e.g., name, date of birth, race, gender, date of first entry into 9th grade). A Student Demographic Data Set must be submitted annually prior to submitting the student's enrollment, assessment, program service, or special education data. If different education institutions are responsible for reporting academic records and special education records, each institution must provide Student Demographic Data for the student. One set of these data elements is needed for each student reported for that academic year.
C	***Student Enrollment Data:*** This set identifies the responsible LEA and the school responsible for providing education services for each student; that is, the school the student attends for the majority of the day. These records identify the beginning and ending dates of enrollment and the student's grade level. The LEA may be a public school district, a charter school, a child-care institution with an affiliated school that provides educational services pursuant to Article 81, a State agency that operates an educational program, the New York State School for the Blind, the New York State School for the Deaf, or a nonpublic school. In the case of charter schools and nonpublic schools, the responsible LEA and school are the same. If the student changes grades in the same building during the same school year, provide a second enrollment record. Provide a new enrollment record each time a student changes buildings. Each student should have as many enrollment records as necessary. This data set is also used to indicate the LEA that has CSE responsibility for a student. If a district has CSE or CPSE responsibility for a student for whom it does not provide all educational services, it must submit this data set with appropriate enrollment codes for this student before it submits the student's special education records. At least one enrollment record for each student for each year is needed.
D	***Program Service Data:*** This set contains information about the student that is durational in nature and has a discrete beginning and ending date. For each student, include as many program service records as necessary to provide all required information for the student. Information such as poverty status must be updated annually. Program Service records identify the program services that apply to a student. If a program service does not apply to a student, no program service record should be reported. For example, there are no program service records to identify students as English proficient or not economically disadvantaged. Students are assumed to be in these categories, unless a program service record identifies them as LEP or economically disadvantaged. If an education institution is only responsible for reporting special education records for a student, it must provide program service records, if appropriate, indicating that the student is LEP and/or economically disadvantaged. **Program service data for LEP Eligibility and LEP Programs, Type of Disability, and Poverty must be submitted with the special education snapshot information.** (See G1 below.) All other program service data must be submitted by June 30 of each school year.

Code	Data Set
E	***Student Assessment Data:*** This set contains data elements that pertain to assessments and the scores on those assessments. Each student must have one record for every State assessment taken, including assessments that were repeated. For assessments with State-required scannable answer documents (NYSTP ELA, math, science, and social studies; NYSAA; and public school NYSESLAT), the scan center will provide the required item data to the SIRS. The scale score and performance level will be calculated and added to the Level 2 Repository. Districts must provide assessment scores for the Regents examinations, the RCTs, and approved alternative assessments taken to fulfill graduation requirements. One record for each assessment for each student must be provided.
F	***Student Assessment Item Data:*** This set contains data elements that pertain to item data for selected assessments and the scores on those assessments. Each student must have one record for every assessment item taken, including items to which the student did not respond. The scanning center will provide the required item data for the NYSTP assessments in ELA and math, NYSAA, and public school NYSESLAT. Item data are not required for the remaining assessments. One record for each student for every assessment item must be provided.
G	***Special Education Data Set:*** Data in this set are divided into two groups: G1) October 7, 2009 snapshot data that must be certified on January 13, 2010 and G2) data elements that must be provided at the end of the 2009–10 school year, some that must be certified on August 4, 2010 and the rest that must be certified on November 3, 2010. See the schedule of the school year(s) for which school districts must submit or re-submit data on State Performance Plan Indicators 7, 11, and 12, which are available at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .
G1	***Special Education Data Set – Snapshot:*** Data as of October 7, 2009. This data set provides information on students with disabilities who are receiving special education services according to State standards and the least restrictive environment setting in which they are enrolled on October 7, 2009. (The only students who may have Special Education Snapshot data elements in the SIRS but who do not receive special education services as of October 7 are the parentally placed students with disabilities in nonpublic schools.) This data set also identifies students with disabilities as either day or residential placements and as court/State agency or school district placements. These data are reported by all districts (including Special Act school districts), child-care institutions with affiliated schools, the NYS School for the Blind, or the NYS School for the Deaf, and State agencies that operate educational programs for all students for whom they have CPSE or CSE responsibility.
G2	***Special Education Data Set – Full School Year:*** Data for the full school year. *To be certified on August 4, 2010:* Data sets B, C and D. These sets will be used to collect exiting data on students with disabilities, which includes reasons for ending enrollment, type of credential, and post-graduate plans of students with disabilities who are enrolled during the 2009–10 school year and ended their enrollment sometime during the same school year. Declassification data will be taken from the reason for ending disability program service records. These data must be submitted by the school districts (including Special Act school districts), child-care institutions with affiliated schools, the NYS School for the Blind, the NYS School for the Deaf, State agencies that operate educational programs for all students for whom they have CPSE or CSE responsibility, and charter schools. These sets are also used to collect data on students receiving Coordinated Early Intervening

Code	Data Set
	Services (CEIS). See memorandum regarding CEIS at http://www.vesid.nysed.gov/specialed/publications/policy/ceis908.htm. School districts must report each student with a Program Service Code 5753 if the student receives CEIS services funded with Part B of the Individuals with Disabilities Education Act (IDEA) or is the intended beneficiary of expenditures of IDEA funds for CEIS. CEIS are provided to students without disabilities; therefore, the beginning and ending dates of CEIS services must not overlap with the beginning and ending dates of disability program service records. *To be certified on November 3, 2010:* • End of the Year Special Education Snapshot: This data set includes records for all students who received preschool special education services anytime during the 2009–10 school year. The required data elements are the Primary Service Code, Primary Service Provider, and the Snapshot Date (July 1, 2009). These data elements must be submitted by all districts that have CPSE responsibility by using the Special Education Snapshot template. • Special Education Services to Parentally Placed Students in Nonpublic Schools Located in the School District: This data set requires records for all parentally placed students in nonpublic elementary, middle, and secondary schools who are referred to the CSE for an initial evaluation for determination of eligibility for special education services between July 1, 2009 and June 30, 2010. These data must be submitted by all districts that have CSE responsibility by using the Special Education Events template. The required data elements include date of referral to the CSE, date written parent consent to evaluate the student was received, the date of the CSE meeting to discuss evaluation results, the outcome of the CSE meeting, and the date the IEP or IESP or SP was implemented. • Preschool outcomes: School districts that are responsible for reporting data on State Performance Plan (SPP) Indicator 7 for the 2009–10 school year must report the rating the child receives on the Child Outcomes Summary Form (COSF) upon entry into preschool special education and at exit from preschool special education. School districts must report data on all preschool students with disabilities who were evaluated on or after March 1, 2006 and who left preschool special education between July 1, 2009 and June 30, 2010 after receiving special education services for at least 6 months. (Preschool children "leave" preschool special education by being declassified, being voluntarily withdrawn from preschool, or aging out of preschool.) The Assessment Fact template is used to submit these data. The COSF is defined as a Test Group. An Assessment Score (rating) is reported for each child in three early childhood outcome areas upon entry and at exit from preschool special education. Also, a "yes" or "no" response is submitted to the question "Did the child learn at least one new skill since entering preschool special education?" • Timely Evaluation of Preschool and School-Age Students for Special Education Eligibility: This data set is submitted by only those school districts that are assigned to submit or re-submit data on SPP Indicator 11 for the 2009–10 school year. The Special Education Events template is used to report these data. Report information on all preschool and school-age students for whom parent consent to evaluate was received between July 1, 2009 and June 30, 2010. This includes all preschool students who were referred to the CPSE for an initial evaluation, including children referred from the Early Intervention Program and all school-age students referred to the CSE for an initial evaluation, including parentally placed students in nonpublic schools. (See definition of "initial evaluation for special education services" in the glossary.) Report the status of the information requested as of August 31, 2010. Specific dates are required, such as the date of receipt of written referral to the CPSE or CSE, date of receipt of written parental consent to evaluate, date of CPSE or CSE meeting at which evaluation results are discussed, and the number of school days (for preschool students) and the number of calendar days (for school-age students) from the date of receipt of written parental consent to evaluate (day 1) and the date of the

Code	Data Set
	CPSE or CSE meeting at which evaluation results are discussed. This data set also includes whether the student is found eligible for special education and requires a reason for not completing the evaluations within the State established timelines. • Timely Transition of Children from Early Intervention (EI) to Preschool Special Education: This data set is submitted by only those school districts that are assigned to submit or re-submit data on SPP Indicator 12 for the 2009–10 school year. The Special Education Events template is used to report these data. Report information on students who were participating in EI programs and who were referred to the CPSE between July 1, 2009 and June 30, 2010. Report the status of the information requested as of August 31, 2010. Specific dates are required, such as the date of receipt of written referral, date of receipt of written parental consent to evaluate, date of meeting at which eligibility determination is made, date of full implementation of IEP, and the number of calendar days past the child's 3rd birthday when the IEP was fully implemented. This data set also includes an indication of whether the child is found eligible for preschool special education and requires a reason for not determining eligibility of children by their third birthday or, for children found eligible for preschool special education, a reason for not implementing the child's IEP by the third birthday. • Evaluation of parentally-placed students in nonpublic elementary and secondary schools located in the school district and implementation of IEP, IESP, and SP of students found eligible for special education services. All school districts are required to report these data using the Special Education Events template. Report on all parentally placed students enrolled in elementary and secondary nonpublic schools located in the school district who were referred to the CSE for an initial evaluation for determination of eligibility for special education services between July 1, 2009 and June 30, 2010. Report the status of the information requested as of August 31, 2010. Specific dates, such as date of receipt of written referral, date of receipt of written parental consent to evaluate, date of meeting at which eligibility determination is made, and date of full implementation of IEP, IESP, or SP, are required.

eScholar Fact Table Templates

The format in which the data elements must be reported by the LEAs is provided in templates for what are referred to as "Fact Tables." The templates define the specific order, structure, and technical requirements necessary to format data from source systems and load the data into the SIRS. These templates are designed by eScholar and use eScholar software. The templates were not designed specifically for use by New York State. As such, some data fields in the templates may not be used in the SIRS.

The Student Lite table must be populated first, followed by the School Enrollment table. The Assessment Fact table must be populated before the Assessment Response table.

eScholar Fact Table Templates
Template 3090 — Student Lite
Template 420 — School Enrollment
Template 560 — Programs Fact
Template 2000 — Assessment Fact
Template 2190 — Assessment Response
Template 590 — Special Education Snapshot
Template 550 — Special Education Events

eScholar Fact Table Template Design

For each data element that must be included in the fact tables, the eScholar templates provide a start position, end position, maximum length of characters in the field, the eScholar (and NYSED, if applicable) name of the data element, the use or purpose of the element, instructions or rules related to the element, the format of the element (e.g., alphanumeric, date, etc.), and the codes (if applicable) that should be used or sources of the codes, if the code list is extensive. For more information, further instructions, and more detailed rules on the data elements, see Chapter 7: Data Element Definitions. Data elements in Chapter 7 are listed alphabetically by the name as used by the NYSED, as indicated in the Field Name field in the templates below. Code lists that are too extensive to include in the templates are provided in appendices to this document. The appropriate appendix is indicated in the Recommended Codes or Reference to Data Source field in the templates below.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
Sequential number of the field	Starting character position in the field	Ending character position in the field	Maximum length of characters that can be used in the field	All capitalized **FIELD NAME** is the name of the data element as it appears in the eScholar template. The all capitalized italicized name in parenthesis—***(DATA ELEMENT NAME)***—is the name of the data element as used by NYSED if different from the eScholar template name and as listed in the required data elements table in this chapter. Data elements with an asterisk (*) are required for all students. Data elements with a (+) are only required for students as indicated in the Instructions or Rules column.	This field indicates who or for what purpose the data will be used. For example, some data may be used to establish a unique student ID (NYSSIS); others may be used for local, not State, reporting purposes only. Data fields whose purpose is local use only do not need to be populated.	This field provides guidelines for populating the field.	This field indicates whether the data element must be in alphanumeric, numeric, date, etc. format.	This field provides specific codes to use or directions on how to locate codes or other information necessary to enter the correct data element.

Template 3090 — Student_Lite (Student Demographics)

Demographic data elements describe the individual student and are used in the NYSSIS system. The majority of demographic data are collected in the Student_Lite template, but additional demographic data are also collected in the Enrollment_Fact and Programs_Fact templates.

For any given student within a given school district there will be one row stored in SIRS per school year. That row can be updated throughout the school year to reflect any changes in the attributes of the student. For example, the Student_Lite record for a student who graduates will be updated to show the type of diploma received.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYSSIS	Building code used by the Data Warehouse, uniquely identifying the building in which a student is enrolled, typically assigned by the local student management system.	alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html .
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYSSIS and NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYSSIS and NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	37	61	25	*LAST NAME SHORT *(**STUDENT'S LAST NAME**)*	NYSSIS and NYS Reporting	Student's last name, including any hyphenated portion.	alphanumeric	
6	62	76	15	*FIRST NAME SHORT *(**STUDENT'S FIRST NAME**)*	NYSSIS and NYS Reporting	Student's first name.	alphanumeric	
7	77	77	1	MIDDLE INITIAL *(**STUDENT'S MIDDLE INITIAL**)*	NYSSIS and NYS Reporting	Student's middle initial.	alphanumeric	
8	78	79	2	*CURRENT GRADE LEVEL *(**GRADE LEVEL**)*	NYSSIS	Grade level of the student for the reported school year. Populate with Grade Level Code.	alphanumeric	See Appendix 2: Grade Level Codes and Descriptions for suggested Grade Level Codes.
9	80	85	6	HOME ROOM	Local use only	Homeroom as determined by each building. Used locally for data disaggregation purposes.	alphanumeric	
10	86	95	10	*BIRTH DATE *(**DATE OF BIRTH**)*	NYSSIS and NYS Reporting	Date of birth on the student's birth certificate or, if a certificate does not exist, an official source as directed by district policy. The birth date cannot be greater than the current date.	date yyyy-mm-dd	
11	96	101	6	*GENDER CODE *(**GENDER DESCRIPTION**)*	NYSSIS and NYS Reporting	Gender identified by the parent/guardian. Populate with description, not code. Codes are suggestions only.	alphanumeric	M = Male F = Female
12	102	103	2	*ETHNIC CODE SHORT *(**PRIMARY ETHNIC CODE**)*	NYSSIS and NYS Reporting	Ethnicity of the student as identified by the parent/guardian. Populate with descriptions, not codes. Codes are suggestions only. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group, populate field 12 with the primary racial/ethnic group the parent/guardian indicates the student belongs to. If the parent/guardian cannot identify a single primary racial/ethnic group for the student, populate field 12 with "Multiracial" and fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American H = Hispanic or Latino M = Multiracial P = Native Hawaiian/Other Pacific Islander W = White

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
13	104	119	16	HOME LANGUAGE CODE ***(HOME LANGUAGE DESCRIPTION)***	NYSSIS and NYS Reporting	Language routinely spoken in the student's home. Populate with descriptions, not codes. Codes are suggestions only. If left blank, language will default to English.	alphanumeric	See Appendix 3: Language Codes and Descriptions.
14	120	149	30	CHALLENGE TYPE		*Leave blank.*		
15	150	164	15	LEVEL OF INTEGRATION		*Leave blank.*		
16	165	167	3	LEP PARTICIPATION		*Leave blank.*		
17	168	169	2	+DURATION OF LEP (***YEARS ENROLLED IN A BILINGUAL OR ESL PROGRAM***)	NYS Reporting	Required for LEP student's history. The cumulative number of years a student has received LEP services. Must be between 0 and 25 years. Vendor must allow a 2-character length. If the student has a program service code of 0231, this field **must** be populated. Report 1 for students with up to one year of bilingual or ESL instruction; 2 for students with up to 2 years; etc. Zero should only be used if the student has never received services. For more information, see Chapter 7: Data Element Definitions.	numeric nn	
18	170	199	30	+POST GRADUATE ACTIVITY ***(POSTGRADUATE PLAN DESCRIPTION)***	NYS Reporting	**Required for graduated students, high school completers, and students with disabilities who reach maximum age for educational services only.** Student's planned postgraduate activity. Populate with descriptions, not codes.	alphanumeric	See Appendix 4: Postgraduate Plan Codes and Descriptions.
19	200	200	1	STUDENT STATUS	Local use only	Student is either active or inactive.	alphanumeric	A = Active I = Inactive
20	201	210	10	+LAST STATUS DATE	Local use only	For Active students, the date of data extraction or the last day of the school year. For Inactive students, it is the date they were inactivated.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
21	211	211	1	POVERTY CODE		*Leave blank*		
22	212	212	1	POPULATION CODE		*Leave blank*		
23	213	213	1	MOBILITY CODE		*Leave blank*		
24	214	216	3	+DIPLOMA TYPE CODE ***(CREDENTIAL TYPE DESCRIPTION)***	NYS Reporting	**Required for graduated students and high school completers only.** Credential earned by the student. For details, see the Office of State Assessment Web site at www.emsc.nysed.gov/osa . Populate with descriptions, not codes. Codes are suggestions only.	alphanumeric	See Appendix 5: Credential Type Codes and Descriptions.
25	217	217	1	PROGRAM SERVICES CODE		*Leave blank*		
26	218	227	10	+GRADE 09 ENTRY DATE ***(FIRST DATE OF ENTRY INTO GRADE 9)***	NYSSIS and NYS Reporting	Date student first entered grade 9, anywhere. Do not enter this data before the student actually enrolls in grade 9. Cannot be future date and must be after student's date of birth.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
27	228	247	20	+SERVICE PROVIDER (***BACKMAPPING BEDS CODE***)	NYS Reporting	Populate with the 12-digit BEDS code of the feeder school (contains no grade 3 or above) only if both of the following are true: **1.** the student was in grade 3 in 2009–10 and was in a different school in the same district (i.e., a feeder school) during grade 2 (2008–09) or during grade 1 (2007–08) *and* **2.** the student was continuously enrolled in the highest grade served by the feeder school. (A grade 3 student that had been enrolled in a K–1 feeder school during grade 1 — the highest grade served by this feeder school — is considered to be continuously enrolled if the student was enrolled from BEDS day until the end of that school year). See Appendix 22: Glossary of Terms for definitions of feeder school and backmapping.	alphanumeric nnnnnnnnnnnn	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
28	248	257	10	INOCULATION DATE (***IMMUNIZATION DATE FOR FIRST POLIO VACCINATION***)	NYSSIS	Date of first poliomyelitis immunization, regardless of whether it was provided via OPV or IPV. If day is unknown, use 1st day of month. If month is unknown, use January 1 of the year of immunization. Cannot populate with future date. Date must be after the student's date of birth.	date yyyy-mm-dd	
29	258	287	30	ADDRESS 1 (***STUDENT'S ADDRESS LINE 1***)	NYSSIS	First line of the address of the student's principal residence. Provide the number, street, and apartment number. Do not include P.O. Box.	alphanumeric	
30	288	317	30	ADDRESS 2 (***STUDENT'S ADDRESS LINE 2***)	NYSSIS	Second line of the address of the student's principal residence, if applicable, after using the first line. Do not include P.O. Box.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
31	318	342	25	CITY (***STUDENT'S ADDRESS CITY***)	NYSSIS	City of the student's principal residence.	alphanumeric	
32	343	344	2	STATE (***STUDENT'S ADDRESS STATE CODE***)	NYSSIS	2-character U.S.P.S. state code for the student's principal residence.	alphanumeric	U.S. Postal Service state codes: http://www.usps.com/ncsc/lookups/usps_abbreviations.html
33	345	354	10	ZIP CODE (***STUDENT'S ADDRESS ZIP CODE***)	NYSSIS	5-character U.S.P.S. zip code or 9-character U.S.P.S. zip code with a dash after the first 5.	alphanumeric nnnnn or nnnnn-nnnn	U.S. Postal Service zip codes: http://zip4.usps.com/zip4/welcome.jsp
34	355	368	14	HOME PHONE (***PHONE AT PRIMARY RESIDENCE***)	NYSSIS	Area code and phone number at the student's principal residence. If there is no phone at the principal residence, record the number most frequently used to contact the student's primary guardian. For unlisted numbers, use the area code and zeros.	alphanumeric nnn-nnn-nnnn	
35	369	408	40	PRIMARY GUARDIAN NAME (***STUDENT'S GUARDIAN ONE NAME***)	NYSSIS	Name of the parent or legal guardian who enrolled the student. Format: Firstname Lastname	alphanumeric	
36	409	448	40	ALTERNATE GUARDIAN NAME (***STUDENT'S GUARDIAN TWO NAME***)	NYSSIS	Name of the second parent or legal guardian who enrolled the student. Format: Firstname Lastname	alphanumeric	
37	449	498	50	PLACE OF BIRTH (***STUDENT'S PLACE OF BIRTH***)	NYSSIS	Format: City State/Province/Region Country	alphanumeric	
38	499	508	10	+INITIAL US ENTRY DATE (***DATE OF ENTRY INTO UNITED STATES***)	NYS Reporting	**Required** for immigrants only. Date when the student entered the United States for the first time. Cannot be a future date, must be after the student's date of birth, and cannot be less than the reported school year minus 25 years. If field 49 = Y, fields 38 through 40 are required.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
39	509	512	4	+YEARS IN US SCHOOLS (***YEARS IN UNITED STATES SCHOOLS***)	NYS Reporting	**Required** for immigrants only. Number of consecutive years the student has been in school anywhere in the United States. Must be between 0 and 25 years. The number must indicate whether the student is in the 1st, 2nd, 3rd, etc., year of enrollment in United States schools. For example, if the student is in the first year of enrollment in United States schools (has been enrolled in United States schools for one year or less), enter 1. If the student is in the third year of enrollment in United States schools (has been enrolled in United States schools for more than two years but not more than three), enter 3. If field 49 = Y, fields 38 through 40 are required. For more information, see "Years in United States Schools" in Chapter 7: Data Element Definitions.	alphanumeric nn	
40	513	516	4	+COUNTRY OF ORIGIN CODE (***COUNTRY OF ORIGIN***)	NYS Reporting	**Required** for immigrants; **optional** for non-immigrants. Country from which the student emigrated. Populate with the description, not the code. If field 49 = Y, fields 38 through 40 are required.	alphanumeric	See Appendix 6: Country of Origin Codes and Descriptions.
41	517	524	8	DISTRICT CODE OF RESIDENCE	Local use only		alphanumeric	
42	525	527	3	HISPANIC ETHNICITY INDICATOR (***HISPANIC/LATINO ETHNICITY INDICATOR***)	NYSSIS and NYS Reporting	**Optional** for 2009–10. Indicates whether the student is Hispanic/Latino. Populate with Yes or No.	alphanumeric	Y = Yes = the student is Hispanic/Latino N = No = the student is not Hispanic/Latino

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
43	528	531	4	RACE 2 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 43 cannot be populated unless field 12 is populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
44	532	535	4	RACE 3 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 44 cannot be populated unless fields 12 and 43 are populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
45	536	539	4	RACE 4 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 45 cannot be populated unless fields 12, 43, and 44 are populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
46	540	543	4	RACE 5 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 46 cannot be populated unless fields 12, 43, 44, and 45 are populated. Do not populate field 46 unless you populate fields 12, 43, 44, and 45 as well. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
47	544	546	3	*HOMELESS ***(HOMELESS INDICATOR)***	NYS Reporting	Indicates if the student is homeless. If left blank, defaults to N (Never Homeless in Current School Year). Populate with code.	alphanumeric	Y = Homeless at Some Point N = Never Homeless
48	547	554	8	*MIGRANT STATUS ***(MIGRANT INDICATOR)***	NYS Reporting	Indicates if the student is migrant. If left blank, defaults to N (Never a Migrant in Current School Year). Populate with code.	alphanumeric	Y = Yes N = No
49	555	557	3	*IMMIGRANT INDICATOR	NYS Reporting	Indicates if the student is an immigrant. If Y, fields 38 through 40 are ***REQUIRED***. If N, fields 38 through 40 can be blank. If left blank, defaults to N (Non-Immigrant). Populate with code.	alphanumeric	Y = Immigrant N = Non-Immigrant
50	558	560	3	*NEGLECTED OR DELINQUENT ***(NEGLECTED OR DELINQUENT INDICATOR)***	NYS Reporting	Indicates if the student is neglected or delinquent. If left blank, defaults to N (Never Neglected or Delinquent). Populate with code.	alphanumeric	Y = Neglected or Delinquent at Some Point N = Never Neglected or Delinquent
51	561	563	3	+HOMELESS PRIMARY NIGHTTIME RESIDENCE	NYS Reporting	**Populate only if field 47 (*Homeless)* = Y.** Indicates the nighttime residence of a student identified as homeless. Populate with code.	alphanumeric	S = Shelters T = Transitional Housing A = Awaiting Foster Care D = Doubled-up (with another family) U = Unsheltered (car, parks, campgrounds, temporary trailer, or abandoned buildings) H = Hotels/motels

Template 3090 — Student_Lite (Student Demographics) Sample Data

District Code	Location Code	School Year Date	Student ID	Last Name Short	First Name Short	Middle Initial	Current Grade Level	Home Room	Birth Date	Gender Code	Ethnic Code Short	Home Language Code	Challenge Type	Level Of Integration
NY123456	0001	2010-06-30	900000001	SMITH	JOHN	M	12	222	1991-09-03	M	A	SPA		

LEP Participation	Duration of LEP	Post Graduate Activity	Student Status	Last Status Date	Poverty Code	Population Code	Mobility Code	Diploma Type Code	Program Services Code	Grade 09 Entry Date	Service Provider	Inoculation Date
	2	1	A	2009-12-01				762		2005-09-07	990001010001	1993-07-01

Address 1	Address 2	City	State	Zip Code	Home Phone	Primary Guardian Name	Alternate Guardian Name	Place Of Birth
123 ADAM STREET		SMITHTOWN	NY	12345	518-123-4567	KAREN SMITH	ROBERT SMITH	TORONTO ONTARIO CAN

Initial US Entry Date	Years in US Schools	Country of Origin Code	District Code of Residence	Hispanic Ethnicity Indicator	Race 2	Race 3	Race 4	Race 5	Homeless	Migrant Status	Immigrant Indicator	Neglected or Delinquent	Homeless Primary Nighttime Residence
1991-12-01	12	CA	NY123456	Y					N	N	Y	N	

Template 420 — School_Enroll (Enrollment)

School enrollment data elements define reportable enrollment actions (entries and exits). For any given student there will be at least one—and probably more—school enrollment records per school year. All reportable students require a school entry enrollment record for each year. Additional records are required when a student changes grade level and/or building during the same school year. Data is used for district and school accountability and cohort membership. Calculations using these data will be able to provide dropout and graduation rates, school enrollment counts, special education snapshot data, and assessment participation rates.

There are two types of school enrollment transactions: entry and exit. Entry transactions record the date a student enters a building or grade level and the school building of enrollment. Exit transactions record the date and reason a student leaves a school building or grade level. A student cannot be enrolled in more than one building at a time for purposes of reporting data to the NYSED.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYS Reporting and NYSSIS	Building code used by the Data Warehouse, uniquely identifying the building in which a student is enrolled, typically assigned by the local student management system.	alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html .
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYSSIS and NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYSSIS and NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	46	10	*ACTIVITY DATE	Local use only	Must match the enrollment date.	date yyyy-mm-dd	
6	47	56	10	*ENROLLMENT DATE ***(ENROLLMENT ENTRY DATE and ENROLLMENT EXIT DATE)***	NYS Reporting	For Enrollment Entry Date, the date a student enrolls in a building or grade level. For Enrollment Exit Date, the last date of enrollment.	date yyyy-mm-dd	
7	57	62	6	*ENROLLMENT CODE ***(REASON FOR BEGINNING ENROLLMENT CODE and REASON FOR ENDING ENROLLMENT CODE)***	NYS Reporting	Code used on each enrollment record that indicates the reason the student's enrollment began or ended. Populate with codes.	alphanumeric	See Appendix 7: Reason for Beginning Enrollment Codes and Appendix 8: Reason for Ending Enrollment Codes.
8	63	102	40	ENROLLMENT COMMENT	Local use only		alphanumeric	
9	103	104	2	*ENROLLMENT GRADE LEVEL ***(GRADE LEVEL)***	NYS Reporting	Grade level at the time of the enrollment date. Populate with Grade Level Codes.	alphanumeric	See Appendix 2: Grade Level Codes and Descriptions for suggested Grade Level Codes.
10	105	116	12	RESIDENCE STATUS CODE		*Leave blank.*	alphanumeric	
11	117	128	12	ENROLL CHANGE CODE		*Leave blank.*	alphanumeric	

Template 420 — School_Enroll (Enrollment) Sample Data

Transaction	Transaction Description	District Code	Location Code	School Year Date	Student ID	Activity Date	Enrollment Date	Enrollment Code	Enrollment Comment	Enrollment Grade Level	Residence Status Code	Enroll Change Code
#1	Entry – Enrollment in building or grade	NY123456	0001	2009-06-30	900000001	2008-09-05	2008-09-05	0011		11		
#2	Exit – Transfer to another school in this district or to an out-of-district placement	NY123456	0001	2009-06-30	900000001	2008-10-17	2008-10-17	153		11		
#3	Entry – Enrollment in building or grade	NY123456	0002	2009-06-30	900000001	2008-10-18	2008-10-18	0011		11		
#4	Entry – Enrollment in building or grade – to be used for continued enrollment in building (new school year)	NY123456	0002	2010-06-30	900000001	2009-07-01	2009-07-01	0011		12		
#5	Exit – Graduated (earned a Regents or local diploma)	NY123456	0002	2010-06-30	900000001	2010-06-24	2010-06-24	799		12		

Template 560 — Programs_Fact

Programs _Fact data elements define students' involvement in reportable program services. Programs_Fact also includes transactional data: where each program service must be reported for each student for each school year. Programs are defined as attributes of a student that can change over time and have specific starting and ending points. The extract should include all needed records; enter as many records as needed for each student. School districts that create an enrollment record for students with disabilities using one of the following Reason for Beginning Enrollment Codes are required to submit Programs Participation information:

- 0011 — Enrollment in building or grade
- 5544 — Transferred in under the NCLB Title I "School in Improvement Status" transfer option
- 5654 — Enrollment in a AHSEP or HSEP program
- 5905 — CSE responsibility only
- 7000 — Transferred in under the NCLB Title I "Persistently Dangerous School" transfer option
- 7011 — Transferred in under the NCLB Title I "Victim of Serious Violent Incident" transfer option

Because program services data are typically tracked not only in the district's Student Management System (SMS) but also in other district-based information repositories—e.g., the Special Education System (SES), the Cafeteria Information Systems (CIS)—it is recommended that separate data extracts be used.

It is recommended that a separate file be used for each program type:

- LEP Eligibility
- LEP Programs
- No Child Left Behind (NCLB)-Funded Program Services
- NCLB Transfer Options
- Type of Disability
- Safety Net
- Career and Technical Education
- Coordinated Early Intervening Services
- Other

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	44	8	*PROGRAMS CODE ***(PROGRAM SERVICE CODE)***	NYS Reporting	Program service code applicable to a student. Populate with codes.	alphanumeric	See Appendix 9: Program Service Codes and Appendix 10: Career and Technical Education Program Codes.
6	45	54	10	*BEGINNING DATE ***(PROGRAM SERVICE ENTRY DATE)***	NYS Reporting	The program start date must be between July 1st and June 30th of the reported school year. Ex: for 2009–10, use a date between 2009-07-01 and 2010-06-30.	date yyyy-mm-dd	
7	55	64	10	+ENDING DATE ***(PROGRAM SERVICE EXIT DATE)***	NYS Reporting	**Populate only if a program service ends. Otherwise, leave blank.** Program end date must be between July 1st and June 30th of reported school year. Ex: for 2009–10, use a date between 2009-07-01 and 2010-06-30.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
8	65	84	20	+STATE LOCATION ID ***(PROGRAM SERVICE PROVIDER BEDS CODE)***	NYS Reporting	**Populate only for school level services. For district level services, leave blank.** NYSED BEDS Code of the institution providing the program service.	alphanumeric nnnnnnnnnnnn	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
9	85	104	20	+PROGRAM INTENSITY ***(CTE/TECH PREP PROGRAM INTENSITY)***	NYS Reporting	**Populate if field 5 contains a CTE code.** The student's progression through the program service. As the student reaches each level of intensity, the description entered must be updated. Populate with descriptions.	alphanumeric	**Description** / **Level of Intensity Reached** Enrollee — CTE or Title II Enrollee Participant — CTE or Title II Participant Concentrator — CTE or Title II Concentrator
10	105	114	10	ENTRY REASON CODE 1	Local use only		alphanumeric	
11	115	124	10	ENTRY REASON CODE 2	Local use only		alphanumeric	
12	125	134	10	ENTRY REASON CODE 3	Local use only		alphanumeric	
13	135	144	10	+EXIT REASON CODE 1 ***(REASON FOR ENDING PROGRAM SERVICE CODE)***	NYS Reporting	This field is **required**: 1. when a student exits a CTE program (use code 646 or 663) 2. for students no longer LEP eligible (use code 849) 3. when a student's disability status changes (use code 901 or 912) Populate with codes.	alphanumeric	646 = Completion of Program Service 663 = Left without Completing Program Service 849 = Student Achieved English Proficiency 901 = Student is declassified or parents revoke consent (in writing) for special education services 912 = Student disability type changes
14	145	154	10	EXIT REASON CODE 2	Local use only		alphanumeric	
15	155	164	10	EXIT REASON CODE 3	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
16	165	224	60	PROGRAM COMMENT	Local use only		alphanumeric	
17	225	234	10	ORIGINAL PGM START DATE	Local use only		date yyyy-mm-dd	
18	235	240	6	+PARTICIPATION INFO CODE ***(CTE/TECH PREP PROGRAM TYPE)***	NYS Reporting	This field is **required** if field 5 contains a CTE code. This field delineates between the two program types. Populate with codes.	alphanumeric	TPREP = Title II Program CTE = General CTE Program

Template 560 — Programs_Fact Sample Data

Transaction	Description of Transaction	District Code	Location Code	School Year Date	Student ID	Programs Code	Beginning Date	Ending Date	State Location ID
#1	LEP Eligible for school year 2009–10.	NY123456	0001	2010-06-30	900000001	0231	2009-09-05		
#2	LEP Eligible for school year 2009–10. This student was no longer LEP Eligible on the specified ending date.	NY123456	0001	2010-06-30	900000001	0231	2009-07-01	2010-06-30	
#3	Speech or Language Impairment has been determined by the CSE or the CPSE for school year 2009–10.	NY123456	0001	2010-06-30	900000001	0429	2009-10-01		
#4	Speech or Language Impairment continues for school year 2009–10 and ends on 2010-01-25.	NY123456	0001	2010-06-30	900000001	0429	2009-07-01	2010-01-25	
#5	Title I – Part A Improving Basic Programs for school year 2009–10. Title I is a school based program and requires a State Location ID.	NY123456	0001	2010-06-30	900000001	0286	2009-09-05		900001010001
#6	CTE/Tech Prep Program (Electrician - 460302) for school year 2009–10 ending on 2010-06-24. This is a school based program and requires a State Location ID (i.e., Program Service Provider BEDS Code). This student reached the "Concentrator" level, completed the program and this program was CTE. It requires; Program Intensity, Exit Reason Code 1, and Participation Info Code.	NY123456	0001	2010-06-30	900000001	460302	2009-09-05	2010-06-24	900001010001

Transaction (cont.)	Program Intensity	Entry Reason Code 1	Entry Reason Code 2	Entry Reason Code 3	Exit Reason Code 1	Exit Reason Code 2	Exit Reason Code 3	Program Comment	Original Pgm Start Date	Participation Info Code
#1 cont.										
#2 cont.					849					
#3 cont.										
#4 cont.					901					
#5 cont.										
#6 cont.	Concentrator				646					CTE

Template 2000 — Assessment_Fact

Assessment_Fact (scores) data elements indicate the name of the assessment taken by the student, the language in which the assessment was taken, and the score/performance level achieved.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	23	15	*TEST DESCRIPTION ***(TEST GROUP)***	NYS Reporting	Short version of the description of the type of assessment.	alphanumeric	Use Test Group Codes (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) from Appendix 11: Assessment Measure Standard Descriptions and Codes.
3	24	33	10	*ASSESSMENT SCHOOL YEAR DATE (***VERSION***)	NYS Reporting	June 30th of the school year of test administration. Ex: 2010-06-30	date yyyy-06-30	
4	34	83	50	*ITEM DESCRIPTION ***(ASSESSMENT MEASURE STANDARD DESCRIPTION)***	NYS Reporting	Long version description of the assessment being reported. Populate with descriptions.	alphanumeric	Use text in the "Description" column of the table in Appendix 11: Assessment Measure Standard Descriptions and Codes (e.g., Grade 4 ELA, NYSAA: Grade 3 Math, Grade 5 Social Studies, etc.).

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	84	93	10	*TEST DATE ***(ASSESSMENT DATE OF ADMINISTRATION)***	NYS Reporting	First date of test administration or first day of window in which test was offered. If taken on a make-up day, use the date of original administration, not the make-up day. If the assessment was offered during a range of dates, indicate the first date the assessment was permitted to be administered. For the Child Outcomes Summary Form for preschool children with disabilities, use July 1, 2009 as the date of administration for reporting purposes.	date yyyy-mm-dd	First date of administration: ELA 3–8 = 2010-04-26 Math 3–8 = 2010-05-05 NYSESLAT = 2010-04-14 NYSAA = 2009-10-05 Social Studies 5 = 2009-11-16 Social Studies 8 = 2010-06-14 Science 4 & 8 = 2010-05-24 Reading First = 2010-05-17 January RCT & Regents = 2010-01-26 June RCT, Regents & SLPs = 2010-06-15 August RCT & Regents = 2009-08-12 CompRetest = TBD CTE Technical Skills Assessment = Any Day COSF = 2009-07-01 See Appendix 1: 2009–10 Assessment and Reporting Timelines for a list of assessment administration dates.
6	94	105	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
7	106	111	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
8	112	117	6	SCORE DISPLAY	Local use only		alphanumeric	
9	118	123	6	+ALPHA SCORE ***(ASSESSMEMNT SCORE)***	NYS Reporting	Use when score for an assessment is not numeric. Ex: P = Pass and F = Fail	alphanumeric	Use Appendix 11: Assessment Measure Standard Descriptions and Codes to determine the type of score to be reported.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
10	124	131	8	+NUMERIC SCORE ***(ASSESSMENT SCORE)***	NYS Reporting	Use when score for an assessment is numeric.	alphanumeric	Use Appendix 11: Assessment Measure Standard Descriptions and Codes to determine the type of score to be reported. For administrative error and medically excused, use "999"; otherwise, use the scale score achieved.
11	132	139	8	CREDITS	Local use only		alphanumeric	
12	140	147	8	NATIONAL PERCENTILE	Local use only		alphanumeric	
13	148	155	8	LOCAL PERCENTILE	Local use only		alphanumeric	
14	156	158	3	MASTERY	Local use only		alphanumeric	
15	159	178	20	ASSESSMENT STATUS	NYS Reporting and Local Use	For NYS reporting, populate only for NYSAA assessment for collegial review question. Populate with codes, not descriptions.	alphanumeric	Y = Yes, a collegial review was performed on this datafolio N = No, a collegial review was not performed on this datafolio
16	179	182	4	*ASSESSMENT LANGUAGE CODE ***(ASSESSMENT LANGUAGE CODE)***	NYS Reporting	Code that indicates the language in which the assessment was administered. If the assessment language is unknown, enter the code for English ("ENG"). For foreign language assessments, enter the code for English ("ENG"). Populate with codes.	alphanumeric	See Appendix 12: Assessment Language Codes. COSF defaults to ENG.
17	183	186	4	*STANDARD ACHIEVED CODE ***(ASSESSMENT STANDARD MET CODE)***	NYS Reporting and Local Use	Code used to indicate the level of performance on an assessment or the reason there is no score for the assessment. Populate with codes.	alphanumeric	See Appendix 13: Standard Achieved Codes. Use N/A for COSF.
18	187	193	7	NORM CURVE EQUIV	Local use only		alphanumeric	
19	194	201	8	RAW SCORE	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
20	202	207	6	SCALE SCORE	Local use only		alphanumeric	
21	208	213	6	PERCENT SCORE	Local use only		alphanumeric	
22	214	219	6	LOCAL STANINE	Local use only		alphanumeric	
23	220	225	6	NATIONAL STANINE	Local use only		alphanumeric	
24	226	231	6	NATIONAL PERCENTILE BY AGE	Local use only		alphanumeric	
25	232	237	6	NUMBER OF ITEMS CORRECT	Local use only		alphanumeric	
26	238	243	6	OBJECTIVE MASTERY SCORE	Local use only		alphanumeric	
27	244	249	6	DEGREES OF READING POWER	Local use only		alphanumeric	
28	250	255	6	INTELLIGENCE QUOTIENT	Local use only		alphanumeric	
29	256	261	6	STANDARD PERFORMANCE INDEX	Local use only		alphanumeric	
30	262	267	6	STANDARD PERFORMANCE LEVEL	Local use only		alphanumeric	
31	268	273	6	GRADE EQUIVALENT	Local use only		alphanumeric	
32	274	279	6	SPECIAL NORM GROUP	Local use only		alphanumeric	
33	280	294	15	LEVEL OF AGGREGATION	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
34	295	304	10	+TESTING MODIFICATION ***(ASSESSMENT ACCOMMODATION CODE(S))***	NYS Reporting	**Required for all assessments.** **Populate only if one or more accommodations were used by the student.** Concatenate into one field, entered in any order. Ex. If a student used test accommodations 1, 2, and F, data may be entered as: F21 Use all codes applicable to the student. Codes, not descriptions, must be used.	alphanumeric	Codes that apply only to students with disabilities and students with Section 504 plans: 1 = Flexibility in scheduling/timing 2 = Flexibility in setting 3 = Method of presentation (excluding Braille) 4 = Method of response 5 = Other 6 = Braille 7 = Large type Codes that apply only to LEP students: A = Time extension B = Separate location C = Third reading of listening section (ELA assessment only) D = Translated edition (not applicable to ELA assessments) E = Bilingual dictionaries and glossaries F = Oral Translation (not applicable to ELA assessments) G = Responses written in native language (not applicable to ELA assessments) Leave blank for COSF.
35	305	314	10	TEST ASSIGNMENT DATE	Local use only		date yyyy-mm-dd	
36	315	326	12	EVALUATOR ID	Local use only		alphanumeric	
37	327	366	40	EVALUATOR NAME	Local use only		alphanumeric	
38	367	376	10	SCHOOL YEAR DATE ***(SCHOOL YEAR)***		*Leave blank*	date	
39	377	382	6	SUBTEST SCALE SCORE	Local use only		alphanumeric	
40	383	384	2	NUMBER OF TIMES TESTED	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
41	385	392	8	CONVERTED SCORE	Local use only		alphanumeric	
42	393	395	3	ASSESSMENT ACCOUNTABLE DISTRICT	Local use only		alphanumeric	
43	396	398	3	TESTING ACCOMMODATION	Local use only		alphanumeric	
44	399	406	8	STANDARD ERROR OF MEASUREMENT	Local use only		alphanumeric	
45	407	418	12	* SCORING MODEL CODE (***SCORING MODEL KEY***)	NYS Reporting	For Grades 3–8 ELA and mathematics, the type of scoring model used to score an assessment. For NYSAA, the code used to identify the Scoring Institute.	alphanumeric	For Grades 3-8 ELA and mathematics, use codes 1 through 5. See the School Administrator's Manuals (SAM) "Planning the Scoring Operations…" section, Scoring Models subheading. For NYSAA, use the 4-digit Scoring Institute Codes, which are the first four digits of the BOCES or Big 5 in which the scoring takes place. For all other assessments, use 'N/A'.
46	419	421	3	+SURVEY COMPLETION INDICATOR	NYS Reporting	**Use with NYSAA ONLY. If assessment not NYSAA, leave blank.** Populate with code.	alphanumeric	Y = Yes N = No
47	422	424	3	ASSESSMENT ACCOUNTABLE SCHOOL	Local use only		alphanumeric	
48	425	430	6	LEXILE MINIMUM SCORE	Local use only		alphanumeric	
49	431	436	6	LEXILE MAXIMUM SCORE	Local use only		alphanumeric	
50	437	442	6	NUMBER OF ITEMS ATTEMPTED	Local use only		alphanumeric	
51	443	448	6	NUMBER OF ITEMS OMITTED	Local use only		alphanumeric	
52	449	454	6	NUMBER OF ITEMS INCORRECT	Local use only		alphanumeric	

Template 2000 — Assessment_Fact Sample Data

Transaction	Transaction Description	District Code	Test Description	Assessment School Year Date	Item Description	Test Date	Student ID	Location Code	Score Display	Alpha Score	Numeric Score	Credits	National Percentile
#1	Entering Grade 4 ELA Data	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	0001					
#2	Entering Regents Math A Data	NY123456	Regents	2010-06-30	Regents Math A - Jun	2010-06-15	900000001	0001			95		

Transaction (cont.)	Local Percentile	Mastery	Assessment Status	Assessment Language Code	Standard Achieved Code	Norm Curve Equiv	Raw Score	Scale Score	Percent Score	Local Stanine	National Stanine	National Percentile By Age	Number of Items Correct	Objective Mastery Score
#1 (cont.)				ENG	N/A									
#2 (cont.)				ENG	04			95						

Transaction (cont.)	Degrees of Reading Power	Intelligence Quotient	Standard Performance Index	Standard Performance Level	Grade Equivalent	Special Norm Group	Level of Aggregation	Testing Modification	Test Assignment Date	Evaluator ID	Evaluator Name	School Year Date	Subtest Scale Score
#1 (cont.)								F21					
#2 (cont.)								5					

Transaction (cont.)	Number of Times Tested	Converted Score	Assessment Accountable District	Testing Accommodation	Standard Error of Measurement	Scoring Model Code	Survey Completion Indicator	Assessment Accountable School	Lexile Minimum Score	Lexile Maximum Score	Number of Items Attempted	Number of Items Omitted	Number of Items Incorrect
#1 (cont.)						1							
#2 (cont.)						N/A							

Template 2190 — Assessment_Resp (Response)

Assessment_Resp data elements indicate name and date of the assessment, the question number, the student's response to a multiple-choice question, and the number of points earned for the multiple-choice, constructed response, or essay question.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	23	15	*TEST DESCRIPTION ***(TEST GROUP)***	NYS Reporting	Short version of the description of the type of assessment.	alphanumeric	Use Test Group Codes (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) from Appendix 11: Assessment Measure Standard Descriptions and Codes.
3	24	33	10	*ASSESSMENT SCHOOL YEAR DATE (***VERSION***)	NYS Reporting	June 30th of the school year of test administration. Ex: 2010-06-30	date yyyy-06-30	
4	34	83	50	***ITEM DESCRIPTION ****(ASSESSMENT MEASURE STANDARD DESCRIPTION)*	NYS Reporting	Long version description of the assessment being reported. Populate with descriptions.	alphanumeric	Use text in the "Description" column of the table in Appendix 11: Assessment Measure Standard Descriptions and Codes (e.g., Grade 4 ELA, NYSAA: Grade 3 Math, Grade 5 Social Studies, etc.).

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	84	93	10	*TEST DATE ***(ASSESSMENT DATE OF ADMINISTRATION)***	NYS Reporting	First date of test administration or first day of window in which test was offered. If taken on a make-up day, use the date of original administration, not the make-up day. If the assessment was offered during a range of dates, indicate the first date the assessment was permitted to be administered. For the Child Outcomes Summary Form for preschool children with disabilities, use June 30, 2010 as the date of administration for reporting purposes.	date yyyy-mm-dd	First date of administration: ELA 3–8 = 2010-04-26 Math 3–8 = 2010-05-05 NYSESLAT = 2010-04-14 NYSAA = 2009-10-05 Social Studies 5 = 2009-11-16 Social Studies 8 = 2010-06-14 Science 4 & 8 = 2010-05-24 Reading First = 2010-05-17 January RCT & Regents = 2010-01-26 June RCT, Regents & SLPs = 2010-06-15 August RCT & Regents = 2009-08-12 CompRetest = TBD CTE Technical Skills Assessment = Any Day COSF = 2009-07-01 See Appendix 1: 2009–10 Assessment and Reporting Timelines for a list of assessment administration dates.
6	94	105	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
7	106	130	25	*ITEM RESPONSE DESCRIPTION ***(ASSESSMENT ITEM RESPONSE DESCRIPTION)***	NYS Reporting	This element is only applicable to the Grades 3–8 assessments in ELA and mathematics, the NYSESLAT, and the NYSAA. See the NYSED item maps (provided separately) for each assessment. Provided by the RIC or Big 5 district that is hosting the Data Warehouse.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
8	131	134	4	+ALPHA VALUE ***(ASSESSMENT ITEM RESPONSE VALUE MULTIPLE CHOICE)***	NYS Reporting	**Grades 3–8 ELA and Math: Populate for multiple-choice questions only.** ~Populate with the letter of the choice made by the student (e.g., A, B, C, D). ~If there is no response to the multiple-choice question, populate with a '-' (dash). ~If there are multiple responses to the multiple-choice question, populate with an '*' (asterisk). **NYSAA:** Populate with 'NS' for accuracy and independence scores that are not numbers. Populate with Y, N, YYY, NNN, YNY, NYN, YYN, or NYY for connections questions.	alphanumeric	For more information on reporting NYSAA scores, see http://www.emsc.nysed.gov/irts/nysaa/home.shtml .
9	135	140	6	+NUMERIC VALUE ***(ASSESSMENT ITEM RESPONSE VALUE POINTS EARNED)***	NYS Reporting	**Grades 3–8 ELA and Math:** Number of points earned for multiple-choice, constructed-response, or essay questions. If no response to a constructed-response or essay question, populate with a capital letter "A". **NYSAA:** Populate with a number for accuracy and independence scores that are not 'NS'.	alphanumeric	For more information on reporting NYSAA scores, see http://www.emsc.nysed.gov/irts/nysaa/home.shtml .
10	141	155	15	LEVEL OF AGGREGATION	Local use only		alphanumeric	
11	156	165	10	SCHOOL YEAR DATE		*Leave blank.*	date	
12	166	171	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
13	172	175	4	ACHIEVEMENT LEVEL	Local use only		alphanumeric	
14	176	187	12	STAFF ID	Local use only			

Template 2190 — Assessment_Resp (Response) Sample Data

Trans-action	District Code	Test Description	Assessment School Year Date	Item Description	Test Date	Student ID	Item Response Descrip.	Alpha Value	Numeric Value	Level of Aggreg.	School Year Date	Loc. Code	Achiev. Level	Staff ID
#1	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	01	-						
#2	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	02	*						
#3	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	03	1	1					
#4	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	30		2					
#5	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	31		4					
#6	NY123456	NYS	2010-06-30	Grade 8 ELA	2010-04-26	900000001	01	1	0					
#7	NY123456	NYS	2010-06-30	Grade 8 ELA	2010-04-26	900000001	02	B	1					

Transaction #1: Example of no response to a multiple-choice question. The Alpha value field contains a dash (-), because no response to the question (01) was found.

Transaction #2: Example of multiple responses to a multiple-choice question. The Alpha value field contains an asterisk (*), because a single student response to the question (02) could not be determined.

Transaction #3: Example of a student's correct response to a numeric-valued multiple-choice question. The Alpha value field contains the student's response to the question (03) and the Numeric Value contains the number of points earned (1).

Transaction #4: Example of a constructed-response question. The Numeric Value field contains the number of points earned (2).

Transaction #5: Example of an essay question. The Numeric Value field contains the number of points earned (4).

Transaction #6: Example of a student's incorrect response to an alpha-valued multiple-choice question. The Alpha Value field contains the numeric equivalent (1) to the student's incorrect response (A) and the Numeric Value field contains the number of points earned (0).

Transaction #7: Example of a student's correct response to an alpha-valued multiple-choice question. The Alpha Value field contains the student's correct response (B) and the Numeric Value field contains the number of points earned (1).

Template 590 — Special_Ed_Snap (Special Education Snapshot)

The Special_Ed_Snap template was first used in the 2007–08 school year. In previous years, school districts reported data collected in this table in the PD-1/4 and PD-7 reports. The Spec_Ed_Snap template for October 7, 2009 will reflect data as of October 7, 2009; the Spec_Ed_Snap template for the end-of-year snapshot (July 1, 2009 snapshot) will reflect data for any time during the 2009–10 school year. The data collected with this template include the following:

- Type of special education service provided to preschool students with disabilities, the service provider code, or the coordinating service provider code if the student received services from two or more providers. This information will be collected two times: as of October 7 and at the end of the school year. These data are reported by all school districts each year.
- Placement status of students with disabilities in approved private schools (residential or day), school district placement, or court placement as of October 7. These data are reported each year by all school districts (including Special Act school districts), State-operated schools, childcare institutions with affiliated schools, and State agencies.
- The least restrictive environment setting in which preschool students with disabilities are enrolled as of October 7. These data are reported by all school districts each year.
- The least restrictive environment setting in which school-age students with disabilities are provided special education services as of October 7. These data are reported each year by all school districts (including Special Act school districts), State-operated schools, childcare institutions with affiliated schools, and State agencies.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
3	15	24	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	SOCIAL SECURITY NUMBER	Local use only			
5	37	48	12	* STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
6	49	73	25	LAST NAME SHORT	Local use only			
7	74	88	15	FIRST NAME SHORT	Local use only			
8	89	89	1	MIDDLE INITIAL	Local use only			
9	90	91	2	CURRENT GRADE LEVEL	Local use only			
10	92	121	30	SPECIAL EDUCATION TEACHER NAME	Local use only			
11	122	151	30	PRIMARY DISABILITY	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
12	152	181	30	SECONDARY DISABILITY	Local use only			
13	182	191	10	LAST IEP DATE	Local use only			
14	192	201	10	LAST EVALUATION DATE	Local use only			
15	202	231	30	SERVICE LEVEL	Local use only			
16	232	261	30	RELATED SERVICES	Local use only			
17	262	291	30	SERVICES PROVIDED (R/RR/S)	Local use only			
18	292	303	12	SPECIAL EDUCATION TEACHER ID	Local use only			
19	304	313	10	ANNUAL REVIEW DATE	Local use only			
20	314	323	10	TRIENNIAL REVIEW DATE	Local use only			
21	324	353	30	EXPECTED DIPLOMA TYPE	Local use only			
22	354	356	3	2ND LANGUAGE EXEMPT	Local use only			
23	357	359	3	ALTERNATE ASSESSMENT	Local use only			
24	360	375	16	INSTRUCTION LANGUAGE	Local use only			
25	376	395	20	COMMUNICATION MODE	Local use only			
26	396	398	3	BRAILLE INSTRUCTION	Local use only			
27	399	414	16	SPECIAL TRANSPORTATION	Local use only			
28	415	417	3	EXTENDED SCHOOL YEAR	Local use only			
29	418	420	3	HOME SCHOOLED	Local use only			
30	421	428	8	PROGRAMS CODE	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
31	429	436	8	+PRIMARY SERVICE CODE	NYS Reporting	Only one code is to be selected for each preschool student with a disability who was provided preschool special education services. **Required for preschool students with disabilities ONLY**. **October 7 Snapshot (Data as of October 7)**: ~ If the student received multiple services, use the code for the service received for the majority of the school day. ~ If the student received multiple services for equal amounts of the school day, use the code for the service with the numerically lowest code value. **End of Year Snapshot (Data reflecting any time during the 2009–10 school year)**: ~ All preschool students with disabilities who received a special education service any time during the school year (July 1 to June 30) must have a primary service code entered in this snapshot. ~ If the student received different services during the school year, use the code for the last service as reflected on the IEP. ~ If the student received multiple services for equal amounts of the school day, use the code for the service with the numerically lowest code value. Populate with codes.		See Appendix 14: Preschool Students with Disabilities Primary Service Codes.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
32	437	452	16	+PRIMARY PLACEMENT TYPE	NYS Reporting	**Required only for October 7 snapshot (data as of October 7).** ~ **PLC01:** Used by 1) State agencies and child-care institutions with affiliated school to designate students with disabilities for whom they have CSE responsibility; and 2) school districts for students with disabilities who are placed in out-of-State facilities by the courts or social services agencies. ~ **PLC02** and **PLC03:** Used by public school districts or State agencies to designate students with disabilities placed in approved private schools on a residential basis (PLC02) or on a day basis (PLC03). Populate with codes.	alphanumeric	PLC01 = Court or State agency placement (Article 81) PLC02 = Residential placement by school district (Article 89) PLC03 = Non-residential placement by school (Article 89) For more information, see "Primary Placement Type" in Chapter 7: Data Element Definitions.
33	453	462	10	SPECIAL ED ENTRY DATE	Local use only			
34	463	472	10	SPECIAL ED EXIT DATE	Local use only			
35	473	482	10	*SNAPSHOT DATE	NYS Reporting	Data in this table are collected twice a year. The first collection reflects data as of October 7 (2009-10-07); the second collection reflects data any time during the 2009–10 school year (2009-07-01). Populate with the appropriate snapshot date.	Date 2009-10-07 or yyyy-07-01	
36	483	485	3	IEP COMPLIANCE	Local use only			
37	486	515	30	FUNDING PRIMARY DISABILITY CODE	Local use only			
38	516	523	8	DISABILITY PRIMARY CAUSE CODE	Local use only			
39	524	531	8	LIVING SETTING CODE	Local use only			
40	532	539	8	HEARING IMPAIRMENT LEVEL CODE	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
41	540	547	8	VISION IMPAIRMENT LEVEL CODE	Local use only			
42	548	577	30	TERTIARY DISABILITY CODE	Local use only			
43	578	607	30	QUATERNARY DISABILITY CODE	Local use only			
44	608	615	8	*PRIMARY SETTING CODE (***LEAST RESTRICTIVE ENVIRONMENT CODE***)	NYS Reporting	**Required only for October 7 snapshot.** Preschool and school-age students with disabilities' educational environment (least restrictive environment) as of 10/**7**. See "Least Restrictive Environment Code" in Chapter 7: Data Element Definitions for more information and rules for reporting.	alphanumeric	See Appendix 15: Preschool and School-Age Students with Disabilities Least Restrictive Environment Codes.
45	616	623	8	TRANSITION IEP STATUS CODE	Local use only			
46	624	643	20	+PRIMARY SERVICE PROVIDER	NYS Reporting	**Required for October 7 snapshot and end-of-year snapshot**. **Report only for preschool students with disabilities**. If preschoolers receive services from more than one provider, use the BEDS code of the coordinating service provider (CSP). CSP is designated by CPSE. Otherwise, use the BEDS code of the sole service provider. See Primary Service Provider in Chapter 7: Data Element Definitions for rules for selecting Primary Service Provider code.	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
47	644	644	1	*SCHOOL AGED INDICATOR ***(SCHOOL-AGE INDICATOR)***	NYS Reporting	**Required only for October 7 snapshot**. Populate with codes.	alphanumeric	Y = Yes, student is school age. N = No, student is preschool age.

Template 590 — Special_Ed_Snap (Special Education Snapshot) Sample Data

Sample Student	District Code	Location Code	School Year Date	Social Security Number	Student ID	Last Name Short	rams ode	Primary Service Code	Primary Placement Type	Sp Ed D	Ed t e	Snapshot Date
#1	NY12345	001	2010-06-30		900000001							2009-10-07
#2	NY12345	002	2010-06-30		900000002			SVC01				2009-10-07
#3	NY12345	003	2010-06-30		900000003				PLC03			2009-10-07
#4	NY12345	004	2010-06-30		900000004				PLC02			2009-10-07
#5	NY12345	0005	2010-06-30		900000005			SVC08				2009-07-01

Sample Student	IE Co mpl	rnary bility de	Primary Setting Code	Transition IEP Status Code	Primary Service Provider	School Aged Indicator
#1			SA01			Y
#2			PS03		90002000	N
#3			SA04			Y
#4			SA04			Y
#5						

Note: **Breaks (jagged lines) in sample data above are for display purposes only**. The jagged lines indicate a space where a series of fields not relevant to the illustration of the use of the template have been deleted in the sample data for easier display. This does not mean that these fields should be removed or ignored in ETLs or other programming.

Sample Student **#1** is a school-age student with a disability who was enrolled in a school within the district and was in regular classes at least 80% of the day.
Sample Student **#2** is a preschool student with a disability who received related services from more than one provider in a regular, early childhood program for less than 40% of the day.
Sample Student **#3** is a school-age student with a disability in a secondary-level ungraded program who attends an approved private school for students with disabilities as a "day placement."
Sample Student **#4** is school-age student with a disability in an elementary-level ungraded program who was placed in a residential school for students with disabilities.
Sample Student **#** 5 is a preschool student with a disability who received full-day (3–4 hours) of a special class program in an integrated setting for several months during 2009–10 school year.

Template 550 — SE_Events (Special Education Events)

Special Education reporting requires the collection of dates for a number of events in a sequence. The SE_Events template is used to report each link in the chain of events. The data collected with this template that make up this series of events include the following:

Not all districts are required to report on SPP Indicators 11 and 12. For the school year in which your district is scheduled to report or resubmit the following data, see http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .

- Dates for written referral, written parent consent to evaluate, CPSE meeting to discuss evaluation results for preschool children who receive an initial evaluation to determine special education eligibility, outcome of the eligibility decision, number of school days evaluation took, and, if necessary, reason for exceeding State-established timelines. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 11.

- Dates for written referral, written parent consent to evaluate, CSE meeting to discuss evaluation results for school-age students who receive an initial evaluation to determine special education eligibility and outcome of the eligibility decision, number of calendar days evaluation took, and, if necessary, reason for exceeding State established timelines. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 11.

- Dates for written referral, written parent consent to evaluate; CPSE meeting to determine eligibility; IEP implementation for preschool children who receive an initial evaluation for transitioning from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool); and, if necessary, reason for not determining child's eligibility or exceeding State-established timelines or for not implementing the child's IEP by the child's third birthday. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 12.

All districts are required to report the following data:

- Dates of written referral, written parent consent to evaluate, CSE meeting to discuss evaluation results, IEP or IESP or SP implemented for school-age students who are parentally placed in nonpublic elementary, middle, and secondary schools. These data are reported by every school district, every year.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric nnnnnnnnn	
3	15	24	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	* STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	52	16	*EVENT TYPE CODE	NYS Reporting	Code that refers to a single event in a series of events for referral, consent, CPSE or CSE meeting, and IEP implemented for students with disabilities. Reported at the end of the school year. Populate with codes, not descriptions.	alphanumeric nnnnnnnnn	See Appendix 16: Event Type Codes for Series of Events in Special Education.
6	53	62	10	*EVENT DATE	NYS Reporting	For each Event Type Code entered, provide the appropriate date. Dates may not be anticipated future dates. Also, dates may not be after August 31, 2010.	date yyyy-mm-dd	
7	63	78	16	EVENT REASON CODE 1	Local use only			
8	79	94	16	EVENT REASON CODE 2	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
9	95	110	16	EVENT REASON CODE 3	Local use only			
10	111	126	16	EVENT SOURCE CODE	Local use only			
11	127	142	16	EVENT STATUS CODE	Local use only			
12	143	158	16	+EVENT OUTCOME CODE	NYS Reporting	Identify whether the student was determined eligible for special education for the following Event Type Codes: ~ CPSE meeting at which eligibility determination is made for student transitioning from EI to preschool (EI03) ~ CPSE meeting at which evaluation results are discussed for students referred to CPSE for evaluation (CPSE03) ~ CSE meeting at which evaluation results are discussed for students referred to CSE for evaluation (CSE03) ~ CSE meeting at which evaluation results are discussed for students parentally placed in nonpublic schools and referred to CSE for evaluation (CSENP03) Populate with codes, not descriptions.	alphanumeric nnnnnnnnn	Y = Yes, student determined eligible for special education services N = No, student ineligible for special education services U = Eligibility decision is undetermined or meeting is not held
13	159	168	10	MEETING DATE	Local use only			
14	169	184	16	MEETING TYPE CODE	Local use only			
15	185	194	10	EFFECTIVE DATE	Local use only			
16	195	202	8	ORGANIZATION CODE	Local use only			
17	203	232	30	ORGANIZATION NAME	Local use only			
18	233	262	30	ORGANIZATION CLUSTER	Local use only			
19	263	272	10	COMPLIANCE DATE	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
20	273	288	16	+NON COMPLIANCE REASON (***REASON CODE***)	NYS Reporting	**Required for the following situations:** ~Number of Days for the chain that begins with Event Code CPSE01 is more than 30. ~Number of Days for the chain that begins with Event Code CSE01 is more than 60. ~Number of days for the chain that begins with Event Code EI01 is 1 or more days. This code is reported on the record for the first event in the sequence of events (i.e., the initial referral record). Provide the predominant reason for the delay if there was more than one reason that actually caused the delay. Populate with codes.		See Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12).
21	289	318	30	CHALLENGE TYPE	Local use only			
22	319	348	30	CHALLENGE TYPE DISORDER 1	Local use only			
23	349	378	30	CHALLENGE TYPE DISORDER 2	Local use only			
24	379	408	30	CHALLENGE TYPE DISORDER 3	Local use only			
25	409	438	30	PREVIOUS CHALLENGE TYPE	Local use only			
26	439	441	3	INTEGRATED PERCENTAGE	Local use only			
27	442	444	3	SPECIAL ED PERCENTAGE	Local use only			
28	445	447	3	STUDENT PRESENT	Local use only			
29	448	450	3	PARENT PRESENT	Local use only			
30	451	460	10	EVENT END DATE	Local use only			

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	**NYS or Local Purpose**	**Instructions or Rules**	**Format**	**Recommended Codes or Reference to Data Source**
31	461	476	16	*INITIAL EVENT TYPE CODE (***INITIAL EVENT TYPE CODE***)	NYS Reporting	Code of **first event in the series of events** reported for the student. Initial Event Type Codes for initial referral to CPSE or CSE (EI01 or CPSE01; CSE01 or CSENP01). **NOT** required when only one event type code is submitted for student. Submit with every record of each series after the initial referral *event type code* record.	alphanumeric nnnnnnnnn	Appendix 16: Event Type Codes for Series of Events in Special Education.
32	477	486	10	*INITIAL EVENT DATE (***INITIAL EVENT DATE***)	NYS Reporting	Date associated with Initial Event Type Code.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
33	487	490	4	*NUMBER OF DAYS ***(NUMBER OF DAYS)***	NYS Reporting	Report the number of days with the initial referral Event Type record as follows: ~ For children transitioning from EI to preschool, determined to be NOT eligible for preschool special education, number of calendar days past the child's third birthday when the CPSE meeting (EI03 Event Code date) was held ~ For children transitioning from EI to preschool whose eligibility is undetermined, the number of calendar days August 31, 2010 is past the child's third birthday ~ For children transitioning from EI to preschool who are determined to be eligible for preschool special education, number of calendar days past the child's third birthday, when IEP was implemented OR if IEP is not implemented, the number of calendar days that August 31, 2010 is past the child's third birthday. However, the number of days is "1" for the following scenarios when the child's third birthday is ON August 31, 2010: —If the Event Outcome Code is "Y" (student is determined eligible for special education services) and the IEP is not implemented by August 31, 2010; —If the Event Outcome Code is "U" (eligibility decision is undetermined or meeting is not held); ~ The number of school days from receipt of parent consent to evaluate preschool student (CPSE02 Event Code date) to date CPSE met to discuss evaluation results and provided an IEP recommendation to the Board of Education (CPSE03 Event Code date) or if CPSE meeting was not held, the number of school days from parent consent to evaluate to August 31, 2010. When counting days, the date of written parent consent to evaluate is counted as "day 1."	alphanumeric nnnnnnnnn	The schedule of the years in which school districts must initially report or resubmit data on SPP Indicators 11 and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule.html .

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
33 (cont.)	487 (cont.)	490 (cont.)	4 (cont.)	*NUMBER OF DAYS ***(NUMBER OF DAYS)*** (cont.)	NYS Reporting (cont.)	(cont.) Report the number of days with the initial referral Event Type record as follows: ~ The number of calendar days from receipt of parent consent to evaluate school age student (CSE02 Event Code date) to date of CSE meeting to discuss evaluation results (CSE03 Event Code date) or if CSE meeting was not held, the number of calendar days from parent consent to evaluate to August 31, 2010. When counting days, the date of written parent consent to evaluate is counted as "day 1." When computing the number of school days, count the number of school days the district was in session according to the published school calendar. School days during the months of July and August are "business days".	alphanumeric nnnnnnnnn (cont.)	The schedule of the years in which school districts must initially report or resubmit data on SPP Indicators 11 and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule.html . (cont.)

Template 550 — SE_Events (Special Education Events) Sample Data

Sample of school district submitting data for Special Education SPP Indicator 11 (includes evaluation of children transitioning from EI to preschool and evaluation of students who are parentally placed in nonpublic schools):

Row	District Code	Location Code	School Year Date	Student ID	Event Type Code	Event Date	Eve Rea Cod	ent tus de	Event Outcome Code	Mee Da	ance te	Non Comp. Reason	Cha Ty	ent d te	Initial Event Type Code	Initial Event Date	Number of Days
1	NY12345	0001	2010-06-30	900000001	CPSE01	2009-09-08			Y			CPSER04					51
2	NY12345	0001	2010-06-30	900000001	CPSE02	2009-10-06									CPSE01	2009-09-08	
3	NY12345	0001	2010-06-30	900000001	CPSE03	2009-12-19									CPSE01	2009-09-08	
4	NY12345	0000	2010-06-30	900000008	CPSE01	2009-11-17			Y			CPSER05					38
5	NY12345	0000	2010-06-30	900000008	CPSE02	2009-11-26									CPSE01	2009-11-17	
6	NY12345	0000	2010-06-30	900000008	CPSE03	2010-01-28									CPSE01	2009-11-17	
7	NY12345	0002	2010-06-30	900000002	CSE01	2009-10-01			N								41
8	NY12345	0002	2010-06-30	900000002	CSE02	2009-10-10									CSE01	2009-10-01	
9	NY12345	0002	2010-06-30	900000002	CSE03	2009-11-19									CSE01	2009-10-01	
10	NY12345	0003	2010-06-30	900000003	CSE01	2009-07-15			Y								18
11	NY12345	0003	2010-06-30	900000003	CSE02	2009-07-15									CSE01	2009-07-15	
12	NY12345	0003	2010-06-30	900000003	CSE03	2009-08-01									CSE01	2009-07-15	
13	NY12345	0003	2010-06-30	900000003	CSENP01	2009-07-15			Y								
14	NY12345	0003	2010-06-30	900000003	CSENP02	2009-07-15									CSENP01	2009-07-15	
15	NY12345	0003	2010-06-30	900000003	CSENP03	2009-08-01									CSENP01	2009-07-15	
16	NY12345	0003	2010-06-30	900000003	CSENP04	2009-09-05									CSENP01	2009-07-15	

Note: **Breaks (jagged lines) in sample data above are for display purposes only**. The jagged lines indicate a space where a series of fields not relevant to the illustration of the use of the template have been deleted in the sample data for easier display. This does not mean that these fields should be removed or ignored in ETLs or other programming.

Student in Rows 1–3 is preschool student referred to CPSE on September 8, 2009. Parents provided consent to evaluate student on October 6, 2009 and CPSE met to discuss evaluation results on December 19, 2009; CPSE determined student has a disability. Since district exceeded 30 school days from parental consent to evaluate to CPSE meeting at which evaluation results were discussed, they provided reason for delay.

Student in Rows 4–6 is a preschool student who is transitioning from Early Intervention to preschool. The Early Intervention program referred the child on November 17, 2009 and parents provided consent to evaluate student on November 26, 2009. The CPSE met to discuss evaluation results on January 28, 2010 and child was found eligible for special education. Since district exceeded 30 school days between from parental consent to evaluate to CPSE meeting at which evaluation results were discussed, it provided a reason for the delay.

Student in Rows 7–9 is school age student referred to CSE on October 1, 2009. Parents provided consent to evaluate student on October 10, 2009 and CSE met to discuss evaluation results on November 19, 2009. Student was determined **not eligible** for special education. Since district did not exceed 60 calendar days from parental consent to evaluate to CSE meeting to discuss evaluation results, district did not have to provide a reason code.

Student in Rows 10–12 and in rows 13–16 is the same student. This is a parentally placed student in a nonpublic school in the district. Parents referred student for special education eligibility determination on July 15, 2009 and provided consent to evaluate on same date. School district arranged for evaluation and CSE met to discuss evaluation results on August 1, 2009. Student was determined eligible for special education services. Student started receiving special education services on September 5, 2009 in accordance with an Individualized Education Services Program. Since district is scheduled to submit data on Indicator 11, student is reported in the CSE chain (rows 10–12) as well as in the CSENP chain (rows 13–16). It took district 18 calendar days to complete the evaluation and convene a CSE meeting to determine eligibility for special education. Since this is within 60 calendar days, a reason code is not needed for the CSE chain. The number of days is not needed for the CSENP chain because data in this chain are not used to measure compliance.

Sample of district submitting data for SPP Indicator 12, Transition of students from IDEA Part C (Early Intervention) to IDEA Part B (preschool).

Row	District Code	Location Code	School Year Date	Student ID	Event Type Code	Event Date	Eve Rea Cod	ent tus de	Event Outcome Code	Mee Da	ance te	Non Comp. Reason	Chall Ty	ent nd te	Initial Event Type Code	Initial Event Date	Number of Days
1	NY12345	0001	2010-06-30	900000009	EI01	2009-07-07			Y			EIR13					5
2	NY12345	0001	2010-06-30	900000009	EI02	2009-07-10									EI01	2009-07-07	
3	NY12345	0001	2010-06-30	900000009	EI03	2009-08-28									EI01	2009-07-07	
4	NY12345	0001	2010-06-30	900000009	EI04	2009-09-10									EI01	2009-07-07	

Student in Rows 1–4 is preschool child whose birthday is September 5, 2006. Parent provided consent to evaluate student on July 10, 2009, student was determined eligible for preschool special education. Student's IEP is implemented on September 10, 2009, which is 5 days past the child's third birthday, so district provides a reason for the delay in implementing the IEP. (Parents chose to continue child in EI and transition to preschool special education after child became three.

Chapter 7: Data Element Definitions

Data elements in this chapter are listed alphabetically by the name as used by the New York State Education Department (NYSED), indicated in the Field Name column in the eScholar templates in chapter 6.

Assessment Accommodation Code(s): The code that identifies the test accommodation(s) used by the student on the reported State assessment. Field 34 in Template 2000 — Assessment Fact.

Assessment Date of Administration: The first day of the testing period for a particular assessment is given. Field 5 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 1: 2009–10 Assessment and Reporting Timelines.

Assessment Item Response Description: The number or code that uniquely identifies each item (question) in the assessment. The numbers/codes are provided in separate Item Maps for each assessment, which are provided separately by NYSED. Field 7 in Template 2190 — Assessment Response.

Assessment Item Response Value Multiple Choice: The student's response (e.g., A, B, C, D, etc.) to a multiple-choice question on the assessment. Field 8 in Template 2190 — Assessment Response.

Assessment Item Response Value Credits Earned: The credit(s) earned by the student on a multiple-choice, constructed-response, or essay question on the assessment. Field 9 in Template 2190 — Assessment Response.

Assessment Language Code: The three-character code that identifies the language in which the student took the assessment. Field 16 in Template 2000 — Assessment Fact. See Appendix 3: Language Codes and Descriptions.

Assessment Measure Standard Description: The description of the assessment being reported. Field 4 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 11: Assessment Measure Standard Descriptions and Codes.

Assessment Score: The score the student achieved on the assessment. The type of score to be reported is indicated in Appendix 11: Assessment Measure Standard Descriptions and Codes. Field 9 in Template 2000 — Assessment Fact.

Assessment Standard Met Code: This element is the standard achieved by the student on specific assessments. This element is required for all assessments that are reported to SIRS and scored by the school district. This element is also required for assessments not scored by the school district on which an administrative error has occurred or the student was medically excused from the assessment under NCLB guidelines. Administrative error (Standard Met Code 97) indicates an administrative error occurred that either invalidates the score achieved or prevents a score from being determined. Medically excused from testing (Standard Met Code 93) indicates that the student was medically excused from testing because the student was incapacitated by illness or injury during the entire test administration and make-up periods

and has on file documentation from a medical practitioner that he or she was too incapacitated to be tested at the school, at home, or in a medical setting. See Appendix 13: Standard Achieved Codes. Field 17 in Template 2000 — Assessment Fact.

Backmapping BEDS Code: A Backmapping BEDS Code is the BEDS code of a school containing no grade 3 or above that the student was enrolled in during a previous school year. Field 27 in Template 3090 — Student Lite.

Building of Enrollment Code: The building of enrollment code uniquely identifies the building in which a student is enrolled, typically assigned by the local student management system. For preschool children with disabilities who are not enrolled in PreK or UPK programs, this code identifies the primary special education service provider, which is typically maintained in the special education student management system. Field 2 in Template 3090 — Student Lite and Template 420 — School Enrollment.

Country of Origin: The description of the country from which the student emigrated. Students from American Samoa, Guam, Northern Marianna Islands, Puerto Rico, US Minor Outlying Islands, and US Virgin Islands are not considered immigrants. Field 40 in Template 3090 — Student Lite. See Appendix 6: Country of Origin Codes and Descriptions.

Credential Type Description: The description of the credential earned by the student. See the Office of State Assessment at http://www.emsc.nysed.gov/osa for details on these credentials. Also see Commissioner Regulations at http://www.emsc.nysed.gov/part100/opener.html . Field 24 in Template 3090 — Student Lite. See Appendix 5: Credential Type Codes and Descriptions.

CTE/Tech Prep Program Intensity: This indicates the level of intensity the student has reached in the career and technical education program in which the student participates. Program intensity is a measure of the student's progression through his or her CTE program. While CTE programming in BOCES and Technical or CTE high schools (found in the larger districts in the state) is usually predefined or linear in nature, CTE programming in local high schools often crosses content areas and may not be predefined or linear. CTE students at local high schools build meaningful cohesive concentrations based on individual interests. Field 9 in Template 560 – Programs Fact. See Chapter 5: Reporting Rules for more information.

The following tables offer guidance on how to make this determination for CTE programs at local high schools and those at BOCES and Technical or CTE high schools:

Local High Schools

	General CTE *A student who has . . .*	***Title II*** *A student who has . . .*
Enrollee	. . . begun instruction in the any CTE course or unit of study.	. . . signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.
Participant	. . . successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program as part of a cohesive concentration and who has enrolled or plans to enroll in a second course/unit of study.	. . . successfully completed at least one course or unit of study in the CTE component of the Title II program.
Concentrator	. . . successfully completed, as determined by the program service provider, two courses/units of study out of a three course/unit of study that together form a cohesive concentration; OR who has successfully completed, as determined by the program service provider, three courses/units of study out of a four or more course/unit of study CTE program.	. . . successfully completed two courses or units of study in the secondary CTE component of a Title II program.

BOCES/Technical or CTE High Schools

	General CTE *A student who has . . .*	***Title II*** *A student who has . . .*
Enrollee	. . . begun any CTE course or unit of study.	. . . signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.
Participant	. . . completed one-third of his or her program. (In the case of a BOCES two-year program, 27 weeks = 1/3)	. . . successfully completed, as determined by the BOCES or technical or CTE high school, at least 1/3 of the CTE component of a Title II program.
Concentrator	. . . completed two-thirds of his or her program. (In the case of a BOCES two-year program, 54 weeks = 2/3)	. . . successfully completed, as determined by the BOCES or technical or CTE high school at least 2/3 of the CTE component of a Title II program.

As the student reaches each level, the student's record should be updated. As this may prove problematic, program intensity should be reported, at least, as of the day the student leaves the program, either because the student drops the program or completes the program, or as of the end of the school year, whichever comes first.

If the student drops the CTE program, the Reason for Ending Enrollment Code is 663, and the Level of Program Intensity is the level reached by the day the student left the program.

If the student completed the program, the Reason for Ending Enrollment Code is 646, and the Level of Program Intensity is "Concentrator," as all completers have, by definition, passed through all the intensity levels.

If the student is expected to continue in a multi-year program during the following school year, the Reason for Ending Enrollment Code must be left blank and the Level of Program Intensity is the level reached by the last day of the school year.

CTE/Tech Prep Program Type: Indication of whether the career and technical education program in which the student participates follows a general Career Technical Education (CTE) program approach or a Title II program approach. Field 18 in Template 560 — Programs Fact.

Date of Birth: The date of the student's birth derived from a certificate of birth issued by an appropriate government authority or, if a birth certificate does not exist, an official source as directed by district policy. The source document must be the same as that used to document when the child is of school age. Field 10 in Template 3090 — Student Lite.

Date of Entry into United States: The date the student immigrated to the United States. Field 38 in Template 3090 — Student Lite.

District of Responsibility Code: Eight-digit code used to identify a public school district, charter school, or nonpublic school. Public school districts use NYnnnnnn (NY followed by the first 6 digits of the BEDS code); and charter schools, State-operated schools, nonpublic schools, State agencies, and child care institutions with schools use 8nnnnnnn (8 followed by the last 7 digits of their Institution code). Field 1 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, Template 2000 — Assessment Fact, Template 2190 — Assessment Response, Template 590 — Special Education Snapshot, and Template 550 — Special Education Events.

Enrollment Entry Date: The date that a student enrolls in a building or a grade level. There must be at least one enrollment entry record for each student for each year, including students who re-enroll (or are continuously enrolled). Each Enrollment Entry Date must also have a Reason for Beginning Enrollment Code. If a student changes grade level within a school year in the same building or changes buildings, schools, or grade levels within a school year, enter an enrollment exit record and create a new enrollment entry record for the new grade level, building, or school. For the first year of enrollment in an LEA, use the actual enrollment date, not a default date such as September 1 or July 1. For a student who is continuously enrolled in the LEA for a second or subsequent year, the enrollment entry date for the second or subsequent year should be July 1. Field 6 on Template 420 — School Enrollment.

Enrollment Exit Date: The last date of enrollment for a student who changes grade level during the school year (i.e., July 1 – June 30) or leaves a school building, or when the enrollment record for a student who was enrolled solely as a walk-in for assessment purposes is being ended. Each Enrollment Exit Date must also have a Reason for Ending Enrollment Code. Field 6 on Template 420 — School Enrollment.

Event Date: The date that a student was referred, parent consent to evaluate was received, CPSE or CSE meeting to discuss evaluation results to determine special education eligibility was held, or IEP was implemented as indicated in the Event Type Code field. One date must be entered for each Event Type Code. Event dates are actual dates when events occurred, not when they are anticipated to occur. Event dates may not be "future dates" and may not exceed August 31, 2010, since the status of students is to be reported as of August 31, 2010. See Appendix 16: Event Type Codes for Series of Events in Special Education for event type codes that require a date. Field 6 on Template 550 — Special Education Events.

Event Outcome Code: The code used to indicate whether the student with an Event Type Code was determined to be eligible for special education. This code is reported on the first

record in the series of Event Type Codes. Field 12 on Template 550 — Special Education Events.

Event Type Code: Code that refers to a single event in a series of events for referring, evaluating, and implementing IEPs for students who may require special education services. Each series of events begins with a referral for eligibility determination. New York State collects codes for four series of events:

1. Referral from Early Intervention (EI) to CPSE; receipt of parent consent to evaluate student; CPSE meeting to determine eligibility; and full implementation of IEP.
2. Referral of preschool student to CPSE; receipt of parent consent to evaluate; and CPSE meeting to discuss evaluation results.
3. Referral of school-age student to the CSE; receipt of parent consent to evaluate; and CSE meeting to discuss evaluation results.
4. Referral to CSE of school-age student parentally placed in an elementary or secondary nonpublic school; receipt of parent consent to evaluate; CSE meeting to discuss evaluation results; and implementation of IEP/IESP/SP. Also, events must be submitted in sequence (i.e., a later event cannot be submitted without earlier events).

Codes from one series of events must not be combined with codes from another series. Field 5 on Template 550 — Special Education Events.

First Date of Entry into Grade 9: The date of the student's first entry into grade 9. Month, day, and year on which the student first entered grade 9 anywhere. Do not enter this information until the student first enrolls in grade 9. Field 26 in Template 3090 — Student Lite.

Gender Description: The gender of the student being reported, as identified by the parent/guardian. Field 11 in Template 3090 — Student Lite.

Grade Level: The instructional level for the student, as determined by the school district. Grade level reporting has specific rules for NYSSIS and student status. These are:
In the Student_Lite Template for NYSSIS:

- Use the current grade level for the student at the time that the student identification data set is compiled.

This data reporting element is NOT used at Levels 2 and 3 of the Statewide Data Warehouse.
In the School Enrollment Template for NYS Reporting:

- For students without disabilities, use the grade level assigned on the beginning date of the enrollment record.
- For students with disabilities, use the grade level assigned by the CSE or the CPSE on the beginning date of the enrollment record. Students with disabilities who are identified by the CSE as New York State Alternate Assessment (NYSAA) eligible must be reported as ungraded.
- For preschool children referred to the CPSE for special education eligibility determination (i.e., those who have a beginning enrollment code of 4034 assigned for referral purposes), use "PRES".
- For students receiving preschool special education services, use "PRES".
- For preschool students enrolled in a prekindergarten or universal prekindergarten program, use "PREK".
- For students in an Alternative High School Equivalency Preparation Program (AHSEPP) or a High School Equivalency Preparation Program (HSEPP), use a grade level of "GED." No other students should be reported with a grade level of "GED."

The "Grade Level" used in State reporting is obtained from the enrollment record. The grade level on the Student Lite record is used only to obtain a NYSSIS ID.
Note: Each time a student is assigned a new grade level in the same building during the school year, an ending enrollment record with an Ending Enrollment Code 782 must be entered, and a new enrollment entry record with the new grade level must be entered. See data elements "Enrollment Entry Date" and "Reason for Beginning Enrollment Code". Field 8 in Template 3090 — Student Lite and Field 9 in Template 420 — School Enrollment.

Hispanic/Latino Ethnicity Indicator: Indication of whether the student is Hispanic/Latino. Field 42 in Template 3090 — Student Lite.

Home Language Description: The language or dialect routinely spoken in the student's home. This language or dialect may or may not be the student's native language. Field 13 in Template 3090 — Student Lite. See Appendix 3: Language Codes and Descriptions.

Homeless Indicator: Code that indicates whether the student met the definition of homeless at some point during the academic year or was never homeless during the academic year, as determined by the LEA's homeless liaison. If at any time during the academic year the student is homeless, this "Homeless Indicator" must be "Y", the data element Homeless Primary Nighttime Residence must be populated, and the program service "*Homeless Unaccompanied Youth Status*" must be reviewed and populated is applicable. Field 47 in Template 3090 — Student Lite.

Homeless Primary Nighttime Residence: Code that indicates where students identified as homeless in the Homeless Indicator field have their primary nighttime residence (PNR). The LEA's homeless liaison determines the PNR at the time the student is identified as homeless. The USED realizes that a homeless family or youth may be mobile during their homelessness. If the PNR is not known at the time of enrollment but a PNR is subsequently identified, the LEA must indicate the PNR as soon as it becomes known. Field 51 in Template 3090 — Student Lite.

Immigrant Indicator: Indication of whether the student is or is not an immigrant, as identified by the parent/guardian. Field 49 in Template 3090 — Student Lite.

Immunization Date for First Polio Vaccination: The date that the student was first immunized against poliomyelitis, regardless of whether the immunization was provided orally (OPV) or intravenously (IPV). See 10 NYCRR 66. Field 28 in Template 3090 — Student Lite.

Initial Event Date: The date of the first event in the required sequence of events. The Initial Event Codes are CPSE01, CSE01, EI01, and CSENP01. See "Event Type Code" above. The Initial Event Date is the date that corresponds to the Initial Event Type Code (see below). Include the same Initial Event Date on each record in the sequence of events. Field 32 in Template 550 — Special Education Events.

Initial Event Type Code: The code used to report the first event in the required sequence of events for the following:

- For completing the timely evaluation of preschool and school-age students for special education eligibility determination. The first event for this sequence is CPSE01 or CSE01 (SPP Indictor 11).

- For implementing a child's IEP by their third birthday for preschool children transitioning from Early Intervention to preschool special education. The first event for this sequence is EI01 (SPP Indicator 12).
- For completing the evaluation of parentally placed students in elementary, middle, or secondary nonpublic schools and the provision of special education services to parentally placed students. The first event for this sequence is CSENP01. (This information is reported annually by all school districts.)

Include the Initial Event Type Code on each record after the first event in the sequence of events. Field 31 in Template 550 — Special Education Events.

Least Restrictive Environment Code: The code that indicates the least restrictive environment in which students with disabilities are enrolled. Use only one code for each student with a disability who is provided special education services on October 7. This code must be provided for every student with a disability for whom the school district has CPSE or CSE responsibility and who is receiving special education services, regardless of where the student is enrolled (in a public school district, parentally placed in a nonpublic school located in the district, in a charter school, in a BOCES, in a State-supported section 4201 school, in an in-State or out-of-State approved private school for students with disabilities, in an out-of-State facility as an emergency interim placement, home-schooled at parent's choice, in home or hospital placement, or incarcerated in a county or city jail). This code must also be provided for parentally-placed students with disabilities in nonpublic elementary or secondary schools who are not receiving special education services. Child-care institutions with affiliated schools must provide this code for students with disabilities who are placed by the courts or State agencies in their program. This includes Special Act School Districts. State agencies that operate educational programs must provide this code for every student with a disability who is provided educational services in the State agency operated program. The New York State School for the Blind in Batavia and the New York State School for the Deaf in Rome must provide this code for every student with a disability provided special education services in these schools. Field 44 in Template 590 — Special Education Snapshot.

Location Code: Required by eScholar load plan, typically the building code (assigned by local student management system and used by L1 Data Warehouse) that uniquely identifies the building in which a student is receiving the service. Programs can optionally use '0000'. Field 2 in Template 560 — Programs_Fact, Template 590 — Special_Ed_Snap, Template 550 — SE_Events; Field 7 in Template 2000 — Assessment_Fact; and Field 12 in Template 2190 — Assessment_Resp.

Migrant Indicator: Indication of whether the student met the definition of migrant at some point during the academic year or was never a migrant during the academic year. Field 48 in Template 3090 — Student Lite.

Neglected or Delinquent Indicator: Indication of whether the student met the definition of neglected or delinquent at some point during the academic year or was never considered neglected or delinquent during the academic year. Field 50 in Template 3090 — Student Lite.

Number of Days:
Indicator 11 for preschool children: The Number of Days is the number of school days from the date of receipt (in writing) of parent consent to evaluate to the date that the CPSE meets to discuss evaluation results and make an IEP recommendation to the Board of Education. The

date of receipt of parent consent to evaluate is counted as "day 1." School days are counted in accordance with section 200.1(n)(1): "School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school including students with disabilities and students without disabilities, except that, during the months of July and August, school day means every day except Saturday, Sunday and legal holidays." According to this definition, between September 1 and June 30, only days in which students are in attendance for instructional purposes, including partial days, are counted. During the months of July and August, every day but Saturday, Sunday, and legal holidays is counted.

Indicator 11 for school-age students: The Number of Days is the number of calendar days from the date of receipt (in writing) of parent consent to evaluate and the date that the CSE meeting occurs to discuss evaluation results. The date of receipt of parent consent to evaluate is counted as "day 1."

Indicator 12 for preschool children referred from Early Intervention: For a child found eligible for preschool special education, the Number of Days is the number of calendar days past the child's third birthday when the IEP is implemented. The first day past the child's third birthday is "day 1." If the IEP is not implemented by August 31, 2010, the Number of Days is the number of calendar days that August 31, 2010 is past the child's third birthday. For a child who is determined to be not eligible for preschool special education, the Number of Days is the number of calendar days past the child's third birthday when the CPSE meeting to determine eligibility was held. For a child whose eligibility is undetermined as of August 31, 2010, the Number of Days is the number of calendar days that August 31, 2010 is past the child's third birthday. If the child's third birthday is ON August 31, 2010, the Number of Days is "1" for the following scenarios:

- If the Event Outcome Code is "Y" (student is determined eligible for special education services) and the IEP is not implemented by August 31, 2010; or
- If the Event Outcome Code is "U" (eligibility decision is undetermined or meeting is not held).

Field 33 in Template 550 — Special Education Events.

Phone at Primary Residence: The telephone number at the student's principal residence, the residence where the student typically resides. Field 34 in Template 3090 — Student Lite.

Postgraduate Plan Description: The postgraduate activity planned by the student. Field 18 in Template 3090 — Student Lite.

Primary Ethnic Code: The code that indicates the race/ethnicity with which the student primarily identifies as indicated by the student or the parent/guardian. Race/ethnicity designations do not denote scientific definitions of anthropological origins. For reporting purposes, a student should be reported using the race/ethnicity designation for the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If the student or the parent/guardian will not designate race/ethnicity, a school administrator should select the dominant race/ethnicity. LEAs may institute their own local practices and procedures for identifying the dominant race/ethnicity. LEAs that are already identifying students as "multiracial" may use that identification in 2009–10. If using multiracial, also see Race 2 Code, Race 3 Code, Race 4 Code, and Race 5 Code.

- *American Indian or Alaska Native* — A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- *Asian* — A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- *Black or African American* — A person having origins in any of the black racial groups of Africa.
- *Hispanic or Latino* — A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- *Multiracial* — A person having more than one set of original peoples.
- *Native Hawaiian/Other Pacific Islander* — A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White* — A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Field 12 in Template 3090 — Student Lite.

Primary Placement Type: The code used to indicate the primary placement type (residential placement, or day placement by a district, the court, social services, or a State agency placement) of students with disabilities. Field 32 in Template 590 — Special Education Snapshot.

Primary Service Code: The code that represents the primary service provided to preschool students with disabilities. This information will be reported by school districts and will include information on all preschool students with disabilities who received special education programs and/or services on October 7, 2009 snapshot date and also at any time during the school year in the end of year Special Education snapshot. See Appendix 14: Preschool Students with Disabilities Primary Service Codes. Field 31 in Template 590 — Special Education Snapshot.

Primary Service Provider: The BEDS code or Institution ID that represents the coordinating special education service provider, as designated by the CPSE, for preschool students with disabilities who receive special education services. Select the service provider by following this order of selection:

- Select BEDS code or Institution ID of the approved preschool special education provider that provides the preschool special education service directly or through a contract;
- If the preschool special education service is not provided by an approved preschool special education provider, select the BEDS code of the county in which the student resides.

This element provides data as of October 7 snapshot date and the end-of-year snapshot. Field 46 in Template 590 — Special Education Snapshot.

Program Service Code: The code that indicates the program service in which a student participates. Field 5 in Template 560 — Programs Fact.

Program Service Entry Date: The date a student begins a specific program service. There must be one Program Service Entry Date record for each program service a student begins. Each academic year, every Program Service Code applicable to a student must be recorded and must also have a Program Service Entry Date. Program Services that were not exited in the previous academic year must be recorded with a July 1 entry date. Field 6 in Template 560 — Programs Fact.

Program Service Exit Date: The date a student left a specific program service. A Program Service Exit Date is required only when a student either completes a program service or leaves the service without completing the program. Some program services that require an exit date also require a Reason for Ending Program Service Code. Program Services continuing into the following academic year should not have an ending date in the current year. Field 7 in Template 560 — Programs Fact.

Program Service Provider BEDS Code: The BEDS Code of the organization or institution that provides the program service. School-level program services require an eligibility determination each time the student enrolls in a new building within the school district or in an out-of-district placement. If the service continues in the new building, a new program service record must be reported. For school-level services, the BEDS code to be provided is defined below:

- when the service provider is the district accountable for the student's performance, the BEDS code of the specific building in the district where the student receives the service;
- when the service provider is a BOCES, the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
- when the service provider is an approved private placement, the BEDS code of the out-of-district placement (i.e., where the student receives the service);
- when the service provider is a district other than the district accountable for the student's performance, the BEDS code for a specific building where the student receives the service in the other district.

District-level program services require a new record only when a student's program status or participation in a service changes. A new program fact record is not required when a student receiving a district-level service changes buildings. Field 8 in Template 560 — Programs Fact.

Race 2 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 43 in Template 3090 — Student Lite.

Race 3 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 44 in Template 3090 — Student Lite.

Race 4 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 45 in Template 3090 — Student Lite.

Race 5 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 46 in Template 3090 — Student Lite.

Reason Code: The code used to indicate the reason for delay in completing the evaluation, determining eligibility, or implementing the IEP by the child's third birthday for Indicators 11 and 12. A reason code is needed if the Number of Days to complete the evaluation is more than 30 school days for preschool children or more than 60 calendar days for school-age students or if the Number of Days that an IEP is implemented past the child's third birthday is one or more for children transitioning from the Early Intervention Program to preschool. See Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12). The "C"

next to the reason indicates the reason is "in compliance" with State requirements, and an "NC" next to the reason indicates the reason is "not in compliance" with State requirements. Field 20 in Template 550 — Special Education Events. See the schedule of the years for which school districts must report or re-submit data on these two indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html.

Reason for Beginning Enrollment Code: The code that indicates the reason the student's enrollment began or the type of enrollment begun. Each Reason for Beginning Enrollment Code must also have an Enrollment Entry Date. Each student must have at least one enrollment record. Enrollment information is used to determine district and school accountability cohort membership and the school/district to which annual assessment results, dropouts, and credentials are attributed. Field 7 in Template 420 — School Enrollment. See Appendix 7: Reason for Beginning Enrollment Codes.

Reason for Ending Enrollment Code: The code that indicates the reason the student's enrollment ended. Each Reason for Ending Enrollment Code must also have an Enrollment Exit Date. Each student must have at least one enrollment record. If a student leaves during the school year or finishes the school year but is not expected to return for the next school year, the student's enrollment record must have an Enrollment Exit Date and an appropriate Reason for Ending Enrollment Code. Field 7 in Template 420 — School Enrollment. See Appendix 8: Reason for Ending Enrollment Codes.

Reason for Ending Program Service Code: The code that indicates the reason a student no longer participates or is enrolled in a specific program service. Not all program services require a Reason for Ending Program Service Code. Field 13 in Template 560 — Programs Fact.

School District Student ID: The local unique identifier assigned to the student by the LEA in which the student is enrolled. The ID must be unique within an LEA. Field 4 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, and Template 550 — Special Education Events; Field 6 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response; and Field 5 in Template 590 — Special Education Snapshot.

School Year: The school year that encompasses the data being collected/reported. The school year is reported as June 30 of the academic school year (e.g., 2010-06-30 for academic school year 2009–10). Field 3 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, Template 590 — Special Education Snapshot, and Template 550 — Special Education Events; and Field 38 in Template 2000 — Assessment_Fact.

School-Age Indicator: Indication of whether a student with a disability is of school age. If on October 7, the student is receiving preschool special education services pursuant to Section 4410 or 4201, the school-age code must be "N" (if child is not school age). If the student is receiving special education services as a school-age student with a disability, the school-age code must be "Y" (Yes, student is school age). Field 47 in Template 590 — Special Education Snapshot.

Scoring Model Key: Type of scoring model used to score an assessment. For NYSAA, this field is used for the Scoring Institute Code. Field 45 in Template 2000 — Assessment Fact.

Snapshot Date: The date on which a "snapshot" of certain special education data elements are captured. This date is either October 7 of the reporting period (2009-10-07) or July 1 (End of Year) of the reporting year (2009-07-01). Field 35 in Template 590 — Special Education Snapshot.

Student's Address City: The city of the student's principal residence. Field 31 in Template 3090 — Student Lite.

Student's Address Line 1: The first line (number, street, and apartment number) of the address of the student's principal residence. Field 29 in Template 3090 — Student Lite.

Student's Address Line 2: The second line of the address of the student's principal residence. Field 30 in Template 3090 — Student Lite.

Student's Address State Code: The two-character United States Postal Service (USPS) code for the state of the student's principal residence. Field 32 in Template 3090 — Student Lite.

Student's Address Zip Code: The official Unites States Postal Service (USPS) zip code of the student's principal residence. The zip code can be either five digits with no dash or nine digits with a dash after the first five digits. Canadian zip codes do not require a dash. Field 33 in Template 3090 — Student Lite.

Student's First Name: The first name given to an individual at birth, baptism, or during another naming ceremony or through legal change. Local districts may determine their own policies and procedures for obtaining the student's first name. Field 6 in Template 3090 — Student Lite.

Student's Guardian One Name: The full name of the parent, primary guardian, or legal guardian who enrolled the student. If the student has two primary guardians, enter the first guardian in Guardian One Name and enter the second guardian in Guardian Two Name. Field 35 in Template 3090 — Student Lite.

Student's Guardian Two Name: The full name of a second parent, primary guardian, or legal guardian who enrolled the student. Field 36 in Template 3090 — Student Lite.

Student's Last Name: The legal last name borne in common by members of a family and used by the student (i.e., the last name given to an individual at birth or through legal change). Local districts may determine their own policies and procedures for obtaining the student's last name. Field 5 in Template 3090 — Student Lite.

Student's Middle Initial: The first letter of a middle name given to an individual at birth, baptism, or during another naming ceremony or through legal change. Local districts may determine their own policies and procedures for obtaining the student's middle initial. Field 7 in Template 3090 — Student Lite.

Student's Place of Birth: The City, State/Province/Region, and Country in which the student was born. If the student was born in the United States, country is optional. However, if included, use USA. If the student was born outside of the United States, record the city, province, state, or region, and the country of birth. If all of these data elements are not available, record as many elements as possible. Field 37 in Template 3090 — Student Lite.

Survey Completion Indicator: Indication of whether the NYSAA survey was completed for the student. This data element is collected only on assessment fact records for NYSAA assessments. Field 46 in Template 2000 — Assessment Fact.

Test Group: Short description of the test type being reported for the student (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) Field 2 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 11: Assessment Measure Standard Descriptions and Codes.

Version: June 30 of the school year of test administration (e.g. 2010-06-30). Field 3 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response.

Years Enrolled in a Bilingual or English as a Second Language (ESL) Program: The cumulative number of years in which a LEP-eligible student (Program Service Code = 0231: LEP Eligible) has been enrolled in a bilingual or ESL program in New York State, including the current academic year. For more information, see the section on LEP students in Chapter 9: Reporting Program Service Records.
Note: These data are used for research on the relationship between length of service and NYSESLAT performance and for federal reporting. This data element is *not* used to identify LEP students who are not required to take grades 3–8 English language arts (ELA) assessments. Students eligible to take the NYSESLAT in lieu of the ELA assessment to meet the participation requirement for accountability must be identified using the program service: Eligible to take the NYSESLAT for grades 3–8 ELA Accountability — Code 0242.
Field 17 in Template 3090 — Student Lite.

Years in United States Schools: The number of full consecutive academic years an immigrant student has been enrolled in schools anywhere in the United States. This data element is based on the beginning date of the student's latest period of continuous enrollment in United States schools. A student may attend school in the United States, leave the country, and not attend school in the United States for a full academic year and, subsequently, re-enroll in a United States school. In such cases, the enrollment date for determining the number of consecutive academic years in United States schools is based on the re-enrollment date. A full academic year is the standard school year, usually September through June. The following table shows how to determine the number of years to be reported. Report whether the student is in the first, second, third, etc. year of enrollment in United States schools. This is based on the beginning date of the student's latest period of continuous enrollment in United States schools. For immigrant students in preschool or prekindergarten, report zero (0) years. Do not use zero for immigrant students in any other grade level. Field 39 in Template 3090 — Student Lite.

Beginning Date of Latest Period of Continuous Enrollment in a United States School, K–12 (Not including Puerto Rico)	Years of Enrollment
July 1, 2009 – June 30, 2010	1
July 1, 2008 – June 30, 2009	2
July 1, 2007 – June 30, 2008	3
July 1, 2006 – June 30, 2007	4
July 1, 2005 – June 30, 2006	5
July 1, 2004 – June 30, 2005	6
July 1, 2003 – June 30, 2004	7
July 1, 2002 – June 30, 2003	8
July 1, 2001 – June 30, 2002	9
July 1, 2000 – June 30, 2001	10
July 1, 1999 – June 30, 2000	11
July 1, 1998 – June 30, 1999	12
July 1, 1997 – June 30, 1998	13

Chapter 8: Reporting Enrollment Records

Before a student's records are submitted to the Student Information Repository System (SIRS), the student must have an "enrollment record" for the reporting institution. An enrollment record identifies the reason and date each reported student enrolled in the school and/or district and, if applicable, the reason and date the student changed grades within the school or ended enrollment within the school and/or district. Enrollment records are required even in cases where the student is not on the attendance register of the reporting institution. For example, enrollment records are required when a district is required to report special education records for a student with a disability who is enrolled by a parent or guardian in a charter school or a nonpublic school, is home-schooled, or is placed out-of-State by the court or social service agencies. As another example, preschool children who are not enrolled in a UPK or Pre-K program must have Reason for Beginning Enrollment Code 4034 — *Enrolled solely for the purpose of determining eligibility for preschool special education services* when they are referred to the CPSE for determination of eligibility for special education.

Whenever the CSE responsibility for students with disabilities or students referred to the CSE for determination of eligibility for special education services is maintained by a school district that is not accountable under NCLB for a student's State assessment results, two separate enrollment records must be submitted for the same student. The school district with CSE responsibility will submit a Reason for Beginning Enrollment Code 5905, and the school district with accountability responsibility under NCLB will submit a reason for beginning enrollment code 0011 or a school choice enrollment entry type. The district that submits a Reason for Beginning Enrollment Code 5905 is required to submit the special education information (Special Education Snapshot, Special Education Events and Child Outcomes Summary Form Data) and the school district that submits a Reason for Beginning Enrollment Code 0011 is required to submit State assessment information. The district that submits a Reason for Beginning Enrollment Code 5905 may, but is not required to, report graduation, diploma, type of credential, and post graduate plans for these students. Both districts must report program services and demographic data for the student.

Determining Dates of Enrollment

All students (including students with disabilities) are enrolled year-round, unless there is a break in enrollment. Enrollment entry records for students continuing in a district or school must begin on July 1st. Enrollment exit records are reported only if the student's enrollment or grade level changes during the academic year.

Enrollment in Building or Grade

Reason for Beginning Enrollment Code 0011 is used by public, nonpublic, and charter schools; school districts; State agencies that operate educational programs; child-care institutions with affiliated schools that provide educational services pursuant to Article 81; the New York State School for the Blind; and the New York State School for the Deaf when a student enrolls in a building or changes grade (for any grade level except GED). Public school districts must use this code to report the enrollment of any student for whom the districts have full educational responsibility (therefore, this excludes home-schooled students), except students who transferred between schools under an NCLB Title I transfer option. Nonpublic schools participating in the repository system and/or in Reading First must use this code to

report students enrolled by parental choice. Reason for Beginning Enrollment Code 5654 is used to report GED students who end their 0011 enrollment and transfer to an approved AHSEP or HSEP program. All resident students enrolled in an approved AHSEP or HSEP program must be reported by the district of residence.

Transfers under NCLB

One of three Reason for Beginning Enrollment Codes should be used to record that students transferred into another school within the district under an NCLB transfer option. The codes are transferred in under the NCLB "School in Improvement Status" transfer option (5544), transferred in under the NCLB "Persistently Dangerous School" transfer option (7000), and transferred in under the NCLB "Victim of Serious Violent Incident" transfer option (7011). (See Appendix 7 for Reason for Beginning Enrollment Codes.)

Districts must use Reason for Ending Enrollment Code 153 for students who transfer out of a school that is in need of improvement under Title I under the NCLB choice provision. Public school districts other than New York City must use Reason for Ending Enrollment Code 5927 for students who are leaving a school because they have been a victim of a serious violent incident. New York City Public Schools must use Reason for Ending Enrollment Code 5927 for such students who transfer to a school within the same Community School District and code 5938 for students who transfer to a school in another New York City Community School District. (See Appendix 8 for Reason for Ending Enrollment Codes.)

Summer School Enrollment

Since the school year begins on July 1 and ends on June 30, summer school records are reported with the records for the school year beginning in September following summer school. If the student will be continuing enrollment in the fall in the same district that provided the summer school program, the student's enrollment record for the school year should begin on July 1. If the summer program is provided by the district in which the student was enrolled the previous year, but the student will enroll in a different district or charter school in the fall, the first district should provide an enrollment record with beginning date July 1 and a second enrollment record with the appropriate Reason for Ending Enrollment Code and the date that summer school ended. The school providing summer school services can differ from the school a student attends during the regular school year. Do not end a student's enrollment record in the school the student attends during the regular school year if the student is attending only summer school in a different school. See Appendix 9: Program Service Codes for more information about summer school participants.

Students with Disabilities

The enrollment record of each student with a disability who is placed out of district by the CSE or CPSE or by decision of district/school administrators must have an active BEDS code for the district of residence (i.e., under the data element District of Responsibility BEDS Code) and for the school where the child is receiving full-time educational services (i.e., under the data element Building of Enrollment BEDS Code). Guidance on acceptable BEDS codes is available at http://www.emsc.nysed.gov/irts/sirs under Location Code Information and at http://www.vesid.nysed.gov/sedcar/ . If you cannot find a BEDS code for the location where the student has been placed, contact SEDCAR by phone at (518) 486-4678 or by e-mail at vesidcar@mail.nysed.gov for assistance.

If the CSE determines after the beginning of the 2009–10 academic year that a student with disabilities who was previously reported as graded should now be reported as ungraded (or vice versa), that student's enrollment record in the SIRS should be ended using the Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same building.*

Students with disabilities determined by the CSE to be ungraded for State assessment purposes must be reported as ungraded on the student's enrollment record in the SIRS. All students taking the NYSAA must be coded as ungraded. Ungraded students must be coded as ungraded elementary or ungraded secondary. The determination between ungraded elementary or ungraded secondary should be based primarily on either the grade levels offered in the school the student attends or the student's age.

Students who are placed by the school district in a public school outside their district of residence and students who are placed by the school district in a BOCES program in or outside of their district of residence must be reported using the district of residence BEDS code as the District of Responsibility BEDS Code. These students must be reported using the BEDS code of the school where the student is enrolled in the location field (i.e., under the data element Building of Enrollment BEDS Code). Students who are placed in a BOCES program in or outside of their district of residence, regardless of where the BOCES program is located, must be reported using the generic BOCES BEDS code (not specific BOCES building code) in the location field (i.e., under the data element Building of Enrollment BEDS Code).

Public school districts that have CSE or CPSE responsibility must use Reason for Beginning Enrollment Codes 5905 and 4034 and Reason for Ending Enrollment Codes 140 and 8305 exclusively for students with disabilities or students who are referred to the CSE or CPSE for determination of eligibility for special education services in the following situations:

- Reason for Beginning Enrollment Code 5905 — This code is used for 1) students who are enrolled by parental choice in a nonpublic elementary or secondary school, a charter school, or a public school district other than the district of residence; 2) home-schooled students; 3) students who are enrolled by court order in out-of-State private schools; and 4) kindergarten-age students who are not enrolled in a district school but are receiving special education services as school-age students either at home or in an early childhood setting. The public school district in which the student resided at the time of the court order (for out-of-State placements) maintains its status as the district with CSE responsibility. This enrollment code is reserved for use by public school districts to report students for whom they have CSE responsibility but for whom they do not provide general instruction and for whom they do not have accountability under the State accountability system.

- Reason for Beginning Enrollment Code 4034 — This code is used to enroll a child who is referred to the CPSE for an initial evaluation to determine eligibility for preschool special education services This code is used only if the child has no other enrollment record. This code is required only from school districts that must report on the timely evaluation of preschool children and the timely transition of children from Early Intervention to preschool special education (SPP Indicators 11 and 12). See the schedule of the years for which school districts are required to report or resubmit data for these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html.

- Reason for Ending Enrollment Code 140 — This code is used to end the enrollment of preschool children when a determination of eligibility for preschool special education services is completed or if the eligibility determination process is stopped for any reason, such as if the child leaves the school district before a determination is made. This code always ends the "4034" enrollment record. If preschool children are found to be eligible for preschool special education, an enrollment record with code 0011 must be submitted when the child enrolls in school to begin receiving special education services.

- Reason for Ending Enrollment Code 8305 — This code is used to end the enrollment of students with a Reason for Beginning Enrollment Code 5905 — *CSE responsibility only*.

Preschool and school-age students with disabilities must be reported using the following BEDS codes. For more information, see Chapter 5: Reporting Rules.

- Report preschool children with disabilities who are enrolled in Pre-K or UPK programs with the BEDS code of the building in which the program is operated. Report preschool children enrolled in a Pre-K or UPK program operated under a contract with the school district with the first eight digits of the district BEDS followed by "0666" as the last four digits.
- Report preschool children with disabilities who are not enrolled in Pre-K or UPK programs with the BEDS code of the coordinating special education provider (if more than one provider is involved) or the sole special education service provider (if only one provider is involved). Only BEDS codes of approved special education service providers may be used. If the student is not receiving special education services from employees of an approved special education service provider, use the code of the county that is providing the service by contracting with an independent service provider.
- Report school-age students with disabilities with the BEDS code of the building in which the students are enrolled for the majority of the school day.
- Report students with disabilities enrolled in BOCES-operated education programs with the BEDS code of the BOCES, not the BEDS code of the building in which the BOCES program is located.
- Report students with disabilities who are placed by the district in a public school outside their district of residence and students who are placed by the district in a BOCES program in or outside of their district of residence with the BEDS code of the district of residence for the District of Responsibility BEDS Code. Students who are placed in a public school outside their district of residence must be reported using the BEDS code of the school where the student is enrolled in the location field (i.e., under the data element Building of Enrollment BEDS Code).

Enrollment Records of Preschool Students with Disabilities

School districts that are required to submit data to the State on the timely evaluation of preschool-age students for special education eligibility determination (SPP Indicator 11) or the timely transition of children from Early Intervention to preschool special education (SPP indicators 12) are required to submit enrollment records for preschool children as follows:

- For Indicator 11, the beginning date of the enrollment record must be in the school year in which the parent provides consent to evaluate the child;

- For Indicator 12, the beginning date of the enrollment record must be in the school year in which the referral to evaluate the child is received.

See the schedule of the school years for which school districts are required to report data or resubmit data on these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html. An enrollment record with Reason for Beginning Enrollment Code 4034 is submitted to indicate that the parents have provided consent to evaluate (Indicator 11) or the child has been referred to the CPSE for determination of special education eligibility (Indicator 12). A Reason for Ending Enrollment Code 140 is submitted when the determination of eligibility decision has been made or is stopped for any reason. A subsequent second 4034 enrollment record may be submitted for preschool children if they are referred to the CPSE again for an initial evaluation to determine eligibility for special education. A new enrollment record with Reason for Beginning Enrollment Code 0011 must be submitted for preschool children who are found to be eligible for special education services when they enroll in school to receive special education services. The beginning day of this enrollment must be after the ending date of the Reason for Ending Enrollment Code 140 record.

If a preschool student with a disability is declassified by the CPSE, or if a preschool student with a disability is determined not to be eligible for special education as a school-age student with a disability, or if the parents of a preschool student with a disability revoke consent for special education services, the program fact record (i.e., Type of Disability) must be ended with an ending date and Reason for Ending Program Service Code 901.

If preschool students with disabilities move out of the school district, submit an ending enrollment record with the Reason for Ending Enrollment Code 170, 221, or 425.

Use Reason for Ending Enrollment Code 153 for a preschool child with a disability who, upon reaching school age, is placed by the CSE in a different building for a school-age special education program. Use Reason for Ending Enrollment Code 782 for a preschool child with a disability who, upon reaching school age, is placed by the CSE in the same building for a school-age special education program. In both cases, also submit a program fact record (i.e., Type of Disability) with an ending date and Reason for Ending Program Service Code 912 to end the "preschool student with a disability" record, and submit a new programs fact record with the school-age disability code.

Walk-in "Enrollments"

Walk-ins are students who are not on the school attendance register but take a State assessment in the school. Reason for Beginning Enrollment Code 5555 — *Student enrolled for the purpose of recording a test score – walk-in* is used to provide an enrollment record for the student so that the test score may be reported. An example of a walk-in student is one who drops out of school, does not re-enroll, but wants to take a state assessment to complete a diploma requirement. This code may not be used for grades 3–8 New York State Testing Program assessments. The school that administered the assessment must be reported as the building of location on the enrollment record. The scores of these students are not used to determine accountability status. All walk-in enrollments must end with a Reason for Ending Enrollment Code 8228 – *End walk-in enrollment.* The Ending Enrollment Date must be at least one day after the Beginning Enrollment Date. Do *not* use Reason for Beginning Enrollment

Code 5555 to report students in county jails or home-schooled students. See below for directions for reporting these students.

Students in County Jails

General-education students and students with disabilities in county jails who are in regular instruction programs leading to a high school diploma must be reported by the school district in which the jail is located, using Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*, and the BEDS code of the jail as the building of enrollment. General-education students and students with disabilities in county jails who are in approved AHSEP or HSEP programs must be reported with a Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and the BEDS code of the approved program. School districts must coordinate with court-placement agencies to ensure that students are enrolled appropriately and educational records are shared.

Court-placed Students

Students placed outside the district by court order must be reported with a Reason for Ending Enrollment Code 323 — *Transferred outside district by court order*. Educational and reporting responsibility for these students is determined by Commissioner's Regulations. For further information, contact the Office of Student Support Services at (518) 486-6090. Do not end enrollment for students placed temporarily in a facility pending a decision by court order. School districts must coordinate with court-placement agencies to ensure that students are enrolled appropriately and educational records are shared.

Home-schooled Students

Students enrolled in a district who leave the school/district because they will be instructed at home by a parent/guardian or tutor employed by the parent/guardian must be reported by the school/district with a Reason for Ending Enrollment Code 255 — *Transferred to home-schooling by parent or guardian.* Resident students not enrolled in a school who are instructed at home by a parent/guardian or tutor employed by the parent/guardian must be reported if they take a State assessment or if they are referred to the CSE for determination of eligibility for special education or if they are identified as students with disabilities by the district CSE and the district is providing special education services. At their discretion, districts may report other home-schooled students, but the districts will not have accountability responsibility for these other students. The district of residence must use Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* to report general-education home-schooled students who are taking a State assessment. The district of residence must use Reason for Beginning Enrollment Code 5905 — *Committee on Special Education (CSE) responsibility only* to report special education records and assessment records for home-schooled students with disabilities or home-schooled students who are referred to the CSE for determination of eligibility for special education services. To report assessment records for home-schooled students, the district of residence must open enrollment for the student in SIRS on the day the student takes the assessment, report the assessment record for the assessment taken, and then use the Reason for Ending Enrollment Code 255 to end enrollment the day after the student completes this assessment or, if the student takes multiple assessments in the school year, the day after the student completes the last assessment for the year. If the student takes multiple assessments in a school year, the district of residence must repeat this process to report each assessment administered. The BEDS code used on these records is the first eight

digits of the district code followed by 0888. The assessment scores of these students will not be included in the accountability calculations for the district of residence.

Homebound (Home-Tutored) Students

Homebound students (also known as home-tutored) are students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury — substantiated by a licensed physician or, for students with disabilities, placed in homebound instruction by the CSE — and are instructed at home or in a hospital by a tutor provided by the district of responsibility. The district of residence is responsible for testing and reporting these students. The building of location code for these students is the first eight digits of the district code followed by 0777. The building of location code for students who remain enrolled in a school but are provided temporary instruction in the home is the BEDS code of the school in which the student is officially enrolled.

Preschool/Prekindergarten/Universal Pre-K

The term "preschool" means children referred to the CPSE for special education eligibility determination (i.e., those with a Reason for Beginning Enrollment Code 4034) and students receiving preschool special education services (Reason for Beginning Enrollment Code 0011). Both groups use the Grade Ordinal "PRES" to report under the data element "Grade Level".

The term "prekindergarten" means students who are enrolled in a prekindergarten or universal pre-K program. Both groups use the Grade Ordinal "PREK" to report under the data element "Grade Level". Note that a student should only be reported as Pre-K if he/she is in a Pre-K program operated by the school district or in a Universal Pre-K program under contract with the district.

Universal Pre-K programs are Pre-K programs funded pursuant to Section 3602-e of Education Law. These programs are operated by the school district or by other eligible agencies under a contractual agreement with the school district. Students in Universal Pre-K programs operated by entities other than the school district or a BOCES must be reported using the first eight digits of the district's BEDS code followed by 0666 as the building of location code.

If preschool students with disabilities are enrolled in Pre–K or Universal Pre–K programs, use grade level "PREK" and the building of location code of the Pre–K or Universal Pre–K program. In the Primary Service Provider column of the Special Education Snapshot template, provide the BEDS code of the special education service provider or the coordinating service provider. In the disability Programs Fact record, provide the disability code 5786 (preschool student with a disability).

Postsecondary Students

Students who leave a district to attend a postsecondary institution prior to earning a high school diploma and are awarded, by that postsecondary institution, the final high school credits needed for graduation, must be reported by the high school issuing the diploma, even if these students never returned to the high school. The high school should report these students in the SIRS using the Reason for Beginning Enrollment Code 0011 and date, the

appropriate Reason for Ending Enrollment Code and date, and the credential earned. If students are enrolled both in a high school and in a postsecondary institution, they should be reported as enrolled in the high school.

Suspended Students

Students suspended from school are to be reported as continuously enrolled during the suspension period by the school from which they were suspended. Even when a district supplies a tutor to a suspended student, the student remains enrolled in the building where the student was prior to the suspension. These students are not considered homebound.

Dropouts/Noncompleters

Resident students who drop out while they are still of compulsory school age must be kept on the school's attendance register until they exceed compulsory school age or move out of the district. For example, if a student drops out at age 14, he or she must be kept on the attendance register in each subsequent school year until the end of the school year in which the student exceeds compulsory school age or returns to an education program. These students may be reported with a Reason for Ending Enrollment Code 391 — *Long-term absence* or 425 — *Left school: no documentation of transfer* followed by a Reason for Beginning Enrollment Code 8294 — *School-age children on the roster for census purposes* (optional for 2009–10). If the student re-enrolls, the student should be reported with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*. Do ***not*** use Reason for Ending Enrollment Code 357 — *Left school: previously reported* for students who dropped out when they were in Grades K through 6, re-enrolled, and dropped out again. If a student drops out of one school in a district and enrolls in another school in the same district within the same school year, the first school must change the dropout Reason for Ending Enrollment Code to 153 — Transferred to another school in this district or to an out-of-district placement. If the school does not change the Reason for Ending Enrollment Code to 153, the student will be counted as a dropout for that school, even though the student returned to the district.

Students discharged during the current school year who are not of compulsory school age must be reported with an Enrollment Exit Date and Reason for Ending Enrollment Code. Students whose last enrollment record for the school year had an ending date of June 30 or earlier and a Reason for Ending Enrollment Code 340 — *Left school: first-time dropout*, 391 — *Long-term absence*, 408 — *Permanent expulsion*, 425 — *Left school: no documentation of transfer*, 289 — *Transferred to AHSEPP or HSEPP*, 306 — *Transferred to other high school equivalency (GED) preparation program*, 136 — *Reached maximum legal age*, or 357 — *Left school: previously counted as a dropout* are counted as dropouts. [Note: Students with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout* are counted as dropouts in cohort dropout reports but are not counted as dropouts in annual dropout reports.] Students whose grade level at the end of the school year is no higher than grade 6 and ungraded students no older than 13 on June 30 who are reported with Reason for Ending Enrollment Code 425 will not be counted as dropouts. Enrollment records with beginning dates after June 30 are ignored when identifying the last enrollment record.

Students who withdraw from school without documentation of transferring to a diploma-granting program prior to entering the ninth grade (i.e., during Preschool through 8th grade) must be reported using Reason for Ending Enrollment Code 425 — *Left School, no documentation of transfer*.

For students who were enrolled at the end of the 2008–09 academic year but dropped out before the beginning of the 2009–10 school year, report the enrollment records with a beginning date of July 1, 2009 and ending date when it was determined the student was not returning to school (must be after July 1, 2009).

Students who are expected to enroll in a school at the beginning of a school year must have an enrollment beginning record for that school with a beginning date of July 1 unless the school has been notified that the student has transferred to another school. The enrollment record is required even if the student does not attend on any day. If after the beginning of the school year these students are documented to have enrolled in another school, report an ending enrollment record with an ending date before the first day of school and the appropriate Reason for Ending Enrollment Code. If the student does not attend and no documentation of transfer is received, an ending enrollment record must be submitted, reporting the student as having 20 unexcused absences (Code 391) or as having left school with no documentation of transfer (Code 425).

These students should be reported using the actual start date of enrollment (taken from the student management system). The enrollment ending date may be the last date of attendance; the date the school was notified that the student had dropped out or transferred to a GED program; in the case of a long-term absence, the date of the 20th consecutive unexcused absence; or, for students who do not return to school in the fall, the date it was determined the student was not returning to school.

Example 1: Student A finished grade 8 at District Middle School and was expected to enroll at District High School in the fall. Student A did not enroll at the high school in the fall and the district/school received no documentation that he transferred to another district, died, or left the country. Student A will be counted as a dropout from District High School.

Example 2: Student B finished grade 10 at District High School in June 2009 but did not return to school in the fall. District High School must submit a 2009–10 enrollment record with the appropriate Ending Date and Reason for Ending Enrollment Code. The Reason for Ending Enrollment must reflect the district's documentation as to her reason for leaving. Unless Student B can be documented to have transferred to another school or to an approved high school equivalency preparation program, died, or left the country, Student B will be counted as having dropped out. If the district reports Student B as having left without documentation, it may change the reason for leaving if, within the school year after the student left without documentation, it obtains documentation that Student B is enrolled in another school or an approved high school equivalency preparation program, died, or left the country.

Students in GED Programs

Districts must report all resident students enrolled in an approved AHSEP or HSEP program. Students who transfer from a district school to an approved AHSEP or HSEP program within the district, outside the district, or in a jail must be reported by the school and district with a Reason for Ending Enrollment Code 289: *Transferred to an approved AHSEP or HSEP program* and a Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* with the BEDS code of the approved AHSEP or HSEP program for the BEDS code of location.

Students who end enrollment in a district school to attend a community-based program that is not an approved AHSEP or HSEP program must be reported with a Reason for Ending Enrollment Code 306 — *Transferred to other high school equivalency (GED) preparation program.*

Recipients of IEPs or High School Equivalency diplomas who return to pursue a local diploma should be reported at the grade level the district determines to be appropriate. Such returning students should be given a new enrollment record and all other required data.

Transferred to Another School in This District or an Out-Of-District Placement

Reason for Ending Enrollment Code 153 — *Transferred to another school in this district or an out-of-district placement* is used when a student transfers to a school within the same school district, or is placed in an out-of-district setting by the district CSE. The out-of-district setting could be a BOCES, an approved-private placement, a State-supported school (e.g., The Cleary School for the Deaf, Lavelle School for the Blind, etc.), or another public school district. This code may be used when students transfer or are placed at the end of the school year or at any point during the school year. When the student transfers or is placed during the school year, the student must also have a beginning enrollment record reported with the location code for the school/institution to which the student entered and a beginning date set as the day following the exit date from the previous institution. When the student transfers or is placed at the end of the school year, the student must have a beginning enrollment record on July 1 of the following year. This code is also used when a student is promoted out of the highest grade that this school offers and is expected to be registered in and attend another school in this district.

Chapter 9: Reporting Program Service Records

Eligibility Determination

All Program Services designated as "school level" (e.g., *Title I Targeted Assistance Programs*) require an eligibility determination each time the student changes buildings either within the school district or to an out-of-district placement. Therefore, a new Program Fact record is required each time a student receiving this type of program service changes buildings, assuming the program service continues. All Program Services designated as "district level" (e.g., *Poverty-from low-income family*) require a new eligibility determination and a new record only when a student's status or participation in the program service changes or when the student transfers to a new district. Program service codes are listed in Appendix 9: Program Service Codes.

Limited English Proficient (LEP) Students

All LEP students must have the Program Service Code 0231 — *LEP Eligible*, a LEP Program Service code that identifies the type of services received, and the data element Years Enrolled in a Bilingual or ESL Program populated. ***All students with a LEP-eligible record at any time during the school year will be included in the LEP group for accountability purposes. All LEP-eligible students must be provided LEP services.***

The LEP Program Service Codes for identifying the type of services received are 5709 (*English as a Second Language),* 5676 (*Bilingual Program)*, 5687 (*Two-way Bilingual Education Program)*, 5698 (*LEP Other Program),* or 8239 (*LEP Eligible but not in a LEP Program.*) Students can be in only one LEP program (i.e., Program Service Codes 5709, 5676, 5687, 5698, or 8239) at a time but may participate in more than one during the school year. One record must be provided for each LEP program in which a student participated. The record must indicate the dates of participation.

The data element Years Enrolled in a Bilingual or ESL Program must be populated for all LEP students. This data element indicates the number of cumulative years the student has received services in a bilingual or English as a Second Language (ESL) program in New York State (NYS) schools. (The years in which a student is reported with a Program Service code 8239 are not counted.) Districts should report, to the best of their knowledge, whether the student is in the first, second, third, or later year of bilingual or ESL instruction in NYS schools. Some students may leave NYS schools for various periods of time after their first enrollment. If the student's enrollment has not been continuous, the district should provide its best estimate of the student's cumulative years of enrollment in bilingual or ESL programs in NYS. Report one year for students with up to one year of bilingual or ESL instruction; two years for students with up to two years; etc. Zero should only be used if the student has never received services. If a student received instruction for the majority of a school year (seven months or more), count that year as a full year of instruction. To determine years of cumulative enrollment for students with discontinuous enrollment, count the months of instruction received in past years. Each ten months of instruction should be considered equivalent to one year. For example, if the student received six months of bilingual or ESL instruction in 2007–08 and four months in 2008–09, those months should be counted as the first year of instruction. The 2009–10 school year would be year 2 of instruction. Only LEP eligible students should have this data element completed.

NYSESLAT-eligible: All LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year must also have a Program Service code of 0242 *(Eligible to take the NYSESLAT for grades 3-8 ELA Accountability).* This code identifies the student as eligible to take the NYSESLAT in lieu of the NYSTP in grades 3–8 ELA for participation purposes only when determining accountability status. For more information on eligibility to take the NYSESLAT in lieu of the ELA assessment see the section in this manual on "Testing Limited English Proficient Students."

Each LEP student who participates in a program supported by Title III of NCLB must also have a Program Service Code associated with NCLB Title III. These are 5720 (*Title III: Services to Non-Immigrant LEP Students),* or 5731 (*Title III: Language Instruction Immigrant LEP Students)*, or 5742 (*Title III: Part B, subpart 4: Emergency Immigration Education Program).*

Students with Disabilities

All students classified as disabled in the current school year must have a disability type record, identifying the student's particular disability. All students identified as disabled at any time during the school year will be included in the students with disability group for accountability purposes.

For a preschool child with a disability who will enter Kindergarten as a school-age student with a disability, submit a program fact record (i.e., Type of Disability) with an ending date and Reason for Ending Program Service Code 912 to end the "preschool student with a disability" record, and submit a new programs fact record with the school-age disability code. For a preschool child with a disability who will enter Kindergarten as a school-age student without a disability, submit a Reason for Ending Program Service Code 901 (declassification). This code is also used to end the disability classification for school-age students. Also, if parents revoke consent (in writing) for special education services, submit a Reason for Ending Program Service Code 901 (declassification).

NCLB Transfer Options

Students who applied to transfer to and, if applicable, were provided the option to transfer to another district school, using an NCLB-mandated public school choice option must be reported with the appropriate NCLB Transfer Option Program Service code.

Supplemental Educational Services under NCLB

Each student who received supplemental education services under this provision of NCLB in the current school year must have a Program Service Code 5533 — *Supplemental Services for Schools in Improvement Status Under Title I* for the current school year in his or her repository record.

Free-and-Reduced-Price-Lunch Eligibility

Free Lunch Program – Code 5817: Indicates that the student is an approved applicant for the federal Free Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This Program Service Code should also be

used for students who have met the eligibility requirements for the federal Free Breakfast Program and/or the federal Free Milk Program.

Reduced-Price Lunch Program – Code 5806: Indicates that the student is an approved applicant for the federal Reduced-Price Lunch Program. This means the student has applied for and has met the eligibility requirements for this Program Service. This Program Service Code also applies to students who have met the eligibility requirements for the federal Reduced-Price Breakfast Program.

Summer School Participation (Required, if applicable to the student)

All students participating in summer school programs must be reported with a Program Service Code for summer school participation. This code is applicable to all programs — including elementary, middle, and secondary — without regard to how the program is funded. Use the following to determine the BEDS code to use when reporting these students:

1.) When the service provider is the district accountable for the student's performance and the building the service is provided in is known, use the BEDS code of the building where the student receives the service;

2.) When the service provider is the district accountable for the student's performance and the building the service is provided in not known, use the BEDS code of the district where the student receives the service;

3.) When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is known, use the BEDS code of the building where the student receives the service;

4.) When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is not known, use the BEDS code of the out-of-district placement where the student receives the service;

5.) When the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided); and

6.) When the service provider is a public school district other than the district accountable for the students' performance, use the BEDS code of the other district.

Career and Technical Education Programs (Required, if applicable to the student)

All students who participated in career and technical education must have a CTE program service record. All students in any CTE program beginning with the first course or unit of study who are also in a high school diploma-granting program or an approved GED program (i.e., AHSEPP or HSEPP) must have a CTE program service record:

- whether or not the courses comprising the CTE program are federally funded,
- whether or not the courses comprising the CTE program have been approved to allow the issuance of a Technical Endorsement,

- whether the courses comprising the CTE program are for a General or Title II program.

CTE students are those enrolled in any course that can be a part of a CTE cluster (i.e., agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education). This includes students who are substituting a five-unit CTE sequence to fulfill the foreign language requirement for an advanced designation diploma and students enrolled in:

- a local high school,
- a BOCES or technical/CTE high school,
- an alternative education and a CTE program,
- an approved GED program (AHSEPP or HSEPP) and a CTE program, or
- a CTE program in a nonpublic school that participates in data reporting via the SIRS.

The school district accountable for the student is responsible for this reporting even if the district's students receive their CTE at another program service provider (e.g., BOCES).

The agency that operates the CTE program is the service provider. A school district offering CTE for its own students would be both the district responsible for reporting these program service records and the program service provider. A school district that sends its students to a BOCES for CTE would be the district responsible for reporting these program service records but the BOCES would be identified as the program service provider. Thus, the responsibilities for all school districts include reporting CTE students served in their own high schools as well as those sent to BOCES or other out-of-district providers.

The CTE data fields in SIRS are governed by federal mandates, as some CTE programming receives federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins). CTE reporting requirements are the same for all schools whether or not they use Perkins funding.

Students who transfer from one CTE program to another during the school year or enroll in more than one CTE program during the school year must be reported with a separate record for each program. For example, two service records would be required for a student enrolled in business education in his or her high school and in computer information technology at a BOCES.

All students taking CTE have a CTE program service record created in the school year they first start CTE. As with all program service records, this is tied to the student's enrollment record each year. If the student is taking CTE over multiple years and has not completed or left the CTE program by the end of the first year, the student's first year CTE program service record is left without a Reason for Ending Enrollment code. As in every year, and at the start of the following school year, each student has a new enrollment record created and that record has all the student's program service records for that year attached to it. If a student continues a CTE program that did not have a Reason for Ending Enrollment code at the end of the preceding year, a new CTE program service record is created for year 2 to reflect the student's continuation in that CTE program. If a student that began and did not

complete or leave a CTE program in year 1 opts not to take CTE in year 2, no new CTE program service record is created in year 2. If such a student then re-starts a CTE program in year 3—in effect "skipping" year 2—a new program service record must be created at the start of year 3. This "skipping" will impact the Level of Intensity that needs to be recorded in year 3. The entirety of the student's CTE program should be considered when creating the new CTE program service record in year 3, using both year 1 and year 3 to determine intensity.

The CTE program service record is created when the student first starts a CTE program. The CTE program service record should be ended at the point in time at which the school district becomes aware of this change in the student's status. If that awareness occurs before the school year ends, the program service record should be ended then. If that awareness occurs after the school year ends and that school year's records are locked, a new program service record should be created at the start of the following year and then closed on the succeeding day to record the ending of that student's CTE program service. If the student then restarts the CTE program service—either later in the second year or in a later year—a new program service record would be needed. When the student restarts his/her CTE program, the "Program Intensity" level would be determined by examining the student's entire CTE program. For example, if a student starts a CTE program in 2008–09 and is expected to continue it in 2009–10:

- At the completion of the 2008–09 school year, the school district believed the student is planning to continue this program in the next school year, so the school district does not enter an exit date or exit reason in the 2008–09 program record.
- July 31st has passed and all program data for the 2008–09 school year is locked.
- In September 2009 the school district becomes aware that this student will need to "skip" the 2009–10 school year or the 1st semester of 2009–10 in his multi-year CTE program.
- The school district should then, in the 2009–10 year, enter a program record for this student with an entry date at the start of the year and an exit date one day later, with a Reason for Ending Enrollment code of 663. No historical record change is needed.
- When the student resumes the CTE program—either later in 2009–10 or in 2010–11—a new program service record needs to be created. The "Program Intensity" level associated with this restarted CTE program should be based on this student's overall participation from both years.

When creating a CTE program service record, use Appendix 10 to determine the appropriate code.

Reading First

Because Reading First is a schoolwide program for students in grades K, 1, 2 and 3, it is not necessary to identify individual participants in the program using a program service record. Each K–grade 3 student enrolled in a school that participates in a Reading First program must have all appropriate Reading First assessment data. A list of participating schools may be found at: http://www.emsc.nysed.gov/irts/sirs . Appropriate assessment data

are grade specific. For each required assessment, only the end-of-year administration (Outcome Benchmark III) should be reported.

Chapter 10: Reporting Students in Special Groups

All students require a minimum of the data listed under the "All Students" group. If a student belongs to one of the other groups (e.g., LEP, Migrant, Homeless, etc.), the additional data listed under the group heading must also be reported for the student.

All Students

All students require a minimum of the following data:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- District of Responsibility Code
- Building of Enrollment Code
- School Year
- School District Student ID
- Student's Last Name
- Student's First Name
- Grade Level
- Date of Birth
- Gender Description
- Primary Ethnic Code
- Home Language Description
- Student Status (Recommended, but not required)
- Homeless Indicator
- Migrant Indicator
- Immigrant Indicator
- Neglected or Delinquent Indicator
- Required Enrollment Record Elements

Data Elements from Template 420 — School_Enroll (Enrollment)

- District of Responsibility Code
- Building of Enrollment Code
- School Year
- School District Student ID
- Activity Date
- Enrollment Entry Date and Enrollment Exit Date
- Reason for Beginning Enrollment Code and Reason for Ending Enrollment Code
- Grade Level

Backmapping Students (Third Graders from Feeder Schools)

In addition to the data required for reporting all students, the following data must be reported for students who are in grade 3 (or are ungraded equivalent to grade 3) in 2009–10 and who attended a feeder school during 2007–08 or 2008–09:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Backmapping BEDS Code

Career and Technical Education Students

In addition to the data required for reporting all students, the following data must be reported for students who participate in career and technical education:

Data Elements from Template 560 — Programs_Fact

- District of Responsibility Code
- School Year
- School District Student ID
- Program Service Code (See Appendix 10: Career and Technical Education Program Codes)
- Program Service Entry Date
- Program Service Exit Date (if applicable)
- Program Service Provider BEDS Code
- CTE/Tech Prep Program Intensity
- CTE/Tech Prep Program Type
- Reason for Ending Program Service Code (if applicable)

Programs Fact Records required only if applicable

- Single Parent/Pregnant Status — 8261

Data Elements from Template 2000 —Assessment_Fact required only if applicable

- Assessment Measure Standard Description (CTE/Tech Prep Technical Skills Assessment — Code 00199)
- Assessment Score

Note: A CTE/Tech Prep Program Endorsement Indicator is also required on Template 380 — Programs Code, which is a Dimension Table, populated by Level 1 operators. This term refers to whether or not the specific program has been approved to allow the issuance of a technical endorsement on the student's high school diploma. Completion of the "New York State Regents CTE Approval Process" by individual CTE programs allows a school district to issue a Technical Endorsement on a student's high school diploma when that student successfully completes all the requirements of such a program (For more information about the approval process, see www.emsc.nysed.gov/cte/ctepolicy/ .) A list of programs that hold current NYSED approval to issue technical endorsements can be found at: http://www.emsc.nysed.gov/cte/ctepolicy/approved.html . As noted above, these data are entered in SIRS by the Level 1 operators and not by the reporting local educational agency.

Graduates

In addition to the data required for reporting all students, the following data must be reported for students who graduated in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- Credential Type Description
- First Date of Entry into Grade 9

Required Enrollment Exit Records

- Graduated (earned a Regents or local diploma) — 799

Homeless Students

In addition to the data required for reporting all students, the following data must be reported for homeless students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Homeless Primary Nighttime Residence

Required Programs Fact Records (receiving these services)

- Title X – Part C: Homeless Education/McKinney-Vento — 5566

Programs Fact Records required only if applicable

- Homeless Unaccompanied Youth Status — 8272

Immigrant Students

In addition to the data required for reporting all students, the following data must be reported for immigrant students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Home Language Description
- Student's Place of Birth
- Date of Entry into United States
- Years in United States Schools
- Country of Origin

Programs Fact Records required only if applicable (receiving these services)

- Title III: Language Instruction Immigrant LEP Students — 5731
- Title III – Part B, subpart 4: Emergency Immigration Education Program — 5742

Limited English Proficient (LEP) Students

In addition to the data required for reporting all students, the following data must be reported for LEP students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Years Enrolled in a Bilingual or ESL Program

Required Types of Programs Fact Records

- Limited English Proficient Eligibility record — 0231
- a Limited English Proficient Programs record (see Appendix 9: Program Service Codes)

Programs Fact Records required only if applicable

- Eligible to take the NYSESLAT for grades 3–8 ELA Accountability — 0242
- Title III: Language Instruction Immigrant LEP Students — 5731

Programs Fact Record elements required only if applicable

- Reason for Ending Program Service Code 849 — Student Achieved English Proficiency

Migrant Students

In addition to the data required for reporting all students, the following data must be reported for migrant students:

Programs Fact Records required only if applicable (receiving these services)

- Title I – Part C: Education of Migratory Children — 0330

Neglected/Delinquent Students

In addition to the data required for reporting all students, the following data must be reported for neglected/delinquent students:

Programs Fact Records required only if applicable (receiving these services)

- Title I – Part D: Prevention & Intervention Programs for Children and Youth who are Neglected or Delinquent — 0187

NYSAA-Eligible Students

In addition to the data required for reporting all students, the following data must be reported for students eligible to take the New York State Alternate Assessment (NYSAA):

Data Elements from Template 420 — School_Enroll (Enrollment)

- Grade Level — "K–6" (for ungraded elementary) or "7–12" (for ungraded secondary)

Data Elements from Template 2000 — Assessment_Fact

- Survey Completion Indicator
- Assessment Status (Collegial Review)

Required Programs Fact Records

- Eligible for Alternate Assessment — 0220
- a Type of Disability record (see Appendix 9: Program Service Codes)

Section 504 Plan Students

In addition to the data required for reporting all students, the following data must be reported for students with a Section 504 Plan:

Required Programs Fact Records

- Section 504 Plan — 0264
- a Safety Net record (see Appendix 9: Program Service Codes)

Students with Disabilities

In addition to the data required for reporting all students, the following data must be reported for students with disabilities:

Data Elements from Template 590 — Special_Ed_Snap (Special Education Snapshot)

- District of Responsibility Code
- Location Code
- School Year
- School District Student ID
- Snapshot Date
- Least Restrictive Environment Code
- School-Age Indicator

Data Elements from Template 590 — Special_Ed_Snap (Special Education Snapshot) required only if applicable

- Primary Service Code
- Primary Placement Type
- Primary Service Provider

Data Elements from Template 550 — SE_Events (Special Education Events)

- District of Responsibility Code
- Location Code
- School Year
- School District Student ID
- Event Type Code
- Event Date
- Initial Event Type Code
- Initial Event Date
- Number of Days
- Event Outcome Code

Data Elements from Template 550 — SE_Events (Special Education Events) required only if applicable

- Reason Code

Required Programs Fact Records

- a Type of Disability record (see Appendix 9: Program Service Codes)

Aged-Out Students with Disabilities

In addition to the data required for reporting all students, the following data must be reported for students with disabilities who reach maximum age for educational services and have *not* achieved a high school credential in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- First Date of Entry into Grade 9

Students with Disabilities Who Receive an IEP Diploma

In addition to the data required for reporting all students, the following data must be reported for students with disabilities who received an IEP diploma in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- Credential Type Description
- First Date of Entry into Grade 9

Required Enrollment Exit Records

- Earned an IEP diploma — 085

Chapter 11: Verifying Data in the SIRS

Data Verification

Once data have been uploaded to Level 2 of the SIRS, *The Grow Network*, an NYSED contractor, produces reports that enable districts, charter schools, and Article 81 schools to verify that the data they submitted are accurate. These Verification Reports are available on the New York State Testing and Accountability Reporting Tool (nySTART) Web page: www.nySTART.gov. Districts, charter schools, and Article 81 schools with authorized user access must log in, using a User ID and password, to view these reports.

Verification Reports

Verification Reports are provided so that school/district staff can review and verify that the data in Level 2 are accurate before accountability decisions are made and data are released to the public. Staff is responsible for checking the data in these reports against the data in their local student management systems (SMS) to ensure that all students who are the reporting responsibility of the school/district are reported accurately by the reporting deadlines. Superintendents of public school districts and principals of charter schools are responsible for certifying the accuracy of the data in the Verification Reports.

Incorrect data in Level 2 cannot be corrected after the reporting and certification deadline. Incorrect data can negatively impact accountability status determinations for schools/districts; incorrectly identify or fail to identify students regarding the need for academic intervention services; and, when released to the public (including the press and the Board of Education), cause significant concern to districts and schools. As such, it is imperative that Verification Reports are reviewed carefully and data in the repository as of the reporting deadline are accurate.

Verification Reports consist of three parts: 1) a District Summary Report (Report A), which provides aggregated data for the district, out-of-district placement students, homebound students, and each school in the district; 2) a School Summary Report (Report B), which provides the same information for the school as in Report A but aggregated by subgroup (disability status, ethnicity, gender, English proficiency, economic status, migrant status, etc.); and 3) a Student Detail Report (Report C), which provides data for each student in the district, school, or subgroup selected, such as name, State and local ID, birth date, grade, demographic information, and other information specific to the verification report type.

The following Verification Reports will be available in 2009–10:

1. *Enrollment and Demographic Verification Reports*
2. *New York State Testing Program (NYSTP) Verification Reports*
   - ELA Grades 3–8
   - Math Grades 3–8
   - Science Grades 4 and 8
   - Social Studies Grade 5 and 8
3. *New York State Alternate Assessment (NYSAA) Verification Reports*
   - NYSAA ELA
   - NYSAA Math

- NYSAA Science
- NYSAA Social Studies

4. *Reading First Verification Reports*
5. *High School Annual Assessment Verification Reports*
   - Regents Examinations
   - Regents Competency Tests
   - Second Language Proficiency Tests
   - Regents Component Retests
6. *Other Annual High School Verification Reports*
   - Credentials Earned
   - Noncompleters
   - Post-Secondary Plans of Graduates
7. *Total Cohort Verification Reports*
   - 2006 Total Cohort
   - 2005 Total Cohort
   - 2004 Total Cohort
8. *Elementary/Middle-Level Accountability Verification Reports (3–8 AVRs)*
   - ELA Grades 3–8
   - Math Grades 3–8
   - Science Grades 4 and 8
9. *High School Accountability Verification Reports (HS AVRs)*

NYSED recommends that districts, charter schools, and Article 81 schools download the reports and print or save them in the event that the reports need to be referenced in the future, as these reports can only be accessed for a limited time using nySTART.

For each Verification Report, a Report Guide is provided. This guide explains what is contained in the report and how to make corrections to the data if they are found to be erroneous. If data errors are found in the Verification Reports, districts, charter schools, and Article 81 schools must correct the data in their source systems and transfer the corrected data to the Level 1 Repository. Generally, data from Level 1 are uploaded to the Level 2 Repository once a week. Each time the data are uploaded to Level 2, a revised Verification Report is made available on nySTART.

BEDS Day Enrollment as of October 7, 2009 Verification Report

The *BEDS Day Enrollment as of October 7, 2009 Verification Report* lists students whose SIRS records show that they were enrolled in a public school in the district or placed by a district official in an out-of-district placement. Districts are expected to have repository records for all grades, pre-kindergarten to grade 12 and ungraded. Students are included in the report if their repository records showed that the district was their district of reporting responsibility on October 7, 2009.

To verify the data, compare the counts of students by school, grade, race/ethnicity, and gender in the *BEDS Day Enrollment as of October 7, 2009 Verification Report* to the enrollment counts reported in fall 2009 through BEDS Online (see http://www.emsc.nysed.gov/irts/beds/). Use the BEDS Online report submission as a point of reference, but investigate any discrepancies between those counts and repository counts by looking at the list of students in the applicable student-level report. Repository records should reflect accurate BEDS Day enrollment. If the *BEDS Day Enrollment as of October 7, 2009*

Verification Report reveals errors in the BEDS Online submission, BEDS Online enrollment data must be addressed and corrected at the school level. These data are automatically rolled up to the proper district totals. There is no way to change the BEDS Online district enrollment without addressing the underlying school level data.

Factors That May Cause *BEDS Day Enrollment as of October 7, 2009 Verification Report* Counts to Be Inaccurate:

If a student is incorrectly listed as enrolled in the district or is listed in the wrong school in the district, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level is recorded correctly. If a student enrolled in the district is not listed in the verification report, check that the enrollment and discharge dates on the repository records are correct. Students are not listed in a report unless their repository records show them as enrolled on October 7, 2009.

2009–10 New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tested/Not Tested Verification Reports

The *2009–10 New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tested/Not Tested Verification Report* shows students reported in the Student Information Repository System (SIRS) who met one of the following criteria:

For ELA:

- graded student in grade 3, 4, or 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 2001, inclusive) AND enrolled in your district between April 26 and May 5, 2010.
- graded student in grade 6, 7, or 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1998, inclusive) AND enrolled in your district between April 26 and May 5, 2010.

For mathematics:

- graded student in grade 3, 4, or 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 2001, inclusive) AND enrolled in your district between May 5 and 14, 2010.
- graded student in grade 6, 7, or 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1998, inclusive) AND enrolled in your district between May 5 and 14, 2010.

This report also indicates whether or not these students were tested on the appropriate assessment for their grade/age and, if they were not tested, the reason why. This allows districts to verify that all students who met the above criteria were correctly reported in SIRS and that the students who were tested on the appropriate assessments have the correct relevant assessment record in SIRS. After districts, charter schools, and Article 81 schools have an opportunity to verify these data, assessment records will be transferred to CTB/McGraw-Hill so that scores and performance levels can be determined. (CTB may determine that some of these students have not completed sufficient parts of the assessment to receive a valid score.) Scores and levels will then be shown in the verification reports.

Students are counted as tested in these reports if they have a NYSTP ELA or mathematics assessment record in the repository and the record does not show administrative error or medically excused in the standard met field. If the student does not have a test record, the reason for not testing will be recorded as "not tested." All demographic data for these assessments are based on the status of students during the test administration period, as recorded on repository records.

Students who are allowed to take a New York State Alternate Assessment (NYSAA) or the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the NYSTP assessments will be listed as Not Tested on these reports. As such, these reports cannot be used to determine participation rates and performance indices for accountability. The *Elementary/Middle-Level Accountability Verification Reports* can be used to determine participation rates and performance indices.

Factors That May Cause *2009–10 New York State Testing Program (NYSTP) Grades 3–8 ELA and Mathematics Tested/Not Tested Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly listed as enrolled in your district and required to participate in testing, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level—or, if ungraded, birth date—are recorded correctly.

- If a student whom your district tested is not listed in this report, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.

- If a student is incorrectly listed as taking the assessment at an inappropriate grade level, check that the student's grade level—or, if ungraded, birth date—is reported accurately.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents.

- Do not be concerned if a student who is taking the NYSAA to meet the English language arts testing requirement is listed as not tested. Data for these students can be verified in the NYSAA and accountability verification reports.

- Do not be concerned if a student who is taking the NYSESLAT to meet the English language arts testing requirement is listed as not tested. To be eligible to take the NYSESLAT, the student must be recorded in the repository system as a LEP-eligible student who was enrolled in grades 3–8 (or ungraded age equivalent) who on April 1, 2010 will have been attending school in the United States for the first time for less than one year and have a program service code of 0242. Data for these students can be verified in the accountability verification reports.

2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports

The *2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports* shows students reported in the Student Information Repository System (SIRS) who met one of the following criteria:

For science:

- graded student in grade 4 (or ungraded student with a birth date between September 1, 1999 and August 31, 2000, inclusive) AND enrolled in your district between May 24 and June 9, 2010.
- graded student in grade 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1996, inclusive) AND enrolled in your district between May 24 and June 9, 2010.

For social studies:

- graded student in grade 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 1999, inclusive) AND enrolled in your district between November 16 and 19, 2009.
- graded student in grade 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1996, inclusive) AND enrolled in your district between June 14 and 17, 2010.

Factors That May Cause *2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.
- If a student is incorrectly listed as enrolled in your district and required to participate in testing, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level—or, if ungraded, birth date—are recorded correctly.
- If a student that your district tested is not listed in this report, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.
- If a student is incorrectly listed as taking the assessment at an inappropriate grade level, check that the student's grade level—or, if ungraded, birth date—is reported accurately.
- If a student that your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents.

- Do not be concerned if a student who is taking the NYSAA to meet the science or social studies testing requirement is listed as not tested. Data for these students can be verified in the NYSAA and accountability verification reports.

- Do not be concerned if a student who is taking a Regents science test to meet the science testing requirement is listed as not tested. Data for these students can be verified in the accountability verification reports.

- Do not be concerned if a student who took the NYSTP Grade 8 Science Test as a 7th grader in the previous year to fulfill the science testing requirement and did not take a Regents science examination in the current year is listed as not tested. Data for these students can be verified in the accountability verification reports.

2009–10 New York State Alternate Assessment Verification Report

The *2009–10 New York State Alternate Assessment Verification Report* shows students reported in the Student Information Repository System (SIRS) who met the following criteria:

- Program Service Code 0220 (Eligible for Alternate Assessment), with or without a valid New York State Alternate Assessment (NYSAA) record; or

- a valid assessment record for the October 2009 to February 2010 NYSAA at grades 3, 4, 5, 6, 7, 8 or the secondary level.

Students who took a NYSAA in 2009–10 appear in this report according to their date of birth, as indicated in the table below. Students who took the NYSAA at the wrong grade level based on their date of birth will show as not tested.

NYSAA Assessments by Birth Date/Age in 2009–10

NYSAA Assessment by Grade	Birth Dates	Reaches This Age Between September 1, 2009 and August 31, 2010
Grade 3: English Language Arts (ELA) and mathematics	September 1, 2000—August 31, 2001	9
Grade 4: ELA, mathematics, and science	September 1, 1999—August 31, 2000	10
Grade 5: ELA, mathematics, and social studies	September 1, 1998—August 31, 1999	11
Grade 6: ELA and mathematics	September 1, 1997—August 31, 1998	12
Grade 7: ELA and mathematics	September 1, 1996—August 31, 1997	13
Grade 8: ELA, mathematics, science, and social studies	September 1, 1995—August 31, 1996	14
Secondary-Level: ELA, mathematics, science, and social studies	September 1, 1991—August 31, 1992	18*

*Students with a date of birth between September 1, 1992 and August 31, 1993 (reaches age 17) and no valid NYSAA assessment will be listed as "Not Tested" in this report. For assessment and accountability purposes, these students do not need to take the NYSAA until they are 18 years old. If the student is to be assessed at the traditional age of 18, no further action is necessary.

Factors That May Cause *2009–10 New York State Alternate Assessment Verification Report* Counts to Be Inaccurate:

- If a student is incorrectly listed as "Not Tested," check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's birth date is recorded correctly. If a student was discharged during the test administration or make-up period, the student will be counted in the school and district report card only if the student receives a valid score on the test based on an assessment record reported by the district.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

- If students whom your district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.

- Students who were reported with a Program Service Code 0220 — *Eligible for Alternate Assessment* and who were enrolled in the district/school at any time during the test administration and make-up period but were not administered the NYSAA will be listed as "Not Tested" in this report.

- NYSAA-eligible students must be reported as ungraded. As such, even if the student was reported as graded, the student's date of birth determines which grade-level NYSAA the student should have taken in 2008–09. If the student took the NYSAA at the wrong grade level according to the date of birth, the student will be listed as "Not Tested" in this report. If the student was reported as graded, correct the record by making the student ungraded.

- If the student's record includes a NYSAA Assessment Measure Code for one but not all content areas (English language arts, mathematics, social studies, or science), the student will appear in this report as "Tested" for the content areas for which there is a NYSAA Assessment Measure Code and "Not Tested" for the content areas for which there is no NYSAA Assessment Measure Code. If the student listed as "Not Tested" on this report took another assessment to fulfill the testing requirement in that content area, the student will appear in the verification report for the assessment taken.

- NYSAA-eligible students must be reported using the Program Service Code 0220 (Eligible for Alternate Assessment). If a student was reported without this code and no NYSAA Assessment Measure Code was reported, the student will not appear in this report. If a student was reported without this code but a NYSAA Assessment Measure Code was reported, the student will appear as "Tested" for the content areas for which there is a NYSAA Assessment Measure Code and "Not Tested" for the content areas for which there is no NYSAA Assessment Measure Code. If the student should have been reported using the Program Service Code 0220 (Eligible for Alternate Assessment), correct the record by giving the student this code.

- NYSAA-eligible students must be reported as students with disabilities. If a student was reported as a general-education student, correct the record by coding the student as a student with disabilities.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

2009–10 Reading First Verification Report

The *2009–10 Reading First Verification Report* allows you to verify the accuracy of student test records for the 2009–10 Outcome Benchmark III assessments in grades K through 3. These repository records will be moved to the Level 3 Repository and will be used to generate Department reports for the 2009–10 school year. Only student records for schools that participated in Reading First in 2009–10 will be used to evaluate Reading First programs. Some non-participating schools that reported Terra Nova scores to the Level 2 Repository may have verification reports showing those data. Student records for non-participating schools will not be used in the evaluation of Reading First programs.

This report shows the count of students tested and not tested and, for tested students, the count of students performing below the proficient level or at or above the proficient level on each assessment. The student-level report also indicates, for not tested students, the reason the students have no test score.

Factors That May Cause *2009–10 Reading First Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly listed as "Not tested" or "No valid score," check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level or, if ungraded, birth date is recorded correctly.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

- If students whom your district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration period.

2009–10 High School Annual Assessment Verification Reports

The *2009–10 High School Annual Assessment Reports* allow staff to verify the accuracy of student test records as they appear in the Repository for Regents exams, Regents Competency Tests (RCT), Second Language Proficiency (SLP) tests, and Component Retests taken in August 2009, January 2010, May 2010, or June 2010. The data in these reports include the number of students at each performance level for Regents exams and SLP tests, and the number of students that passed or failed RCTs and Component Retests. The student

detail report for each of these assessments provides the students' numeric score, alpha score (in the case of RCTs), and performance level.

Factors That May Cause *2009–10 High School Annual Assessment Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If students whom the district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration periods.

2009–10 Other Annual High School Verification Reports

The *2009–10 Other Annual High School Verification Reports* show district and school counts of students graduating and earning other credentials, the post-secondary plans of graduates (high school completers and students with disabilities who reached maximum age for educational services without earning a diploma) and the counts of students who dropped out of or left school for the reasons listed below during the 2009–10 school year as reported in the SIRS. The reports allow staff to verify that all students who are the reporting responsibility of the district have been reported in SIRS with the correct enrollment outcomes for the 2009–10 school year.

Three annual verification reports are available:

- Credential Earned
- Noncompleters
- Post-Secondary Plans of Graduates

Student-level reports show date of first entry in grade 9, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

The *Credentials Earned Verification Report* includes records for students who were reported as earning a Regents, local, or IEP diploma between July 1, 2009 and June 30, 2010. The *NonCompleters Verification Report* includes records for students who dropped out of school, transferred to an approved or non-approved GED program, or died between July 1, 2009 and June 30, 2010. The *Post-Secondary Plans of Graduates Verification Report* includes the post-graduation plan for students reported as earning a Regents or local diploma between July 1, 2009 and June 30, 2010.

Credentials Earned Verification Report

The *Credentials Earned Verification Report* includes students with a beginning enrollment code = 0011 (enrollment in building or grade), or 5544 (transferred in under the NCLB Title I "School in Improvement Status" transfer option), or 7000 (transferred in under the NCLB "Persistently Dangerous School" transfer option), or 7011 (transferred in under the NCLB "Victim of Serious Violent Incident" transfer option) and who had an ending enrollment record dated between July 1, 2009 and June 30, 2010 with a 799 reason for ending enrollment

code (except for IEP diploma) or 085 reason for ending enrollment code for IEP diplomas, and a corresponding credential code listed below.

Credential Code	Credential Type
068	Local Diploma
085	IEP Diploma
612	Local Diploma with Career and Technical Education Endorsement
680	Regents Diploma with Advanced Designation
697	Regents Diploma with Advanced Designation and Technical Education Endorsement
714	Regents Diploma with Advanced Designation with Honors
731	Regents Diploma with Advanced Designation with Honors and Technical Education Endorsement
762	Regents Diploma with Honors (for students in the 2001 and later cohorts)
779	Regents Diploma (for students in the 2001 and later cohorts)
796	Regents Diploma with Technical Education Endorsement (for students in the 2001 and later cohorts)
813	Regents Diploma with Honors and Technical Education Endorsement (for students in the 2001 and later cohorts)

The total number of completers for the 2009–10 school year may be computed by summing all columns displayed on this report. The total number of graduates for the 2009–10 school year may be computed by summing all columns except IEP diploma.

The student-level reports show the following data for each student who earned a credential between July 1, 2009 and June 30, 2010: program group selected, name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Post-Secondary Plans of Graduates Verification Reports

The *Post-Secondary Plans of Graduates Verification Report* shows the post-graduation plan for students who are reported as graduates on the *Credentials Earned Verification Report*. Post-graduation plan descriptions and codes are provided below.

Post-Secondary Plan Code	Description
1	4-year college in NYS
2	2-year college in NYS
3	Other postsecondary school in NYS
4	4-year college outside NYS
5	2-year college outside NYS
6	Other postsecondary school outside NYS
7	Seek employment
8	Enlist in the military
9	Other plan
10	Adult Services (disabled students only)
11	Unknown

Student-level reports show the following data for each student who graduated between July 1, 2009 and June 30, 2010: program group selected, name, state and local student ID,

grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Noncompleters Verification Report

The *Noncompleters Verification Report* shows the counts of grade 8–12 and ungraded secondary students with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*, or 5544 — *Transferred in under the NCLB Title I "School in Improvement Status" transfer option*, or 7000 — *Transferred in under the NCLB "Persistently Dangerous School" transfer option*, or 7011 — *Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option* and whose last reason for ending enrollment dated between July 1, 2009 and June 30, 2010 with one of the Reason for Ending Enrollment Codes below.

Reason for Ending Enrollment Code	Description
306	Transferred to other high school equivalency (GED) preparation program
289	Transferred to an AHSEP or HSEP program
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425	Left school, no documentation of transfer
357	Left school: previously counted as a dropout
442	Left the U.S.
459	Deceased

The annual count of dropouts for the 2009–10 school year may be computed by summing the counts of students reported in the following columns: Transferred to other high school equivalency (GED) preparation program + Reached maximum legal age and has not earned a diploma or certificate + Left school: first-time dropout + Long-term absence (20 consecutive unexcused days) + Permanent expulsion (student must be over compulsory attendance age) + Left school, no documentation of transfer.

The annual count of noncompleters for the 2009–10 school year may be computed by summing the counts of students reported in the following columns: Transferred to other high school equivalency (GED) preparation program + Transferred to an AHSEP or HSEP program + Reached maximum legal age and has not earned a diploma or certificate + Left school: first-time dropout + Long-term absence (20 consecutive unexcused days) + Permanent expulsion (student must be over compulsory attendance age) + Left school, no documentation of transfer.

Student-level reports show the following data for each student included in the *Noncompleter Verification Report:* program group selected, name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Factors That May Cause *Other Annual High School Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- Students with a Credential Type Code must also have a Reason for Ending Enrollment Code and a Date of Ending Enrollment. If a Credential Type Code but no Reason for Ending Enrollment Code is entered for a student (or a Reason for Ending Enrollment Code but no Credential Type Code is entered), the student will be counted as still enrolled on the verification reports. Enter the missing code and/or date for the student in the local student management system and resubmit the file to your RIC or Big 5.

- If a student you believe graduated does not appear on the Graduate Report, then complete information was not reported for the student.

2009–10 Total Cohort Verification Reports

The *2009–10 Total Cohort Verification Reports* show district and school Regents examination performance and outcomes for members of the 2004 total cohort after 4, 5, and 6 years; the 2005 total cohort after 4 and 5 years; and the 2006 total cohort after 4 years as they appear in the SIRS. The reports allow districts to verify that all students who are the reporting responsibility of the district have been reported in SIRS with the correct assessment results and outcomes and are being included in the appropriate total cohort.

For each cohort, two types of verification reports are available:

1. Regents Exam Results, and

2. Graduation and Other Outcomes

In the *Regents Exam Results* reports, the following counts are provided for each cohort: the counts of cohort members, the counts not tested, and the counts scoring at each performance level on Regents assessments in English, mathematics, science, global history, and U.S. history. Results for Regents examinations only are included in this report. Certain students may be eligible to meet graduation requirements using other assessments not included in this report, such as the Regents Competency Tests or approved alternatives for Regents credit. Student-level reports show the date of first entry in grade 9, the cohort year, and the assessment dates and scores.

In the *Graduation and Other Outcomes* reports, the following counts are provided for the 2004 total cohort after 6 years, the 2005 total cohort after 5 years, and the 2006 total cohort after 4 years: total cohort members, total cohort members with local diplomas, total cohort members with Regents diplomas, total cohort members with Regents diplomas with advanced designation, total cohort members who dropped out, total cohort members who transferred to GED, total cohort members who earned an IEP diploma, and total cohort members who were still enrolled.

The following counts are provided for the 2004 total cohort after 5 years, and the 2004 and 2005 total cohorts after 4 years: total cohort members, total cohort members who are considered graduates (with local diplomas or Regents diplomas), total cohort members who earned an IEP diploma, and total cohort members not enrolled.

For the 2004 total cohort after 5 years, and the 2004 and 2005 total cohorts after 4 years, the difference between the count of total cohort members and the sum of the count of Graduates and Other Outcomes after 4 years may not equal the count of total cohort members still enrolled, as the total cohort count also includes dropouts and transfers to GED programs which are not shown. The count of students not enrolled is the count of students who transferred from one school district to another between years 4 and 6. Each student is reported in only one school district's total cohort. If a student transfers from one school district to another, the student is reported in the total cohort of the last district in which the student was enrolled.

Student-level reports show the date of first entry in grade 9, the cohort year, credential earned, and record of enrollment in a GED program.

Reason for Beginning Enrollment Records

Only students with one of the following Reason for Beginning Enrollment Codes are included in the school and district total cohorts:

- 0011 — *Enrollment in building or grade*; or
- 5544 — *Transferred in under the NCLB Title I "School in Improvement Status" transfer option*; or
- 7000 — *Transferred in under the NCLB "Persistently Dangerous School" transfer option*; or
- 7011 — *Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option*.

Reason for Ending Enrollment Records

Students with one of the following Reason for Ending Enrollment Codes are removed from the school and district total cohorts:

- 170 — *Transferred to another NYS public school outside this district with documentation*; or
- 204 — *Transferred to a NYS nonpublic school with documentation*; or
- 221 — *Transferred to a school outside NYS with documentation*; or
- 255 — *Transferred to home-schooling by parent or guardian*; or
- 272 — *Transferred to a postsecondary school prior to earning a diploma*; or
- 323 — *Transferred outside district by court order*; or
- 442 — *Left the U.S.*; or
- 459 — *Deceased*.

Graduates

Students with a Reason for Ending Enrollment Code 799 AND one of the following valid Credential Type Codes are counted as graduates on the verification reports:

- 762 — *Regents Diploma with Honors, for students entering grade 9 on or after July 1, 2001*; or
- 813 — *Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001*; or

- 779 — *Regents Diploma without Honors, for students entering grade 9 on or after 7/1/01*; or
- 796 — *Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001*; or
- 068 — *Local Diploma without Regents Endorsement*; or
- 612 — *Local Diploma without Regents Endorsement but with Career & Technical Education Endorsement*; or
- 680 — *Regents Diploma with Advanced Designation*; or
- 697 — *Regents Diploma with Advanced Designation with Career & Technical Education Endorsement*; or
- 714 — *Regents Diploma with Advanced Designation with Honors*; or
- 731 — *Regents Diploma with Advanced Designation with Honors and with Career & Technical Education Endorsement*.

The verification reports will not count the following Credential Type Codes, which may be awarded only to students in the 2000 and earlier cohorts, as graduates:

- 017 — *Regents Diploma with Honors, for students entering grade 9 prior to July 1, 2001*; or
- 595 — *Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 prior to July 1, 2001*; or
- 034 — *Regents Diploma without Honors, for students entering grade 9 prior to July 1, 2001*; or
- 051 — *Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 prior to July 1, 2001*.

IEP Diplomas

Students with a Reason for Ending Enrollment Code 085 AND one of the following valid Credential Types are counted as IEP diploma recipients on the verification reports:

- 085 — *Individualized Education Program (IEP) Diploma*; or
- 629 — *Previously Earned Individualized Education Program (IEP) Diploma*.

Transfers to GED

Students with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* and a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* are counted as a transfer to GED on the verification reports.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and then a subsequent Reason for Ending Enrollment Code 816 — *Earned a high school equivalency diploma*, the student is counted as a transfer to GED on the verification reports.

Dropouts

Students with one of the following Reason for Ending Enrollment Codes are counted as dropouts on the verification reports:

- 136 — *Reached maximum legal age and has not earned a diploma or certificate*; or
- 340 — *Left school: first-time dropout*; or
- 391 — *Long-term absence (20 consecutive unexcused days)*; or
- 408 — *Permanent expulsion*; or
- 425 — *Left school, no documentation of transfer*; or
- 306 — *Transferred to other high school equivalency (GED) preparation program*; or
- 357 — *Left school: previously counted as a dropout*.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, the student is counted as a dropout on the verification reports.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* that ended before June 30 with any of the Reason for Ending Enrollment Codes listed above for dropout, the student is counted as a dropout on the verification reports.

Still Enrolled

Students with no Reason for Ending Enrollment Code as of June 30 are counted as still enrolled on the verification reports.

Factors That May Cause *2009–10 Total Cohort Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- Students with a Credential Type Code must also have a Reason for Ending Enrollment Code and a Date of Ending Enrollment. If a Credential Type Code but no Reason for Ending Enrollment Code is entered for a student (or a Reason for Ending Enrollment Code but no Credential Type Code is entered), the student will be counted as still enrolled on the verification reports. Enter the missing code and/or date for the student in the local student management system and resubmit the file to your RIC or Big 5.

- If the sum of graduates, IEP diplomas, transfers to GED, dropouts and students still enrolled does not equal the Total Cohort Members count, then complete information was not reported for a student earning a credential.

2009–10 Elementary/Middle-Level Accountability Verification Reports

The *2009–10 Elementary/Middle-Level Accountability Verification Report* allows staff to verify the number of students included in each grade and accountability group for calculating participation rate and the accountability performance index at the elementary/middle level for determining each district's and school's accountability status for the 2010–2011 school year. A separate report is provided for each elementary/middle level accountability subjects: English language arts, mathematics, and science. Counts are given for all grades combined and for each grade, 3 through 8, separately.

Participation-rate enrollment and the count of students who were continuously enrolled and have a valid test score (Continuous Enroll) for All Grades and for each grade are shown. "Participation Rate Enroll" for All Grades is the denominator for calculating the "All Students" Participation Rate for the selected district or school and subject. "Continuous Enroll" for All Grades is the denominator for calculating the "All Students" Performance Index for the selected district or school and subject.

The student-level report provides the following information for each student: State and local student ID, grade level, birth date, the dates of enrollment in the school, subgroup membership, whether the student was continuously enrolled, whether the student was eligible to use the NYSESLAT to meet the test participation requirement, relevant test scores and the score used in calculating the participation rates or performance indices for subgroups of which the student is a member. **Note that scores on NYSTP ELA and mathematics assessments may not be changed.** Incorrect scores on the elementary- and middle-level science assessments and the New York State Alternate Assessment may be changed.

2009–10 High School Accountability Verification Reports

The *2009–10 High School Accountability Verification Report* allows you to verify the accuracy of student records as they appear in the SIRS for determining school and district high school accountability based on 2009–10 data. The report lists students in your district whose repository records show that they belong to one of the three student groups used for high school accountability status for 2010–11. Students were selected for inclusion in these groups if their repository records showed that they met one of the following criteria:

Participation	enrolled in grade 12 on June 30, 2010 *or* enrolled during the 2009–10 school year and graduated between July 1, 2009 and June 30, 2010.
English and math	belonged to the 2006 accountability cohort as defined Appendix 19.
Graduation rate	belonged to the 2005 graduation-rate total cohort as defined Appendix 19.

The report allows you to verify that the appropriate students, with assessment results and outcomes, are being used to determine whether districts and schools have made adequate yearly progress in high school English and mathematics, and graduation rate. Data are provided for each district and school and for each accountability group within the district and school. In addition, for each student included in the grade 12 participation group, the 2006 accountability cohort, and/or the 2005 graduation-rate total cohort, the following information is provided: name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, assessment dates and scores, credentials earned, and record of enrollment in a GED program. While this report provides the necessary information to calculate participation rates and performance indices for English and mathematics, that information does not appear on the report.

The *District Accountability Summary Report* for each high school accountability area provides the counts of students used to determine the district's English and mathematics participation rates, performance indices, and graduation rate. The report includes the counts for all 3 groups used for high school accountability; seniors in the 2009–10 school year, the 2006 accountability cohort and the 2005 graduation-rate total cohort. As well as reporting district-level data, this report provides similar counts for each school within the district. The

user may click on the district or school name to retrieve accountability subgroup counts for the district or school selected. A sample of this report is shown below.

1. The data shown under the heading *"2010 Grade 12 Participation"* include the participation rate enrollment and the count of students tested and not tested for English and for mathematics. "Total Students Counted for Grade 12 Participation" is the denominator for calculating the "All Students" Participation Rate for the selected district or school. The count of students reported in the ELA and Math "Tested" columns are the numerators for calculating the "All Students" Participation Rates for the selected district or school.
2. The data shown under the heading *"2006 Accountability Cohort"* includes the 2006 accountability cohort count and the count of students scoring at each performance level for English and for mathematics. "Total Students Counted for Accountability Cohort" is the denominator for calculating the "All Students" performance indices for the selected district or school.
3. The data shown under the heading *"2005 Graduation Cohort (through August 2009)"* includes the 2005 graduation rate total cohort count for accountability, the count of those students who earned a local or Regents diploma as of August 31, 2009, and the count of students who had not earned a local or Regents diploma as of August 31, 2009. "Total Students Counted for Graduation Cohort" is the denominator for calculating the "All Students" graduation rate for the selected district or school.

The *District and High School Accountability Subgroup Reports* for each high school accountability area provides the counts of students for each subgroup used to determine the English and mathematics participation rates, performance indices, and graduation rate within the school or district. The report includes the counts by subgroup for all 3 high school accountability areas; seniors in the 2009–10 school year, the 2006 accountability cohort and the 2005 graduation-rate total cohort. You may click on a subgroup count to see the list of students included for that subject, grade, subgroup, and count.

1. The data shown under the heading *"2010 Grade 12 Participation"* for each subgroup include the participation rate enrollment and the count of students tested and not tested for English and for mathematics. "Total Students Counted for Grade 12 Participation" is the denominator for calculating the Participation Rate for that subgroup for the selected district or school. The count of students reported in the ELA and Math "Tested" columns are the numerators for calculating the Participation Rates for that subgroup for the selected district or school.
2. The data shown under the heading *"2006 Accountability Cohort"* includes the 2006 accountability cohort count for each subgroup and the count of students in that subgroup scoring at each performance level for English and for mathematics. "Total Students Counted for Accountability Cohort" is the denominator for calculating the performance indices for that subgroup for the selected district or school.
3. The data shown under the heading *"2005 Graduation Cohort (through August 2009)"* includes for each subgroup, the 2005 graduation rate total cohort count for accountability, the count of those students who earned a local or Regents diploma as of August 30, 2009, and the count of students who had not earned a local or Regents diploma as of August 30, 2009. "Total Students Counted for Graduation Cohort" is the denominator for calculating the graduation rate for that subgroup for the selected district or school.

The *District and High School Student Detail Reports* provide the following data for each student member of an accountability group: name, State and local ID, birth date, grade, gender, disability type, English proficiency status, LEP duration, high school assessments and scores, the score used in calculating the participation rates and/or performance indices, credentials earned, enrollment information in the district and/or school that is accountable for the students, etc.

Factors that Cause Records to Be Inaccurate

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly included in or excluded from the participation group, accountability cohort, or graduation rate cohort, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level, date of birth, and date of entry in grade 9 are recorded correctly.

- If the count of students in the graduation cohort earning diplomas is not accurate, check student records to be sure that each student who earned a Regents or local diploma has a Reason for Ending Enrollment code 799 and the appropriate credential type record that indicates the actual diploma awarded. Note that only valid credentials awarded to students with a Reason for Beginning Enrollment Code 0011, 5544, 7000, or 7011 will be included.

- If the counts of students in the English and mathematics accountability cohort counted as scoring at levels 1–4 is not correct, check to be sure that the results for all English and math assessments appears in the warehouse for each student. In particular, be sure that the scores for assessments taken while attending other schools or districts are reported.

- If the counts of students reported with no score for English and math participation rate appears to be incorrect, check to be sure that the results for all English and math assessments appears in the warehouse for each student. In particular, be sure that the scores for assessments taken while attending other schools or districts are reported.

Districts, Charter schools, and Article 81 Schools Other than the New York City Department of Education (NYCDOE)

When the chief school officer receives the e-mail notification indicating that the reports are ready to be reviewed, the following steps must be taken:

1. The chief school officer must forward the e-mail notification to district data administrator and school principals so that they know that the verification reports are ready to be viewed.

2. The chief school officer must instruct the data administrator to review the individual student data and summary counts on the reports with designated staff. All identified errors must be corrected in the district or school source data. The source may be the student management system or it may be the Level 0 system offered by the

district's RIC/Big 5. The data administrator must notify the RIC/Big 5 when the changes are complete and follow its directions for submitting these corrected data.

3. The chief school officer must submit the data corrections to the RIC/Big 5 to be loaded into the Level 1 repository. The RIC/Big 5 will move the data from Level 1 to Level 2. With the next data refresh, the corrected data will be reflected in a revised report on nySTART. Districts, charter schools, and Article 81 schools should contact the RIC/Big 5 to determine when the corrected data will be loaded. Reports should be carefully reviewed to ensure that all necessary changes have been made.

4. The data administrator should notify the chief school officer when he or she has verified that the data in the reports are correct.

5. The chief school officer must authorize the transfer of data to the Level 3 Repository by signing the Statement of Certification and faxing it to the RIC/Big 5.

NYCDOE

When the NYCDOE receives the e-mail notification indicating that the reports are ready to be reviewed, the following steps are taken:

1. The State and Federal Evaluation Team notify SSO leadership, Network Leaders, SAFs, Data Management staff, and school principals via the Principals' Weekly newsletter, conference calls, and/ or e-mail that the verification reports are ready to be viewed. Verification reports are also available via ATS (REMS and/ or RHSV functions).

2. A school's designee (e.g., Data Specialist, Pupil Secretary, Assistant Principal) reviews the verification report. If the school's data are accurate, the designee certifies the accuracy of data by completing an online form. If the designee identifies inaccuracies in data within source systems (i.e., ATS and CAP) or the verification reports, the school follows the procedures for requesting changes to the data. The procedures are provided in the Principals' Weekly and are available on the Principals' Portal and the Accountability DOE intranet page. Then, the designee completes the online form to certify that changes to data have been requested.

3. Requests to change inaccurate data in the source systems are approved or rejected by Subject Matter Experts (SMEs) who evaluate supporting evidence for these requests.

4. Staff from the Office of Accountability, Integrated Service Centers (ISCs), ATS, and CAP implement approved change requests in central data systems. Corrections for enrollment, demographics, and LEP indicators are made in the ATS system; corrections for Special Education status are made in CAP. Corrected data are then reflected in ATS/CAP.

5. A list of data corrections in source systems is provided to NYCDOE's eScholar Team who loads these data to Level 1 and the Level 1 container.

6. The State and Federal Evaluation Team notify SSO leadership, Network Leaders, SAFs, and school principals via the Principals' Weekly newsletter, conference calls, and/or e-mail of the schedule when revised Level 2 Repository data are scheduled to be available for review through nySTART. At that time, the school's designee should carefully review the updated reports to ensure that all necessary changes have been made. If approved changes are not reflected in nySTART reports, the designee should contact its local Accountability Data and Support Specialist to report exceptions.

Data Certification

Once the districts, charter schools, and Article 81 schools have confirmed that the data as reflected in the Verification Reports to which they have access are accurate, superintendents, charter school principals, and Article 81 school chief school officers are responsible for signing and faxing to their RICs/Big 5 a Statement of Certification that indicates that they have reviewed the data in these reports and that the data are accurate. The deadline for submitting the Statement of Certification will be published at http://www.emsc.nysed.gov/irts/accountability/timeline.html . Corrections to data in the Level 2 Repository after this deadline will not be reflected in NYSED reports.

The importance of the superintendent's certification cannot be overemphasized. Any questions that the superintendent has about the accuracy of the data reported should be addressed before he or she signs the certification. Consistent with Commissioner's regulations in section 100.2(b), if the data are not reported to the Department, the district will be assumed to have not made AYP for the current year.

After all Statements of Certification are received, RICs/Big 5 must send hard copies to the Information and Reporting Services Office, New York State Education Department, Room 863, 89 Washington Avenue, Albany, NY 12234 or fax copies to 518-474-4351.

Special Education Data Verification and Certification

The special education data verification and certification process for the 2009–10 school year is the same for New York City and all other school districts, agencies, and schools that are required to provide data through SIRS:

- School districts, agencies, and other schools required to submit data through SIRS have a password assigned to the Pupils with Disabilities data system (PD) contact person. If you are a new contact person, please contact SEDCAR by calling (518) 486-4678 or by sending an e-mail to vesidcar@mail.nysed.gov to request a new password.
- Log on to the PD Web site at http://pd.nysed.gov .
- Click on 2009–10 school year on the menu bar.
- Select "October Verification Reports" or "End of the Year Verification Reports".

- Review each report and read the heading above each report that describes the criteria for students to be included in the report.
- Review the list of included students and the list of excluded students for the corresponding verification report to determine if all eligible students are included and the information submitted for included and excluded students is complete and accurate.
- If changes are needed, revise your student management systems and work with a representative of your RIC or large city school district to make corrections in Level 1 data warehouse within the verification time period. RICs and large city school districts may establish their own deadlines so that they can transmit the data to Level 2 by the verification deadline.
- The Department will display the certification options below for school districts and other educational programs after the last migration of data from the RIC or Big 5 to Level 2 of the repository. The data in Level 2 as of the date of the last migration will be final, will be the Department's official record of your special education data, and will be used for all departmental reporting and decision-making purposes. In addition, after the electronic certification is completed for VR1-9 reports, a printed copy of the Certification and Assurance Form with the superintendent's or chief administrative officer's signature must be sent to the SEDCAR unit at the address printed on the certification form. This form is available at http://pd.nysed.gov. Use your User ID and password to enter and select 2009-10 and then October 7 Verification Reports.
    - I certify that my school district's data are complete and accurate.
    - I cannot certify that my school district's data are complete and accurate; however, I understand that the deadline for making corrections has passed and that these data will be used for all State and district reports and decisions.

School districts, agencies, and schools can begin reviewing the following reports on October 14, 2009. The final date for certifying the following reports is January 13, 2010:

VR1 – Preschool Child Count Report by Race/Ethnicity
VR2 – School Age Child Count by Age and Disability
VR3 – School Age Students by Disability and Race/Ethnicity
VR4 – Preschool LRE Setting Report
VR5 – School Age LRE Setting Report
VR6 – District Report of Preschool Students by Primary Service Provider
VR7 – Provider Report of Preschool Students
VR8 – District Report of School Age Students by Building Where Enrolled
VR9 – Provider Report of School Age Students

School districts, agencies, and schools can begin reviewing the following reports electronically and individually on June 2, 2010. The final date for certifying these reports is August 4, 2010:

VR10 – District Report of School Age Students with Disabilities Exiting Special Education

VR16 – Report of Students Receiving Coordinated Early Intervening Services

School districts, agencies, and schools can begin reviewing the following reports electronically and individually on June 2, 2010. The final date for certifying these reports is November 3, 2010:

VR11 – Notification to School District of Compliance Rate on SPP#11 (This is prepared only for school districts that are assigned to submit or resubmit data for SPP Indicator #11*)
VR12 – Notification to School District of Compliance Rate on SPP#12 (This is prepared only for school districts that are assigned to submit or resubmit data for SPP Indicator #12*)
VR13 – Report of Preschool Special Education Programs and Services
VR14 – District Report of Parentally Placed Students in Nonpublic Schools Located in the School District
VR15 – Preschool Outcomes Report (This reports is prepared only for school districts that are assigned to submit data for SPP Indicator #7*)

*A schedule of the year(s) for which school districts are required to report or resubmit data on SPP Indicators 7, 11, and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule and http://www.vesid.nysed.gov/sedcar/resubschedule.html .

Reasonability Checks: VESID will include reasonability checks for some VR reports by comparing the 2008–09 data submissions with 2009–10 data submissions. Some discrepancies may require an explanation by the school district or educational program after the data have been certified. School districts and other educational programs will be notified if explanations are required.

Appendices

Appendix 1: 2009–10 Assessment and Reporting Timelines

Assessment Timeline

New York State Alternate Assessment for Students with Severe Disabilities — All Grades	
Administration	October 5, 2009 – February 12, 2010
Scoring	March 15 – May 6, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 6, 2010 (close of business)

New York State English as a Second Language Achievement Test – Grades K-12	
Speaking administration	April 14 – May 25, 2010
Listening, Reading, and Writing administration	May 17 – May 25, 2010
Listening, Reading, and Writing make-up administration	May 18 – May 25, 2010
Scoring of Listening, Reading, and Writing	May 26 – June 3, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 3, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	June 3 – 10, 2010
Scanning Centers Must Submit File to Level 2	June 4 – 11, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 24, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 25, 2010

New York State Testing Program Test in English Language Arts — Grades 3–8	
Administration	April 26 – 28, 2010
Make-up administration	April 27 – May 5, 2010
Scoring of Constructed Responses	April 30 – May 13, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 13, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	May 13 – 20, 2010
Scanning Centers Must Submit File to Level 2	May 14 – 21, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 3, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 4, 2010

New York State Testing Program Test in Mathematics — Grades 3–8	
Administration	May 5 – 7, 2010
Make-up administration	May 6 – 14, 2010
Scoring of Constructed Responses	May 11 – 20, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 20, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	May 20 – 27, 2010
Scanning Centers Must Submit File to Level 2	May 21 – 28, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 3, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 4, 2010

New York State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Tests	
Performance Test Administration	May 24 – June 3, 2010
Performance Test Make-up Administration	May 25 – June 3, 2010
Written Test Administration	June 7, 2010
Written Test Make-up Administration	June 8 – 9, 2010
Scoring of Constructed Responses and Performance Test	Following administration, but no later than June 17, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 17, 2010 (close of business)

Appendix 1: 2009–10 Assessment and Reporting Timelines

New York State Grade 5 Elementary-Level Social Studies Test	
Administration	November 16–17, 2009
Make-up Administration	November 17 – 19, 2009
Scoring of Constructed Responses	Following administration
Final Date To Submit Answer Sheets to Scanning Centers	December 3, 2009 (close of business)

New York State Grade 8 Intermediate-Level Social Studies Test	
Administration	June 14 – 15, 2010
Make-up Administration	June 15 – 17, 2010
Scoring of Constructed Responses	Following administration, but no later than June 24, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 24, 2010 (close of business)

Regents Examinations and Regents Competency Tests	
Administration	August 12 – August 14, 2009 January 26 – January 29, 2010 June 15 – June 24, 2010
Scan sheets or test scores to scan centers	Determined by scan centers

Timeline for Submitting Data to the Level 2 Repository

(Level 1 Repositories may establish earlier deadlines for submitting data to them.)

Certification, Deadline, or Target Date	Category
Deadline for inclusion in press release on graduation rate: November 6, 2009	August 2009 credentials awarded (Data Set B).
Target for inclusion of majority of data: October 30, 2009	Student demographic, enrollment, and program service data (Data Sets B, C, and D) for students in preschool, preK–12, and ungraded students enrolled on or before BEDS day of the current year. Each student must have a unique identifier (NYSSIS ID).
Target for inclusion of majority of data: December 18, 2009	Grade 5 social studies test scores (Data Set E).
Certification of VR1-6, 8 special education reports by January 13, 2010	Special Education snapshot data (Data Sets G and G1) for all school-age and preschool children classified as disabled by the CSE or CPSE and receiving special education services on October 7, 2009. These data also include students with disabilities who are parentally placed in nonpublic schools, even if they are not receiving special education services on October 7, 2009. Program service data for LEP Eligibility and LEP Programs, Type of Disability, Poverty, and Free and Reduced-Price Lunch eligibility must be submitted with the special education snapshot information.
Target for inclusion of majority of data: April 2, 2010	• Program service data are needed for disability, LEP eligibility and services, poverty, and free- or reduced-price lunch eligibility for all preschool, preK–12, ungraded students (with and without disabilities), and Coordinated Early Intervening Services. • August 2009 and January 2010 secondary-level examination results (Data Set E) and January 2010 credentials awarded (Data Set B).
Deadline: May 21, 2010	Scanned student records for grades 3–8 ELA initial file (Data Set F).
Deadline: May 28, 2010	Scanned student records for grades 3–8 mathematics initial file (Data Set F).
Deadline: June 4, 2010	Straggler file of scanned student records for grades 3–8 ELA (Data Set F).
Deadline: June 4, 2010	Straggler file of scanned student records for grades 3–8 mathematics (Data Set F).
Target for inclusion of majority of data: June 4, 2010	Scanned student records for the NYSAA (Data Set F).
Deadline: June 11, 2010	NYSESLAT student response records initial file (Data Set F).
Deadline: June 25, 2010	NYSESLAT student response records straggler file (Data Set F).

Appendix 1: 2009–10 Assessment and Reporting Timelines

Certification, Deadline, or Target Date	Category
Target for inclusion of majority of data: July 2, 2010	Grades 4 and 8 science test scores (Data Set E).
Target for inclusion of majority of data: July 9, 2010	Grade 8 social studies test scores (Data Set E).
Deadline: July 30, 2010 Certification of VR10 and VR16 special education report by August 4, 2010 All enrollment, demographic, and disability program service records required for the VR11-VR15 special education reports must be submitted by July 30, 2010	The following types of data must be provided for ALL students, including preschool, pre-K, and school-age students with disabilities for whom a school district or another educational program has CPSE or CSE responsibility. • Remaining student demographic, enrollment, and program service data, including Poverty Status, Migrant Status, and Program Service records for all federally funded programs under which the student was served (Data Sets B, C, and D). • Remaining grade 5 social studies, grades 4 and 8 science, and NYSAA (Data Sets E and F). • Remaining secondary-examination results (Data Set E). • Remaining grade 8 social studies test scores (Data Set E). • Enrollment data (Data Set B) with Reason for Ending Enrollment and end enrollment date for students discharged during the school year. • Approved alternative assessment scores used to meet graduation requirements (Data Set E) for the 2009–10 school year. • June 2010 credentials awarded and postgraduate plans (Data Set B). • All test scores not previously reported for students in the 2004 or later cohorts must be reported (Data Set E). • Reading First assessment scores for participating schools (Data Set E). A list of schools participating in Reading First can be found at: http://www.emsc.nysed.gov/irts/sirs . • Reasons for ending disability Programs Fact records during the school year must be submitted for all preschool and school-age students. All students receiving Coordinated Early Intervening Services must be reported. These students will be displayed in the VR16 report (Program Service Code 5753).

Appendix 1: 2009–10 Assessment and Reporting Timelines

Certification, Deadline, or Target Date	Category
Deadline: October 29, 2010 Certification of VR11-VR15 special education reports by: November 3, 2010	The following special education data for students with disabilities (Data Sets G and G2) : • Preschool special education services, primary service provider, and snapshot date for preschool students with disabilities who received special education services anytime during the 2009–10 school year (Special Education Snapshot data template); • Special education services to parentally placed students in nonpublic schools (Special Education Events data template); • Preschool outcomes data for State Performance Plan Indicator 7 (Child Outcomes Summary Form data using Assessment Fact data template); • Evaluation of preschool and school-age students for special education eligibility (Special Education Events data template); and • Transition of children from Early Intervention to preschool special education (Special Education Events data template). **NOTE:** All preschool and school-age students with disabilities for whom these data must be provided must have their enrollment, demographic, and program services records in the L2 repository by July 30, 2010, as described in the row above.

Appendix 2: Grade Level Codes and Descriptions

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
K	K	KDG	Kindergarten
01	1	1st	1st grade
02	2	2nd	2nd grade
03	3	3rd	3rd grade
04	4	4th	4th grade
05	5	5th	5th grade
06	6	6th	6th grade
07	7	7th	7th grade
08	8	8th	8th grade
09	9	9th	9th grade
10	10	10th	10th grade
11	11	11th	11th grade
12	12	12th	12th grade
13	13	K-6	K–6 ungraded (students w/disabilities)
14	14	7-12	7–12 ungraded (students w/disabilities)
PS	PS	PRES	Preschool
PK	PK	PREK	Pre Kindergarten
GD	GD	GED	GED

Appendix 3: Language Codes and Descriptions

Code	Description
ABK	Abkhazian
ACE	Achinese
ACH	Acoli
ADA	Adangme
AAR	Afar
AFH	Afrihili
AFR	Afrikaans
AFA	Afro-Asiatic
AKA	Akan
AKK	Akkadian
ALB	Albanian
ALE	Aleut
ALG	Algonquian
TUT	Altaic
AMH	Amharic
APA	Apache
ARA	Arabic
ARC	Aramaic
ARP	Arapaho
ARN	Araucanian
ARW	Arawak
ARM	Armenian
ART	Artificial
ASM	Assamese
AST	Asturian
ATH	Athapascan
AUS	Australian
MAP	Austronesian
AVA	Avaric
AVE	Avestan
AWA	Awadhi
AYM	Aymara
AZE	Azerbaijani
BAN	Balinese
BAT	Baltic
BAL	Baluchi
BAM	Bambara
BAI	Bamileke
BAD	Banda
BNT	Bantu
BAS	Basa
BAK	Bashkir
BAQ	Basque
BTK	Batak
BEJ	Beja
BEL	Belarussian
BEM	Bemba

Appendix 3: Language Codes and Descriptions

Code	Description
BEN	Bengali
BER	Berber
BHO	Bhojpuri
BIH	Bihari
BIK	Bikol
BYN	Bilin
BIN	Bini
BIS	Bislama
BOS	Bosnian
BRA	Braj
BRE	Breton
BUG	Buginese
BUL	Bulgarian
BUA	Buriat
BUR	Burmese
CAD	Caddo
CAR	Carib
CAT	Catalan
CAU	Caucasian
CEB	Cebuano
CEL	Celtic
CAI	Central American Indian
CHG	Chagatai
CMC	Chamic
CHA	Chamorro
CHE	Chechen
CHR	Cherokee
CHY	Cheyenne
CHB	Chibcha
CHI	Chinese
CHN	Chinook jargon
CHP	Chipewyan
CHO	Choctaw
CHU	Church Slavic
CHK	Chuukese
CHV	Chuvash
NWC	Classical Newari
COP	Coptic
COR	Cornish
COS	Corsican
CRE	Cree
MUS	Creek
CRP	Creoles and Pidgins
CPE	Creoles and Pidgins, English-based
CPF	Creoles and Pidgins, French-based
CPP	Creoles and Pidgins, Portuguese-based
CRH	Crimean
CUS	Cushitic
CZE	Czech

Appendix 3: Language Codes and Descriptions

Code	Description
DAK	Dakota
DAN	Danish
DAR	Dargwa
DAY	Dayak
DEL	Delaware
DIN	Dinka
DIV	Divehi
DOI	Dogri
DGR	Dogrib
DRA	Dravidian
DUA	Duala
DUT	Dutch
DYU	Dyula
DZO	Dzongkha
EFI	Efik
EKA	Ekajuk
ELX	Elamite
ENG	English
EPO	Esperanto
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FAT	Fanti
FAO	Faroese
FAS	Farsi
FIJ	Fijian
FIL	Filipino
FIN	Finnish
FIU	Finno-Ugrian
FON	Fon
FRE	French
FRY	Frisian
FUR	Friulian
FUL	Fulah
GAA	Ga
GAE	Gaelic
GLG	Gallegan
LUG	Ganda
GAY	Gayo
GBA	Gbaya
GEZ	Geez
GWO	Georgian
GER	German
GEM	Germanic
GIL	Gilbertese
GON	Gondi
GOR	Gorontalo
GOT	Gothic

Appendix 3: Language Codes and Descriptions

Code	Description
GRB	Grebo
GRE	Greek
GRN	Guarani
GUJ	Gujarati
HAI	Haida
HAT	Haitian Creole
HAU	Hausa
HAW	Hawaiian
HEB	Hebrew
HER	Herero
HIL	Hiligaynon
HIM	Himachali
HIN	Hindi
HMO	Hiri Motu
HIT	Hittite
HMN	Hmong
HUN	Hungarian
HUP	Hupa
IBA	Iban
ICE	Icelandic
IDO	Ido
IBO	Igbo
IJO	Ijo
ILO	Iloko
SMN	Inari Sami
INC	Indic
INE	Indo-European
IND	Indonesian
INH	Ingush
INA	Interlingua
ILE	Interlingue
IKU	Inuktitut
IPK	Inupiaq
IRA	Iranian
GLE	Irish
IRO	Iroquoian
ITA	Italian
JPN	Japanese
JAV	Javanese
JRB	Judeo-Arabic
JPR	Judeo-Persian
KBD	Kabardian
KAB	Kabyle
KAC	Kachin
KAL	Kalaallisut
XAL	Kalmyk
KAM	Kamba
KAN	Kannada
KAU	Kanuri

Appendix 3: Language Codes and Descriptions

Code	Description
KRC	Karachay-Balkar
KAA	Kara-Kalpak
KAR	Karen
KAS	Kashmiri
CSB	Kashubian
KAW	Kawi
KAZ	Kazakh
KHA	Khasi
KHM	Khmer
KHI	Khoisan
KHO	Khotanese
KIK	Kikuyu
KMB	Kimbundu
KIN	Kinyarwanda
KIR	Kirghiz
TJH	Klingon
KOM	Komi
KON	Kongo
KOK	Konkani
KOR	Korean
KOS	Kosraean
KPE	Kpelle
KRO	Kru
KUA	Kuanyama
KUM	Kumyk
KUR	Kurdish
KRU	Kurukh
KUT	Kutenai
LAD	Ladino
LAH	Lahnda
LAM	Lamba
LAO	Lao
LAT	Latin
LAV	Latvian
LTZ	Letzeburgesch
LEZ	Lezghian
LIM	Limgurgan
LIN	Lingala
LIT	Lithuanian
JBO	Lojban
LOZ	Lozi
LUB	Luba-Katanga
LUA	Luba-Lulua
LUI	Luiseno
SMJ	Lule Sami
LUN	Lunda
LUO	Luo

Appendix 3: Language Codes and Descriptions

Code	Description
LUS	Lushai
MAC	Macedonian
MAD	Madurese
MAG	Magahi
MAI	Maithili
MAK	Makasar
MLG	Malagasy
MAY	Malay
MAL	Malayalam
MLT	Maltese
MNC	Manchu
MAN	Mandingo
MNI	Manipuri
MNO	Manobo
MAX	Manx
MAO	Maori
MAR	Marathi
CHM	Mari
MAH	Marshallese
MWR	Marwari
MAS	Masai
MYN	Mayan
MEN	Mende
MIC	Micmac
MIN	Minangkabau
MWL	Mirandese
MIS	Miscellaneous
MOH	Mohawk
MDF	Moksha
MOL	Moldavian
LOL	Mongo
MON	Mongolian
MKH	Mon-Khmer
MOS	Mossi
MUL	Multiple
MUN	Munda
NAH	Nahuatl
NAU	Nauru
NAV	Navajo
NDO	Ndonga
NAP	Neapolitian
NEP	Nepali
NEW	Newari

Appendix 3: Language Codes and Descriptions

Code	Description
NIA	Nias
NIC	Niger-Kordofanian
SSA	Nilo-Saharan
NIU	Niuean
NOG	Nogai
NON	Norse, Old
NAI	North American Indian
NDE	North Ndebele
SME	Northern Sami
NOR	Norwegian
NOB	Norwegian Bokmal
NNO	Norwegian Nynorsk
NUB	Nubian
NYM	Nyamwezi
NYA	Nyanja
NYN	Nyankole
NYO	Nyoro
NZI	Nzima
OJI	Ojibwa
ORI	Oriya
ORM	Oromo
OSA	Osage
OSS	Ossetian
OTH	Other Language
OTO	Otomian
PAL	Pahlavi
PAU	Palauan
PLI	Pali
PAM	Pampanga
PAG	Pangasinan
PAP	Papiamento
PAA	Papuan
PHI	Philippine
PHN	Phoenician
PON	Pohnpeian
POL	Polish
POR	Portuguese
PRA	Prakrit
PAN	Panjabi
PUS	Pushto
QUE	Quechua
ROH	Raeto-Romance
RAJ	Rajasthani

Appendix 3: Language Codes and Descriptions

Code	Description
RAP	Rapanui
RAR	Rarotongan
ROA	Romance
RUM	Romanian
ROM	Romany
RUN	Rundi
RUS	Russian
SAL	Salishan
SAM	Samaritan Aramaic
SMI	Sami
SMO	Samoan
SAD	Sandawe
SAG	Sango
SAN	Sanskrit
SRD	Sardinian
SAS	Sasak
SCO	Scots
SEL	Selkup
SEM	Semitic
SCC	Serbian
SCR	Serbo Croatian
SRR	Serer
SHN	Shan
SNA	Shona
III	Sichuan Yi
SCN	Sicilian
SID	Sidamo
SGN	Sign Language
BLA	Siksika
SND	Sindhi
SIN	Sinhalese
SIT	Sino-Tibetan
SIO	Siouan
SMS	Skolt Sami
SLA	Slavic
SLO	Slovak
SLV	Slovenian
SOG	Sogdian
SOM	Somali
SON	Songhai
SNK	Soninke
WEN	Sorbian
NSO	Sotho, Northern

Appendix 3: Language Codes and Descriptions

Code	Description
SOT	Sotho, Southern
SAI	South American Indian
NBL	South Ndebele
ALT	Southern Altai
SMA	Southern Sami
SPA	Spanish
SUK	Sukuma
SUX	Sumerian
SUN	Sundanese
SUS	Susu
SWA	Swahili
SSW	Swati
SWE	Swedish
SYR	Syriac
TGL	Tagalog
TAH	Tahitian
TAI	Tai
TGK	Tajik
TMH	Tamashek
TAM	Tamil
TAT	Tatar
TEL	Telugu
TER	Tereno
TET	Tetum
THA	Thai
TIB	Tibetan
TIG	Tigre
TIR	Tigrinya
TEM	Time
TIV	Tiv
TLI	Tlingit
TPI	Tok Pisin
TKL	Tokelau
TOG	Tonga (Nyasa)
TON	Tonga (Tonga Islands)
TSI	Tsimshian
TSO	Tsonga
TSN	Tswana
TUM	Tumbuka
TUP	Tupi
TUR	Turkish
TUK	Turkmen
TVL	Tuvalu

Appendix 3: Language Codes and Descriptions

Code	Description
TYV	Tuvinian
TWI	Twi
UDM	Udmurt
UGA	Ugaritic
UIG	Uighur
UKR	Ukrainian
UMB	Umbundu
UND	Undetermined
HSB	Upper Sorbian
URD	Urdu
UZB	Uzbek
VAI	Vai
VEN	Venda
VIE	Vietnamese
VOL	Volapk
VOT	Votic
WAK	Wakashan
WAL	Walamo
WLN	Walloon
WAR	Waray
WAS	Washo
WEL	Welsh
WOL	Wolof
XHO	Xhosa
SAH	Yakut
YAO	Yao
YAP	Yapese
YID	Yiddish
YOR	Yoruba
YPK	Yupik
ZND	Zande
ZAP	Zapotec
ZEN	Zenaga
ZHA	Zhuang
ZUL	Zulu
ZUN	Zuni

Appendix 4: Postgraduate Plan Codes and Descriptions

Description	Code
4-year college in NYS	1
2-year college in NYS	2
Other postsecondary school in NYS	3
4-year college outside NYS	4
2-year college outside NYS	5
Other postsecondary school outside NYS	6
Seek employment	7
Enlist in the military	8
Other plan	9
Adult Services (students with disabilities only)	10
Unknown	11

Appendix 5: Credential Type Codes and Descriptions

Credential Type	Description	Code
Regents Diploma with Honors, for students entering grade 9 on or after July 1, 2001	Regents with Honors post July 1 2001	762
Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001	Regents with Honors&CTE post July 1 2001	813
Regents Diploma without Honors, for students entering grade 9 on or after 7/1/01	Regents post July 1 2001	779
Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001	Regents with CTE post July 1 2001	796
Local Diploma without Regents Endorsement	Local Diploma	068
Local Diploma without Regents Endorsement but with Career & Technical Education Endorsement	Local Diploma with Career Ed	612
Regents Diploma with Advanced Designation	Regents Diploma with Adv Designation	680
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement	Regents Diploma with Adv Des & Career Ed	697
Regents Diploma with Advanced Designation with Honors	Regents Diploma with Adv Des & Honors	714
Regents Diploma with Advanced Designation with Honors and with Career & Technical Education Endorsement	Regents Diploma with AD&Honors&Career Ed	731
High School Equivalency Diploma (GED)	GED	738
Individual Education Program (IEP) Diploma	IEP Diploma	085

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
AF	Afghanistan
AX	Aland Islands
AL	Albania
DZ	Algeria
AS	American Samoa*
AD	Andorra
AO	Angola
AI	Anguilla
AQ	Antarctica
AG	Antigua and Barbuda
AR	Argentina
AM	Armenia
AW	Aruba
AU	Australia
AT	Austria
AZ	Azerbaijan
BS	Bahamas
BH	Bahrain
BD	Bangladesh
BB	Barbados
BY	Belarus
BE	Belgium
BZ	Belize
BJ	Benin
BM	Bermuda
BT	Bhutan
BO	Bolivia
BA	Bosnia and Herzegovina
BW	Botswana
BV	Bouvet Island
BR	Brazil
IO	British Indian Ocean Territory
BN	Brunei Darussalam
BG	Bulgaria
BF	Burkina Faso
BI	Burundi
KH	Cambodia
CM	Cameroon
CA	Canada
CV	Cape Verde
KY	Cayman Islands
CF	Central African Republic
TD	Chad
CL	Chile
CN	China
CX	Christmas Island
CC	Cocos (Keeling) Islands

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
CO	Colombia
KM	Comoros
CG	Congo
CD	Congo, The Democratic Republic
CK	Cook Islands
CR	Costa Rica
CI	Cote D Ivoire
HR	Croatia
CU	Cuba
CY	Cyprus
CZ	Czech Republic
DK	Denmark
DJ	Djibouti
DM	Dominica
DO	Dominican Republic
EC	Ecuador
EG	Egypt
SV	El Salvador
GQ	Equatorial Guinea
ER	Eritrea
EE	Estonia
ET	Ethiopia
FK	Falkland Islands (Malvinas)
FO	Faroe Islands
FJ	Fiji
FI	Finland
FR	France
GF	French Guiana
PF	French Polynesia
TF	French Southern Territories
GA	Gabon
GM	Gambia
GE	Georgia
DE	Germany
GH	Ghana
GI	Gibraltar
GR	Greece
GL	Greenland
GD	Grenada
GP	Guadeloupe
GU	Guam*
GT	Guatemala
GN	Guinea
GW	Guinea-Bissau
GY	Guyana
HT	Haiti
HM	Heard Island and McDonald Islands
VA	Holy See (Vatican City State)
HN	Honduras

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
HK	Hong Kong
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia
IR	Iran, Islamic Republic of
IQ	Iraq
IE	Ireland
IL	Israel
IT	Italy
JM	Jamaica
JP	Japan
JO	Jordan
KZ	Kazakhastan
KE	Kenya
KI	Kiribati
KP	Korea, Democratic People's Republic of
KR	Korea, Republic of
KW	Kuwait
KG	Kyrgyzstan
LA	Lao People's Democratic Republic
LV	Latvia
LB	Lebanon
LS	Lesotho
LR	Liberia
LY	Libyan Arab Jamahiriya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MO	Macao
MK	Macedonia
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MH	Marshall Islands
MQ	Martinique
MR	Mauritania
MU	Mauritius
YT	Mayotte
MX	Mexico
FM	Micronesia, Federated States of
MD	Moldova, Republic of
MC	Monaco
MN	Mongolia

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
MS	Montserrat
MA	Morocco
MZ	Mozambique
MM	Myanmar
NA	Namibia
NR	Nauru
NP	Nepal
NL	Netherlands
AN	Netherlands Antilles
NC	New Caledonia
NZ	New Zealand
NI	Nicaragua
NE	Niger
NG	Nigeria
NU	Niue
NF	Norfolk Island
MP	Northern Mariana Islands*
NO	Norway
OM	Oman
PK	Pakistan
PW	Palau
PS	Palestinian Territory, Occupied
PA	Panama
PG	Papua New Guinea
PY	Paraguay
PE	Peru
PH	Philippines
PN	Pitcairn
PL	Poland
PT	Portugal
PR	Puerto Rico*
QA	Qatar
RE	Reunion
RO	Romania
RU	Russian Federation
RW	Rwanda
SH	Saint Helena
KN	Saint Kitts and Nevis
LC	Saint Lucia
PM	Saint Pierre and Miquelon
VC	Saint Vincent and the Grenadines
WS	Samoa
SM	San Marino

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
ST	Sao Tome and Principe
SA	Saudi Arabia
SN	Senegal
CS	Serbia and Montenegro
SC	Seychelles
SL	Sierra Leone
SG	Singapore
SK	Slovakia
SI	Slovenia
SB	Solomon Islands
SO	Somalia
ZA	South Africa
GS	South Georgia and South Sandwich Islands
ES	Spain
LK	Sri Lanka
SD	Sudan
SR	Suriname
SJ	Svalbard and Jan Mayen
SZ	Swaziland
SE	Sweden
CH	Switzerland
SY	Syrian Arab Republic
TW	Taiwan, Province of China
TJ	Tajikistan
TZ	Tanzania, United Republic of
TH	Thailand
TL	Timor-Leste
TG	Togo
TK	Tokelau
TO	Tonga
TT	Trinidad and Tobago
TN	Tunisia
TR	Turkey
TM	Turkmenistan
TC	Turks and Caicos Islands
TV	Tuvalu
UG	Uganda
UA	Ukraine
AE	United Arab Emirates
GB	United Kingdom
US	United States*
UY	Uruguay

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
UM	US Minor Outlying Islands*
UZ	Uzbekistan
VU	Vanuatu
VE	Venezuela
VN	Vietnam
VG	Virgin Islands, British
VI	Virgin Islands, U.S.*
WF	Wallis and Futuna
EH	Western Sahara
YE	Yemen
ZM	Zambia
ZW	Zimbabwe

* Students from these places are not immigrants to the United States. If you enter Country of Origin for students from these places, do not include the asterisk as part of the description.

Appendix 7: Reason for Beginning Enrollment Codes

Each Enrollment Entry Date must also have a Reason for Beginning Enrollment Code. Each student must have at least one enrollment record. Enrollment information is used to determine district and school accountability cohort membership and the school/district to which annual assessment results, dropouts, and credentials are attributed.

For these data elements, the Codes must be used. The codes are used at Levels 2 and 3 of SIRS.

Code	Reason
0011	Enrollment in building or grade
0022	Foreign exchange student enrollment in building or grade
4034	Enrolled solely for the purpose of determining eligibility for preschool special education services
5544	Transferred in under the NCLB Title I "School in Improvement Status" transfer option
5555	Student enrolled for the purpose of recording a test score (walk-in)
5654	Enrollment in a AHSEP or HSEP program*
5905	CSE or CPSE responsibility only
7000	Transferred in under the NCLB "Persistently Dangerous School" transfer option
7011	Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
8294	School-age children on the roster for census purposes only (optional in 2009–10)

*See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved AHSEP and HSEP programs.

- ***Code 0011 — Enrollment in building or grade:*** This code is used by public schools, nonpublic schools, charter schools, child-care institutions with affiliated schools, State agencies with educational programs, the New York State School for the Blind, and the New York State School for the Deaf when a student enrolls in a building or grade (for any grade level except GED). Use this code to report enrollment of any student for whom the school/district has accountability responsibility under the State accountability system when the student did not transfer in under an NCLB Title I transfer option. Also use this code to report home-schooled students taking state assessments and students enrolled by parental choice in a nonpublic school that is participating in SIRS and/or is a Reading First school. See http://www.emsc.nysed.gov/irts/sirs for a list of Reading First schools.

- ***Code 0022 — Foreign exchange student enrollment in building or grade:*** This code is only used when a foreign exchange student enrolls in a building or grade.

- ***Code 4034 — Enrolled solely for the purpose of determining eligibility for preschool special education services:*** This code is used for preschool students enrolled solely for this purpose. Students with this Reason for Beginning Enrollment Code can only have a Reason for Ending Enrollment Code 140 — *Preschool special education status determined or determination process stopped for any reason*. This code is only required to be submitted by school districts that are scheduled to submit data to the State on the timely evaluation of preschool children for special education eligibility determination or the timely transition of children from Early Intervention to preschool special education (SPP indicators 11 and 12). See the schedule of the years for which school districts are required to report or resubmit data for these indicators at

http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html. If the district is required to report Special Education Events for a new referral on the same student, this code may be submitted again in the same or the following year.

- ***Code 5544 — Transferred in under the NCLB Title I "School in Improvement Status" transfer option:*** This code is used when a student transfers in to a school under the public school choice option for students in Title I schools in improvement status.

- ***Code 5555 — Student enrolled for the purpose of recording a test score (walk-in):*** This code is only used when a student enrolls for the sole purpose of taking an assessment and recording a test score. This Reason for Beginning Enrollment Code requires an Enrollment Exit Date and a Reason for Ending Enrollment Code. This code must not be used for home-schooled students.

- ***Code 5654 — Enrollment in a AHSEP or HSEP program:*** This code is used when a student enrolls in an approved Alternative High School Equivalency Preparation (AHSEP) program or a High School Equivalency Preparation (HSEP) program as defined in Commissioner's Regulations, Part 100.7(h), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program service provider.

- ***Code 5905 —CSE or CPSE responsibility only:*** This code is used only by school districts to report students who have been classified as students with disabilities or have been referred to the Committee on Special Education (CSE) for determination of eligibility for special education services. This includes students placed by parental choice in a nonpublic school, a charter school, or a public school district other than the district of residence, or enrolled by court order in an out-of-state facility. This code is also used for home-schooled students to report special education records. This code is used by the LEA with CSE responsibility *only when* the LEA does not provide general instruction and does not have accountability responsibility under the State accountability system. The only time this code is used for preschool children with disabilities is when parents place their child in a Pre-K or UPK program which is not operated by their district of residence.

- ***Code 7000 — Transferred in under the NCLB "Persistently Dangerous School" transfer option:*** This code is used when a student transfers in to a school under the public school choice option from a school designated as persistently dangerous.

- ***Code 7011 — Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option:*** This code is used when a student transfers in to a school under the public school choice option from a school in which the student was a victim of a serious violent incident.

- ***Code 8294 — School-age children on the roster for census purposes only (optional in 2009–10):*** This code is used for children of compulsory attendance age who reside in the district and are on the public school district's roster for census purposes only.

Appendix 8: Reason for Ending Enrollment Codes

Each Enrollment Exit Date must also have a Reason for Ending Enrollment Code. Each student must have at least one enrollment record. If a student leaves during the school year or finishes the school year but is not expected to return for the next school year, the student's enrollment record must have an ending date and an appropriate reason code that indicates the reason for leaving.

For these data elements, the Codes must be used. These codes are used at Levels 2 and 3 of SIRS.

Code	Reason
High School Graduates	
799	Graduated (earned a Regents or local diploma)
High School Completers	
085	Earned an IEP diploma
629	Previously earned an IEP diploma
GED	
816	Earned a High School Equivalency Diploma (GED)
Transfers to Other Schools	
153	Transferred to another school in this district or to an out-of-district placement
170	Transferred to another NYS public school outside this district with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
204	Transferred to a NYS nonpublic school with documentation
221	Transferred to a school outside NYS with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
238	Transferred to homebound instruction provided by this district
255	Transferred to home-schooling by parent or guardian
272	Transferred to a postsecondary school prior to earning a diploma
5927	Leaving a school under NCLB – a victim of a serious violent incident
5938	Leaving a NYC community district under NCLB – a victim of a serious violent incident
Dropouts	
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425	Left school, no documentation of transfer *(Note: Includes students who are not yet of compulsory school age and who have been withdrawn from school by a parent/guardian and preschool children who are declassified by the CPSE.)*
306	Transferred to other high school equivalency (GED) preparation program
357	Left school: previously counted as a dropout
Other Circumstance for Ending Enrollment	
140	Preschool special education status determined or determination process stopped for any reason

Appendix 8: Reason for Ending Enrollment Codes

Code	Reason
289	Transferred to an approved AHSEP or HSEP program
323	Transferred outside district by court order
442	Left the U.S.
459	Deceased
782	Entry into a different grade in the same school building *(Note: This code may be used for preschool students with disabilities who remain in the same building but transition from preschool to school-age status.)*
8228	End "Walk-In" Enrollment
8305	End CSE Responsibility Only Enrollment

Preschool Children with Disabilities

The following Reason for Ending Enrollment Codes may be used to end the enrollment record of preschool children with disabilities, if appropriate:

- 153 — *Transferred to another school in this district or to an out-of-district placement*
- 170 — *Transferred to another NYS public school outside this district with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- 204 — *Transferred to a NYS nonpublic school with documentation*
- 221 — *Transferred to a school outside NYS with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- 238 — *Transferred to homebound instruction provided by this district*
- 255 — *Transferred to home-schooling by parent or guardian*
- 425 — *Left school, no documentation of transfer (Note: Includes students who are not yet of compulsory school age and who have been withdrawn from school by a parent/guardian and students who are declassified by the CPSE.)*
- 140 — *Preschool special education status determined or determination process stopped for any reason*
- 323 — *Transferred outside district by court order*
- 442 — *Left the U.S.*
- 459 — *Deceased*
- 782 — *Entry into a different grade in the same school building (Note: This code may be used for preschool students with disabilities who remain in the same building but transition from preschool to school-age status.)*

High School Graduates and Completers

Report the Enrollment Exit Date and Reason for Ending Enrollment Code for each student awarded a credential in June or earlier. All students awarded credentials in August, January, or June of this academic year (i.e., 2009–10) must be included and must have an enrollment record. Schools may award diplomas to students who were not enrolled at the time of graduation. These diplomas are granted based on the principal's review of the student's transcript. Students enrolled full time in BOCES programs or in a postsecondary program to complete their diploma requirements may fall in this group.

- ***Code 799 — Graduated (earned a Regents or local diploma):*** This code is used to indicate the student has earned a Regents or local diploma. This code must also be accompanied by the Credential Type Description data element to record the student's

type of diploma. Students who graduate with a local diploma and return to take a Regents examination to receive a Regents diploma must be reported with a Reason for Ending Enrollment Code 799 when they receive their local diploma, and the Regents diploma must not be reported.

- ***Code 085 — Earned an IEP diploma:*** The code for an Individualized Education Program (IEP) diploma cannot be selected unless the student has a program service record indicating that he or she is disabled. A disability record with a Program Service Exit Date no earlier than the last date of enrollment must be reported for each student who is awarded an IEP diploma. Students awarded an IEP diploma may continue to be enrolled in a public school until they earn a local diploma or reach the age of 21. If a student is awarded an IEP diploma in August or January and continues enrollment in the school district, the diploma should be recorded as being received in June. If the student discontinued enrollment upon receiving the IEP diploma in August or January, the diploma should be recorded as awarded in January. If a student received an IEP diploma in August or January and a local diploma in June, only the local diploma (with or without endorsements) should be recorded.

- ***Code 629 — Previously earned an IEP diploma or local certificate:*** This code is used for students who earned an IEP diploma or local certificate in a previous school year, subsequently continued their enrollment, and then left school without earning a local or Regents diploma.

High School Equivalency Diploma (GED)

Report the Enrollment Exit Date and Reason for Ending Enrollment Code for each student awarded a high school equivalency diploma (GED).

- ***Code 816 — Earned a High School Equivalency Diploma (GED):*** This code is used to indicate students who have earned a high school equivalency diploma (GED).

Transfers to Other Schools

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who transferred out of your school/district during the school year or who was in attendance at your school on the last day of the year but is not expected to attend your school in the following school year.

- ***Code 153 — Transferred to another school in this district or to an out-of-district placement:*** This code is used when a student transfers to a school within the same school district or is placed in an out-of-district setting by the CSE or school or district administrators or agents for any reason. The out-of-district setting could be a BOCES, an approved-private placement, a State-supported school, or another public school district. The student so placed could be either a general-education student or student with disabilities. This code may be used for transfers that take place at the end of the school year or at any point during the school year. When it is used for a student who transfers during the school year, the student must have an enrollment record for the educational setting to which he/she is transferring with a beginning date set at the day following the exit date. This code is used when a student is promoted out of the highest grade that this school offers and is expected to be registered in and attend another

school in this district. This code is also used when a preschool child with a disability who was enrolled outside the school district becomes school age and is placed in a school district building or a different program outside the school district.

- ***Code 170 — Transferred to another NYS public school outside this district with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to another public school outside the district. Documentation must include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered. Documentation is not required for preschool students with disabilities who relocate to another school district.

- ***Code 204 — Transferred to a NYS nonpublic school with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to a nonpublic school. Documentation must include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered.

- ***Code 221 — Transferred to a school outside NYS with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to a school outside New York State. Documentation should include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered. Documentation is not required for preschool students with disabilities who relocate to another school district.

- ***Code 238 — Transferred to homebound instruction provided by the district:*** This code is used when a district transfers a student to long-term homebound instruction (the student is unable to attend school for the remainder of the school year) and the student is no longer included on the register of a district school. Such students continue to be the responsibility of the district for accountability purposes.

- ***Code 255 — Transferred to home-schooling by parent or guardian:*** This code is used when the student is transferred to instruction being provided by parents or guardians or by instructors employed by parents or guardians. Documentation of transfer to home schooling should include a formal notice of intent to instruct at home.

- ***Code 272 — Transferred to a postsecondary school prior to earning a diploma:*** This code is used when a student is completing his or her high school graduation requirement while attending a postsecondary institution. Documentation should include a copy of an admission notification as well as a schedule of courses taken. If this student is later granted a diploma from a high school in the district of residence, the student must be recorded as being re-enrolled in the high school for at least one day (beginning and ending dates must be at least one day apart). All required demographic, assessment, and program service data for that student must be reported. The Program Service Provider BEDS Code on program service records should be the BEDS code of the school awarding the diploma. The Enrollment Exit Date should be the date the diploma was awarded. The Reason for Beginning Enrollment code should be 0011 (Enrollment in building or grade), not 5555 (Student enrolled for the purpose of recording a test score—walk-in).

- ***Code 5927 — Leaving a school under NCLB – a victim of a serious violent incident:*** This code indicates a student has transferred out of a school because the student was a victim of a serious violent incident under NCLB and into another public school in the same district under the school choice provision of NCLB. In NYC, this code applies to students transferring under this NCLB option to a school within the same community district.

- ***Code 5938 — Leaving a NYC community district under NCLB – a victim of a serious violent incident:*** This code can only be used by the NYCDOE. This code indicates a student has transferred out of a school because the student was a victim of a serious violent incident under NCLB and into another public school outside the student's original community district under the school choice provision of NCLB.

Dropouts

A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented as having entered another school or program leading to a high school diploma or a program leading to a high school equivalency diploma.

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who dropped out during the school year. For students who were enrolled at the end of the prior school year but dropped out before the beginning of the new school year, report the student as enrolled after July 1 but report an Enrollment Exit Date after July 1.

Example 1: Student 1 finished grade 8 at District Middle School and was expected to enroll at District High School in the fall. Student 1 did not enroll at the high school in the fall and the district/school received no documentation that he transferred to another district, died, or left the country. Student 1 must be counted as a dropout from District High School in the fall.

Example 2: Student 2 finished grade 10 at District High School in June but did not return to school in the fall. Unless Student 2 can be documented to have transferred to another school, died, or left the country, District High School must submit an enrollment record with the appropriate reason for leaving.

These students should be reported using the actual start date of enrollment (taken from the student management system). The enrollment exit date may be the last date of attendance, the date the school was notified that the student had dropped out or, in the case of a long-term absence, the date of the 20th consecutive unexcused absence.

Students are counted as dropouts if their last enrollment record during the school year had an ending date of June 30 or earlier and they had a Reason for Ending Enrollment Code of:

- ***Code 136 — Reached maximum legal age and has not earned a diploma or certificate;***
- ***Code 340 — Left school: first-time dropout;***
- ***Code 391 — Long-term absence - 20 consecutive unexcused days;***
- ***Code 408 — Permanent expulsion (student must be over compulsory age);***

- ***Code 425 — Left school, no documentation of transfer;***
- ***Code 306 — Transferred to other high school equivalency preparation (GED) program; or***
- ***Code 357 — Left school: previously counted as a dropout (only counted as a dropout in the cohort dropout aggregations, not in the annual dropout aggregations).***

Enrollment records with beginning dates after June 30 of the academic year being reported are ignored when identifying the last enrollment record. Note that the dropout rate reported by the NYSED is an annual rate. A student who leaves during the school year without documentation of a transfer to another educational program must be counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year.

2002 and later Cohort members whose enrollment record ends after BEDS day of year 4 in high school and before August 31st of year 5 in high school will be counted as dropouts in the graduation cohort statistics if the reason on the last enrollment record in the school of record has a Reason for Ending Enrollment Code 136, 340, 391, 408, 425, 306 or 357.

- ***Code 136 — Reached maximum legal age and has not earned a diploma or certificate:*** This code is used when a student is ending enrollment in your school solely because the student has reached 21 years of age during the school year and the student did *not* previously earn a diploma or certificate. This code is also used when a student with a Reason for Beginning Enrollment Code 8294: *School age children on the roster for census purposes only* ends enrollment and is no longer of compulsory school age.
- ***Code 340 — Left school: first-time dropout:*** This code is used when a student meets the criteria in the dropout definition and has not been counted as dropping out by this school in a previous year. If a student drops out during the school year but subsequently returns to school in the same year, open a new enrollment record for the student. This code also includes students who previously transferred to an Alternative High School Equivalency Preparation (AHSEP) or High School Equivalency Preparation (HSEP) program and meet the criteria in the dropout definition and have not been counted as dropping out by this school in a previous year. A school should code a student as "Left school: first-time dropout" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate.
- ***Code 391 — Long-term absence-20 consecutive unexcused days:*** This code is used when a student has been absent without excuse for twenty (20) or more consecutive school days as of the last expected day of attendance for the school year. If the student is of compulsory attendance age, then he or she should remain on the official school register, even though the Long-term Absence code has been placed on the student record. A school should code a student as "Long-term Absence" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate.
- ***Code 408 — Permanent expulsion (student must be over compulsory age):*** This code is used when a student is over the compulsory attendance age and has been permanently expelled. Administrative records must document the expulsion process.

- ***Code 425 — Left school, no documentation of transfer:*** This code is used when a student is thought to have transferred to another school but the required transfer documentation has not been received. These students are counted as dropouts on the School/District Report Card. A school should code a student as "Left school, no documentation of transfer" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate. This code may also be used to end enrollment of preschool children who are declassified by the CPSE or are withdrawn from school by a parent/guardian. Students below grade 7 (or age-equivalent ungraded students with disabilities) are not counted in dropout reports.
- ***Code 306 — Transferred to other high school equivalency preparation (GED) program:*** This code is used when a student transfers to a GED program other than Alternative High School Equivalency Preparation (AHSEP) and High School Equivalency Preparation (HSEP), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program provider. Students transferring under this code are included in the appropriate accountability and graduation cohorts.
- ***Code 357 — Left school: previously counted as a dropout:*** This code is used when a student has been reported with a reason for ending enrollment codes that indicates the student is a first-time dropout, a long-term absence, or left school (no documentation of transfer) in a previous school year unless the student was reported with one of these codes when in preschool through Grade 6 (or age equivalent).

➢ **Other Circumstance for Ending Enrollment**

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who left your school during the school year for reasons other than those listed above.

- ***Code 140 — Preschool special education status determined:*** This code is used when a preschool child had been referred for a CPSE determination of eligibility for preschool special education and a CPSE decision has been made or the eligibility process has ended for any reason. This code should also be used in these situations when the request for a determination has been withdrawn prior to final determination. If the series of Special Education Events for a preschool child referred for a CPSE determination of eligibility for preschool special education has not been completed by June 30 of the reporting year, a Reason for Ending Enrollment Code 140 can be used to end the enrollment record and no subsequent Reason for Beginning Enrollment Code should be reported unless the child enrolls in an institution to receive services or a new referral is initiated.
- ***Code 289 — Transferred to an AHSEP or HSEP program:*** This code is used when a student transfers to an approved AHSEP or a HSEP program as defined in Commissioner's Regulations, Part 100.7(h), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program service provider. Students who are excluded from a district/school accountability cohort solely because they transferred to an AHSEP or HSEP program are included in the appropriate graduation cohort. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.)

Appendix 8: Reason for Ending Enrollment Codes

- ***Code 323 — Transferred outside the district by court order:*** This code is used when a student is placed outside the district by an authority not employed by the district and not in parental relation to the student. Documentation should include a copy of the order placing the student outside the district.
- ***Code 442 — Left the U.S.:*** This code is used when a student moved out of the United States and its possessions. Documentation must include a statement from a parent or guardian indicating a destination.
- ***Code 459 — Deceased:*** This code is used when a student dies while enrolled. Documentation should include a newspaper obituary or other notification.
- ***Code 782 — Entry into a different grade in the same school building:*** This code is used when a student changes grades in the same school year. This code may be used for preschool students with disabilities who transition from a preschool to a school-age program but remain in the same school building.
- ***Code 8228 — End "Walk-in" Enrollment:*** This code is used to end a "Walk-in" enrollment.
- ***Code 8305 — End CSE Responsibility Only Enrollment:*** This code is used to end an enrollment record opened using Reason for Beginning Enrollment Code 5905 — *CSE responsibility only*. (Districts are encouraged to use a more appropriate Reason for Ending Enrollment Code, if applicable.) For example, for students whose enrollment record was opened with a Reason for Beginning Enrollment Code 5905, use Reason for Ending Enrollment Code 8305 for students who were declassified during the school year or were referred for special education evaluation but were found to be ineligible for services.

Appendix 9: Program Service Codes

Each academic year, every Program Service Code applicable to a student must be recorded and must also have a Program Service Entry Date. Program Services that were not exited in the previous academic year should be recorded with a July 1 entry date. Program Services that end during the academic year also require a Program Service Exit Date. Detailed definitions of the various program services are found below. For these elements, the Codes must be used. These codes are used at Levels 2 and 3 of SIRS.

Code	Description
Type: Limited English Proficient Eligibility	
0231	LEP Eligible
Type: Limited English Proficient Programs	
5709	English as a Second Language
5676	Bilingual Program
5687	Two-way Bilingual Education Program
5698	LEP - Other Programs
8239	LEP Eligible but not in a LEP Program
Type: No Child Left Behind Funded Program Services	
5533	Supplemental Educational Services for Schools in Improvement Status under Title I
0286	Title I - Part A: Improving Basic Programs (other than 5533)
0330	Title I - Part C: Education of Migratory Children
0187	Title I - Part D: Prevention & Intervention Programs for Children and Youth who are Neglected or Delinquent.
5720	Title III: Services to Non-Immigrant LEP Students
5731	Title III: Language Instruction Immigrant LEP Students
5742	Title III - Part B, subpart 4: Emergency Immigration Education Program
5566	Title X - Part C: Homeless Education/McKinney-Vento
Type: No Child Left Behind Transfer Options	
5872	Applied for Transfer Option - School Identified as in Need of Improvement
5883	Applied for Transfer Option - Persistently Dangerous School
7022	Transfer Option Offered - School Identified as in Need of Improvement
7033	Transfer Option Offered - Persistently Dangerous School
Type: Type of Disability	
5786	Preschool Student with a Disability
0352	Autism
0363	Emotional Disturbance
0385	Learning Disability
0396	Mental Retardation
0407	Deafness
0418	Hearing Impairment
0429	Speech or Language Impairment
0440	Visual Impairment (includes Blindness)
0451	Orthopedic Impairment
0462	Other Health Impairment

Appendix 9: Program Service Codes

Code	Description
0473	Multiple Disabilities
0484	Deaf-Blindness
0495	Traumatic Brain Injury
Type: Safety Net	
0550	Eligible for safety net in English under Section 504
0572	Eligible for safety net in Mathematics under Section 504
0583	Eligible for safety net in Global History & Geography under Section 504
0594	Eligible for safety net in U.S. History & Government under Section 504
0605	Eligible for safety net in Science under Section 504
5775	Eligible for safety net in All Subjects under Section 504
Type: Career and Technical Education	
—	Specific Career and Technical Education Program Code (see Appendix 10)
8261	Single Parent/Pregnant Status
Type: Other	
0198	Poverty - from low-income family
0220	Eligible for Alternate Assessment
0242	Eligible to take the NYSESLAT for grades 3-8 ELA Accountability
0264	Section 504 Plan
—	Summer School Participation (see below for codes)
5753	Early Intervening Services supported with IDEA funds
5817	Free Lunch Program
5806	Reduced-Price Lunch Program
8272	Homeless Unaccompanied Youth Status

The Detailed Definitions of Program Services are presented in the following manner:

Program Service Name

Name and code are shown.

Level Designation: This specifies when a BEDS code is to be associated with the program service. In Program Service records BEDS codes are reported under the data element "Program Service Provider BEDS Code." All program services are designated either as "school-level" or "district-level". Program services designated as school-level require a BEDS code. Those designated as district-level do not.

School-level program services require an eligibility determination each time the student changes buildings either within the school district or to an out-of-district placement. School-level services require a new program service record each time a student receiving the service changes buildings if the service continues. For school-level program services, use the following to determine the BEDS code to use when reporting these students:

- when service provider is the district accountable for the student's performance, use the BEDS code of the specific building in the district where the student receives the service;
- when the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
- when the service provider is an approved private placement, use the BEDS code of the entity where the out-of-district placement was made (i.e., where the student receives the service);

- when the service provider is a district other than the district accountable for the student's performance, use the BEDS code for a specific building where the student receives the service in the other district.

District-level program services require a new record only when a student's status or participation in a service changes. A new program services record is not required if a student receiving such service changes buildings.
Description: Brief description of the Program Service is given.
Purpose: Provides reason this information is being collected.
Entry Date: Date this Program Service becomes applicable to this student. It can be the date of initial eligibility or the date the Program Service actually begins.
Exit Date: Date this Program Service is no longer applicable to this student. It can be the date eligibility ends or the date the Program Service actually ends. Only Program Services that end require an exit date. Program Services continuing into the following academic year should not have an ending date this year.
Reason for Ending Code: Provides circumstances under which the student ended this Program Service. Not all Program Services require this code.

Limited English Proficient Eligibility

LEP Eligible — Code 0231
Level Designation: District-level service.
Description: Identifies the student as limited English proficient (LEP) and, therefore, eligible for LEP services. Note that each student identified as LEP Eligible must also have the data element *Years Enrolled in a Bilingual or ESL Program* entered in his or her student record. Students identified as LEP Eligible should have a specific LEP program service identified, as described below under Limited English Proficient Programs.
Purpose: Identifies LEP students for accountability, reporting, and research purposes. An "Exit Date" and "Reason for Ending Code" is used to identify LEP students who have achieved English proficiency. Part 154 of Commissioner's Regulations defines students with limited English proficiency as students who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or for subsequent years, score below a State-designated level of proficiency on the NYSESLAT. Districts should contact the nearest Bilingual Education Technical Assistance Center (BETAC) to obtain assistance with LEP identification procedures.
Entry Date: Date of eligibility decision.
Exit Date: Required only if the student achieved proficiency on the Reading/Writing *and* Listening/Speaking modules of the NYSESLAT during the current academic year. The date recorded should be June 30 of the academic year in which the student reaches proficiency on the NYSESLAT. Students who test out of LEP by reaching proficiency on the NYSESLAT are still entitled to accommodations and some types of services for two years; however, once the students have tested out of LEP, they must NOT be recorded as LEP with an 0231 code. An "Exit Date" should not be used to end a LEP Eligible — Code 0231 program service record when the student leaves the district or graduates. It must be used only when the student achieves English proficiency.
Reason for Ending Code: Use 849 when the student achieves English proficiency.

Limited English Proficient Programs

English as a Second Language — Code 5709, Bilingual Program — Code 5676, Two-way Bilingual Education Program — Code 5687, LEP Other Programs — Code 5698, and LEP Eligible but not in a LEP Program — Code 8239.

Level Designation: School-level service.

Description: Indicates which LEP program service the student is in (i.e., English as a Second Language, Bilingual Program, Two-way Bilingual Education, or LEP Other Program Service) or that the LEP Eligible student is not being served. Students identified as LEP eligible under program service code 0231 (see above) should have a specific LEP program service identified here. These program services are mutually exclusive but can be offered at different points throughout the academic year. Multiple LEP programs should be reported with appropriate Entry and Exit dates. If any of the first four are used, the *LEP Eligible but not in a LEP Program* code should not be used. All LEP-eligible students must receive LEP services.

Purpose: These codes are used to identify which LEP program service the student participates in.

Entry Date: Date LEP program service begins.

Exit Date: Date that student tests above a State-designated level of proficiency or changes LEP programs.

Reason for Ending Code: Not used.

No Child Left Behind Funded Program Services

Supplemental Educational Services for Schools in Improvement Status under Title I — Code 5533

Level Designation: School-level service.

Description: Indicates that the student attended a school designated as "in need of improvement" under Title I of NCLB and this student received supplemental educational services supported with Title I funds during the school year.

Purpose: To identify such students for reporting these data to the United States Education Department (USED).

Entry Date: Date services begin.

Exit Date: Date services end.

Reason for Ending Code: Not used.

Title I - Part A: Improving Basic Programs -Targeted Assistance Program (other than 5533) — Code 0286

Level Designation: School-level service.

Description: Indicates that the student is served in a "Targeted Assistance Program" supported with Title I program funds. For students in a school that operates a targeted Title I program, a programs fact record (code 0286) must be reported for each student who is served. Students enrolled in a school building that operates a school-wide Title I program should not be reported under this code. In previous years, a Title I record was required for each student in a school that operated a school-wide Title I program. Beginning with the 2006–07 school year, NYSED identifies students in a school-wide program at the school level and no longer needs a record for each individual student.

Purpose: To identify such students for reporting these data to the USED.

Entry Date: Date service began.

Exit Date: Date service ended.

Reason for Ending Code: Not used.

Title I - Part C: Education of Migratory Children — Code 0330
Level Designation: District-level service.
Description: Indicates that the student is served by programs supported with Title I - Part C funds. A student is a migrant child if the student is, or the student's parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another, or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal employment in agriculture or fishing. All students eligible to be served by programs supported with Title I - Part C funds should have a Certificate of Eligibility signed by a parent or guardian and filed with the superintendent of schools.
Purpose: Migrant data must be collected for each student, if applicable (i.e., the student is a migrant and is served in a program funded by Title I - Part C), to fulfill the State reporting requirements under NCLB and because school and district data for certain migrant students is included in the school and district report cards.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Title I - Part D: Prevention and Intervention Programs for Children and Youth who are Neglected or Delinquent — Code 0187
Level Designation: District-level service.
Description: Indicates that the student is served by programs supported by funding under NCLB Title I - Part D during the reporting year. For a student to be counted for this funding purpose, the student must be between the ages of 5 and 17, and reside in an institution for the neglected or for the delinquent. Neglected children will have been committed to an institution or voluntarily placed in the institution under applicable State law because of the abandonment by or neglect by or death of parents. Delinquent children will have been adjudicated delinquent or persons in need of supervision. The term "delinquent children" also refers to students who are placed in an adult correctional institution in which children reside.
Purpose: This data element must be collected for each student served by funding under NCLB Title I - Part D to fulfill the State reporting requirements under the NCLB legislation.
Entry Date: First day designation applies.
Exit Date: Date the designation is eliminated.
Reason for Ending Code: Not used.

Title III: Services to Non-Immigrant LEP Students — Code 5720
Level Designation: School-level service.
Description: Identifies that the student is served in a program supported by Title III: Services to Non-Immigrant LEP Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Appendix 9: Program Service Codes

Title III: Language Instruction for Students that are both LEP and Immigrants — Code 5731
Level Designation: School-level service.
Description: Indicates that the student is served in a program supported by Title III: Language Instruction for LEP and Immigrant Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Title III - Part B, subpart 4: Emergency Immigration Education Program — Code 5742
Level Designation: School-level service.
Description: Indicates that the student is served in a program supported by Title III - Part B, subpart 4 funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Title X - Part C: Homeless Education/McKinney-Vento — Code 5566
Level Designation: District-level service.
Description: Indicates that the student is served in a program supported by Title X - Part C program funds (e.g., McKinney-Vento subgrant award). A homeless student is one who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; awaiting foster care placement; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placement or receiving educational services.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date of first classification as homeless. This is determined by the LEA's homeless liaison and is the date the liaison determines that child or unaccompanied youth lacks a fixed regular and adequate nighttime residence.
Exit Date: Date student is declassified as homeless. This is the date the homeless liaison determines that child or unaccompanied youth now has a fixed regular and adequate nighttime residence.
Reason for Ending Code: Not used.

No Child Left Behind Transfer Options

Applied for Transfer Option - School Identified as in Need of Improvement — Code 5872
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that is in improvement status under Title I and has applied to transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student's application for transfer is received by the public school district. This date may be the actual date the application is submitted or the due date for all such applications.
Exit Date: Not used.
Reason for Ending Code: Not used.

Applied for Transfer Option - Persistently Dangerous School — Code 5883
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that has been designated as persistently dangerous under NCLB and has applied to transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student's application for transfer is received by the public school district. This date may be the actual date the application is submitted or the due date for all such applications.
Exit Date: Not used.
Reason for Ending Code: Not used.

Transfer Option Offered - School Identified as in Need of Improvement — Code 7022
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that is in improvement status under Title I and has been offered a transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student is given an offer to transfer by the public school district.
Exit Date: Not used.
Reason for Ending Code: Not used.

Transfer Option Offered- Persistently Dangerous School — Code 7033
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that has been designated as persistently dangerous under NCLB and has been offered a transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student is given an offer to transfer by the public school district.
Exit Date: Not used.
Reason for Ending Code: Not used.

Type of Disability

All Type of Disability Categories — Codes 5786, 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484 and 0495
Level Designation: District-level service.

Description: Indicates the disability category of students who have been classified as disabled by the district CSE or the district CPSE (i.e., students who have an IEP). *Students with Section 504 plans should not be reported as disabled.*
Purpose: The type of disability record determines which members are included in the students with disabilities group for district and school accountability and for other reports. It also determines which students are eligible for the safety net, allowing students to use competency credit to meet graduation requirements. Do not enter a 504 Safety Net program service code for students with a disability service program code. Only one disability record should be entered for each student. See definition of Safety Net in Appendix 22. A student is counted as disabled if the program service entry date is before the reporting date and the program service exit date is on or after the reporting date. A program service without a value in the Program Service Exit Date field is considered to end after the reporting date.
Entry Date: Date of CSE or CPSE decision to classify with that disability, except that the entry date for children who transition from Early Intervention (EI) to preschool special education must be later if parents decide to continue EI services and transition to preschool special education later than the CPSE's decision to classify.
Exit Date: Date the CSE or CPSE rescinds the classification or the student's disability changes. In cases when the classification is rescinded or changed at the end of the school year to be effective at the start of the following school year, the exit date must be later than the date of CSE or CPSE's action. For example, if a preschool child is declassified in June 2009 (end of the school year), but the effective date of the declassification is September 2009 (start of the following school year), the student's disability exit date must be the August 31, 2009, allowing the student to have an active disability record in July and August 2009 for summer preschool special education services.
Reason for Ending Code: Used to indicate whether the student was declassified, the student had his/her disability status changed by the CPSE/CSE, or the parents revoked consent for special education services (in writing). Use code 901 when the student is declassified or when parents revoke consent for special education services. Use code 912 when the student's disability has changed. A change in type of disability will require a new program service record identifying the new type of disability. Note: A preschool student with a disability who continues as a student with a disability to a school level grade (including kindergarten) must have his or her preschool *Type of Disability* (code 5786) ended with a Reason for Ending Code 912 and a new *Type of Disability* assigned.

Safety Net

Under Section 504 - Each/All Subjects — Codes 0550, 0572, 0583, 0594, 0605 and 5775
Level Designation: District-level service.
Description: Indicates Section 504 students whose 504 plan specifically allows eligibility for the graduation assessment safety net. A 504 Safety Net record should be included for each subject area in which the student is eligible for the safety net. The student must also have a program service record indicating that the student has a Section 504 plan (i.e., program service code of 0264). Do not enter a Section 504 program service code for students with a disability program service code. In calculating the district and school high school accountability indices, Regents Competency Test (RCT) scores for Section 504 students will be counted only if they have both a Section 504 program service record and a 504 Safety Net record documenting eligibility in that subject.
Purpose: To identify students eligible for the safety net and, therefore, eligible to use Regents competency tests to meet graduation requirements.
Entry Date: Date 504 plan adopted.

Exit Date: Date 504 plan revoked.
Reason for Ending Code: Not used.

Career and Technical Education

Specific Career and Technical Education Program Code — see Appendix 10
Level Designation: School-level service.
Description: Indicates in which specific career and technical education program the student participates. A list of acceptable career and technical education programs can be found in Appendix 10. This list uses the National Center for Educational Statistics (NCES) Classification of Instructional Programs (CIP) structure.
Purpose: To identify which specific career and technical education program students are enrolled in, have completed, or have left without completing.
Entry Date: Date the student enrolls in the program.
Exit Date: Date the student completes the program or date the student terminates the program without completing it.
Reason for Ending Code: Indication of whether the student completed the program or left the program before completion. Use code 646 for completion of the program and code 663 for left without completing program.

Single Parent/Pregnant Status — Code 8261.
Level Designation: District-level service.
Description: Only applicable to students who have a career and technical education program service and have reached the "Concentrator" level of intensity. This program service indicates the student is a single parent or is pregnant.
Purpose: Used to identify these students for federal reporting purposes. This status (i.e., single parent or pregnant) is as of any time during the school year. This is to allow a student to be counted no matter when in a school year the student may become a career and technical education concentrator. Districts should determine this status at the same point in time that the district counts the student as a career and technical education concentrator.
Entry Date: Date the student is identified as a single parent or as pregnant.
Exit Date: Date that the student no longer meets these parameters.
Reason for Ending Code: Not used.

Other

Poverty- from low-income family — Code 0198
Level Designation: District-level service.
Description: Indication of student economic status.
Purpose: Poverty is used to determine which cohort members should be included in the economically disadvantaged group for district and school accountability. An economically disadvantaged student is a student who participates in, or whose family participates in, economic assistance programs such as:

- the Free- or Reduced-price Lunch Programs (Note that the United States Department of Agriculture has authorized the use of enrollment in free- and reduced-price lunch programs to identify students from low-income families for Title I reporting purposes.) Please consult the NYSED's Office of Child Nutrition Program Administration for guidelines;
- Social Security Insurance (SSI);
- Food Stamps;
- Foster Care;

- Refugee Assistance (cash or medical assistance);
- Earned Income Tax Credit (EITC);
- Home Energy Assistance Program (HEAP);
- Safety Net Assistance (SNA);
- Bureau of Indian Affairs (BIA); or
- Family Assistance: Temporary Assistance for Needy Families (TANF).

If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Entry Date: Date of eligibility decision (determined annually).
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Eligible for Alternate Assessment — Code 0220
Level Designation: District-level service.
Description: Indicates that the student is eligible for the NYSAA, as identified by the CSE.
Purpose: Only students with an Alternate Assessment Program service record will be reported on the *Verification of New York State Alternate Assessment Results* report. A student must have a disability record to report an Alternate Assessment Program service record. A student must have an Alternate Assessment Program record to report an alternate assessment score.
Entry Date: Date of CSE eligibility decision.
Exit Date: Date that CSE rescinds eligibility.
Reason for Ending Code: Not used.

Eligible to take the NYSESLAT for grades 3-8 ELA Accountability — Code 0242
Level Designation: District-level service.
Description: Identifies LEP students who are not required to take a grades 3–8 NYSTP ELA assessment.
Purpose: Identifies these students for accountability, reporting, and research purposes. Valid scores on the Reading/Writing *and* Listening/Speaking modules of the NYSESLAT will satisfy the Title I accountability requirement that the student be assessed in ELA. LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year may use the NYSESLAT only once in lieu of the 3-8 NYSTP in ELA to meet the NCLB participation requirement for AYP in elementary/middle-level ELA. NYSESLAT-eligible students will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on NYSESLAT Reading/Writing and NYSESLAT Speaking/Listening. For more information, see "Testing and Accountability for LEP Students (NYSESLAT)" in Chapter 4: Testing Rules and http://www.ed.gov/policy/elsec/guid/lepguidance.doc.
Entry Date: July 1 of current year or date of enrollment (if later than July 1).
Exit Date: Not used.
Reason for Ending Code: Not used.

Section 504 Plan — Code 0264
Level Designation: District-level service.
Description: Indicates that the student has a Section 504 plan.
Purpose: The Section 504 record determines which cohort members are included in the general-education (Safety Net eligible) group for district and school accountability and for other reports. Safety Net eligible general-education students are allowed to use Regents

competency test credit to meet graduation requirements. Do not enter a Section 504 program service code for students with a disability program service code.
Entry Date: Date of plan approval.
Exit Date: Date of plan termination.
Reason for Ending Code: Not used.

Summer School Participation — Codes 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761 AND 2861, 2862, 2863, 2864, 2865, 2866, 2867, 2868, 2869, 2870, 2871.
Level Designation: School-level service. As such, this program service requires a BEDS code. School-level services usually require a building level BEDS code. However, for this program service, use the following to determine the BEDS code to use when reporting these students:
When the service provider is the district accountable for the student's performance and the building the service is provided in is

- known, use the BEDS code of the building where the student receives the service, or
- not known, use the BEDS code of the district where the student receives the service;

When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is

- known, use the BEDS code of the building where the student receives the service, or
- not known, use the BEDS code of the out-of-district placement where the student receives the service;

When the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
When the service provider is a public school district other than the district accountable for the students' performance, use the BEDS code of the other district.
Description: Indicates that the student participated in a specific summer school program for 20 hours or more.
Purpose: To identify such students.
Entry Date: First day of program.
Exit Date: Last day of program.
Reason for Ending Code: Not used.

The program service codes are based on the reason the student is taking this program:
Reason A — This is the first time the student has taken this program or the student is taking this program for advanced enrichment.
Reason B — The student is taking this program as academic intervention, to improve his/her grades, or because the student is at risk of failing State tests.

Program	Reason		
	A		B
English Language Arts	2751		2861
Mathematics	2752		2862
Science	2753		2863
Social Studies	2754		2864
Technology	2755		2865
The Arts	2756		2866
Languages Other Than English	2757		2867
Health	2758		2868
Physical education	2759		2869
Driver Education	2760		2870

Other	2761		2871

Early Intervening Services supported with IDEA funds — Code 5753
Level Designation: District-level service.
Description: Indicates that the student is receiving Coordinated Early Intervening Services (CEIS) pursuant to Section 613(f) of the federal IDEA program. School districts may use up to 15 percent of their annual IDEA allocations to provide Early Intervening services. School districts whose data indicate significant disproportion based on race/ethnicity in special education, identification by a specific disability, placement in a particular setting, or in suspension rates are required to use 15 percent of IDEA funds to provide these services. Services purchased with these funds can be direct or indirect services for students. When a district uses these funds to purchase indirect services, report only those students who were the intended beneficiaries of the purchased indirect services. These funds are only for students who are not identified as needing special education or related services (i.e., not students with disabilities) but who need additional academic and behavioral support to succeed in a general education environment. See guidance memorandum at: http://www.vesid.nysed.gov/specialed/publications/policy/ceis908.htm .
Purpose: This data element must be collected for each student, if applicable, to fulfill the State and federal reporting requirements under IDEA.
Entry Date: Date service began.
Exit Date: Date service ended.
Reason for Ending Code: Not used.

Free Lunch Program — Code 5817
Level Designation: District-level service.
Description: Indicates that the student is an approved applicant for the federal Free Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This program service also applies to students who have met the eligibility requirements for the federal Free Breakfast Program and/or the federal Free Milk Program. Do not include students in the reduced-price programs.
Purpose: To identify such students for reporting and State Aid purposes.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Reduced-Price Lunch Program — Code 5806
Level Designation: District-level service.
Description: Indicates that the student is an approved applicant for the federal Reduced-Price Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This program service also applies to students who have met the eligibility requirements for the federal Reduced-Price Breakfast Program.
Purpose: To identify such students for reporting and State Aid purposes.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Homeless Unaccompanied Youth Status — Code 8272.
Level Designation: District-level service.

Appendix 9: Program Service Codes

Description: This program service is only applicable to students who have the Data Element "Homeless Indicator" populated with a "Y" (i.e., Homeless at Some Point.). This program service indicates the student is unaccompanied by parents, legal guardians, or other adults. Do not use this program service if the homeless student is accompanied.
Purpose: Used to identify these students for federal reporting purposes.
Entry Date: Date the student is identified as unaccompanied.
Exit Date: Date the student no longer meets these parameters.
Reason for Ending Code: Not used.

Appendix 10: Career and Technical Education Program Codes

These codes are taken from the National Center for Educational Statistics Classification of Instructional Programs (CIP) manual. NYSED has selected a subset of these CIP codes that are appropriate for secondary-level career and technical education programs. Use the CIP code that most closely reflects the curricula of the student's CTE program.

As CTE programs at local high schools often cross content areas and may not be predefined or linear in nature and CTE students at local high schools build meaningful cohesive concentrations based on individual interests, the selection of a specific CIP code from Appendix 10 may prove more difficult than the selection of such a code for CTE programs at BOCES and Technical or CTE high schools. In this case, the local high school can use one of the more broad based CIP codes listed below. These reflect the six major CTE content areas. If a student is in programs from two of these content areas, the code to be reported should be the one in which the majority of the student's time is spent. The table below shows the six content areas and their related CIP codes.

CIP Code	Content Area
010599	Agriculture
529999	Business and Marketing
199999	Family and Consumer Sciences
519999	Health Occupations
151599	Technology Education
489999	Trade and Technical

When a local agency is unable to determine the appropriate code, they should contact their RIC. If need be, the RIC can contact the NYSED CTE Team at 518-486-1547 or emsccte@mail.nysed.gov for assistance.

Code	Program Name
Agriculture, Food and Natural Resources Cluster	
010000	Agriculture, General
010101	Agricultural Business and Management, General
010102	Agricultural Business/Agribusiness Operations
010104	Farm and Ranch Management
010105	Agricultural/Farm Supplies Retailing and Wholesaling
010106	Agriculture Business Technology
010199	Agricultural Business and Management, Other
010201	Agricultural Mechanization, General
010204	Agricultural Power Machinery Operator
010205	Agriculture Mechanics & Equipment/Machine Technology
010299	Agricultural Mechanization, Other
010301	Agricultural Production Operations, General
010302	Animal/Livestock Husbandry and Production
010303	Aquaculture
010304	Crop Production

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
010306	Dairy Husbandry and Production
010307	Horse Husbandry/Equine Science & Management
010399	Agricultural Production Operations, Other
010401	Agricultural and Food Products Processing
010504	Dog/Pet/Animal Grooming
010505	Animal Trainer
010507	Equestrian/Equine Studies
010508	Taxidermy/Taxidermist
010599	Agricultural & Domestic Animals Services, Other
010601	Applied Horticulture/Horticultural Operations, General
010603	Ornamental Horticulture
010604	Greenhouse Operations and Management
010605	Landscaping & Groundskeeping
010606	Plant Nursery Operations and Management
010607	Turf & Turfgrass Management
010608	Floriculture/Floristry Operations and Management
010699	Applied Horticulture/Horticultural Business Services, Other
019999	Agriculture, Agriculture Operations and Related Sciences, Other
030205	Water, Wetlands and Marine Resources Management
030206	Land Use Planning and Management/Development
030299	Natural Resources Management and Policy, Other
030301	Fishing and Fisheries Sciences and Management
030501	Forestry, General
030508	Urban Forestry
030509	Wood Science and Wood Products/Pulp and Paper Technology
030511	Forestry Technology/Technician
030599	Forestry, Other
030601	Wildlife and Wildlands Science and Management
039999	Natural Resources and Conservation, Other
150507	Environmental Engineering Technology/Environmental Technology
150599	Environmental Control Technologies/Technicians, Other
150901	Mining Technology/Technician
150903	Petroleum Technology/Technician
150999	Mining and Petroleum Technology/Technicians, Other
Architecture and Construction Cluster	
150101	Architectural Engineering Technology/Technician
150201	Civil Engineering Technology/Technician
151001	Construction Engineering Technology/Technician
151102	Survey Technology/Surveying
460101	Mason/Masonry
460201	Carpentry/Carpenter
460301	Electrical and Power Transmission Installation/Installer, General
460302	Electrician
460303	Lineworker

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
460399	Electrical and Power Transmission Installers, Other
460401	Building/Property Maintenance and Manager
460402	Concrete Finishing/Concrete Finisher
460403	Building/Home/Construction Inspection/Inspector
460404	Drywall Installation/Drywaller
460406	Glazier
460408	Painting/Painter and Wall Coverer
460410	Roofer
460411	Metal Building Assembly/Assembler
460412	Building/Construction Site Management/Manager
460499	Building/Construction Finishing, Management and Inspection, Other
460502	Pipefitting/Pipefitter and Sprinkler Fitter
460503	Plumbing Technology/Plumber
460504	Well Drilling/Driller
460505	Blasting/Blaster
460599	Plumbing and Related Water Supply Services, Other
469999	Construction Trades, Other
470201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
Manufacturing Production Cluster	
100302	Printing Management
100303	Prepress/Desktop Publishing and Digital Imaging Design
100304	Animation, Interactive Technology, Video Graphics and Special Effects
100305	Graphic and Printing Equipment Operator, General Production
100306	Platemaker/Imager
100307	Printing Press Operator
100308	Computer Typography and Composition Equipment Operator
100399	Graphic Communications, Other
150403	Electromechanical Technology/Electromechanical Engineering Technology
150405	Robotics Technology/Technician
150508	Hazardous Materials Management and Waste Technology/Technician
150607	Plastics Engineering Technology/Technician
150611	Metallurgical Technology/Technician
150612	Industrial Technology/Technician
150613	Manufacturing Technology/Technician
150699	Industrial Production Technologies/Technicians, Other
150701	Occupations Safety and Health Technology/Technician
150702	Quality Control Technology/Technician
150703	Industrial Safety Technology/Technician
150704	Hazardous Materials Information Systems Technology/Technician
150799	Quality Control and Safety Technologies/Technicians, Other
151301	Drafting and Design Technology/Technician, General
151302	CAD/CADD Drafting and/or Design Technology/Technician
151303	Architectural Drafting and Architectural CAD/CADD
151304	Civil Drafting and Civil Engineering CAD/CADD

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
151305	Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD
151306	Mechanical Drafting and Mechanical Drafting CAD/CADD
151399	Drafting/Design Engineering Technologies/Technicians, Other
470105	Industrial Electronics Technology/Technician
470303	Industrial Mechanics and Maintenance Technology
470399	Heavy/Industrial Equipment Maintenance Technologies, Other
470402	Gunsmithing/Gunsmith
470403	Locksmithing and Safe Repair
470404	Musical Instrument Fabrication and Repair
470408	Watchmaking and Jewelrymaking
470409	Parts and Warehousing Operations and Maintenance Technology/Technician
470499	Precision Systems Maintenance and Repair Technologies, Other
480303	Upholstery/Upholsterer
480304	Shoe, Boot and Leather Repairer
480399	Leatherworkers and Upholsterers, Other
480501	Machine Tool Technology/Machinist
480503	Machine Shop Technology/Assistant
480506	Sheet Metal Technology/Sheetworking
480507	Tool and Die Technology/Technician
480508	Welding Technology/Welder
480509	Ironworking/Ironworker
480599	Precision Metal Working, Other
480701	Woodworking, General
480702	Furniture Designer and Manufacturing
480703	Cabinetmaking and Millwork/Millwright
480799	Woodworking, Other
480801	Boilermaking/Boilermaker
489999	Precision Production, Other
Transportation, Distribution and Logistics Cluster	
150801	Aeronautical/Aerospace Engineering Technology/Technician
150803	Automotive Engineering Technology/Technician
151103	Hydraulics and Fluid Power Technology/Technician
470302	Heavy Equipment Maintenance Technology/Technician
470603	Autobody/Collision and Repair Technology/Technician
470604	Automobile/Automotive Mechanics Technology/Technician
470605	Diesel Mechanics Technology/Technician
470606	Small Engine Mechanics and Repair Technology/Technician
470607	Airframe Mechanics and Aircraft Maintenance Technology/Technician
470608	Aircraft Powerplant Technology/Technician
470609	Avionics Maintenance Technology/Technician
470610	Bicycle Mechanics and Repair Technology/Technician
470611	Motorcycle Maintenance and Repair Technology/Technician
470612	Vehicle Emissions Inspection and Maintenance Technology/Technician
470613	Medium/Heavy Vehicle and Truck Technology/Technician

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
470614	Alternative Fuel Vehicle Technology/Technician
470615	Engine Machinist
470616	Marine Maintenance/Fitter and Ship Repair Technology/Technician
470699	Vehicle Maintenance and Repair Technologies, Other
479999	Mechanic and Repair Technologies/Technicians, Other
490101	Aeronautics/Aviation/Aerospace Science and Technology, General
490102	Airline/Commercial/Professional Pilot and Flight Crew
490104	Aviation/Airway Management and Operations
490106	Airline Flight Attendant
490108	Flight Instructor
490199	Air Transportation, Other
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation
490205	Truck and Bus Driver/Commercial Vehicle Operation
490206	Mobil Crane Operation/Operator
490299	Ground Transportation, Other
490303	Commercial Fishing
490304	Diver, Professional and Instructor
490309	Marine Science/Merchant Marine Officer
490399	Marine Transportation, Other
499999	Transportation and Materials Moving, Other
520203	Logistics and Materials Management
520209	Transportation/Transportation Management
520410	Traffic, Customs and Transportation Clerk/Technician
Information Technology Cluster	
110101	Computer and Information Sciences, General
110103	Information Technology
110199	Computer Science, Other
110201	Computer Programming/Programmer, General
110202	Computer Programming, Specific Applications
110203	Computer Programming, Vendor/Product Certification
110299	Computer Programming, Other
110301	Data Processing Technology/Technician
110601	Data Entry/Microcomputer Applications, General
110602	Word Processing
110699	Data Entry/Microcomputer Applications, Other
110801	Web Page, Digital/Multimedia and Information Resources Design
110802	Data Modeling/Warehousing and Database Administration
110803	Computer Graphics
110899	Computer Software and Media Applications, Other
110901	Computer Systems Networking and Telecommunications
111001	System Administration/Administrator
111002	System, Networking and LAN/WAN Management/Manager
111003	Computer and Information Systems Security
111004	Web/Multimedia Management and Webmaster

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
111099	Computer/Information Technology Services Administration and Management, Other
119999	Computer and Information Sciences and Support Services, Other
151201	Computer Engineering Technology/Technician
151202	Computer Technology/Computer Systems Technology
151203	Computer Hardware Technology/Technician
151204	Computer Software Technology/Technician
151299	Computer Engineering Technologies/Technician, Other
470101	Electrical/Electronics Equipment Installation and Repair, General
470102	Business Machine Repairer
470104	Computer Installation and Repair Technology/Technician
470199	Electrical/Electronics Maintenance and Repair Technology, Other
521201	Management Information System, General
521299	Management Information Systems and Services, Other
Marketing Sales and Services Cluster	
120301	Funeral Service and Mortuary Science, General
120401	Cosmetology/Cosmetologist, General
120402	Barbering/Barber
120404	Electrolysis/Electrology and Electrolysis Technician
120406	Make-up Artist/Specialist
120407	Hair Styling/Stylist and Hair Design
120408	Facial Treatment Specialist/Facialist
120409	Aesthetician/Esthetician and Skin Care Specialist
120410	Nail Technician/Specialist and Manicurist
120411	Permanent Cosmetics/Makeup and Tattooing
120412	Salon/Beauty Salon Management/Manager
120413	Cosmetology, Barber/Styling and Nail Instructor
120499	Cosmetology and Related Personal Grooming Arts, Other
190605	Home Furnishings and Equipment Installers
190699	Housing and Human Environments, Other
190902	Apparel and Textile Manufacture
190905	Apparel and Textile Marketing Management
190906	Fashion and Fabric Consultant
190999	Apparel and Textiles, Other
470106	Appliance Installation and Repair Technology/Technician
521401	Marketing/Marketing Management, General
521801	Sales, Distribution and Marketing Operations, General
521802	Merchandising and Buying Operations
521803	Retailing and Retail Operations
521804	Selling Skills and Sales Operations
521899	General Sales, Merchandising and Related Marketing Operations, Other
521901	Auctioneering
521902	Fashion Merchandising
521903	Fashion Modeling
521904	Apparel and Accessories Marketing Operations

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
521907	Vehicle and Vehicle Parts and Accessories Marketing Operations
521908	Business and Personal/Financial Services Marketing Operations
521909	Special Products Marketing Operations
Finance Cluster	
520801	Finance, General
520803	Banking and Financial Support Services
520804	Financial Planning and Services
520807	Investments and Securities
520809	Credit Management
520899	Finance and Financial Management Services, Other
521701	Insurance
Hospitality and Tourism Cluster	
120500	Cooking and Related Culinary Arts, General
120501	Baking and Pastry Arts/Baker/Pastry Chef
120502	Bartending/Bartender
120503	Culinary Arts/Chef Training
120504	Restaurant, Culinary and Catering Management/Manager
120505	Food Preparation/Professional Cooking/Kitchen Assistant
120506	Meat Cutting/Meat Cutter
120507	Food Service, Waiter/Waitress and Dining Room Management/Manager
120508	Institutional Food Workers
120599	Culinary Arts and Related Services, Other
129999	Personal and Culinary Services, Other
190505	Foodservice Systems Administration/Management
190599	Foods, Nutrition and Related Services, Other
310101	Parks, Recreation and Leisure Studies
310301	Parks, Recreation and Leisure Facilities Management
310599	Health and Physical Education/Fitness, Other
319999	Parks, Recreation, Leisure and Fitness Studies, Other
510913	Athletic Training/Trainer
520901	Hospitality Administration/Management, General
520903	Tourism and Travel Services Management
520904	Hotel/Motel Administration/Management
520905	Restaurant/Food Services Management
520906	Resort Management
520999	Hospitality Administration/Management, Other
521905	Tourism and Travel Services Marketing Operations
521906	Tourism Promotion Operations
521910	Hospitality and Recreation Marketing Operations
Business Management and Administration Cluster	
220301	Legal Administrative Assistant/Secretary
220303	Court Reporting/Court Reporter
510716	Medical Administrative/Executive Assistant and Medical Secretary
520101	Business/Commerce, General

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
520201	Business Administration and Management, General
520202	Purchasing, Procurement/Acquisitions and Contracts Management
520204	Office Management and Supervision
520205	Operations Management and Supervision
520207	Customer Service Management
520208	E-Commerce/Electronic Commerce
520299	Business/Managerial Operations, Other
520301	Accounting
520302	Accounting Technology/Technician and Bookeeping
520303	Auditing
520304	Accounting and Finance
520305	Accounting and Business Management
520399	Accounting and Related Services, Other
520401	Administrative Assistant and Secretarial Science, General
520402	Executive Assistant/Executive Secretary
520406	Receptionist
520407	Business/Office Automation/Technology/Data Entry
520408	General Office Occupations and Clerical Services
520409	Parts, Warehousing and Inventory Management Operations
520411	Customer Service Support/Call Center/Teleservice Operation
520499	Business Operations Support and Secretarial Services, Other
520701	Entrepreneurship/Entrepreneurial Studies
520702	Franchising and Franchise Operations
520703	Small Business Administration/Management
520799	Entrepreneurial and Small Business Operations, Other
521501	Real Estate
521601	Taxation
529999	Business, Management, Marketing and Related Support Services, Other
Health Science Cluster	
510601	Dental Assisting/Assistant
510602	Dental Hygiene/Hygienist
510603	Dental Laboratory Technology/Technician
510699	Dental Services and Allied Professions, Other
510703	Health Unit Coordinator/Ward Clerk
510704	Health Unit Manager/Ward Supervisor
510705	Medical Office Management/Administration
510706	Health Information/Medical Records Administration/Administrator
510707	Health Information/Medical Records Technology/Technician
510708	Medical Transcription/Transcriptionist
510709	Medical Office Computer Specialist/Assistant
510710	Medical Office Assistant/Specialist
510711	Medical/Health Management and Clinical Assistant/Specialist
510712	Medical Reception/Receptionist
510713	Medical Insurance Coding Specialist/Coder

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
510714	Medical Insurance Specialist/Medical Biller
510715	Health/Medical Claims Examiner
510717	Medical Staff Services Technology/Technician
510799	Health and Medical Administrative Services, Other
510801	Medical/Clinical Assistant
510802	Clinical/Medical Laboratory Assistant
510803	Occupational Therapy Assistant
510805	Pharmacy Technician/Assistant
510806	Physical Therapist Assistant
510808	Veterinary/Animal Health Technology/Technician and Veterinarian Assistant
510809	Anesthesiologist Assistant
510810	Emergency Care Attendant (EMT Ambulance)
510811	Pathology/Pathologist Assistant
510812	Respiratory Therapy Technician/Assistant
510813	Chiropractic Assistant/Technician
510899	Health/Medical Assisting Services, Other
510901	Cardiovascular Technology/Technician
510902	Electrocardiograph Technology/Technician
510903	Electroneurodiagnostic/Electroencephalographic Technology/Technician
510904	Emergency Medical Technology/Technician (EMT Paramedic)
510905	Nuclear Medical Technology/Technician
510906	Perfusion Technology/Perfusionist
510907	Medical Radiologic Technology/Science - Radiation Therapist
510908	Respiratory Care Therapy/Therapist
510909	Surgical Technology/Technologist
510910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
510911	Radiologic Technology/Science - Radiographer
510912	Physician Assistant
510914	Gene/Genetic Therapy
510915	Cardiopulmonary Technology/Technologist
510916	Radiation Protection/Health Physics Technician
510999	Allied Health Diagnostic, Intervention and Treatment Professions, Other
511001	Blood Bank Technology Specialist
511002	Cytotechnology/Cytotechnologist
511003	Hematology Technology/Technician
511004	Clinical/Medical Laboratory Technician
511006	Ophthalmic Laboratory Technology/Technician
511007	Histologic Technology/Histotechnologist
511008	Histologic Technician
511009	Phlebotomy/Phlebotomist
511010	Cytogenetics/Genetics/Clinical Genetics Technology/Technologist
511011	Renal/Dialysis Technologist/Technician
511099	Clinical/Medical Laboratory Science and Allied Professions, Other
511502	Psychiatric/Mental Health Services Technician

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
511613	Licensed Practical/Vocational Nurse Training
511614	Nurse/Nursing Assistant/Aide and Patient Care Assistant
511699	Nursing, Other
511801	Opticianry/Ophthalmic Dispensing Optician
511802	Optomeric Technician/Assistant
511803	Ophthalmic Technician/Technologist
511804	Orthoptics/Orthoptist
511899	Ophthalmic and Optometric Support Services and Allied Professions, Other
512601	Health Aide
512602	Home Health Aide/Home Attendant
512603	Medication Aide
512699	Health Aides/Attendants/Orderlies, Other
513301	Acupuncture
513302	Traditional Chinese/Asian Medicine and Chinese Herbology
513501	Massage Therapy/Therapeutic Massage
513603	Hypnotherapy/Hypnotherapist
519999	Health Professions and Related Clinical Services, Other
Human Services Cluster	
190702	Adult Development and Aging
190708	Child Care and Support Services Management
190709	Child Care Provider/Assistant
190799	Human Development, Family Studies and Related Services, Other
199999	Family and Consumer Sciences/Human Sciences, Other
440201	Community Organization and Advocacy
Arts, Audio/Video Technology and Communications Cluster	
090101	Communications Studies/Speech Communication and Rhetoric
090102	Mass Communications/Media Studies
090199	Communications and Media Studies, Other
090401	Journalism
090402	Broadcast Journalism
090404	Photojournalism
090499	Journalism, Other
090701	Radio and Television
090702	Digital Communication and Media/Multimedia
090799	Radio, Television and Digital Communication, Other
090901	Organizational Communication, General
090902	Public Relations/Image Management
090903	Advertising
090904	Political Communication
090905	Health Communication
090999	Public Relations, Advertising and Applied Communication, Other
091001	Publishing
099999	Communications, Journalism and Related Programs, Other
100105	Communications Technology/Technician

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
100201	Photographic and Film/Video Technology/Technician and Assistant
100202	Radio and Television Broadcasting Technology/Technician
100203	Recording Arts Technology/Technician
100299	Audiovisual Communications Technologies/Technician, Other
109999	Communications Technologies and Support Services, Other
161603	Sign Language Interpretation and Translation
470103	Communication Systems Installer and Repair Technology
500101	Visual and Performing Arts, General
500201	Crafts/Craft Design, Folk Art and Artisanry
500301	Dance, General
500401	Design and Visual Communications, General
500402	Commercial and Advertising Art
500404	Industrial Design
500406	Commercial Photography
500407	Fashion/Apparel Design
500408	Interior Design
500409	Graphic Design
500410	Illustration
500499	Design and Applied Arts, Other
500501	Drama and Dramatics/Theatre Arts, General
500502	Technical Theater/Theater Design and Technology
500504	Playwriting and Screenwriting
500505	Theatre Literature, History and Criticism
500506	Acting
500507	Directing and Theatrical Production
500508	Theatre/Theatre Arts Management
500599	Dramatic/Theater Arts and Stagecraft, Other
500602	Cinematography and Film/Video Production
500605	Photography
500699	Film/Video and Photographic Arts, Other
500702	Fine/Studio Arts, General
500704	Arts Management
500705	Drawing
500706	Intermedia/Multimedia
500708	Painting
500709	Sculpture
500710	Printmaking
500711	Ceramics Arts and Ceramics
500712	Fiber, Textile and Weaving Arts
500713	Metal and Jewelry Arts
500799	Fine Arts and Art Studies, Other
500903	Music Performance, General
500904	Music Theory and Composition
500906	Conducting

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
500907	Piano and Organ
500908	Voice and Opera
500909	Music Management and Merchandising
500911	Violin, Viola, Guitar and Other Stringed Instruments
500999	Music, Other
509999	Visual and Performing Arts, Other
520501	Business/Corporate Communications
Law and Public Safety Cluster	
220302	Legal Assistant/Paralegal
430102	Corrections
430103	Criminal Justice/Law Enforcement Administration
430104	Criminal Justice, Safety Studies
430106	Forensic Science and Technology
430107	Criminal Justice/Police Science
430109	Security and Loss Prevention Services
430110	Juvenile Corrections
430112	Securities Services Administration/Management
430113	Corrections Administration
430199	Corrections and Criminal Justice, Other
430201	Fire Protection and Safety Technology/Technician
430202	Fire Services Administration
430203	Fire Science/Firefighting
430299	Fire Protection, Other
439999	Security and Protective Services, Other
470110	Security System Installation, Repair and Inspection Technology/Technician
Scientific Research and Engineering Cluster	
150000	Engineering Technology, General
150303	Electrical, Electronic and Communications Engineering Technology/Technician
150304	Laser and Optical Technology/Technician
150399	Electrical and Electronic Engineering Technologies/Technicians, Other
150401	Biomedical Technology/Technician
150404	Instrumentation Technology/Technician
150499	Electromechanical and Instrumentation and Maintenance Tech/Technicians, Other
150501	Heating, Air Conditioning and Refrigeration Technology/Technician
150503	Energy Management and System Technology/Technician
150505	Solar Energy Technology/Technician
150506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician
150805	Mechanical Engineering/Mechanical Technology/Technician
150899	Mechanical Engineering Related Technology/Technician, Other
151199	Engineering Technology, Other
151401	Nuclear Engineering Technology/Technician
151599	Engineering-Related Fields, Other
159999	Engineering Technologies/Technicians, Other
410101	Biology Technician/Biotechnology Laboratory Technician

Appendix 10: Career and Technical Education Program Codes

Code	Program Name
410205	Nuclear/Nuclear Power Technology/Technician
410301	Chemical Technology/Technician
410399	Physical Science Technology/Technician, Other
419999	Science Technologies/Technicians, Other
Education and Training Cluster	
130501	Educational/Instructional Media Design
131202	Elementary Education and Teaching
131210	Early Childhood Education
131501	Teacher Assistant/Aide
131502	Adult Literacy Tutor/Instructor
131599	Teacher Assistants/Aides, Other
250301	Library Assistant/Technician
Government and Public Administration Cluster	
440401	Public Administration
440701	Social Work
440702	Youth Services/Administration
449999	Public Administration and Social Service Professions, Other
520206	Non-Profit/Public/Organizational Management
520808	Public Finance

Appendix 11: Assessment Measure Standard Descriptions and Codes

Business rules unique to the identified assessment:

Grades 3–8 Assessments: Only the science and social studies assessments are to be reported under this element. English language arts (ELA) and mathematics assessments will have their numeric scale score computed from item data.

New York State Alternate Assessments: If a student's datafolio for the NYSAA was unscorable because no evidence was submitted or the scorer was unable to determine a score based on the submitted evidence, a score of "0" must be reported. If the datafolio was scorable, NYSAA levels 1 through 4 (i.e., the numeric standard) must be reported. Only students identified as eligible for the alternate assessment and reported as ungraded can have a NYSAA score reported.

Alternate Assessments in Other States: All results from the alternate assessments of other states administered to New York State students who have been placed in schools out-of-state by a New York State CSE are to be reported as numeric standard 5.

Regents Examinations: Failing scores must be reported, even if the student also took a component retest or RCT in that subject. Students who do not take an examination must not receive a score. Do not report "zero" for these students. Transfer students from outside New York State may be exempted from certain testing requirements for a local diploma. For more information, see Commissioner's Regulations 100.5 (d) (5) or the *School Administrator's Manual* on the Web at: http://www.emsc.nysed.gov/osa/sam/secondary/home.html . Principals can exempt students first entering a New York State school from outside the State or country in twelfth grade from the requirement that they must pass a Regents examination in science to earn a local diploma. To report this exemption for a student correctly, include an assessment record with the assessment measure description "Science Exempt" (see Appendix 11 code 00402), the date of the decision, and a score of "65." This score of "65" is only for cohort reporting and must not be recorded on the student's transcript or permanent record.

Secondary Career and Technical Education: Report on all students taking a CTE technical skill assessment (e.g., NOCTI or industry-recognized exam). This assessment is to be reported as either P for pass or F for fail.

Child Outcomes Summary Form (COSF) for Preschool Students with Disabilities: Each year a representative sample of school districts are required to report preschool outcome data to the State for SPP indicator 7. For a description of all special education State Performance Indicators (SPP), see http://www.vesid.nysed.gov/specialed/spp/. These school districts will report on every preschool child that leaves preschool special education during the year. Children leave preschool special education if they are declassified, withdrawn by their parents, or became age eligible for school-age special education services. School districts must report on the COSF under each of the three early childhood outcome areas (i.e., Social Emotional, Knowledge and Skills, and Behaviors):

- the score the child received at entry into preschool special education,
- the score the child received upon exit from preschool special education,

- whether the preschool child learned at least one new skill since entry into preschool special education.

Scores are only reported if preschool students with disabilities received at least 6 months of services before leaving or exiting from preschool services. School districts must submit just the students "COSF Entry" or "COSF Exit" score if there are extenuating circumstances for why the missing scores are not available. See additional information on COSF at http://www.vesid.nysed.gov/specialed/spp/indicators/7.htm .

Name	Description	Subject Area	Code	Type
Test Group: "COSF" for Child Outcomes Summary Form for Preschool Students with Disabilities				
Entry Level Positive Social Emotional Skills	COSF: Entry Level Social Emotional	Social Emotional	00931	Numeric Scale *
Entry Level Acquisition of Knowledge and Skills	COSF: Entry Level Knowledge and Skills	Knowledge and Skills	00932	Numeric Scale *
Entry Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Entry Level Behaviors	Behaviors	00933	Numeric Scale *
Exit Level Positive Social Emotional Skills	COSF: Exit Level Social Emotional	Social Emotional	00941	Numeric Scale*
Exit Level Acquisition of Knowledge and Skills	COSF: Exit Level Knowledge and Skills	Knowledge and Skills	00942	Numeric Scale*
Exit Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Exit Level Behaviors	Behaviors	00943	Numeric Scale*
Progress in Positive Social Emotional Skills	COSF: Progress Social Emotional	Social Emotional	00951	Alpha**
Progress in Acquisition of Knowledge and Skills	COSF: Progress Knowledge and Skills	Knowledge and Skills	00952	Alpha**
Progress in Use of Appropriate Behaviors to Meet Their Needs	COSF: Progress Behaviors	Behaviors	00953	Alpha**
** For these assessments, the scale is 1-7 as determined by the CPSE or CSE based on evaluation results.*				
*** For these assessments, whether the student learned one new skill between entry and exit from the preschool program (i.e., Y or N as determined by the CPSE or CSE based on evaluation results) is to be entered.*				
Test Group: "NYS" for Grade 3–8 Assessments				
Grade 3 English Language Arts	Grade 3 ELA	ELA	00800	Numeric Scale *
Grade 3 Mathematics	Grade 3 Math	Math	00801	Numeric Scale *
Grade 4 English Language Arts	Grade 4 ELA	ELA	00006	Numeric Scale *
Grade 4 Mathematics	Grade 4 Math	Math	00008	Numeric Scale *
Grade 4 Science (Final Test Score)	Grade 4 Sci: Scale	Science	00029	Numeric Scale *
Grade 5 English Language Arts	Grade 5 ELA	ELA	00802	Numeric Scale *
Grade 5 Mathematics	Grade 5 Math	Math	00803	Numeric Scale *

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
Grade 5 Social Studies (Final Test Score)	Grade 5 Social Studies	Social Studies	00036	Numeric Scale *
Grade 6 English Language Arts	Grade 6 ELA	ELA	00804	Numeric Scale *
Grade 6 Mathematics	Grade 6 Math	Math	00805	Numeric Scale *
Grade 7 English Language Arts	Grade 7 ELA	ELA	00806	Numeric Scale *
Grade 7 Mathematics	Grade 7 Math	Math	00807	Numeric Scale *
Grade 8 English Language Arts	Grade 8 ELA	ELA	00009	Numeric Scale *
Grade 8 Mathematics	Grade 8 Math	Math	00010	Numeric Scale *
Grade 8 Science (Final Test Score)	Grade 8 Sci: Scale	Science	00034	Numeric Scale
Grade 8 Social Studies (Final Test Score)	Grade 8 Social Studies	Social Studies	00037	Numeric Scale
**For these assessments the scale will be computed from item data.*				
Test Group: "NYSAA" for New York State Alternate Assessments				
NYSAA: Grade 3 English Language Arts	NYSAA: Grade 3 ELA	ELA	00613	Numeric Standard
NYSAA: Grade 3 Mathematics	NYSAA: Grade 3 Math	Math	00614	Numeric Standard
NYSAA: Grade 4 English Language Arts	NYSAA: Grade 4 ELA	ELA	00600	Numeric Standard
NYSAA: Grade 4 Mathematics	NYSAA: Grade 4 Math	Math	00601	Numeric Standard
NYSAA: Grade 4 Science	NYSAA: Grade 4 Science	Science	00603	Numeric Standard
NYSAA: Grade 5 English Language Arts	NYSAA: Grade 5 ELA	ELA	00615	Numeric Standard
NYSAA: Grade 5 Mathematics	NYSAA: Grade 5 Math	Math	00616	Numeric Standard
NYSAA: Grade 5 Social Studies	NYSAA: Grade 5 Social Studies	Social Studies	00617	Numeric Standard
NYSAA: Grade 6 English Language Arts	NYSAA: Grade 6 ELA	ELA	00620	Numeric Standard
NYSAA: Grade 6 Mathematics	NYSAA: Grade 6 Math	Math	00621	Numeric Standard
NYSAA: Grade 7 English Language Arts	NYSAA: Grade 7 ELA	ELA	00625	Numeric Standard
NYSAA: Grade 7 Mathematics	NYSAA: Grade 7 Math	Math	00626	Numeric Standard
NYSAA: Grade 8 English Language Arts	NYSAA: Grade 8 ELA	ELA	00604	Numeric Standard
NYSAA: Grade 8 Mathematics	NYSAA: Grade 8 Math	Math	00605	Numeric Standard
NYSAA: Grade 8 Science	NYSAA: Grade 8 Science	Science	00607	Numeric Standard

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
NYSAA: Grade 8 Social Studies	NYSAA: Grade 8 Social Studies	Social Studies	00606	Numeric Standard
NYSAA: English Language Arts - Secondary Level	NYSAA: Secondary ELA	ELA	00608	Numeric Standard
NYSAA: Mathematics - Secondary Level	NYSAA: Secondary Math	Math	00609	Numeric Standard
NYSAA: Science - Secondary Level	NYSAA: Secondary Science	Science	00611	Numeric Standard
NYSAA: Social Studies - Secondary Level	NYSAA: Secondary Social Studies	Social Studies	00610	Numeric Standard
Test Group: "NYSESLAT" for New York State English as a Second Language Achievement Tests				
NYSESLAT: Grades K–1 Speaking	NYSESLAT: K-1 Speaking	ELA	00500	Numeric Scale
NYSESLAT: Grades K–1 Writing	NYSESLAT: K-1 Writing	ELA	00501	Numeric Scale
NYSESLAT: Grades K–1 Reading	NYSESLAT: K-1 Reading	ELA	00502	Numeric Scale
NYSESLAT: Grades K–1 Listening	NYSESLAT: K-1 Listening	ELA	00503	Numeric Scale
NYSESLAT: Grades K–1 Listening & Speaking	NYSESLAT: K-1 Listening and Speaking	ELA	00505	Numeric Scale
NYSESLAT: Grades K–1 Reading & Writing	NYSESLAT: K-1 Reading and Writing	ELA	00506	Numeric Scale
NYSESLAT: Grades 2–4 Speaking	NYSESLAT: 2-4 Speaking	ELA	00510	Numeric Scale
NYSESLAT: Grades 2–4 Writing	NYSESLAT: 2-4 Writing	ELA	00511	Numeric Scale
NYSESLAT: Grades 2–4 Reading	NYSESLAT: 2-4 Reading	ELA	00512	Numeric Scale
NYSESLAT: Grades 2–4 Listening	NYSESLAT: 2-4 Listening	ELA	00513	Numeric Scale
NYSESLAT: Grades 2-4 Listening & Speaking	NYSESLAT: 2-4 Listening and Speaking	ELA	00515	Numeric Scale
NYSESLAT: Grades 2-4 Reading & Writing	NYSESLAT: 2-4 Reading and Writing	ELA	00516	Numeric Scale
NYSESLAT: Grades 5–6 Speaking Test	NYSESLAT: 5-6 Speaking	ELA	00520	Numeric Scale
NYSESLAT: Grades 5–6 Writing Test	NYSESLAT: 5-6 Writing	ELA	00521	Numeric Scale
NYSESLAT: Grades 5–6 Reading Test	NYSESLAT: 5-6 Reading	ELA	00522	Numeric Scale
NYSESLAT: Grades 5–6 Listening Test	NYSESLAT: 5-6 Listening	ELA	00523	Numeric Scale
NYSESLAT: Grades 5-6 Listening & Speaking	NYSESLAT: 5-6 Listening and Speaking	ELA	00525	Numeric Scale
NYSESLAT: Grades 5-6 Reading & Writing	NYSESLAT: 5-6 Reading and Writing	ELA	00526	Numeric Scale
NYSESLAT: Grades 7–8 Speaking Test	NYSESLAT: 7-8 Speaking	ELA	00530	Numeric Scale

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
NYSESLAT: Grades 7–8 Writing Test	NYSESLAT: 7-8 Writing	ELA	00531	Numeric Scale
NYSESLAT: Grades 7–8 Reading Test	NYSESLAT: 7-8 Reading	ELA	00532	Numeric Scale
NYSESLAT: Grades 7–8 Listening Test	NYSESLAT: 7-8 Listening	ELA	00533	Numeric Scale
NYSESLAT: Grades 7-8 Listening & Speaking	NYSESLAT: 7-8 Listening and Speaking	ELA	00535	Numeric Scale
NYSESLAT: Grades 7-8 Reading & Writing	NYSESLAT: 7-8 Reading and Writing	ELA	00536	Numeric Scale
NYSESLAT: Grades 9-12 Speaking Test	NYSESLAT: 9-12 Speaking	ELA	00540	Numeric Scale
NYSESLAT: Grades 9-12 Writing Test	NYSESLAT: 9-12 Writing	ELA	00541	Numeric Scale
NYSESLAT: Grades 9-12 Reading Test	NYSESLAT: 9-12 Reading	ELA	00542	Numeric Scale
NYSESLAT: Grades 9-12 Listening Test	NYSESLAT: 9-12 Listening	ELA	00543	Numeric Scale
NYSESLAT: Grades 9-12 Listening & Speaking	NYSESLAT: 9-12 Listening and Speaking	ELA	00545	Numeric Scale
NYSESLAT: Grades 9-12 Reading & Writing	NYSESLAT: 9-12 Reading and Writing	ELA	00546	Numeric Scale
Language Assessment Battery – Revised	LAB Revised	ELA	00090	Numeric Scale
Test Group: "RFIRST" for Reading First				
DIBELS Phoneme Segmentation Fluency – Grade K	DIBELS: Grade K PSF	ELA	00701	Numeric Raw
DIBELS Letter Naming Fluency – Grade K	DIBELS: Grade K LNF	ELA	00702	Numeric Raw
DIBELS Nonsense Word Fluency – Grade K	DIBELS: Grade K NWF	ELA	00703	Numeric Raw
Peabody Picture Vocabulary Test 3rd Edition – Grade K	Peabody: Grade K	ELA	00704	Numeric Standard
DIBELS Phoneme Segmentation Fluency – Grade 1	DIBELS: Grade 1 PSF	ELA	00711	Numeric Raw
DIBELS Nonsense Word Fluency – Grade 1	DIBELS: Grade 1 NWF	ELA	00712	Numeric Raw
DIBELS Oral Reading Fluency – Grade 1	DIBELS: Grade 1 ORF	ELA	00713	Numeric Raw
TerraNova 2nd Edition, Comprehension – Grade 1	TerraNova: Grade 1 Comp	ELA	00714	Numeric Scale
TerraNova 2nd Edition, Word Analysis Plus Test – Grade 1	TerraNova: Grade 1 Word	ELA	00715	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 1	TerraNova: Grade 1 Vocabulary	ELA	00716	Numeric Scale
DIBELS Oral Reading Fluency – Grade 2	DIBELS: Grade 2 ORF	ELA	00721	Numeric Raw

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
TerraNova 2nd Edition, Comprehension – Grade 2	TerraNova: Grade 2 Comp	ELA	00722	Numeric Scale
TerraNova 2nd Edition, Word Analysis Plus Test – Grade 2	TerraNova: Grade 2 Word	ELA	00723	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 2	TerraNova: Grade 2 Vocabulary	ELA	00724	Numeric Scale
DIBELS Oral Reading Fluency – Grade 3	DIBELS: Grade 3 ORF	ELA	00731	Numeric Raw
TerraNova 2nd Edition, Comprehension – Grade 3	TerraNova: Grade 3 Comp	ELA	00732	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 3	TerraNova: Grade 3 Vocabulary	ELA	00733	Numeric Scale
Test Group: "Regents" for Regents Examinations (see footnote below)				
Regents Comprehensive English – January	Regents ELA – Jan	ELA	01040	Numeric Scale
Regents Comprehensive English – June	Regents ELA – Jun	ELA	06040	Numeric Scale
Regents Comprehensive English – August	Regents ELA – Aug	ELA	08040	Numeric Scale
Regents Comprehensive English – January/June	Regents ELA – JanJun	ELA	16040	Numeric Scale
Regents Mathematics B – January	Regents Math B – Jan	Math	01045	Numeric Scale
Regents Mathematics B – June	Regents Math B – Jun	Math	06045	Numeric Scale
Regents Mathematics B – August	Regents Math B – Aug	Math	08045	Numeric Scale
Regents Examination in Integrated Algebra – January	Regents Integrated Algebra – Jan	Math	01204	Numeric Scale
Regents Examination in Integrated Algebra – June	Regents Integrated Algebra – Jun	Math	06204	Numeric Scale
Regents Examination in Integrated Algebra – August	Regents Integrated Algebra – Aug	Math	08204	Numeric Scale
Regents Examination in Geometry – January	Regents Geometry – Jan	Math	01205	Numeric Scale
Regents Examination in Geometry – June	Regents Geometry – Jun	Math	06205	Numeric Scale
Regents Examination in Geometry – August	Regents Geometry – Aug	Math	08205	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - June	Regents Algebra2/Trigonometry - Jun	Math	06206	Numeric Scale
Regents Living Environment – January	Regents Living Environment – Jan	Science	01059	Numeric Scale
Regents Living Environment – June	Regents Living Environment – Jun	Science	06059	Numeric Scale
Regents Living Environment – August	Regents Living Environment – Aug	Science	08059	Numeric Scale
Regents Physical Setting/Chemistry – January	Regents Phy Set/Chemistry – Jan	Science	01201	Numeric Scale

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
Regents Physical Setting/Chemistry – June	Regents Phy Set/Chemistry - Jun	Science	06201	Numeric Scale
Regents Physical Setting/Chemistry – August	Regents Phy Set/Chemistry – Aug	Science	08201	Numeric Scale
Regents Physical Setting/ Earth Science – January	Regents Phy Set/Earth Sci – Jan	Science	01200	Numeric Scale
Regents Physical Setting/ Earth Science – June	Regents Phy Set/Earth Sci – Jun	Science	06200	Numeric Scale
Regents Physical Setting/ Earth Science – August	Regents Phy Set/Earth Sci – Aug	Science	08200	Numeric Scale
Regents Physical Setting/Physics – January	Regents Phy Set/Physics – Jan	Science	01202	Numeric Scale
Regents Physical Setting/Physics – June	Regents Phy Set/Physics – Jun	Science	06202	Numeric Scale
Student entered NYS school for first time in grade 12 and was exempted from Regents Science	Science Exempt	Science	00402	Numeric
Regents Comprehensive French – January	Regents French – Jan	Second Languages	01053	Numeric Scale
Regents Comprehensive French – June	Regents French – Jun	Second Languages	06053	Numeric Scale
Regents Comprehensive German –June	Regents German – Jun	Second Languages	06054	Numeric Scale
Regents Comprehensive Hebrew – June	Regents Hebrew – Jun	Second Languages	06055	Numeric Scale
Regents Comprehensive Italian – June	Regents Italian – Jun	Second Languages	06056	Numeric Scale
Regents Comprehensive Latin – June	Regents Latin – Jun	Second Languages	06057	Numeric Scale
Regents Comprehensive Spanish – January	Regents Spanish – Jan	Second Languages	01058	Numeric Scale
Regents Comprehensive Spanish – June	Regents Spanish – Jun	Second Languages	06058	Numeric Scale
Regents U.S. History and Government – January	Regents US History&Gov't – Jan	Social Studies	01052	Numeric Scale
Regents U.S. History and Government – June	Regents US History&Gov't – Jun	Social Studies	06052	Numeric Scale
Regents U.S. History and Government – August	Regents US History&Gov't – Aug	Social Studies	08052	Numeric Scale
Regents Global History and Geography – January	Regents Global History – Jan	Social Studies	01203	Numeric Scale
Regents Global History and Geography – June	Regents Global History – Jun	Social Studies	06203	Numeric Scale
Regents Global History and Geography – August	Regents Global History – Aug	Social Studies	08203	Numeric Scale
Student entered NYS school for first time in grade 11 and was exempted from Regents Global History	Global Hist Exempt	Social Studies	00401	Numeric

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
Component Retest in Comprehensive English, Component A	Component Retest ELA – A	ELA	00300	Numeric Scale
Component Retest in Comprehensive English, Component B	Component Retest ELA – B	ELA	00301	Numeric Scale
Component Retest in Math, Component A	Component Retest Math – A	Math	00307	Numeric Scale
Component Retest in Math, Component G	Component Retest Math – G	Math	00308	Numeric Scale
Component Retest in Math, Component S	Component Retest Math – S	Math	00309	Numeric Scale
Test Group: "RCT" for Regents Competency Tests				
RCT Reading - January	RCT Reading - Jan	ELA	01020	Numeric Raw
RCT Reading - June	RCT Reading - Jun	ELA	06020	Numeric Raw
RCT Reading - August	RCT Reading - Aug	ELA	08020	Numeric Raw
RCT Writing - January	RCT Writing - Jan	ELA	01021	Numeric Scale
RCT Writing - June	RCT Writing - Jun	ELA	06021	Numeric Scale
RCT Writing - August	RCT Writing - Aug	ELA	08021	Numeric Scale
RCT Mathematics - January	RCT Math - Jan	Math	01022	Numeric Raw
RCT Mathematics - June	RCT Math - Jun	Math	06022	Numeric Raw
RCT Mathematics - August	RCT Math - Aug	Math	08022	Numeric Raw
RCT Science - January	RCT Science - Jan	Science	01023	Numeric Raw
RCT Science - June	RCT Science - Jun	Science	06023	Numeric Raw
RCT Science - August	RCT Science - Aug	Science	08023	Numeric Raw
RCT Global Studies - January	RCT Global Studies - Jan	Social Studies	01024	Numeric Raw
RCT Global Studies - June	RCT Global Studies - Jun	Social Studies	06024	Numeric Raw
RCT Global Studies - August	RCT Global Studies - Aug	Social Studies	08024	Numeric Raw
RCT U.S. History and Government - January	RCT US Hist & Gov't - Jan	Social Studies	01025	Numeric Raw
RCT U.S. History and Government - June	RCT US Hist & Gov't - Jun	Social Studies	06025	Numeric Raw
RCT U.S. History and Government - August	RCT US Hist & Gov't - Aug	Social Studies	08025	Numeric Raw

Appendix 11: Assessment Measure Standard Descriptions and Codes

Name	Description	Subject Area	Code	Type
The Type listed is preferred. RCT's in all subjects except *RCT Writing* may be reported as raw scores or pass/fail. Local data management systems that record percentages should convert those percentages to pass or fail or to raw scores using the following ranges: RCT Mathematics, 0-60, where a 39 (i.e., 39/60 = 65%) is the passing score; RCT's in the Social Studies and Science subject areas, 0-70, where 46 (i.e., 46/70 = 65%) is the passing score.				
Test Group: SLP				
Second Language Proficiency in French	SLP French	Second Languages	00060	Numeric Scale
Second Language Proficiency in German	SLP German	Second Languages	00061	Numeric Scale
Second Language Proficiency in Italian	SLP Italian	Second Languages	00062	Numeric Scale
Second Language Proficiency in Latin	SLP Latin	Second Languages	00063	Numeric Scale
Second Language Proficiency in Spanish	SLP Spanish	Second Languages	00064	Numeric Scale
Test Group: "CTE" for Career and Technical Education (see footnote below)				
CTE/Tech Prep Technical Skills Assessment	Technical Skills Assessment	Career Education	00199	Alpha
Test Group: Regents Alternatives				
AICE English Examination	AICE English	ELA	00119	Alpha
AP Language and Composition	AP Language and Comp	ELA	00120	Numeric Standard
AP Literature and Composition	AP Literature and Comp	ELA	00121	Numeric Standard
IB English A1 Standard Level	IB English A1 Std Lvl	ELA	00122	Numeric Scale
IB English A1 Higher Level	IB English A1 High Lvl	ELA	00123	Numeric Scale
AICE Mathematics Examination	AICE Math	Math	00127	Alpha
AP Calculus AB Examination	AP Calculus AB	Math	00128	Numeric Standard
AP Calculus BC Examination	AP Calculus BC	Math	00129	Numeric Standard
IB Mathematics Higher Level	IB Math Studies High Lvl	Math	00126	Numeric Scale
IB Mathematics Methods Standard Level	IB Math Methods Std Lvl	Math	00125	Numeric Scale
IB Mathematics Studies Standard Level	IB Math Studies Std Lvl	Math	00124	Numeric Scale
IGCSE (International General Certification of Secondary Education)	IGCSE	Math	00130	Alpha
SAT II Mathematics Level IC	SAT II Math Level IC	Math	00131	Numeric Scale
SAT II Mathematics Level IIC	SAT II Math Level IIC	Math	00132	Numeric Scale
AP Biology	AP Biology	Science	00135	Numeric Standard

Appendix 11: Assessment Measure Standard Descriptions and Codes

SAT II Biology	SAT II Biology	Science	00179	Numeric Scale
SAT II Chemistry	SAT II Chemistry	Science	00180	Numeric Scale
SAT II Physics	SAT II Physics	Science	00181	Numeric Scale
SAT II French Listening and Reading	SAT II French Listen/Rd	Second Languages	00184	Numeric Scale
SAT II German Listening and Reading	SAT II German Listen/Rd	Second Languages	00185	Numeric Scale
SAT II Italian	SAT II Italian	Second Languages	00187	Numeric Scale
SAT II Latin	SAT II Latin	Second Languages	00188	Numeric Scale
SAT II Modern Hebrew	SAT II Modern Hebrew	Second Languages	00186	Numeric Scale
SAT II Spanish Listening and Reading	SAT II Spanish Listen/Rd	Second Languages	00189	Numeric Scale
AP U.S. History	AP US History	Social Studies	00136	Numeric Standard
AP World History	AP World History	Social Studies	00137	Numeric Standard
SAT II U.S. History	SAT II US History	Social Studies	00134	Numeric Scale
Test Group: RCT Alternatives				
ACT Reading Test	ACT Reading	ELA	00101	Numeric Scale
ACT English Test	ACT English	ELA	00102	Numeric Scale
ACT Mathematics Test	ACT Math	Math	00103	Numeric Scale
SAT I Mathematics	SAT I Math	Math	00111	Numeric Scale
ACT Science Reasoning	ACT Science Reasoning	Science	00104	Numeric Scale
SAT I Critical Reading	SAT I Critical Reading	ELA	00105	Numeric Scale

Note:

Regents Examinations: Sample Regents language examination results should not be reported. These include sample examinations given in American Sign Language, Chinese, Japanese, Polish, Russian, Ukrainian, and Greek.

Component Retests for Regents Examinations: Component retest scores are assigned in ranges (i.e., 0-54, 55-64 and 65-100). SIRS does not accept ranges, therefore the following scores should be used to represent the ranges: 50 for 0-54; 60 for 55-64; and 70 for 65-100.

SED policy states that only students in grade 12 who have failed the English Regents examination twice (but scored within a specified range) may take a component retest. Therefore, if a component retest score is entered for an English component retest for a student who does not have a grade 12 record (see Grade Level data element) during the school year

that the assessment was administered, the assessment results will not be reported on the Final Verification Reports or on the school report card.

SED policy also states that only students in grade 11 or grade12 who have failed a required Mathematics Regents examination twice (but scored within a specified range) may take a component retest. Therefore, if a component retest score is entered for a math component retest for a student who does not have a grade 11 or grade 12 record (see Grade Level data element) during the school year that the assessment was administered, the assessment results will not be reported on the Final Verification Reports or on the school report card.

Career and Technical Education: Some career and technical education programs include a technical skill assessment. *All* career and technical education programs that have been approved under the 2001 Regents Policy on CTE (i.e., those that issue a Technical Endorsement on the high school diploma) offer a technical skills assessment. To qualify for the Technical Endorsement, a student must successfully complete his or her career and technical education program *and* pass the Technical Skill assessment that was approved under the 2001 Regents approval process.

Report all technical skill assessment outcomes, whether the CTE program is offered in the local high school or in a BOCES or technical/CTE high school and whether it has been approved under the Regents CTE policy or not.

The 00199 assessment measure code is to be used for all such career and technical education assessments. A "P" for passed and an "F" for failed are to be used.

Assessment Measure Standard Descriptions Available in Future Years

The following will be available in 2010–11. They cannot be used for assessments administered before 2010–11.

Name	Description	Subject Area	Code	Type
Regents Examination in Algebra 2/Trigonometry - August	Regents Algebra2/Trigonometry - Aug	Math	08206	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - January	Regents Algebra2/Trigonometry - Jan	Math	01206	Numeric Scale

Assessments Not Available After 2009–10

The last administration of Regents Mathematics B is June 2010.

Appendix 12: Assessment Language Codes

Code	Language
ALB	Albanian
AMH	Amharic
ARA	Arabic
BUR	Burmese
CHI	Chinese
ENG	English
FAS	Farsi
FRE	French
GER	German
GRE	Greek
HAT	Haitian Creole
HEB	Hebrew
HIN	Hindi
ITA	Italian
JPN	Japanese
KHM	Khmer
KOR	Korean
LAO	Lao
MAY	Malay
POL	Polish
POR	Portuguese
RUM	Romanian
RUS	Russian
SCR	Serbo-Croatian
SPA	Spanish
TGL	Tagalog
THA	Thai
TUR	Turkish
URD	Urdu
VIE	Vietnamese
OTH	Other

The acceptable language codes for grades 3–8 NYSTP mathematics assessments are 00 = English, 05 = Chinese, 10 = Haitian Creole, 15 = Korean, 22 = Russian, and 24 = Spanish. If a translation in a language other than these six was provided for the student, use 00 = English. If a student used a translated edition or received an oral translation of the test (regardless of the language), also report the correct Assessment Accommodation Code in the Assessment Fact Template.

Appendix 13: Standard Achieved Codes

New York State Testing Program Assessments in English Language Art and Mathematics — Grades 3–8

Code	Description
21	Level 1 (provided by test vendor)
22	Level 2 (provided by test vendor)
23	Level 3 (provided by test vendor)
24	Level 4 (provided by test vendor)
93	Medically excused from testing
97	Administrative error

New York State Alternate Assessment (NYSAA) for Students with Severe Disabilities

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
93	Medically excused from testing
97	Administrative error

Alternate Assessments of Other States

Code	Description
N/A	Not applicable (applies only to participation, not performance in accountability
93	Medically excused from testing
97	Administrative error

New York State English as a Second Language Achievement Test (NYSESLAT) — Grades K–1, 2–4, 5–6, 7–8, or 9–12

Code	Description
21	Beginning
22	Intermediate
23	Advanced
24	Proficient
93	Medically excused from testing
97	Administrative error

New York State Science Test — Grades 4 and 8

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
93	Medically excused from testing
97	Administrative error

Appendix 13: Standard Achieved Codes

New York State Social Studies Test — Grades 5 and 8

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
97	Administrative error

Regents Examinations

Code	Description
01	Scored Below 55
02	Scored 55–64
03	Scored 65–84
04	Scored 85–100

Reading First

Code	Description
31	Below Proficiency Level
32	At or Above Proficiency Level
97	Administrative error

Component Retests in English and Mathematics

Code	Description
01	Scored Below 55
02	Scored 55–64
03	Scored Over 64

Regents Competency Tests

Code	Description
01	Fail
02	Pass

Approved Alternatives to Regents Examinations

Code	Description
01	Fail
03	Pass

Approved Alternatives to RCTs

Code	Description
01	Fail
02	Pass

Appendix 13: Standard Achieved Codes

Note:

Codes 96 "Refused to take the test" and 99 "Absent" are not accepted into the Level 1 Container for migration to Level 2.

The exemptions from Regents examinations for Global History and for Science (i.e., assessment measure codes 00401-Global Hist Exempt and 00402-Science Exempt, respectively) use a Standard Achieved Code of 03 and a score of 65.

General Career and Technical Education/Title II assessments reported under Assessment Measure code 00199 do not use a Standard Achieved Code.

Appendix 14: Preschool Students with Disabilities Primary Service Codes

PRIMARY SERVICE CODE (Field #31 in Special Education Snapshot Template):

Code	Description
SVC01	Related services only
SVC02	Special Education Itinerant Teacher (SEIT) only
SVC03	Related services and SEIT services
SVC04	Half-day (2.5 hours or less) Special Class program in integrated setting
SVC05	Half-day (2.5 hours or less) Special Class program in segregated setting
SVC06	Full-day (more than 2.5 up to 3 hours) Special Class program in integrated setting
SVC07	Full-day (more than 2.5 up to 3 hours) Special Class program in segregated setting
SVC08	Full-day (more than 3 up to 4 hours) Special Class program in integrated setting
SVC09	Full-day (more than 3 up to 4 hours) Special Class program in segregated setting
SVC10	Full-day (more than 4 hours) Special Class program in integrated setting
SVC11	Full-day (mote than 4 hours) Special Class program in segregated setting
SVC12	Residential program

Appendix 15: Preschool and School-Age Students with Disabilities Least Restrictive Environment Codes

PRIMARY SETTING CODES (Field #44 in Special Education Snapshot Template)
(See definition of these settings under the data element Least Restrictive Environment Code.)

Preschool Settings

Code	Description
PS01	In regular Early Childhood program at least 80% of the time
PS02	In regular Early Childhood program 40% to 79% of the time
PS03	In regular Early Childhood program less than 40% of the time
PS04	Separate Classroom
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location

School-Age Settings

Code	Description
SA01	Inside the regular classroom 80% or more of the day.
SA02	Inside the regular classroom 40% to 79% of the day.
SA03	Inside the regular classroom less than 40% of the day.
SA04	Separate School
SA05	Hospital In Patient
SA06	Home Instruction – Placed on Home Instruction by the CSE
SA07	Incarcerated
SA08	Parentally placed in a nonpublic school and receiving special education services
SA09	Parentally placed in a nonpublic school and NOT receiving publicly funded special education services
SA10	Home Schooled at parent's choice

Directions for Reporting PRESCHOOL Students with Disabilities in the Least Restrictive Environment Setting

An early childhood program is one that includes at least 50% non-disabled preschool children. Early childhood programs include, but are not limited to:

- private preschools;
- Head Start;
- child care facilities (group child care, day care centers);
- preschool classrooms open to an eligible prekindergarten population by the public school system (universal pre-k programs); and
- special class in an integrated setting, if class contains at least 50% non-disabled children.

A student who is participating for any portion of the day in an early childhood program, regardless of how the participation is funded (with public or private funds), is to have the least restrictive environment code selected based on the time spent in the early childhood program.

These times are grouped into three categories:

- In an Early Childhood Program for at least 80% of Time;
- In an Early Childhood Program for 40 to 79% of Time; or
- In an Early Childhood Program for less than 40% of Time.

Use the following rules to determine the percentage for the above categories when determining how to report the preschool student:

- The numerator is the amount of time per week the student spends in a regular early childhood program.
- The denominator is the total number of hours the student spends in a regular early childhood program PLUS any time the student spent receiving special education and related services outside of a regular early childhood program.
- The result is multiplied by 100.

Examples:
1) If the student attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services at a service provider location, report the student under the "In an Early Childhood Program for at least 80% of Time" category ($6 \div 7.5 = 0.8 \times 100 = 80\%$).
2) If the student attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the student under the "In an Early Childhood Program for 40 to 79% of Time" category ($6 \div 10 = 0.6 \times 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the student receives little or no special education in the early childhood program.
3) If a student is pulled out of the regular early childhood program to receive special education, this is considered time outside the regular early childhood program. Include this time in the denominator but not in the numerator of the calculation. Therefore, if a student attends a regular early childhood program for 6 hours a week and is pulled out of that environment for two hours each week to receive speech instruction, report the student under the " In an Early Childhood Program for 40% of 79% of Time" category ($4 \div 6 = 0.67 \times 100 = 67\%$).

If the student does not attend a regular early childhood program, determine if the student attends any of the special education programs listed below. If so, report the student in one of those programs. Report the student in one of these environments even if the student also receives special education at home or in a service provider location.

- Separate Classroom — a special education classroom in:
  - Regular school buildings;
  - Trailers or portables outside regular buildings;
  - Child-care facilities;
  - Hospital facilities on an outpatient basis; or
  - Other community-based settings.

- Separate School — Schools designed specifically for students with disabilities.
- Residential Facility — Public or privately operated residential schools or residential medical facilities on an inpatient basis.
- Home — If the student does not attend a regular early childhood program or a special education program, determine if the student receives some or all of his/her special education services in the home. If the student receives any of his/her special education services in the home, report the student in the Home setting.
- Service Provider Location — If the student does not attend a regular early childhood program or a special education program or receive some or all his or her special education services in the home, determine if the student receives special education services in a Service Provider Location. If so, report the student in this environment. Service Provider locations include:
    - private clinicians' offices;
    - clinicians' offices located in school buildings;
    - hospital facilities on an outpatient basis; and
    - libraries and other public locations.

Directions for Reporting SCHOOL-AGE Students with Disabilities in the Least Restrictive Environment Setting

For students who are in regular school buildings for 50 percent or more of the school day (buildings which are attended by students with and without disabilities), select their least restrictive environment code based on the percent of time each student is in a regular class using the following categories:

- Inside the regular classroom 80 percent or more of the day. These are students who receive special education and related services outside the regular classrooms for less than 21 percent of the school day;
- Inside the regular classroom between 40 and 79 percent of the day. These are students who receive special education and related services outside regular classrooms between 21 and 60 percent of the day; or
- Inside the regular classroom less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the day.

To calculate the percentage of time inside the regular classroom, subtract the amount of time a student is provided special education services in classrooms for student with disabilities only from the entire length of the school day, divide the result by the length of the school day, and multiply this result by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom. Education time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

For students who are not reported under the above categories (i.e., students who do not attend a regular school building for 50 percent or more of the school day), report the students in one of the following categories where the student attends for more than 50 percent of the school day:

- Separate school — Student receives special education and related services in a public or private day school for students with disabilities;

- Residential facility — Student receives special education and related services in a public or private residential facility for students with disabilities (Note: You must use the "Primary Placement Type" field, Code PLC02, to designate a student who is in a residential placement);
- Hospital program — Student is placed in a hospital program as an in-patient and receives special education and related services in the hospital;
- Home Instruction — Student is placed at home by the CSE and receives special education and related services at home;
- Correctional facility — Student is in a short-term detention facility or in a county/city correctional facility (jail), or in a State correctional facility and is receiving special education and related services in these settings;
- Parentally placed in a nonpublic school — Student is parentally placed in a nonpublic school and is receiving publicly funded special education and related services;
- Parentally placed in a nonpublic school — Student is an identified student with a disability but is not receiving any publicly funded special education services; or
- Home Schooled — Student is home schooled at parents' choice and receives special education and related services from the district.

Appendix 16: Event Type Codes for Series of Events in Special Education

See information on SPP Indicators #11 and 12 available at:
http://www.vesid.nysed.gov/specialed/spp/home.html

See the schedule of the years in which school districts must report data on these two indicators at:
http://www.vesid.nysed.gov/sedcar/sppschedule.html

EVENT TYPE CODES (Field #5 in the Special Education Events Template):

Timely evaluation of preschool students for special education (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CPSE01	Initial referral to CPSE	Initial referral to CPSE
CPSE02*	Parental consent to evaluate	Parental consent to evaluate
CPSE03	CPSE meeting at which evaluation results are discussed (all evaluations are completed)	CPSE meeting

Timely evaluation of school age students for special education (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CSE01	Initial referral to CSE	Initial referral to CSE
CSE02*	Parental consent to evaluate	Parental consent to evaluate
CSE03	CSE meeting at which evaluation results are discussed (all evaluations are completed)	CSE meeting

Transition from IDEA Part C (Early Intervention) to IDEA Part B (preschool) (SPP Indicator 12)		
Code	***Name***	***Description for Use in Level 2***
EI01*	Initial referral to CPSE	Initial referral to CPSE
EI02	Parental consent to evaluate	Parental consent to evaluate
EI03	CPSE meeting to discuss determine eligibility (all evaluations are completed)	CPSE meeting
EI04	Full IEP implementation	Full IEP implementation

Evaluation of parentally placed students in nonpublic schools for determination of eligibility for special education and provision of special education services		
Code	***Name***	***Description for Use in Level 2***
CSENP01*	Initial referral to CSE	Initial referral to CSE
CSENP02	Parental consent to evaluate	Parental consent to evaluate
CSENP03	CSE meeting to discuss evaluation results (all evaluations are completed)	CSE meeting
CSENP04	Full implementation of IEP or IESP or SP	Full implementation of IEP

*In the Special Education Events template (550), the Event Date for all Event Type Codes is the actual date the event occurred. The School Year is the year in which the asterisked event (CPSE02, CSE02, EI01, and CSENP01) occurred, even if the asterisked event occurred in a different school year than a prior or subsequent event in the sequence. For example, if the date of parent consent CPSE02 is July 2, 2010 and the date of referral CPSE01 is June 28, 2010, report 2011-06-30 as the School Year for all events in this sequence and 2010-06-28 as the Event Date for the parental referral.

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12)

REASON CODES (Field # 20 in Special Education Event Template)

Reasons for delay in evaluating preschool students (past 30 school days from the date of receipt of parental consent to evaluate to date of CPSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CPSER01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
CPSER02	Student moved out of the district (C)	Student moved out of the district (C)
CPSER03	Student died (C)	Student died (C)
CPSER04	An approved evaluator was not available to provide a timely evaluation (NC)	An approved evaluator was not available to provide a timely evaluation (NC)
CPSER05	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
CPSER06	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
CPSER07	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
CPSER08	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
CPSER09	Extended time line met for student who transferred to this school district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after eval period began (C)
CPSER10	Delays in scheduling CPSE meetings (NC)	Delays in scheduling CPSE meetings (NC)

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12)

Reasons for delay in evaluation of school-age students (past 60 calendar days from the date of receipt of parental consent to evaluate to date of CSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CSER01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
CSER02	Student moved out of the district (C)	Student moved out of the district (C)
CSER03	Student died (C)	Student died (C)
CSER04	Evaluator was not available to provide a timely evaluation (NC)	Evaluator was not available to provide a timely evaluation (NC)
CSER05	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
CSER06	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
CSER07	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
CSER08	Extended time line met for student who transferred to this school district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after eval period began (C)
CSER09	Delays in scheduling CSE meetings (NC)	Delays in scheduling CSE meetings (NC)
CSER10	The evaluation was completed and the CSE meeting to discuss evaluation results was scheduled to occur within 60 calendar days from the date of written parent consent to evaluate the student, but postponed due to documented request by the parents or documented emergency school closing (C)	Eval completed on time, postponed due to parents documented request or emergency school closing (C)

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12)

Reasons for delays in determining eligibility for preschool special education for children transitioning from IDEA Part C (Early Intervention) to IDEA Part B (Preschool) or Reasons for Implementing IEPs of children found eligible for preschool special education past the child's third birthday. (SPP Indicator #12)		
Code	***Name***	***Description for Use in Level 2***
EIR01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
EIR02	Student moved out of the district (C)	Student moved out of the district (C)
EIR03	Student died (C)	Student died (C)
EIR04	Parents provided consent to evaluate less than 30 school days prior to child's third birthday (C)	Parents provided consent to evaluate less than 30 school days prior to child's third birthday (C)
EIR05	Evaluator was not available to provide a timely evaluation (NC)	Evaluator was not available to provide a timely evaluation (NC)
EIR06	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
EIR07	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
EIR08	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
EIR09	Additional evaluations were requested (NC)	Additional evaluations were requested (NC)
EIR10	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
EIR11	Extended time line met for student who transferred to this district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after the eval period began.
EIR12	Delays in scheduling CPSE meetings (NC)	Delays in scheduling CPSE meetings (NC)
EIR13	Parents chose to continue their student in Early Intervention Program (EIP) and transition to preschool special education after the child became three years of age (C)	Parents chose to continue their child in EI and transition to preschool after the age of 3 (C)
EIR14	Parents did not provide consent for services (C)	Parents did not provide consent for services (C)
EIR15	The recommended Part B program/services were not available when the child turned three years of age (NC)	The recommended Part B program/services were not available when the child turned three years of age (NC)

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12)

Reasons for delays in determining eligibility for preschool special education for children transitioning from IDEA Part C (Early Intervention) to IDEA Part B (Preschool) or Reasons for Implementing IEPs of children found eligible for preschool special education past the child's third birthday. (SPP Indicator #12)		
Code	***Name***	***Description for Use in Level 2***
EIR16	The Board of Education of school district arranged for the full implementation of the child's IEP, within 30 school days of the CPSE recommendation, however the program's starting date and/or days of operation were after the child's 3rd birthday (C)	The program's starting date and/or days of operation were after the child's 3rd birthday (C)
EIR17	The date of referral to Early Intervention was fewer than 90 days before the child's third birthday (C)	Referral to EI less than 90 days before 3rd birthday (C)

Note:
The "C" next to the reason indicates the reason is in compliance with State requirements; the "NC" next to the reason indicates the reason is not in compliance with State requirements.

Appendix 18: Use of SIRS Data for NYSED Reporting

New York State Report Card Data Sources

Superintendent and principal names are those reported in the State Education Department Reference File (SEDREF) as of June 30 of the reporting year.

Data for the following are currently collected using the Basic Educational Data System (BEDS) Institutional Master File (IMF) Online System:

- Enrollment (by grade) (in Profile section of the Accountability and Overview Report)
- Eligible for Free Lunch
- Eligible for Reduced-Price Lunch
- Student Stability
- Enrollment (by racial/ethnic origin)
- Annual Attendance Rate
- Student Suspensions
- Staff Counts
- Estimated Percentage of Students from Families Receiving Public Assistance

Data for the following are collected using the Basic Educational Data System (BEDS) Personnel Master File (IMF):

- Average Class Size
- Teacher Qualifications
- Teacher Turnover Rate

Data for the following are collected using the Career and Technical Education Data forms:

- Post high school placement data for Career and Technical Education Programs

Data for the following are collected using the Annual Financial Report (Form ST–3):

- Expenditures per Pupil

Data for the following are collected using the Title I Status Report (NCLB) on the NYSED Business Portal:

- Receipt of Title I Funds

Data for the following are collected by the Fiscal and Research Unit:

- Expenditures per pupil for general-education students and student with disabilities

The remaining data in the report cards (including limited English proficient enrollment, data used to determine accountability status, high school completer and noncompleter data, post-graduate plans, annual assessment data, CTE enrollment, CTE programs completion, and placement of students with disabilities) are collected using the Student Information Repository System.

Data Elements Usage

✓ = data element is used for the indicated report, etc.
— = data element is not used for the indicated report, etc.

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Assessment Accommodation Code(s)	—	—	—	✓	—	—	✓	—	✓	—
Assessment Date of Administration	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Item Response Description	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Item Response Value Multiple Choice	—	✓	—	✓	✓	✓	✓	—	✓	—
Assessment Item Response Value Points Earned	—	✓	—	✓	✓	✓	✓	—	✓	—
Assessment Language Code	—	—	—	—	—	—	✓	—	—	—
Assessment Measure Standard Description	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Score	—	—	—	✓	✓	✓	✓	—	—	—
Assessment Standard Met Code	—	✓	✓	✓	✓	✓	✓	—	—	—
Backmapping BEDS Code	—	✓	✓	—	—	—	—	—	—	—
Building of Enrollment Code	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Country of Origin	—	—	—	✓	—	—	—	—	—	—
Credential Type Description	—	✓	✓	—	✓	—	—	—	—	—
CTE/Tech Prep Program Intensity	—	—	—	✓	—	—	—	—	—	—
CTE/Tech Prep Program Type	—	—	—	✓	—	—	—	—	—	—
Date of Birth	✓	✓	✓	✓	✓	✓	✓	—	—	—
Date of Entry into United States	—	✓	—	✓	✓	—	—	—	—	—
District of Responsibility Code	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment Entry Date	—	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment Exit Date	—	✓	✓	✓	✓	✓	✓	✓	✓	✓
Event Date	—	—	✓	✓	—	—	—	—	—	—

Appendix 18: Use of SIRS Data for NYSED Reporting

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Event Outcome Code	—	—	✓	✓	—	—	—	—	—	—
Event Type Code	—	—	✓	✓	—	—	—	—	—	—
First Date of Entry into Grade 9	✓	✓	✓	✓	✓	—	—	—	✓	—
Gender Description	✓	✓	—	✓	✓	—	—	—	✓	—
Grade Level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hispanic/Latino Ethnicity Indicator	—	✓	—	✓	✓	—	—	—	✓	—
Home Language Description	✓	—	—	✓	—	—	—	—	✓	—
Homeless Indicator	—	—	—	✓	—	—	—	—	—	—
Homeless Primary Nighttime Residence	—	—	—	✓	—	—	—	—	—	—
Immigrant Indicator	—	—	—	✓	—	—	—	—	—	—
Immunization Date for First Polio Vaccination	✓	—	—	—	—	—	—	—	—	—
Initial Event Date	—	—	✓	✓	—	—	—	—	—	—
Initial Event Type Code	—	—	✓	✓	—	—	—	—	—	—
Least Restrictive Environment Code	—	—	✓	✓	—	—	—	—	—	—
Migrant Indicator	—	—	—	✓	—	—	—	—	—	—
Neglected or Delinquent Indicator	—	—	—	✓	—	—	—	—	—	—
Number of Days	—	—	✓	✓	—	—	—	—	—	—
Phone at Primary Residence	✓	—	—	—	—	—	—	—	—	—
Postgraduate Plan Description	—	—	—	✓	✓	—	—	—	✓	—
Primary Ethnic Code	✓	✓	✓	✓	✓	✓	—	—	✓	—
Primary Placement Type	—	—	—	✓	—	—	—	—	—	—
Primary Service Code	—	—	—	✓	—	—	—	—	—	—
Primary Service Provider	—	—	—	✓	—	—	—	—	—	—
Program Service Code	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Program Service Entry Date	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Program Service Exit Date	—	✓	—	✓	✓	✓	✓	✓	✓	✓

Appendix 18: Use of SIRS Data for NYSED Reporting

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Program Service Provider BEDS Code	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Race 2 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 3 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 4 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 5 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Reason Code	—	—	✓	✓	—	—	—	—	✓	—
Reason for Beginning Enrollment Code	—	✓	✓	✓	✓	✓	✓	✓	✓	—
Reason for Ending Enrollment Code	—	✓	✓	✓	✓	✓	✓	✓	✓	—
Reason for Ending Program Service Code	—	✓	✓	✓	✓	—	—	—	✓	—
School District Student ID	✓	—	—	—	—	—	—	—	—	—
School Year	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School—Age Indicator	—	—	—	✓	—	—	—	—	—	—
Scoring Model Key	—	—	—	—	—	—	✓	—	—	—
Snapshot Date	—	—	✓	✓	—	—	—	—	—	—
Student's Address City	✓	—	—	—	—	—	—	—	—	—
Student's Address Line 1	✓	—	—	—	—	—	—	—	—	—
Student's Address Line 2	✓	—	—	—	—	—	—	—	—	—
Student's Address State Code	✓	—	—	—	—	—	—	—	—	—
Student's Address Zip Code	✓	—	—	—	—	—	—	—	—	—
Student's First Name	✓	—	—	—	—	✓	—	—	—	—
Student's Guardian One Name	✓	—	—	—	—	—	—	—	—	—
Student's Guardian Two Name	✓	—	—	—	—	—	—	—	—	—
Student's Last Name	✓	—	—	—	—	✓	—	—	—	—
Student's Middle Initial	✓	—	—	—	—	✓	—	—	—	—
Student's Place of Birth	✓	—	—	✓	—	—	—	—	✓	—
Survey Completion Indicator	—	—	—	✓	—	—	—	—	—	—
Test Group	—	✓	✓	✓	✓	✓	✓	—	✓	—
Version	—	✓	—	✓	✓	✓	✓	—	✓	—

Appendix 18: Use of SIRS Data for NYSED Reporting

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Years Enrolled in a Bilingual or ESL Program	—	—	—	✓	—	—	—	—	✓	—
Years in United States Schools	—	—	—	✓	—	—	—	—	✓	—

Program Services Usage

✓ = program service is used for the indicated report, etc.
— = program service is not used for the indicated report, etc.

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Limited English Proficient Eligibility										
0231	LEP Eligible	✓	—	✓	✓	—	✓	—	✓	✓
Limited English Proficient Programs										
5709	English as a Second Language	—	—	✓	—	—	—	—	✓	—
5676	Bilingual Progm	—	—	✓	—	—	—	—	✓	—
5687	Two—way Bilingual Education Program	—	—	✓	—	—	—	—	✓	—
5698	Other LEP Programs	—	—	✓	—	—	—	—	✓	—
8239	LEP Eligible but not in a LEP Program	—	—	✓	—	—	—	—	✓	—
No Child Left Behind Funded Program Services										
5533	Supplemental Educational Services for Schools in Improvement Status under Title I	—	—	✓	—	—	—	—	✓	✓
0286	Title 1 Part A: Improving Basic Programs (other than 5533)	✓	—	✓	—	—	—	—	✓	✓
0330	Title 1 Part C: Education of Migratory Children	✓	—	✓	—	—	—	—	✓	✓
0187	Title 1 Part D: Prevention & Intervention Programs for Neglected or Delinquent Children and Youth	—	—	✓	—	—	—	—	✓	✓

Appendix 18: Use of SIRS Data for NYSED Reporting

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
5720	Title 3: Services to Non Immigrant LEP Students	—	—	✓	—	—	—	—	✓	✓
5731	Title 3: Language Instruction Immigrant LEP Students	—	—	✓	—	—	—	—	✓	✓
5742	Title II Part B, subpart 4: Emergency Immigration Education Program	—	—	✓	—	—	—	—	✓	✓
5566	Title X Part C: Homeless Education/McKinney Vento	—	—	✓	—	—	—	—	✓	✓
No Child Left Behind Transfer Options										
5872	Applied for Transfer Option School Identified as in Need of Improvement	—	—	✓	—	—	—	—	✓	—
5883	Applied for Transfer Option Persistently Dangerous School	—	—	✓	—	—	—	—	✓	—
7022	Transfer Option Offered School Identified as in Need of Improvement	—	—	✓	—	—	—	—	✓	—
7033	Transfer Option Offered Persistently Dangerous School	—	—	✓	—	—	—	—	✓	—
Type of Disability										
5786	Preschool Student with a Disability	✓	✓	✓	—	—	✓	—	✓	✓
0352	Autism	✓	✓	✓	—	—	✓	—	✓	✓
0363	Emotional Disturbance	✓	✓	✓	—	—	✓	—	✓	✓

Appendix 18: Use of SIRS Data for NYSED Reporting

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
0385	Learning Disability	✓	✓	✓	—	—	✓	—	✓	✓
0396	Mental Retardation	✓	✓	✓	—	—	✓	—	✓	✓
0407	Deafness	✓	✓	✓	—	—	✓	—	✓	✓
0418	Hearing Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0429	Speech or Language Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0440	Visual Impairment (includes Blindness)	✓	✓	✓	—	—	✓	—	✓	✓
0451	Orthopedic Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0462	Other Health Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0473	Multiple Disabilities	✓	✓	✓	—	—	✓	—	✓	✓
0484	Deaf Blindness	✓	✓	✓	—	—	✓	—	✓	✓
0495	Traumatic Brain Injury	✓	✓	✓	—	—	✓	—	✓	✓
Safety Net										
5504	Eligible for safety net in English under Section 504	✓	—	—	—	—	—	—	✓	—
0572	Eligible for safety net in Mathematics under Section 504	✓	—	—	—	—	—	—	✓	—
0583	Eligible for safety net in Global History & Geography under Section 504	✓	—	—	—	—	—	—	✓	—
0594	Eligible for safety net in U.S. History & Government under Section 504	✓	—	—	—	—	—	—	✓	—
0605	Eligible for safety net in Science under Section 504	✓	—	—	—	—	—	—	✓	—

Appendix 18: Use of SIRS Data for NYSED Reporting

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
5775	Eligible for safety net in All Subjects under Section 504	✓	—	—	—	—	—	—	✓	—
Career and Technical Education										
— Specific Career and Technical Education Program Code		—	—	✓	✓	—	—	—	✓	—
8261	Single Parent/Pregnant Status	—	—	✓	—	—	—	—	✓	—
Other										
0198	Poverty from low income family	✓	—	✓	—	—	✓	—	✓	—
0220	Eligible for Alternate Assessment	✓	—	✓	—	—	—	—	✓	—
0242	Eligible to take the NYSESLAT for grades 3—8 ELA Accountability	✓	—	✓	—	—	—	—	✓	—
0264	Section 504 Plan	✓	—	—	—	—	—	—	✓	—
5753	Early Intervening Services supported with IDEA funds	—	—	✓	—	—	—	—	✓	—
5817	Free Lunch Program	—	—	✓	✓	—	—	—	✓	—
5806	Reduced Price Lunch Program	—	—	✓	✓	—	—	—	✓	—
8272	Homeless Unaccompanied Youth Status	—	—	✓	—	—	—	—	✓	—
— Summer School Participation		—	—	✓	—	—	—	—	✓	—

Appendix 19: High School Cohort Definitions

Performance at the secondary level is determined for a cohort of students, consisting of students who first entered grade 9 in the same school year. Accountability for English Language Arts (ELA) and mathematics in 2009–10 will be based on the 2006 Accountability Cohort. Graduation-rate accountability for the 2009–10 school year will be based on the 2005 Total Cohort. Foreign exchange students are not included in the cohorts.

2006 School Accountability Cohort

General Definition

The 2006 school accountability cohort consists of all students, regardless of their current grade level, who were enrolled in the school on October 7, 2009 (BEDS day) and meet one of the following conditions:

- first entered grade 9 (anywhere) during the 2006–07 school year (July 1, 2006 through June 30, 2007); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2006–07 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7–12 ungraded) will be identified using their birth date, even if they have a conflicting entry in the "First Date of Entry into Grade 9" field. Ungraded students are included in the 2006 school accountability cohort if their birth date is between July 1, 1989 and June 30, 1990 (inclusive).

Students Included in the 2006 School Accountability Cohort

The students below are included in the 2006 school accountability cohort if they also fit the general definition above:

- Students with no Reason for Ending Enrollment Code or Reason for Ending Enrollment Date between BEDS day 2009 (October 7, 2009) and June 30, 2010.
- Students who were enrolled in the school between BEDS day 2009 (October 7, 2009) and June 30, 2010 and changed grades after BEDS day 2009 (October 7, 2009); that is, students with a Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same school building*.
- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and who dropped out after BEDS day 2009 (October 7, 2009) and on or before June 30, 2010; that is, students with one of the following Reason for Ending Enrollment Codes on their last enrollment record in the school after BEDS day 2009 and on or before June 30, 2010:
  - 136 — *Reached maximum legal age and has not earned a diploma or certificate*
  - 340 — *Left school: first-time dropout*
  - 391 — *Long-term absence (20 consecutive unexcused days)*
  - 408 — *Permanent expulsion (student must be over compulsory attendance age)*
  - 425 — *Left school, no documentation of transfer*
  - 357 — *Left school: previously counted as a dropout*
  - 306 — *Transferred to other high school equivalency (GED) preparation program*

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and earned a credential between BEDS day 2009 and June 30, 2010; that is, students who were enrolled on BEDS day 2009 and had one of the following Reason for Ending Enrollment Codes between BEDS day 2009 and June 30, 2010:
  799 — *Graduated (earned a Regents or local diploma)*
  085 — *Earned an IEP diploma*
  629 — *Previously earned an IEP diploma*

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), and had no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and no subsequent Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* between BEDS day 2009 and June 30, 2010.

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then dropped out (see drop out Reason for Ending Enrollment Codes above) between BEDS day 2009 and June 30, 2010.

Note: Students who transfer to an approved AHSEP or HSEP program and then transfer back to the high school from which they transferred to the program without first entering another high school will remain in the cohort of the school from which they transferred.

Students Excluded from the 2006 School Accountability Cohort
The students below are excluded from the 2006 school accountability cohort:

- Students who enrolled in the school after BEDS day 2009 (October 7, 2009).
- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and left the school prior to June 30, 2010 for one of the following reasons:
- — the students transferred to another high school, criminal justice facility, or to an approved program leading to a high school equivalency diploma on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 with one of the following Reason for Ending Enrollment Codes:

  153 — *Transferred to another school in this district or to an out-of-district placement*
  170 — *Transferred to another NYS public school outside this district with documentation*
  204 — *Transferred to a NYS nonpublic school with documentation*
  221 — *Transferred to a school outside NYS with documentation*
  238 — *Transferred to homebound instruction provided by this district*
  255 — *Transferred to home-schooling by parent or guardian*
  272 — *Transferred to a postsecondary school prior to earning a diploma*
  323 — *Transferred outside district by court order*
  5927 — *Leaving a school under NCLB — a victim of a serious violent incident*
  5938 — *Leaving a NYC community school district under NCLB — a victim of a serious violent incident*

- — the students transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then either earned a GED (Reason for Ending Enrollment Code 816 — *Earned a High School Equivalency Diploma (GED)*) or remained enrolled as of June 30, 2010.
- Students left the United States (U.S.) and its territories on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 442 — *Left the U.S.*).
- Students who died on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 459 — *Deceased*).

2006 District Accountability Cohort

General Definition

The 2006 district accountability cohort consists of all students, regardless of their current grade level, who were enrolled in the school on October 7, 2009 (BEDS day) and meet one of the following conditions:

- first entered grade 9 (anywhere) during the 2006–07 school year (July 1, 2006 through June 30, 2007); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2006–07 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7–12 ungraded) will be identified using their birth date, even if they have a conflicting entry in the "First Date of Entry into Grade 9" field. Ungraded students are included in the 2006 district accountability cohort if their birth date is between July 1, 1989 and June 30, 1990 (inclusive).

Students Included in the 2006 District Accountability Cohort

The students below are included in the 2006 district accountability cohort if they also fit the general definition above:

- In-district or out-of-district placement students with no Reason for Ending Enrollment Code or Reason for Ending Enrollment Date between BEDS day 2009 (October 7, 2009) and June 30, 2010.
- In-district or out-of-district placement students who were enrolled between BEDS day 2009 (October 7, 2009) and June 30, 2010 and changed grades after BEDS day 2009 (October 7, 2009); that is, in-district or out-of-district placement students with a Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same school building*.
- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and had one of the following Reason for Ending Enrollment Codes on their last enrollment record in the district on or before June 30, 2010:
  153 — *Transferred to another school in this district or to an out-of-district placement*
  238 — *Transferred to homebound instruction provided by this district*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and who dropped out after BEDS day 2009 (October 7, 2009) and on or before June 30, 2010; that is, students with one of the following Reason for Ending Enrollment Codes on their last enrollment record in the district after BEDS day 2008 and on or before June 30, 2010:
  - 136 — *Reached maximum legal age and has not earned a diploma or certificate*
  - 340 — *Left school: first-time dropout*
  - 391 — *Long-term absence (20 consecutive unexcused days)*
  - 408 — *Permanent expulsion (student must be over compulsory attendance age)*
  - 425 — *Left school, no documentation of transfer*
  - 357 — *Left school: previously counted as a dropout*
  - 306 — *Transferred to other high school equivalency (GED) preparation program*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and earned a credential between BEDS day 2009 and June 30, 2010; that is, in-district or out-of-district placement students who were enrolled on BEDS day 2009 and had one of the following Reason for Ending Enrollment Codes between BEDS day 2009 and June 30, 2010:
  - 799 — *Graduated (earned a Regents or local diploma)*
  - 085 — *Earned an IEP diploma*
  - 629 — *Previously earned an IEP diploma*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), and had no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and no subsequent Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* between BEDS day 2009 and June 30, 2010.

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then dropped out (see drop out Reason for Ending Enrollment Codes above) between BEDS day 2009 and June 30, 2010.

Students Excluded from the 2006 District Accountability Cohort

The students below are excluded from the 2006 district accountability cohort:

- Students who transferred into the district after BEDS day 2009 (October 7, 2009).
- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and left the district prior to June 30, 2010 for one of the following reasons:
- — the students transferred to another high school in another district or another state, a nonpublic school, a criminal justice facility, or an approved program leading to a high school equivalency diploma on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 with one of the following Reason for Ending Enrollment Codes:
  - 170 — *Transferred to another NYS public school outside this district with documentation*
  - 204 — *Transferred to a NYS nonpublic school with documentation*

221 — *Transferred to a school outside NYS with documentation*
255 — *Transferred to home-schooling by parent or guardian*
272 — *Transferred to a postsecondary school prior to earning a diploma*
323 — *Transferred outside district by court order*
5938 — *Leaving a NYC community school district under NCLB — a victim of a serious violent incident*

- — the students transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then either earned a GED (Reason for Ending Enrollment Code 816 — *Earned a High School Equivalency Diploma (GED)*) or remained enrolled as of June 30, 2010.
- In-district or out-of-district placement students who left the United States (U.S.) and its territories on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 442 — *Left the U.S.*).
- In-district or out-of-district placement students who died on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 459 — *Deceased*).

2005 School Total Cohort

General Definition

The 2005 school total cohort consists of all students, regardless of their current grade level, who met one of the following conditions:

- first entered grade 9 (anywhere) during the 2005–06 school year (July 1, 2005 through June 30, 2006); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2005–06 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) should be identified using their birth date even if they have a conflicting entry in the "First Date of Entry into Grade 9." Ungraded students are included in the 2005 school total cohort if their birth date is between July 1, 1988 and June 30, 1989 (inclusive).

(Note: Five months is defined as 152 days: 365 days ÷ 12 months = 30.41 days per month; 30.41 × 5 = 152.05 or 152 days. Regular enrollment is defined as having a Reason for Beginning Enrollment Code 0011, 5544, 7000, or 7011.)

Students Included in the 2005 School Total Cohort

The students below are included in the 2005 school total cohort if they also fit the general definition above:

- Students whose last regular enrollment record was in a district school and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was 5 months or longer.
- Students whose last regular enrollment record was in a district school and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment

Date (or June 30, 2009) was less than 5 months, but the student was previously enrolled in the same school between the date the student first entered grade 9 and the last Reason for Ending Enrollment Date (or June 30, 2009, if there is no Reason for Ending Enrollment Date) for 5 months or longer. This includes students who dropped out or transferred to an approved AHSEP or HSEP program; that is, students with one of the following Reason for Ending Enrollment Codes:

136 — *Reached maximum age and not earned a diploma*
289 — *Transferred to an AHSEP or HSEP program*
340 — *First-time dropout*
391 — *Long-term Absence*
408 — *Permanent Expulsion*
425 — *Left school, no documentation*
357 — *Left school, previously counted as a dropout*
306 — *Transferred to other GED Program*

Students Excluded from the 2005 School Total Cohort

The students below are excluded from the 2005 school total cohort:

- Students with the following Reasons for Ending Enrollment Codes on their last regular enrollment record in the school:

153 — *Transferred to another school in this district or to an out-of-district placement*
170 — *Transferred to another NYS public school outside this district with documentation*
204 — *Transferred to a NYS nonpublic school with documentation*
221 — *Transferred to a school outside NYS with documentation*
238 — *Transferred to homebound instruction provided by this district*
255 — *Transferred to home-schooling by parent or guardian*
272 — *Transferred to a postsecondary school prior to earning a diploma*
323 — *Transferred outside district by court order*
442 — *Left the U.S.*
459 — *Deceased*
5927 — *Leaving a school under NCLB — a victim of a serious violent incident (treat same as 153)*
5938 — *Leaving a NYC community district under NCLB — a victim of serious violent incident (treat same as 170)*

2005 District Total Cohort

General Definition

The 2005 district total cohort consists of all students, regardless of their current grade level, who met one of the following conditions:

- first entered grade 9 (anywhere) during the 2005–06 school year (July 1, 2005 through June 30, 2006); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2005–06 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) should be identified using their birth date even if they have a conflicting entry in the "First Date of Entry into Grade 9." Ungraded students are included in the 2005 district total cohort if their birth date is between July 1, 1988 and June 30, 1989 (inclusive).

Appendix 19: High School Cohort Definitions

Students Included in the 2005 District Total Cohort

The students below are included in the 2005 district total cohort if they also fit the general definition above:

- In-district and out-of-district placement students whose last regular enrollment record was in the district and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was 5 months or longer.
- In-district and out-of-district placement students whose last regular enrollment record was in the district and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was less than 5 months, but the student was previously enrolled in the same district between the date the student first entered grade 9 and the last Reason for Ending Enrollment Date (or June 30, 2009, if there is no Reason for Ending Enrollment Date) for 5 months or longer. This includes students who dropped out or transferred to an approved AHSEP or HSEP program; that is, students with one of the following Reason for Ending Enrollment Codes:

  136 — *Reached maximum age and not earned a diploma*
  289 — *Transferred to an AHSEP or HSEP program*
  340 — *First-time dropout*
  391 — *Long-term Absence*
  408 — *Permanent Expulsion*
  425 — *Left school, no documentation*
  357 — *Left school, previously counted as a dropout*
  306 — *Transferred to other GED Program*

Students Excluded from the 2005 District Total Cohort

The students below are excluded from the 2005 district total cohort:

- In-district and out-of-district placement students with the following Reasons for Ending Enrollment Codes on their last regular enrollment record in the district:

  170 — *Transferred to another NYS public school outside this district with documentation*
  204 — *Transferred to a NYS nonpublic school with documentation*
  221 — *Transferred to a school outside NYS with documentation*
  255 — *Transferred to home-schooling by parent or guardian*
  272 — *Transferred to a postsecondary school prior to earning a diploma*
  323 — *Transferred outside district by court order*
  442 — *Left the U.S.*
  459 — *Deceased*
  5938 — *Leaving a NYC community district under NCLB — a victim of serious violent incident (treat same as 170)*

Appendix 20: Anticipated Changes for 2010–11

Course Codes: The following course codes will be collected in 2010–11:

Code	Course
01300	Grade 3 English Language Arts
02300	Grade 3 Mathematics
01400	Grade 4 English Language Arts
02400	Grade 4 Mathematics
03400	Grade 4 Science
01500	Grade 5 English Language Arts
02500	Grade 5 Mathematics
04500	Grade 5 Social Studies
01600	Grade 6 English Language Arts
02600	Grade 6 Mathematics
01700	Grade 7 English Language Arts
02700	Grade 7 Mathematics
01800	Grade 8 English Language Arts
02800	Grade 8 Mathematics
03800	Grade 8 Science
04800	Grade 8 Social Studies
01003	English/Language Arts III
02052	Algebra I
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03101	Chemistry
03001	Earth Science
03151	Physics
06123	French III
06203	German III
06703	Hebrew III
06143	Italian III
06303	Latin III
06103	Spanish III
04101	U.S. History—Comprehensive
04052	World History and Geography

Course Grades: Course grades for secondary-level course codes only will be collected in 2010–11.

CTE: The New York State Education Department is planning to refine the process by which Career and Technical Education data will be collected in 2010–11.

Half-Day Kindergarten: In 2010–11, "K" will not be an acceptable reporting grade level in SIRS. Each kindergarten student will need to be reported as either a half-day or full-day kindergarten student. The table below shows the grade level codes.

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
KH	KH	KDGH	Half Day Kindergarten
KF	KF	KDGF	Full Day Kindergarten

IEP or 504 Accommodations Codes: Four new IEP or 504 Accommodations codes will be added in 2010–11: Tests read (8), Use of calculator (9), Use of spell-check/grammar check (P), and Deletion of spelling (Q).

Primary Setting Codes (Least Restrictive Environment): The United States Department of Education is expected to announce revisions to the least restrictive environment settings for preschool children with disabilities for the 2010–11 school year. Final definitions of the new settings and format for reporting have not yet been announced. The New York State Education Department will provide school districts and other education programs with complete information regarding the changes as soon as they are available.

Program Service Code 0411: Program Service Code 0411: *Title I – Part A: Improving Basic Educational Services for School-wide Program (other than 5533)* is a new code to be used to identify students served by a school-wide (as opposed to a targeted) program.

Program Service Code 5577: Program Service Code 5577: *Applied for Supplemental Educational Services for Schools in Improvement Status under Title I* is a new code to be used to identify students who applied for (as opposed to those who received) supplemental services.

Program Service Code 8327: Program Service Code 8327: *Title I – Part D: Prevention and Intervention Programs for Children and Youth who are Neglected* is a new code to be used to identify neglected (as opposed to delinquent) students under Title I – Part D.

Program Service Code 0187: Title of Program Service Code 0187 changed to *Title I – Part D: Prevention and Intervention Programs for Children and Youth who are Delinquent*, as Title I – Part D applies to delinquent, not neglected, students.

Race/Ethnicity: In 2010–11, race/ethnicity data collection in SIRS will comply with 2000 Census race/ethnicity data collection rules. Districts will need to reexamine students currently coded as 1) multiracial (to identify each race with which the students identify) and 2) Hispanic, as students currently coded with an ethnicity of Hispanic must also be coded with at least one race code in 2010–11. All race fields in the Student_Lite template (12, 43, 44, 45, and 46) will be of equal value. No one race field will be considered primary. Field 12 must be populated. Fields 43–46 will be populated only if there is more than one race reported. Race codes for these fields will be:

I = American Indian or Alaska Native
A = Asian
B = Black or African American
P = Native Hawaiian/Other Pacific Islander
W = White

M = Multiracial will *not* be an option. The category "two or more races" will be derived from the data in the race fields 12 and 43 through 46, taking into consideration the Hispanic indicator in field 42.

Reason for Beginning Enrollment Code 8294: Reason for Beginning Enrollment Code 8294 — School age children on the roster for census purposes only, optional in 2009–10, will be required in 2010–11.

Reason for Ending Enrollment Code 8316: Reason for Ending Enrollment Code 8316 is a new code that will be used for students with Reason for Beginning Enrollment Code 8294 who end residency in the district, exceed compulsory school age, or drop out and then re-enroll in the same school.

Appendix 20: Anticipated Changes for 2010–11

RCT Safety Net: The RCT safety net (see "Order of Precedence for Choosing Which Secondary-Level Examination Will Be Used for Accountability Purposes" in Chapter 1: Accountability in New York State), which was to sunset in 2009–10, will be extended to the 2010–11 school year.

Teacher ID and Assignment: Teacher and principal IDs and assignments will be collected in 2010–11.

Appendix 21: Glossary of Acronyms

AHSEP	Alternative High School Equivalency Preparation
BEDS	Basic Education Data System
CBVH	Commission for the Blind and Visually Handicapped
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CTE	Career Technical Education
DOC	Department of Corrections
EI	Early Intervention
GED	General Education Diploma
HSEP	High School Equivalency Preparation
IEP	Individualized Education Program
IESP	Individualized Education Services Program
SP	Services Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
NCLB	No Child Left Behind
NYSAA	New York State Alternate Assessment
NYSED	New York State Education Department
NYSESLAT	New York State English as a Second Language Achievement Test
NYSSIS	New York State Student Identifier System
nySTART	New York State Testing and Accountability Reporting Tool
OCFS	Office of Children and Family Services
OMH	Office of Mental Health
OMRDD	Office of Mental Retardation and Developmental Disabilities
RCT	Regents Competency Test
RIC	Regional Information Center
SLP	Second Language Proficiency
SMS	Student Management System

Appendix 21: Glossary of Acronyms

SPP	State Performance Plan (for Special Education)
APR	Annual Performance Report for Special Education
VESID	Vocational and Educational Services for Individuals with Disabilities

Appendix 22: Glossary of Terms

- ***Adequate Yearly Progress.*** Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or school toward the goal of proficiency for all students.
- ***Adult Services Program.*** Publicly funded service programs that will engage the student regularly in activities in the community outside the home or other residential care. Plans for these services should have a specific start date, not just be a referral. (Referrals for which results are not known would be listed under "Other" plans.) Adult Services might include programs that prepare individuals for employment such as vocational training, vocational rehabilitation or job placement services through the local Workforce Investment Board, Vocational Education Services for Individuals with Disabilities or the Commission for the Blind and Visually Handicapped. Adult Services may include Office of Mental Retardation and Developmental Disabilities (OMRDD) or Office of Mental Health (OMH) provided services such as Day Treatment, Day Habilitation, OMRDD Blended Day Habilitation, OMRDD Prevocational, OMH Intensive Psychiatric Rehabilitation Treatment (IPRT) and psychosocial rehabilitation clubhouse programs, for example.
- ***Annual Measurable Objective.*** The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–04. The AMOs for each grade level will be increased as specified in Commissioner's Regulations 100.2(p)(14) and will reach 200 in 2013–04. (See Effective AMO for further information.)
- ***Article 81 Schools.*** Residential schools that accept students from the courts or other State agencies and provide educational services to students pursuant to Article 81 of the educational law. These schools have CSE responsibility for students with disabilities who are placed by the court or a State agency.
- ***Backmapping.*** Backmapping is a process used to assign accountability status to feeder schools within a district. Backmapping attributes the grade 3 assessment score of a student to the feeder school in which the student was enrolled in earlier grades as well as to the school in which the student took the assessment. The data of continuously enrolled students from each feeder school are aggregated to determine the accountability of those schools. See http://www.emsc.nysed.gov/irts/sirs for a list of backmapping schools in 2008–09.
- ***BEDS Code.*** A BEDS code is a 12-digit Basic Educational Data System (BEDS) code assigned by the New York State Education Department that uniquely identifies schools, districts, and other institutions. BEDS codes can be found at: http://portal.nysed.gov/pls/pref/SED.sed_inst_qry_vw$.startup .
- ***Child-Care Institutions (DSS).*** Any facility serving thirteen or more children licensed by the Department of Social Services and operated by an authorized agency pursuant to Social Services Law (18NYCRR §441.2(f)).
- ***Children's Residential Project.*** Programs specifically designed to meet the educational and residential needs of children with developmental disabilities currently placed, or at risk of out-of-state placement, by the education system. These programs provide education services as approved private schools under Education Law and residential services as

Intermediate Care Facilities for the Developmentally Disabled certified by the Office Mental Retardation and Developmental Disabilities.

- ***Cohorts.*** See Appendix 19: High School Cohort Definitions.
- ***Community Residence (OMH).*** A program that provides a therapeutic environment for six to eight children and adolescents with serious emotional disturbances (14NYCRR 594.4(a)(3)).
- ***Community Residence (OMRDD).*** A facility providing housing, supplies, and services for persons who are developmentally disables, including supervised community residences (facilities with staff on site or proximately available at all times when the persons are present) and supportive community residences (facilities providing practice in independent living under variable amounts of oversight delivered in accordance with the person's needs for such supervision) (14NYCRR 686.99(l)).
- ***Continuously Enrolled Students.*** At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.
- ***Crisis Residence (OMH).*** A program that provides a short-term (1 to 21 days) crisis residential option for children and adolescents (14NYCRR 594.4(a)(4)).
- ***Crisis Respite (DSS).*** The provision of brief and temporary care and supervision of children for the purpose of relieving parents or foster parents of the care of children or foster children at a time of need for support (Social Services Law §435.3(d)).
- ***Developmental Center (OMRDD).*** A large, State-operated intermediate care facility for the developmentally disables (14NYCRR).
- ***Domestic Violence Shelter (DSS).*** A congregate residential facility with a capacity of 10 or more persons, including adults and children, organized for the exclusive purpose of providing temporary shelter, emergency services, and care to victims of domestic violence and their minor children (18NYCRR §453.2(b)).
- ***Dropout.*** A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented to have entered another program leading to a high school diploma or an approved program leading to a high school equivalency diploma. The NYSED reports an annual and cohort dropout rate. A student who leaves during the school year without documentation of a transfer to another program leading to a high school diploma or to an approved high school equivalency program or to a high school equivalency preparation program is counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year. Students who resume and continue enrollment until graduation are not counted as dropouts in the cohort dropout calculation. In computing annual dropout rates, students who are reported as having been counted by the same school as a dropout in a previous school year are not counted as a dropout in the current school year.
- ***Effective Annual Measurable Objective.*** The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The

Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP.

- ***Embargoed Data.*** Embargoed data are data that cannot be discussed at public meetings or released to the public or the media until the NYSED public release date. This public release is often made by the Commissioner.
- ***Emergency Poster Family Boarding Home (DSS).*** Care provided in a home certified and designated by an authorized agency exclusively for emergency use by children to provide temporary care and services to children who enter foster care in a crisis situation that is expected to be resolved within 60 days so that the children can be reunited with their family (18NYCRR §446.2).
- ***Family-Based Treatment (OMH).*** A family-care program that provides care and treatment to children and adolescents with serious emotional disturbances (14NYCRR 594.4(a)(7)).
- ***Family Homes at Board.*** For purposes of education, this term as used in §3202.4 of the Education Law includes community residences, agency-operated boarding homes, group homes, foster homes, family-based treatment programs, family care homes, therapeutic foster homes, and family homes.
- ***Feeder School.*** A feeder school is an early-grade elementary school that does not serve students in grade 3 or above (i.e., its enrollment is restricted to PK–1, K–1, PK–2, K–2, or 1–2) and, therefore, does not administer State assessments. Schools serving grade 3 students received from a feeder school within the district are required to identify the feeder school.
- ***Foster Family Free Home (DSS).*** Care provided to a child by an authorized agency by a family other than that of the child's relatives for the purpose of adoption or for the purpose of providing care (18NYCRR 441.2(j)).
- ***Graduate.*** Student awarded a local or Regents diploma.
- ***Group Home (DSS).*** A family-type home operated by an authorized agency for the care and maintenance of no fewer than seven and no more than 12 children who are at least five year of age (18NYCRR 441.2(h)).
- ***High School Equivalency Preparation Programs.*** High school equivalency preparation programs, commonly known as GED programs, fall into the following three categories:
    - *Alternative High School Equivalency Preparation Program* (AHSEPP) - a program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education.
    - *High School Equivalency Preparation Program* (HSEPP) or Employment Preparation Program (EPP) - a program of preparation for the High School Equivalency Examination for students 18 to 20 years old as described in Sections 100.7(i) and 168 of the Regulations of the Commissioner of Education.
    - *Other Equivalency Preparation Programs* - other programs leading to high school equivalency diplomas, including programs operated by community colleges, proprietary schools, or evening programs at high schools.

(See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.)

- ***Homebound Student.*** A homebound student is a student who is unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician and is instructed at home or in a hospital by a tutor provided by the school district in which the student resides.
- ***Home-schooled Student.*** A home-schooled student is a student who is instructed at home by a parent, guardian, or tutor employed by the parent or guardian and by request of the parent or guardian and has a home-school plan approved and supervised by the district. Home-schooled students need to be reported in SIRS only if they take a State assessment.
- ***Homeless Student.*** A homeless student is one who; 1) lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; awaiting foster care placement; or a migratory child, as defined in subsection 2 of Section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or 2) has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placement or receiving educational services.
- ***Immigrant.*** Students who are considered immigrants:
  - Students who were born outside the United States and were subsequently adopted by U.S. citizens, even though these students may never need Title III services;
  - Students who were born outside the United States to parents who now reside in the United States as resident aliens or are in the United States on work visas;
  - Students who were born outside the United States to parents who now reside in the United States as permanent resident aliens; or
  - Children adopted from overseas as United States citizens who require extensive new language and cultural skills.

  Students who were born on a United States military base, were born outside the United States to United States military personnel, were born as United States citizens outside the United States and do not require extensive new language and cultural skills, or are in the United States on a temporary basis to attend school (such as through a foreign exchange educational program) are *not* immigrants. Students from American Samoa, Guam, Northern Marianna Islands, Puerto Rico, US Minor Outlying Islands, and US Virgin Islands are not considered immigrants.
- ***Individualized Residential Alternative (OMRDD).*** A facility providing room, board, and individualized protective oversight (14NYCRR 686.99(l)(2)(iii)).

- ***Initial Evaluation for Special Education Services.*** The evaluation that must be conducted whenever a preschool-age child or a school-age child is referred to the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) for an individual evaluation to determine if the child is first eligible for special education services. An initial evaluation is also conducted for a previously eligible student who was declassified or for a student who was previously evaluated and determined ineligible who is later referred to the CPSE or CSE to determine special education eligibility. A child who is identified as a preschool child with a disability and upon attaining school age is referred to the CSE to determine his or her eligibility for school-age special education services receives a "re-evaluation," not an "initial evaluation."
- ***Intermediate-Care Facility (OMRDD).*** Housing providing each person receiving services with room and board, continuous 24-hour-a-day intensive support with medical and/or behavioral services, and training in daily living skills (Part 681 of Mental Hygiene Law).
- ***Long-Term Absence.*** Any student who has been absent without a valid excuse for twenty (20) or more consecutive days as of the last expected day of attendance for the school year should be coded as a "long-term absence." The last day of actual attendance should be entered as the enrollment record ending date with a Reason for Ending Enrollment Code of 391. If such a student is of compulsory school age and is a resident of the district, he or she must remain on the school register and the school may use the optional Reason for Beginning Enrollment Code 8294. Note: If the student's last enrollment record for the school year ends with Reason for Ending Enrollment Code 391, the student will be counted in the annual dropout rate in the year reported. If the student, counted as a dropout, returns to school and drops out in a subsequent school year, a Reason for Ending Enrollment Code of 357 should be entered on the student's enrollment record, if appropriate. This code indicates that the student was counted as a dropout in a previous year and should not be counted in the current year.
- ***Medically Excused.*** Students who are incapacitated by illness or injury during the entire test administration and make-up periods at the elementary/middle level and have on file documentation from a medical practitioner that they were too incapacitated to be tested at the school, at home, or in a medical setting are considered medically excused from testing. These students are not included in the accountability calculations for schools, districts, or the State. Students at the secondary level may not be medically excused from testing.
- ***Migrant.*** A student is a migrant child if the student is, or the student's parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: has moved from one school district to another; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal employment in agriculture or fishing. All students eligible to be served by programs supported with Title I - Part C funds should have a Certificate of Eligibility signed by a parent or guardian and filed with the Superintendent of schools.
- ***Neglected/Delinquent.***
  - *Neglected:* Children who have been committed to an institution or voluntarily placed in the institution under applicable State law because of the abandonment by, or neglect

by, or death of parents. (Note: this does not include foster children living on a household rather than a group home or institution.)

- *Delinquent:* Children who have been adjudicated delinquent or persons in need of supervision. The term "delinquent children" also refers to students who are placed in an adult correctional institution in which children reside.

- ***Noncompleter.*** Beginning with the 2001–02 school year, any student who dropped out or entered a high school equivalency preparation program will be counted as a high school noncompleter. Each high school's noncompletion rate (the sum of the dropout rate and the transfer-to-high-school-equivalency-preparation-program rate) will be reported on the New York State School Report Card along with the two component rates. Federal standards require that students leaving high school diploma programs to enter equivalency programs be counted as noncompleters.
- ***nySTART.*** nySTART (New York State Testing and Accountability Reporting Tool) is a Web-based tool (available at www.nySTART.gov) that provides authorized users with access to assessment and verification reports and New York State Report Cards.
- ***NYSVLS.*** The New York State Virtual Learning System (NYSVLS) is a Web-based tool (available at http://eservices.nysed.gov/vls/welcome.do) that provides a centralized location for resources and tools of instructional content for teachers to assist students in meeting the State's learning standards. Online professional development opportunities are also available through NYSVLS.
- ***Performance Index.*** Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language art, mathematics, or science.
- ***Progress Target.*** For accountability groups whose Performance Index (PI) (in science) or graduation rate (in graduation rate) is below the State Standard, the Progress Target is the PI the group must achieve as an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics. The Progress Target is based a point improvement over the previous year's performance.
- ***Residential Respite (OMRDD).*** The provision of short-term overnight stays in an OMRDD-operated, certified, or approved site that is not a private residence (14NYCRR 686.99(ag)).
- ***Residential Treatment Facility (OMH).*** A community-based psychiatric inpatient facility designed to provide the level of supervision, medical oversight, and psychiatric treatment required by children and adolescents with severe emotional disabilities (13NYCRR Part 589).
- ***Safe Harbor Target.*** For accountability groups whose Performance Index (PI) in English language arts or mathematics is below the Effective Annual Measurable Objectives (AMOs), the Safe Harbor target is the PI the group must achieve as an alternate method for making Adequate Yearly Progress (AYP). The Safe Harbor Target is based a ten percent improvement over the previous year's performance.
- ***Safety Net.*** The safety net allows eligible students who fail a Regents examination required for graduation to meet the requirement for a local diploma by passing the corresponding Regents Competency Test (RCT), or an approved RCT alternative, in that subject. The student may take the RCT before or after taking the Regents examination. The safety net is available to:

1. any student who is classified as disabled by the district CSE at any time; and
2. students with disabilities who have been declassified at any time between grades 8 and 12, this only applies to subjects recommended and documented by the CSE at time of declassification; and
3. general-education students identified under Section 504, for each subject specifically identified in their 504 Accommodation Plan by the Multidisciplinary Team.

Students who first entered grade 9 on or after September 1996 are not eligible to take the Native Language Writing Test and must earn a passing score on the Regents Comprehensive Examination in English regardless of their year of first entry into a school where the predominant language is English.

- ***School Choice.*** Each school district with a Title I school in school improvement or corrective action status must authorize students in the school to transfer to another public school in the district that has *not* been identified for Title I improvement. In providing the transfer option, the district must give priority to the lowest-achieving students from low-income families. The district must pay the cost of transportation for students participating in this option.
- ***School Year.*** A school year is July 1 through June 30.
- ***Science Standard.*** The State Science Standard is the criterion value that represents a minimally satisfactory performance in science. Currently, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The commissioner may raise the State Science Standard at his discretion in future years.
- ***SPP Indicator 7.*** The "Preschool Outcomes" section (Indicator 7) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, which identifies the percent of preschool children with Individualized Education Programs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.
- ***SPP Indicator 11.*** The "Child Find" section (Indicator 11) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, developed as a result of requirements in the reauthorized Individuals with Disabilities Education Act (IDEA), section 616(b). This section deals with the percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
- ***SPP Indicator 12.*** The "Early Childhood Transition" section (Indicator 12) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, developed as a result of requirements in the reauthorized Individuals with Disabilities Education Act (IDEA), section 616(b). This section deals with the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- ***Supplemental Services.*** Each school district with a Title I school in school improvement (year 2) or higher status must arrange for low-income students to receive supplemental educational services from a provider approved by the State. The parents must select from a list of approved providers who meet NYSED's objective criteria and whose performance is monitored.

Appendix 22: Glossary of Terms

- ***Temporary Use Beds (OMRDD).*** Beds designated on a facility operating certificate for temporary use for time-limited stays of developmentally disabled persons (14NYCRR 686.15).
- ***United States.*** The term "United States" means all fifty States of the United States and the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, Northern Marianna Islands, US Minor Outlying Islands and US Virgin Islands.
- ***Universal Pre-K Programs.*** Universal Pre-K programs are Pre-K programs funded pursuant to Section 3602-e of Education Law. These programs are operated by the school district or by other eligible agencies under a contractual agreement with the school district.
- ***Valid Score.*** A valid score is a score received on an assessment. Administrative errors, medically excused, refusals, and absences are not considered valid scores.

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Appendix C_1_3: NSC Signed Contract

StudentTracker Agreement for State of New York

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse ("Clearinghouse"), a not-for-profit corporation organized under the laws of the Commonwealth of Virginia, and the undersigned state education agency ("State") agree as follows:

NATIONAL STUDENT CLEARINGHOUSE

Ricardo D Torres
Signature

Ricardo D. Torres
Print Name

President
Title

5-21-10
Date

www.studentclearinghouse.org

Fax: 703-742-4234

Email: graham@studentclearinghouse.org

New York State Education Department
State Education Agency

Mary E. Clerkin 5/20/10
Signature Date

Mary Ellen Clerkin
Print Name

Assistant Counsel & Authorized Counsel Officer
Title (legal notices will be sent to this individual)

89 Washington Avenue
Street Address

Albany, NY 12234
City/State/Zip

518-474-6400
Telephone

mclerkin@mail.nysed.gov
Email

Scope of Agreement (check one):

- ☐ Single study for state agency
- ☐ State agency subscription (multiple submissions)
- ☒ Statewide subscription (includes all public high schools and districts)

RECEIVED
MAY 21 2010
By VG-CH

The terms of this Agreement incorporate Paragraphs 1 through 10 attached.

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StudentTracker Agreement for State of New York

1. **Background.** The Clearinghouse provides a nationwide, central repository of information on the enrollment status and educational achievements of postsecondary students. Participating educational institutions submit to the Clearinghouse information on the enrollment statuses of all of their students and listings of the alumni to whom they have awarded degrees or certificates. They appoint the Clearinghouse as their agent for purposes of reporting student information to authorized recipients.

2. **Request Files.** State will submit to the Clearinghouse lists ("Request Files") of persons in order to obtain data on their enrollment status and educational achievements at postsecondary educational institutions. State agrees to format and submit Request Files in accordance with Clearinghouse published specifications.

   a. The term of agreement will include all requests concerning public high schools and school districts in New York for a one-year period beginning with the signing of this agreement. Individual schools or districts wishing to submit Request Files will have to sign a StudentTracker for High Schools Agreement and participate in DiplomaVerify, but will not be required to pay an additional fee during the term of this agreement. State may also disseminate results to principals, teachers, and other school officials at the school or district to which the data relates.

3. **Response Files.** The Clearinghouse will promptly compare Request Files with its postsecondary student database and provide State with information ("Response Files") on the enrollment and academic achievements of the individuals in the Request Files. Characteristics and limitations on the use of the information in the Response Files are as follows:

   a. The information in the Response Files will include enrollment and academic achievement information for institutions attended by individuals in the Request File subsequent to the Last Date of Attendance at the secondary level.

   b. State agrees that it may only disclose the data provided by the Clearinghouse to other school officials within the parameters described in Paragraph 2 above whom it has determined to have legitimate educational interests as defined by FERPA, or to researchers who have a written agreement with the State to perform research or analysis for and on behalf of the State, as authorized by FERPA, and under the terms of this agreement.

   c. State agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organizations, other than those identified above, either in student or institution identifiable form, without the Clearinghouse's express written permission.

   d. Regarding postsecondary data, the parties agree that the Clearinghouse does not release or confirm Social Security numbers under this Agreement and releases only unblocked directory information, as defined in FERPA, unless FERPA authorizes disclosure without consent.

   e. The Clearinghouse agrees to destroy all personally identifiable, non-directory information received from State when it is no longer needed for audit or similar regulatory purposes.

4. **Disclaimers of Liability.** State understands and agrees that the Clearinghouse releases only information that has been provided by postsecondary educational institutions participating in the Clearinghouse. Accordingly, the Clearinghouse does not warrant or guarantee the completeness, accuracy or reliability of the enrollment information in its database. The Clearinghouse specifically disclaims any responsibility or liability for errors or omissions in information provided by educational institutions, including direct,

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indirect, incidental, special, or consequential damages resulting from State's use of information released by the Clearinghouse under this Agreement.

5. **Indemnification and Insurance.** The Clearinghouse agrees to indemnify and hold State harmless from any loss, cost, damage or expense suffered by State as a direct result of the Clearinghouse's failure to comply with its obligations under this Agreement. The Clearinghouse agrees to maintain insurance covering errors and omissions in its data processing operations in the amount of at least two million dollars ($2,000,000).

6. **Fees.** In consideration of the services provided by the Clearinghouse under this Agreement, State agrees to pay the Clearinghouse a fee of $113,272 for the first year of this Agreement. For future years, the fee will be based on the Clearinghouse's Schedule of Fees for this service. State agrees to submit payment of applicable fee within thirty (30) days of receipt of a bill from the Clearinghouse.

7. **Acknowledgement.** State agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.

8. **Security.** The parties will adhere to generally accepted policies on information security, access and employee controls in the handling of personally identifiable confidential information. Such policies will adhere to best practices and standards within the education community related to information security and will include technical, operational and physical controls which will be reflected in a comprehensive information security policy. In the event either party is subject to a data release incident or data breach whereby such information is released to unauthorized parties, such party will immediately notify the other party unless otherwise instructed by law enforcement. The parties agree to comply with all applicable Federal, State, and local statutes, regulations, and other requirements pertaining to the security, confidentiality, and privacy of information maintained by the Clearinghouse..

9. **Notices.** State agrees to provide all notices to the Clearinghouse under this Agreement to:

   National Student Clearinghouse
   2300 Dulles Station Blvd., Suite 300
   Herndon, VA 20171
   Attn: Vickie Graham, Contract Admin.

   The Clearinghouse agrees to provide all notices under this Agreement to State to the signatory and address on Page 1 of this Agreement unless otherwise instructed in writing by State. The Clearinghouse considers the signatory to this Agreement as its primary contact for all operational and systems issues related to StudentTracker unless otherwise instructed in writing by State.

10. **Modification, Termination, and Assignment.** This Agreement may be modified by written, mutual agreement of the parties and remains in effect until terminated by either party by providing sixty (60) days written notice to the other party. The Clearinghouse may assign this Agreement without consent to a successor or wholly owned subsidiary. All representations, warranties, disclaimers of liabilities, indemnifications, and covenants between the parties will survive the termination of this Agreement for any reason and in any manner and will remain in full force and effect between the parties.

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Attachment 1 (for Districts to complete)
StudentTracker Agreement

Participating High Schools

District Name	
Date	

School Name

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Attachment 2:
StudentTracker Agreement

NATIONAL STUDENT CLEARINGHOUSE
SCHEDULE OF FEES FOR SECONDARY SCHOOLS
Published May 15, 2007 and Effective Until Further Notice

The State of New York has entered into an agreement which covers the subscription fee for all public high schools and districts in New York. Upon expiration or termination of this statewide subscription, high schools and/or high school districts wishing to continue their participation in the StudentTracker for High Schools program will need to pay an annual subscription fee, which is currently $425.00 per high school.

Regardless of the foregoing, any high schools that meet the following criteria may participate in the program at **no charge**:

- Have a total enrollment of less than 300 students, AND
- Are located in a district where two or more high schools pay the full annual StudentTracker for High Schools subscription fee.

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Attachment 3

STUDENTTRACKER FOR HIGH SCHOOLS
CONTACT LIST

School/ District Name:_____

*Executive Contact

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

*Billing Contact
(Person to receive billing invoice)

Name: _____ Title: _____

Billing Address: _____

_____

Email Address: _____ Phone Number: _____

*Technical Contact(s)
(Person(s) responsible for creating, sending and receiving file data)

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

Please FAX completed contact list to the StudentTracker Department: 703-733-4196

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Appendix C_1_4: National Student Clearinghouse Agreement

StudentTracker Agreement for Educational Organizations and Agencies

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse, a not-for-profit corporation organized under the laws of Virginia (the "Clearinghouse") and the New York State Education Department ("NYSED") and The Parthenon Group LLc ("Parthenon") agree as follows. NYSED and Parthenon shall be termed collectively as the "Requestors."

1. The Clearinghouse provides a central, nationwide repository of information on the enrollment status and educational achievements of postsecondary students. Participating educational institutions submit to the Clearinghouse information on the enrollment statuses of all their students and listings of the alumni to whom they have awarded degrees or certificates. They appoint the Clearinghouse as their agent for purposes of reporting student information to authorized recipients.

2. At any time during the contract period, Requestor may submit to the Clearinghouse lists and/or individual names ("Request Files") of persons in order to obtain data on their enrollment status and educational achievements at educational institutions. The Requestor agrees to format and submit Request Files in accordance with Clearinghouse published specifications. Requestor's Request Files will contain one data pull of approximately 150,000 graduates of New York high schools

3. The Clearinghouse will promptly compare Request Files with its database and provide the Requestor with information ("Response Files") on the enrollment and academic achievements of the individuals in the Request Files that is provided by postsecondary institutions to the Clearinghouse. Characteristics and limitations on the use of the information in the Response Files are as follows:

    a. The information in the Response Files will include post-secondary enrollment and attainment of certificate/degree information for institutions attended subsequent to the Last Date of Attendance for individuals in the Request Files.

    b. Requestor agrees that its use of the data provided by the Clearinghouse is limited as follows: Use of the data by officials of the NYSED with a legitimate interest in the information as defined by FERPA and by the staff of Parthenon, as agent for NYSED, with a legitimate interest in the information as defined by FERPA for the purpose of tracking the post secondary achievements of individuals attending New York public secondary education institutions.

    c. Requestor agrees that it will communicate data contained in StudentTracker Response Files to individuals within their own organizations. Requestor agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organization, other than those identified above, either in student or institution identifiable form, without the

Clearinghouse's express written permission and payment of any additional fees that may be required except that the aggregate data which does not identify individuals or institutions may be released to the Bill and Melinda Gates Foundation for the purposes of evaluating the grant funding this research.

d. The parties agree that the Clearinghouse does not release or confirm social security numbers under this Agreement and releases only unblocked directory information, as defined in FERPA unless FERPA authorizes disclosure without consent.

e. The Clearinghouse agrees to destroy all personally identifiable, non-directory information received from the Requestor when it is no longer needed.

4. The Requestor understands and agrees that the Clearinghouse releases only information that has been provided by educational institutions participating in the Clearinghouse. Accordingly, the Clearinghouse does not warrant or guarantee the completeness, accuracy or reliability of the enrollment information in its database. The Clearinghouse specifically disclaims any responsibility or liability for errors or omissions in information provided by educational institutions, including direct, indirect, incidental, special, or consequential damages resulting from the Requestor's use of information released by the Clearinghouse under this Agreement and Requestor will indemnify and hold the Clearinghouse harmless from any such liability.

5. The Clearinghouse agrees to indemnify and hold the Requestor harmless from any loss, cost, damage or expense suffered by the Requestor as a direct result of the Clearinghouse's failure to comply with its obligations under this Agreement. The Clearinghouse agrees to maintain insurance covering errors and omissions in its data processing operations in the amount of at least two million dollars ($2,000,000).

6. In consideration of the services provided by the Clearinghouse under this Agreement, the Requestor agrees to pay the Clearinghouse a fee equal to $0.54 per record for a one-time record pull. The Requestor agrees to submit payment of applicable fees within thirty (30) days of receipt of a bill from the Clearinghouse. In the event Requestor wishes to convert to a statewide agreement within six month of the signing of this agreement, payments made hereunder can be applied to the then-applicable statewide fee for the balance of the year.

7. The Requestor agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.

8. The Requestor agrees to provide all notices to the Clearinghouse under this Agreement to:

National Student Clearinghouse
2300 Dulles Station Boulevard, Suite 300
Herndon, VA 20171
Attn: Vickie Graham, Contract Admin.

and systems issues related to StudentTracker unless otherwise instructed in writing by the Requestor.

10. This Agreement may be modified by written, mutual agreement of the parties and remains in effect until terminated by either party by providing thirty (30) days written notice to the other parties.

NATIONAL STUDENT CLEARINGHOUSE

Signature Ricardo D Torres

Name Ricardo D. Torres

Title President

Date April 29, 2009

www.studentclearinghouse.org

NEW YORK STATE EDUCATION DEPARTMENT

Signature

Name Kathy A. Ahearn

Title Counsel and Deputy Commissioner

Date April 28, 2009

Address 89 Washington Avenue

City/St/Zip Albany, NY 12223

E-Mail Address kahearn@mail.nysed.gov

Telephone (518) 474-6400

THE PARTHENON GROUP LLC

Signature Tamara B Battaglino

Name TAMARA B BATTAGLINO

Title Partner

Date 4/28/09

Address 200 State St.

City/St/Zip Boston / MA / 02109

E-Mail Address tammyb@parthenon.com

Telephone 617-478-4625

APR 28 2009

VG-eH

Appendix C_1_5: National Student Clearinghouse Agreement Ammendment

AMENDMENT to the Agreement between the National Student Clearinghouse, a not-for-profit corporation organized under the laws of Virginia (the "Clearinghouse") and the New York State Education Department ("NYSED") and The Parthenon Group ("Parthenon"). NYSED and Parthenon shall be termed collectively as the "Requestors."

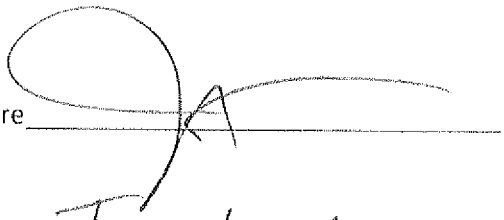
A. Requestors have elected to exercise their option under Paragraph 6 of the above referenced agreement to convert the Agreement to a Statewide agreement allowing the use of data and the submission of files by individual schools and districts within the state of New York without cost to such schools and districts during the period of this Agreement.
B. To permit such use for the remainder of the initial contract year until May 7, 2010, the Requestors will pay the Clearinghouse the additional sum of $24,416 on receipt of invoice. Future renewal terms are subject to execution of a new or amended Agreement with the Clearinghouse, and will be based on the Clearinghouse standard rates.
C. In order to access the reports, individual districts will have to execute standard StudentTracker agreements, and the individual districts will be responsible for ensuring that their requests comply with all applicable confidentiality statutes, including but not limited to the Family Educational Rights and Privacy Act; however, these agreements will provide that the fees are covered under the Statewide agreement.

All other terms and conditions of the Agreement remain in full force and effect.

Accepted and Agreed:

NATIONAL STUDENT CLEARINGHOUSE	NEW YORK STATE EDUCATION DEPARTMENT
Signature Ricardo D Torres	Signature Mary Ellen Clerkin
Name Ricardo D. Torres	MARY ELLEN CLERKIN Authorized Contract Officer
Title President	Date 10/8/09
Date October 15, 2009	

THE PARTHENON GROUP

Signature 

Name Joseph McKown

Title Sr. Principal

Date 10/13/09

Appendix C_1_6: P-16 Data System Strategic Planning

University of the State of New York

P-16 Data System Strategic Planning

Executive Committee Meeting Update

July 24, 2009

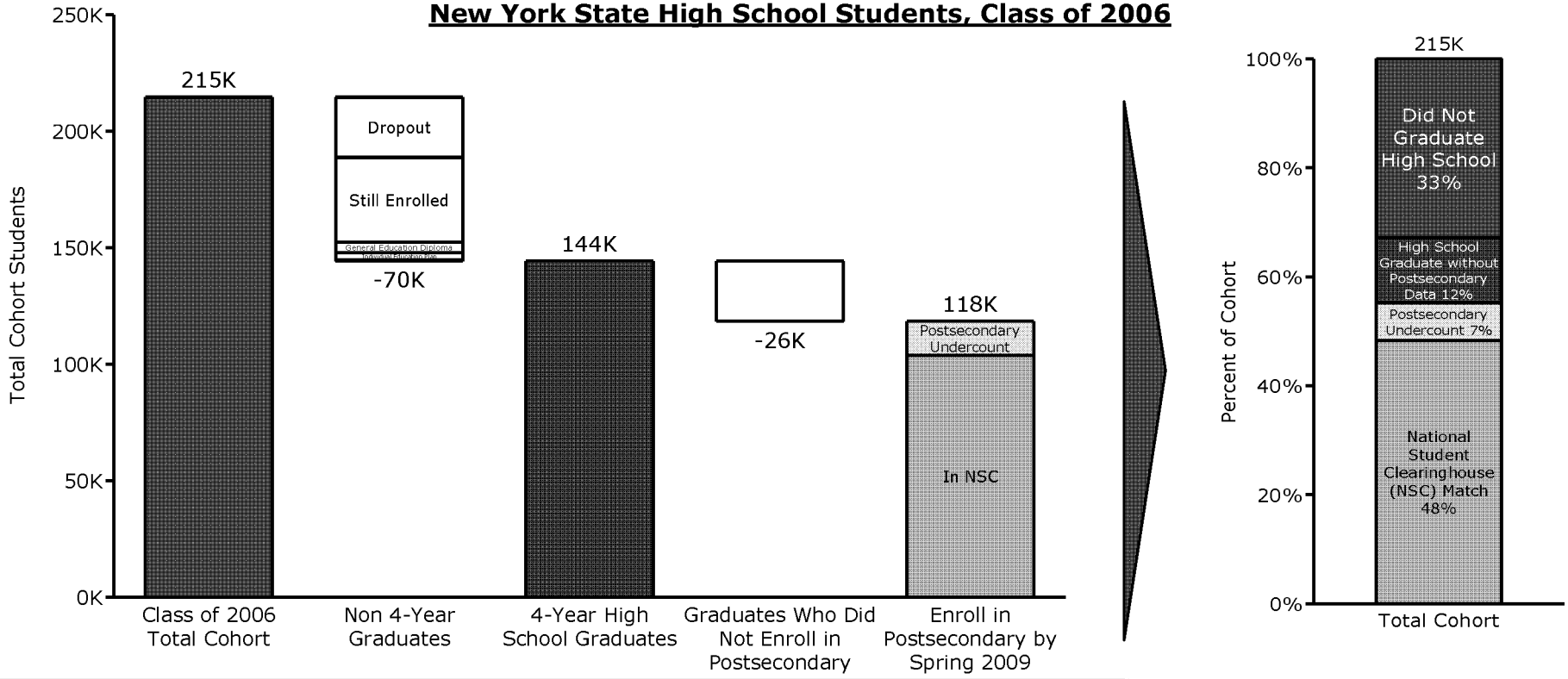
THE PARTHENON GROUP

Boston • London • Mumbai • San Francisco

Post-secondary Enrollment and Persistence

More Students Fall Off the Post-secondary Enrollment Pipeline While in High School Than After High School Graduation

Secondary and Post-secondary Trajectory of
New York State High School Students, Class of 2006



% of Cohort:	100%	67%	55%
% of Graduates:		100%	82%

Policy Consideration: **To what extent might post-secondary enrollment rates of graduates be used in conjunction with secondary graduation rates to evaluate districts' success?**

Note: "Undercount" represents the difference between NY's estimated number of college-goers and the number of records matched by the National Student Clearinghouse. "Additional estimated CUNY" reflects the additional NYC DOE graduates not matched with NSC data. Blocked records represent those records either blocked by the post-secondary institution or student. 72% of graduates were matched in the NSC. NSC match as of April 2009. College-going rates exclude 5 and 6-year high school graduates. If included, and if later graduates attend postsecondary at similar rates to 4-year graduates, ~60% of the total cohort could eventually enroll in post-secondary
Source: NYSED Data; National Student Clearinghouse

Post-Secondary Enrollment and Persistence

The Combination of Diploma Type and ELA Regents Exam Score Is Indicative of Post-secondary Enrollment and Persistence

	Percent of Graduates	Percent of Graduates Enrolling in Post-secondary		Percent of Enrollees Persisting in Post-secondary
Advanced Regents Diploma AND Above 75 on ELA Regents	38%	4-Year: 76% 2-Year: 11%	Total: 87%	91%
Advanced Regents Diploma AND Below 75 on ELA Regents	3%	4-Year: 47% 2-Year: 29%	Total: 76%	80%
Regents Diploma AND Above 75 on ELA Regents	27%	4-Year: 40% 2-Year: 32%	Total: 72%	72%
Regents Diploma AND Below 75 on ELA Regents	14%	4-Year: 24% 2-Year: 39%	Total: 63%	60%

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY
Source: NYSED Data; National Student Clearinghouse

Updated

Post-Secondary Enrollment and Persistence

The Combination of Diploma Type and ELA Regents Exam Score Is Indicative of Post-secondary Enrollment and Persistence

	Percent of Graduates	Percent of Graduates Enrolling in Post-secondary		Percent of Enrollees Persisting in Post-secondary	
Advanced Regents Diploma AND Above 75 on ELA Regents	38%	4-Year: 76% 2-Year: 11%	Total: 87%	4-Year: 93% 2-Year: 73%	Total: 91%
Advanced Regents Diploma AND Below 75 on ELA Regents	3%	4-Year: 47% 2-Year: 29%	Total: 76%	4-Year: 88% 2-Year: 67%	Total: 80%
Regents Diploma AND Above 75 on ELA Regents	27%	4-Year: 40% 2-Year: 32%	Total: 72%	4-Year: 82% 2-Year: 60%	Total: 72%
Regents Diploma AND Below 75 on ELA Regents	14%	4-Year: 24% 2-Year: 39%	Total: 63%	4-Year: 72% 2-Year: 53%	Total: 60%

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

Source: NYSED Data; National Student Clearinghouse

New

Post-Secondary Enrollment and Persistence

The Combination of Diploma Type and Math Regents Exam Score Is Similarly Indicative of Post-secondary Enrollment and Persistence

	Percent of Graduates	Percent of Graduates Enrolling in Post-secondary		Percent of Enrollees Persisting in Post-secondary	
Advanced Regents Diploma AND Above 75 on Math Regents	37%	4-Year: 75% 2-Year: 12%	Total: 86%	4-Year: 93% 2-Year: 73%	Total: 90%
Advanced Regents Diploma AND Below 75 on Math Regents	3%	4-Year: 61% 2-Year: 22%	Total: 83%	4-Year: 90% 2-Year: 70%	Total: 85%
Regents Diploma AND Above 75 on Math Regents	26%	4-Year: 39% 2-Year: 32%	Total: 71%	4-Year: 81% 2-Year: 58%	Total: 71%
Regents Diploma AND Below 75 on Math Regents	16%	4-Year: 28% 2-Year: 37%	Total: 65%	4-Year: 76% 2-Year: 56%	Total: 64%

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

Source: NYSED Data; National Student Clearinghouse

Post-secondary Enrollment and Persistence

Persistence Drops Markedly for Students Not Achieving Either a 75 on the ELA Regents Exam or an Advanced Regents Diploma

	Advanced Regents Diploma	Regents Diploma	Local Diploma
75 or Above on ELA Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **79%**	• % of Graduates Enrolling and Persisting in Post-secondary: **52%**	• % of Graduates Enrolling and Persisting in Post-secondary: **37%**
Below 75 on ELA Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **61%**	• % of Graduates Enrolling and Persisting in Post-secondary: **38%**	• % of Graduates Enrolling and Persisting in Post-secondary: **23%**

Policy Considerations: **What is the appropriate mix of the use of diploma type and Regents Exam scores as a demonstration of college readiness?**

What is the right target/goal for post-secondary enrollment and persistence?

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY

Source: NYSED Data; National Student Clearinghouse

Updated

Post-secondary Enrollment and Persistence

Persistence Drops Markedly for Students Not Achieving Either a 75 on the ELA Regents Exam or an Advanced Regents Diploma

Percentage of Graduates Enrolling AND Persisting in Postsecondary

	Advanced Regents Diploma	Regents Diploma	Local Diploma
75 or Above on ELA Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **79%**	• % of Graduates Enrolling and Persisting in Post-secondary: **52%**	• % of Graduates Enrolling and Persisting in Post-secondary: **37%**
Below 75 on ELA Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **61%**	• % of Graduates Enrolling and Persisting in Post-secondary: **38%**	• % of Graduates Enrolling and Persisting in Post-secondary: **23%**

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

Source: NYSED Data; National Student Clearinghouse

New

Post-secondary Enrollment and Persistence

Persistence Drop is Similar for Students Not Achieving Either a 75 on the Math Regents Exam or an Advanced Regents Diploma

Percentage of Graduates Enrolling AND Persisting in Postsecondary

	Advanced Regents Diploma	Regents Diploma	Local Diploma
75 or Above on Math Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **78%**	• % of Graduates Enrolling and Persisting in Post-secondary: **50%**	• % of Graduates Enrolling and Persisting in Post-secondary: **34%**
Below 75 on Math Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **70%**	• % of Graduates Enrolling and Persisting in Post-secondary: **42%**	• % of Graduates Enrolling and Persisting in Post-secondary: **23%**

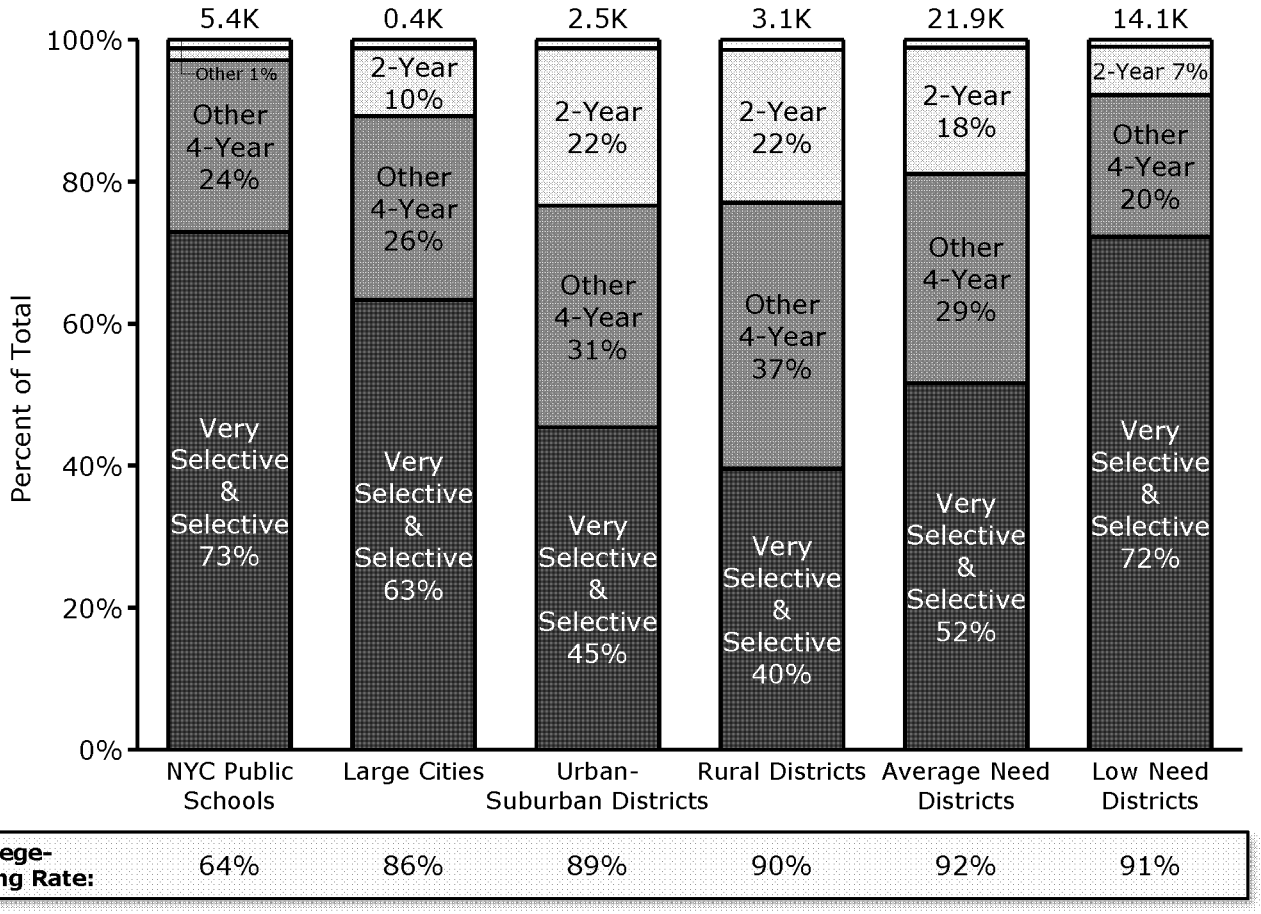
Note: Excludes students with no Math A score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

Source: NYSED Data; National Student Clearinghouse

Post-secondary Enrollment and Persistence

Post-secondary Enrollment of Even the Most "College-Ready" Students Varies Considerably by District Need

Selectivity of First Institution Attended for High School Graduates Earning an Advanced Regents Diploma AND Scoring Above 75 on the ELA Regents Exam



College-Going Rate:	64%	86%	89%	90%	92%	91%

Policy Considerations:

What changes could be made to improve high need rural and urban-suburban districts' top performers' access to selective post-secondary options?

How can education policy best be modeled to attract and retain the State's best high school students in New York's public post-secondary institutions?

Note: "Other" includes specialty schools, 4-year schools without identifiable selectivity, and schools less than 2-years. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. NSC match as of April 2009. NSC match as of April 2009. 95% of degrees conferred by April 2009 are Associate's. Includes only graduates who attend a post-secondary institution

Source: NYSED Data; National Student Clearinghouse

New

Post-Secondary Enrollment and Persistence

The Combination of Diploma Type and ELA and Math Regents Scores Are Indicative of College Enrollment and Persistence

	Percent of Graduates	Percent of Graduates Enrolling in Post-secondary		Percent of Enrollees Persisting in Post-secondary	
Advanced Regents Diploma AND Above 75 on All ELA and Math A Regents Taken	35%	4-Year: 76% 2-Year: 11%	Total: 87%	4-Year: 93% 2-Year: 73%	Total: 91%
Advanced Regents Diploma AND Not Above 75 on All ELA and Math A Regents Taken	6%	4-Year: 56% 2-Year: 24%	Total: 80%	4-Year: 89% 2-Year: 68%	Total: 83%
Regents Diploma AND Above 75 on All ELA and Math A Regents Taken	19%	4-Year: 43% 2-Year: 30%	Total: 73%	4-Year: 84% 2-Year: 60%	Total: 74%
Regents Diploma AND Not Above 75 on All ELA and Math A Regents Taken	23%	4-Year: 27% 2-Year: 37%	Total: 65%	4-Year: 75% 2-Year: 55%	Total: 63%

Note: Excludes students with no ELA score; NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

Source: NYSED Data; National Student Clearinghouse

New

Post-secondary Enrollment and Persistence

Persistence Drops Markedly for Regents and Local Diploma Students Scoring Below 75 on Both ELA & Math Regents

Percentage of Graduates Enrolling AND Persisting in Postsecondary

	Advanced Regents Diploma	Regents Diploma	Local Diploma
75 or Above on ELA & Math A Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **79%**	• % of Graduates Enrolling and Persisting in Post-secondary: **54%**	• % of Graduates Enrolling and Persisting in Post-secondary: **48%**
Below 75 on on ELA & Math A Regents	• % of Graduates Enrolling and Persisting in Post-secondary: **67%**	• % of Graduates Enrolling and Persisting in Post-secondary: **41%**	• % of Graduates Enrolling and Persisting in Post-secondary: **24%**

Policy Considerations:

- **What is the appropriate mix of the use of diploma type and Regents Exam scores as a demonstration of college readiness?**
- **What is the right target/goal for post-secondary enrollment and persistence?**

Note: NSC match as of April 2009. Persistence defined as those students (of the ones who enrolled in postsecondary) who are still enrolled in a postsecondary institution or already received degree as of Spring 2009. Post-secondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY. Totals may not add exactly due to rounding

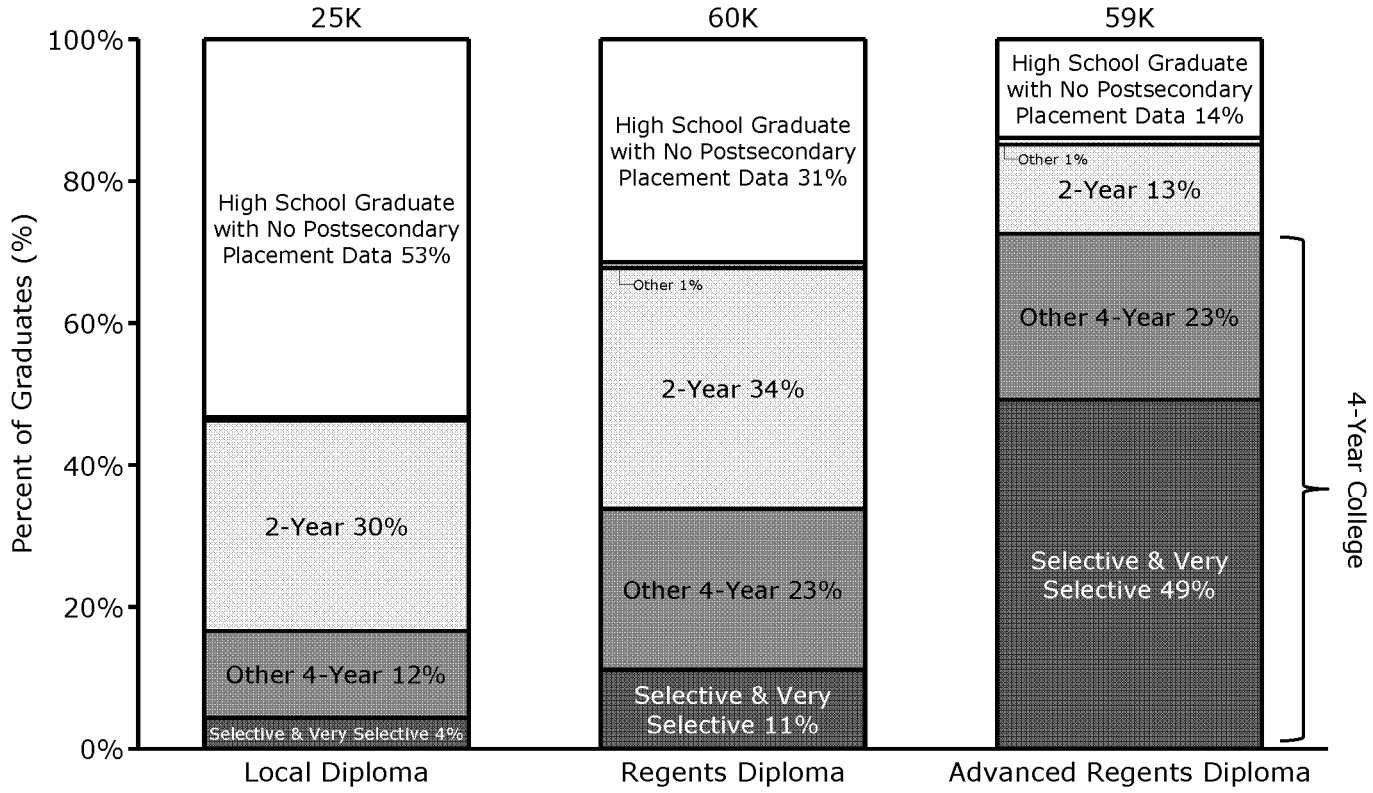
Source: NYSED Data; National Student Clearinghouse

New

Post-secondary Enrollment and Persistence

Students Earning Advanced Regents Diplomas Are Twice as Likely to Attend a 4-Year College Than Those With Regents Diplomas

First Postsecondary Enrollment by Selectivity of Institution and Diploma Type, Class of 2006



Note: Postsecondary attendance excludes ~3% undercount, 1% with blocked records, and ~6% of additional students who enroll in CUNY.
"Other" postsecondary enrollment includes specialty schools and schools less than 2 years
Source: NYSED Data, National Student Clearinghouse

Appendix C_1_7: P-16 Data System Disclosure Agreement

Data Disclosure Agreement
Between
The New York State Education Department and
The State University of New York

WHEREAS, the New York State Education Department ("NYSED") and the State University of New York ("SUNY") (collectively referred to as the "Parties"), together with other educational entities, entered into a Memorandum of Understanding on November 25, 2008 (the "P-16 MOU"), for the purpose of joining into a partnership to support the establishment and administration of a New York State P-16 Data System (the "Data System") for preschool through college education, to ensure that the Data System is useful and properly aligned to the entities' educational needs and capacity; and

WHEREAS, the creation of a robust P-16 Data System will be of great value to all of the Parties, to provide uniform state and district summary data, to support programmatic actions to raise student achievement, and to provide data for audit and evaluation of educational programs, among other benefits, and the Data System is necessary to assist the Parties in the performance of their official duties as established in State and federal law; and

WHEREAS, the New York State Board of Regents will oversee implementation and application of the Data System, NYSED will manage the operation of the Data System and SUNY will share data with NYSED on individual student post-secondary education to be incorporated into the Data System; and

WHEREAS, although the P-16 Data System is not fully integrated and operational, all Parties have an immediate need to accomplish the work described above; and

WHEREAS, NYSED will share data with SUNY on individual student P-12 education to be incorporated into the separate and distinct SUNY data system until such time as the P-16 Data System is fully integrated and operational; and

WHEREAS, the Parties desire to establish appropriate guidelines for the sharing of data files to build the capacity of the Data System;

NOW THEREFORE, THE PARTIES AGREE as follows:

1. GOVERNING MOU. The Parties agree that the use of the data provided by the Parties pursuant to this Disclosure Agreement will be subject to the commitments and procedures set forth in the P-16 MOU, a copy of which is attached to this Agreement.

2. SUBMISSION OF DATA FROM SUNY TO NYSED.

A. The Parties will periodically, throughout the term of this Agreement, come to a mutual agreement on the set of data elements to be provided by SUNY to NYSED, as well as the file layout to be used in the exchange.

B. For the initial data exchange covered by this agreement, SUNY will provide to NYSED a student-level file that will include all undergraduate students who enrolled in SUNY in the fall of 2005 through 2007, including the data elements necessary for matching and for the analyses this agreement is intended to support:

Student Characteristics - first name, middle initial, last name, date of birth, gender, zip code, student identifier, local campus identifier, race/ethnicity, enrolled remedial credit hours for the first term, New York State residency indicator, in-state tuition indicator;

Academic Variables Based on the First Term of Enrollment – NYSED code for SUNY institution, New York State high school College Entrance Examination Board (CEEB) code, year of high school examination, and derived admission status (regular admin, special admit receiving aid, special admit disadvantaged, special admit other risk, non-degree seeking);

Academic Variables Based on the Last Term of Enrollment – last term of enrollment reported for the student, last official term, cumulative credit hours, cumulative grade point average, and an indicator as to whether the cumulative data includes the last official term;

Degree Information – degree term, degree awarded, NYSED academic program, degree grade point average, degree credit hours, and the date the file was produced.

3. SUBMISSION OF DATA FROM NYSED TO SUNY.

A. The Parties will periodically, throughout the term of this Agreement, come to a mutual agreement on the set of data elements to be provided by NYSED to SUNY, as well as the file layout to be used in the exchange.

B. For the current data exchange covered by this agreement, NYSED will provide to SUNY, after matching students in the file provided by SUNY, a student-level file that will include the data elements necessary for the analyses this agreement is intended to support:

Student Characteristics – SUNY student identifier, the New York State Student Identification System (NYSSIS) identifier, local district student identifier, local high school Basic Education Data System (BEDS) code, and the New York State high school CEEB code;

Academic Variables – Regents examination title, date of administration of Regents examination, and the highest numeric score for each Regents examination title'

Degree Information – year of high school graduation and diploma type.

4. LIMITATIONS ON ACCESS TO AND USE OF THE SHARED DATA.

A. Access to personally identifiable data shared by the Parties shall be limited to persons who have a legitimate educational interest in accessing such data, consistent with applicable State and federal privacy laws. However, once the personally identifiable data are merged into the Data System, the public may obtain aggregated and/or de-identified information derived from the personally identifiable data.

B. The Parties agree to implement reasonable technical and physical security measures to ensure the confidentiality, integrity and availability of the data. Such security measures may be reviewed by any Party, through an informal audit of policies and procedures and/or through inspection of security methods used within the Parties' infrastructure, storage, and other physical security.

C. The Parties recognize that initial transmittals of data from SUNY to NYSED will be considered prototypes and may not be complete across the entire SUNY System. The Parties will work together to develop their data systems so that in the future transmittals will be complete and no longer prototypes. Until SUNY gives notice that the data transmittals are complete, any public disclosures or reports based on the SUNY data will indicate that the data are in the prototype stage and may not be complete.

D. Data disclosed under this Agreement shall only be used by the Parties for the long-term purpose of implementing and administering the Data System for the benefit of educational programs in the State of New York. The individual submissions of data exchanged by the Parties must be destroyed when they are longer needed for sharing data among the Parties or for merging into the Data System, or for maintenance in the separate and distinct SUNY data system until such time as the P-16 Data System is fully integrated and operational, and in any event must be destroyed within one year of the date that the P-16 Data System is fully operational. The data merged into the Data System may be maintained in the Data System by NYSED for so long as there is a need for using such data to accomplish the purposes of the Data System as set forth in the P-16 MOU or other purposes allowed by law, but must be destroyed when no longer needed for those purposes.

E. The Parties agree that, except as otherwise permitted by law, they will not further disclose personally identifiable data. Personally identifiable data include, but are not limited to, aggregated data that have fewer than five (5) data elements per cell or for which the data elements per cell comprise 100% of the subject population.

5. MISCELLANEOUS PROVISIONS

A. The Parties agree to preserve the confidentiality of all personally identifiable information about individual students obtained pursuant to this Agreement in accordance with applicable federal and State law. The Parties will advise all staff members that have access to the data of their obligation to keep the data confidential.

B. This Disclosure Agreement shall expire on April 30, 2013, and may be renewed in additional three-year terms upon written agreement of the Parties. This Disclosure Agreement may be amended at such time as the Parties agree that there is a need to exchange data elements other than those described in this Agreement. Data that have already been disclosed pursuant to the Agreement and merged into the Data System shall continue to be used in the Data System as provided herein after termination or expiration of the Disclosure Agreement.

C. In the event of a material breach of the confidentiality obligations of this Disclosure Agreement, a non-breaching Party may terminate the Agreement as to the breaching Party upon 30 days notice to the breaching Party, provided that the breaching Party has been given notice of the breach in writing and has failed to cure the breach satisfactorily within 30 days. Upon termination for cause, the breaching Party shall immediately cease the use of all data received from the other Parties pursuant to this Agreement, and shall immediately destroy such data. The non-breaching Parties may continue to use the data shared with them pursuant to this Agreement in accordance with the terms of the Agreement.

D. To ensure compliance with all laws, any Party upon reasonable notice to another Party shall have the right to reasonably examine the use of its data by the receiving Party and the security protocols employed to prevent unauthorized access or disclosures.

E. This Agreement may only be amended in writing signed by all Parties.

F. The Agreement may be executed in separate originals, which together shall comprise one single fully executed document.

Data Disclosure Agreement
Between
The New York State Education Department and
The State University of New York

THE NEW YORK STATE EDUCATION DEPARTMENT

By: _____
David M. Steiner
Commissioner of Education

Dated: 05/13/2010

THE STATE UNIVERSITY OF NEW YORK

By: _____
David Lavallee, Interim Provost & Senior Vice Chancellor for Academic Affairs

Dated: _____

Data Disclosure Agreement
Between
The New York State Education Department and
The State University of New York

THE NEW YORK STATE EDUCATION DEPARTMENT

By: _____
Theresa A. Savo, Deputy Commissioner

Dated: _____

THE STATE UNIVERSITY OF NEW YORK

By: _____
David Lavallee, Interim Provost & Senior Vice Chancellor for Academic Affairs

Dated: 5/12/2010

Appendix C_1_8: P-16 Data System Disclosure Agreement CUNY

Data Disclosure Agreement
Between
The New York State Education Department and
The City University of New York

WHEREAS, the New York State Education Department ("NYSED") and the City University of New York ("CUNY") (collectively referred to as the "Parties"), together with other educational entities, entered into a Memorandum of Understanding on November 25, 2008 (the "P-16 MOU"), for the purpose of joining into a partnership to support the establishment and administration of a New York State P-16 Data System (the "Data System") for preschool through college education, to ensure that the Data System is useful and properly aligned to the entities' educational needs and capacity; and

WHEREAS, the creation of a robust P-16 Data System will be of great value to all of the Parties, to provide uniform state and district summary data, to support programmatic actions to raise student achievement, and to provide data for audit and evaluation of educational programs, among other benefits, and the Data System is necessary to assist the Parties in the performance of their official duties as established in State and federal law; and

WHEREAS, the New York State Board of Regents and the P-16 Data System Executive Committee will oversee implementation and application of the Data System, NYSED will manage the operation of the Data System, and CUNY will share data with NYSED on individual student post-secondary education to be incorporated into the Data System; and

WHEREAS, although the P-16 Data System is not fully integrated and operational, all Parties have an immediate need to accomplish the work described above; and

WHEREAS, NYSED will share data with CUNY on individual student P-12 education to be incorporated into the separate and distinct CUNY data system until such time as the P-16 Data System is fully integrated and operational; and

WHEREAS, the Parties desire to establish appropriate guidelines for the sharing of data files to build the capacity of the Data System;

NOW THEREFORE, THE PARTIES AGREE as follows:

1. GOVERNING MOU. The Parties agree that the use of the data provided by the Parties pursuant to this Disclosure Agreement will be subject to the commitments and procedures set forth in the P-16 MOU, a copy of which is attached to this Agreement.

2. SUBMISSION OF DATA FROM CUNY TO NYSED.

A. The Parties will periodically, throughout the term of this Agreement, come to a mutual agreement on the set of data elements to be provided by CUNY to NYSED, as well as the file layout to be used in the exchange.

B. For the initial data exchange covered by this agreement, CUNY will provide to NYSED a student-level file that will include all undergraduate students who enrolled in CUNY in the fall of 2005 through 2007, including the data elements necessary for matching and for the analyses this agreement is intended to support:

Student Characteristics - first name, middle initial, last name, date of birth, gender, zip code, student identifier, local campus identifier, race/ethnicity, enrolled remedial credit hours for the first term, New York State residency indicator, in-state tuition indicator;

Academic Variables Based on the First Term of Enrollment – NYSED code for CUNY institution, New York State high school College Entrance Examination Board (CEEB) code, year of high school examination, and derived admission status (regular admin, special admit receiving aid, special admit disadvantaged, special admit other risk, non-degree seeking);

Academic Variables Based on the Last Term of Enrollment – last term of enrollment reported for the student, last official term, cumulative credit hours, cumulative grade point average, and an indicator as to whether the cumulative data includes the last official term;

Degree Information – degree term, degree awarded, NYSED academic program, degree grade point average, degree credit hours, and the date the file was produced.

3. SUBMISSION OF DATA FROM NYSED TO CUNY.

A. The Parties will periodically, throughout the term of this Agreement, come to a mutual agreement on the set of data elements to be provided by NYSED to CUNY, as well as the file layout to be used in the exchange.

B. For the initial data exchange covered by this agreement, NYSED will provide to CUNY, after matching students in the file provided by CUNY, a student-level file that will include the data elements necessary for the analyses this agreement is intended to support:

Student Characteristics – CUNY student identifier, the New York State Student Identification System (NYSSIS) identifier, local district student identifier, local high school Basic Education Data System (BEDS) code, and the New York State high school CEEB code;

Academic Variables – Regents examination title, date of administration of Regents examination, and the highest numeric score for each Regents examination title'

Degree Information – year of high school graduation and diploma type.

4. LIMITATIONS ON ACCESS TO AND USE OF THE SHARED DATA.

A. Individually identifiable student information is sensitive, requiring appropriate levels of security to prevent unauthorized disclosure or modification. The Parties protect the confidentiality of all personally identifiable information of students obtained pursuant to this MOU in accordance with applicable law, including the New York State Social Services Law, the Federal Social Security Act, the Family Educational Rights and Privacy Act and any regulations promulgated thereunder.

i. The Parties, as signatories to this MOU, have full and final responsibility for the security of the confidential data. The Information Security Officer (ISO) of each Party is responsible for maintaining the day-to-day security of the system on which confidential data reside. The ISO's duties include the implementation, maintenance, and periodic update of the security plan to protect the data in strict compliance with statutory and regulatory requirements.

ii. The Parties will retain the original version of the confidential dataset(s), and will only make the data available to other parties in pursuance of the terms and purposes of this MOU.

iii. All NYSED or CUNY staff that has access to the restricted-use data, whether electronic or printed, will not release such data to any unauthorized party not covered by this MOU.

iv. The Parties shall ensure that all printouts, tabulations, and reports are edited for any possible disclosures of subject data using generally accepted methods.

v. The Parties follow highly-secure methods of data security and protection:
   - All confidential data are stored on computer and storage facilities maintained within NYSED computer networks, behind appropriate firewalls; and in similarly-protected facilities maintained by the Eriel BOCES under a contract with NYSED.
   - Only authorized individuals employed by NYSED and Eriel BOCES have access to computer facilities housing the confidential data.
   - Access to computer applications and data are managed through appropriate userID/password procedures.
   - NYSED computer network is scanned for inappropriate access through an intrusion detection system managed by the State Office of CyberSecurity and Critical Infrastructure Coordination.

vi. Once the P-16 Data System is operational, each Party may freely access all data records and data fields it has contributed and received under the terms of this Agreement, and the public may obtain aggregated information derived from the personally identifiable data. Requests for unit record data shall be evaluated by the Research Advisory Board, as provided for in the P-16 MOU.

B. These security measures may be reviewed by any Party, through an informal audit of policies and procedures and/or through inspection of security methods used within the Parties' infrastructure, storage, and other physical security.

C. The Parties recognize that initial transmittals of data from CUNY to NYSED will be considered prototypes and may not be complete across the entire CUNY System. The Parties will work together to develop their data systems so that in the future transmittals will be complete and no longer prototypes. Until CUNY gives notice that the data transmittals are complete, any public disclosures or reports based on the CUNY data will indicate that the data are in the prototype stage and may not be complete.

D. Data disclosed under this Agreement shall only be used by the Parties for the long-term purpose of implementing and administering the Data System for the benefit of educational programs in the State of New York. The individual submissions of data exchanged by the Parties must be destroyed when they are longer needed for sharing data among the Parties or for merging into the Data System, or for maintenance in the separate and distinct CUNY data system until such time as the P-16 Data System is fully integrated and operational, and in any event must be destroyed within one year of the date that the P-16 Data System is fully operational. The data merged into the Data System may be maintained in the Data System by NYSED for so long as there is a need for using such data to accomplish the purposes of the Data System as set forth in the P-16 MOU or other purposes allowed by law, but must be destroyed when no longer needed for those purposes.

E. The Parties agree that, except as otherwise permitted by law, they will not further disclose personally identifiable data. Personally identifiable data include, but are not limited to, aggregated data that have fewer than five (5) data elements per cell or for which the data elements per cell comprise 100% of the subject population.

5. MISCELLANEOUS PROVISIONS

A. The Parties agree to preserve the confidentiality of all personally identifiable information about individual students obtained pursuant to this Agreement in accordance with applicable federal and State law. The Parties will advise all staff members that have access to the data of their obligation to keep the data confidential.

B. This Disclosure Agreement shall expire on April 30, 2013, and may be renewed in additional three-year terms upon written agreement of the Parties. This Disclosure Agreement may be amended at such time as the Parties agree that there is a need to exchange data elements other than those described in this Agreement. Data that have already been disclosed pursuant to the Agreement and merged into the Data System shall continue to be used in the Data System as provided herein after termination or expiration of the Disclosure Agreement.

C. In the event of a material breach of the confidentiality obligations of this Disclosure Agreement, a non-breaching Party may terminate the Agreement as to the breaching Party upon 30 days notice to the breaching Party, provided that the breaching Party has been given notice of the breach in writing and has failed to cure the breach satisfactorily within 30 days. Upon termination for cause, the breaching Party shall immediately cease the use of all data received from the other Parties pursuant to this Agreement, and shall immediately destroy such data. The non-breaching Parties may continue to use the data shared with them pursuant to this Agreement in accordance with the terms of the Agreement.

D. To ensure compliance with all laws, any Party upon reasonable notice to another Party shall have the right to reasonably examine the use of its data by the receiving Party and the security protocols employed to prevent unauthorized access or disclosures.

E. This Agreement may only be amended in writing signed by all Parties. Mutually agreeable changes to the data sets exchanged by the Parties, pursuant to Paragraphs 2(A) and 3(A), will not require amendment of the Agreement.

F. The Agreement may be executed in separate originals, which together shall comprise one single fully executed document.

THE NEW YORK STATE EDUCATION DEPARTMENT

By: _____
David M. Steiner
Commissioner of Education

Dated: _____

THE CITY UNIVERSITY OF NEW YORK

By: Frederick P. Schaffer
Frederick P. Schaffer
General Counsel and Senior Vice Chancellor for Legal Affairs

Dated: 5/19/10

C. In the event of a material breach of the confidentiality obligations of this Disclosure Agreement, a non-breaching Party may terminate the Agreement as to the breaching Party upon 30 days notice to the breaching Party, provided that the breaching Party has been given notice of the breach in writing and has failed to cure the breach satisfactorily within 30 days. Upon termination for cause, the breaching Party shall immediately cease the use of all data received from the other Parties pursuant to this Agreement, and shall immediately destroy such data. The non-breaching Parties may continue to use the data shared with them pursuant to this Agreement in accordance with the terms of the Agreement.

D. To ensure compliance with all laws, any Party upon reasonable notice to another Party shall have the right to reasonably examine the use of its data by the receiving Party and the security protocols employed to prevent unauthorized access or disclosures.

E. This Agreement may only be amended in writing signed by all Parties. Mutually agreeable changes to the data sets exchanged by the Parties, pursuant to Paragraphs 2(A) and 3(A), will not require amendment of the Agreement.

F. The Agreement may be executed in separate originals, which together shall comprise one single fully executed document.

THE NEW YORK STATE EDUCATION DEPARTMENT	THE CITY UNIVERSITY OF NEW YORK
By: _____	By: _____
David M. Steiner Commissioner of Education	@ @
Dated: 5/26/2010	Dated: _____

Appendix C_1_9: MOU NYS P-16 Data System

MEMORANDUM OF UNDERSTANDING

NEW YORK STATE P-16 DATA SYSTEM

This memorandum of understanding ("MOU") is entered into by the undersigned parties for the purpose of joining in a partnership to support establishment and administration of the New York State P-16 Data System (the "Data System") for pre-school through college education. This partnership is designed to ensure that the Data System is useful to each of the participants and properly aligned to their educational needs and technical capacity; and to provide for their full engagement in supporting the system. The partnership will be implemented by each of the parties through their public commitments and in accordance with the governance structure articulated in this MOU.

RECITALS

Whereas, the partners have embraced an ambitious P-16 education reform strategy to ensure comprehensive, unified efforts to improve student achievement at all education levels;

Whereas, the partners are committed to supporting the creation of a robust P-16 data system for New York State designed to benefit all of the partners by –

- Providing uniform state and district summary data on student achievement from year to year across the P-16 system;
- Supporting programmatic actions to raise student achievement through early analysis of problems and priorities for application of resources or new practices;
- Supporting policy changes and resource investments;
- Analyzing the value added by programs at every level of education;
- Building on and combining the elements of existing data and accountability systems;
- Ensuring timely, accurate, and secure data; and
- Providing data for use in the audit or evaluation of state-supported education programs consistent with the FERPA and other applicable privacy laws.

Whereas, the Data System will specifically–

- Enable the partners and other New York educational agencies and institutions to evaluate and assess the need for changes in programs and policies;
- Meet state and federal governance and compliance obligations in a timely and accurate manner;
- Support analysis of the effects of K-12 preparation on student access to and success in college, including identification of key indicators of college readiness; the success of students after graduation from New York postsecondary institutions; and the effects of teacher-related factors on student outcomes;
- Facilitate prompt access to student data to inform programmatic interventions;
- Facilitate electronic student record transfers in support of processes for student applications to schools and in the case of student transfers between different schools and programs; and

- Inform higher education admissions standards.

Definitions. For the purposes of this document, the governance terms used below are defined as follows:

- **Approve** is to have the official authority and responsibility to make the decision.
- **Recommend** means to aggregate input and ideas from other sources and present options or decision to the person or group with approval authority.
- **Input** means to provide information to those who can recommend or approve.
- **Oversee** means to monitor and review processes carried out by other persons or groups in compliance with approvals.

NOW THEREFORE, the undersigned parties agree on the following:

TERMS

Governance of the Data System. The data system's governance structure will be as follows:

1. The Board of Regents. The Board of Regents ('Regents') will oversee implementation and application of the Data System. The Regents has primary responsibility for education policy in the State, and in such role is responsible for receiving and reviewing information that informs such policy. The Regents will approve the composition of the Executive Board; approve policies on data linkages that inform the goals of Data System; and provide leadership to secure funds and other resources for the Data System.

The Regents will oversee the Executive Board's approval of the hiring of the Chief Data Director, the Executive Board's approval of data transfer and release protocols, and the responsibilities and membership of the Research Advisory Board and Data Advisory Board. The Regents also will oversee the management of the Data System by the Chief Data Director and the evaluation of the Chief Data Director, as well as (with the Executive Board) the establishment of data definitions and business rules and of the evaluation of data requests to the system. The Regents will determine and approve policies on key data linkages to inform policy (such as linkages between student and teacher data or linkages with non-educational agencies or institutions) and also will approve the Data System's organizational design, including the composition of its Executive Board; work with the Executive Board to secure funds for the Data System, including but not limited to funds included in the Governor's Budget and appropriated by the New York Legislature; determine which key data linkage policies (such as linkages between student and teacher data or linkages with non-educational agencies or institutions) are subject to its approval, and approve those policies; and make recommendations to the Executive Board for the data system's research agenda.

2. **The Executive Board.** Subject to oversight of the Regents and to those particular matters for which approval authority is vested in the Regents, an Executive Board ('Board') for the Data System will determine policy for the Data System. Its functions will include establishing and appointing members to the Research Advisory Board, Data Advisory Board,

and other governance or advisory committees that it may determine appropriate; establishing data transfer and release protocols and determining data linkages, consistent with applicable federal and state laws and regulations regarding the privacy of student records and the protection of human research subjects; determining the research agenda, consistent with the State's P-16 priorities, strategies, and recommendations by the Regents and Research Advisory Board; developing guidelines for the evaluation of data requests, and developing a review policy that permits partners to comment on any research involving them; approve the hiring the Chief Data Director; and (with the Regents) overseeing the establishment of data definitions and business rules and the evaluation of data requests to the system. The Executive Board will make recommendations and provide information to the Regents regarding organizational design and funding for the system and data linkage issues to be determined by the Board; make recommendations to the Commissioner of Education concerning evaluation of the Chief Data Director; and provide information and advice to the Regents and State Education Department on management of the data system.

The Executive Board initially will be composed of the Chancellor and Vice Chancellor of the Regents, the State Commissioner of Education [who shall chair the Board], the Chancellor of the State University of New York, the Chancellor of the City University of New York, the Chancellor of the New York City Department of Education; the Superintendent of the Syracuse City School District, and the Superintendent of the Yonkers Public Schools.

The Executive Board will adopt a voting process for its decision-making functions, with each member of the Board having an equal vote, and with no veto power lodged in any member or signatory to this MOU. The Board will be responsible for creation and adoption of by-laws to govern its functioning.

3. **State Education Department**. The State Education Department ('Department') will manage the operation of the Data System and own and operate the Data System infrastructure, including the software and hardware in which the data is housed. The Chief Data Director will implement policies set forth by the Regents and the Executive Board. The Chief Data Director for the system will be employed in the State Education Department, subject to the supervision by the Commissioner of Education, with responsibility for managing operation of the system; approving release of data in response to requests, consistent with applicable federal and state laws and regulations concerning the privacy of student records and the protection of human research subjects, as well as with the system's research agenda and the data transfer and release protocols; and establishing data definitions for P-16 data and business rules and procedures regarding data submission. The Chief Data Director will make recommendations regarding structures for supporting data collection and reporting throughout the P-16 system, including oversight of vendors, contractors, or other organizations involved in data collection and management; data transfer and release protocols and data linkages. The Data Director will develop and provide information needed to set the research agenda and develop and support budgets and other funding requests needed to support the system.

4. **Research Advisory Board.** The Research Advisory Board will make recommendations to the Executive Board on the research agenda for the data system; evaluate research requests

to the system and make recommendations on such requests to the Chief Data Director; and, as appropriate, conduct peer review of research results based on system data. The Research Advisory Board will provide input on data transfer and release protocols; data linkages, data definitions and business rules; management of the P-16 System; and the evaluation of the Chief Data Director.

The Research Advisory Board shall consist of a broad representation across the P-16 education community, including administrators and teachers at higher education and K-12 institutions; representatives from the research community, such as higher education professors and education research analysts; representatives from employers and community and business leaders; State and local legislators; and other individuals deemed appropriate for the furtherance of the goals of the Data System. Representatives shall be solicited by the Executive Board, with the assistance of the State Education Department and the Regents, and shall be approved by the Executive Board.

The Research Advisory Board shall meet as often as deemed necessary to carry out its functions as identified herein, but shall meet a minimum of twice annually. Members shall serve without compensation, except for costs associated with travel and expenses for the meetings.

5. **Data Advisory Board.** The Data Advisory Board will make recommendations to the Executive Board and Chief Data Director on data definitions, business rules, statewide data processes and collection calendars, and data transfer and release protocols; and will provide information and advice to the Executive Board and Chief Data Director related to the research agenda, data linkages, and the evaluation of data requests.

The Data Advisory Board shall consist of individuals familiar with the management, collection, and use of education and education performance and outcome data. The Data Advisory Board shall include individuals from across the P-16 education community, as listed for the Research Advisory Board membership; membership can also include individuals from technology-related organizations or institutions that collect and manage education-related data, including private vendors, subject to state procurement and ethics laws and regulations. Representatives shall be solicited by the Executive Board, with the assistance of the State Education Department and the Regents, and shall be approved by the Executive Board.

The Research Advisory Board shall meet as often as deemed necessary to carry out its functions as identified herein, but shall meet a minimum of twice annually. Members shall serve without compensation.

Partner Commitments. In signing this MOU, each of the parties below commits to support the Data System and its governance structure as embodied in this MOU, including support through appropriate channels for budget requests to provide needed funding for the system; participation in the system's governance and advisory structure, including appropriate assignment of staff to working system teams, as needed; submission of appropriate and timely data to the system; and support of research, as appropriate, using system data. Each

partner will retain full rights to use of their own data, and shall also have the right to review research derived from the Data System in advance of any release or publication.

The Partners will perform a comprehensive review of the operations of the Data System, use of the data contained in the Data System, and the terms and conditions of this MOU, after a period of three years following the signing of this agreement, and every three years thereafter.

All of the parties to this MOU agree to work together as appropriate in good faith to identify and pursue opportunities to strengthen the Data System and its governance structure, including possible expanded commitments to carry out the purposes of this MOU. This MOU is a statement of intent only, and is not legally binding on the parties or enforceable in a court of law. The parties will not be liable to each other for any damages or losses arising from or related to this MOU. Additional parties may be added to this MOU upon agreement of the undersigned.

IN WITNESS WHEREOF, the undersigned have agreed to this MOU as of November 25, 2008.

NEW YORK STATE BOARD OF REGENTS

Signature

Name: Robert M. Bennett

Title: Chancellor

NEW YORK STATE BOARD OF REGENTS

Signature

Name: Merryl H. Tisch

Title: Vice Chancellor

NEW YORK STATE EDUCATION DEPARTMENT

Signature

Name: Richard P. Mills

Title: Commissioner of Education

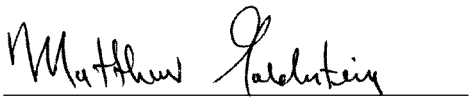
STATE UNIVERSITY OF NEW YORK (SUNY)

Signature

Name: John B. Clark

Title: Chancellor

CITY UNIVERSITY OF NEW YORK (CUNY)

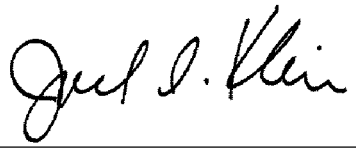


Signature

Name: Matthew Goldstein

Title: Chancellor

NYC DEPARTMENT OF EDUCATION

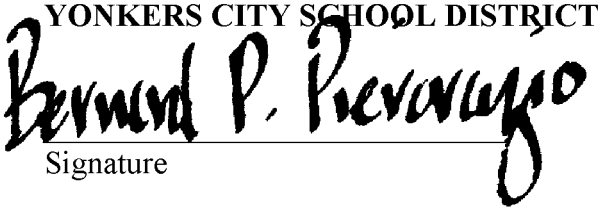


Signature

Name: Joel Klein

Title: Chancellor

YONKERS CITY SCHOOL DISTRICT

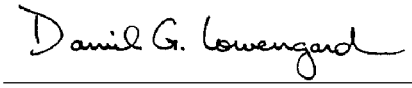


Signature

Name: Bernard P. Pierorazio

Title: Superintendent of Schools

SYRACUSE CITY SCHOOL DISTRICT



Signature

Name: Daniel G. Lowengard

Title: Superintendent of Schools

Appendix C_1_10: Level 0 Documentation

Level O

Validation Checks and Error Messages

Version 4.07

Revised
2/8/2010

DM - Demo	-1000
EN - Enroll	-2000
PS - P. Prog	-3000
SS - Snapshot	-4000
EV - V. Events	-5000
AS - Assess	-6000

Revision History

Demographic Data Validation and Errors

Date	Comment
10/6 /2009	• Added Edit Check to test Duration of LEP and Number of years in U.S. schools to be a positive number if provided o V4.06 * Invalid LEP Duration - can only have a value of 0 to 25 * Num. Years In US Schools must be a positive number.
10/6 /2009	• Added information reports top check Diploma/Credential earned against the Exit Enrollment code. o A Diploma Type Code of 017, 595, 034, 051, 762, 813, 779, 796, 068, 612, 680, 697, 714, or 731 without an exit enrollment code of 799, will receive the following error: * v4.06 Missing or Invalid exit enrollment for diploma code. o A Diploma Type Code of 085 without an exit enrollment code of 085 or 629, will receive the following error: * v4.06 Missing or Invalid exit enrollment for IEP diploma code. o A Diploma Type Code of 738 without an exit enrollment code of 816, will receive the following error: * v4.06 Missing or Invalid exit enrollment for GED diploma code.
10/6 /2009	• Added a check to prevent a delete of a Demographic record if Demo has been locked, also if other data has been locked to prevent a cascading delete. o v4.06 Can Not Delete at this time. One or more data types for this district are currently locked so a cascading delete for this student cannot be performed.
2 /8 /2010	• Modified the check for date of entry to US that is less than or equal to the students birthdate to work as written. (Currently checking if student is immigrant or not) o A date of entry to US that is less than or equal to the students birthdate (when the student is an immigrant) will receive the following error: * v.4.07 DM1051 Date of Entry to US cannot prior to or equal to the students birthdate
2 /8 /2010	• Added check for Last Status Date that is prior to July 1st of the user selected school year o A last status date that is prior to July 1st of the user selected school year will receive the following error * v.4.07 DM1079 Last Status Date prior to selected school year.
2 /8 /2010	• Re-activated checks DM1033 thru DM1039 that had been inactivated in Demo checks. o - For a record with a grade level that equates to a grade ordinal of GED or 7-12: * DM1033 The grade 9 entry date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD. - For a record with a grade level that equates to a grade ordinal other than 9th, 10th, 11th, 12th, GED or 7-12: * DM1034 The grade 9 entry date should be blank. - A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not 10 characters in length will receive the following error: * DM1035 Incorrect length for Grade 9 entry Date. - A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not a valid date will receive the following error: * DM1036 Invalid Grade 9 entry Date. - A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not in the correct format will receive the following error: * DM1037 Incorrect format for Grade 9 entry Date. - A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, and a grade 9 entry date is greater than current date will receive the following error: * DM1038 Grade 9 Entry date cannot be a future date. - A date of entry to Grade 9 that is less than or equal to the students birthdate will receive the following error: * DM1039 Grade 9 Entry date cannot prior to or equal to the students birthdate

Demographic Data Validation and Errors

Key Fields:

District Code, School Year, Student Id

Required Fields:

District Code, Location Code, School Year, Student Id, Last Name, First Name, Current Grade Level, Birthdate, Gender, Ethnic Code, Status Code

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8 character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected.
If the district code does not equal the user selected district code from the main menu page then the following error message will display:
  - DM1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - DM1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - DM1003 Invalid Location Code - "bad location code"

School Year

Integrity Check:

- The school year must have data and must equal the 10-character date that the user selects in the "Data is for School Year" box on the main menu page.

Errors:

- Any school year error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. In this situation the following error message will display:
  - DM1004 There are records in this file that contain the following school year: ("bad school year data"). On the Menu page you selected ("user selected school year data") as the school year for this import file. Please adjust your import file or return to then menu and select a different school year.

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error:
  - DM1005 No Student ID.
- A student ID that exceeds 9 characters in length will receive the following error:
  - DM1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - DM1007 No matching Demographics record.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Last Name

Integrity Check:

- The last name field must have data and must not be longer than 25 characters. If the last name is longer than 25 characters then only the first 25 characters will be saved.

Errors:

- A last name that is blank will receive the following error:
  - DM1008 No Student Last Name

First Name

Integrity Check:

- The first name field must have data and must not be longer than 15 characters. If the first name is longer than 15 characters then only the first 15 characters will be saved.

Errors:

- A first name that is blank will receive the following error:
  - DM1009 No Student First Name.

Middle Initial

Integrity Check:

- The Middle Initial, if provided, must not be longer than 1 character. If the Middle Initial is longer than 1 character then only the first character will be saved.

Errors:

- No errors are associated with the Middle Initial field.

Current Grade Level

Integrity Check:

- The current grade level must have data and must be found in the STUDENT_GRADE_LVL lookup table

Errors:

- A current grade level that is blank will receive the following error:
  - DM1010 No Grade Level.
- A current grade level that cannot be found in the STUDENT_GRADE_LVL lookup table will receive the following error:
  - DM1011 Invalid Grade Level - "bad grade level data"

Home Room

Integrity Check:

- The homeroom, if provided, must not be longer than 6 characters. If the homeroom is longer than 6 characters then only the first 6 characters will be saved.

Errors:

- No errors are associated with the homeroom field.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Birthdate

Integrity Check:

- The birth date field must have data, must be a valid date, must be 10 characters in length and in the following format: YYYY-MM-DD, and must be earlier than the current date.

Errors:

- A birth date that is blank will receive the following error:
  - DM1012 No Birth Date.
- A birth date that is not 10 characters in length will receive the following error:
  - DM1013 Incorrect length for Birth Date.
- A birth date that is not a valid date will receive the following error:
  - DM1014 Invalid Birth Date.
- A birth date that is not in the correct format will receive the following error:
  - DM1015 Incorrect format for Birth Date.
- A birth date that is equal to or later than the current date will receive the following error:
  - DM1016 Birth date exceeds current date.

Gender

Integrity Check:

- The gender code must have data and must be found in the GENDER_CODE lookup table

Errors:

- A gender code that is blank will receive the following error:
  - DM1017 No Gender Code.
- A gender code that cannot be found in the GENDER_CODE lookup table will receive the following error:
  - DM1018 Invalid Gender Code - "bad gender code data"

Ethnic Code

Integrity Check:

- The ethnic code must have data and must be found in the ETHNIC_CODE lookup table

Errors:

- A ethnic code that is blank will receive the following error:
  - DM1019 No Ethnic Code.
- A primary ethnic code that cannot be found in the ETHNIC_CODE lookup table will receive the following error:
  - DM1020 Invalid Ethnic Code - "bad ethnic code data"

Home Language

Integrity Check:

- The home language code, if provided, must be found in the STUDENT_PLC_CODE lookup table

Errors:

- A home language code that cannot be found in the STUDENT_PLC_CODE lookup table will receive the following error:
  - DM1021 Invalid PLC Code - "bad home language code data"

Challenge Type

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Level Of Integration

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

LEP Participation

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Duration Of LEP (years Enrolled In A Bilingual Or Esl Program)

Integrity Check:

- The duration of LEP, if provided, must be numeric and must not exceed 2 characters in length.

Errors:

- A duration of LEP that is not numeric will receive the following error:
  - DM1022 LEP Duration not numeric - "bad duration of LEP data"
- A duration of LEP that is more than 2 characters in length will receive the following error:
  - DM1023 Invalid LEP duration - "bad duration of LEP data"
- The Duration of LEP, if provided, must be a value of 0-25
  - DM1024 Invalid LEP Duration - can only have a value of 0 to 25

Post Graduate Activity

Integrity Check:

- The post-grad activity code, if provided, must be found in the POST_GRAD_CODE lookup table

Errors:

- A post-grad activity code that cannot be found in the POST_GRAD_CODE lookup table will receive the following error:
  - DM1025 Invalid Post Grad Code - "bad post-grad code data"

Status Code

Integrity Check:

- The status code must have data and must be found in the STUDENT_STATUS lookup table

Errors:

- A status code that is blank will receive the following error:
  - DM1026 No Status Code.
- A status code that cannot be found in the STUDENT_STATUS lookup table will receive the following error:
  - DM1027 Invalid Status Code - "bad status code data"

Last Status Date

Integrity Check:

- The last status date, if provided, must be a valid date, must be 10 characters in length, must be in the following format: YYYY-MM-DD, and must not be later than June 30th of the user selected school year.
  *Note: Although not required, Level 0 will fill a blank last status date field with yyyy-06-30 (yyyy being the selected school year) for active records. Inactive records with a blank last status date will be filled with the current date of import or yyyy-06-29 whichever is earlier. A record with a status date after yyyy-06-30 will be in error.

Errors:

- A last status date that is not 10 characters in length will receive the following error:
  - DM1028 Incorrect length for Last Status Date.
- A last status date that is not a valid date will receive the following error:
  - DM1029 Invalid Last Status Date.
- A last status date that is not in the correct format will receive the following error:
  - DM1030 Incorrect format for Last Status Date.
- A last status date that is after June 30th of the user selected school year will receive the following error
  - DM1031 Last Status Date after end of school year.
- A last status date that is prior to July 1st of the user selected school year will receive the following error
  - DM1079 v4.07 Last Status Date prior to selected school year.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Poverty Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Population Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Mobility Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Diploma Type Code

Integrity Check:

- The diploma type code, if provided, must be found in the DIPLOMA_TYPE_CODE lookup table

Errors:

- A diploma type code that cannot be found in the DIPLOMA_TYPE_CODE lookup table will receive the following error:
  - DM1032 Invalid Diploma Type Code - "bad diploma type code data"

Program Services Code

Integrity Check:

- No checks are done on this field and any data residing in this field are not currently being saved.

Date Of Entry Grade 9

Integrity Check:

- The grade 9 entry date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.

Errors:

- For a record with a grade level that equates to a grade ordinal of GED or 7-12:
  - DM1033 The grade 9 entry date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.
- For a record with a grade level that equates to a grade ordinal other than 9th, 10th, 11th, 12th, GED or 7-12:
  - DM1034 The grade 9 entry date should be blank.
- A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not 10 characters in length will receive the following error:
  - DM1035 Incorrect length for Grade 9 entry Date.
- A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not a valid date will receive the following error:
  - DM1036 Invalid Grade 9 entry Date.
- A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, GED, or 7-12 and a grade 9 entry date that is not in the correct format will receive the following error:
  - DM1037 Incorrect format for Grade 9 entry Date.
- A record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, and a grade 9 entry date is greater than current date will receive the following error:
  - DM1038 Grade 9 Entry date cannot be a future date.
- A date of entry to Grade 9 that is less than or equal to the students birthdate will receive the following error:
  - DM1039 Grade 9 Entry date cannot prior to or equal to the students birthdate

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Service Provider (Backmapping_Beds Code)

Integrity Check:

- The back mapping beds code, if provided, must be found in the LOCATION lookup table

Errors:

- A back mapping beds code that cannot be found in the LOCATION lookup table will receive the following error:
  - DM1040 Invalid BEDS Code - "bad BEDS code data"

Inoculation Date

Integrity Check:

- The inoculation date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.

Errors:

- An inoculation date that is not 10 characters in length will receive the following error:
  - DM1041 Incorrect length for Inoculation Date
- An inoculation date that is not a valid date will receive the following error:
  - DM1042 Invalid Inoculation Date.
- An inoculation date that is not in the correct format will receive the following error
  - DM1043 Incorrect format for Inoculation Date.
- An inoculation date that is or less than the students date of birth will receive the following error:
  - DM1044 V 4.0 Inoculation data cannot be prior to date of birth
- An inoculation date that is equal to or later than the current date will receive the following error:
  - DM1045 Inoculation date exceeds current date

Address

Integrity Check:

- The address, if provided, must not be longer than 30 characters. If the address is longer than 30 characters then only the first 30 characters will be saved.

Errors:

- No errors are associated with this field.

Address Line 2

Integrity Check:

- The address 2, if provided, must not be longer than 30 characters. If the address 2 is longer than 30 characters then only the first 30 characters will be saved.

Errors:

- No errors are associated with this field.

City

Integrity Check:

- The city, if provided, must not be longer than 25 characters. If the city is longer than 25 characters then only the first 25 characters will be saved.

Errors:

- No errors are associated with this field.

State

Integrity Check:

- The state, if provided, must not be longer than 2 characters. If the state is longer than 2 characters then only the first 2 characters will be saved.

Errors:

- No errors are associated with this field.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Zip Code

Integrity Check:

- The zip code, if provided, must not be longer than 10 characters. If the zip code is longer than 10 characters then only the first 10 characters will be saved.

Errors:

- No errors are associated with this field.

Home Phone

Integrity Check:

- The home phone, if provided, must not be longer than 14 characters. If the home phone is longer than 14 characters then only the first 14 characters will be saved.

Errors:

- No errors are associated with this field.

Guardian Name

Integrity Check:

- The guardian name, if provided, must not be longer than 40characters. If the guardian name is longer than 40 characters then only the first 40 characters will be saved.

Errors:

- No errors are associated with this field.

Guardian Name 2

Integrity Check:

- The guardian name 2, if provided, must not be longer than 40 characters. If the guardian name 2 is longer than 40 characters then only the first 40 characters will be saved

Errors:

- No errors are associated with this field.

Place Of Birth

Integrity Check:

- The place of birth, if provided, must not be longer than 50 characters. If the place of birth is longer than 50 characters then only the first 50 characters will be saved.

Errors:

- No errors are associated with this field.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Date Of Entry To U.S.

Integrity Check:

- The date of entry to U.S., if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.

Errors:

- A date of entry to U.S that is not 10 characters in length will receive the following error:
  - DM1046 Incorrect length for Date of Entry to US
- A date of entry to U.S that is not a valid date will receive the following error:
  - DM1047 Invalid Date of Entry to US.
- A date of entry to U.S that is not in the correct format will receive the following error:
  - DM1048 Incorrect format for Date of Entry to US.
- A date of entry to US that is equal to or later than the current date will receive the following error:
  - DM1049 Date of Entry to US cannot be future date
- A date of entry to US that is 25 years less than the current school year will receive the following error:
  - DM1050 Date of Entry to US cannot be 25 years prior to school year
- A date of entry to US that is less than or equal to the students birthdate (when the student is an immigrant) will receive the following error:
  - DM1051 Date of Entry to US cannot prior to or equal to the students birthdate

Number of Years In Us Schools

Integrity Check:

- The number of years in U.S. schools, if provided, must be numeric and must not exceed 4 characters in length.

Errors:

- A number of years in U.S. schools that is not numeric will receive the following error:
  - DM1052 Num. Years In US Schools not numeric - "bad Num. years US schools data"
- A number of years in U.S. schools that is more than 2 characters in length will receive the following error:
  - DM1053 Invalid Num. Years In US Schools - "bad Num. years US schools data"
- Number of years in US schools equal to or greater than the student's age will receive the following error:
  - DM1054 Number of years in US schools cannot be greater than their age
- Number of years in U.S. schools that is not a positive number will receive the following error:
  - DM1075 Num. Years In US Schools must be a positive number.

Country Of Origin

Integrity Check:

- The country of origin code, if provided, must be found in the COUNTRY_CODE lookup table

Errors:

- A country of origin code that cannot be found in the COUNTRY_CODE lookup table will receive the following error:
  - DM1055 Invalid Country of Origin Code - "bad country of origin code data"
- Any of the USA codes (AS, GU, MP, PR, UM, US, VI) used when Immigrant Indicator = Y, will receive the following error:
  - DM1056 Invalid Country of Origin for immigrant

District Code Of Residence

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Hispanic Ethnicity Indicator

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Race 2 Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Race 3 Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Race 4 Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Race 5 Code

Integrity Check:

- No checks are done in this field and any data residing in this field is not currently being saved.

Homeless Indicator

Integrity Check:

- The Homeless indicator, if provided, must be the value of Y or N.
  The Homeless indicator, if blank, will be defaulted to the value of N

Errors:

- A Homeless indicator that is not valid will receive the following error:
  - DM1057 Invalid Homeless indicator

Migrant Indicator

Integrity Check:

- The Migrant indicator, if provided, must be the value of Y or N.
  The Migrant indicator, if blank, will be defaulted to the value of N

Errors:

- A Migrant indicator that is not valid will receive the following error:
  - DM1058 Invalid Migrant indicator

Immigrant Indicator

Integrity Check:

- The Immigrant indicator, if provided, must be the value of Y or N.
  The Immigrant indicator, if blank, will be defaulted to the value of N.

Errors:

- A Immigrant indicator that is not valid will receive the following error:
  - DM1060 Invalid Immigrant indicator
- When Immigrant indicator = "Y", Country of Origin cannot be AS, GU, MP, PR, UM ,US, VI
  - DM1061 Invalid Country of Origin for immigrant

Neglected Or Delinquent Indicator

Integrity Check:

- The Neglected/Delinquent indicator, if provided, must be the value of Y or N.
  The Neglected/Delinquent indicator, if blank, will be defaulted to the value of N.

Errors:

- A Neglected/Delinquent/ indicator that is not valid will receive the following error:
  - DM1059 Invalid Neglected/Delinquent indicator

Demographic Data Validation and Errors

Individual field Integrity Checks and errors:

Homeless Primary Nighttime Residence

Integrity Check:

- The Homeless Primary Nighttime Residence code, if provided, must be found in the DWELLING_ARRANGEMENT lookup table

Errors:

- A Homeless Primary Nighttime Residence code that cannot be found in the DWELLING_ARRANGEMENT lookup table will receive the following error
  - DM1062 Invalid Homeless Primary Nighttime Residence Code - "bad dwelling code data:

Demographic Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- Verification

Errors:

- A diploma type code that has no associated post grad activity code will receive the following error:
  (Enroll - 002 Exit Code Post Grad - Diploma Check)
  - DM1063 W/F: Missing Post grad code
- When Immigrant indicator = "Y", Country of Origin, Date of Entry in US, and Years in US Schools must also be provided
  - DM1064 W/F: Immigrant ind. = Yes: Missing Country of Origin
  - DM1065 W/F: Immigrant ind. = Yes: Missing Date of Entry in US
  - DM1066 W/F: Immigrant ind. = Yes: Missing Years in US Schools
- If Homeless indicator = "Y", Homeless Primary Nighttime Residence must also be populated
  - DM1067 v3.01 W/F: Homeless ind. = Yes: Missing Homeless Primary Nighttime Residence
- v3.01 W/F: Homeless Nighttime Residence. = Yes: Missing Homeless Indicator
  - DM1068 v3.01 W/F: Homeless Nighttime Residence. = Yes: Missing Homeless Indicator

Demographic Data Validation and Errors

District Data Cross Edit Informational or Report(s)

- Level 0 and Level 1 Informational Reports

- Added information reports top check Diploma/Credential earned against the Exit Enrollment code.

Errors:

- Check Date of Entry in Grade 9 for consistency across years
(Demo - 003 Date of Entry Grade 9 Consistency Check Report)
  - DM1069 Inconsistent Date of Entry Grade 9
  - DM1070 Note - a new immigrant has 1 year to determine grade level;

- Identify Students removed from LEP Status in the previous demographic records
(Demo - 004 LEP Consistency Check Report)
  - DM1071 Inconsistent Duration of LEP

- An active demographics record without enrollment data will receive the following warning
  - DM1072 Missing enrollment record for selected school year

- An active demographics record with an exit enrollment record as the most recent enrollment record for a student will receive the following warning
  - DM1073 Exit enrollment code is last enrollment record for this active student

- v3.02 Check Date of Entry in Grade 9 for consistency across 2 years
  - DM1074 Grade 9 Entry Date Mismatch between school years for this student

- A Diploma Type Code of 017, 595, 034, 051, 762, 813, 779, 796, 068, 612, 680, 697, 714, or 731 without an exit enrollment code of 799, will receive the following error:
  - DM1076 v4.06 Missing or Invalid exit enrollment for diploma code.

- A Diploma Type Code of 085 without an exit enrollment code of 085 or 629, will receive the following error:
  - DM1077 v4.06 Missing or Invalid exit enrollment for IEP diploma code.

- A Diploma Type Code of 738 without an exit enrollment code of 816, will receive the following error:
  - DM1078 v4.06 Missing or Invalid exit enrollment for GED diploma code.

Revision History

Enrollment Data Validation and Errors

Date	Comment
10/6 /2009	• Add Information reports o V4.06 A 425 Exit Enrollment,followed by 0011 Entry Enrollment * 425 No Doc. Of Transfer for currently enrolled student - Please review. o V4.06 A 5905 Entry Enrollment, without a corresponding Disability Program Service Record * No Disability PS rec. exists for 5905 CSE enrollment period. o V4.06 Students enrolled in grade 6 - 8, with a Grade 9 Entry date present * Date of Entry in grade 9 exists for student enrolled in grade 8 or below - please review.
10/6 /2009	• Remove "Date of Activity" from Level 0 Display and apply all "Date of Activity" Checks to "Enrollment Date" o (Error message for Date of Activity will be changed to Enrollment Date in the next release)
10/6 /2009	• Check age (Students DOB) for all 136 max age exit enrollments o V4.06 Students under 20 (DOB) with 136 Exit Enrollment will receive the following error * W/F: Enrollment exit code 136 (Reached Max Age) error for student with age less than 20.
10/6 /2009	• Added edit to only use Enrollment exit 8305 with a current 5905 entry enrollment. o v4.06 * W/F: A state exit code 8305 requires a preceding 5905 state entry code.
10/6 /2009	• Added a check to prevent a delete of Enrollment record(s) if Enrollment has been locked. o v4.06 Can Not Delete at this time - This District's data is currently waiting to be uploaded to the Level 1 database.
12/8 /2009	• Updated L0 documentation to include W/F verification checks against the Location_Year table that were made available in release 4.01 if the Location_Year table was populated o A Location code that is not in the "Location_Year" table will receive the following: * v4.01 W/F: The location for this record is inactive.
2 /8 /2010	• Error message for Date of Activity changed to Enrollment Date (Removed Error message EN2001, as it is now duplicate with EN2007) o 4.07 A enrollment date that is not 10 characters in length will receive the following error: * EN2002 Incorrect length for Enrollment Date. 4.07 A enrollment date that is not a valid date will receive the following error: * EN2003 Invalid Enrollment Date. 4.07 A enrollment date that is not in the correct format will receive the following error: * EN2004 Incorrect format for Enrollment Date. 4.07 A enrollment date that is out of the allotted current year time frame will receive the following error: * EN2005 Enrollment Date out of school year date range. 4.07 A enrollment date that exceeds the current date will receive the following error: * EN2006 Enrollment Date cannot be a future date
2 /8 /2010	• Added the following additional W/F checks for the enrollment location data based on the LOCATION_YEAR table. (Note: If the LOCATION_YEAR table is not fully populated for the user selected school year, then these checks will be ignored) o 4.07 EN2048 W/F: GED grade ordinal requires a GED location code. 4.07 EN2049 W/F: A District location code is only valid with a PRES grade ordinal and a 140 or 4034 state enrollment code. 4.07 EM2050 W/F: A County location code is only valid with a PRES grade ordinal.
2 /8 /2010	• Updated L0 W/F EN2047 to Import message for verification checks against the Location_Year table earlier in the process, if the Location_Year table is populated o 4.07 A Location code that is not in the "Location_Year" table will receive the following: * 4.07 EN2047 Invalid or Inactive Loction Code for selected school year - NNNN.

Enrollment Data Validation and Errors

Key Fields:

District Code, Location Code, School Year, Student Id, Date Of Activity, Enrollment Date, Enrollment Code

Required Fields:

District Code, Location Code, School Year, Student Id, Date Of Activity, Enrollment Date, Enrollment Code, Enrollment Grade Level

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8-character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. If the district code does not equal the user selected district code from the main menu page then the following error message will display:
  - EN1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - EN1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - EN1003 Invalid Location Code - "bad location code"
- A Location code that is not in the "Location_Year" table will receive the following:
  - EN2047 v4.07 Invalid or Inactive Location Code for selected school year - NNNN.

School Year

Integrity Check:

- The school year must have data and must equal the 10-character date that the user selects in the "Data is for School Year" box on the main menu page.

Errors:

- Any school year error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. In this situation the following error message will display:
  - EN1004 There are records in this file that contain the following school year: ("bad school year data"). On the Menu page you selected ("user selected school year data") as the school year for this import file. Please adjust your import file or return to then menu and select a different school year.

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error:
  - EN1005 No Student ID.
- A student ID that exceeds 9 characters in length will receive the following error:
  - EN1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - EN1007 No matching Demographics record.

Enrollment Data Validation and Errors

Individual field Integrity Checks and errors:

Date Of Activity

Integrity Check:

- All validation will be done against the Date of Enrollment and Date of Activity will equal Enrollment Date on export.

Enrollment Date

Integrity Check:

- The Enrollment date must have data, must be a valid date, must be 10 characters in length and in the following format: YYYY-MM-DD, and must be in the July 1 - June 30 time frame of the user selected school year.

Errors:

- An Enrollment date that is not 10 characters in length will receive the following error:
  - EN2002 Incorrect length for Enrollment Date.
- An Enrollment date that is not a valid date will receive the following error:
  - EN2003 Invalid Enrollment Date.
- An Enrollment date that is not in the correct format will receive the following error:
  - EN2004 Incorrect format for Enrollment Date.
- An Enrollment date that is out of the allotted current year time frame will receive the following error:
  - EN2005 Enrollment Date out of school year date range.
- An Enrollment date that exceeds the current date will receive the following error:
  - EN2006 Enrollment Date cannot be a future date
- An enrollment date that is blank will receive the following error:
  - EN2007 No Enrollment Date.
- An enrollment date that does not equal the date of activity will receive the following error:
(* Note Date of Activity matches Enrollment date on export)
  - EN2008 Activity Date and Enrollment Date do not match.

Enrollment Code

Integrity Check:

- The enrollment code must have data and must be found in the ENROLL_CODES dimension table

Errors:

- An enrollment code that is blank will receive the following error:
  - EN2009 No Enrollment Code.
- An enrollment code that cannot be found in the ENROLL_CODES dimension table will receive the following error:
  - EN2010 Invalid Enrollment Code "bad enrollment code data"

Enrollment Comment

Integrity Check:

- The enrollment comment, if provided, cannot exceed 40 characters in length.

Errors:

- No errors occur for this field. If the enrollment comment data exceeds 40 characters, the first 40 characters of data will be saved.

Enrollment Grade Level

Integrity Check:

- The enrollment grade level must have data and must be found in the STUDENT_GRADE_LVL lookup table

Errors:

- An enrollment grade level that is blank will receive the following error:
  - EN2011 No Enroll. Grade Level.
- An enrollment grade level that cannot be found in the STUDENT_GRADE_LVL lookup table will receive the following error:
  - EN2012 Invalid Enroll. Grade Level "bad enrollment grade level data"

Enrollment Data Validation and Errors

Individual field Integrity Checks and errors:

Residence Status Code

Integrity Check:

- The residence status code, if provided, cannot exceed 12 characters in length.

Errors:

- No errors occur for this field. If the residence status code data exceeds 12 characters, the first 12 characters of data will be saved.

Enroll Change Code

Integrity Check:

- The enroll change code, if provided, cannot exceed 12 characters in length.

Errors:

- No errors occur for this field. If the enroll change code data exceeds 12 characters, the first 12 characters of data will be saved.

Enrollment Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- Before Enrollment data can be uploaded to Level 1, a final verification check must be performed. This check will consist of grouping all enrollment records for a district by Student ID and Enrollment Date. Since the records are sorted by Enrollment date and entrance/exit type, the following alternating entrance/exit pattern is expected for each group of records for one Student ID:
  - 1st record = Entrance record
  - 2nd record = Exit record
  - 3rd record = Entrance record
  - 4th record = Exit record
  - etc...
- A student may have two records with the same enrollment date only if the location is the same for each record AND one record is an entrance record while the other is an exit record. Any other situation in which a student has 2 or more records with the same enrollment date will be seen as an error.
- Every Exit record must have the same location as the preceding entry record's location

Errors:

- Any records that do not follow the alternating entrance/exit pattern will receive the following error:
  - EN2013 Invalid Entry/Exit records.

- Any record for a student ID grouping that has a duplicate Enrollment date that does not meet the requirements listed above will receive the following error:
  - EN2014 Duplicate Enroll. Dates found.

- Any Exit record that has a different location than the preceding entry record's location will receive the following error:
  - EN2015 Exit Loc. does not match Entry Loc.

- An enrollment exit code of 782 that does not have a new enrollment record with the same location, different grade level K-14, and/or and enrollment date later than the 782 exit record enrollment date, will receive the following error:
(Enroll - 004 Exit Code Transfer Check Report)
  - EN2016 W/F: A state exit code 782 requires the next entry record to have the same location, different grade and later enrollment date

- An exit enrollment code of 5927 that does not have the next enrollment record as an entroy enrollment record 7011 with a different location
(Enroll 004 Exit Code Transfer Check Report)
  - EN2017 W/F: A state exit code 5927 requires the next entry record to have an entrance code of 7011 and a different location

- An exit enrollment code of 289 that does not have the next enrollment record as an entry enrollment record 5654 will receive the following error:
(release 3.06 - relaxed for June enrollment period)
  - EN2018 W/F: A state exit code 289 requires the next entry record to have an entrance code of 5654

- An exit enrollment code of 153 prior to June 1 that does not have the next enrollment record as an entry enrollment record 0011 or 0022 or 5544 or 7000 with a different location, will receive the following error:
(Enroll 004 Exit Code Transfer Check Report)
  - EN2019 W/F: A state exit code 153 requires the next entry record to have an entrance code of 0011 or 0022 or 5544 or 7000 and a different location

- An exit enrollment code of that does not have the next enrollment record as an entry enrollment record 0011 or 0022 with a BEDS location of 0777 will receive the following error:
(Enroll 004 Exit Code Transfer Check Report)
  - EN2020 V3.02 W/F: A state exit code of 238 requires the next entry record to have an entrance code of either 0011 or 0022 with BEDS location 0777

- An exit enrollment code of 085 or 629 without a 085 Diploma Type will receive the following error:
(Enroll 002 Exit Code - Post Grad - Diploma Check Report)
  - EN2021 v3.01 W/F: A state exit code of 085 or 629 requires a 085 diploma type code in demographics record

- An exit enrollment code of 816 without a 738 Diploma Type will receive the following error:
(Enroll 002 Exit Code - Post Grad - Diploma Check Report)
  - EN2022 v3.01 W/F: A state exit code of 816 requires a 738 diploma type code in demographics record

- An exit enrollment code of 799 without a 017, 595, 034, 051, 762, 813, 779, 796, 068, 612, 680, 697, 714, 731 Diploma Type will receive the following error:
(Enroll 002 Exit Code - Post Grad - Diploma Check Report)
  - EN2023 v3.01 W/F: Invalid diploma for 799 exit enrollment code

- An exit enrollment code of 085, 799, 816, or 629 without a post graduate plan will receive the following error:
(Enroll 002 Exit code - Post Grad - Diploma Check Report)
Release 3.06 added 085
  - EN2024 W/F: An state exit code 085, 799, 816, or 629 requires a post graduate code in demographics record

Enrollment Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- If the Level 0 "LOCATION_YEAR" table is populated for the user selected school year (See paragraph below for info on this table), a W/F verification check will execute that makes sure that the Location in the Enrollment section contains an active location. If the LOCATION_YEAR table is not populated, then this check will be skipped during the verification process.

  The "LOCATION_YEAR" table has been added to Level 0 to store all the valid BEDS codes across the state. There are 2 fields in this table - BEDS code and School Year. Each RIC will be responsible for populating this table for their Level 0 database. This data can be obtained from the Level 1C or Level 1RPT "LOCATION_YEAR" table.

Errors:

- An exit enrollment code of 136 with an active disability program record, but without a post graduate plan will receive the following error:
  (Enroll 002 Exit code - Post Grad - Diploma Check Report)
  Release 3.07
  - EN2025 W/F: A 136 Exit Enrollment code with a disability program record also requires a post graduate code

- An exit enrollment code of 085 or 102 without an active disability program record at time of exit will receive the following error:
  (Enroll 003 Exit code - Disability Check Report)
  - EN2026 W/F: A state exit code of 085 or 102 requires an active disability program at time of exit

- An enrollment code of 4034 or 140 that does not have a PS grade level will receive the following error:
  (Enroll 004 Exit Code Transfer Check Report)
  - EN2027 v3.01 W/F: A state enrollment code 4034 or 140 requires a PRES grade ordinal

- An enrollment code of 5654 or 816 that does not have a GD grade level will receive the following error:
  (Enroll 004 Exit Code Transfer Check Report)
  - EN2028 v3.01 W/F: A state enrollment code 5654 or 816 requires a GED grade ordinal

- An entry enrollment code of 0011, 0022, 4034, 5544, 5555, 5905, 7000, 7011 or 8294 that has a GD grade level will receive the following error:
  - EM2029 v3.01 W/F: A state enrollment code of xxxx cannot have a GED grade ordinal

- An exit enrollment code of 140 that does not have an associated 4034 entry enrollment code will receive the following error:
  (Enroll 004 Exit Code Transfer Check Report)
  - EN2030 v3.01 W/F: A state exit code 140 requires a preceding 4034 state entry code

- An exit enrollment code of 8228 that does not have an associated 5555 entry enrollment code will receive the following error:
  (Enroll 004 Exit Code Transfer Check Report)
  - EN2031 v3.01 W/F: A state exit code 8228 requires a preceding 5555 state entry code

- Any enrollment record, with the exception of 5905, with grade level 09,10,11,12, that does not have an associated Date of Entry Grade 9 will receive the following error:
  - EN2032 v3.04 W/F: Enrollment record needs a corresponding grade 9 entry date in demographics record

- An enrollment record with a grade level that equates to a grade ordinal other than 7th , 8th, 9th, 10th, 11th, 12th, GED, or 7-12 and has data in the grade 9 entry date field will receive the following error:
  - EN2033 v3.04 W/F: No Grade 9 entry date expected in demographic record

- A current enrollment record with a grade level that equates to a grade ordinal of 9th, 10th, 11th, 12th, and a grade 9 entry date that is blank will receive the following error:
  - EN2034 W/F: No Grade 9 entry Date in demographic record.

- Students under 20 (DOB) with 136 Exit Enrollment will receive the following error
  - EN2045 v4.06 W/F: Enrollment exit code 136 (Reached Max Age) error for student with age less than 20.

- An exit enrollment of 8305 without a preceding 5905 enrtry enrollment will receive the following:
  - EN2046 v4.06 W/F: A state exit code 8305 requires a preceding 5905 state entry code.

- A District Level Location, without associated PRES grade and 4034/140 state enrollment will receive the following error:
  - EN2049 v4.07 W/F: A District location code is only valid with a PRES grade ordinal and a 140 or 4034 state enrollment code.

- A GED grade ordinal that doesn't have a valid GED Location will receive the following error:
  - EN2048 v4.07 W/F: GED grade ordinal requires a GED location code.

- A County Location without associated PRES grade level will receive the following error:
  - EN2050 v4.07 W/F: A County location code is only valid with a PRES grade ordinal.

Enrollment Data Validation and Errors

District Data Cross Edit Informational or Report(s)

- Level 0 and Level 1 - Informational Reports

Errors:

- An exit enrollment code of 153 used after May 31 that does not have the next enrollment record as an entry enrollment record 0011 or 0022 or 5544 or 7000 with a different location, will receive the warning message:
  - EN2035 A state exit code 153 requires the next entry record to have an entrance code of 0011 or 0022 or 5544 or 7000 and a different location.
- Check current enrollment status with demographic status (Enroll 005 Enrollment - Demographic Consistency Check)
  - EN2036 Demographic active status does not match current enrollment status
  - EN2037 Demographic inactive status does not match current enrollment status
- Check current enrollment grade level with demographic grade level
  - EN2038 Current enrollment grade level does not match demographics grade level
- Check current enrollment location with demographic location
  - EN2039 Current enrollment location does not match demographics location
- Check each student enrollment record for grade ordinal of K-6 or 7-12 and a disability program code for same time period (Enroll 001 Ungraded Check Report)
  - EN2040 Ungraded students must have a disability program code
- Check for students with an exit enrollment code of 799 who are under 14 years of age at time of exit
  - EN2041 Students with exit code 799 is less than 14 years of age
- A 425 Exit Enrollment,followed by 0011 Entry Enrollment
  - EN2042 v4.06 425 No Doc. Of Transfer for currently enrolled student - Please review.
- A 5905 Entry Enrollment, without a corresponding Disability Program Service Record
  - EN2043 v4.06 No Disability PS rec. exists for 5905 CSE enrollment period.
- Students enrolled in grade 6 - 8, with a Grade 9 Entry date present
  - EN2044 v4.06 Date of Entry in grade 9 exists for student enrolled in grade 8 or below - please review.

Revision History

Assessment Data Validation and Errors

Date	Comment
10/6 /2009	• Modified Error check of Alpha Score to check validity even if numeric score is present • Added an import error to be sure Test Description (Test Group) is valid o On Assessment import, if Test Description (Test Group) is unknown, record doesn't import and message on import reads: - NOTE: UNKNOWN TEST GROUP(S) FOUND IN IMPORT FILE
10/6 /2009	• Added a check to prevent a delete of Assessment records if Assessment has been locked. o v4.06 Can Not Delete at this time - This District's data is currently waiting to be uploaded to the Level 1 database.

Assessment Data Validation and Errors

Key Fields:

District Code, Test Description & Assessment School Year Date (Version), Item Description, Test Date, Student Id

Required Fields:

District Code, Test Description & Assessment School Year Date (Version), Item Description, Test Date, Student Id, Location Code, Standard Achieved Code

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8 character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected.

If the district code does not equal the user selected district code from the main menu page then the following error message will display:

- AS1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Test Description & Assessment School Year Date (Version)

Integrity Check:

- The test description and version fields will be combined and together must be found in the ASSESSMENT_INFO table's TEST_DESC and VERSION fields. If Test description is not valid - import with NOTE: UNKNOWN TEST GROUP(S) FOUND IN IMPORT FILE and data will not be imported.

Errors:

- A test description/version combination that cannot be found in the ASSESSMENT_INFO table will receive the following error:
  - AS6001 Invalid Test Description/Version "bad Test Description/Version"
- A record with a blank test description or version will receive the following error:
  - AS6002 No Test Description/Version.

Item Description

Integrity Check:

- The item description must be found in the ASSESSMENT_ITEM table based on the Test Key found from the Test Description and Version information in the ASSESSMENT_INFO table.
  - Assessments that are no longer available

Errors:

- An item description that cannot be found in the ASSESSMENT_ITEM table will receive the following error:
  - AS6003 Invalid Item Description - "bad Item Description"
- A record with a blank item description will receive the following error:
  - AS6004 No Item Description

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Test Date

Integrity Check:

- The test date field must have data, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.

Errors:

- A test date that is blank will receive the following error:
  - AS6005 No Test Date.
- A test date that is not 10 characters in length will receive the following error:
  - AS6006 Incorrect length for Test Date.
- A test date that is not a valid date will receive the following error:
  - AS6007 Invalid Test Date.
- A test date that is not in the correct format will receive the following error:
  - AS6008 Incorrect format for Test Date.
- A test date that is not within the school year defined by the assessment school year date will receive the following error: (Assmt - 001 Assessment Check Report)
  - AS6009 Test date out of school year date range.

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error:
  - AS1005 No Student ID. Fake ID added for deletion option.
- A student ID that exceeds 9 characters in length will receive the following error:
  - AS1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - AS1007 No matching Demographics record.
- A student ID that is not numeric will receive the following error:
  - AS1008 Student ID not numeric - "bad student ID"

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - AS1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - AS1003 Invalid Location Code - "bad location code"

Score Display

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Alpha Score

Integrity Check:

- An assessment that no numeric score but does have an alpha score must be either a RCT or CTE assessment and the alpha score must be equal to "P", "Pass", "F", or "Fail"
- All assessments (excluding NYSAA assessments) need either a numeric or alpha score

Errors:

- An alpha score for a RCT or CTE assessment that is not equal to "P", "Pass", "F", or "Fail" will receive the following error:
  (Assmt - 001 Assessment Check Report)
  - AS6012 Invalid alpha score value
- An assessment that has no numeric score but has an alpha score and is not a RCT, CTE, or NYSAA assessment will receive the following error:
  - AS6013 Record needs a numeric score
- An assessment (other than NYSAA assessments) that has no alpha score and no numeric score will receive the following error:
  - AS6014 No alpha or numeric score provided

Numeric Score

Integrity Check:

- The numeric score must fall within the valid score range for an assessment (range found in ASSESSMENT_ACHDET table) when a score range is found
- All assessments (excluding NYSAA assessments) need either a number or alpha score
- A 999 numeric score will be allowed and when this value is found the std. Achieved code will be expected to be greater than 90

Errors:

- A numeric score that is outside the valid score range will receive the following error:
  (Assmt - 001 Assessment Check Report)
  - AS6010 Numeric score value outside valid range
- An assessment (other than NYSAA assessments) that has no alpha score and no numeric score will receive the following error:
  - AS6011 No alpha or numeric score provided

Credits

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

National Percentile

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Local Percentile

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Mastery

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Status

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Language Code

Integrity Check:

- The language code, if provided, must be found in the ASSESSMENT_LANG table.

Errors:

- A language code that cannot be found in the ASSESSMENT_LANG table will receive the following error:
  - AS6015 Invalid Language Code - "bad language code data"

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Standard Achieved Code

Integrity Check:

- The standard achieved code must be found in the ASSESSMENT_STDACH table.
  - An assessment record containing a numeric score equal to 999 will be expected to have a standard achieved code greater than 90 and the standard achieved code must be found in the ASSESSMENT_STDACH table

Errors:

- A standard achieved code that cannot be found in the ASSESSMENT_STDACH table will receive the following error:
  - AS6016 Invalid Std. Achieve Code - "bad standard achieved code data"
- A standard achieved code that is incorrect for score provided will receive the following error:
  (Assmt - 001 Assessment Check Report)
  - AS6017 Standard achieved code / score mismatch
- A blank standard achieved code for an assessment record that is not a NYSAA assessment will receive the following error:
  - AS6018 Record must have an alpha or numeric score and a standard achieved code
- A blank standard achieved code for an assessment record that is a NYSAA assessment will receive the following error:
  - AS6019 No standard achieved code
- A numeric score equal to 999 without a standard achieved code greater than 90 will receive the following error:
  - AS6020 Invalid standard achieved code for a 999 numeric score record

Norm Curve Equivalent

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Raw Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Scale Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Percent

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Local Stanine

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

National Stanine

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

National Percentile By Age

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Number Of Items Correct

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Objective Mastery Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Degrees Of Reading Power

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Intelligence Quotient

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Standard Performance Index

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Standard Performance Level

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Grade Equivalent

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Norm Group

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Level Of Aggregation

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Testing Modification

Integrity Check:

- The Testing modification value, if provided, must only contain characters equal to 1-6 and / or A-G

Errors:

- A Testing modification value that has any character other than 1-6 or A-G will receive the following error:
  - AS6030 Invalid Testing Mod Code - "bad testing mod data"

Assignment Date

Integrity Check:

- The assignment date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.

Errors:

- An assignment date that is not 10 characters in length will receive the following error:
  - AS6026 Incorrect length for Assignment Date. Cannot be corrected in Level 0.
- An assignment date that is not a valid date will receive the following error:
  - AS6027 Invalid Assignment Date. Cannot be corrected in Level 0.
- An assignment date that is not in the correct format will receive the following error:
  - AS6028 Incorrect format for Assignment Date. Cannot be corrected in Level 0.

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Evaluator Id

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Evaluator Name

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

School Year

Integrity Check:

- The school year date, if provided, must be a valid date, must be 10 characters in length and must be in the following format: YYYY-MM-DD.
- The school year date must be blank unless the assessment was taken in a prior year compared to your selected school year from the main menu

Errors:

- An school year date that is not 10 characters in length will receive the following error:
  - AS6021 Incorrect length for School Year Date.
- An school year date that is not a valid date will receive the following error:
  - AS6022 Invalid School Year Date.
- An school year date that is not in the correct format will receive the following error:
  - AS6023 Incorrect format for School Year Date.
- An school year date that is not provided for an assessment taken in a prior year as compared to the selected school year from the main menu will receive the following error:
  - AS6024 School year date needed for this record
- An school year date that is not blank for an assessment taken in the same year as the selected school year from the main menu will receive the following error:
  - AS6025 No school year date expected

Subtest Scale Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Number Of Times Tested

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Converted Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Accountable

Integrity Check:

- If provided, data must be found in the YES_NO table.
  Note: This cannot be corrected in Level 0.

Errors:

- An assessment accountable value that cannot be found in the YES_NO table will receive the following error:
  - AS6031 Invalid Assess. Account. - "bad data". Cannot correct in Level 0.

Testing Accommodation

Integrity Check:

- If provided, data must be found in the YES_NO table.
  Note: This cannot be corrected in Level 0.

Errors:

- A testing accommodation value that cannot be found in the YES_NO table will receive the following error:
  - AS6032 Invalid Test Accom.. - "bad data". Cannot correct in Level 0.

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Standard Error Of Measurement

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Scoring Model Code

Integrity Check:

- The scoring model code, if provided, must be found in the ASSMNT_SCORE_MODEL table

Errors:

- A scoring model code that cannot be found in the ASSMNT_SCORE_MODEL table will receive the following error:
  - AS6029 Invalid Score Model Code - "bad score model code data"

Survey Completion Indicator

Integrity Check:

- If provided, data must be found in the YES_NO table.
  Note: Only the Survey Completion Indicator field is able to be corrected in Level 0.

Errors:

- A survey completion indicator value that cannot be found in the YES_NO table will receive the following error:
  - AS6033 Invalid Survey Ind.. - "bad data"

Assessment Accountable School

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Lexile Minimum Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Lexile Maximum Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Number Of Items Attempted

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Number Of Items Omitted

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Number Of Items Incorrect

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Associated Course Indicator

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Repeat Indicator

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Data Validation and Errors

Individual field Integrity Checks and errors:

Quantile Score

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Title I Status

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Assessment Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

Errors:

- NYSAA
  (Assmt - 002 NYSAA Check Report)

A NYSAA assessment without an associated 0220 Alt assessment program record will receive the following error:

- AS6034 W/F: NYSAA assessments require an associated 0220 alt assessment program record

- A NYSAA assessment with a student grade level that is not ungraded will receive the following error
  - AS6035 W/F: NYSAA assessments require the student to have an ungraded K-6 or 7-12 grade ordinal

- NYSESLAT
  (Assmt - 003 NYSESLAT Check Report)

A NYSESLAT assessment without an associated 0231 LEP Eligibility program record will receive the following error:

- AS6036 W/F: NYSESLAT assessments require an associated 0231 LEP Eligibility program record

- A NYSESLAT assessment without a Duration of LEP will receive the following error:
  - AS6037 W/F: NYSESLAT assessments require a Duration of LEP

- CTE
  (Assmt - 004 CTE Check Report)

CTE assessment with no associated CTE/TPREP program record receive the following error:

- AS6038 W/F: CTE assessments require an associated accredited CTE program record

Revision History

Program Services Data Validation and Errors

Date	Comment
10/6 /2009	• Modified Program Service edit check for exit code 912 to be an Information report and to not include students that were no longer enrolled. • Added a check to prevent a delete of Program Service records if Program Services have been locked. o v4.06 Can Not Delete at this time - This District's data is currently waiting to be uploaded to the Level 1 database.
12/8 /2009	• Updated L0 documentation to include W/F verification checks against the Location_Year table that were made available in release 4.01 if the Location_Year table was populated o A Beds Code that is not in the "Location_Year" table will receive the following: * v4.01 W/F: The state location for this record is inactive..
2 /8 /2010	• Updated L0 W/F PS3068 to import message for verification checks against the Location_Year table earlier in the process, if the Location_Year table is populated o 4.07 A Location code that is not in the "Location_Year" table will receive the following: * 4.07 PS3068 Invalid or Inactive Loction Code for selected school year - NNNN.
2 /8 /2010	• Added an Information Report to show students that have F/R (5817/5806) program services records, but no Poverty (0198) record. o A Student with Program 5817 or 5806, but not Program Service 0198 will have the following message: * 4.07 PS3069 Student may be eligible for Poverty (0198) PS record based on current Free or Reduced PS record. Please review.
2 /8 /2010	• Added Import Participation Information Code import check o A Partcipation Information Code that is not associated with a CTE/Tprep program will receive the following error: * v4.07 PS3070 No Part. Info. Code expected for non-CTE programs.
2 /8 /2010	• Added Import check on program end dates in v4.06 or before o An Program Service ending date that is prior to the Program Service beginning date will receive the following error: *v4.06 PS3071 Ending Date is earlier than Beginning Date.

Program Services Data Validation and Errors

Key Fields:

District Code, School Year, Student Id, Programs Code, Beginning Date - Program Service Entry Date

Required Fields:

District Code, Location Code, School Year, Student Id, Programs Code, Beginning Date - Program Service Entry Date

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8 character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. If the district code does not equal the user selected district code from the main menu page then the following error message will display:
  - PS1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - PS1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - PS1003 Invalid Location Code - "bad location code"
- A Beds Code that is not in the "Location_Year" table will receive the following:
  - PS3068 v4.07 Invalid or Inactive Location Code for selected school year - NNNN.

School Year

Integrity Check:

- The school year must have data and must equal the 10-character date that the user selects in the "Data is for School Year" box on the main menu page.

Errors:

- Any school year error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. In this situation the following error message will display:
  - PS1004 There are records in this file that contain the following school year: ("bad school year data"). On the Menu page you selected ("user selected school year data") as the school year for this import file. Please adjust your import file or return to then menu and select a different school year.

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error:
  - PS1005 No Student ID.
- A student ID that exceeds 9 characters in length will receive the following error:
  - PS1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - PS1007 No matching Demographics record.

Program Services Data Validation and Errors

Individual field Integrity Checks and errors:

Programs Code

Integrity Check:

- The programs code must have data and must be found in the PROGRAMS_CODE dimension table

Errors:

- A program code that is blank will receive the following error:
  - PS3001 No Prog. Service Code.
- A program code that cannot be found in the PROGRAMS_CODE dimension table will receive the following error:
  - PS3002 Invalid Prog. Service Code "bad program code data"

Beginning Date - Program Service Entry Date

Integrity Check:

- The beginning date must have data, must be a valid date, must be 10 characters in length and in the following format: YYYY-MM-DD, and must be in the July 1 - June 30 time frame of the user selected school year.

Errors:

- A beginning date that is blank will receive the following error:
  - PS3003 No Beginning Date.
- A beginning date that is not 10 characters in length will receive the following error:
  - PS3004 Incorrect length for Beginning Date.
- A beginning date that is not a valid date will receive the following error:
  - PS3005 Invalid Beginning Date.
- A beginning date that is not in the correct format will receive the following error:
  - PS3006 Incorrect format for Beginning Date.
- A beginning date that is out of the allotted current year time frame will receive the following error:
  - PS3007 Beginning Date out of school year date range.

Ending Date - Program Service Exit Date

Integrity Check:

- For Non-LEP Eligibility Records
  - The ending date, if provided, must be a valid date, must be 10 characters in length and in the following format: YYYY-MM-DD, and must be in the July 1 - June 30 time frame of the user selected school year.

For 0231 LEP Eligibility Records
- The ending date, if provided, must equal to 6/30 of the selected school year and must be in the YYYY-MM-DD format

******* Not Applicable - Used Prior to 2007-08 School Year ***********

For 0232 LEP Eligibility Records
- The ending date cannot be blank. It must be equal to 6/30 of the selected school year and must be in the YYYY-MM-DD format

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Errors:

- An ending date that is not 10 characters in length will receive the following error:
  - PS3008 Incorrect length for Ending Date.
- An ending date that is not a valid date will receive the following error:
  - PS3009 Invalid Ending Date.
- An ending date that is not in the correct format will receive the following error:
  - PS3010 Incorrect format for Ending Date.
- An ending date that is out of the allotted current year time frame will receive the following error:
  - PS3011 Ending Date out of school year date range.
- An ending date that is associated with a 0231 record that is not equal to 06/30 of the selected school year will receive the following error:
  - PS3012 v3.01 LEP Eligibility ending date must be 06/30 of the selected school year
- An Program Service ending date that is prior to the Program Service beginning date will receive the following error:
  - PS3071 v4.06 Ending Date is earlier than Beginning Date.

Program Services Data Validation and Errors

Individual field Integrity Checks and errors:

State Location ID (Program Service Provider Beds Code)

Integrity Check:

- For a record with a location code not equal to "NOBEDS":
  - School program: The state location ID must have data and must be found in the LOCATION lookup table.
  - District program: The state location ID, if provided, must be found in the DISTRICT lookup table and also end with "0000".
  - Local program: The state location ID, if provided, must be found in the LOCATION lookup table.

  For a record with a location code that equals "NOBEDS":
  - A null string will automatically be entered into Level 0 for the state Location ID.

Errors:

- A state location ID that cannot be found in the LOCATIONS lookup table will receive the following error:
  - PS3013 Invalid State Loc. Code "bad state loc. code data"
- A valid state location ID associated with a District program that does not end with "0000" will receive the following error:
  - PS3014 Dist. BEDS code expected for State Loc. Code.
- Any district level program that is not a 5872, 5883, 7022, or 7033 program but has a service provider BEDS code value will receive the following error:
  - PS3015 No State location code expected for this district level program
- A blank state location ID associated with a School program will receive the following error:
  - PS3016 State Loc. Code needed for this program.

Program Intensity

Integrity Check:

- The program intensity, if provided, cannot exceed 20 characters in length.
  No errors occur for this field. If the program intensity data exceeds 20 characters, the first 20 characters of data will be saved.

Errors:

- A program intensity code that cannot be found in the PROGRAM_INTENSITY lookup table will receive the following error:
  - PS3025 v3.01 Invalid Program Intensity. Code "bad data"
- A program intensity code that is not associated with a CTE/Tprep program will receive the following error:
  - PS3026 v3.01 No Prog. Intensity Code expected for non-CTE programs.
- A CTE/TPrep program without an associated program intensity code will receive the following error:
  - PS3027 v3.01 Missing Program Intensity Code

Entry Reason Code 1

Integrity Check:

- For each field - The data, if provided, must be found in the REASONS_CODE lookup table.

Errors:

- For each field - A value that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - Invalid "field name" - "bad field data". Cannot correct in Level 0.

Entry Reason Code 2

Integrity Check:

- For each field - The data, if provided, must be found in the REASONS_CODE lookup table.

Errors:

- For each field - A value that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - Invalid "field name" - "bad field data". Cannot correct in Level 0.

Entry Reason Code 3

Integrity Check:

- For each field - The data, if provided, must be found in the REASONS_CODE lookup table.

Errors:

- For each field - A value that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - Invalid "field name" - "bad field data". Cannot correct in Level 0.

Program Services Data Validation and Errors

Individual field Integrity Checks and errors:

Exit Reason Code 1

Integrity Check:

- For CTE/TPrep, Disability, and/or LEP Eligibility Program records:
  - The exit reason code 1, if provided, must be found in the REASONS_CODE lookup table
  - When Ending Date has data: The exit reason code 1 must have data and must be found in the REASONS_CODE lookup table.
  - When Ending Date has no data: The exit reason code 1 should be blank

  For 0231 LEP Eligibility records:
  - The exit reason code 1 is required when an ending date is provided, and it must be equal to 849. Additionally, when an exit reason code 1 is provided, an end date of 6/30 of the selected school year is expected.

  For Disability records:
  - The exit reason code 1 is required when an ending date is provided, and it must be equal to 901 or 912. Additionally, when an exit reason 912 code is provided, a new disability record should be present (with a different disability code & a beginning date later than the ending date from the previous disability record)

  For CTE/Tech Prep records:
  - The exit reason code 1 is required when an ending date is provided, and it must be equal to 663 or 646.

Errors:

- An exit reason code 1 that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - PS3017 Invalid Exit Code 1 "bad exit code data"
- A blank exit reason code 1 that is associated with a CTE/TPrep, with an ending date will receive the following error:
  - PS3018 Exit Code 1 equal to 646 or 663 required for ended CTE programs.
- A blank exit reason code 1 that is associated with a disability, with an ending date will receive the following error:
  - PS3019 Exit Code 1 equal to 901 or 912 required for ended disability records.
- A blank exit reason code 1 that is associated with a 0231 LEP record, with an ending date will receive the following error:
  - PS3020 Exit Code 1 required for ended 0231 records.
- A exit reason code 1 that does not equal 646 or 663 for a CTE/TPrep record that has an ending date will received the following error:
  - PS3021 646 or 663 Exit code expected for Exit Code 1
- A exit reason code 1 for CTE/TPrep, Disability, LEP, that has an exit reason code 1 value and no ending date value will receive the following error:
  - PS3022 Ending date expected with Exit Code 1
- A exit reason code 1 that does not equal 849 for a 0231 LEP record that has an ending date will receive the following error:
  - PS3023 849 Exit Code expected for Exit Code 1
- A exit reason code 1 for a disability record that does not equal 901 or 912 will receive the following error:
  - PS3024 v3.01 901 or 912 Exit Code expected for Exit Code 1

Exit Reason Code 2

Integrity Check:

- For each field - The data, if provided, must be found in the REASONS_CODE lookup table.

Errors:

- For each field - A value that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - Invalid "field name" - "bad field data". Cannot correct in Level 0.

Exit Reason Code 3

Integrity Check:

- For each field - The data, if provided, must be found in the REASONS_CODE lookup table.

Errors:

- For each field - A value that cannot be found in the REASONS_CODE lookup table will receive the following error:
  - Invalid "field name" - "bad field data". Cannot correct in Level 0.

Program Comment

Integrity Check:

- The program comment, if provided, cannot exceed 60 characters in length.

Program Services Data Validation and Errors

Individual field Integrity Checks and errors:

Original Pgm Start Date

Integrity Check:

- The original pgm. start date, if provided, must be a valid date, must be 10 characters in length, and must be in the following format: YYYY-MM-DD.

Errors:

- An original pgm. start date that is not 10 characters in length will receive the following error:
  - PS3028 Incorrect length for Orig. Prog. Start Date.
- An original pgm. start date that is not a valid date will receive the following error:
  - PS3029 Invalid Orig. Prog. Start Date.
- An original pgm. start date that is not in the correct format will receive the following error:
  - PS3030 Incorrect format for Orig. Prog. Start Date.

Participation Info Code

Integrity Check:

- For Non-CTE/Tprep programs:
  - The participation info code, if provided, must be found in the PARTICIPATION_INFO lookup table.

  For CTE/Tprep programs:
  - The participation info code must have data and must be found in the PARTICIPATION_INFO lookup table.

Errors:

- A participation info code that cannot be found in the PARTICIPATION_INFO lookup table will receive the following error:
  - PS3031 Invalid Part. Info. Code "bad part. info code data"
- A participation info code that is associated with a CTE/Tprep program will receive the following error:
  - PS3032 Part. Info. Code required for CTE programs.
- A Partcipation Information Code that is not associated with a CTE/Tprep program will receive the following error:
  - PS3070 v4.07 No Part. Info. Code expected for non-CTE programs.

Program Services Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- Before Program Service data can be uploaded to Level 1 for the categories: Disability, LEP Eligibility, LEP Programs, and each of the "Other" category programs, overlapping records verification check is also performed. This check will make sure that each student has no records that have overlapping beginning/ending dates within the category being uploaded to Level 1:
  - Any LEP Program record must have a corresponding 0231 LEP Eligibility record and the 0231 LEP Eligibility record beginning date must be earlier than or equal to the LEP Program record beginning date.
  - Only 1 LEP Eligibility record, 0231, is allowed per school year.
  - If the Level 0 "LOCATION_YEAR" table is populated for the user selected school year (See paragraph below for info on this table), a W/F verification check will execute that makes sure that the BEDS code in the Program Service section contains an active location. If the LOCATION_YEAR table is not populated, then this check will be skipped during the verification process.

  The "LOCATION_YEAR" table has been added to Level 0 to store all the valid BEDS codes across the state. There are 2 fields in this table - BEDS code and School Year. Each RIC will be responsible for populating this table for their Level 0 database. This data can be obtained from the Level 1C or Level 1RPT "LOCATION_YEAR" table.

Errors:

- Any record that contains a beginning date equal to the previous record's ending date will receive the following error:
  - PS3033 Begin date must be later than End date of previous record.
- Any record that contains a beginning date earlier than the previous record's ending date will receive the following error:
  - PS3034 Overlapping dates found with previous record.
- Any record that has a beginning date before the previous record has an ending date will receive the following error:
  - PS3035 Previous record has no end date.
- Any of the above mentioned programs that have records in one program category that have overlapping dates will receive the following error:
  - PS3036 Overlapping "category" records found for this student.
- Any LEP Program record that has no corresponding LEP Eligibility record will receive the following error:
  - PS3037 No 0231 LEP Eligibility record found for this student.
- If more than 1 LEP Eligibility record is found in 1 school year:
  - PS3038 v3.01 Multiple 0231 LEP Eligibility records found.
- Any LEP Program record that has a beginning date that is earlier than the LEP Eligibility record beginning date will receive the following error:
  - PS3039 LEP Eligibility start date is later than LEP Program start date.
- A program code 0231 without Duration of LEP will receive the following error:
  (PS 001 Duration-Eligible LEP Check Report)
  - PS3040 W/F: Program code 0231 requires a Duration of LEP
- A program code 5720, 5731, 5709, 5687, 5676, 5698 without a Duration of LEP greater than 0 will receive the following error:
  PS 001 Duration-Eligible LEP Check Report)
  - PS3041 W/F: Duration of LEP greater than 0 required in demographics record
- A program code 0220 without a grade level that equates to a grade ordinal of K-6 or 7-12 (during the NYSAA eligibility period) will receive the following error:
  (PS 002 Alternate Assessment Check Report)
  - PS3042 W/F: An alt assessment record must have an associated grade ordinal of K-6 or 7-12
- A program code 0264, 0550, 0572, 0583, 0594, 0605, 5775 that has a grade level that equates to a grade ordinal of K-6 or 7-12 will receive one of the following errors:
  (PS 006 Safety Net-504 Check Report)
  - PS3043 W/F: A safety net program cannot have an associated grade ordinal of K-6 or 7-12
  - PS3044 W/F: A section 504 plan record cannot have an associated grade ordinal of K-6 or 7-12
- A program code 0330 without a Migrant Indicator value = "Y" will receive the following error:
  (PS 004 - Indicator Check Report)
  - PS3045 W/F: Program code 0330 requires a Migrant status = Y
- A program code 0187 without a Neglected/Delinquent Indicator value = "Y" will receive the following error:
  - PS3046 W/F: Program code 0187 requires a Neglected/Delinquent Indicator = Y
- A Program code 5731 and 5742 without an Immigrant Indicator = "Y" will receive the following error:
  - PS3047 W/F: Program codes 5731 and 5742 require an Immigrant Indicator = Y
- A program code 5566 without a Homeless Indicator = "Y" will receive the following error:
  - PS3048 W/F: Program code 5566 requires a Homeless Indicator = Y

Program Services Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

Errors:

- LEP (PS 001 Duration-Eligible LEP Check Report)

  - A Duration of LEP containing a value of 0-25 without a program 0231 record will receive the following error:
    - PS3049 W/F: Duration of LEP requires a LEP Eligible 0231 record

- A program code 5709, 5676, 5687, 5698, 8239, 5720, or 5731 without a program code 0231 record will receive the following error:
  - PS3050 v3.01 W/F: No 0231 LEP Eligibility record found for this student

- ******* Not Applicable - Used Prior to 2007-08 School Year **********
  - A program code 0232 with an associated 0231, 5720, 5731, 5709, 5687, 5676, 5698 or Duration of LEP will receive the following errors:
    (PS 009 Former LEP Check Report)
    * W/F: Program code 0232 cannot have an associated 0231, 5720, 5731, 5709, 5687, 5676. 5698 program
    * W/F: Program code 0232 cannot have an associated Duration of LEP
  - A program code 0232 without a 6/30/2007 Exit Date and Reason for Ending Code (2005 or 2006) will receive the following error:
    (PS 009 Former LEP Check Report)
    * W/F: Ending date must be 6/30 of the selected school year
    * W/F: Exit code 1 required for ended 0232 record

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- NCLB (PS 003 NCLB Check Report)

  - An program code 5720 or 5731 without a LEP program service code 5709, 5676, 5687, or 5698 will receive the following error:
    - PS3051 W/F: Program code 5720 or 5731 requires a 5709, 5676, 5787, or 5698 LEP program record

- Disabilities

  - A program code 0220 without an associated disability program record (see list) and a grade ordinal of K-6 or 7-12 will receive the following errors:
    (PS 002 Alternate Assessment Check Report)
    - PS3052 W/F: An Alternate Assessment record must have an associated disability record
    - PS3053 W/F: An Alternate Assessment record must have an associated grade ordinal of K-6 or 7-12

- - An active disability record (see list) with an active associated program 0264, 0550, 0572, 0583, 0594, 0605, 5775, or 5753 record will receive the following error:
  (PS 005 Disability Check Report)
  - PS3054 v3.01 W/F: A student cannot have an active disability record during the same time period as a safety net, 0264-Section 504 Plan, or 5753-Interv. Services record.

- Safety Net

  - A Safety Net program 0550, 0572, 0583, 0594, 0605, or 5775 without a program code 0264 record will receive the following error:
    (PS 006 Safety Net-504 Check Report)
    - PS3056 W/F: A 0550, 0572, 0583, 0594, 0605, or 5775 program record requires an associated 0264 - Section 504 plan record

- - An active Safety Net program (see list) with an active associated Disability program (see list) or visa versa will receive one of the following errors:
  (PS 006 Safety Net-504 Check Report)
  - PS3057 W/F: A student cannot have a Safety net and disability record during the same time period
  - PS3058 W/F: A student cannot have an active disability record during the same time period as a safety net, 0264-Section 504 plan, or 5753-Interv. Services record

Program Services Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

Errors:

- ******* Not Applicable - Used Prior to 2007-08 School Year **********
  - An active Safety Net program (see list) with an active associated Level of Integration program or visa versa will receive one of the following errors:
    * W/F: A student cannot have a Safety net and Level of Integration record during the same time period
    * W/F: A student cannot have a Level of Integration and Safety Net record during the same time period

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- - An active Safety Net program c (see list) with an active associated 0220 program record or visa versa will receive one of the following errors:
  (PS 002 Alternate Assessment Check Report)
  - PS3059 W/F: A student cannot have a Safety net and Alternate Assessment record during the same time period

- (PS 006 Safety Net-504 Check Report)
  - An active program 5775 with an active associated 0550, 0572, 0583, 0594, or 0605 program record will receive the following error:
    - PS3060 v3.01 W/F: A student with an active 5775 Safety Net record cannot have any other active Safety Net record during the same time period

- ******* Not Applicable - Used Prior to 2007-08 School Year **********
  (PS 006 Safety Net-504 Check Report)
  - An active program 5861 with an active associated 0550, 0572, 0583, 0594, 0605, or 5775 program record will receive the following error:
    * W/F: A student with an active 5861 Safety Net record cannot have any other active Safety Net record during the same time period

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- CTE

A program code 8261 without a CTE/TPrep Program Intensity code = concentrator will receive the following error:

- PS3061 v3.01 W/F: CTE program with a prog intensity code = concentrator is required

- Other

  - A Free Lunch program 5817 record that overlaps any Reduced Lunch 5806 program record or visa versa will receive one of the following errors:
    (PS 007 Lunch Check Report)
    - PS3062 W/F: Overlapping Reduced/Free records found for this student
    - PS3063 W/F: Overlapping Free/Reduced records found for this student

- - A program code 0242 without a LEP Eligibility code 0231 and a Duration of LEP that is less than 2 will receive the following errors:
  (PS 008 NYSESLAT Check Report)
  - PS3064 W/F: NYSESLAT records must have an associated 0231 LEP Eligibility record
  - PS3065 W/F: NYSESLAT records must have an associated LEP Duration

- A program code 8272 without a Homeless Indicator = "Y" will receive the following error:
  - PS3066 W/F: Homeless Indicator needs to be Y in the demographic record

Program Services Data Validation and Errors

District Data Cross Edit Informational or Report(s)

- District Enrollment Data Cross Edit Verification or Report(s)

Level 0 and Level 1 Informational Reports

Errors:

- LEP
  - A program code 0231 with a Duration of LEP greater than 0 and no associated LEP program record will receive the following error:
    - PS3067 Program code 0231 requires an associated LEP program record

- ******* Not Applicable - Used Prior to 2007-08 School Year **********

Disabilities

- An disability record (see list) without a Level of Integration will receive the following error
  (PS 005 Disability Check Report)
  * An active disability program requires an associated Level of Integration

- An active disability record with an exit code of 912 requires a subsequent disability record with a different disability code. If not, record will receive the following error, unless the student's enrollment has been exited as of the 912 exit.
  - PS3055 v4.06 An Exit Code of 912 requires a subsequent disability record with a different disability program service code.

- A Student with Program 5817 or 5806, but not Program Service 0198 will have the following message:
  - PS3069 v4.07 Student may be eligible for Poverty (0198) PS record based on current Free or Reduced PS record. Please review.

Revision History

Special Ed Snapshot Data Validation and Errors

Date	Comment
10/6 /2009	• Added a check for Primary Service Provider for EOY Snapshot o V4.06 A missing Primary Service Provider on the EOY Snapshot will receive the following error: * W/F: A P.S. provider is required.
10/6 /2009	• Added a check to prevent a delete of SE Snapshot records if SE Snapshot(s) have been locked. o v4.06 Can Not Delete at this time - This District's data is currently waiting to be uploaded to the Level 1 database.
12/8 /2009	• Updated L0 documentation to include W/F verification checks against the Location_Year table that were made available in release 4.01 if the Location_Year table was populated o A Beds Code (Primary Service Provider) that is not in the "Location_Year" table will receive the following: * v4.01 W/F: Primary Service Provider (BEDS Code) is an inactive code.
2 /8 /2010	• Remove SE Snapsht edit check #'s SS4019 & SS4022, as it is possible for a PRES child to be a court/state placement. o **********Not Applicable - Used Prior to v4.07********** - A School Aged Indicator = "N" must have blank Primary Placement Type * SS4019 W/F: No Primary Placement Type expected for non-school aged students - A Primary Placement Type code, that does not have an associated School Aged Indicator = "Y" will receive the following error: * SS4022 W/F: School Aged ind. Must be = Y when Primary Placement Type is provided. **********
2 /8 /2010	• Combined error checks for Special Education Snapshot students that were either missing or didn't have an active disability record. o All October BEDS Day Snapshot records must have an active associated Disability record on the Snapshot date. *v4.07 W/F: SS4013 An active Disability record is required for this S.E. student.
2 /8 /2010	• Modified SS4025 to include PK Students as written o A school aged indicator = "Y" must have associated grade level of PK-14 * v4.07 SS4025 W/F: Invalid grade ordinal for school aged student

Special Ed Snapshot Data Validation and Errors

Key Fields:

District Code, School Year Date, Student Id, Snapshot Date

Required Fields:

District Code, Location Code, School Year Date, Student Id, Snapshot Date, Primary Setting Code (Least Restrictive Environnment), School Aged Indicator

Quasi-Required Fields (Certain Records):

Primary Service Code, Primary Placement Type, Primary Service Provider

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8 character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. If the district code does not equal the user selected district code from the main menu page then the following error message will display:
  - SS1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - SS1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - SS1003 Invalid Location Code - "bad location code"

School Year Date

Integrity Check:

- The school year must have data and must equal the 10-character date that the user selects in the "Data is for School Year" box on the main menu page.

Errors:

- Any school year error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. In this situation the following error message will display:
  - SS1004 There are records in this file that contain the following school year: ("bad school year data"). On the Menu page you selected ("user selected school year data") as the school year for this import file. Please adjust your import file or return to then menu and select a different school year.

Social Security Number

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Snapshot Data Validation and Errors

Individual field Integrity Checks and errors:

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error
  - SS1005 No Student ID.
- A student ID that exceeds 9 characters in length will receive the following error:
  - SS1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - SS1007 No matching Demographics record.

Last Name Short

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

First Name Short

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Middle Initial

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Current Grade Level

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Education Teacher Name

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Primary Disability

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Secondary Disability

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Last Iep Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Last Evaluation Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Service Level

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Snapshot Data Validation and Errors

Individual field Integrity Checks and errors:

Related Services

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Services Provided (r/rr/s)

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Education Teacher Id

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Annual Review Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Triennial Review Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Expected Diploma Type

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

2nd Language Exempt

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Alternate Assessment

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Instruction Language

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Communication Mode

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Braille Instruction

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Transportation

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Extended School Year

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Snapshot Data Validation and Errors

Individual field Integrity Checks and errors:

Home Schooled

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Programs Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Primary Service Code

Integrity Check:

- The Primary Service Code, if provided, must be found in the PRIMARY_SERVICE_CODE lookup table.

Errors:

- A Primary Service Code that cannot be found in the PRIMARY_SERVICE_CODE lookup table will receive the following error:
  - SS4009 Invalid Service Code - "bad primary svc code data"

Primary Placement Type

Integrity Check:

- The Primary Placement Type, if provided, must be found in the PLACEMENT_TYPE lookup table.

Errors:

- A Primary Placement Type that cannot be found in the PLACEMENT_TYPE lookup table will receive the following error:
  - SS4010 Invalid Placement Type - "bad placement type data"

Special Ed Entry Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Exit Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Snapshot Date

Integrity Check:

- The snapshot date must be 10 characters in length and must be in the following format: YYYY-MM-DD. For the 08-09 school year the Snapshot date must be either 2008-10-01 or 2008-07-01.

Errors:

- A snapshot date that is blank will receive the following error:
  - SS4001 No Snapshot Date.
- A snapshot date that is not 10 characters in length will receive the following error:
  - SS4002 Incorrect length for Snapshot Date.
- A snapshot date that is not a valid date will receive the following error:
  - SS4003 Invalid Snapshot Date.
- A snapshot date that is not in the correct format will receive the following error:
  - SS4004 Incorrect format for Snapshot Date.
- A snapshot date that is not equal to 2007-12-03 or 2007-07-01 will receive the following error:
  - SS4005 Snapshot Date must be 2007-12-03 or 2007-07-01 for the 07-08 school year. 07-08 school year
- A snapshot date that is not equal to 2008-10-01 or 2008-07-01 will receive the following error:
  - SS4006 Snapshot Date must be 2008-10-01 or 2008-07-01 for the 08-09 school year.

Iep Compliance

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Snapshot Data Validation and Errors

Individual field Integrity Checks and errors:

Funding Primary Disability Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Disability Primary Cause Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Living Setting Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Hearing Impairment Level Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Vision Impairment Level Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Tertiary Disability Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Quaternary Disability Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Primary Setting Code (Least Restrictive Environnment)

Integrity Check:

- The Primary Setting Code, if provided, must be found in the EARLY_CHILDHOOD_SETTINGS for non-school aged students or the SCHOOL_AGED_SETTINGS table for school aged students.

Errors:

- A Primary Setting Code that cannot be found in the appropriate lookup table will receive the following error:
  - SS4011 Invalid Primary Setting Code - "bad Primary Setting Code data"

Transition Iep Status Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Primary Service Provider

Integrity Check:

- The Primary Service Provider, if provided, must be found in the LOCATION lookup table.

Errors:

- A Primary Service Provider BEDS code that cannot be found in the LOCATIONS lookup table will receive the following error:
  - SS4012 Invalid P.S. provider Code - "bad Primary Svc Provider data"

Special Ed Snapshot Data Validation and Errors

Individual field Integrity Checks and errors:

School Aged Indicator

Integrity Check:

- The School Aged Indicator must have data, and must have a value of "Y" or "N".

Errors:

- A School Aged Indicator that is not "Y" or "N" will receive the following error:
  - SS4007 School Aged Indicator must = 'Y' or 'N'.
- A blank School Aged Indicator will receive the following error:
  - SS4008 No School Aged Indicator.

Special Ed Snapshot Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- All October BEDS Day Snapshot records must have an active associated Disability record on the Snapshot date.
- All October BEDS Day Snapshot records must have an active Enrollment record on the Snapshot date.
- All End-of-Year Snapshot records must have an active enrollment record at some time during the school year
- All End-of-Year Snapshot records must have an active disability record at some time during the school year
- PRIMARY SETTING CODE required for all BEDS day (Oct) snapshots.
- P RIMARY SERVICE PROVIDER required for BEDS day (Oct) snapshots when the student is non-school aged (School Aged Indicator = "N").
- PRIMARY SERVICE CODE is required for all snapshots when the student is non-school aged (School Aged Indicator = "N").
- If the Level 0 "LOCATION_YEAR" table is populated for the user selected school year (See paragraph below for info on this table), a W/F verification check will execute that makes sure that the BEDS code in the Program Service section contains an active location. If the LOCATION_YEAR table is not populated, then this check will be skipped during the verification process.

The "LOCATION_YEAR" table has been added to Level 0 to store all the valid BEDS codes across the state. There are 2 fields in this table - BEDS code and School Year. Each RIC will be responsible for populating this table for their Level 0 database. This data can be obtained from the Level 1C or Level 1RPT "LOCATION_YEAR" table.

Errors:

- All October BEDS Day Snapshot records must have an active associated Disability record on the Snapshot date.
  - SS4013 W/F: An active Disability record is required for this S.E. student.
- All October BEDS Day Snapshot records must have an active Enrollment record on the Snapshot date.
  - SS4014 W/F: Student must be enrolled in the district on the snapshot date.
- All End-of-Year Snapshot records must have an active associated disability record at some time during the school year
  - SS4015 W/F: Student must have disability at some time during the school year.
- All End-of-Year Snapshot records must have an active Enrollment record at some time during the school year.
  - SS4016 W/F: Student must have an enrollment record at some point during the school year.
- A School aged indicator = "N" must have an associated 5786 program record.
  - SS4017 W/F: Invalid disability code for a non-school aged student
- A School aged indicator = "Y" must have an associated 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484, or 0495 program record.
  - SS4018 W/F: Invalid disability code for a school aged student
- **********Not Applicable - Used Prior to V 4.07 **********

A School Aged Indicator = "N" must have blank Primary Placement Type
  - SS4019 W/F: No Primary Placement Type expected for non-school aged students
    ****
- Primary Service Code is required for all snapshots when the student is non-school aged (School Aged Indicator = "N").
  - SS4020 W/F: A Primary Service Code is required for all preschool students
- If Primary Service Code is provided and School Aged Indicator = "Y"
  - SS4021 W/F: A Primary Service Code should not be provided for school aged students
- **********Not Applicable - Used Prior to V 4.07 **********

A Primary Placement Type code, that does not have an associated School Aged Indicator = "Y" will receive the following error:
  - SS4022 W/F: School Aged ind. Must be = Y when Primary Placement Type is provided.
    ****
- A missing Primary Setting Code, in the October BEDS Day snapshot, will receive the following error
  - SS4023 W/F: A Primary Setting Code is required for October BEDS Day snapshot.
- A missing Primary Service Provider ,in the October BEDS Day Snapshot, when School Aged Indicator = "N", will receive the following error:
  - SS4024 W/F: A Primary Service Provider is required for preschool students
- V4.07 A school aged indicator = "Y" must have associated grade level of PK-14
  - SS4025 W/F: Invalid grade ordinal for school aged student
- A school aged indicator = "N" must have associated grade level of PS or PK
  - SS4026 W/F: Invalid grade for non-school aged student
- A Primary Placement Type PLC02 or PLC03 must have associated Primary Setting Code SA01, SA02, SA03, SA04 or SA05
  - SS4027 W/F: Invalid Primary Setting Code for Primary Placement Type
- A missing Primary Service Provider on the EOY Snapshot will receive the following error:
  - SS4031 v4.06 W/F: A P.S. provider is required.
- A Beds Code (Primary Service Provider) that is not in the "Location_Year" table will receive the following:
  - SS4032 v4.01 W/F: Primary Service Provider (BEDS Code) is an inactive code.

Special Ed Snapshot Data Validation and Errors

District Data Cross Edit Informational or Report(s)

- Level 0 - Informational Report

Errors:

- An active disability record exists for a student without a snapshot record
  - SS4028 Missing snapshot record for student
- A school aged indicator = "Y" should have associated age greater than or equal to 5 as of December 1
  - SS4029 V3.02 Invalid age for school aged student
- A school aged indicator = "N" must have associated age less than 5 as of December 1
  - SS4030 V3.02 Invalid age for preschool student

Revision History

Special ED Events Data Validation and Errors

Date	Comment
10/6 /2009	• Added a check to prevent a delete of SE Events records if SE Events have been locked. o v4.06 Can Not Delete at this time - This District's data is currently waiting to be uploaded to the Level 1 database.

Special ED Events Data Validation and Errors

Key Fields:

District Code, School Year Date, Student Id, Event Type Code, Event Date

Required Fields:

District Code, Location Code, School Year Date, Student Id, Event Type Code, Event Date, Event Outcome Code (1st Link), Initial Event Type Code, Initial Event Date

Quasi-Required Fields (Certain Records):

Non Compliance Reason Code (1st Link), Number Of Days (1st Link)

Individual field Integrity Checks and errors:

District Code

Integrity Check:

- The District code must have data and must equal the 8 character district code that the user selects on the main menu page.

Errors:

- Any district code error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. If the district code does not equal the user selected district code from the main menu page then the following error message will display:
  - EV1001 There are records in this file that contain the following district code:" bad district code data". This district code does not match your selected district which is: "user selected code data". The validation process cannot continue until all the records in the import file match your selected district. If you chose the wrong district on the Menu page please return to the Menu and select the correct district.

Location Code

Integrity Check:

- The location code must have data and must be found in the LOCATION lookup table.

Errors:

- A location code that is blank will receive the following error.
  - EV1002 No Location Code.
- A location code that cannot be found in the LOCATION lookup table will receive the following error:
  - EV1003 A location code that cannot be found in the LOCATION lookup table will receive the following error:

School Year Date

Integrity Check:

- The school year must have data and must equal the 10-character date that the user selects in the "Data is for School Year" box on the main menu page.

Errors:

- Any school year error is fatal and will stop processing of the import file. No further processing will be allowed until the error has been corrected. In this situation the following error message will display:
  - EV1004 There are records in this file that contain the following school year: ("bad school year data"). On the Menu page you selected ("user selected school year data") as the school year for this import file. Please adjust your import file or return to then menu and select a different school year.

Special ED Events Data Validation and Errors

Individual field Integrity Checks and errors:

Student Id

Integrity Check:

- The student ID must have data, must not exceed 9 characters in length, and each character must be numeric. Also, a corresponding student ID must be found in the Level 0 valid demographic records for the selected district and school year. Note: A student ID that is not blank and is less than 9 characters will be padded with leading zeroes until it reaches 9 characters in length.

Errors:

- A student ID that is blank will receive the following error:
  - EV1005 No Student ID. Fake ID added for deletion option.
- A student ID that exceeds 9 characters in length will receive the following error:
  - EV1006 Student ID exceeds 9 characters.
- A student ID that does not have a corresponding demographic record will receive the following error:
  - EV1007 No matching Demographics record.
- A student ID that is not numeric will receive the following error:
  - EV1008 Student ID not numeric - "bad student ID"

Event Type Code

Integrity Check:

- The Event Type code must have data and must be found in the EVENT_TYPE_CODES dimension table

Errors:

- An Event Type code that is blank will receive the following error:
  - EV5001 No Event Type Code.
- An Event Type code that cannot be found in the EVENT_TYPE_CODES dimension table will receive the following error:
  - EV5002 Invalid Event Type Code - "bad event type code data"

Event Date

Integrity Check:

- The event date must have data, must be a valid date and must be 10 characters in length and in the following format: YYYY-MM-DD, and 1st event date must fall between July 1 - June 30 of the selected school year, 2nd - 4th event dates must be greater than or equal to the 1st Event Date

Errors:

- An Event Date that is blank will receive the following error:
  - EV5003 No Event Date.
- An Event Date that is not 10 characters in length will receive the following error:
  - EV5004 Incorrect length for Event Date.
- An Event Date that is not a valid date will receive the following error:
  - EV5005 Invalid Event Date.
- An Event Date that is not in the correct format will receive the following error:
  - EV5006 Incorrect format for Event Date.
- Release 3.06 - The Event Date in the defining link that does not fall in the July 1 - June 30 date range of the selected school year will receive the following error:
  - EV5007 Event Date out of school year date range for defining link.

Event Source Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Event Status Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special ED Events Data Validation and Errors

Individual field Integrity Checks and errors:

Event Outcome Code (1st Link)

Integrity Check:

- (Y = classified, N= Not Classified, U= Undetermined) associated only with 1st link in the chain
  The Event Outcome code must be found in the EVENT_OUTCOME_CODES dimension table

  Note: A blank event outcome code in the 1st link will always throw this error regardless of the number of events in the chain.

Errors:

- An Event Outcome code that cannot be found in the EVENT_OUTCOME_CODES dimension table will receive the following error:
  - EV5008 Invalid Event Outcome Code - "bad event outcome code data"
- An Event Outcome code on any record other than the 1st link in the chain will receive the following error:
  - EV5009 No Event Outcome Code expected "bad event outcome code data". PURGED
- An Event Outcome Code that is blank on the 1st Link in the chain will receive the following error:
  - EV5010 V 4.03 Event Outcome Code required for 1st link records.

Meeting Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Meeting Type Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Effective Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Organization Code

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Organization Name

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Organization Cluster

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Compliance Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special ED Events Data Validation and Errors

Individual field Integrity Checks and errors:

Non Compliance Reason Code (1st Link)

Integrity Check:

- (Associated only with the 1st link in the chain)
  When present, the Reason Code must be found in the NON _COMPLIANCE _REASON CODES dimension table

Errors:

- A Reason code that cannot be found in the NON_COMPLIANCE_CODES dimension table will receive the following error:
  - EV5012 Invalid Reason Code - "bad reason code data"
- A Reason code that does not match Event Type chain will receive the following error:
  - EV5013 Invalid Reason Code for Early Intervention - "bad reason code data"
  - EV5014 Invalid Reason Code for Preschool - "bad reason code data"
  - EV5015 Invalid Reason Code for School-Age - "bad reason code data"
- An Reason code on any record other than the 1st link in the chain will receive the following error:
  - EV5016 No Reason Code expected - "bad reason code data". PURGED

Challenge Type

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Challenge Type Disorder 1

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Challenge Type Disorder 2

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Challenge Type Disorder 3

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Previous Challenge Type

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Integrated Percentage

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special Ed Percentage

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Student Present

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Parent Present

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Special ED Events Data Validation and Errors

Individual field Integrity Checks and errors:

Event End Date

Integrity Check:

- This field will be validated for length only, if this field has more characters than its assigned length, the data will be truncated to the maximum length.

Initial Event Type Code

Integrity Check:

- (Associated with 2nd, 3rd, and 4th links in the chain)
  The Initial Event Type code must be found in the EVENT_TYPE_CODES dimension table

Errors:

- An Initial Event Type code that cannot be found in the EVENT_TYPE_CODES dimension table will receive the following error:
  - EV5017 Invalid Initial Event Type Code - "bad initial event type code data"
- A missing Initial Event Type code for Event Type Codes other than sequence 1 will receive the following error:
  - EV5018 Initial Event Type Code required

Initial Event Date

Integrity Check:

- The Initial Event Date must have data, must be a valid date, must be 10 characters in length and in the following format: YYYY-MM-DD, and must be in the July 1 - June 30 time frame of the user selected school year.

Errors:

- An Initial Event Date that is not 10 characters in length will receive the following error:
  - EV5019 Incorrect length for Initial Event Date.
- An Initial Event Date that is not a valid date will receive the following error:
  - EV5020 Invalid Initial Event Date.
- An Initial Event Date that is not in the correct format will receive the following error:
  - EV5021 Incorrect format for Initial Event Date.
- An Initial Event Date that is out of the allotted current year time frame will receive the following error:
  - EV5022 Initial Event Date out of school year date range.
- An Initial Event Date that exceeds the current date will receive the following error:
  - EV5023 Initial Event Date cannot be a future date.
- An Initial Event Date that is out of the allotted specified school year time frame will receive the following error:
  - EV5024 Initial Event Date out of school year date range.
- An Initial Event Date that is blank will receive the following error:
  - EV5025 Initial Event Date required.

Number Of Days (1st Link)

Integrity Check:

- (Associated with the 1st link in the chain)
  The Number of Days must be numeric and must not exceed 4 characters in length.

Errors:

- A Number of Days that is not numeric will receive the following error:
  - EV5026 Num. of Days not numeric - "bad Num. of Days data"
- An Number of Days on any record other than the 1st link in the chain will receive the following error:
  - EV5027 No Number of Days expected - "bad number of days data". PURGED

Special ED Events Data Validation and Errors

Additional 2nd Level Verification Fatal Error Checks

- 2nd Level Verification W/F Error Checking:

Errors:

- Event Type Code:
Each 2nd, 3rd, and 4th link requires a preceding link in the chain and must within the same grouping
Event Date:
  - EV5028 W/F: Link 1 record needed or event type mis-match
  - EV5029 W/F: Link 2 record needed or event type mis-match
  - EV5030 W/F: Link 3 record needed or event type mis-match

- Event Date:
Each link requires an event date greater than or equal to the preceding link event date
  - EV5031 W/F: Link 2 Event Date cannot be earlier than Link 1 Event Date
  - EV5032 W/F: Link 3 Event Date cannot be earlier than Link 2 Event Date
  - EV5033 W/F: Link 4 Event Date cannot be earlier than Link 3 Event

- Reason Code (non-compliance):
A Non-Compliance Reason Code is needed for a CPSE01 or EI01 record with Number of Days greater than 30
  - EV5034 W/F: Missing Non Compliance Reason code

- A Non-Compliance Reason Code is needed for Event Type CSE01 with Number of Days greater than 60
  - EV5035 W/F: Missing Non Compliance Reason Code

- If Event Outcome Code is "N" and EI03 date is past child's third birthday, the Number of Days must be > 0
  - EV5036 W/F: Num. days must be > 0 since event outcome = N or U and 3rd link event date is past 3rd birthday.

- If Event Outcome Code is "U" and EI03 date is past child's third birthday, the Number of Days must be > 0
  - EV5037 W/F: Num. days must be > 0 since event outcome = N or U and 3rd link event date is past 3rd birthday.

- If Event Outcome Code is "U" and EI03 record is missing and August 31, YYYY (YYYY = reporting school year, ie 2009-10 should be August 31, 2010) is past the child's third birthday, the Number of Days must be > 0
  - EV5038 W/F: Num. days must be > 0 since event outcome = U, this chain has no 3rd link, and 8/31/yyyy is past 3rd birthday.

- If Event Outcome Code is "Y" and EI04 date is past child's third birthday, the Number of Days must be > 0
  - EV5039 W/F: Num. days must be > 0 since event outcome = Y and 4th link event date is past 3rd birthday.

- If Event Outcome Code is "Y" and EI04 record is missing and August 31, YYYY (YYYY = reporting school year, ie 2009-10 should be August 31, 2010) is past the child's third birthday, the Number of Days must be > 0
  - EV5040 W/F: Num. days must be > 0 since event outcome = Y, this chain has no 4th link, and 8/31/yyyy is past 3rd birthday.

- The following Non-Compliance Reason Codes: EIR13, EIR14, EIR15, EIR16 are only valid if Event Outcome Code is "Y" and Number of Days is > 0 and there are dates for EI01, EI02, and EI03 Event Type codes, otherwise:
  - EV5041 W/F: Invalid Non Compliance Reason Code.

Appendix C_1_11: Unique Identifier Audit System Report

Unique Identifier Audit System Reports
NYSED / P-12: EMSC / IRS / SIRS / Unique Identifier Audit System (UIAS)

Unique Identifier Audit System (UIAS)

****See http://www.emsc.nysed.gov/irts/sirs/uias.html for additional information*****

Frequently Asked Questions (FAQs):

1) Q. Why are audit reports that show no discrepancies sent?

A. Agencies receive such reports to apprise them of their status. No action is required.

2) Q. What are the timelines for making corrections?

A. Corrections should be made as soon as possible. Once the corrected data is entered into SIRS, subsequent audits will reflect those changes and fewer discrepancies will be generated.

3) Q. How often will these audits be run?

A. Audits can be generated weekly but it is more likely a longer time frame will be established. A specific pattern has not yet been determined.

4) Q. What "Exit Codes" are acceptable?

A. See the table below. This also appears with the Reasons for Beginning Enrollment codes in the SIRS Data Dictionary at: http://www.emsc.nysed.gov/irts/sirs/

5) Q. What does "EOY" mean?

A. "EOY" means "end of year" It is used on the UIAS reports under "Exit Code" to represent students that are expected to continue their enrollment at the same school during the next school year.

6) Q. What is, and how do I reconcile, the False Drop-Out Report?

A. The False Drop-Out Report is run to find students who have an enrollment record that classifies them as "dropped out" but who also have a subsequent enrollment record that shows them enrolled in the same school year in the original district or elsewhere in the State. To reconcile this report;

When the subsequent enrollment record is in the same district -

Delete the "Ending Enrollment Record" associated with the initial enrollment and delete the "Beginning Enrollment Record" associated with the subsequent enrollment record. In this way, such students will be recorded as enrolled

throughout the school year in the original district. Remember, this is the student's enrollment record not his/her attendance record.

When the subsequent enrollment record is in a different district -

Obtain documentation of the student's enrollment from the subsequent district. Then amend the "Ending Enrollment Record" associated with the initial enrollment to reflect the actual reason for ending that record. That would most likely be one of the "Transfers to Other Schools" codes. In this way, such students will be recorded as having ended their original enrollment for a reason other than having dropped out.

Reasons for Beginning Enrollment Codes -	
Code	Reason
0011	Enrollment in building or grade
0022	Foreign exchange student enrollment in building or grade
4034	Enrolled solely for the purpose of determining eligibility for preschool special education services
5544	Transferred in under the NCLB Title I "School in Improvement Status" transfer option
5555	Student enrolled for the purpose of recording a test score (walk-in)
5654	Enrollment in a AHSEP or HSEP program*
5905	CSE responsibility only
7000	Transferred in under the NCLB "Persistently Dangerous School" transfer option
7011	Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
8294	School-age children on the roster for census purposes only (optional in 2008–09)

*See http://www.emsc.nysed.gov/sss/AltEd/ for a list of approved AHSEP and HSEP programs.

Reasons for Ending Enrollment Codes -	
Code	Reason
High School Graduates -	
799	Graduated (earned a Regents or local diploma)
High School Completers -	
085	Earned an IEP diploma
629	Previously earned an IEP diploma
GED -	
816	Earned a High School Equivalency Diploma (GED)
Transfers to Other Schools -	

153	Transferred to another school in this district or to an out-of-district placement
170	Transferred to another NYS public school outside this district with documentation. Note: documentation of transfer is not required for preschool students with disabilities.
204	Transferred to a NYS non-public school with documentation
221	Transferred to a school outside NYS with documentation. Note: documentation of transfer is not required for preschool students with disabilities.
238	Transferred to homebound instruction provided by this district
255	Transferred to home-schooling by parent or guardian
272	Transferred to a postsecondary school prior to earning a diploma
5927	Leaving a school under NCLB - a victim of a serious violent incident
5938	Leaving a NYC community district under NCLB - a victim of a serious violent incident
Dropouts -	
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425	Left school, no documentation of transfer Note: use this code for preschool and pre-K students with disabilities who are withdrawn by their parents.
306	Transferred to other high school equivalency (GED) preparation program
357	Left school: previously counted as a dropout
Other Circumstance for Ending Enrollment -	
140	Preschool special education status determined
289	Transferred to an AHSEP or HSEP program
323	Transferred outside district by court order
442	Left the U.S.
459	Deceased
782	Entry into a different grade in the same school building Note: use this code for preschool students with disabilities who transition from a preschool to a school age program, even though the programs may be in different buildings.
8228	End "Walk-In" Enrollment
8305	End CSE Responsibility Only Enrollment

Appendix C_1_12: Memo Teacher Course Data Collection

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

ASSISTANT COMMISSIONER
Policy and Strategic Planning, P-12

To: BOCES District Superintendents
School District Superintendents
Charter and Other Public School Principals

From: Alan Ray

Date: June 1, 2010

Subject: Guidance on the Collection and Reporting of Additional Data in the Student Information Repository System (SIRS) for Teachers and Courses

As you know, we are making every effort to improve and increase the collection and reporting of data that districts can use to improve student achievement. Once again, we need to ask for your help in this work.

This memorandum provides important information on changes in federal and State requirements for reporting professional staff and course data for students. This guidance directly addresses four issues:

(1) Federal and State requirements for schools and districts to report additional student data, including course enrollment, final course grades, and the teachers/principals responsible for a student's instruction;
(2) Specific data to be reported;
(3) Timeline for reporting these data (optional versus required);
(4) Methods for collecting and reporting these data.

Please share this memorandum with other staff in your school or district and keep it for future reference.

Background

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires that the New York State Education Department (NYSED) establish a longitudinal data system (LDS) that includes:

(1) A teacher identifier system with the ability to match teachers to students; and
(2) Student-level transcript information, including information on courses completed and grades earned.

In addition, the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State that receives State Fiscal Stabilization Fund (SFSF) funds (which includes, but is not limited to, the competitive "Race to the Top" program) to provide assurances using the following indicators and descriptors for Education Reform Area (A) – Achieving Equity in Teacher Distribution:

- **Indicator (a)(3) –** New York must indicate that the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion; and
- **Indicator (a)(6) –** New York must indicate that the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Finally, these additional student data elements are necessary for NYSED to provide the foundation for the comprehensive instructional reporting system and professional development network that is proposed in the State's Race to the Top application, as well as to inform policy decisions of the Board of Regents.

New Data Elements To Be Reported

1) Unique statewide identifier for all teachers;
2) Student enrollment in all elementary/middle-level courses linked to a State assessment (e.g., Grades 3-8 English language arts and mathematics), using the statewide standardized course codes contained in Appendix A;
3) Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course (e.g., Integrated Algebra) using statewide standardized course codes contained in Appendix A;
4) Numeric final course grades for secondary-level courses described in (3) above;
5) Whether the Regents examination score was averaged in as a component of the final course grades described in (4) above.

Timeline

Although there are additional policies that need to be reviewed and adopted before New York can fully comply with these federal requirements, the following timeline has been established for reporting these data to the Student Information Repository System (SIRS).

2009–10 School Year

Data elements (1) through (5) are optional for 2009-10. However, schools and districts are encouraged to participate in this initiative for the 2009-10 school year, as doing so will help you develop effective and efficient collection, reporting, and verification procedures before data are required in 2010-11.

2010–11 School Year

Data elements (1) through (5) are required for all public schools, with the exception that elementary schools with traditional common-branch classes and/or whose student management systems currently do not assign students to teachers on a subject-by-subject basis are not required to report data element (2).

2011–12 School Year

Data elements (1) through (5) are required for all public schools. Elementary school students will need to be assigned to teachers on a subject-by-subject basis. Additional statewide standardized course codes will be developed to collect student enrollments in all elementary-, middle-, and secondary-level courses. Final course grades will be reported for all middle- and secondary-level courses. Students will be associated with their building principal in the SIRS.

Implementation: What Your School District or Charter School Needs to Do

Reporting these data in 2009–10 will involve manual processes that will be automated beginning with the 2010–11 school year. If your school or district elects to participate in 2009–10, your regional data center is prepared to assist you through every step of the process. Contact information for your regional data center can be found at http://www.emsc.nysed.gov/irts/nystart/tips.html#contax.

Beginning in the 2010–11 school year, the procedures for reporting these data will be similar to those already in place for reporting student demographic, enrollment, program service, assessment, and special education data to the SIRS.

Local Data Systems

The key to successful participation in the statewide data system is a district student management system that contains accurate and complete data for State reporting and subscribes to the appropriate standards for format and content. Districts that accomplish this goal will find that transferring data to the SIRS is an efficient process. Districts are strongly advised to empower a district data coordinator to provide leadership on the collection of data, oversee changes in and maintenance of the local data management system, and chair a committee of district staff charged with ensuring the accuracy of data. This individual should have the authority to assign tasks and deadlines, as required.

An overview of the processes for reporting professional staff and student course data is as follows:

1. NYSED will provide a statewide unique identifier for every certified professional who was reported as employed by a school district or charter school as of October 7, 2009 ("BEDS Day"). These identifiers will be extracted from the TEACH Online Services system (see below) and will be available through the Information and

Reporting Services (IRS) Portal application on the NYSED Business Portal at http://portal.nysed.gov. Information on how to access this application can be found at http://www.emsc.nysed.gov/irts/irs-portal. Information on how superintendents can provision accounts for authorized users can be found at http://www.emsc.nysed.gov/seddas/seddashome.html.

2. Statewide unique identifiers not contained in the file provided by NYSED (e.g., a new staff member not employed by the school or district on BEDS Day) will soon be available in the TEACH Online Services system, also found on the NYSED Business Portal at http://portal.nysed.gov. Once these identifiers are available through the TEACH system, authorized school district personnel may retrieve them on an as-needed basis. Additional information on the TEACH Online Services system can be found at http://www.highered.nysed.gov/tcert/teach/home.html.

3. Once retrieved, school districts and charter schools must maintain this statewide professional identifier in the district/school human resource and student management systems.

4. Local course codes will need to be matched to the statewide standardized course codes in Appendix A. In addition, course terms (e.g., full year, semester, etc.) will need to be identified, and, if necessary, final course grades for secondary-level courses in Appendix A will need to be converted to a numeric scale. Finally, secondary-level course information must indicate whether or not the Regents examination score was a factor in the final course grade. This indicator is necessary for validity studies that determine the statistical relationship between Regents examination scores and final course grades.

5. The data outlined above will need to be extracted from your school's student management system and reported to the SIRS. In 2009–10, this will be a manual process that will be coordinated by your regional data center. Beginning in 2010–11, this process will be accomplished in a manner identical to that used when using current SIRS data reporting extracts.

6. Once the necessary policies have been adopted, NYSED will develop and distribute preview reports so that schools can verify that the data contained in the SIRS are complete and accurate.

To ensure that this process is as seamless as possible, please consider the additional recommended steps below:

1. Verify that your human resource and student management system will be capable of storing these new data elements by the 2010–11 school year.

2. If necessary, plan to report subject-level course enrollment for elementary school students no later than the 2011–12 school year.

3. Develop the necessary procedures and train staff to implement the collection and reporting steps outlined above.

As it becomes available, additional technical information will be posted at http://www.emsc.nysed.gov/irts/vendors/techInfo.html. This link currently includes a list of statewide standardized course codes (also in Appendix A of this memorandum), as well as the Student Grades, Course, Marking Period, and Staff data extract templates.

Thank you for your continued support as we implement these changes to our data collection and reporting system. If you have any questions, please contact the office of Information and Reporting Services at (518) 474-7965 or via email at dataquest@mail.nysed.gov.

Attachment

C: Regional Information Center (RIC) Directors
Big 5 Data Coordinators
Regional SIRS Project Managers

Appendix A:
State Course Codes for 2009–10 and 2010–11

(State) Course Code	Course Name
01300	Grade 3 English Language Arts
02300	Grade 3 Mathematics
01400	Grade 4 English Language Arts
02400	Grade 4 Mathematics
01500	Grade 5 English Language Arts
02500	Grade 5 Mathematics
01600	Grade 6 English Language Arts
02600	Grade 6 Mathematics
01700	Grade 7 English Language Arts
02700	Grade 7 Mathematics
01800	Grade 8 English Language Arts
02800	Grade 8 Mathematics
03400	Grade 4 Science
04500	Grade 5 Social Studies
03800	Grade 8 Science
04800	Grade 8 Social Studies
01003	English/Language Arts III
02052	Algebra I
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03101	Chemistry
03001	Earth Science
03151	Physics
06123	French III
06203	German III
06703	Hebrew III
06143	Italian III
06303	Latin III
06103	Spanish III
04101	U.S. History—Comprehensive
04052	World History and Geography

Appendix C 1 13: Technical Specs for Teacher Course Data Collection

Course/Grade Code Tables

Marking Period Number	Description
001	Full Year - Marking Period 1
002	Full Year - Marking Period 2
003	Full Year - Marking Period 3
004	Full Year - Marking Period 4
005	Full Year - Marking Period 5
006	Full Year - Marking Period 6
007	Full Year - Marking Period 7
008	Full Year - Marking Period 8
101	Semester 1 - Marking Period 1
102	Semester 1 - Marking Period 2
103	Semester 1 - Marking Period 3
104	Semester 1 - Marking Period 4
105	Semester 1 - Marking Period 5
106	Semester 1 - Marking Period 6
107	Semester 1 - Marking Period 7
108	Semester 1 - Marking Period 8
201	Semester 2 - Marking Period 1
202	Semester 2 - Marking Period 2
203	Semester 2 - Marking Period 3
204	Semester 2 - Marking Period 4
205	Semester 2 - Marking Period 5
206	Semester 2 - Marking Period 6
207	Semester 2 - Marking Period 7
208	Semester 2 - Marking Period 8
301	Semester 3 - Marking Period 1
302	Semester 3 - Marking Period 2
303	Semester 3 - Marking Period 3
304	Semester 3 - Marking Period 4
305	Semester 3 - Marking Period 5
306	Semester 3 - Marking Period 6
307	Semester 3 - Marking Period 7
308	Semester 3 - Marking Period 8

401	Semester 4 - Marking Period 1
402	Semester 4 - Marking Period 2
403	Semester 4 - Marking Period 3
404	Semester 4 - Marking Period 4
405	Semester 4 - Marking Period 5
406	Semester 4 - Marking Period 6
407	Semester 4 - Marking Period 7
408	Semester 4 - Marking Period 8
901	Summer - Marking Period 1
902	Summer - Marking Period 2

Grade Type Code	Description
MP	MARKING PERIOD
MT	MIDTERM
FG	FINAL GRADE
QZ	QUIZ
EX	EXAM
FE	FINAL EXAM
HW	HOMEWORK
OA	OTHER ASSIGNMENT

(State) Course Code	Course Name
01300	Grade 3 English Language Arts
02300	Grade 3 Mathematics
01400	Grade 4 English Language Arts
02400	Grade 4 Mathematics
01500	Grade 5 English Language Arts

02500	Grade 5 Mathematics
01600	Grade 6 English Language Arts
02600	Grade 6 Mathematics
01700	Grade 7 English Language Arts
02700	Grade 7 Mathematics
01800	Grade 8 English Language Arts
02800	Grade 8 Mathematics
03400	Grade 4 Science
04500	Grade 5 Social Studies
03800	Grade 8 Science
04800	Grade 8 Social Studies
01003	English/Language Arts III
02052	Algebra I
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03101	Chemistry
03001	Earth Science
03151	Physics
06123	French III
06203	German III
06703	Hebrew III
06143	Italian III
06303	Latin III
06103	Spanish III
04101	U.S. History—Comprehensive
04052	World History and Geography

COURSE

revised 2010-05-06

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.html
2	9	14	6	*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYS Reporting		alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html
3	15	24	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	32	8	COURSE CODE		Leave blank		Use field # 27 - course code long
5	33	62	30	COURSE NAME	Local use only		alphanumeric	
6	63	86	24	COURSE DEPARTMENT	Local use only		alphanumeric	
7	87	101	15	SUBJECT AREA CODE	Local use only		alphanumeric	
8	102	104	3,1	COURSE LENGTH				
9	105	111	7,4	NUMBER OF CREDITS				
10	112	114	3,0	NUMBER OF CLASS SESSIONS				
11	115	115	1	HONORS INDICATOR				
12	116	120	5,0	MINIMUM SEATS				
13	121	132	12	PRIMARY COURSE TYPE CODE				
14	133	152	20	OBSOLETE				
15	153	153	1	COURSE GRADE TYPE CODE				
16	154	165	12	OBSOLETE				
17	166	170	5,0	NUMBER OF GRADES				
18	171	175	5,3	COURSE WEIGHT				
19	176	190	15	ADDITIONAL DATA				
20	191	191	1	SPECIAL PROGRAM INDICATOR				
21	192	194	3	COURSE SPECIAL PROGRAM CODE				
22	195	214	20	OBSOLETE				
23	215	226	12	COURSE SHORT NAME				
24	227	227	1	ALLOWABLE COURSE GENDER				
25	228	230	3	GPA INDICATOR				
26	231	232	2	*SEMESTER	Local use only		alphanumeric	If blank, defaults to a space.
27	233	244	12	*LOCAL COURSE CODE ***(COURSE CODE LONG)***	Local use only		alphanumeric	Use local course code
28	245	250	6	COURSE DELIVERY MODEL CODE				
29	251	262	12	*STATE COURSE CODE ***(ALTERNATE COURSE CODE)***	NYS Reporting	use code from COURSE code table	alphanumeric	Use State course code. See State COURSE code table for allowable values.
30	263	268	6	REQUIREMENTS INDICATOR CODE				
31	269	368	100	COURSE DESCRIPTION				
32	369	371	3	DUAL CREDIT				
33	372	374	3	ADVANCED PLACEMENT INDICATOR				
34	375	377	3	CAREER AND TECHNICAL INDICATOR				
35	378	380	3	GIFTED INDICATOR				
36	381	383	3	BILINGUAL INDICATOR				
37	384	386	3	REMEDIAL INDICATOR				
38	387	389	3	BASIC INDICATOR				
39	390	392	3	SPECIAL EDUCATION INDICATOR				
40	393	395	3	INTERNATIONAL BACCALAUREATE INDICATOR				
41	396	398	3	CORE INDICATOR				
42	399	401	3	ELECTIVE INDICATOR				
43	402	407	6	NON TRADITIONAL GENDER CODE				
44	408	409	2	MINIMUM GRADE LEVEL				
45	410	411	2	MAXIMUM GRADE LEVEL				
46	412	911	500	COURSE DESCRIPTION LONG				

MARKING PERIOD

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.html
2	9	18	10	*MARKING PERIOD START DATE	NYS Reporting		date yyyy-mm-dd	
3	19	28	10	*MARKING PERIOD END DATE	NYS Reporting		date yyyy-mm-dd	
4	29	38	10	*MARKING PERIOD LEVEL	Local use only		alphanumeric	
5	39	48	10	NOT USED				
6	49	58	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
7	59	66	8	MARKING PERIOD SHORT DESCRIPTION				
8	67	96	30	MARKING PERIOD DESCRIPTION				
9	97	99	3,0	*MARKING PERIOD NUMBER	NYS Reporting	Use codes from marking period number table. For full-year courses, please use codes that begin with "0". For 1st semester courses, use codes that begin with "1". For 2nd semester courses, use codes that begin with "2". For 3rd semester courses, use codes that begin with "3". For 4th semester courses, use codes that begin with "4". For summer school courses, use codes that begin with "9".	alphanumeric	see marking period table
10	100	102	3	NOT USED				
11	103	105	3	NOT USED				
12	106	108	3	NOT USED				
13	109	111	3	NOT USED				
14	112	121	10	NOT USED				
15	122	131	10	NOT USED				
16	132	143	12	REPORT SCHOOL YEAR				
17	144	147	4,0	MARKING PERIOD SORT SEQUENCE				
18	148	159	12	MARKING PERIOD LEVEL CATEGORY				

Staff Snapshot

revised 2010-05-06

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.html
2	9	20	12	*STAFF ID	NYS Reporting	Local staff ID must be unique within the district. For NYC, the local staff ID must be unique within NYC.	alphanumeric	Use local staff ID.
3	21	31	11	SOCIAL SECURITY NUMBER				
4	32	56	25	LAST NAME SHORT		Leave blank.		Use field 66.
5	57	71	15	FIRST NAME SHORT		Leave blank.		Use field 65.
6	72	72	1	MIDDLE INITIAL				
7	73	76	4	JOB CLASS CODE				
8	77	116	40	JOB DESCRIPTION				
9	117	120	4	EXTRA JOB CLASS CODE 1				
10	121	124	4	EXTRA JOB CLASS CODE 2				
11	125	128	4	EXTRA JOB CLASS CODE 3				
12	129	132	4	EXTRA JOB CLASS CODE 4				
13	133	136	4	EXTRA JOB CLASS CODE 5				
14	137	142	6	*LOCATION CODE	Local use only	Use building code or "0000"	alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html
15	143	157	15	DIVISION				
16	158	164	7	DEPARTMENT				
17	165	168	4	STAFF TYPE				
18	169	174	6	UNION				
19	175	239	65	SUPERVISOR				
20	240	245	6	GENDER CODE				
21	246	247	2	ETHNIC CODE				
22	248	287	40	OBSOLETE				
23	288	301	14	HOME PHONE				
24	302	302	1	PHONE SECURITY				
25	303	332	30	ADDRESS 1				
26	333	362	30	ADDRESS 2				
27	363	387	25	CITY				
28	388	389	2	STATE				
29	390	399	10	FULL ZIP CODE				
30	400	400	1,0	RANK/PERFORMANCE TIER				
31	401	401	1	MEDICAL EXAM				
32	402	402	1	SUBSTANCE TEST				
33	403	412	10	ORIGINAL HIRE DATE				
34	413	422	10	TENURE DATE				
35	423	432	10	CURRENT SERVICE DATE				
36	433	442	10	EXIT DATE				
37	443	443	1	STAFF CITIZENSHIP CODE				
38	444	444	1	FELONY				
39	445	446	2,0	YEARS EXPERIENCE				
40	447	456	10	BIRTH DATE				
41	457	457	1	ACTIVE/INACTIVE INDICATOR	Local use only			
42	458	467	10	LAST STATUS DATE				
43	468	469	2,0	YEARS EXPERIENCE IN DISTRICT				
44	470	477	8	JOB CLASS CODE LONG				
45	478	497	20	HIGHEST DEGREE EARNED				
46	498	501	4,0	YEARS OF HIGHER EDUCATION				
47	502	541	40	MILITARY DUTY STATUS				
48	542	561	20	STAFF QUALIFICATION STATUS CODE				
49	562	601	40	JOB CLASS DESCRIPTION				
50	602	611	10	*SNAPSHOT DATE	NYS Reporting	year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	Use school year date
51	612	615	4,0	PAY STEP LEVEL				
52	616	625	10,2	ANNUAL SALARY				
53	626	629	4,2	CONTRACT WORK DAYS				
54	630	635	6	TERMINATION CODE				
55	636	677	42	FULL STAFF NAME				

56	678	680	3	ITINERANT TEACHER				
57	681	700	20	*ALTERNATE STAFF ID	NYS Reporting	Source from TEACH ID file on IRS portal or from the TEACH system	alphanumeric	Must be valid TEACH ID
58	701	710	10,2	ALTERNATE ANNUAL SALARY				
59	711	714	4,2	ALTERNATE CONTRACT WORK DAYS				
60	715	719	5,3	EMPLOYMENT BASIS				
61	720	724	5,3	ALTERNATE EMPLOYMENT BASIS				
62	725	734	10,2	BENEFITS VALUE				
63	735	737	3	LOCAL CONTRACT				
64	738	745	8	CONTRACTING ORGANIZATION				
65	746	805	60	*FIRST NAME LONG	Local use only	Teacher's first name.	alphanumeric	
66	806	865	60	*LAST NAME LONG	Local use only	Teacher's last name, including any hyphenated portion.	alphanumeric	
67	866	875	10	NAME SUFFIX				
68	876	879	4	PAY STEP LEVEL ALPHA				
69	880	882	3	HISPANIC ETHNICITY INDICATOR				
70	883	884	2	RACE OR ETHNICITY SUBGROUP CODE				
71	885	914	30	HIGHEST DEGREE INSTITUTION CODE				
72	915	944	30	BACCALAUREATE DEGREE INSTITUTION CODE				
73	945	974	30	ADDRESS 3				
74	975	979	5	BASE ZIP CODE				
75	980	983	4	ZIP CODE +4				
76	984	1063	80	EMAIL ADDRESS	Local use only	include only valid email adresses	alphanumeric	
77	1064	1123	60	MIDDLE NAME				
78	1124	1127	4	RACE 2 CODE				
79	1128	1131	4	RACE 3 CODE				
80	1132	1135	4	RACE 4 CODE				
81	1136	1139	4	RACE 5 CODE				
82	1140	1154	15	POSTSECONDARY SUBJECT AREA				
83	1155	1162	8	EMPLOYMENT ELIGIBILITY VERIFICATION				
84	1163	1172	10	NAME PREFIX				
85	1173	1186	14	WORK PHONE				
86	1187	1200	14	CELL PHONE				
87	1201	1240	40	MAILING ADDRESS 1				
88	1241	1280	40	MAILING ADDRESS 2				
89	1281	1310	30	MAILING ADDRESS 3				
90	1311	1340	30	MAILING ADDRESS CITY				
91	1341	1342	2	MAILING ADDRESS STATE CODE				
92	1343	1347	5	MAILING ADDRESS BASE ZIP CODE				
93	1348	1351	4	MAILING ADDRESS ZIP CODE +4				
94	1352	1355	4	EMPLOYMENT STATUS				
95	1356	1358	3	AUTHORIZED TO CARRY WEAPON INDICATOR				

				Student Grades				revised 2010-05-06
Field Number	**Start Position**	**End Position**	**Max Length**	**FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students**	**NYS or Local Purpose**	**Instructions or Rules**	**Format**	**Recommended Codes**
1	1	8		*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting		alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.html
2	9	14		*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYS Reporting		alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html
3	15	24		*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	32		COURSE CODE		Leave blank		Use field # 25 - course code long
5	33	36		SECTION CODE		Leave blank		Use field # 26 - section code long
6	37	39		REQUEST SEQUENCE	Local use only			
7	40	51		*STAFF ID	NYS Reporting		alphanumeric	use local ID - must map to State ID
8	52	63		*STUDENT ID ***(SCHOOL DISTRICT STUDENT ID)***	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
9	64	66		*MARKING PERIOD NUMBER	NYS Reporting	use code from marking period table	alphanumeric	see marking period table
10	67	72		*NUMERIC GRADE	NYS Reporting		numeric	if grade type code is "FG," enter a numeric value between 0 and 100, or leave blank if grade is not yet known. All other grade types, local use.
11	73	75		ALPHA GRADE	Local use only		alphanumeric	
12	76	76		PASS/FAIL	Local use only		alphanumeric	"P" = Pass or "F" = Fail
13	77	79		ABSENCES	Local use only		alphanumeric	
14	80	82		EXCUSED ABSENCES	Local use only		alphanumeric	
15	83	85		UNEXCUSED ABSENCES	Local use only		alphanumeric	
16	86	88		TARDIES	Local use only		alphanumeric	
17	89	91		EXCUSED TARDIES	Local use only		alphanumeric	
18	92	94		UNEXCUSED TARDIES	Local use only		alphanumeric	
19	95	97		GPA INDICATOR	Local use only		YES NO Code	"Y" or "N"
20	98	127		+STUDENT GRADES COMMENT	NYS Reporting		alphanumeric	"R" if Regent exam grade in factored into the course grade, otherwise leave blank
21	128	129		*GRADE TYPE CODE	NYS Reporting	Use code from reserved set	alphanumeric	MP=MARKING PERIOD, MT=MIDTERM, FG=FINAL GRADE, QZ=QUIZ, EX=EXAM, FE=FINAL EXAM, HW=HOMEWORK, OA=OTHER ASSIGNMENT
22	130	131		*SEMESTER	NYS Reporting	use "NA" unless needed for local use.	alphanumeric	
23	132	138		CREDITS ATTEMPTED	Local use only		alphanumeric	
24	139	145		STUDENT CREDITS EARNED	Local use only		alphanumeric	
25	146	152		POINTS ADD-ON	Local use only		alphanumeric	
26	153	164		*COURSE CODE LONG	NYS Reporting		alphanumeric	local course code - must map to State course code
27	165	189		*SECTION CODE LONG	NYS Reporting		alphanumeric	local code
28	190	195		CONDUCT GRADE	Local use only		alphanumeric	
29	196	205		COURSE INSTRUCTOR SNAPSHOT DATE		Leave blank		

45 Columbus Avenue, New York, NY 10023-6992 T 212 713-8000 F 212 713-8255 www.collegeboard.com

DATA LICENSE AND SERVICES AGREEMENT

THIS LICENSE AGREEMENT (this "Agreement") is made and entered into as the 10th day of May, 2010, by and between the College Board, a New York not-for-profit education corporation, with its principal place of business at 45 Columbus Avenue, New York, NY 10023-6917 ("The College Board") and the New York State Education Department ("Licensee") with its principal place of business at 89 Washington Ave, Albany, NY 12234.

WHEREAS, the College Board wishes to license College Board data to the New York State Education Department to conduct research described under this Agreement;

WHEREAS, Licensee is a State educational agency, and requires the Licensed Data to conduct research that is necessary for Licensee to carry out its responsibilities under State and federal law;

In consideration of the premises and the mutual promises and covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. RIGHTS AND LICENSES

(a) License Grant. On the terms and subject to the conditions set forth in this Agreement, The College Board hereby grants to Licensee a limited, non-transferable, non-exclusive license (without the right to sublicense): (i) to use the data (the "Licensed Data") described on a Data License Work Order substantially in the form of Exhibit A, which is attached hereto and made a part hereof (each, a "Data License Work Order") exclusively for the sole purpose of matching and merging data of Licensee takers of The College Board tests scores with identifiers contained within the Licensee's data warehouse; (ii) to provide an empirical basis for the ongoing and long term research and analytic work of the Licensee focusing on the predictors of success in secondary and higher education in the state of New York State; and; (iii) to alter, amend, modify or create derivative works of Licensed Data solely for noncommercial, educational, research and analytical purposes.

(b) Restrictions on Use. Licensee may not:

(i) Release, re-publish, or otherwise reveal, directly or indirectly Licensed Data to any third party without the express written consent of The College Board. Requests to share data with any third party should be submitted to Ellen Sawtell at esawtell@collegeboard.org. Requests should be accompanied by a brief summary of the proposed research. The College Board replies with a decision within twenty (20) business days from receipt of such request.

(ii) Transfer or assign any rights hereunder, in whole or in part, whether voluntary or by operation of law, without the prior written consent of the College Board.

(iii) Make any use of Licensed Data, except as expressly permitted herein or in a Data License Work Order, or as permitted by law.

(c) Conditions on Use.

(i) Licensee may make one copy of each Licensed Data provided by the College Board for back-up and archival purposes.

(ii) Licensee shall submit to The College Board free of charge and within thirty (30) days of publication a copy of any research report or analysis that is generated using Licensed Data.

(iii) Upon completion of the matching and merging with the Licensee's data, Licensee will strip and destroy from the resulting file all student personally identifying variables, and any and all copies thereof, provided by the College Board.

(d) Support. The College Board will provide commercially reasonable assistance to Licensee in responding to inquiries relating to the Licensed Data.

2. DATA LICENSE WORK ORDERS

(a) Requests. Each Data License Work Order will be issued by The College Board following a written request from Licensee (the "Request"). Each Request shall include the program name and academic year of the data requested. Licensee shall provide any and all additional information requested by The College Board necessary to complete a Data License Work Order.

(b) Request Verification. Within ten (10) business days of receipt of the Request, The College Board will confirm the Request with Licensee. Following confirmation, The College Board will submit to Licensee an electronic list of all schools identified in the Request that have any available descriptive information, including, at a minimum, the CEEB code for each school. Licensee will thereafter send The College Board an electronic file with the relevant school-to-district mapping that includes the applicable CEEB code, school name, state identifier school code, district name, and district code for each school for which Licensee is requesting data from The College Board. The College Board shall issue the applicable Data License Work Order within thirty (30) calendar days following mutual verification of the Request.

(c) Data License Work Order Content. Unless otherwise agreed by the parties, each Data License Work Order shall include a description of the Licensed Data covered thereunder, the name and address of the person to whom the Licensed Data is to be sent, the applicable license fee, and such other information and terms and conditions the parties may wish to include. In the event of any conflict between the terms of this Agreement and the terms of any Data License Work Order, the terms of such Data License Work Order shall govern.

(d) Data License Work Order Term. Each Data License Work Order shall have a term of one year, renewable upon mutual agreement of the parties, subject to re-negotiation of all applicable fees.

3. DELIVERY OF LICENSED DATA

Upon receipt of an executed Data License Work Order, The College Board will deliver the Licensed Data on CD-ROM to the person designated in the applicable Data License Work Order in the format described therein.

4. SERVICES

(a) Service Work Order. Licensee retains College Board to provide the services ("Services") and deliverables ("Deliverables"), if any, as set forth in the applicable Service Work Order substantially in the form of Exhibit B, which is attached hereto and made a part hereof. College Board shall be responsible for providing only those Services and Deliverables expressly described in the applicable Service Work Order.

(b) Change Control. Any material changes to a Service Work Order or the scope or nature of Services to be rendered thereunder shall require a written change order, signed by an authorized representative of each party. Such changes may result in adjustments to the applicable fees and/or delivery schedule.

(c) Manner of Rendering Services; Location. College Board shall retain sole discretion as to the method and means of performing the Services, including but not limited to the designation of personnel to perform the Services. The Services shall be performed at the offices of Licensee, College Board or such other site mutually agreed upon by the parties. For Services to be performed at Licensee's facilities, Licensee shall make available to College Board all workspace, telephone service, basic office supplies, storage space and other facilities reasonably required by College Board to perform such Services.

(d) Acceptance. Unless otherwise agreed to in a Service Work Order, upon completion of a deliverable or service in relation to any Service Work Order, Licensee shall have thirty (30) business days to verify that the applicable services and any deliverable conform to the Service Work Order or any other criteria or specifications mutually agreed to by the parties. If written notice of non-acceptance has not been received within thirty (30) business days, the deliverable or service will be deemed accepted.

(e) Delays. College Board shall not be in default of its obligations hereunder or liable for any failure or delay caused by Licensee or third parties or otherwise due to circumstances beyond College Board's reasonable control, including but not limited to a force majeure event as described in Section 13(e).

(f) Licensee Obligations; Cooperation. Licensee shall be responsible for performing its obligations, if any, as set forth in the applicable Service Work Order. In addition, Licensee shall cooperate fully with College Board and its agents and provide all assistance as reasonably necessary for College Board to perform the Services.

5. PAYMENT AND FEES

(a) In consideration of the licenses and other rights granted herein, Licensee shall license data to the College Board in accordance with this Data License Agreement.

(b) License and Service Fees. Licensee shall pay to The College Board the fees set forth in the applicable Data License Work Order or Service Work Order within thirty (30) days of receipt of an invoice therefore. This is a one-time fee charged by The College Board for the described data and/or services and this fee will not necessarily apply to other requests associated with such Data License Work Order or Service Work Order. Any re-runs or changes to the specifications and/or any modifications to the information provided by Licensee in the Request will result in additional fees.

(c) Rate Increase. The College Board shall have the right to increase its rates once a year, commencing on the first anniversary date of this Agreement.

(d) Expenses. Reimbursement for all reasonable costs and expenses The College Board and its personnel incur shall be addressed in Data License Work Orders or Service Work Orders, as applicable.

(e) Taxes. All payments to The College Board shall be made on a gross basis without withholding of any kind. Fees do not include any sales, use or other taxes or any levies or duties required by law, which shall be paid by Licensee, unless Licensee furnishes The College Board with a valid tax exemption certificate.

6. PROPIETARY RIGHTS

(a) The College Board Property. As between The College Board and Licensee, Licensee expressly acknowledges, certifies and agrees that The College Board owns, and shall continue to own, all right, title and interest in and to the Licensed Data and any updates, modifications, or copies thereto (including, without limitation, all copyrights, trademarks, patents and other similar proprietary rights therein) provided hereunder and does not convey any proprietary interest therein to Licensee other than the license as specified herein. The rights and data contained herein are non-transferable. Licensee agrees that it shall not use the Licensed Data in any way other than as herein authorized or in any manner represent that they have any ownership interest in and to the Licensed Data.

(b) Proprietary Notices. Any publication reproducing any of the Licensed Data (including, without limitation, print and electronic media and information displayed on the Internet) will acknowledge that the Licensed Data are proprietary to The College Board. Licensee will not remove any College Board marks or other identifying notices that appear on the Licensed Data.

(c) Breach by Licensee. Licensee acknowledges and agrees that a breach of any of its respective covenants, agreements or undertakings set forth in this Section 6 will cause The College Board irreparable damage which cannot be readily remedied in damages in an action at law and may, in addition thereto, constitute an infringement of The College Board's copyrights, trademarks or other proprietary rights, thereby entitling it to equitable remedies and costs.

7. SECURITY

Licensee shall keep all Licensed Data in a secure environment, with restricted access to a limited number of staff who have a need to know solely for the purpose of conducting any analyses, interpretation, developing any reports, publications, presentations or similar products in any format.

8. TERM AND TERMINATION

(a) This Agreement shall commence as of the date first above written and shall continue in effect for such period as Licensee requires use of the Licensed Data for the ongoing and longterm research referenced in Section 1(a) of this Agreement.

(b) Termination. Either party may terminate this Agreement immediately upon written notice to the other party if the other party is in breach or default of any material term or condition of this Agreement, provided that the party not in breach has given the other party thirty (30) days prior written notice of such breach or default, and such other party shall not have remedied or cured such breach or default within said thirty (30) day period. Notwithstanding the foregoing, either party may terminate this Agreement immediately upon written notice to the other party, with no opportunity to cure, if the other party is in breach of the Confidentiality or Proprietary Right Sections hereof.

(c) Effect of Termination. If this Agreement is terminated, in addition to any other remedies The College Board or Licensee may have: (i) all Data License Work Orders and all licenses granted hereunder shall immediately terminate and (ii) Licensee shall pay all fees and expenses due and owing through the date of termination.

9. CONFIDENTIALITY

(a) General. A party who receives any confidential or proprietary information of the other party ("Confidential Information") shall keep confidential and agrees not to disclose the Confidential Information to third parties without the prior written approval of the other or as provided for under this Agreement. Without limiting the generality of the foregoing, Confidential Information shall include the Licensed Data. Each party shall carry out its respective obligations hereunder using the same degree of care that it uses in protecting its own Confidential Information.

(b) Exceptions. Confidential Information does not include (A) Licensee's analysis of the Licensed Data or (B) information which (i) was rightfully known to the receiving party prior to its disclosure hereunder by the disclosing party; (ii) is or becomes publicly known through no wrongful act of the receiving party; (iii) has been rightfully received from a third party authorized to make such a disclosure; (iv) is independently developed by the receiving party without reference to Confidential Information disclosed hereunder; (v) is required to be disclosed by order of a court, or by subpoena, summons or other legal process, or by law, rule or regulation, or by applicable regulatory or professional standards, provided that prior to such disclosure the disclosing party is given reasonable advance notice of such order and an opportunity to object to such disclosure; or (vi) data derived from the Licensed Data but which has been aggregated or otherwise de-identified so that all personally identifiable data has been removed.

10. REPRESENTATIONS AND WARRANTIES

(a) The College Board and Licensee. Each of The College Board and Licensee represent, warrant and covenant to each other, as an essential part of this Agreement, that: (i) it is duly organized and validly existing and in good standing under the laws of the state of its incorporation or formation; (ii) it is fully able to perform its obligations and to grant the licenses and rights granted hereunder; and (iii) it is empowered under applicable State laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized executed and delivered by and through a person with the authority to execute the Agreement on its behalf.

(b) Licensee. Licensee further represents, warrants and covenants to The College Board that it will comply with any and all local, municipal, state, and federal laws, rules, and regulations applicable to the performance of its obligations under this Agreement, including any and all local, municipal, state, and federal laws, rules, and regulations relating to privacy.

(c) NO OTHER WARRANTIES. THE WARRANTIES SET FORTH IN THIS SECTION 10 ARE THE ONLY WARRANTIES MADE BY THE PARTIES HERETO. EXCEPT AS EXPRESSLY PROVIDED HEREIN, THE LICENSED DATAS ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND EACH PARTY EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES IN RESPECT THEREOF, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR INFRINGEMENT OR FITNESS FOR A PARTICULAR PURPOSE.

11. LIMITATION OF LIABILITY

NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED HEREIN, NEITHER PARTY SHALL HAVE LIABILITY TO THE OTHER HEREUNDER FOR CONSEQUENTIAL, EXEMPLARY, SPECIAL, INCIDENTAL, OR PUNITIVE DAMAGES EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EXCEPT FOR THE PARTIES' INDEMNIFICATION OBLIGATIONS HEREUNDER, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY (INCLUDING THEIR DIRECTORS, TRUSTEES, OFFICERS, EMPLOYEES, AFFILIATES AND REPRESENTATIVES) HEREUNDER FOR ANY AMOUNT IN EXCESS OF THE AGGREGATE FEES RECEIVED BY THE COLLEGE BOARD FROM LICENSEE IN CONNECTION WITH THE DATA LICENSE WORK ORDER OR SERVICE WORK ORDER GIVING RISE TO THE CLAIM FOR DAMAGES, REGARDLESS OF THE FORM OF ACTION (CONTRACT, TORT OR OTHER FORM).

12. INSURANCE

During this Agreement, each party shall carry, at its own expense and for its own benefit, insurance of the type and in such amounts as are appropriate in light of such party's obligations hereunder.

13. MISCELLANEOUS PROVISIONS

(a) Entire Agreement. This Agreement constitutes the entire agreement between the parties concerning the subject matter hereof and supersedes any pre-existing agreement and any oral or written communication between the parties.

(b) Relationship. This Agreement does not provide for a joint venture, partnership, agency or employment relationship between the parties.

(c) Press Releases. Each party shall submit to the other party, for its written approval within five (5) business days, any press release or any other public statement regarding the transactions contemplated hereunder and/or referencing this Agreement, including the specific parameters for the distribution of any such press release or public statement. The term "public statement" shall not include any reports of research or analysis issued by the Licensee using the Licensed Data; any Items to the New York State Board of Regents or memoranda or other statements released to the public related to or based upon the research or analysis; or any press releases or other public statements using, or derived from or based on, de-identified information as defined in Section 9(b)(vi).

(d) Amendments. This Agreement can only be modified by a written agreement signed by both parties.

(e) Force Majeure. Neither party shall be responsible for failure to perform hereunder or for any loss or damage due to causes beyond its reasonable control, including, without limitation, governmental requirements, work stoppages, fire, civil disobedience, embargo, war, acts of terrorism, failure to cooperate pursuant to Section 4(e), riots, rebellions, earthquakes, strikes, floods, water and the elements, inability to secure equipment, raw materials or transport, acts of God, or similar occurrences or any threat of the foregoing.

(f) Governing Law. The validity of this Agreement, the construction and enforcement of its terms and the interpretation of the rights and duties of the parties hereunder shall be governed by the internal laws of the State of New York, without regard to conflicts of law rules. The parties hereto agree that the state and federal courts sitting in the State of New York shall be the proper forums for seeking any temporary or preliminary injunctive relief in connection with this Agreement, as provided for in Section 13(g) (i), and the parties hereby irrevocably and unconditionally consent to the exclusive jurisdiction of such courts for such purposes, to the extent permitted by applicable law. So far as is permitted under applicable law, this consent to personal jurisdiction shall be self operative and no further instrument or action, other than service or process as is permitted by the laws of the State of New York, shall be necessary in order to confer jurisdiction upon The College Board or Licensee in any such court.

(g) Dispute Resolution. If either party breaches the teams of this Agreement for any reason, in addition to other rights and remedies available to the parties, Licensee and the DOE mutually agree to resolve any disputes amicably within a thirty (30) day period. If the dispute is still unresolved after thirty (30) days, the parties agree to escalate any dispute to the Licensee's Senior Vice President of Research and Development and the DOE'S Commissioner of Education or his/her designee for consideration and resolution.

(i) Injunctive Relief. This Section 13(g) shall not prevent the parties hereto from seeking or obtaining any temporary or preliminary injunctive relief in a court of competent jurisdiction for breach or threatened breach of any provision hereof during the course of the dispute resolution. Each party agrees that it shall continue to perform its obligations pending the outcome of the dispute resolution process, it being agreed and understood that the failure to so provide will cause irreparable harm to the other party and that the putative breaching party has assumed all of the commercial risks associated with such breach or threatened breach of any provision hereof by such party.

(h) Assignment. Neither party shall, in whole or in part, assign or delegate its rights, duties or obligations under this Agreement to any person or entity, without the other's prior written consent.

(i) Notice. All notices, demands or other communications required or permitted to be given delivered hereunder shall be in writing and shall be sent by hand delivery, prepaid telex, cable or fax, by registered or certified mail (postage prepaid and return receipt requested) or by reputable overnight courier or express mail and addressed to the Office of General Counsel, at the addresses set forth above unless notice of a change of address is given in writing in accordance with the terms hereof. A notice shall be deemed effective when so personally delivered, telexed, cabled or faxed, or if mailed, two business days following the date the notice is mailed (one business day, in the case of express mail or overnight courier services).

(j) Waiver. A waiver by either party at any time of a breach or default of any provision of this Agreement shall not apply to any breach or default of any other provision of this Agreement or imply that a breach or default of the same provision at any other time has been or will be waived or that this Agreement has been in any way amended, nor shall any failure by either party to object to conduct of the other be deemed to waive such party's right to claim that a repetition of such conduct is a breach or default hereof Any waiver must be made in writing and signed by the party effecting any such waiver.

(k) Severability. If any provision of this Agreement shall for any reason be held invalid, illegal or unenforceable the same shall not affect the validity of this Agreement or any of the provisions hereof and this Agreement shall be interpreted and construed as if such provision, to the extent invalid, illegal or unenforceable, had not been contained herein.

(l) Survival. The provisions of Sections 6, 7, 9, 11 and 12 shall survive the termination or expiration of this Agreement.

(m) Headings. The section headings used herein are for reference and convenience only and shall not enter into the interpretation hereof.

(n) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date first above written

THE COLLEGE BOARD

By: Wayne J. Camara

Name: Wayne J. Camara

Title: Vice President, Research and Development

Date: 5/28/10

NEW YORK STATE EDUCATION DEPARTMENT

By: Erin M. O'Grady-Parent

Name: Erin M. O'Grady-Parent

Title: Acting Counsel and Authorized Contract Officer

Date: 5/18/10

45 Columbus Avenue, New York, NY 10023-6992 T 212 713-8000 F 212 713-8255 www.collegeboard.com

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (this "Agreement") is made and entered into as of the 10th day of May, 2010, by and between the College Board, a New York not-for-profit education corporation, with its principal place of business at 45 Columbus Avenue, New York, NY 10023-6917 ("College Board") and the New York State Education Department, with its principal place of business at 89 Washington Ave, Albany, NY 12234, ("NYSED").

WHEREAS, the NYSED maintains certain data related to students in grades Preschool-12 enrolled in the New York State System of Public Schools (the "Education Data");

WHEREAS, the parties entered into a Data License Agreement whereby the College Board licensed College Board data to the NYSED on May 10, 2010 (the "College Board Data License Agreement"):

WHEREAS, the NYSED wishes to provide certain Education Data to the College Board for purposes of matching to test data, as provided in the College Board Data License Agreement, and also wishes to license certain Education Data to the College Board to conduct related research in collaboration with NYSED as described under this Agreement (the "Project");

WHEREAS, the Project research to be conducted by the College Board will be of value to NYSED, and the products of this Project are necessary to assist NYSED in the performance of its official duties as established in State and federal law; and

THEREFORE, In consideration of the premises and the mutual promises and covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. RIGHTS AND LICENSES

(a) License Grant. On the terms and subject to the conditions set forth in this Agreement, the NYSED hereby grants to College Board a limited, non-exclusive license to use the Licensed Data, as defined below, to: (i) conduct research and analyses relevant to evaluating the validity, reliability, and other technical qualities of its assessments and other programs at the individual, school, and district level; (ii) alter, amend, modify or create derivative works of Licensed Data solely for noncommercial, educational, research and analytical purposes ("Research Report(s)"); (iii) to publish Research Reports; and (iv) to providing matching data to NYSED as provided in the College Board Data License Agreement. College Board may copy Licensed Data for back-up and archival purposes only.

(b) Restrictions on Use.

i. The Research Report(s) shall not identify specific individuals, schools or districts without the express written consent of the NYSED. For purposes of this Agreement, identifiable data includes but is not limited to aggregated data that has less than five (5) data elements per cell or for which the data elements per cell comprise 100% or 0% of the subject population.

ii. College Board may not make comparisons using New York State school and district data, whether the comparison is among New York State schools or between New York State schools and other state's schools, unless the following conditions are met:

(A) All school level comparisons are done across a group of schools. The group of schools must include at least 15 schools in both the group being investigated, as well as the control schools.

(B) The data and name for the schools and districts being compared are not released, except in aggregate form across all schools/districts in each group.

(C) When comparing districts, the number of schools within the districts being compared must total at least 15 schools, with one district not representing more than 80% of the schools.

(iii). Except as provided in Section 1(a), the College Board may not release or re-publish Licensed Data without the express written consent of the NYSED. College Board may not make any use of Licensed Data, except as expressly permitted herein, and all personally identifiable Licensed Data received from NYSED must be destroyed when the research related to the Project has been completed or the Licensed Data are no longer needed for the Project; provided, however, that any data compilations created by the College Board that contain solely de-identified data need not be destroyed and can be used for research purposes other than the Project.

(iv). College Board shall submit to NYSED free of charge and within thirty (30) days of publication a copy of any research report or analysis that is generated using Licensed Data. The parties agree that the College Board may hold the copyright to any Research Reports utilizing the Licensed Data. However, NYSED shall have a nonexclusive, irrevocable, royalty-free license to use, copy and disseminate such copyrighted materials, and any analyses, reports, findings or data compilations produced by the College Board for purposes of the Project, including but not limited to providing such materials to other researchers to use in future research, solely for educational purposes of NYSED

(c) Support. NYSED will provide reasonable assistance to College Board in responding to inquiries relating to the Licensed Data.

(d) Licensed Data. NYSED will provide the Licensed Data to the College Board for purposes of the research Project to be conducted by College Board, and also for matching purposes so that College Board may provide to NYSED that data requested by NYSED pursuant to the College Board Data License Agreement. Licensed Data shall be defined as the following data elements for each student who attended a New York State public high school in school years 2005 - 2010:

i. Directory information such as student name, date of birth, and other demographic data as needed for the matching process;
ii. School attended by school year (8th-12th grades).
iii. Free and reduced school lunch status by school year (8th-12th grades).
iv. Scores on all state tests and retesting, with dates of testing, when available (8th-12th grades).
v. Date of graduation from high school.

2. LICENSED DATA REQUEST AND DELIVERY

(a) Matching. Upon execution of this Agreement, the NYSED will provide the Licensed Data to the College Board. Upon completion of the matching and merging with the College Board's data to the Response Files, College Board will strip and destroy from the resulting file all student personally identifying variables, and any and all copies thereof, provided by the NYSED, except as may be needed for the research Project and subject to the provisions of Section 1(b)(iii) above.

(b) Delivery. Within thirty (30) business days following full execution of this Agreement, the NYSED shall deliver the Licensed Data to Ellen Sawtell, Director, Research and Analysis Services. All data files will be delivered as tab delimited ASCII files and will be delivered on CD-ROM via an overnight shipping service. Tracking numbers for all deliveries will be provided at the time of shipping. File formats for all data files will be included on each CD-ROM. The data files may also be transferred via a secure file transfer protocol (secure ftp), upon such conditions as the parties may agree at the time of transfer. The College Board will verify the contents of the Requests Files within ten (10) business days of receipt. If the Request Files are not accurate, NYSED will deliver a corrected or revised file before the College Board can begin the matching.

3. CONSIDERATION

(a) In consideration of the licenses and other rights granted herein, College Board shall license data to NYSED in accordance with Work Order #1 of the College Board Data License Agreement.

4. PROPRIETARY RIGHTS

(a) NYSED Property. As between the NYSED and College Board, College Board expressly acknowledges, certifies and agrees that the NYSED owns, and shall continue to own, all right, title and interest in and to the Licensed Data provided hereunder and does not convey any proprietary interest therein to College Board other than the license as specified herein. College Board agrees that it shall not use the Licensed Data in any way other than as herein authorized or in any manner represent that they have any ownership interest in and to the Data.

5. JUSTIFICATION AND AUTHORITY

(a) In accordance with the Federal Family Educational Rights and Privacy Act (FERPA), the NYSED is a State educational authority that for purpose of this Agreement, designates College Board as its authorized representative for the limited purpose of conducting the research Project as described under Section 1(a) of this Agreement [34 C.F.R. §99.31(a)(3)(iv) and (6)].

6. SECURITY

(a) The parties acknowledge their separate obligations to perform this Agreement in accordance with the requirements of FERPA, by establishing rights or duties of confidentiality, privacy, and nondisclosure. To fulfill these obligations, the parties agree that electronic files transmitted between the parties may contain information on "pupils" or "students". Therefore, the following provisions shall apply:

i. If the purpose for which files are sent does not require the NYSED or College Board or personnel and/or agents in their employ ("Personnel") to print, display, or otherwise personally review the contents of the tape, Personnel shall refrain from doing so.

ii. If the purpose for which files are sent does require either party's Personnel to print, display, or otherwise personally view the contents of the file, for example, to avoid or correct a malfunction of the matching process, the Personnel shall do so in a manner that prevents the disclosure of the contents of the file by persons not involved in the process.

iii. The parties agree to provide written instructions regarding subparagraphs (a), i and ii above to affected Personnel.

iv. Each electronic file sent by the NYSED and in the possession of College Board, and each file sent by College Board and in possession of NYSED, that contains personally identifiable information as to a pupil or student, and each hard copy of such information shall be stored in a secure location, such as a locked desk or file cabinet, except when in use of the purpose for which it was provided. Automated records shall be stored in secured computer facilities with strict Automated Data Processing ("ADP") controls.

(b) Under no circumstances shall either party disclose personally identifiable information exchanged under this Agreement as to pupil or student to any third party except in accordance with this Agreement.

7. TERM AND TERMINATION

(a) Term. This Agreement shall commence as of the date first above written and shall continue in effect for four years thereafter unless and until terminated in accordance with its provisions.

(b) Termination. Either party may terminate this Agreement immediately upon written notice to the other party without cause upon thirty (30) days notification to the other party.

(c) Effect of Termination. Upon termination, College Board shall destroy any personally identifiable information in the Licensed Data as provided in Section 1(b)(iii) above, but may retain any de-identified Licensed Data contained in the Research Report(s) ("Derivative Data"). NYSED hereby grants College Board a perpetual license to use Derivative Data solely for archival purposes.

8. PRE-EXISTING AGREEMENTS

The terms and conditions of any and all pre-existing agreements, whether written or oral, for data specified herein provided to College Board by the NYSED are hereby superseded and replaced by the terms and conditions of this Agreement, except as otherwise provided in the College Board Data License Agreement dated May 10, 2010. To the extent College Board continues to have a valid license as of the date hereof to any such previously licensed data, such license shall continue in full force and effect from and after the date of this Agreement under the terms and conditions of this Agreement and such data shall be considered Licensed Data in accordance with this Agreement.

9. CONFIDENTIALITY

(a) General. A party who receives any confidential or proprietary information of the other party ("Confidential Information") shall keep confidential and agrees not to disclose the Confidential Information to third parties without the prior written approval of the other or as provided for under this Agreement. Without limiting the generality of the foregoing, Confidential Information shall include the Licensed Data. Each party shall carry out its respective obligations hereunder using the same degree of care that it uses in protecting its own Confidential Information.

(b) Exceptions. Confidential Information does not include (A) College Board's analysis of the Licensed Data or (B) information which (i) was rightfully known to the receiving party prior to its disclosure hereunder by the disclosing party; (ii) is or becomes publicly known through no wrongful act of the receiving party; (iii) has been rightfully received from a third party authorized to make such a disclosure; (iv) is independently developed by the receiving party without reference to Confidential Information disclosed hereunder; (v) is required to be disclosed by order of a court, or by subpoena, summons or other legal process, or by law, rule or regulation, or by applicable regulatory or professional standards, provided that prior to such disclosure the disclosing party is given reasonable advance notice of such order and an opportunity to object to such disclosure; or (vi) aggregated information that has been de-identified as provided in Section 1(b)(iii).

10. REPRESENTATIONS AND WARRANTIES

(a) Each of the NYSED and College Board represent, warrant and covenant to each other, as an essential part of this Agreement, that: (i) it is duly organized and validly existing and in good standing under the laws of the state of its incorporation or formation; and (ii) it is fully able to perform its obligations and to grant the licenses and rights granted hereunder.

(b) The parties understand and agree that this agreement will result in sharing information that has been provided to them by other entities. Neither party warrants or guarantees the completeness, accuracy or reliability of the information in its databases. The parties specifically declaim any responsibility or liability for errors or omissions in the information exchanged as a result of this agreement, including direct, indirect, incidental, special, or consequential damage resulting from the use of information released under this Agreement.

11. INDEMNIFICATION

(a) Indemnification by College Board. To the extent permitted by law, College Board shall indemnify, defend and hold harmless NYSED, its officers, employees and agents against any and all losses, liability, damages and expenses (including reasonable attorneys' fees and costs) which may arise in connection with: (i) any claim or action against NYSED with respect to the operation and use of the Licensed Data; and (ii) a breach of any of the representations, warranties, covenants and agreements made by College Board herein.

(b) Indemnification Procedure. In claiming indemnification hereunder, NYSED shall promptly provide College Board with written notice of any claim falling within the scope of the foregoing indemnification. NYSED may, at its own expense, assist in the defense of any such claim if it so chooses; provided, however, that College Board shall control such defense and all negotiations relative to the settlement of any such claim; and provided, further, that any settlement shall not be final without NYSED's prior written consent, which such consent shall not be unreasonably withheld.

12. MISCELLANEOUS PROVISIONS

(a) Entire Agreement. This Agreement constitutes the entire agreement between the parties concerning the subject matter hereof and supersedes any pre-existing agreement and any oral or written communication between the parties.

(b) Relationship. This Agreement does not provide for a joint venture, partnership, agency or employment relationship between the parties.

(c) Press Releases. Each party shall submit to the other party, for its written approval within five (5) business days, any press release or any other public statement regarding the transactions contemplated hereunder and/or referencing this Agreement, including the specific parameters for the distribution of any such press release or public statement.

(d) Amendments. This Agreement can only be modified by a written agreement signed by both parties.

(e) Force Majeure. Neither party shall be responsible for failure to perform hereunder or for any loss or damage (including indirect or consequential damages) due to causes beyond its reasonable control, including, without limitation, governmental requirements, work stoppages, fire, civil disobedience, embargo, war, acts of terrorism, riots, rebellions, earthquakes, strikes, floods, water and the elements, inability to secure equipment, raw materials or transport, acts of God, or similar occurrences or any threat of the foregoing.

(f) Assignment. Neither party shall, in whole or in part, assign or delegate its rights, duties or obligations under this Agreement to any person or entity, without the other's prior written consent.

(g) Notice. All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, on the third business day following such mailing or by a national courier service on the business day following such mailing, or if sent by fax on the day faxed, or if not a business day, the next succeeding business day, provided that the fax is promptly confirmed by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

College Board shall provide all notices to NYSED under this Agreement to, Alan Ray, 89 Washington Ave, Albany, NY 12234, (518) 486-9321.

NYSED shall provide all notices to the College Board under this Agreement to, College Board, 45 Columbus Avenue, New York, New York 10023, Attention: Wayne Camara, Vice President, Research and Development, (212) 713-8069, with a copy to: Legal Department, College Board, 45 Columbus Avenue, New York, NY 10023, Tel: (212) 713-8323, Fax: (212) 713-8036.

(h) Waiver. A waiver by either party at any time of a breach or default of any provision of this Agreement shall not apply to any breach or default of any other provision of this Agreement or imply that a breach or default of the same provision at any other time has been or will be waived or that this Agreement has been in any way amended, nor shall any failure by either party to object to conduct of the other be deemed to waive such party's right to claim that a repetition of such conduct is a breach or default hereof. Any waiver must be made in writing and signed by the party effecting any such waiver.

(i) Severability. If any provision of this Agreement shall for any reason be held invalid, illegal or unenforceable the same shall not affect the validity of this Agreement or any of the provisions hereof and this Agreement shall be interpreted and construed as if such provision, to the extent invalid, illegal or unenforceable, had not been contained herein.

(j) Survival. The provisions of Sections 1, 4, 6, 7, 9 and 10 shall survive the termination or expiration of this Agreement.

(k) Headings. The section headings used herein are for reference and convenience only and shall not enter into the interpretation hereof.

(l) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date first above written.

THE COLLEGE BOARD

By: Wayne J. Camara

Name: Wayne J. Camara

Title: Vice President, Research and Development

Date: 5/28/10

NEW YORK STATE EDUCATION DEPARTMENT

By: Erin M. O'Grady-Parent

Name: Erin M. O'Grady-Parent

Title: Acting Counsel and Authorized Contract Officer

Date: 5/18/10

Appendix C_1_16: Chapter 100 of the Laws of 2010

Chapter 100 of the Laws of 2010— State Funding For Longitudinal Data System

(As proposed in Assembly Bill. No. A.11309 and Senate Bill No. S.7989)

STATE OF NEW YORK

11309

IN ASSEMBLY

May 28, 2010

Introduced by COMMITTEE ON RULES -- (at request of the Governor) -- read once and referred to the Committee on Ways and Means

AN ACT making appropriations for the support of government

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Legislative intent. The legislature hereby finds and declares that the enactment of these appropriations provides sufficient authority to the comptroller for the purpose of making payments for the purposes described herein until such time as appropriation bills submitted by the governor pursuant to article VII of the state constitution for the support of government for the state fiscal year beginning April 1, 2010 are enacted.

§ 2. The amount specified in this section, or so much thereof as shall be sufficient to accomplish the purpose designated, is hereby appropriated and authorized to be paid as hereinafter provided, to the public officers and for the purposes specified, which amount shall be available for the state fiscal year beginning April 1, 2010.

EDUCATION DEPARTMENT

CAPITAL PROJECTS

ADMINISTRATION (CCP) 20,400,000

Capital Projects Fund

For services and expenses related to implementing a state longitudinal data system including but not limited to the development and purchase of computer hardware, software, and related equipment, such amount shall include expenses

EXPLANATION--Matter in italics (underscored) is new; matter in brackets [-] is old law to be omitted.

LBD12260-01-0

to be made by the State University of New York and the City University of New York provided that the amount appropriated herein shall be subject to a plan developed by the education department and approved by the director of the budget 20,400,000

§ 3. No expenditure may be made from any appropriation in this act, until a certificate of approval has been issued by the director of the budget and a copy of such certificate shall have been filed with the state comptroller, the chairman of the senate finance committee and the chairman of the assembly ways and means committee provided, however, that any expenditures from any appropriation in this act made by the legislature or judiciary shall not require such certificate.

§ 4. All expenditures and disbursements made against the appropriations in this act shall, upon final action by the legislature on appropriation bills submitted by the governor pursuant to article VII of the state constitution for the support of government for the state fiscal year beginning April 1, 2010, be transferred by the comptroller as expenditures and disbursements to such appropriations for all state departments, agencies, the legislature and the judiciary, as applicable, in amounts equal to the amounts charged against the appropriations in this act for each such department, agency, the legislature and the judiciary.

§ 5. This act shall take effect immediately and shall be deemed to have been in full force and effect on and after April 1, 2010; provided, however, that upon the transfer of expenditures and disbursements by the comptroller as provided in section four of this act, the appropriations made by this act and subject to such section shall be deemed repealed.

DATA GOVERNANCE

New York's data governance is structured by succinct policy guidance, formal review processes, and clearly defined roles. This establishes a solid foundation (policies, standards, architecture, decision-making structure, and issue-resolution process) for collecting, managing, and releasing data for improved quality, accessibility, and use. NYSED has identified the organization's data elements, the data stewards (owners), and the primary application (system of record) for each category of data and is in the process of further refining roles and responsibilities, not only within the Department, but also across New York's extended system of regional data networks.

New York's data system is governed by the Board of Regents and, under the Board, a P-20 Data System Executive Committee, composed of the leaders of the Regents, NYSED, SUNY, CUNY, and three of the State's largest school systems. Under the purview of the Executive Committee, initial taskforce membership has been identified and consists of cross-functional representatives from P-12, higher education, NYSED, and future participating non-education agencies (e.g., Department of Health). These units will be responsible for encouraging a cohesive and strategic approach for capturing and using data by advising the Regents, the Commissioner of Education, and the P-20 Executive Committee in the following areas:

Data Systems Task Force	Legal and Policy Task Force	Research Task Force
• Provide guidance on system development and improvements • Define user application and reporting systems design • Refine data standards and definitions	• Identify policy priorities • Assess legal and policy considerations related to data collection (particularly to student and teacher data) and privacy issues • Determine data sharing business requirements	• Assess and refine the research agenda • Define report format for data analyses • Provide data analysis

New York's data governance structure also includes a Data Management Board, composed of data stewards from NYSED's program offices and the technical staff responsible for supporting these data systems. The Data Management Board is facilitated by the Data Director and Chief Information Officer with the assistance of the Supervisor for Data Quality. The Data Management Board assigns tasks to temporary subcommittees and coordinates the input of standing P-20 task forces to formulate recommendations for the Data Policy Committee. The Data Management Board's deliberations are further informed by feedback from a statewide network of regional data governance subcommittees, which are coordinated by the Associate Commissioner for District Services. The Data Policy Committee formulates recommendations for consideration by members of the Commissioner's cabinet for decisions regarding data policy. Ultimately, those recommendations go to the P-20 Executive Committee, if necessary, and the Board of Regents.

The Executive Committee, with implementation by the Research Task Force, will be charged with ensuring that researchers continue to receive ongoing and transparent access to data contained in the Data Portal.

See below for a schematic of New York's data governance model.

Chapter 103 of the Laws of 2010—Teacher and Principal Evaluation and Educational Partnership Organizations

(As proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991)

STATE OF NEW YORK

11171

IN ASSEMBLY

May 21, 2010

Introduced by M. of A. NOLAN -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to the evaluation of teachers and principals; and to amend the education law, in relation to authorizing school districts to contract with educational partnership organizations to turn around certain low-performing schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The education law is amended by adding a new section 3012-c to read as follows:

§ 3012-c. Annual professional performance review of classroom teachers and building principals. 1. Notwithstanding any other provision of law, rule or regulation to the contrary, the annual professional performance reviews of all classroom teachers and building principals employed by school districts or boards of cooperative educational services shall be conducted in accordance with the provisions of this section. Such performance reviews which are conducted on or after July first, two thousand eleven, or on or after the date specified in paragraph c of subdivision two of this section where applicable, shall include measures of student achievement and be conducted in accordance with this section. Such annual professional performance reviews shall be a significant factor for employment decisions including but not limited to, promotion, retention, tenure determination, termination, and supplemental compensation, which decisions are to be made in accordance with locally developed procedures negotiated pursuant to the requirements of article fourteen of the civil service law. Such performance reviews shall also be a significant factor in teacher and principal development, including but not limited to, coaching, induction support and differentiated professional development, which are to be locally established in accordance with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

2. a. The annual professional performance reviews conducted pursuant to this section for classroom teachers and building principals shall differentiate teacher and principal effectiveness using the following

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quality rating categories: highly effective, effective, developing and ineffective, with explicit minimum and maximum scoring ranges for each category, as prescribed in the regulations of the commissioner. Such annual professional performance reviews shall result in a single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness related to the criteria included in the regulations of the commissioner. Except for the student growth measures prescribed in paragraphs e, f and g of this subdivision, the elements comprising the composite effectiveness score shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted, pursuant to the requirements of article fourteen of the civil service law.

b. Annual professional performance reviews conducted by school districts on or after July first, two thousand eleven of classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals of schools in which such teachers are employed shall be conducted pursuant to this subdivision and shall use two thousand ten--two thousand eleven school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals.

c. Annual professional performance reviews conducted by school districts or boards of cooperative educational services on or after July first, two thousand twelve of all classroom teachers and all building principals shall be conducted pursuant to this subdivision and shall use two thousand eleven--two thousand twelve school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals. For purposes of this section, an administrator in charge of an instructional program of a board of cooperative educational services shall be deemed to be a building principal.

d. Prior to any evaluation being conducted in accordance with this section, each individual who is responsible for conducting an evaluation of a teacher or building principal shall receive appropriate training in accordance with the regulations of the commissioner of education.

e. For annual professional performance reviews conducted in accordance with paragraph b of this subdivision in the two thousand eleven--two thousand twelve school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

f. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in any school year prior to the first school year for which the board of regents has approved use of a value-added growth model, but not earlier than the two thousand twelve--two thousand thirteen school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commis-

sioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

g. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in the first school year for which the board of regents has approved use of a value-added growth model and thereafter, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty-five percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) fifteen percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are locally developed in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law. The department shall develop the value-added growth model and shall consult with the advisory committee established pursuant to subdivision seven of this section prior to recommending that the board of regents approve its use in evaluations.

h. The remaining percent of the evaluations, ratings and effectiveness scores shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted pursuant to article fourteen of the civil service law.

i. For purposes of this section, student growth means the change in student achievement for an individual student between two or more points in time.

3. Nothing in this section shall be construed to excuse school districts or boards of cooperative educational services from complying with the standards set forth in the regulations of the commissioner for conducting annual professional performance reviews of classroom teachers or principals, including but not limited to required quality rating categories, in conducting evaluations prior to July first, two thousand eleven, or, for classroom teachers or principals subject to paragraph c of subdivision two of this section, prior to July first, two thousand twelve.

4. Notwithstanding any other law, rule or regulation to the contrary, upon rating a teacher or a principal as developing or ineffective through an annual professional performance review conducted pursuant to subdivision two of this section, the school district or board of cooperative educational services shall formulate and commence implementation of a teacher or principal improvement plan for such teacher or principal as soon as practicable but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. Such improvement plan shall be consistent with the regulations of the commissioner and developed locally through negotiations conducted pursuant to article fourteen of the civil service law. Such improvement plan shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's or principal's improvement in those areas.

5. An appeals procedure shall be locally established in each school district and in each board of cooperative educational services by which the evaluated teacher or principal may only challenge the substance of the annual professional performance review, the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to this section, the adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under this section. The specifics of the appeal procedure shall be locally established through negotiations conducted pursuant to article fourteen of the civil service law. An evaluation which is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to either section three thousand twenty-a of this article or any locally negotiated alternate disciplinary procedure, until the appeal process is concluded.

6. For purposes of disciplinary proceedings pursuant to sections three thousand twenty and three thousand twenty-a of this article, a pattern of ineffective teaching or performance shall be defined to mean two consecutive annual ineffective ratings received by a classroom teacher or building principal pursuant to annual professional performance reviews conducted in accordance with the provisions of this section.

7. The regulations adopted pursuant to this section shall be developed in consultation with an advisory committee consisting of representatives of teachers, principals, superintendents of schools, school boards, school district and board of cooperative educational services officials and other interested parties. The regulations shall also take into account any (i) professional teaching standards; (ii) standards for professional contexts; and (iii) standards for a continuum of system support for teachers and principals developed in consultation with the advisory committee. Regulations promulgated pursuant to this section shall be effective no later than July first, two thousand eleven, for implementation in the two thousand eleven--two thousand twelve school year.

8. Notwithstanding any other provision of law, rule or regulation to the contrary, all collective bargaining agreements applicable to classroom teachers or building principals entered into after July first, two thousand ten shall be consistent with requirements of this section. Nothing in this section shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July first, two thousand ten during the term of such agreement and until the entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement the provisions of this section shall apply. Furthermore, nothing in this section or in any rule or regulation promulgated hereunder shall in any way, alter, impair or diminish the rights of a local collective bargaining representative to negotiate evaluation procedures in accordance with article fourteen of the civil service law with the school district or board of cooperative educational services.

§ 2. Subdivisions 1 and 3 and paragraph a of subdivision 4 of section 3020 of the education law, subdivision 1 as added by chapter 691 of the laws of 1994, subdivision 3 as added by chapter 3 of the laws of 2000

and paragraph a of subdivision 4 as added by section 1 of part J of chapter 93 of the laws of 2002, are amended to read as follows:

1. No person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause and in accordance with the procedures specified in section three thousand twenty-a of this article or in accordance with alternate disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that was effective on or before September first, nineteen hundred ninety-four and has been unaltered by renegotiation, or in accordance with alternative disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that becomes effective on or after September first, nineteen hundred ninety-four; provided, however, that any such alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after September first, nineteen hundred ninety-four, must provide for the written election by the employee of either the procedures specified in such section three thousand twenty-a or the alternative disciplinary procedures contained in the collective bargaining agreement and must result in a disposition of the disciplinary charge within the amount of time allowed therefor under such section three thousand twenty-a; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

3. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified or replaced by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the council of supervisors and administrators of the city of New York on or after December first, nineteen hundred ninety-nine. Where such procedures are so modified or replaced: (i) compliance with such modification or replacement procedures shall satisfy any provision in this chapter that requires compliance with section three thousand twenty-a, (ii) any employee against whom charges have been preferred prior to the effective date of such modification or replacement shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred, (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modification or replacement procedures contained in an agreement negotiated pursuant to this subdivision shall continue as terms of such agreement after its expiration until a new agreement is negotiated; provided that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten

shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought against a building principal based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal of the building principal. Notwithstanding any inconsistent provision of law, the commissioner ~~[of education]~~ shall review any appeals authorized by such modification or replacement procedures within fifteen days from receipt by such commissioner of the record of prior proceedings in the matter subject to appeal. Such review shall have preference over all other appeals or proceedings pending before such commissioner.

a. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the united federation of teachers on or after June tenth, two thousand two. Where such procedures are so modified: (i) compliance with such modified procedures shall satisfy any provision of this chapter that requires compliance with section three thousand twenty-a of this article; (ii) any employee against whom charges have been preferred prior to the effective date of such modification shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred; (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, except that no person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause; and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modified procedures contained in an agreement negotiated pursuant to this subdivision shall continue as terms of such agreement after its expiration until a new agreement is negotiated; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

§ 3. Paragraph (c) of subdivision 2 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

(c) Within ten days of receipt of the statement of charges, the employee shall notify the clerk or secretary of the employing board in writing whether he or she desires a hearing on the charges and when the charges concern pedagogical incompetence or issues involving pedagogical

judgment, his or her choice of either a single hearing officer or a three member panel, provided that a three member panel shall not be available where the charges concern pedagogical incompetence based solely upon a teacher's or principal's pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article. All other charges shall be heard by a single hearing officer.

§ 4. Paragraph a of subdivision 3 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

a. Notice of hearing. Upon receipt of a request for a hearing in accordance with subdivision two of this section, the commissioner [~~of education~~] shall forthwith notify the American Arbitration Association (hereinafter "association") of the need for a hearing and shall request the association to provide to the commissioner forthwith a list of names of persons chosen by the association from the association's panel of labor arbitrators to potentially serve as hearing officers together with relevant biographical information on each arbitrator. Upon receipt of said list and biographical information, the commissioner [~~of education~~] shall forthwith send a copy of both simultaneously to the employing board and the employee. The commissioner shall also simultaneously notify both the employing board and the employee of each potential hearing officer's record in the last five cases of commencing and completing hearings within the time periods prescribed in this section.

§ 5. Paragraph c of subdivision 3 of section 3020-a of the education law is amended by adding a new subparagraph (i-a) to read as follows:

(i-a)(A) Where charges of incompetence are brought based solely upon a pattern of ineffective teaching or performance of a classroom teacher or principal, as defined in section three thousand twelve-c of this article, the hearing shall be conducted before and by a single hearing officer in an expedited hearing, which shall commence within seven days after the pre-hearing conference and shall be completed within sixty days after the pre-hearing conference. The hearing officer shall establish a hearing schedule at the pre-hearing conference to ensure that the expedited hearing is completed within the required timeframes and to ensure an equitable distribution of days between the employing board and the charged employee. Notwithstanding any other law, rule or regulation to the contrary, no adjournments may be granted that would extend the hearing beyond such sixty days, except as authorized in this subparagraph. A hearing officer, upon request, may grant a limited and time specific adjournment that would extend the hearing beyond such sixty days if the hearing officer determines that the delay is attributable to a circumstance or occurrence substantially beyond the control of the requesting party and an injustice would result if the adjournment were not granted.

(B) Such charges shall allege that the employing board has developed and substantially implemented a teacher or principal improvement plan in accordance with subdivision four of section three thousand twelve-c of this article for the employee following the first evaluation in which the employee was rated ineffective, and the immediately preceding evaluation if the employee was rated developing. Notwithstanding any other provision of law to the contrary, a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article shall constitute very significant evidence of incompetence for purposes of this section. Nothing in this subparagraph shall be construed to limit the defenses which the employee may place before the

hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

(C) The commissioner shall annually inform all hearing officers who have heard cases pursuant to this section during the preceding year that the time periods prescribed in this subparagraph for conducting expedited hearings are to be strictly followed. A record of continued failure to commence and complete expedited hearings within the time periods prescribed in this subparagraph shall be considered grounds for the commissioner to exclude such individual from the list of potential hearing officers sent to the employing board and the employee for such expedited hearings.

§ 6. The education law is amended by adding a new section 211-e to read as follows:

§ 211-e. Educational partnership organizations. 1. The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as a persistently lowest-achieving school, consistent with federal requirements, or a school under registration review.

2. Notwithstanding any other provision of law, rule or regulation to the contrary, and except as otherwise provided in this section, such contract shall contain provisions authorizing the educational partnership organization to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements. Such contract shall include district performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which students will be assigned to the school, the process for employees to transfer into the school, the services that the district will provide to the school, and the manner in which the school shall apply for and receive allocational and competitive grants.

3. The board of education shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the school as well as with respect to staff development for those employees, together with authority concerning all other terms and conditions of employment, all of which decisions shall be made in a manner consistent with applicable collective bargaining agreements. However, notwithstanding any law, rule or regulation to the contrary, upon the effective date of the contract, the educational partnership organization shall be authorized to exercise all powers of a superintendent of schools with respect to such employment decisions, including but not limited to making recommendations, as applicable, to the board of education in connection with and prior to the board of education making decisions regarding staff assignments, the hiring, the granting of tenure, the evaluating, the disciplining and termination of employees, as well as concerning staff development. The employees assigned to the school shall solely be in the employ of the

school district and shall retain their tenure rights and all other employment rights conferred by law, and service in the school shall constitute service to the school district for all purposes, including but not limited to, the requirements for criminal history record checks and participation in public retirement systems. Notwithstanding any other provision of law to the contrary, for purposes of article fourteen of the civil service law, employees in the school shall be public employees of the school district as defined in subdivision seven of section two hundred one of the civil service law and shall not be deemed employees of the educational partnership organization by reason of the powers granted to the educational partnership organization by this section. All such employees shall be members of the applicable negotiating unit containing like titles or positions for the public school district in which such school is located, and shall be covered by the collective bargaining agreement covering that public school district's negotiating unit, except that the duly recognized or certified collective bargaining representative for that negotiating unit may modify or supplement, in writing, the collective bargaining agreement in consultation with the employees of the negotiating unit working in the school. All such modifications of, or supplements to the collective bargaining agreement are subject to ratification by the employees employed within the school and by the board of education of the public school district, consistent with article fourteen of the civil service law. Upon the effective date of the school district's contract with the educational partnership organization, the educational partnership organization shall be empowered to make recommendations to the board of education with respect to the scope of, and process for making modifications and additions to the collective bargaining agreement.

4. Where a recommendation is made by the educational partnership organization to the board of education pursuant to subdivision two or three of this section, and such recommendation is denied, the board of education shall state its reasons for the denial, which shall include an explanation of how such denial will promote improvement of student achievement in the school and how such action is consistent with all accountability plans approved by the commissioner for the school and the school district. Nothing in this subdivision shall be construed to prevent a board of education from denying a recommendation of the educational partnership organization based upon the board of education's determination that carrying out such recommendation would result in a violation of law or violation of the terms of an applicable collective bargaining agreement. If the board of education rejects a recommendation of the educational partnership organization to terminate a probationary employee assigned to the school or to deny tenure to an employee assigned to the school, it shall be the duty of the board of education to transfer such employee to another position in the school district within such employee's tenure area for which the employee is qualified, or to create such a position.

5. For purposes of this section the following terms shall have the following meanings:

(i) "educational partnership organization" means a board of cooperative educational services, a public or independent, non-profit institution of higher education, a cultural institution, or a private, non-profit organization with a proven record of success in intervening in low-performing schools, as determined by the commissioner, provided that such term shall not include a charter school;

(ii) "board of education" means the trustees or board of education of a school district, or, in the case of a city school district of a city having a population of one million or more, the chancellor of such city district;

(iii) "school district" means a common, union free, central, central high school or city school district, other than a special act school district as defined in section four thousand one of this chapter.

(iv) "superintendent of schools" means the superintendent of schools of a school district, and, in the case of a city school district of a city having a population of one million or more, a community superintendent and the chancellor of such city district when acting in the role of a superintendent of schools.

§ 7. This act shall take effect immediately; provided however that the provisions of sections one, two, three, four and five of this act shall take effect July 1, 2010, provided, further, if this act shall become a law after such date it shall take effect immediately and shall be deemed to have been in full force and effect on and after July 1, 2010.

Appendix D 1 i 1: Education Law §§3001 and 3004; §§207, 210, 214, 215, 216, 224, 3004[6], Teacher Qualification and Certification; Regulations of the Commissioner of Education §§52.21(b)(5) and 52.21(c)(7), Program Registration Standards for Clinicially Rich Graduate Level Programs to Prepare Teachers and Principals

a) Education Law §3001
b) Education Law §3004
c) Education Law §§207, 210, 214, 215, 216, 224
d) Regulations of the Commissioner of Education §§52.21(b)(5) and 52.21(c)(7)

Education Law § 3001. Qualifications of teachers.

This section provides, in pertinent part, as follows:

No person shall be employed or authorized to teach in the public schools of the state who is:

1. Under the age of eighteen years.

2. Not in possession of a teacher's certificate issued under the authority of this chapter or a diploma issued on the completion of a course in a state college for teachers or state teachers college of this state.

The provisions of this subdivision shall not prohibit a certified teacher from permitting a practice or cadet teacher enrolled in an approved teacher education program from teaching a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher. The number of certified teachers shall not be diminished by reason of the presence of cadet teachers.

3. [Eff. until Nov. 30, 2012, pursuant to L.2002, c. 658, § 2. See, also, subd. 3 below.] Not a citizen. The provisions of this subdivision shall not apply, however, to an alien teacher now or hereafter employed, provided such teacher shall make due application to become a citizen and thereafter within the time prescribed by law shall become a citizen. The provisions of this subdivision shall not apply, after July first, nineteen hundred sixty-seven, to an alien teacher employed pursuant to regulations adopted by the commissioner of education permitting such employment. The citizenship

requirements of this subdivision shall not apply to an alien teacher now or hereafter employed whose immigration status is that of a lawful permanent resident of the United States and who would otherwise be eligible to serve as a teacher, or to apply for or receive permanent certification as a teacher, but for the foregoing requirements of this subdivision.

Education Law §3004. Regulations governing certification of teachers

This section provides, in pertinent part, as follows:

1. The commissioner shall prescribe, subject to approval by the regents, regulations governing the examination and certification of teachers employed in all public schools of the state, except that no such regulation affecting the examination, certification, license, probationary periods, appointment, and tenure of position of persons employed in the teaching, and supervising service in a city having a population of four hundred thousand or more shall be prescribed which may cause the discontinuance of the service of such persons who have satisfactorily completed their probationary periods, or the removal of such persons from their positions in a manner other than that provided by section twenty-five hundred seventy-three of this chapter, but no such regulations established by the commissioner or by any school district, or pursuant to the provisions of section twenty-five hundred fifty-four, twenty-five hundred sixty-six, twenty-five hundred sixty-nine, twenty-five hundred seventy-three or three thousand eight of this chapter or otherwise, shall hereafter prohibit, prevent or disqualify any person, who is otherwise qualified, from competing, participating and registering for such examination or from obtaining a teacher's certificate or from qualifying for a position as a teacher solely by reason of a disability provided such disability does not interfere with such person's ability to perform teaching duties, nor shall any person who is otherwise qualified be denied enrollment in any teacher training, which provides for certification as a teacher in a school or facility which conducts classes for children with disabilities solely by reason of a disability....

6. The regents and the commissioner shall review the alternative teacher preparation programs available to candidates for teaching certificates under the regulations of the

commissioner in the two thousand seven--two thousand eight school year and shall consider means of expanding the availability of such preparation in the future, while maintaining teacher quality. The regents and the commissioner shall develop programs to assist in the expansion of alternative teacher preparation programs.

Education Law §207. Legislative Power

This section provides, in pertinent part, as follows:

"[T]he regents shall exercise legislative functions concerning the educational system of the state, determine its educational policies, and, except, as to the judicial functions of the commissioner of education, establish rules for carrying into effect the laws and policies of the state, relating to education, and the functions, powers, duties and trusts conferred or charged upon the university and the education department".

Education Law §210. Registrations

The regents may register domestic and foreign institutions in terms of New York standards, and fix the value of degrees, diplomas and certificates issued by institutions of other states or countries and presented for entrance to schools, colleges and the professions in this state.

Education Law §214: Institutions in the university

The institutions of the university shall include all secondary and higher educational institutions which are now or may hereafter be incorporated in this state, and such other libraries, museums, institutions, schools, organizations and agencies for education as may be admitted to or incorporated by the university. The regents may exclude from such membership any institution failing to comply with law or with any rule of the university.

Education Law §215. Visitation and reports

The regents, or the commissioner of education, or their representatives, may visit, examine into and inspect, any institution in the university and any school or institution under the educational supervision of the state, and may require, as often as desired, duly verified reports therefrom giving such information and in such form as the regents or the

commissioner of education shall prescribe. For refusal or continued neglect on the part of any institution in the university to make any report required, or for violation of any law or any rule of the university, the regents may suspend the charter or any of the rights and privileges of such institution.

Education Law §216. Charters

This section provides, in pertinent part, as follows:

Under such name, with such number of trustees or other managers, and with such powers, privileges and duties, and subject to such limitations and restrictions in all respects as the regents may prescribe in conformity to law, they may, by an instrument under their seal and recorded in their office, incorporate any university, college, academy, library, museum, or other institution or association for the promotion of science, literature, art, history or other department of knowledge, or of education in any way, associations of teachers, students, graduates of educational institutions, and other associations whose approved purposes are, in whole or in part, of educational or cultural value deemed worthy of recognition and encouragement by the university. No institution or association which might be incorporated by the regents under this chapter shall, without their consent, be incorporated under any other general law. An institution or association which might be incorporated by the regents under this chapter may, with the consent of the commissioner of education, be formed under the business corporation law or pursuant to the not-for-profit corporation law if such consent of the commissioner of education is attached to its certificate of incorporation….

Education Law §224 Prohibitions

This section provides, in pertinent part, as follows:

1a. No individual, association, partnership or corporation not holding university, college or other degree conferring powers by special charter from the legislature of this state or from the regents, shall confer any degree or use, advertise or transact business under the name university or college, or any name, title or descriptive material indicating or tending to imply that said individual, association, partnership or corporation conducts, carries on,

or is a school of law, medicine, dentistry, pharmacy, veterinary medicine, nursing, optometry, podiatry, architecture or engineering, unless the right to do so shall have been granted by the regents in writing under their seal.

1b. Notwithstanding any other provision of law to the contrary, no individual, association, partnership or corporation operating an institution on a for-profit basis and holding degree-conferring powers granted by the regents pursuant to this subdivision shall, through a change of ownership or control, convey, assign or transfer such degree-conferring authority without the consent of the regents. For purposes of this subdivision, a change of ownership or control shall include, but shall not be limited to, merger or consolidation with any corporation; sale, lease, exchange or other disposition of all or substantially all of the assets of the institution; and the transfer of a controlling interest of the stock of a corporation.

2. No person shall buy, sell or fraudulently or illegally make or alter, give, issue or obtain or attempt to obtain by fraudulent means any diploma, certificate or other instrument purporting to confer any literary, scientific, professional or other degree, or to constitute any license, or a duplicate thereof, or any certificate of registration, or to certify to the completion in whole or in part of any course of study in any university, college, academy or other educational institution.

§ 52.21 (b)(5) Program Registration Standards for Clinically Rich Graduate Level Teacher Preparation program.

(5) Clinically rich graduate level teacher preparation pilot program for high need schools. Two models of the clinically rich graduate level teacher preparation pilot program are established: the Model A - residency teacher preparation track for candidates working with a teacher of record and the Model B - residency teacher preparation pilot track for candidates employed as the teacher of record.

(i) Purpose. The purpose of this paragraph is to establish a clinically rich graduate level teacher preparation pilot program to increase the supply of highly effective teachers in high need subjects in high need schools. This pilot program will include an

intensive residency component, grounded in the New York State teaching standards and centered on the practice of research-based teaching skills and best practices that make a difference in the classroom.

(ii) Limitations. The clinically rich graduate level teacher preparation pilot program shall end on June 30, 2016.

(iii) Definitions. For purposes of this paragraph:

(a) High need school shall mean a school designated by the Commissioner of Education as a high need school. A high need school shall include, but not be limited to, schools under registration review, low performing schools, and other high need schools, in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year.

(b) Institution shall mean an institution of higher education as defined in section 50.1 of this Title, an education corporation as defined in Education Law section 216-a, or a corporation having an educational purpose that is formed under the Not-for-Profit Corporation Law or the Business Corporation Law with the consent of the Commissioner pursuant to Education Law section 216, or a Limited Liability Company having an educational purpose that is formed under the Limited Liability Company Law with the consent of the Commissioner under Education Law section 216, and such institution must be selected by the Board of Regents for participation in these pilot programs pursuant to a request for proposal ("RFP") process. Such proposals shall meet the criteria outlined by the Board of Regents in the RFP and be in a format, and submitted pursuant to a timeline, as prescribed by the Board of Regents.

(c) Teacher of record shall mean the teacher with primary responsibility for instruction and grading in the classroom.

(d) Teacher-mentor shall mean an experienced and highly effective certified teacher who is employed in the same high need school as the candidate and who is assigned to provide mentoring and support to a candidate in this pilot program. For candidates in the Model-A track of this pilot program, the teacher-mentor shall be the teacher of record as defined in this subparagraph.

(iv) General requirements for the clinically rich graduate level pilot program. The general requirements for registration as set forth under sections 52.1 and 52.2 of this Part and the general requirements for registration of curricula in teacher education as set forth under section 52.21(b)(1), (b)(2)(i), (b)(2)(ii)(a), (b)(2)(ii)(b), (b)(2)(ii)(c)(1) and (b)(2)(iv) of this Part. The remaining requirements set forth in section 52.21 of this Part shall not be applicable, except as otherwise provided in this paragraph. In addition, the following requirements shall be met:

(a) Collaboration. Any institution that participates in this program shall execute a written agreement with each partnering high need school which shall include the following:

(1) the specific roles of the institution and the high need school in the recruitment, preparation, and mentoring of candidates, as well as their roles in sustaining this pilot program in the long term;

(2) the selection and evaluation criteria and the recruitment process for teacher-mentors;

(3) the various types of assessments that will be used to evaluate candidates throughout the program, and how such assessments will be utilized to prescribe study and experiences that will enable candidates to develop the knowledge, understanding, and skills necessary to successfully meet the requirements of this program and to obtain certification upon completion of the program.

(b) Admission requirements. In addition to the selection criteria established by institutions for candidates to participate in this program, the pilot program shall meet the following admission requirements:

(1) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. Candidates shall have achieved at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered program to have the necessary knowledge and skills to successfully

complete the program, which finding shall be in writing and include the basis for that finding.

(2) Candidates shall have completed an undergraduate or graduate major (sequential study comprising at least 30 semester hours that provides knowledge of breadth and depth in an interdisciplinary field or a subject, provided that such 30 semester hours may include up to 12 semester hours in cognates) in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that candidates for a certificate in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall meet the requirements of subclause (3) of this clause.

(3) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(4) Only those candidates who provide a written commitment to teach for at least four years in a high need school upon graduation shall be admitted into the program.

(c) Curriculum and the clinical experience component. Completion of the curriculum and the clinical experience component of the program shall prepare the candidate with the education required for an initial certificate in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificate.

(1) Faculty. All faculty members who teach within a curriculum in this pilot program shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they graduate students.

(2) Curriculum. The curriculum of the pilot program shall include research-based skills and best practices aligned with the newly developed teacher standards to prepare candidates to be effective teachers in high need schools. In addition, the curriculum of the program shall meet the following requirements:

(i) The curriculum shall be offered by qualified faculty who demonstrate that they understand high need schools; and

(ii) The pedagogical preparation of the program shall include, but need not be limited to graduate level study designed to permit the candidate to obtain the pedagogical core requirements for programs leading to an initial certificate, as prescribed in subclause (2)(ii)(c)(1) of this subdivision and the specific pedagogical study requirements for the particular certificate title sought as prescribed in subparagraphs (3)(i) through (xv) of this subdivision.

(3) Clinically rich experience component. The clinical experience component of the program shall meet the following requirements:

(i) The clinical experience shall be designed by the institution in collaboration with a high needs school to provide a rich variety of teaching experiences for the candidate to ensure that program graduates will be effective teachers in high need schools.

(ii) Prior to assigning the candidate to a classroom, the institution shall enter into a written agreement with the high need school wherein the high need school shall agree to establish a plan for at least one continuous school year of mentored clinical experience by the assigned teacher-mentor for the candidate and support by a team comprised of a faculty member of the program, the school principal or designee, the assigned teacher-mentor, and a school curriculum supervisor or specialist.

(iii) The program shall ensure its candidates receive mentoring support by a teacher-mentor during the entire period they are assigned to the classroom and enrolled in the program, which shall be at least one continuous school year.

(iv) The mentored clinical experience shall take place with an assigned teacher-mentor in a high need school that offers instruction in any grade, pre-kindergarten through 12, as appropriate to the certificate sought.

(iv) Program faculty shall supervise the candidate and promote the linking of theory and practice by observing and advising the candidate at least twice each month during the clinical experience, except as otherwise provided in this paragraph.

(v) Program faculty shall work in collaboration with the assigned teacher-mentor to evaluate candidates and provide feedback.

(vi) During the clinical experience, the program shall provide courses and seminars that are designed to link educational theory with clinical experiences, which shall include, but need not be limited to, the curricula described in item (iv)(c)(2)(ii) of this paragraph.

(d) Degree. Successful completion of the pilot program shall lead to a professional Master of Arts in Teaching degree. Any institution that offers a program, other than an institution of higher education, shall certify to the department that the candidate has satisfactorily met the requirements of this paragraph. Upon receipt of such certification from an institution other than an institution of higher education, the Board of Regents will issue a professional Master of Arts in Teaching degree to such candidate provided that the program remains in good standing with the Department.

(e) Certification. A designated officer of the institution offering the pilot program shall be required to recommend the candidate for an initial certificate, and as applicable, for the bilingual education extension of those certificates, upon completion of the program and after consultation with the school principal or designee at the location of the mentored teaching.

(f) Support commitment for pilot program graduates upon completion of the program. An institution shall have a formal written agreement with partnering schools or districts to provide continued mentoring support for graduates of the pilot program during their first year of teaching, which shall include, but not be limited to, setting selection criteria, and the recruitment and training processes for mentors; and developing plans to provide professional development programs based on research and best practices for mentors and graduates.

(v) Specific requirements for the Model A - residency teacher preparation pilot track where the candidate works with a teacher of record in the classroom. The candidate shall complete the clinical experience component of this program with an assigned teacher of record in the classroom. The institution shall assign the teacher of record as the candidate's teacher-mentor.

(vi) Specific requirements for the Model B - residency teacher preparation pilot track where the candidate is employed by the high need school as the teacher of record.

(a) Introductory component. The program shall meet the requirements of the introductory component prescribed in items (3)(xvii)(b)(2)(i) and (iv) of this subdivision. Such introductory component shall lead to the Transitional B certificate in a certificate title in the classroom teaching service, and may also lead to a bilingual education extension of such transitional B certificate.

(b) Mentored teaching. Program candidates who are teaching with a Transitional B certificate shall receive weekly program faculty supervision and daily mentoring by an assigned teacher-mentor during the first eight weeks of teaching and continued mentoring by an assigned teacher mentor during the remainder of the time that the candidate is enrolled in the program and teaching.

(c) Candidates must meet program standards for good academic progress in order to retain the Transitional B certificate.

§52.21(c)(7) Program Registration Standards for Clinically Rich Principal Preparation Pilot Program

(7) Clinically rich graduate level principal preparation pilot program for high need schools.

(i) Purpose. The purpose of this paragraph is to establish a clinically rich graduate level principal preparation pilot program to increase the supply of highly effective principals in high need schools. This pilot program will include an intensive clinical component, grounded in the standards of the Interstate School Leaders Licensure Consortium (ISLLC) and centered on the practice of research-based school leadership skills and best practices that lead to strong educational leadership and increased student achievement.

(ii) Limitations. The clinically rich graduate level principal preparation pilot program shall end on June 30, 2016.

(iii) Definitions. For purposes of this paragraph:

(a) High need school shall mean a school designated by the Commissioner of Education as a high need school. A high need school shall include, but not be limited to, schools under registration review, low performing schools, and other high need schools approved by the Board of Regents for purposes of this program.

(b) Institution shall mean an institution of higher education as defined in section 50.1 of this Title, an education corporation as defined in Education Law section 216-a, or a corporation having an educational purpose that is formed under the Not-for-Profit Corporation Law or the Business Corporation Law with the consent of the Commissioner pursuant to Education Law section 216, or a Limited Liability Company having an educational purpose that is formed under the Limited Liability Company Law with the consent of the Commissioner under Education Law section 216, and such institution must be selected by the Board of Regents for participation in these pilot programs pursuant to a request for proposal ("RFP") process. Such proposals shall meet the criteria outlined by the Board of Regents in the RFP and be in a format, and submitted pursuant to a timeline, as prescribed by the Board of Regents.

(c) Principal-mentor shall mean an experienced and highly effective principal who holds a certificate as a school building leader and is selected through collaboration between the program provider and the school district and is assigned to provide mentoring and support to a candidate in this pilot program.

(iv) General requirements for the clinically rich graduate level pilot program. The general registration requirements set forth in sections 52.1 and 52.2 of this Part, the general requirements for registration of programs leading to certification in the educational leadership service as set forth in sections 52.21(c)(1)(ii),(iii) and (iv) of this Part and the institutional accountability requirements set forth in section 52.21(c)(6) of this Part shall apply. The requirements set forth in section 52.21(c)(2) of this Part shall not be applicable, except as otherwise provided in this paragraph.

(v) Specific requirements for the clinically rich graduate level principal preparation pilot programs. The following requirements shall be met:

(a) Collaboration. Any institution that participates in this program shall execute a written agreement with each partnering high need school which shall include the following:

(1) the specific roles of the institution and the high need school in the recruitment, preparation, and mentoring of candidates, as well as their roles in sustaining this pilot program in the long term;

(2) the selection and evaluation criteria and the recruitment process for principal-mentors;

(3) a commitment to actively recruit and select candidates who demonstrate excellence in teaching, experience working as advocates for children and families in high need schools, leadership capability, and a sincere intent to serve as instructional leaders;

(4) the various types of assessments that will be used to evaluate candidates throughout the program, and how such assessments will be utilized to prescribe study and authentic, real-world experiences that will enable candidates to develop the knowledge, understanding, and skills necessary to successfully meet the requirements of this program, provide effective leadership in high need schools and to obtain certification upon completion of the program.

(b) Admission requirements. In addition to the selection criteria established by institutions for candidates to participate in this program, the pilot program shall meet the following admission requirements:

(1) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited higher education institution or an equivalently approved higher education institution as determined by the department. Candidates shall have achieved at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding.

(2) Candidates shall possess a permanent or professional certificate in the classroom teaching service or pupil personnel service, or to demonstrate the potential for instructional leadership based on prior experiences that are evaluated using criteria established by the program and uniformly applied. Institutions shall inform applicants in writing prior to admission that the State Education Department requires for the initial certificate as a school building leader that the candidate shall have successfully completed three years of classroom teaching service and/or pupil personnel service experience in public or non-public schools N-12.

(3) Institutions shall require candidates to demonstrate the potential to become education leaders possessing the characteristics of effective leaders as a result of their prior experiences, including experiences as a teacher, administrator, or pupil personnel service provider.

(4) Only those candidates who provide a written commitment to be a school building leader for at least four years in a high need school upon graduation shall be admitted into the program.

(c) Instruction. Any instruction provided within the program shall reflect a deep understanding of adult learning principles, make appropriate use of technology, demonstrate effective instructional practices, be individualized based on the candidate's needs, and demonstrate the development of higher order cognitive processes.

(d) Curriculum and the clinical experience component Completion of the curriculum and the clinical experience component of the program shall prepare the candidate with the education required for an initial certificate in the school building leader certificate title (principal, housemaster, supervisor, department chair, assistant principal, coordinator, unit head, and any other person serving more than 10 periods per week of the assignment in an administrative or supervisory position, except school district leader or school district business leader).

(1) Faculty. All faculty members who teach within a curriculum in this pilot program shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they instruct graduate students.

(2) Curriculum.

(i) The curriculum of the pilot program shall include research-based skills and best practices aligned with the following six standards of the Educational Leadership Policy Standards: ISLLC 2008 to prepare candidates to be effective school building leaders in high need schools and promote the success of all students by:

(A) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(B) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(C) ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;

(D) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(E) acting with integrity, fairness, and in an ethical manner; and

(F) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(ii) In addition, the curriculum of the program shall meet the following requirements:

(A) The curriculum shall be offered by qualified faculty who engage in regular professional development experiences to strengthen their own knowledge and skills, demonstrate recent highly effective leadership experience and an understanding of high needs schools and possess a commitment and dedication to the mission and guiding principles of this pilot program.

(B) The curriculum shall effectively integrate technology, be intellectually challenging, reflect research on effective leadership and school improvement, and focus on improving the conditions that impact student learning and achievement.

(C) The content requirements for the program shall include, but need not be limited to graduate level study designed to permit the candidate to obtain the content requirements for programs leading to an initial certificate as a school building leader, as prescribed in section 52.21(c)(2)(v) of this Part.

(3) Clinically rich experience component. The clinical experience component of the program shall meet the following requirements:

(i) The clinical experience shall be designed by the institution in collaboration with a high need school to provide a rich variety of school leadership experiences for its candidates to ensure that program graduates will be effective principals in high need schools.

(ii) The clinical experience shall be woven throughout the pilot program and serve as the anchor, be developmental in nature, with increasing responsibilities progressing to independent leadership responsibilities and feature active authentic leadership experiences.

(iii) The candidate shall complete the clinical experience component of this program under the mentorship of the assigned principal-mentor in a high need school.

(iv) Prior to assigning the candidate to a school, the institution shall enter into a written agreement with the high need school wherein the high need school shall agree to establish a plan for at least one continuous school year of mentored clinical experience by the assigned principal-mentor for the candidate and support by a team comprised of program faculty, teachers and administrators at the high need school and the superintendent.

(v) The program shall ensure its candidates receive mentoring support during the entire period they are assigned to the school and enrolled in the program, which shall be at least one continuous school year.

(vi) Program faculty shall supervise the candidate and promote the linking of theory and practice by observing and advising the candidate at least twice each month during the clinical experience, except as otherwise provided in this paragraph.

(vii) Program faculty shall work in collaboration with the assigned principal-mentor to evaluate candidates and provide feedback.

(viii) During the clinical experience, the program shall provide courses and seminars that are designed to link educational theory with clinical experiences, which shall include, but need not be limited to, the curricula described in subclause (iv)(d)(2) of this paragraph.

(e) Certification. A designated officer of the institution offering the pilot program shall be required to recommend the candidate for an initial certificate, upon completion of the program and after consultation with the principal-mentor.

(f) Support commitment for pilot program graduates. An institution shall have a formal written agreement with partnering schools or districts to provide continued mentoring support for graduates of the pilot program during their first year in a school leadership position, which shall include, but not be limited to, setting selection criteria, and the recruitment and training processes for mentors; and developing plans to provide professional development programs based on research and best practices for mentors and school leaders.

Appendix D 1 i 2: Alternative Certification Providers Data

TABLE 1: Alternative Certification Transitional B Programs Offered In New York State By Content Area And Grade Level[1]

Name of Program	No. of Programs	Name of Program (continued)	No. of Programs	Name of Program (continued)	No. of Programs
ART K-12	9	LITERACY B-6, 5-12	10	SPED EARTH SCI 7-12	1
BILINGUAL EDUC.	6	MATH 7-12	16	SPED ENG 7-12	1
BIO 7-12	12	MULTI-SCIENCE 5-9	4	SPED FRENCH 7-12	1
BUS & MKTG	6	MULTI-SCIENCE 7-12	3	SPED GEN 5-9	11
CE 1-6	16	MULTI-SUBJ 5-9	11	SPED ITAL GERMAN LATIN 7-12	1
CHEM 7-12	11	MULTI-SUBJ 7-12	18	SPED MATH 7-12	1
DIS. ANNOT.	5	MUSIC K-12	5	SPED MULTI 5-9	5
DISABIL.	19	PE K-12	2	SPED MULTI 7-12	10
EARTH SCI 7-12	7	PHYSICS 7-12	12	SPED PHYSICS 7-12	1
ECE B-2	23	SOC ST 7-12	13	SPED SOC ST 7-12	1
ENG 7-12	14	SPAN. 7-12	6	SPED SPANISH 7-12	1
FRENCH 7-12	5	SPED 1-6	30	SPEECH & LANG	9
GEN 5-9	6	SPED B-2	41	SUBJ. SPECIFIC 5-9	4
GIFTED EDUC.	1	SPED BIO 7-12	1	TESOL	12
ITAL GERMAN LATIN 7-12	9	SPED CHEM 7-12	1	URBAN ED	6

1 Notes: In NYS, Early Childhood (ECE)= Birth –Grade 2, Childhood (CE)=Gr. 1-6, Middle= Grades 5-9, Adolescence=Grades 7=12,SPED= Special Education (SWD), Multi-Subject=Program leads to >1certificate title in same grade level (e.g., math, social studies 7-12) Multi-science=Program leads to >1 science certificate (e.g., biology and chemistry), Italian, German, Latin are separate programs but are combined for reporting, Literacy programs lead to either Birth-6 or Grades 5-12 but are combined for reporting, Disability=Programs in Teaching the Blind, Deaf, Severely Disabled, etc., TESOL= Teaching English to Speakers of Other Languages, Urban Education programs are offered at multiple grade levels

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1 Notes: In NYS, Early Childhood (ECE)= Birth –Grade 2, Childhood (CE)=Gr. 1-6, Middle= Grades 5-9, Adolescence=Grades 7=12,SPED= Special Education (SWD), Multi-Subject=Program leads to >1certificate title in same grade level (e.g., math, social studies 7-12) Multi-science=Program leads to >1 science certificate (e.g., biology and chemistry), Italian, German, Latin are separate programs but are combined for reporting, Literacy programs lead to either Birth-6 or Grades 5-12 but are combined for reporting, Disability=Programs in Teaching the Blind, Deaf, Severely Disabled, etc., TESOL= Teaching English to Speakers of Other Languages, Urban Education programs are offered at multiple grade levels

TABLE 2: Alternative Certification Transitional C Programs Offered In New York State By Content Area And Grade Level[2]

Name of Program	No. of Programs	Name of Program (continued)	No. of Programs
CHILD. ED 1-6	2	BUSINESS & MKTG	1
MULTI-SUBJECT 5-9	4	TECHNOLOGY EDUCATION	1
MULTI-SUBJECT 7-12	8	GIFTED EXT	11
MULTI-SUBJECT 5-9 AND 7-12	2	BILINGUAL EXT	11
VISUAL ARTS	2	AMSLAN EXT	7
VISUAL ARTS & MUSIC	1	LOTE EXT	5

2 Note: EXT refers to certificate Extension, which is added on to a base certificate and permits the holder to teach in that area. AMSLAN= American Sign Language. LOTE=Language other than English; Refers to a certificate issued to teach a language in the lower grades that is added on to a middle or adolescence level certificate. Refer to Notes to Table D(1)C. for additional information.

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2 Note: EXT refers to certificate Extension, which is added on to a base certificate and permits the holder to teach in that area. AMSLAN= American Sign Language. LOTE=Language other than English; Refers to a certificate issued to teach a language in the lower grades that is added on to a middle or adolescence level certificate. Refer to Notes to Table D(1)C. for additional information.

Table 3: Employees With Transitional A, B, C, And E Certificates By New York State School Districts

School District	Year	
	2007	2008
Albany City SD	4	7
Buffalo	3	7
Rochester	17	38
Syracuse	3	6
Yonkers	0	1
NYC Districts 1-32	1205	2233
NYC Alternative HS	3	0
NYC Special Schools	83	172
NYC Chancellor's Office	0	3
BOCES Districts	41	99
Rest Of State	40	103
Total Employed	**1399**	**2669**

Table 4: Employees with Transitional A, B, C, and E Certificates in Persistently Low-Performing Schools (2007-2008)

	2007	2008
Percent Employed In Schools In Need Of Improvement (SURR)	95.1%	94.0%
Percent Not Employed In Schools In Need Of Improvement (SINI)	4.9%	6.0%
Total Employed	1,399	2,669

Appendix D 1 iii 1: Tables From Teacher & Building Leader Annual Supply And Demand Analyses

Data from NYSED's teacher personnel management file (PMF) and teacher and administrator certification file are combined annually, allowing NYSED to identify subject areas and geographic regions of New York State that have the greatest shortages of newly prepared teachers and qualified teachers (as defined by ESEA). Teaching assignments for each teacher are entered into the PMF and are maintained over time for each teacher and school building leader in every public school in the State. The certificates issued to all teachers and building leaders in the State are also maintained longitudinally by date, type and subject area. Maintaining these data allows NYSED to match certificates issued to teachers and principals with their assignments and employment history, allowing NYSED to calculate certain teacher and principal supply and demand indicators, including:

1) the percentage of teachers or building leaders lacking appropriate certification for their assignments;
2) the ratio of initial certificates issued to new hires or, conversely, the percentage of newly certified teachers or building leaders hired within the State; and
3) the number of new hires each year, which gives us an estimate of the turnover rate.

We can evaluate all indicators by subject area and State region. We can also examine the first two indicators at the district and school levels.

The Regents use a supply and demand analysis based on the data to set policy. Past policy actions include 1) eliminating transcript evaluation for first certificates in childhood education, 1-6; 2) extending transcript evaluation for subject areas still experiencing shortages (e.g., career and technical titles); and 3) allowing teaching candidates greater opportunities to waive coursework in preparation programs in shortage areas (e.g., teachers of other languages (LOTE)). The annual supply and demand analysis is posted on the NYSED website to provide institutions, school districts and the public valuable information about the regions of the State and/or subject areas experiencing teacher and principal shortages or oversupply. The indicators go into a variety of reports that inform policy.

A sample of reports in table format follows.

Table Name	Description
Table 1 NYS Full-time Equivalent Teacher Assignments by	Shows teaching assignments by subject area for the entire State. For this report, we define a potential shortage area as fewer than 2.0 initial certificates issued for each projected new hire (the last four columns show certificates issued.) For example, the table shows that in ESOL, all grades, between 1.3 and 1.4 new initial

Subject Area and Region	certificates were issued in 2007-2008 to meet each projected new hire, indicating a potential shortage. Conversely, NYSED issued between 8 and 10.7 certificates in reading and literacy per projected new hire, indicating an oversupply. This information is useful not only to school districts and institutions of higher education as they plan recruitment and curriculum, but also to individuals interested in teaching in NY
Table 2 NYS Full-time Equivalent Teacher Assignments by Region	Provides an overview of teacher indicators for each region of the State. It shows a similarity in the percentage of teachers certified and the ratio of initial certificates issued to new hires for most regions of the State. Nassau-Suffolk appears to have the least difficulty attracting teachers as it has the highest percentages certified in assignment (99%) and very robust ratios of new teachers certified relative to new teachers hired annually (3.7 to 5.4). Conversely, New York City's much less positive indicators than the other regions suggest a need for significant attention and probably problems that affect all teachers, not just those in specific subjects
Table 3 NYS Full-time Equivalent Teacher Assignments by Subject Area and Region	Using mathematics assignments in the State by region as an example, shows how the data allow us to focus on problems in specific subject areas. The final two columns identify areas of the state experiencing potential shortages in mathematics teachers. The table shows that statewide in 2007-08, 12,307 or 96% of 12,828 FTE math teachers were certified for their assignments. It shows 1.6 certificates issued for every potential new hire, indicating a potential shortage statewide. However, the data reveal that certain areas of the state do not have shortages, whereas NYC has the fewest certificates issued per projected hire at less than 1.0. This suggests an inequitable distribution of math teachers, requiring further analysis.
Table 4 NYS Full-time Equivalent Building Leader Assignments by Region	Provides similar information for building leaders Statewide. Overall, 99% of principals and vice-principals were certified in 2009 and there appears to be a good supply of new administrators certified relative to the number needed (the ratio of initial certificates to new administrators is 5.2). The number of new administrators needed each year is relatively low (5% of all administrators), but there is considerable annual movement of experienced administrators to new positions (9% of all administrators). There is little difference between New York City and the rest of the state (ROS), but drilling deeper might identify districts with significant problems. This data suggests that exploring the reasons for the high movement of experienced administrators may be desirable.
Table 5 NYS Full-time Equivalent Building Leader Assignments by Region	Looks at the administrators with specific building assignments to see if there are problems associated with any specific assignment. Turnover is much higher for elementary schools and senior high schools and the reasons for this need to be examined. Again, this is an example and the data available allow us to look at specific regions or school districts to decide where to focus our attention.

Table 1: **NYS Full-time Equivalent Teacher Assignments by Subject Area and Region**

2007-08		Certified in Assignment			Initial Certificates Issued				
Assignment	FTE Teachers	#	%	New Hires	Est. FTE*	FTE*/New Hire Lo	FTE*/New Hire Hi	Lo	Hi
New York State	222,315	211,970	95%	11,253	25,657	25,657	2.3		
Arts (Visual, Music, Dance, Theatre)	13,918	13,400	96%	644		1,217	1,248	1.9	1.9
Career & Technical Education (CTE)	8,371	7,670	92%	306		487	528	1.6	1.7
Elementary & Early Childhood	71,763	70,141	98%	3,358		8,231	11,445	2.5	3.4
English (Mid./Sec.)	12,961	12,418	96%	839		1,604	1,794	1.9	2.1
ESOL (All Grades, Not Sp. Ed.)	4,628	4,235	92%	314		397	442	1.3	1.4
Languages Other Than English (LOTE)	7,320	6,755	92%	414		496	607	1.2	1.5
Library Media & Ed. Technology Specialists	3,065	2,802	91%	98		182	192	1.9	2.0
Mathematics (Mid./Sec)	12,828	12,307	96%	864		1,279	1,469	1.5	1.7
Health Education	1,850	1,589	86%	88		199	266	2.3	3.0
Physical Education	9,685	9,523	98%	393		821	880	2.1	2.2
Reading & Literacy	4,198	3,929	94%	89		717	955	8.0	10.7
Science (Mid./Sec.)	12,733	11,832	93%	758		883	1,137	1.2	1.5
Social Studies (Mid./Sec.)	11,777	11,450	97%	695		1,499	1,707	2.2	2.5
Sp.Ed. Spec. Dis. & Corr. Speech (Not Sp.Ed.)	6,010	5,938	99%	175		889	920	5.1	5.2
Sp. Ed. Early Childhood & Elementary	16,708	16,186	97%	1,091		2,028	4,549	1.9	4.2
Sp. Ed. Middle/Secondary	16,820	15,520	92%	682		600	965	0.9	1.4
Sp. Ed. Bilingual FTE Assignments	266	215	81%	17					
Bilingual Education FTEs, (Not Sp.Ed.)	1,582	1,206	76%	110					
Other (Mid/Sec, Any Cert OK, except for AIS)	5,831	4,852	83%	317					
Generalist Middle Childhood Education		0		0		103	260		
Bilingual Ed. All		0		0		127	189		

E**st. FTE:**Full-time equivalent certificates/individuals --lo est. assumes that 1/4 of those receiving multiple certs are available to subject area, hi est. assumes 3/4.

Source: NYSED, Office of Research and Information Systems 18-Dec-09

Table 2: **NYS Full-time Equivalent Teacher Assignments by Region**

2007-08	Certified			Initial Certificates Issued				
	FTE	in Assignment		New	Est. FTE*		FTE*/New Hire	
Assignment	Teachers	#	%	Hires	Lo	Hi	Lo	Hi
New York State	222,315	211,970	95%	11,253	25,670	25,670	2.3	
New York City	71,354	64,215	90%	5,920	6,286	8,312	1.1	1.4
Nassau-Suffolk	39,286	38,855	99%	1,254	4,658	6,793	3.7	5.4
Mid-Hudson	29,484	28,808	98%	812	2,870	3,840	3.5	4.7
Upper Hudson	13,551	13,222	98%	545	1,366	1,684	2.5	3.1
Lake Champlain-Lake George	3,955	3,835	97%	156	353	444	2.3	2.8
Black River-St Lawrence	4,284	4,158	97%	175	405	485	2.3	2.8
Upper Mohawk Valley	4,000	3,887	97%	177	348	458	2.0	2.6
Central	10,933	10,651	97%	399	1,041	1,389	2.6	3.5
Southern Tier - East	7,130	6,917	97%	327	614	721	1.9	2.2
Southern Tier - Central	2,909	2,827	97%	139	234	294	1.7	2.1
Southern Tier - West	4,220	4,133	98%	151	306	394	2.0	2.6
Genesee-Finger Lakes	16,743	16,293	97%	683	1,575	2,327	2.3	3.4
Western	14,464	14,170	98%	516	1,716	2,426	3.3	4.7

Est. FTE: Full-time equivalent certificates/individuals -- individuals receiving multiple certificates counted as 1/# received for each certificate received..

Source: NYSED, Office of Research and Information Systems 18-Dec-09

Table 3: **NYS Full-time Equivalent Teacher Assignments by Subject Area and Region**

2007-08 Assignment	FTE Teachers	Certified in Assignment #	%	Hires	New Rate	Turnover Lo	Initial Certificates Issued Est. FTE*FTE*/New Hire Hi	Lo	Hi	
Mathematics (Mid./Sec)	12,828	12,307	96%	864	7%		1,374	1,374	1.6	
New York City	4,498	4,090	91%	477	11%		337	358	0.7	0.8
Nassau-Suffolk	2,162	2,153	100%	114	5%		351	375	3.1	3.3
Mid-Hudson	1,648	1,626	99%	54	3%		168	202	3.1	3.8
Upper Hudson	766	758	99%	42	5%		72	81	1.7	1.9
Lake Champlain-Lake George	219	215	98%	4	2%		15	17	4.2	4.6
Black River-St Lawrence	228	227	100%	12	5%		16	23	1.4	1.9
Upper Mohawk Valley	209	205	98%	6	3%		24	26	4.1	4.4
Central	606	589	97%	24	4%		49	59	2.0	2.4
Southern Tier - East	389	383	99%	21	5%		35	37	1.7	1.8
Southern Tier - Central	148	142	96%	13	9%		21	23	1.7	1.8
Southern Tier - West	224	222	99%	8	4%		23	27	2.8	3.2
Genesee-Finger Lakes	911	888	97%	43	5%		76	103	1.8	2.4
Western	820	808	98%	47	6%		92	138	2.0	2.9

Est. FTE: Full-time equivalent certificates/individuals --lo est. assumes that 1/4 of those receiving multiple certs are available to subject area, hi est. assumes 3/4.

Source: NYSED, Office of Research and Information Systems 18-Dec-09

Table 4: **NYS Full-time Equivalent Building Leader Assignments by Region**

Assignment		FTE	1st Time Assignments: Certified #	Certified %	New Admin. #	New Admin. %	Other #	Other %	Total Turnover #	Total Turnover %	Initial Certificates Count	Initial Certificates Count/ New Admin
2009		9,448	9,329	99%	453	5%	853	9%	1,306	14%	2,341	5.2
Principal		4,500	4,454	99%	116	3%	417	9%	533	12%		
	NYC	1,469	1,461	99%	55	4%	111	8%	166	11%		
	ROS	3,030	2,993	99%	61	2%	306	10%	368	12%		
Vice Principal		4,948	4,875	99%	337	7%	436	9%	772	16%		
	NYC	2,724	2,699	99%	184	7%	165	6%	349	13%		
	ROS	2,225	2,176	98%	152	7%	271	12%	424	19%		
2008		9,275	9,092	98%	385	4%	1,047	11%	1,432	15%		
Principal		4,462	4,394	98%	91	2%	440	10%	531	12%		
	NYC	1,431	1,411	99%	52	4%	108	8%	160	11%		
	ROS	3,031	2,983	98%	40	1%	332	11%	372	12%		
Vice Principal		4,813	4,697	98%	294	6%	607	13%	901	19%		
	NYC	2,656	2,593	98%	202	8%	259	10%	461	17%		
	ROS	2,158	2,104	98%	92	4%	348	16%	440	20%		

Administrators who did not respond to number of years in their assignment are missing from this analysis (1.4% of cases).

Source: NYSED, Office of Research and Information Systems 18-Dec-09

Table 5: **NYS Full-time Equivalent Building Leader Assignments by Region**

Assignment	FTE	Certified #	Certified %	1st Time Assignments: New Admin. #	New Admin. %	Other #	Other %	Total Turnover #	Total Turnover %
				NYC 2009					
Principal	1,469	1,461	99%	55	4%	111	8%	166	11%
Elementary School	702	698	99%	18	3%	42	6%	60	9%
Junior High School	22	22	100%	0	0%	1	5%	1	5%
Junior-Senior High School	78	77	99%	6	8%	4	5%	10	13%
K-12 School	32	32	100%	0	0%	4	13%	4	13%
Middle School	255	254	100%	13	5%	15	6%	28	11%
Senior High School	322	320	99%	18	6%	40	12%	58	18%
Special School (Deaf, Blind, etc)	58	58	100%	0	0%	5	9%	5	9%
Vice Principal	2,724	2,699	99%	184	7%	165	6%	349	13%
Elementary School	1,143	1,136	99%	66	6%	82	7%	148	13%
Junior High School	48	48	100%	4	8%	3	6%	7	15%
Junior-Senior High School	119	117	98%	15	12%	8	6%	22	19%
K-12 School	53	52	98%	4	7%	1	2%	5	9%

Middle School	587	585	100%	42	7%	30	5%	72	12%
Other School/Bldg Admin	25	18	72%	2	9%	2	9%	5	19%
Senior High School	590	586	99%	41	7%	33	6%	75	13%
Special School (Deaf, Blind, etc)	159	158	99%	10	6%	5	3%	15	9%

Administrators who did not respond to number of years in their assignment are missing from this analysis (1.4% of cases.)

Source: NYSED, Office of Research and Information Systems

D_2_i_1 Contract

DOB/Office of the Director of State Operations Approved Request

Agency Code: 11000 **Agency:** Education Department, State
Request #: 11000-1648-2009
Request Type: Contracts - New
NPS Type: N/A
Agency Contact: Theresa Savo - 518-474-2547
Date Submitted to DOB: 04/26/2010

Request Title: EMSC Operations - Fund 003 - Cont. Serv. - National Center for IEA

Description: Create contract with The National Center for the Implementation of Educational Assessment (Brian Gong).

The services will include but not be limited to :
**Facilitating public hearings on the proposed growth model;
**reviewing the research on growth models for the Board of Regents;
**writing the description for the proposed growth model;
**developing and writing the growth model implementation plan;
**act as NYSED's expert during the USDOE peer review process of the model and plan.

Justification: To assist SED in the establishment of the growth models being included in the our new exam development contracts.

Status
Status: Approved
Date Approved: 05/05/2010
DOB Approver: Lisa Timoney
Unit: Education and Arts Unit
Validated by the Office of the Director of State Operations

Estimated Value
This Request: $ 285,000.00

AES-1 FOR CONTRACTED SERVICES

C

AES-1

Deputy Commissioner Authorization of Essential Spending

2008-09

Program Area: P16

Transaction: RFP#/BFM-10

Document Number/ID:

Expenditures for this activity are essential and/or appropriate discretionary spending as defined by the SED spending control plan.

See Attached

Deputy Commissioner Signature

[redacted] signed by IDP

Date

BRIEF DESCRIPTION OF SERVICES REQUESTED

Cost Center: 105038 09

Funding Source:

APPROVALS REQUIRED

HUMAN RESOURCES:

☑ Approval ☐ Disapproval of essential and/or appropriate discretionary activities that are otherwise prohibited:

Gayle Bowden, Director of Human Resources — Date: 10/15/08

CHIEF FINANCIAL OFFICER

☒ Approval ☐ Disapproval of essential and/or appropriate discretionary activities that are otherwise prohibited:

Theresa E. Savo, Chief Financial Officer — Date: 10-20-08

Explanation of disapproval:

SEND TWO COPIES TO CONTRACT ADMIN UNIT ROOM 505 West EB

BFM-10 (3/10)

REQUEST FOR PREPARATION OF CONTRACT

Instructions are on next page

1 ORIGINATING PROGRAM OFFICE/ UNIT EMSC Office of State Assessment	2 ROOM NUMBER 775 EBA
3 CONTACT PERSON IN ORIGINATING OFFICE (b)(6)	4 CONTACT DIRECT PHONE NO

5 LEGAL NAME OF CONTRACTOR
National Center for the Improvement of Educational Assessment

6 PAYEE / MUNICIPAL I.D. NUMBER (See Instructions) ID 02-050-1927	7 CHARITY REGISTRATION NUMBER (Explanation if exempt)
8 CONTRACTOR CONTACT DETAILS (MUST INCLUDE: name, address, phone number, e-mail of contact person) (b)(6)	NOT FOR PROFIT AGENCY X Yes ☐ No RFP ISSUED ☐ Yes Number _____ X No IF RFP WAS ISSUED, PROVIDE: RFP Number: _____ New Contract No., if known: C010536 83
9 STATE IN WHICH ORGANIZED (if contractor is an entity)	10 If amending existing contract, provide original contract number

11 SEND CONTRACT TO
(b)(6)

12 PURPOSE OF CONTRACT (X☐ NEW or ☐ AMENDMENT specify amount and term of amendment; Dates: _____ to _____, Amount: $_____)
Engage experts in educational "growth models" to create a specific growth model for New York State.

13 Will the Contractor have access to confidential, personally identifiable information and/or secure SED materials? X☐ Yes ☐ No
If yes, the contract must include any necessary confidentiality provisions and/or requirements.

14 PAYMENTS SCHEDULE Satisfactory completion of Deliverables FUNDING SOURCE: ☐ FEDERAL STIMULUS/ARRA ☐X State OTHER SOURCE PLEASE NOTE: CONTRACTS FUNDED WITH FEDERAL STIMULUS (ARRA) MONEY MAY NOT PROVIDE FOR ADVANCE PAYMENTS	15a. COST CENTER 105038 AC 10 15b. COST CENTER 15c. COST CENTER	16a. AMOUNT ENCUMBERED 16b. AMOUNT ENCUMBERED 16c. AMOUNT ENCUMBERED
17 BEGINNING AND ENDING DATES OF CONTRACT (mm/dd/yy) July, 1, 2010 through 6/30/11	18 TOTAL AMOUNT OF THIS CONTRACT (if multi-year, include all years) $285,000	

19 CONTRACT REPORTER Attach responses in your bid tabulation, if sole source, attach list of responses and action taken.

Date of Issue:	Page:	If contract is exempt from Contract Reporter, attach justification. ☐ EXEMPT

20 COPYRIGHT WAIVER Is a waiver of copyright requested? If "YES", please attach justification signed by Deputy Commissioner
☐ Yes ☐ No ☐ Not Applicable

21 AUTHORIZED SIGNATURE **(Bureau Chief or above)**. The undersigned represents (i) that the Program Office has undertaken an affirmative review in accordance with both OSC Bulletin G-221 and NYSED's procurement lobbying policy and has reasonable assurance that the proposed contractor is responsible; and (ii) to the best of undersigned's knowledge, in the event of the applicability of the Procurement Lobbying Law, all records of contact with the Contractor are attached hereto and the Contractor has made no impermissible contacts.	22 DATE SIGNED 5/21/10
23 TYPED NAME OF AUTHORIZED PERSON David Abrams	24 TITLE OF AUTHORIZED PERSON Assistant Commissioner

INDICATE CONTRACTOR'S TYPE OF "BUSINESS ENTERPRISE" BELOW - THIS SECTION MUST BE COMPLETED

Before completing please read the definition of terms as shown on the next page.

25. ☐ A. Contractor is a registered minority-owned business.
☐ B. Contractor is a registered women-owned business
☐ C. Contractor is a registered small business enterprise
☐ D. Contractor is neither "A" nor "B".

26. _____ A. Number of minority businesses requested to bid or contacted
___ B. Number of women-owned businesses requested to bid or contacted
___ C. Number of small businesses requested to bid or contacted.
___ D. Total number of vendors requested to bid or contacted.

27. Is the business enterprise a sole source consultant or sole source service contractor? If "Yes", please submit sole source justification. ☐ Yes ☐ No

STATE AGENCY NYS Education Department 89 Washington Avenue, Room 505W– EB Albany, New York 12234	CONTRACT NUMBER: C010583 AGENCY CODE: 11000
CONTRACTOR: National Center for the Improvement of Educational Assessment P.O Box 351 Dover, NH 03821-0351	TYPE OF PROGRAM: To create the New York State Growth Model FEDERAL TAX/MUNICIPALITY NO: 02-050-1927
If the Contractor is a municipality, it is not necessary to complete this section. All other entities must complete the following statement: CHARITY REGISTRATION NUMBER: **N/A** Contractor has___/has not ___timely filed with the Attorney General's Charities Bureau all required periodic or annual written reports	INITIAL CONTRACT PERIOD From: July 1, 2010 To: June 30, 2011 FUNDING AMOUNT FOR INITIAL PERIOD: $285,000.00
CONTRACTOR STATUS: Sectarian Entity ()Yes (x)No Not-for-Profit Organization (x)Yes ()No Municipality ( ) Yes	MULTI-YEAR TERM: (if applicable) From: To:

APPENDICES ATTACHED AND PART OF THIS AGREEMENT:

x APPENDIX A	Standard Clauses as required by the Attorney General for all State contracts.
x APPENDIX A1	Agency-specific Clauses
x APPENDIX B	Budget
x APPENDIX C	Payment and Reporting Schedule
x APPENDIX D	Program Workplan
x APPENDIX X	Sample Modification Agreement Form (to accompany modified appendices for changes in term or consideration on an existing period or for renewal periods)

_ OTHER (Identify)

_ OTHER (Identify)

_ OTHER (Identify)

_ OTHER (Identify)

May 28, 2010

Rev. 03/08/10

IN WITNESS WHEREOF, the parties hereto have executed or approved this AGREEMENT on the dates below their signatures.

National Center for the Improvement of Educational Assessment

By_____

_____
Name Printed

Title:_____

Date:_____

Contract No. C010583

THE PEOPLE OF THE STATE OF NEW YORK
David M. Steiner
Commissioner of Education

By_____
Erin M. O'Grady-Parent
Mary Ellen Cierkin
Authorized Contract Officers

Date:_____

State Agency Certifications: In addition to the acceptance of this contract, I also certify that original copies of this signature page will be attached to all other exact copies of this contract. I further certify that the New York State Education Department has undertaken an affirmative review in accordance with Bulletin G-221 and has reasonable assurance that the proposed contractor is responsible.

STATE OF NEW YORK)
) SS:
County of_____)

On this ___ day of _____, 20__, before me personally appeared _____, to me known, who being by me duly sworn, did depose and say that he/she resides at _____, that he/she is the _____ of National Center for the Improvement of Educational Assessment, the corporation described herein which executed the foregoing instrument; and that he/she signed his/her name thereto by order of the board of directors of said corporation.

(Notary)_____

Approved

_____
New York State Attorney General

Approved

_____
Office of the State Comptroller

STATE OF NEW YORK AGREEMENT

This AGREEMENT is hereby made by and between the People of the State of New York, acting through David M. Steiner, Commissioner of Education of the State of New York and Chief Executive Officer of the Board of Regents of the University of the State of New York, party of the first part, hereinafter referred to as the (STATE) and the public or private agency (CONTRACTOR) identified on the face page hereof.

WITNESSETH:

WHEREAS, the STATE has the authority to regulate and provide funding for the establishment and operation of program services and desires to contract with skilled parties possessing the necessary resources to provide such services; and

WHEREAS, the CONTRACTOR is ready, willing and able to provide such program services and possesses or can make available all necessary qualified personnel, licenses, facilities and expertise to perform or have performed the services required pursuant to the terms of this AGREEMENT;

NOW THEREFORE, in consideration of the promises, responsibilities and covenants herein, the STATE and the CONTRACTOR agree as follows:

I. Conditions of Agreement

A. The period of this AGREEMENT shall be as specified on the face page hereof. Should funding become unavailable, this AGREEMENT may be suspended until funding becomes available. In such event the STATE shall notify the CONTRACTOR immediately of learning of such unavailability of funds, however, any such suspension shall not be deemed to extend the term of this AGREEMENT beyond the end date specified on the face page hereof.

B. Funding for the entire contract period shall not exceed the amount specified as "Funding Amount for Initial Period" on the face page hereof.

C. This AGREEMENT incorporates the face pages attached and all of the marked appendices identified on the face page hereof.

D. To modify the AGREEMENT, the parties shall revise or complete the appropriate appendix form(s). Any change in the amount of consideration to be paid, change in scope, or change in the term, is subject to the approval of the Office of the State Comptroller. Any other modifications shall be processed in accordance with agency guidelines as stated in Appendix A1.

E. The CONTRACTOR shall perform all services to the satisfaction of the STATE. The CONTRACTOR shall provide services and meet the program objectives summarized in the Program Workplan (Appendix D) in accordance with: provisions of the AGREEMENT; relevant laws, rules and regulations; administrative and fiscal guidelines; and where applicable, operating certificates for facilities or licenses for an activity or program.

F. If the CONTRACTOR enters into subcontracts for the performance of work pursuant to this AGREEMENT, the CONTRACTOR shall take full responsibility for the acts and omissions of its subcontractors. Nothing in the subcontract shall impair the rights of the STATE under this AGREEMENT. No contractual relationship shall be deemed to exist between the subcontractor and the STATE.

G. Appendix A (Standard Clauses as required by the Attorney General for all State contracts) takes precedence over all other parts of the AGREEMENT.

II. Payment and Reporting

A. The CONTRACTOR, to be eligible for payment, shall submit to the STATE's designated payment office (identified in Appendix C) any appropriate documentation as required by the Payment and Reporting Schedule (Appendix C) and by agency fiscal guidelines, in a manner acceptable to the STATE.

B. The STATE shall make payments and any reconciliations in accordance with the Payment and Reporting Schedule (Appendix C). The STATE shall pay the CONTRACTOR, in consideration of contract services for a given PERIOD, a sum not to exceed the amount noted on the face page hereof or in the respective Appendix designating the payment amount for that given PERIOD. This sum shall not duplicate reimbursement from other sources for

CONTRACTOR costs and services provided pursuant to this AGREEMENT.

C. The CONTRACTOR shall meet the audit requirements specified by the STATE.

III. Terminations

A. This AGREEMENT may be terminated at any time upon mutual written consent of the STATE and the CONTRACTOR.

B. The STATE may terminate the AGREEMENT immediately, upon written notice of termination to the CONTRACTOR, if the CONTRACTOR fails to comply with the terms and conditions of this AGREEMENT and/or with any laws, rules, regulations, policies or procedures affecting this AGREEMENT.

C. The STATE may also terminate this AGREEMENT for any reason in accordance with provisions set forth in Appendix A1.

D. Written notice of termination, where required, shall be sent by personal messenger service or by certified mail, return receipt requested. The termination shall be effective in accordance with the terms of the notice.

E. Upon receipt of notice of termination, the CONTRACTOR agrees to cancel, prior to the effective date of any prospective termination, as many outstanding obligations as possible, and agrees not to incur any new obligations after receipt of the notice without approval by the STATE.

F. The STATE shall be responsible for payment on claims pursuant to services provided and costs incurred pursuant to terms of the AGREEMENT. In no event shall the STATE be liable for expenses and obligations arising from the program(s) in this AGREEMENT after the termination date.

IV. Indemnification

A. The CONTRACTOR shall be solely responsible and answerable in damages for any and all accidents and/or injuries to persons (including death) or property arising out of or related to the services to be rendered by the CONTRACTOR or its subcontractors pursuant to this AGREEMENT. The CONTRACTOR shall indemnify and hold harmless the STATE and its officers and employees from claims, suits, actions, damages and costs of every nature arising out of the provision of services pursuant to this AGREEMENT.

B. The CONTRACTOR is an independent contractor and may neither hold itself out nor claim to be an officer, employee or subdivision of the STATE nor make any claim, demand or application to or for any right based upon any different status.

V. Property

Any equipment, furniture, supplies or other property purchased pursuant to this AGREEMENT is deemed to be the property of the STATE except as may otherwise be governed by Federal or State laws, rules or regulations, or as stated in Appendix AI.

VI. Safeguards for Services and Confidentiality

A. Services performed pursuant to this AGREEMENT are secular in nature and shall be performed in a manner that does not discriminate on the basis of religious belief, or promote or discourage adherence to religion in general or particular religious beliefs.

B. Funds provided pursuant to this AGREEMENT shall not be used for any partisan political activity, or for activities that may influence legislation or the election or defeat of any candidate for public office.

C. Information relating to individuals who may receive services pursuant to this AGREEMENT shall be maintained and used only for the purposes intended under the contract and in conformity with applicable provisions of laws and regulations, or specified in Appendix A1.

APPENDIX A
STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. **EXECUTORY CLAUSE.** In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. **NON-ASSIGNMENT CLAUSE.** In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the previous consent, in writing, of the State and any attempts to assign the contract without the State's written consent are null and void. The Contractor may, however, assign its right to receive payment without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. **COMPTROLLER'S APPROVAL.** In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds $50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds $10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed $85,000 (State Finance Law Section 163.6.a).

4. **WORKERS' COMPENSATION BENEFITS.** In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. **NON-DISCRIMINATION REQUIREMENTS.** To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of $50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. **WAGE AND HOURS PROVISIONS.** If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law.

7. **NON-COLLUSIVE BIDDING CERTIFICATION.** In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor warrants, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further warrants that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. **INTERNATIONAL BOYCOTT PROHIBITION.** In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds $5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. **SET-OFF RIGHTS.** The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. **RECORDS.** The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept

for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law.
(2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, AESOB, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of $25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of $100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of $100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status.

Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over $25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor

hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of State Finance Law §165. (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.
Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development
Division for Small Business
30 South Pearl St – 7th Floor
Albany, New York 12245
Telephone: 518-292-5220
Fax: 518-292-5884
http://www.empire.state.ny.us

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business Development
30 South Pearl St -- 2nd Floor
Albany, New York 12245
Telephone: 518-292-5250
Fax: 518-292-5803
http://www.empire.state.ny.us

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than $1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS Department of Economic Development for a current list of jurisdictions subject to this provision.

22. PURCHASES OF APPAREL. In accordance with State Finance Law 162 (4-a), the State shall not purchase any apparel from any vendor unable or unwilling to certify that: (i) such apparel was manufactured in compliance with all applicable labor and occupational safety laws, including, but not limited to, child labor laws, wage and hours laws and workplace safety laws, and (ii) vendor will supply, with its bid (or, if not a bid situation, prior to or at the time of signing a contract with the State), if known, the names and addresses of each subcontractor and a list of all manufacturing plants to be utilized by the bidder.
(Revised June 2006)

APPENDIX A-1

Payment and Reporting

A. In the event that Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.

B. Variations in each budget category not exceeding ten percent (10%) of such category may be approved by the Commissioner of Education. Any such variations shall be reflected in the final expenditure report and filed in the Office of the State Comptroller. Variations in each budget category which do exceed ten percent (10%) of such category must be submitted to the Office of the State Comptroller for approval.

Terminations

A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

B. SED reserves the right to terminate this Agreement in the event it is found that the certification by the Contractor in accordance with New York State Finance Law §139-k was intentionally false or intentionally incomplete. Upon such finding, SED may exercise its termination right by providing written notification to the Contractor in accordance with the written notification terms of this Agreement.

Property

A. The Contractor shall maintain a complete inventory of all realty, equipment and other non-expendable assets including, but not limited to, books, paintings, artifacts, rare coins, antiques and other collectible items purchased, improved or developed under this agreement. The Contractor shall submit a copy of the inventory in a form identical to or essentially similar to, Exhibit A annexed hereto. The term "non-expendable assets" shall mean for the purposes of this agreement any and all assets which are not consumed during the term of this agreement and which have a cost of One Thousand Dollars ($1,000) or more.

Inventories for non-expendable assets must be submitted with the final expenditure report. In addition to or as part of whatever rights the State may have with respect to the inspection of the Contractor, the State shall have the right to inspect the inventory without notice to the Contractor.

The Contractor shall not at any time sell, trade, convey or otherwise dispose of any non-expendable assets having a market value in excess of Two Thousand Dollars ($2,000) at the time of the desired disposition without the express permission of the State. The Contractor may seek permission in writing by certified mail to the State.

The Contractor shall not at any time use or allow to be used any non-expendable assets in a manner inconsistent with the purposes of this agreement.

B. If the Contractor wishes to continue to use any of the non-expendable assets purchased with the funds available under this agreement upon the termination of this agreement, it shall request permission from the State in writing for such continued use within twenty-five (25) days of the termination of this agreement. The Contractor's request shall itemize the non-expendable assets for which continued use is sought. The State may accept, reject or accept in part such request. If the request for continued use is allowed to any degree, it shall be conditioned upon the fact that said equipment shall continue to be used in accordance with the purposes of this agreement.

If after the State grants permission to the Contractor for "continued use" as set forth above the non-expendable assets are not used in accordance with the purposes of this agreement, the State in its discretion may elect to take title to such assets and may assert its right to possession upon thirty (30) days prior written notice by certified mail to the Contractor. The State upon obtaining such non-expendable assets may arrange for their further use in the public interest as it in its discretion may decide.

C. Upon termination of this agreement, the State in its discretion may elect to take title and may assert its right to possession of any non-expendable assets upon thirty (30) days prior written notice by certified mail to the Contractor. The State's option to elect to take title shall be triggered by the termination of this agreement or by the State's rejection of continued use of non-expendable assets by the Contractor as set forth herein. The State upon obtaining such non-expendable assets may arrange for their further use in the public interest as it in its discretion may decide.

D. The terms and conditions set forth herein regarding non-expendable assets shall survive the expiration or termination, for whatever reason, of this agreement.

Safeguards for Services and Confidentiality

A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this Agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.

B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

C. This agreement cannot be modified, amended, or otherwise changed except by a writing signed by all parties to this contract.

D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

E. Expenses for travel, lodging, and subsistence shall be reimbursed at the per diem rate in effect at the time for New York State employees.

F. No fees shall be charged by the Contractor for training provided under this agreement.

G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.

H. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.

I. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Certifications

A. Contractor certifies that it has met the disclosure requirements of State Finance Law §139-k and that all information provided to the State Education Department with respect to State Finance Law §139-k is complete, true and accurate.

B. Contractor certifies that it has not knowingly and willfully violated the prohibitions against impermissible contacts found in State Finance Law §139-j.

C. Contractor certifies that no governmental entity has made a finding of nonresponsibility regarding the Contractor in the previous four years.

D. Contractor certifies that no governmental entity or other governmental agency has terminated or withheld a procurement contract with the Contractor due to the intentional provision of false or incomplete information.

E. Contractor affirms that it understands and agrees to comply with the procedures of the STATE relative to permissible contacts as required by State Finance Law §139-j (3) and §139-j (6)(b).

F. Contractor certifies that it is in compliance with NYS Public Officers Law, including but not limited to, §73(4)(a).

Notices

Any written notice or delivery under any provision of this AGREEMENT shall be deemed to have been properly made if sent by certified mail, return receipt requested to the address(es) set forth in this Agreement, except as such address(es) may be changed by notice in writing. Notice shall be considered to have been provided as of the date of receipt of the notice by the receiving party.

Miscellaneous

A. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208). Contractor shall be liable for the costs associated with such breach if caused by Contractor's negligent or willful acts or omissions, or the negligent or willful acts or omissions of Contractor's agents, officers, employees or subcontractors.

B. If required by the Office of State Comptroller ("OSC") Bulletin G-226 and State Finance Law §§ 8 and 163, Contractor agrees to submit an initial planned employment data report on Form A and an annual employment report on Form B. State will furnish Form A and Form B to Contractor if required.

The initial planned employment report must be submitted at the time of approval of this Agreement. The annual employment report on Form B is due by May 15th of each year and covers actual employment data performed during the prior period of April 1st to March 31st. Copies of the report will be submitted to the NYS Education Department, OSC and the NYS Department of Civil Service at the addresses below.

By mail: NYS Office of the State Comptroller
Bureau of Contracts
110 State Street, 11th Floor
Albany, NY 12236
Attn: Consultant Reporting
By fax: (518) 474-8030 or (518) 473-8808

Reports to DCS are to be transmitted as follows:

By mail: NYS Department of Civil Service
Alfred E. Smith Office Building
Albany, NY 12239
Office of Counsel

Reports to NYSED are to be transmitted as follows:

By mail: NYS Education Department
Contract Administration Unit
Room 505 W EB
Albany, NY 12234
By fax: (518) 408-1716

C. Consultant Staff Changes. If this is a contract for consulting services, Contractor will maintain continuity of the consultant team staff throughout the course of the contract. All changes in staff will be subject to STATE approval. The replacement consultant(s) with comparable skills will be provided at the same or lower hourly rate.

APPENDIX B
BUDGET

Period: From: July 1, 2010 To: June 30, 2011 Funding Amount for Period $ $285,000.00

Task	Center Staff	Cost
1. Develop student growth percentile measures for NY state	DB	
1.1 Data Integrity		$8,500
1.2 SGP Software Development		$24,500
1.3 Norm and Criterion Growth Analyses		$8,000
Subtotal for Task 1		**$41,000**
2. Develop accountability applications of SGP for NY	DB, BG, SM	
2.1 Design Implementation for 2011, 2012		$12,000
2.2 Accountability design document that provides the rationale, defines the accountability elements, and describes accountability rules and computations to implement the accountability system. Evaluate and integrate as needed, NYC system with NYSED system.		$46,000
2.3 Design NYSED system to be compliant with ESEA reauthorization		$22,000
Subtotal for Task 2		**$80,000**
3. Develop data reporting and visualization strategies	DB, BG, SM	
3.1 Assessment reporting systems (static reports) for student, school, district, and state level		$18,000
3.2 Assessment reporting systems (dynamic) for student school, district, and state level based upon Colorado tools		$39,000
3.3 Develop local data use strategies		$16,000
Subtotal for Task 3		**$73,000**
4. Provide technical support for NY assessment system in terms of growth	DB, BG	
4.1 Assessment design and growth reports		$79,000
Subtotal for Task 4		**$79,000**
Subtotal Labor		**$273,000**
Meeting/Travel costs (20 person trips x $600/trip)		$12,000
Total Budget		**$285,000**

APPENDIX C
PAYMENT AND REPORTING SCHEDULE

11

11000 Contract No. C010583

Period: From: July 1, 2010 To: June 30, 2011 Funding Amount for Period $ $285,000.00

In full consideration for the services to be provided by the Contractor to the State under the terms of this agreement the State agrees to reimburse the Contractor according to the following schedule:

Interim Payment(s)	Based upon the schedule of deliverables set forth in Appendices B and D and subject to the approval of NYSED	$256,500.00	Based on reported expenditures[1]
Final Payment	Upon receipt of final expenditure report	$28,500.00	Upon receipt of Final Report[2]
	Total Payment	$285,000.00	

Vouchers for payment should be submitted to the New York State Education Department, Bureau of Fiscal Management, PO Box 7256, Albany, New York 12224.

Information for payments processed on behalf of this Agreement is available on the Internet at https://wwe1.osc.state.ny.us/pay

NEW PAYMENT REQUIREMENT
Revised 2/28/10

CONTRACT PAYMENTS. Contractor shall provide complete and accurate billing invoices to the Agency in order to receive payment. Billing invoices submitted to the Agency must contain all information and supporting documentation required by the Contract, the Agency and the State Comptroller. Payment for invoices submitted by the Contractor shall only be rendered electronically unless payment by paper check is expressly authorized by the Commissioner, in the Commissioner's sole discretion, due to extenuating circumstances. Such electronic payment shall be made in accordance with ordinary State procedures and practices. The Contractor shall comply with the State Comptroller's procedures to authorize electronic payments. Authorization forms are available at the State Comptroller's website at www.osc.state.ny.us/epay/index.htm, by email at epunit@osc.state.ny.us or by telephone at (518) 474-4032. Contractor acknowledges that it will not receive payment on any invoices submitted under this Contract if it does not comply with the State Comptroller's electronic payment procedures, except where the Commissioner has expressly authorized payment by paper check as set forth above. Contractor further acknowledges that in the event it is eligible for interest payments, such interest eligibility shall be forfeited if Contractor fails to comply with the electronic payment authorization process.

[1]The Contractor shall be reimbursed for approved expenditures quarterly, upon receipt of progress reports and expenditure reports in a form and having a content satisfactory to the Commissioner of Education.

[2]Final payment shall be made to the Contractor upon satisfactory proof of expenditures and upon receipt of a final report in a form and having a content satisfactory to the Commissioner of Education. If the Contractor has not earned such amount, the Contractor will return to the State any excess payment within thirty (30) days of the termination of this agreement. Payment by the State will be made in the ordinary course of State business upon receipt of properly prepared vouchers.

APPENDIX D
Program Workplan
Support for New York State Growth and Technical Assessment
Proposed Scope of Work
Center for Assessment
Draft revised: May 27, 2010

The Contractor shall perform all of the work as described below and hereby deemed a part of this Contract, in an efficient and expeditious manner and in accordance with all of the terms and provisions of this Contract. The Contractor shall perform the work in accordance with professional standards and with the diligence and skill expected of a consultant with extensive experience in the performance of the work herein described. The Contractor shall furnish such personnel and shall procure such materials, machinery, supplies, tools, equipment and other items as may reasonably be necessary or appropriate to perform the work in accordance with this agreement.

The Center for Assessment will support the New York State Education Department of (NYSED) in developing growth measures and providing technical support to help ensure the state assessments and accountability systems are designed to support growth measures in technically and operationally sound ways consistent with New York's policy values and objectives.

TASKS and DELIVERABLES

1. **Develop student growth percentile (SGP) measures for NY State**
   - 1.1. Data Integrity: Assist NYSED staff in understanding data requirements necessary for SGP calculations. Perform data integrity checks prior to calculation of student growth percentiles and percentile growth trajectories
   - 1.2. SGP Software: Provide software and consulting expertise to enable NYSED staff to generate student growth percentiles and percentile growth projections/ trajectories for NY State assessment data for at least three years of annual data for English language arts and mathematics, for the grades 3-8 and high school if feasible.
   - 1.3. Norm & Criterion Growth Analyses: Provide support on understanding and integrating normative growth data with criterion referenced growth data.

2. **Develop accountability applications of SGP for NY**

Help NYSED design how to incorporate SGP data into the NYSED school accountability system, compliant with NCLB and NYSED principles (e.g., "growth for all")

- 2.1 Design implementation due June 30, 2011 for 2011and 2012
- 2.2 The NYSED system will be revised to coordinate with the NYC school accountability system as much as practicable
- 2.3 If ESEA reauthorization information is available, the NYSED school accountability system will be designed to be compliant with the revised federal law

3 **Develop data reporting and visualization strategies**

- 3.1 Develop assessment reporting supports at the student, school, district, and state levels
- 3.2 Help NYSED work with the software reporting tools under development for Colorado and other states
- 3.3 Advise on support for local uses of SGP information and reporting tools, emphasizing development of local capacity and commitment
- 3.4 Build reports to support accountability initiatives from #2

4 **Provide technical support for NY assessment system in terms of growth**

- 4.1 Advise and conduct studies on design of assessments to support growth – including design and analysis of assessment characteristics (e.g., influence of mixture of multiple choice and constructed response items on reliability and validity of growth scores; vertical scale; end-of-course assessments in high school; possible applications in evaluation of educator effectiveness)

Deliverables will include:

Task 1: Develop Student Growth Percentile Measures for NY State

1. Data Integrity. Growth percentiles and percentile growth trajectories from state data provided by the NYSED.
2. SPG software development. A report summarizing the data derived from the growth percentile and percentile growth trajectory analyses. This report will include introductory material describing growth percentiles and the methodology used to calculate them, results for the NYSED describing group results using schools, district, grade and other demographic characteristics, and documentation, specific to the NYSED, for the calculation of student growth percentiles and percentile growth projections/ trajectories
3. Norm and Criterion Growth Analysis. Documentation of student growth percentile software analysis sufficient so that the NYSED can replicate the analyses using their own professional staff.

Task 2: Use of Student Growth Data in Accountability

1. Design implementation for 2011 and 2012 reports. Briefing papers, data analyses, and presentations to facilitate the development of school accountability policies for NYSED
2. Accountability design document that provides the rationale, defines the accountability elements, and, describes accountability rules and computations sufficient for policy makers to adopt and the NYSED to translate into business rules to implement the accountability system. Evaluate and integrate as needed, NYC system with NYSED system.
3. Design NYSED system to be compliant with ESEA reauthorization.

Task 3: Develop Data Reporting and Visualization Strategies

1. Assessment reporting systems (static). Briefing papers and presentations on report designs for growth in assessment and in school accountability.
2. Assessment reporting systems (dynamic). Documentation on existing software reporting and visualization tools developed in conjunction with student growth percentiles to date.
3. Local data use strategies. Develop professional development materials suitable for sharing with educators.

Task 4: Provide Technical Support for NY Assessment System in Terms of Growth

1. As negotiated with NYSED on topics designated by NYSED, provide up to four reports to help inform NYSED in ensuring the state assessments are as technically sound as possible for the intended uses involving growth data.

KEY STAFF

Brian Gong and Damian Betebenner will be the project leads for the Center for Assessment. Scott Marion will also work on the project tasks involving accountability and data reporting and visualization.

SCHEDULE

We anticipate that the project will be completed by June 30, 2011.

INTELLECTUAL PROPERTY

The Center for Assessment is committed to having its work with student growth percentiles and supporting software tools be widely available without licensing fees; in particular the Center desires that its work products be available to states and other educational entities with the least restrictions, including protection against commercialization.

Rights in Software associated with student growth percentile calculations: Unless otherwise agreed in writing, all data and software associated with student growth percentile calculations including the SGP package are distributed under the terms of the Creative Commons Attribution-Share Alike 3.0 United States License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/3.0/us/ or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California, 94105, USA.

Rights in Graphical Representations involving student growth percentiles or quantities derived from student growth percentiles: Unless otherwise agreed in writing, any graphical representation involving student growth percentiles or quantities derived from student growth percentiles are distributed under the terms of the Creative Commons Attribution-Non-commercial-Share Alike 3.0 United States License. Uses of these graphical representations for commercial purposes or monetary compensation are prohibited. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/3.0/us/ or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California, 94105, USA

BUDGET

The total budget is **$285,000** for the project through June 30, 2011.

Task	Center Staff	Cost
1. Develop student growth percentile measures for NY state	DB	
1.1 Data Integrity		$8,500
1.2 SGP Software Development		$24,500
1.3 Norm and Criterion Growth Analyses		$8,000
Subtotal for Task 1		**$41,000**
5. Develop accountability applications of SGP for NY	DB, BG, SM	
2.1 Design Implementation for 2011, 2012		$12,000
2.2 Accountability design document that provides the rationale, defines the accountability elements, and describes accountability rules and computations to implement the accountability system. Evaluate and integrate as needed, NYC system with NYSED system.		$46,000
2.3 Design NYSED system to be compliant with ESEA reauthorization		$22,000
Subtotal for Task 2		**$80,000**
6. Develop data reporting and visualization strategies	DB, BG, SM	
3.1 Assessment reporting systems (static reports) for student, school, district, and state level		$18,000
3.2 Assessment reporting systems (dynamic) for student school, district, and state level based upon Colorado tools		$39,000
3.3 Develop local data use strategies		$16,000

Subtotal for Task 3		**$73,000**
7. Provide technical support for NY assessment system in terms of growth	DB, BG	
4.1 Assessment design and growth reports		$79,000
Subtotal for Task 4		**$79,000**
Subtotal Labor		**$273,000**
Meeting/Travel costs (20 person trips x $600/trip)		$12,000
Total Budget		**$285,000**

As report or other products near completion, NY SED and the Center for Assessment will negotiate dates for travel as necessary.

APPENDIX X

Modification Agreement Form

11000 Contract No.

Period: From: To: Funding Amount for Period $

This is an AGREEMENT between the People of the State of New York, acting through David M. Steiner, Commissioner of Education of the State of New York and Chief Executive Officer of the Board of Regents of the University of the State of New York, party of the first part, hereinafter referred to as the STATE, and C010583, party of the second part, hereinafter referred to as the CONTRACTOR, for modification of Contract No. C010583, as amended in attached Appendix.

All other provisions of said AGREEMENT shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT as of the dates appearing under their signatures.

The People of the State of New York
David M. Steiner
Commissioner of Education

By_____

_____
Name Printed

Title:_____

Date:_____

By_____
Erin M. O'Grady-Parent
Mary Ellen Clerkin
Authorized Contract Officers

Date:_____

State Agency Certification: In addition to the acceptance of this contract, I also certify that original copies of this signature page will be attached to all other exact copies of this contract.

STATE OF_____)
_____) SS.:_____
County o_____)_____

On this ___ day of _____, ____, before me personally appeared _____, to me known, who being by me duly sworn, did depose and say that he/she resides at _____, that he/she is the _____ of the _____, the corporation described herein which executed the foregoing instrument; and that he/she signed his/her name thereto by order of the board of directors of said corporation.

(Notary)_____

APPROVED

_____
Office of the State Comptroller

Appendix D 2 ii 1

This Appendix includes two items:

Education Law § 3012-c—Evaluation of Teachers and Principals.
Starting on page 6 – 8 NYCRR 8 NYCRR § 100.2(o) Annual Professional Performance Review.

Education Law § 3012-c—Evaluation of Teachers and Principals

(As added by Chapter 103 of the Laws of 2010, as proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991, Effective July 1, 2010)

§ 3012-c. Annual professional performance review of classroom teachers and building principals. 1. Notwithstanding any other provision of law, rule or regulation to the contrary, the annual professional performance reviews of all classroom teachers and building principals employed by school districts or boards of cooperative educational services shall be conducted in accordance with the provisions of this section. Such performance reviews which are conducted on or after July first, two thousand eleven, or on or after the date specified in paragraph c of subdivision two of this section where applicable, shall include measures of student achievement and be conducted in accordance with this section. Such annual professional performance reviews shall be a significant factor for employment decisions including but not limited to, promotion, retention, tenure determination, termination, and supplemental compensation , which decisions are to be made in accordance with locally developed procedures negotiated pursuant to the requirements of article fourteen of the civil service law. Such performance reviews shall also be a significant factor in teacher and principal development, including but not limited to, coaching, induction support and differentiated professional development, which are to be locally established in accordance with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

2. a. The annual professional performance reviews conducted pursuant to this section for classroom teachers and building principals shall differentiate teacher and principal effectiveness using the following quality rating categories: highly effective, effective, developing and ineffective, with explicit minimum and maximum scoring ranges for each

category, as prescribed in the regulations of the commissioner. Such annual professional performance reviews shall result in a single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness related to the criteria included in the regulations of the commissioner. Except for the student growth measures prescribed in paragraphs e, f and g of this subdivision, the elements comprising the composite effectiveness score shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted, pursuant to the requirements of article fourteen of the civil service law.

b. Annual professional performance reviews conducted by school districts on or after July first, two thousand eleven of classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals of schools in which such teachers are employed shall be conducted pursuant to this subdivision and shall use two thousand ten--two thousand eleven school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals.

c. Annual professional performance reviews conducted by school districts or boards of cooperative educational services on or after July first, two thousand twelve of all classroom teachers and all building principals shall be conducted pursuant to this subdivision and shall use two thousand eleven--two thousand twelve school year student data as the baseline for the initial computation of the composite teacher or principal effectiveness score for such classroom teachers and principals. For purposes of this section, an administrator in charge of an instructional program of a board of cooperative educational services shall be deemed to be a building principal.

d. Prior to any evaluation being conducted in accordance with this section, each individual who is responsible for conducting an evaluation of a teacher or building principal shall receive appropriate training in accordance with the regulations of the commissioner of education.

e. For annual professional performance reviews conducted in accordance with paragraph b of this subdivision in the two thousand eleven--two thousand twelve school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows:

(i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

f. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in any school year prior to the first school year for which the board of regents has approved use of a value-added growth model, but not earlier than the two thousand twelve--two thousand thirteen school year, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.

g. For annual professional performance reviews conducted in accordance with paragraph c of this subdivision in the first school year for which the board of regents has approved use of a value-added growth model and thereafter, forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty-five percent of the evaluation shall be based upon student growth data on state assessments as prescribed by the commissioner or a comparable measure of student growth if such growth data is not available; and (ii) fifteen percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the commissioner and as are locally developed in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law. The department shall develop the value-added growth model and shall consult

with the advisory committee established pursuant to subdivision seven of this section prior to recommending that the board of regents approve its use in evaluations.

h. The remaining percent of the evaluations, ratings and effectiveness scores shall be locally developed, consistent with the standards prescribed in the regulations of the commissioner, through negotiations conducted pursuant to article fourteen of the civil service law.

i. For purposes of this section, student growth means the change in student achievement for an individual student between two or more points in time.

3. Nothing in this section shall be construed to excuse school districts or boards of cooperative educational services from complying with the standards set forth in the regulations of the commissioner for conducting annual professional performance reviews of classroom teachers or principals, including but not limited to required quality rating categories, in conducting evaluations prior to July first, two thousand eleven, or, for classroom teachers or principals subject to paragraph c of subdivision two of this section, prior to July first, two thousand twelve.

4. Notwithstanding any other law, rule or regulation to the contrary, upon rating a teacher or a principal as developing or ineffective through an annual professional performance review conducted pursuant to subdivision two of this section, the school district or board of cooperative educational services shall formulate and commence implementation of a teacher or principal improvement plan for such teacher or principal as soon as practicable but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. Such improvement plan shall be consistent with the regulations of the commissioner and developed locally through negotiations conducted pursuant to article fourteen of the civil service law. Such improvement plan shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's or principal's improvement in those areas.

5. An appeals procedure shall be locally established in each school district and in each board of cooperative educational services by which the evaluated teacher or principal may only challenge the substance of the annual professional performance review, the school district's or board of cooperative educational services' adherence to the standards and methodologies

required for such reviews, pursuant to this section, the adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under this section. The specifics of the appeal procedure shall be locally established through negotiations conducted pursuant to article fourteen of the civil service law. An evaluation which is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to either section three thousand twenty-a of this article or any locally negotiated alternate disciplinary procedure, until the appeal process is concluded.

6. For purposes of disciplinary proceedings pursuant to sections three thousand twenty and three thousand twenty-a of this article, a pattern of ineffective teaching or performance shall be defined to mean two consecutive annual ineffective ratings received by a classroom teacher or building principal pursuant to annual professional performance reviews conducted in accordance with the provisions of this section.

7. The regulations adopted pursuant to this section shall be developed in consultation with an advisory committee consisting of representatives of teachers, principals, superintendents of schools, school boards, school district and board of cooperative educational services officials and other interested parties. The regulations shall also take into account any (i) professional teaching standards; (ii) standards for professional contexts; and (iii) standards for a continuum of system support for teachers and principals developed in consultation with the advisory committee. Regulations promulgated pursuant to this section shall be effective no later than July first, two thousand eleven, for implementation in the two thousand eleven--two thousand twelve school year.

8. Notwithstanding any other provision of law, rule or regulation to the contrary, all collective bargaining agreements applicable to classroom teachers or building principals entered into after July first, two thousand ten shall be consistent with requirements of this section. Nothing in this section shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July first, two thousand ten during the term of such agreement and until the entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the

entry into a successor collective bargaining agreement the provisions of this section shall apply. Furthermore, nothing in this section or in any rule or regulation promulgated hereunder shall in any way, alter, impair or diminish the rights of a local collective bargaining representative to negotiate evaluation procedures in accordance with article fourteen of the civil service law with the school district or board of cooperative educational services.

8 NYCRR § 100.2(o) Annual Professional Performance Review

(o) Annual professional performance review.

(1) For school years commencing on or after July 1, 2000 and ending prior to June 30, 2011, each school district and BOCES shall be subject to the requirements of this paragraph.

(i) For purposes of this paragraph, the governing body of each school district shall mean the board of education of each school district, and in the case of the City School District of the City of New York it shall mean the Board of Education of the City School District of the City of New York.

(ii) Annual review. The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80-5.6 of this Title.

(iii) Professional performance review plan.

(a) Development and adoption of the plan.

(1) By September 1, 2000, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.

(2) Each superintendent and in the case of the City School District of the City of New York, the chancellor, in collaboration with teachers, pupil personnel professionals, administrators and parents selected by the superintendent or in the case of the City School District of New York, the chancellor, with the advice of their respective peers, shall develop the professional performance review plan, which shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and available for review by any individual no later than September 10th of each year. The governing body of each school district and BOCES shall provide organizations representing parents and the recognized representative of the teachers' bargaining unit with an opportunity to comment on such plan prior to its adoption.

(b) Content of the plan.

(1) Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:

(i) content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

(ii) preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

(iii) instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

(iv) classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

(v) student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;

(vi) student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (such as State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (such as documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;

(vii) collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and

(viii) reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

(2) Criteria for the evaluation of teachers providing pupil personnel services. The plan shall describe the criteria that the school district or BOCES shall use to evaluate teachers providing pupil personnel services, as defined in section 80-1.1 of this Title.

(3) Assessment approaches. The plan shall describe the methods that the school districts or BOCES shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review, which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his or her classroom performance.

(4) Teacher improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and

shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.

(5) Training in performance evaluation. The plan shall describe how the school district or BOCES provides training in good practice for the conducting of performance evaluations to staff who perform such evaluations, or alternatively, shall state the fact that the school district or BOCES permits such personnel to participate in training in this subject offered by the department.

(iv) Performance review of superintendent. The governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.

(v) Formal procedures for the review of the performance of teachers shall be determined by the school district or BOCES, consistent with the requirements of article 14 of the Civil Service Law.

(vi) Variance.

(a) A variance shall be granted from a requirement of this paragraph, upon a finding by the commissioner that a school district or BOCES has executed prior to September 3, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law whose terms continue in effect and are inconsistent with such requirement.

(b) A variance shall be granted from the criteria for the evaluation of teachers providing instructional services, prescribed in subclause (ii)(b)(1) of this paragraph, upon a finding by the commissioner that the school district or BOCES has demonstrated that a local model for the evaluation of such teachers has produced successful results.

(2) For school years commencing on or after July 1, 2011, each school district and BOCES shall be subject to the requirements of this paragraph.

(i) For purposes of this paragraph:

(a) "the governing body of each school district" shall mean the board of education of each school district, and in the case of the City School District of the City of New York it shall mean the Board of Education of the City School District of the City of New York; and

(b) "teacher providing instructional services" shall mean a teacher in the classroom teaching service, as defined in section 80-1.1 of this Title.

(ii) Annual review. The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80-5.6 of this Title.

(iii) Quality Rating Categories/Criteria. The governing body of each school district and BOCES shall also ensure that the effectiveness of each teacher providing instructional services is rated annually in one of the following quality rating categories: Highly Effective, Effective, Developing and Ineffective.

(a) Highly Effective means a teacher who is performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed in this subdivision, including but not limited to acceptable rates of student growth.

(b) Effective means a teacher who is performing at the level typically expected of a teacher based on the evaluation criteria prescribed in this subdivision, including but not limited to acceptable rates of student growth.

(c) Developing means a teacher, who is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth in this subdivision, including but not limited to less than acceptable rates of student growth.

(d) Ineffective means a teacher whose performance is unacceptable based on the evaluation criteria prescribed in this subdivision, including but not limited to unacceptable or minimal rates of student growth.

(iv) Professional performance review plan.

(a) Development and adoption of the plan.

(1) By September 1, 2011, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.

(2) Each superintendent and in the case of the City School District of the City of New York, the chancellor, in collaboration with teachers, pupil personnel professionals, administrators and parents selected by the superintendent or in the case of the City School District of New York, the chancellor, with the advice of their respective peers, shall develop the professional performance review plan, which shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and available for review by any individual no later than September 10th of each year. The governing body of each school district and BOCES shall provide organizations representing parents and the recognized representative of the teachers' bargaining unit with an opportunity to comment on such plan prior to its adoption.

(b) Content of the plan.

(1) Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:

(i) content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

(ii) preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

(iii) instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

(iv) classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

(v) student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;

(vi) student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;

(vii) student growth, the teacher shall demonstrate a positive change in student achievement for his or her students between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners. For purposes of this subdivision, student achievement means a student's scores on State assessments for tested grades and subjects and other measures of student learning, including student scores on pre-tests and end-of-course tests, student performance on English language proficiency

assessments and other measures of student achievement determined by the school district or BOCES to be rigorous and comparable across classrooms.

(viii) collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and

(ix) reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

(2) Criteria for the evaluation of teachers providing pupil personnel services. The plan shall describe the criteria that the school district or BOCES shall use to evaluate teachers providing pupil personnel services, as defined in section 80-1.1 of this Title.

(3) Assessment approaches. The plan shall describe the methods that the school districts or BOCES shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review, which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his or her classroom performance.

(4) Quality Rating Categories/Criteria. The plan shall describe how the designated quality rating categories (Highly Effective, Effective, Developing and Ineffective) are used to differentiate professional development, compensation, and promotion for teachers providing instructional services. The procedures for implementation of these rating categories shall be consistent with the requirements of article 14 of the Civil Service Law.

(5) Timely and Constructive Feedback. The plan shall describe how the school district or BOCES will provide timely and constructive feedback to teachers on all criteria evaluated as part of their annual evaluation, including, but not limited to, providing teachers with data on student growth for each of their students, the class and

the school as a whole and feedback and training on how the teacher can use such data to improve instruction.

(6) Teacher improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as ineffective, and shall require a teacher improvement plan for teachers so evaluated or documentation of a prior teacher improvement plan, which shall be developed by the district or BOCES in consultation with such teacher.

(7) Training in performance evaluation. The plan shall describe how the school district or BOCES provides training in good practice for the conducting of performance evaluations to staff who perform such evaluations, or alternatively, shall state the fact that the school district or BOCES permits such personnel to participate in training in this subject offered by the department.

(v) Performance review of superintendent. The governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.

(vi) Formal procedures for the review of the performance of teachers shall be determined by the school district or BOCES, consistent with the requirements of article 14 of the Civil Service Law.

(vii) Variance.

(a) A variance shall be granted from a requirement of this paragraph, upon a finding by the commissioner that a school district or BOCES has executed prior to May 1, 2010, an agreement negotiated pursuant to article 14 of the Civil Service Law whose terms continue in effect and are inconsistent with such requirement.

(b) A variance shall be granted from the criteria for the evaluation of teachers providing instructional services, prescribed in subclause (iv)(b)(1) of this paragraph, upon a finding by the commissioner that the school district or BOCES has demonstrated that a local model for the evaluation of such teachers has produced successful results.

Appendix D 2 iv 1

This Appendix includes two items:

Amendments to Education Law §§ 3020, 3020-a – Procedures for Removing Ineffective Tenured Teachers and Principals. Also, December 2009 Regents Item: Part II: Transforming Teaching and Learning and School Leadership in New York State.

Amendments to Education Law §§ 3020, 3020-a—Procedures for Removing Ineffective Tenured Teachers and Principals

(Amendments made by §§ 2-5 of Chapter 103 of the Laws of 2010, as proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991, Effective July 1, 2010)

§ 2. Subdivisions 1 and 3 and paragraph a of subdivision 4 of section 3020 of the education law, subdivision 1 as added by chapter 691 of the laws of 1994, subdivision 3 as added by chapter 3 of the laws of 2000 and paragraph a of subdivision 4 as added by section 1 of part J of chapter 93 of the laws of 2002, are amended to read as follows:

1. No person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause and in accordance with the procedures specified in section three thousand twenty-a of this article or in accordance with alternate disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that was effective on or before September first, nineteen hundred ninety-four and has been unaltered by renegotiation, or in accordance with alternative disciplinary procedures contained in a collective bargaining agreement covering his or her terms and conditions of employment that becomes effective on or after September first, nineteen hundred ninety-four; provided, however, that any such alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after September first, nineteen hundred ninety-four, must provide for the written election by the employee of either the procedures specified in such section three thousand twenty-a or the alternative

disciplinary procedures contained in the collective bargaining agreement and must result in a disposition of the disciplinary charge within the amount of time allowed therefor under such section three thousand twenty-a; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

3. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified or replaced by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the council of supervisors and administrators of the city of New York on or after December first, nineteen hundred ninety-nine. Where such procedures are so modified or replaced: (i) compliance with such modification or replacement procedures shall satisfy any provision in this chapter that requires compliance with section three thousand twenty-a, (ii) any employee against whom charges have been preferred prior to the effective date of such modification or replacement shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred, (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modification or replacement procedures contained in an agreement negotiated pursuant to this subdivision shall continue as terms of such agreement after its expiration until a new agreement is negotiated; provided that any alternate disciplinary procedures

contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought against a building principal based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal of the building principal. Notwithstanding any inconsistent provision of law, the commissioner [~~of education~~] shall review any appeals authorized by such modification or replacement procedures within fifteen days from receipt by such commissioner of the record of prior proceedings in the matter subject to appeal. Such review shall have preference over all other appeals or proceedings pending before such commissioner.

a. Notwithstanding any inconsistent provision of law, the procedures set forth in section three thousand twenty-a of this article and subdivision seven of section twenty-five hundred ninety-j of this chapter may be modified by agreements negotiated between the city school district of the city of New York and any employee organization representing employees or titles that are or were covered by any memorandum of agreement executed by such city school district and the united federation of teachers on or after June tenth, two thousand two. Where such procedures are so modified: (i) compliance with such modified procedures shall satisfy any provision of this chapter that requires compliance with section three thousand twenty-a of this article; (ii) any employee against whom charges have been preferred prior to the effective date of such modification shall continue to be subject to the provisions of such section as in effect on the date such charges were preferred; (iii) the provisions of subdivisions one and two of this section shall not apply to agreements negotiated pursuant to this subdivision, except that no person enjoying the benefits of tenure shall be disciplined or removed during a term of employment except for just cause; and (iv) in accordance with paragraph (e) of subdivision one of section two hundred nine-a of the civil service law, such modified procedures contained in an agreement negotiated pursuant to this subdivision shall

continue as terms of such agreement after its expiration until a new agreement is negotiated; and provided further that any alternate disciplinary procedures contained in a collective bargaining agreement that becomes effective on or after July first, two thousand ten shall provide for an expedited hearing process before a single hearing officer in accordance with subparagraph (i-a) of paragraph c of subdivision three of section three thousand twenty-a of this article in cases in which charges of incompetence are brought based solely upon an allegation of a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article and shall provide that such a pattern of ineffective teaching or performance shall constitute very significant evidence of incompetence which may form the basis for just cause removal.

§ 3. Paragraph (c) of subdivision 2 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

(c) Within ten days of receipt of the statement of charges, the employee shall notify the clerk or secretary of the employing board in writing whether he or she desires a hearing on the charges and when the charges concern pedagogical incompetence or issues involving pedagogical judgment, his or her choice of either a single hearing officer or a three member panel, provided that a three member panel shall not be available where the charges concern pedagogical incompetence based solely upon a teacher's or principal's pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article. All other charges shall be heard by a single hearing officer.

§ 4. Paragraph a of subdivision 3 of section 3020-a of the education law, as amended by chapter 691 of the laws of 1994, is amended to read as follows:

a. Notice of hearing. Upon receipt of a request for a hearing in accordance with subdivision two of this section, the commissioner [~~of education~~] shall forthwith notify the American Arbitration Association (hereinafter "association") of the need for a hearing and shall request the association to provide to the commissioner forthwith a list of names of persons chosen by the association from the association's panel of labor

arbitrators to potentially serve as hearing officers together with relevant biographical information on each arbitrator. Upon receipt of said list and biographical information, the commissioner [~~of education~~] shall forthwith send a copy of both simultaneously to the employing board and the employee. The commissioner shall also simultaneously notify both the employing board and the employee of each potential hearing officer's record in the last five cases of commencing and completing hearings within the time periods prescribed in this section.

§ 5. Paragraph c of subdivision 3 of section 3020-a of the education law is amended by adding a new subparagraph (i-a) to read as follows:

(i-a)(A) Where charges of incompetence are brought based solely upon a pattern of ineffective teaching or performance of a classroom teacher or principal, as defined in section three thousand twelve-c of this article, the hearing shall be conducted before and by a single hearing officer in an expedited hearing, which shall commence within seven days after the pre-hearing conference and shall be completed within sixty days after the pre-hearing conference. The hearing officer shall establish a hearing schedule at the pre-hearing conference to ensure that the expedited hearing is completed within the required timeframes and to ensure an equitable distribution of days between the employing board and the charged employee. Notwithstanding any other law, rule or regulation to the contrary, no adjournments may be granted that would extend the hearing beyond such sixty days, except as authorized in this subparagraph. A hearing officer, upon request, may grant a limited and time specific adjournment that would extend the hearing beyond such sixty days if the hearing officer determines that the delay is attributable to a circumstance or occurrence substantially beyond the control of the requesting party and an injustice would result if the adjournment were not granted.

(B) Such charges shall allege that the employing board has developed and substantially implemented a teacher or principal improvement plan in accordance with subdivision four of section three thousand twelve-c of this article for the employee following the first evaluation in which the employee was rated

ineffective, and the immediately preceding evaluation if the employee was rated developing. Notwithstanding any other provision of law to the contrary, a pattern of ineffective teaching or performance as defined in section three thousand twelve-c of this article shall constitute very significant evidence of incompetence for purposes of this section. Nothing in this subparagraph shall be construed to limit the defenses which the employee may place before the hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

(C) The commissioner shall annually inform all hearing officers who 4 **have heard cases pursuant to this section during the preceding year that the time periods prescribed in this subparagraph for conducting expedited hearings are to be strictly followed. A record of continued failure to commence and complete expedited hearings within the time periods prescribed in this subparagraph shall be considered grounds for the commissioner to exclude such individual from the list of potential hearing officers sent to the employing board and the employee for such expedited hearings.**

Dec 8 Regent Meeting: Part II: Transforming Teaching and Learning and School Leadership in New York State

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Higher Education Committee

FROM: Joseph P. Frey

SUBJECT: Part II: Transforming Teaching and Learning and School Leadership in New York State

DATE: December 8, 2009

STRATEGIC GOAL: Goals 1, 2 and 3

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

What actions can the Board of Regents and the Department take to transform teaching and learning and school leadership in New York State, and to recruit skilled teachers and leaders in New York's high need schools?

Proposed Handling

The item is being presented to the Board of Regents for discussion.

Background Information and Procedural History

Last month, the Board of Regents consented on the direction of five recommendations to transform teaching and learning and to support the recruitment of skilled teachers in high need subjects and schools across New York State. Those conceptual recommendations included:

On a pilot basis, authorizing colleges and universities, cultural institutions, research centers, non-profit organizations, and others with demonstrated results in raising the achievement of high need students, through the RFP process, to certify teachers for placement in high need schools through clinically based graduate programs. The Board of Regents would award master's degrees to those students who complete registered pilot programs offered by non-collegiate institutions.

New incentives to recruit and retain teachers in STEM (Science, Technology, Engineering and Math) areas in high need schools including:

An expedited pathway to encourage scientists, engineers, and mathematicians with doctoral degrees or master's degrees with higher education teaching experience to teach in our State's high need middle and high schools.

A new differential incentive to recruit and retain teachers to support the learning needs of students in STEM disciplines in the State's high need schools. Effective teachers in high need schools certified in a STEM discipline (or teachers of English language learners or students with disabilities supporting teachers in STEM disciplines) would be eligible to receive as much as a $30,000 total bonus over the course of five years.

Creating transparent data profiles of teacher preparation institutions.

Putting in place performance-based assessments for initial certification and again for professional certification in the careers of new teachers. In addition, a more rigorous Content Specialty Test will be developed to assess new teachers' mastery of knowledge in the content area in which they will be teaching.

Allowing secondary-level certification applicants to use alternative means to demonstrate content-knowledge with work experience and acceptable rigorous examinations in combination with undergraduate/graduate level coursework.

Department leadership will now reach out to educators across P-12 and higher education including schools of education, as well as BOCES, Teacher Centers, the National Board for Professional Teaching Standards, the State Professional Standards and Practices Board, professional organizations, union leaders, and other partners for input into the development of a detailed implementation plan for each of the proposed strategies.

Recommendation

This month, the Board of Regents will continue their discussion and consider additional recommendations to advance their agenda to transform teaching and learning, as well as school leadership in New York State, and to recruit skilled teachers and leaders in New York's high need schools. This report presents the following recommendations for the Regents consideration:

Transforming Teaching and Learning

Create a statewide teacher career leader for school districts to utilize to compensate teachers for improving their teaching practice throughout their careers.

Develop an enhanced Annual Professional Performance Review for teachers grounded in the newly developed teacher standards and designed to more clearly differentiate the performance of teacher effectiveness employing multiple measures, including student achievement and student growth data.

Create a model induction program for new teachers designed to create "teacher leaders."

Create a rich clinically-based undergraduate teacher preparation model focused on serving the needs of students in the performance gap in high need schools.

Put in place a formative assessment model of professional development for improving teaching and learning in high need schools.

Incorporate the equitable distribution of effective teachers into district score cards and district accountability.

Streamline the §3020-a process to preserve the integrity of the teaching profession.

Strengthening the Preparation and Practice of School Leaders

Put in place a clinically rich approach to prepare school principals to directly strengthen teaching and learning in their schools. Include in New York's Race to the Top proposal a pilot program to prepare school leaders for high need schools, open to both collegiate and non-collegiate institutions with demonstrated results in raising the achievement of high need students.

Put in place performance assessments for initial certification of school principals.

Expand the leadership academies across New York State ensuring that all of the Big 5 cities and all regions of the State have access to professional development through these leadership academies.

Create a statewide principal career ladder for school districts to utilize to compensate principals for demonstrating progressive improvement throughout their careers.

Create an Annual Professional Performance Review for school leaders focused on strengthening student performance, feedback from multiple sources and aligning professional growth with areas that need improvement.

Create transparent data profiles for all institutions that prepare school leaders.

Transforming Teaching and Learning in New York State

Last month, the Board of Regents consented on the direction of five recommendations to transform teaching and learning and to support the recruitment of skilled teachers in high need subjects and schools across New York State. In follow-up to the discussion in November, the report that follows presents additional recommendations to advance the Regents agenda to transform the preparation and practice of teachers and school leaders in our State's schools. It is proposed that the Board of Regents consider approving the following additional recommendations to strengthen teaching and learning:

Create a statewide teacher career ladder for school districts to utilize to compensate teachers for improving their teaching practice throughout their careers

To strengthen teaching practice in New York State, it is proposed that the State teacher certification structure be enhanced to recognize teachers that have demonstrated value-added to student learning through a variety of methods, including student assessments.

Specifically, it is recommended that a career ladder be created that establishes a career development pathway for teachers to continue as teachers with progressively increasing performance requirements. Teachers could progress along a continuum from novice to master teacher. Each step along the pathway would require a deeper level of proficiency in practice and positive effect on student learning. The State would use the certification structure to recognize teachers' achievements (e.g., novice, practicing, advanced, master, and Board certified). There would not be any requirement for a teacher to move beyond the second level of the continuum. Districts could use the statewide certification structure to negotiate use of the career ladder to compensate teachers for improving their teaching practice throughout their careers.

Key dates for creating statewide career ladder for teachers	
Develop a career ladder model	April 2010 – September 2010
Enact career ladder model	January 2011
Adjust and revise model	Following implementation of P-20 data system

Develop an enhanced Annual Professional Performance Review (APPR) for teachers

In 2000, in collaboration with partners including teachers, principals, District Superintendents, BOCES, and other partners, the Board of Regents approved Annual Professional Performance Review regulations that identify the criteria upon which all teachers in New York State must be evaluated. The 2000 criteria include:

Subject matter knowledge;

Assessment of student progress including an analysis of available student performance data;

Knowledge and application of best pedagogical practice;

Instructional delivery for active student involvement and lesson planning for student learning;

Creation of learning environments supportive of diverse learning styles and needs;

Knowledge of student development;

Reflective and responsive practice, focusing on impact of teaching on the student; and,

Collaboration with colleagues, families and others to advance student performance.

These evaluation criteria are included in teachers' Annual Professional Performance Reviews. The process for conducting the evaluations is a negotiable item between the employing school district and the teachers' collective bargaining agent. Each superintendent, in consultation with teachers, administrators and other school service professionals, develops formal procedures for the evaluation systems at the district level.

As part of the reform agenda for strengthening teaching, it is proposed that the Board of Regents revisit the APPR so that it:

Aligns with the newly developed teacher standards. The Department is developing teacher standards in cooperation with all interested parties, including teachers, principals, other school leaders, and many others. These teacher standards will be used by the Board of Regents and the Department as a basis upon which to revisit the eight performance review criteria to ensure the revised criteria are aligned with these new teacher standards[1].

Includes data on student growth as one of the multiple criteria in the evaluation of all teachers. Existing student achievement data from State and local assessments can be used to assess student growth until the P-20 student data system that is now under development provides timely data to feed the teacher performance review process. The Department is taking immediate steps to strengthen the New York State assessments and the use of student data for teacher evaluation will be grounded in those improvements (including making the assessments more comprehensive and implementing vertical scaling). As part of the RTTT application, New York State will further refine its assessment system and complete the development of a comprehensive P-20 data system including refined assessments, multiple measures of student performance (e.g., graduation rates), and data on the conditions of teaching and learning. This statewide data system will link individual student growth to the teacher responsible for instruction.

In addition, it is proposed that the Regents also include in statewide regulations that, as part of the APPR, each local educational agency implement uniform qualitative rating categories to evaluate teachers (e.g. Highly Effective, Effective, Developing and Ineffective). Any implications of these categories for evaluation systems embedded in existing contracts, teacher compensation, etc. would need to be collectively bargained.

Annual Professional Performance Review (APPR) for Teachers	
Solicit feedback from stakeholders statewide	July - September 2010
Final document and regulations developed	September - December 2010
Approval by Board of Regents	March 2011

1 Teachers' understanding of students' cultural and linguistic backgrounds will be reflected in new standards and in the enhancement of the APPR.

APPR goes into effect	May 2011
Recruit and train trainers	May - July 2011
Identify regional training sites/dates	July - August 2011
Conduct training	September 2011 - February 2012

Create a model induction program for teachers designed to create teacher leaders.

Teacher leaders are teachers who seek out opportunities to improve student achievement by collaborating with colleagues to analyze student performance data, put in place strategies for improving instruction, and to continuously improve their teaching practice throughout their careers. Putting in place high quality induction programs to create teacher leaders is a highly effective, evidence-based strategy for providing new teachers with the support needed to be successful and for improving teacher retention. Research indicates that 80 to 90 percent of teachers who engage in high-caliber induction programs stay in the field for five years or more.[2] School improvement is most effective in environments where teachers are encouraged to become teacher leaders. Teacher leaders are fundamental to implementing instructional change, cultivating cultures of excellence, and to supporting and mentoring the next generation of new teachers.

To strengthen teaching across the State, it is proposed that a model induction program be created, through an RFP process, aimed at developing teachers so they are prepared to lead educational program improvements, support the development of new teachers, and engage families and community members in children's education. It is recommended that New York's application for Race to the Top include funding to support this initiative. Core criteria for the pilot model induction program are: a) provide effective support for new teachers to help them make more rapid progress along teaching skills continuum; b) retain and motivate new teachers; c) grow teacher leaders; and d) help transform schools into true teaching and learning communities. In the program, teachers will be provided with mentoring and support to help them to become instructional leaders and improve teaching and learning. In addition to helping participating teachers achieve expertise in curriculum planning, assessment, and using data and reflections on practice to inform instruction, the projects will also help to develop teachers' knowledge, skills, and disposition for energizing partners and engaging them in school turnaround initiatives.

Model induction programs to prepare teachers to be teacher leaders

2 Sack, J. L. (2005). Commission urges comprehensive induction programs for teachers. Education Week, 25(1),18.

Issue RFP	September 2010

Create a rich clinically-based undergraduate teacher preparation model focused on serving the needs of students in the performance gap in high need schools

It is proposed that New York will develop a clinically rich undergraduate program for preparing new teachers focused on serving the needs of students in the performance gap. Individuals would be recruited through a rigorous recruitment process that would use multiple indicators to identify promising teacher candidates. Successful candidates would be placed in year-long "residencies" in their fourth year of teacher preparation, where they would receive stipends, consistent with the local collective bargaining agreement. Over time, paid teaching assistant and paraprofessional positions could be used by participating LEAs to encourage and reward the best undergraduate candidates during their residencies. In addition, current teaching assistants and paraprofessionals could be included in this program as part of a career ladder into teaching.

Preparing teachers through an intensive clinical component that directly supports the application of theory into practice enables new teachers to understand first-hand the diversity of the student population and the culture of the learning environment in New York's high need schools. This approach will help to attract the best candidates to high need schools and will give them sufficient time, support, and practice, to transition effectively into teaching, thus reducing attrition. These clinically rich programs will use cutting edge instruction informed by research on the best and most effective practices for teaching students in high need schools – instruction that will be tailored to the needs of the schools and their students. Trained mentors and supervising teachers will supervise the year-long teaching placements and will be given the time and resources needed to make the mentoring relationship meaningful and successful. After finishing the clinical component, candidates will commit to teach in high need schools for three years. Candidates hired as teachers of record, on completing their clinical component, will continue to be supported in their first years of teaching by trained mentors.

An important component of this clinically rich program will be collaboration between the faculties of the LEA and the teacher preparation programs. In the pilot, teacher preparation program faculty will work closely with teacher candidates directly in the schools. Participating colleges and universities will be expected to show how faculty working with the new programs – through the innovation of the development and delivery of a clinically rich program, heightened collaboration with LEAs, and implementation of action learning coupled with problem based research practices- should be comparable to traditional publishing expectations and rewarded with tenure, promotions and/or expanded flexibility for their work in P-12 schools to prepare and support student teachers. Where appropriate, changes to tenure requirements and working conditions should be bargained with the appropriate collective bargaining unit.

The pilot, which is proposed to be included in New York's Race to the Top application, will be carefully studied and assessed.

Key dates for proposed implementation of pilot teacher preparation programs	
RFP issued for pilot teacher preparation programs	June 2010
Pilot programs are developed by collegiate and non-collegiate institutions	September 2010 – June 2011
First cohort of students begin pilot programs	September 2011

Put in place a formative assessment model of professional development for improving teaching and learning in high need schools

Research on teacher enhancement and instructional improvement suggests that a change in teaching practice is evident in organizations that establish a supportive professional development culture, provide professional development experiences grounded in a combination of content and pedagogy and build institutional capacity and individual knowledge that is sustainable over time.

In 2007, the State Education Department, the New York Comprehensive Center and the Assessment and Accountability Content Center partnered with the Syracuse City School District (SCSD) in a professional development initiative to transform instruction. SCSD, using its Title II Part B Mathematics Science Partnership funds, implemented a systemic professional development model based on the work of Margaret Heritage, a national expert and Council of Chief State School Officers (CCSSO) consultant on formative assessment and data use. Ten elementary school principals and teachers engaged in a series of embedded professional development opportunities which have transformed instructional practices. Positive results from the initiative continue to be reported.

Using data from the Syracuse model, and other successful formative assessment projects from across the country, it is proposed that an RFP be issued to fund projects in high need LEAs to provide professional development designed to effect a systemic change in the interaction between the teacher, the content, and the learner. It is recommended that New York's application for Race to the Top include funding to support this initiative. Using student achievement data and other assessment techniques to inform and improve instruction, teachers and principals will receive job-embedded professional development to strengthen their practice and positively affect student learning. Participating teachers will learn to analyze data to improve instructional practice, create a culture of data driven decision making, and design and differentiate instruction to address the needs of all students, particularly those in the performance gap (English language learners, students with disabilities and Black and Hispanic males). Through the programs, participating teachers will have opportunities to participate in professional learning communities of teachers, to receive technical assistance from national experts, and will also be provided with strategies for reflecting upon and improving practice. It is proposed that an independent evaluation of the

programs be conducted to document successful practices and inform future models for statewide implementation.

Key dates for putting in place a formative assessment model of professional development for improving teaching and learning in high need schools	
Development of RFP	June 2010 – September 2010
Issue RFP	October 2010
Projects Funded Year 1	July 1, 2011
Projects Funded Year 2	July 1, 2012
Projects Funded Year 3	July 1, 2013

Incorporate the equitable distribution of effective teachers into district score cards and district accountability

For the last three years, the State Education Department has been providing extensive teacher supply and demand data to school leaders, the leadership of teacher education programs, and other partners, identifying teacher shortages both regionally and in specific subject areas. The data have been used extensively by the field for planning purposes and for hiring decisions. The data are being used to help students make informed educational and career decisions so that the students will be employable and schools will have enough teachers to meet their hiring needs. It is proposed that the Board of Regents expand existing efforts to ensure that all students are taught by qualified, certified teachers by incorporating the equitable distribution of effective teachers into district report cards and district accountability measures.

Timeline to be developed in collaboration with district superintendents, superintendents of school districts, and other partners

Streamline the §3020-a process to preserve the integrity of the teaching profession

Section 3020-a of Education Law requires the State Education Department to pay the expense of the tenured teacher hearings. These costs include the costs of hearing officers, stenographers, and panel members participating in the hearing process. These hearings often tend to be expensive and lengthy. The Department is developing a legislative proposal to create financial incentives to expeditiously resolve these matters and reduce the State's financial burden. The legislative

proposal will also address the issue of mutual disclosure to ensure that the process is efficient and fair. The proposal will also address, where appropriate, elimination of the need for a full 3020-a process to excess a teacher who is not appropriately certified.

Key dates for streamlining the §3020-a process	
Develop legislative proposal to amend Education Law §3020-a	December 2009
Presentation to Board of Regents	January 2010
Passage of amendments to Education Law §3020-a	Spring 2010
Development of regulations to implement change	Summer 2010
Effective date of new legislation	Fall 2010

Strengthening the Preparation and Practice of School Leaders

Put in place a clinically rich approach to prepare school principals to directly strengthen teaching and learning in their schools. Include in New York's Race to the Top proposal a pilot program to prepare school leaders for high need schools, open to both collegiate and non-collegiate institutions with demonstrated results in raising the achievement of high need students.

Quality preparation programs are essential to ensuring that the next generation of school leaders are prepared to "turn around" our State's underperforming schools and to enhance teaching and learning. With the development of the Cohesive Leadership System, New York is already making significant progress toward strengthening school leadership in high need areas. Six of the 54 collegiate programs that prepare school leaders in the State are now under transformation.

A competitive RFP process is being proposed to provide colleges with resources to transform their school leadership programs and tailor the programs to prepare principals to serve in high need schools. In addition, through the RFP process, non-collegiate providers with expertise in principal preparation and demonstrated results in raising the achievement of high need students will also be invited to apply for funding. Pilot programs will be established that partner leadership preparation providers with schools in high need communities and put in place clinically rich, research-based program practices where students are engaged in "real world" issues and in solving problems routinely confronted by school leaders. It is recommended that New York's application for Race to the Top include funding to support this initiative.

Priority will be given to those proposed partnerships where there is a commitment on the part of the high need schools to move new principals into leadership positions with the appropriate support and, to the greatest extent practical, in a phased approach. The goal is to create a long term pipeline for new school leaders for high need schools.

Key dates for transforming school leader preparation	
RFP issued for pilot school leader preparation programs	June 2010
Pilot programs are developed	September 2010 – June 2011
First cohort of students begin pilot programs	September 2011

Put in place performance assessments for initial certification of school principals

Clinical experience required to become certified as a school building leader varies in the State. The nature of the work and means for assessing competency are decisions made by the program at each institution of higher education.

It is proposed that comprehensive, performance-based assessments be designed by the State Education Department and administered by school leader preparation programs to ensure that candidates have experienced authentic, problem-based clinical experiences requiring "real world" leadership responsibilities focused on school improvement initiatives, as part of a new "Clinical Services" model of school leader preparation.

Performance assessments would be conducted three times during a candidate's pre-service program leading to certification. Candidates typically complete leadership preparation programs over the course of two years. Each performance assessment will be used to determine eligibility for continuation to the next phase of the program. Phase I of the Clinical Services model engages candidates in direct observation, shadowing and interviewing of school leaders engaged in school improvement efforts. Simultaneous coursework will emphasize research on school improvement strategies. Phase II requires an analysis of critical data and factors affecting student learning. A host school will provide data and access to information for analysis and recommendations by new principal candidates and faculty from the preparation institutions. The candidate presents findings, and stakeholders from the school provide feedback and determine whether the candidate has demonstrated the necessary knowledge and skills to enter the internship component of the program. On completion of the internship, the candidate outlines the school improvement issues addressed and evidence of actions taken and presents data on the effect of those actions. Collectively, the model's phases provide a meaningful performance-based assessment that

ensures preparation of candidates, through authentic experiences, to take leadership in persistently low-achieving schools.

Key dates for performance assessment for certification of school principals *(Recommended timeframe to be confirmed with test development vendor)*	
Finalize draft clinical services model to serve as foundation	January 2010
Pilot ISLLC reflection tools and Phase I Performance Assessment criteria and instruments	January - May 2010
Pilot Phase II Performance Assessment	August - December 2010
Pilot Phase III Performance Assessment	January - May 2011
Develop regulations requiring implementation of clinical services model for participating institutions of higher education and non-collegiate providers	March - May 2011
Approval of regulations by Board of Regents	June 2011

<u>Expand the leadership academies across New York State ensuring that all of the Big 5 cities and all regions of the State have access to professional development through these leadership academies</u>

Through a Wallace Foundation Grant, New York State is developing regional Leadership Academies to provide school leaders with professional development based on research, best practice, and regional needs based on student performance data. The newly formed academies offer problem-based learning using the authentic, job-embedded challenges principals face in their schools. The focus of the academies is to assist and support principals in their role as instructional leaders and to positively influence their impact on improving instruction and student learning. Newly developed academies include a research-based coaching component, supporting principals and ensuring application of learned skills and improvement strategies.

Building on the success of the existing Leadership Academies, it is proposed that, as part of the Regents reform agenda and the State's Race to the Top initiative, 11 additional academies be developed geographically covering the State and in the remaining three large city districts (Buffalo, Yonkers and Syracuse). In addition, NCLB funds will be used, on an annual basis, to sustain the leadership academies over time. It is recommended that New York's application for

Race to the Top include a request for funds to develop Regional Quality Support Centers for high need schools through a competitive RFP process that will ensure that all leadership academies developed with NCLB funds are grounded in the research and in the successful experiences of those leadership academies already established. In addition, the RTTT funds will also allow New York to develop leadership academies for the rest of the State which can be sustained over time with state reimbursement (under current law) for professional activities delivered on a regional basis.

Key Dates for Expanding Leadership Academies for School Principals	
Issue RFP to establish new Leadership Academies in key regions	July 2010
First cohort begin new programs	September 2011

Create a statewide principal career ladder for school districts to utilize to compensate principals for demonstrating progressive improvement throughout their careers

It is recommended that a statewide principal career ladder be created which recognizes extraordinary commitment to the profession combined with improved results in student achievement over time. This career ladder can be utilized by school districts to compensate principals for demonstrating progressive growth and leadership throughout their careers. The career ladder will be based on a system to evaluate the school leader's:

ongoing participation in developing the profession directly through mentoring early career leaders;

offering high quality professional development to colleagues within the region and throughout the State;

demonstrating turnaround school leadership skills that translate to improvement in instruction and learning;

provide evidence of their actions over time linked to specific reform initiatives which impacted student achievement along with improved school culture; and

through their actions and deeds, actively encourage and inspire others to become school leaders and support them throughout the process.

Eligibility for career ladder compensation will be limited to those truly remarkable role models whose contributions to the field over time are recognized and highly valued by their peers and supported by feedback gathered from families, teachers, staff, administrators and students where appropriate. Thus feedback from peers will be among the data collected to assess a school leader's qualification for movement on the career ladder. A structured and reliable means for

collecting this feedback, along with a determination of appropriate time intervals for progression on the career ladder will need to be developed in consultation with the educational community.

Key dates for creating school leader career ladder	
Develop a career ladder model	April 2010 – September 2010
Enact career ladder model	January 2011
Adjust and revise model	Following implementation of P-20 data system

Create an Annual Professional Performance Review (APPR) for school leaders focused on strengthening student performance, feedback from multiple sources and aligning professional growth with areas that need improvement

Develop an APPR for school leaders based on research-based leadership standards and designed to differentiate principal effectiveness employing multiple measures. Ensure that professional development is aligned with this new accountability system. With support from the Wallace Foundation, the Department is now working collaboratively with organizations representing school superintendents, principals and assistant principals and will propose new regulations in the spring of 2010 to implement a Principal Performance Evaluation System (PPES). A key element in New York State's Cohesive Leadership System is the creation of this PPES. Principals and district-level leaders, working with national experts, have identified research-based design elements to serve as the foundation for PPES. The PPES will be aligned with The Educational Leadership Policy Standards: ISLLC 2008. Five clearly defined components of the system focus on the principal's role as an instructional leader. Collectively, these components provide the information and data needed to accurately assess the principal's effectiveness in this role. Principals must develop specific and measurable performance goals which address substantive issues identified through analysis of student achievement data as well as data on other factors that influence the teaching and learning process. Goals must be specifically centered on improving student achievement and must be ambitious yet achievable. Action plans to ensure attainment of goals are likewise required and must be based on a thorough understanding and application of relevant research. Growth in student learning and achievement must be measured serving as evidence of the principal's effectiveness as an instructional leader. Feedback will be sought from multiple sources including various stakeholders in the educational process to reach conclusions regarding the principal's level of performance. Targeted areas for professional development of the principal will be identified and evidence of growth will be required. An essential component of the performance evaluation is to recognize the linkage that exists between strong and focused school leadership and student achievement. Thus the evaluation system will gauge the school leader's ability to demonstrate effective academic leadership directed toward reaching specific goals for improving student learning and improved achievement. Providing for feedback into the

evaluation of school leaders from multiple sources is also a required component of the new performance evaluation system. Additionally, the evaluation will involve establishing expectations for professional growth of the school leader as demonstrated by actions that impact student learning. The PPES will become the basis for the APPR for principals.

Annual Professional Performance Review (APPR) for School Leaders	
Solicit feedback from stakeholders statewide	January - April 2010
Final document and regulations developed	June - July 2010
Approval by Board of Regents	July 2010
APPR goes into effect	September 2010

Create transparent data profiles for all institutions that prepare school leaders

It is proposed that the Board of Regents consider approving a recommendation to begin development of a NYSED profile for institutions that prepare school leaders. Data proposed to be part of the profile include:

The performance of their students on the performance-based assessment for professional certification;

The diversity of students enrolled in programs;

The percent of graduates employed in high need schools;

The retention rate of graduates, especially those in high need schools; and

The performance of their graduates on positively affecting student learning and achievement.

With the development of the P-20 data system, it will become possible to track program graduates in their employment as school leaders in the public schools of New York and connect the data on P-12 student performance to the institutions' graduates. These new data will further inform the Department and the public regarding effectiveness of programs and their graduates. The profile will also provide institutions with the necessary information and data to help strengthen their programs based upon the performance of their graduates in P-12 schools.

Key dates for creating data profiles for school leader preparation programs

Accountability system enacted into regulations	December 2010 – to go into effect for the 2011-12 academic year
Adjust and revise system to include new data points	Following implementation of P-20 data system

Next Steps

The proposed strategies are being recommended to the Board of Regents to transform teaching and learning and strengthen school leadership in New York State. With the Regents endorsement, Department leadership will now reach out to educators across P-12 and higher education including schools of education, as well as BOCES, Teacher Centers, the National Board for Professional Teaching Standards, the State Professional Standards and Practices Board, professional organizations, union leaders, and other partners for input into the development of a detailed implementation plan for each of the proposed strategies. We will also engage exemplary PreK-12 schools and educational leaders that have proven to be successful at improving student outcomes, particularly for those students who have traditionally been in the gap. This will enable us to benchmark best practices and bring successful practices to scale in high need schools in New York State. The recommendations and feedback from the field will be brought back before the Regents for additional consideration and discussion.

Appendix D_2_iv_2: Education Law §3012(1)(a) and (b). Tenure certain school districts

§ 3012. Tenure: certain school districts

1. (a) Teachers and all other members of the teaching staff of school districts, including common school districts and/or school districts employing fewer than eight teachers, other than city school districts, shall be appointed by the board of education, or the trustees of common school districts, upon the recommendation of the superintendent of schools, for a probationary period of three years, except that in the case of a teacher who has rendered satisfactory service as a regular substitute for a period of two years or as a seasonally licensed per session teacher of swimming in day schools who has served in that capacity for a period of two years and has been appointed to teach the same subject in day schools, on an annual salary, the probationary period shall be limited to one year; provided, however, that in the case of a teacher who has been appointed on tenure in another school district within the state, the school district where currently employed, or a board of cooperative educational services, and who was not dismissed from such district or board as a result of charges brought pursuant to subdivision one of section three thousand twenty-a of this chapter, the probationary period shall not exceed two years. The service of a person appointed to any of such positions may be discontinued at any time during such probationary period, on the recommendation of the superintendent of schools, by a majority vote of the board of education or the trustees of a common school district.

(b) Principals, administrators, supervisors and all other members of the supervising staff of school districts, including common school districts and/or school districts employing fewer than eight teachers, other than city school districts, shall be appointed by the board of education, or the trustees of a common school district, upon the recommendation of the superintendent of schools for a probationary period of three years. The service of a person appointed to any of such positions may be discontinued at any time during the probationary period on the recommendation of the superintendent of schools, by a majority vote of the board of education or the trustees of a common school district.

Appendix D 4 ii 1: Education Law §208. General examinations, credentials and degrees

The regents may confer by diploma under their seal such honorary degrees as they may deem proper, and may establish examinations as to attainments in learning, and may award and confer suitable certificates, diplomas and degrees on persons who satisfactorily meet the requirements prescribed.

Appendix D_5_i_1: Education Law § 316. Teacher resource and computer training centers

1. As used in this section, unless another meaning clearly appears from the context:

a. "Teacher resource and computer training center" means any site operated by a school district, board of cooperative educational services or a consortium of school districts and/or boards of cooperative educational services which is specifically established pursuant to this section to provide professional support services to teachers within the state in order to:

(1) assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff development needs and plans, and train other school personnel in effective pedagogical approaches;

(2) provide demonstration and training sites where teachers are trained, specifically in the use of computers as teaching aids; the criteria for school acquisition and use of computer equipment and software; and the evaluation of computer-related materials;

(3) develop and produce curricula and curricular materials designed to meet the educational needs of students being served through application of educational research or new or improved methods, practices, and techniques;

(4) provide training to improve the skills of teachers in order to enable such teachers to meet the special educational needs of the pupils they serve, and to familiarize such teachers with developments in curriculum formulation and educational research, including the manner in which the research can be used to improve teaching skills;

(5) provide a location where teachers may share resources, ideas, methods and approaches directly related to classroom instruction and become familiar with current teaching materials and

products for use in their classrooms; and

(6) retrain teachers and other educational personnel to become better qualified to teach in subject areas necessary to prepare students for the developing high technology era, in the disciplines of mathematics, science and computer technology.

b. "Site" for the purposes of this section shall mean the location or locations where the curriculum development and training activities of the teacher resource and computer training center take place.

2. In order to provide the school districts and teachers of the state with an opportunity to develop systematic, ongoing in-service training programs, assure the dissemination and application of educational research developments to classroom instruction and develop new curricula and curricular materials specifically designed to meet the educational needs of the students served, the commissioner shall, within available state appropriations and subject to the procedures established in this section, provide funds to school districts and boards of cooperative educational services to plan, establish and operate teacher resource and computer training centers. Any school district or board of cooperative educational services requesting such funds shall make application therefor at such time, in such manner, and containing or accompanied by such information as the commissioner may through this section or by regulation require. Applications shall be made within the following categories:

(i) a school district with a teacher population of one thousand or more;

(ii) a school district with a teacher population of five hundred or more but less than one thousand;

(iii) a school district with a teacher population of less than five hundred;

(iv) a board of cooperative educational services; or

(v) a consortium of two or more school districts and/or boards of cooperative educational services.

3. Each such application shall be reviewed by the state professional standards and practices board for teaching. The board shall in each instance recommend to the commissioner action, as appropriate, including specific reasons when it is negative. Any school district, board of cooperative educational services or consortium whose original application is rejected may resubmit a revised application for further review. Notwithstanding any other provision to the contrary, an application to continue a teacher resource center which was in operation prior to the nineteen hundred eighty-four--nineteen hundred eighty-five school year shall be deemed automatically approved.

4. The commissioner shall establish criteria and standards by which applications shall be evaluated which shall include provisions for furnishing technical assistance and information provided by the department through the facilities of the proposed teacher resource center, provided, however, that such criteria and standards shall be consistent with federal regulations which were applicable to teacher resource centers in operation during the nineteen hundred eighty-two calendar year.

5. Any school district, board of cooperative educational services or consortium having an application approved under this section may collaborate, consult and contract with an approved institution of higher education in New York state to carry out activities under or provide technical assistance in connection with such application. Each application shall be reviewed by the professional practices subcommittee of the state professional standards and practices board

for teaching.

6. Each teacher resource and computer training center shall be operated by a board, the majority of which shall be composed of elementary and secondary school teachers representative of teachers served by the teacher resource and computer training center. Teacher members shall be designated by the collective bargaining agent of the teachers served by the teacher resource and computer training center. Such board shall also include individuals designated by the school board or board of cooperative educational services served by such center and at least one representative designated by the institutions of higher education located in the area served by such center. Such board shall also include at least one parent of an elementary or secondary school pupil and at least one representative of a business or industry that uses, produces or is involved with computer equipment and software.

7. The powers and duties of each teacher resource and computer training center board shall include policy formulation, the employment of staff or consultants, budget control and expenditure of funds to accomplish the purposes of this section, recommendations for subcontracting to secure technical and other kinds of assistance, and any other appropriate managerial or supervisory activities not otherwise prohibited by state or local law or regulations of the commissioner.

7-a. Notwithstanding any other provision of law, a teacher resource and computer training center board may collaborate, consult and contract with a school district or board of cooperative educational services which is included in the application for the establishment of such teacher resource and computer training center for the assignment of teachers employed by such school district or board of cooperative educational services; provided, however, in such case such teacher shall continue to accrue all employment rights and benefits, including seniority, with the employing school district or board of cooperative educational services and the teacher resource and computer training center board shall reimburse such school district or board of cooperative educational services for the services of such teacher.

8. Funds provided each school year to school districts and boards of cooperative educational services by the commissioner to plan, establish and operate teacher resource and computer training centers shall not exceed two million dollars per center, except that for the city school district for the city of New York such center shall not exceed sixteen million eight hundred thousand dollars and provided further that each approved center shall receive not less than twenty thousand dollars. In any year in which there is a statewide increase in funding for teacher resource and computer training centers, such increase shall be distributed proportionately among existing centers that have satisfactorily fulfilled the requirements of such centers' current grant. A portion of the increase shall be made available to new applicants to establish new teacher centers, and to current teacher centers to develop and implement regional and statewide teacher center activities.

9. Evaluation and annual reports. a. Teacher resource and computer training centers shall provide data annually as prescribed by the commissioner.

b. The commissioner shall prepare and submit to the governor, the temporary president of the senate and the speaker of the assembly, not later than May first, nineteen hundred ninety-nine and by the first day of January in each year thereafter, a report detailing the financial and programmatic information for teacher resource and computer training centers. Such report shall, at a minimum, set forth with respect to the preceding school year: cost information for individual services provided by such centers; numbers of teachers and other staff served, summarized in the aggregate, by elementary and secondary school levels, and by home school district; lists of programs and courses offered, including identification of those with credit toward college graduate degrees and those which relate to specific academic areas and higher learning standards; and aggregate expenditure data for the following categories: administration, staff development services, rent and other facilities costs, and other services; and such other information as deemed appropriate by the commissioner to assist the commissioner in identifying cost-effective services and programs which may be successfully replicated in other centers, school districts and boards of cooperative educational services (BOCES). The format for the report shall be developed by the commissioner in consultation with school district officials, and

teacher resource center officials, provided that all information in such report shall be displayed on both a statewide and individual center basis. Such report shall include changes from the year prior to the report year for each such item for all teacher resource and computer training centers and shall be made available to other interested parties upon request.

c. Funds provided under the teacher resource and computer training centers program may be used to contract with educational organizations for the purpose of conducting a statewide program evaluation. The professional practices subcommittee of the professional standards and practices board shall review and approve grant applications submitted for this purpose.

Appendix E_1

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: EMSC Committee

FROM: John B. King, Jr.

SUBJECT: Update on School Turnaround/Restart/Closure/Transformation Strategies

DATE: December 8, 2009

STRATEGIC GOAL: Goals 1 and 2

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

What actions can the Board of Regents a nd the Department take to support local educational agenc ies (LEAs) in turnaround, rest art, school c losure or transformation activities with persistently low-achieving schools?

Procedural History

At the Regents meetings in June, July, September and Novem ber 2009, Chancellor Merryl H. Tisch and Regent Le ster W. Young provided updates on activities related to New York State's Race to the Top (RTTT) application planning and strategy. One key area of Race to the Top invo lves how states will s upport local educational agencie s (LEAs) in turning around schools that are persistently lowest -achieving. In December , Department staff will r eview with the Rege nts the prop osed methodology for identifying these schools. This compani on item provides recom mendations on policy decis ions, changes t o Commissioner's regulations, and items for inclusion in the Regents legislative priorities that will build a robust infrastructure to support the efforts of LEAs to intervene successfully in persistently lowest-achieving schools.

Background Information

New York's vision for educational excellence is focused on th e centrality of the teaching and learning experience in the classroom suppor ted by the synergistic efforts of state, regional, district, and school-based infrastructures. The vision is depicted in Figure 1.

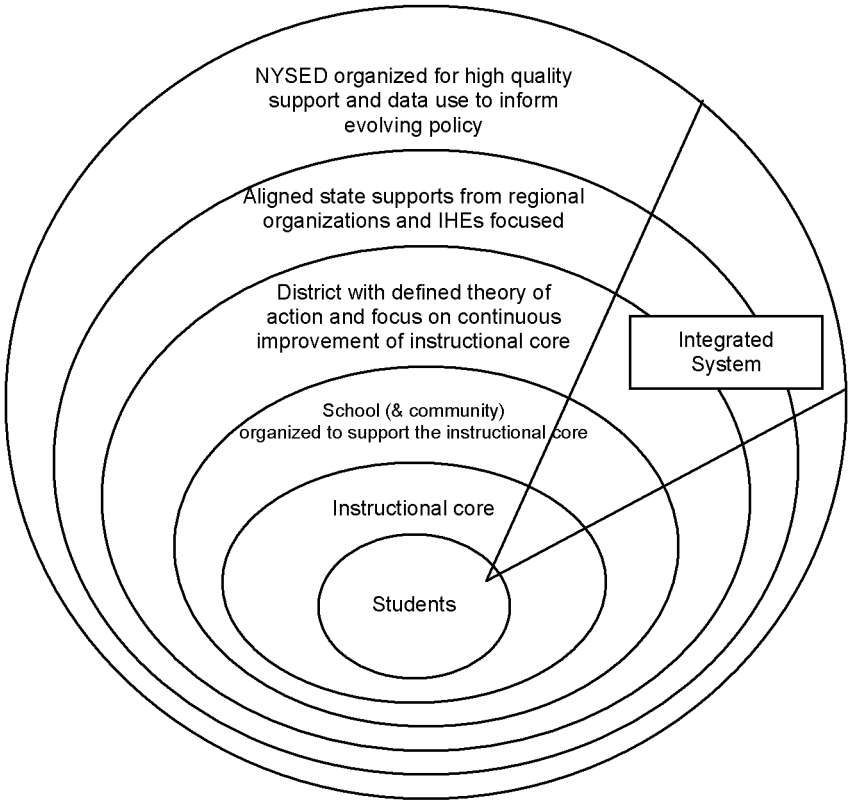

Figure 1

Among the areas encompassed by this vision are:

Local Accountability for Student Success:

- LEAs must be encouraged to:
  - Redesign school programs to increase graduation rates for at-risk students and provide instructional programs, including the use of on-line learning, that prepare students for the 21st century global economy.
  - Determine appropriate school turnaround and replacement strategies, and use Title I School Improvement, Race to the Top and other funds to support bold new reform efforts in schools that are persistently lowest-achieving.

State Level Leadership for Change:

- The State Education Department must:
  - Transform from a compliance-oriented agency to a service-oriented agency focused on providing technical assistance to districts on preparing students for college, the global economy, 21st century citizenship, and lifelong learning. This effort will build on past analyses/evaluations of the department.
  - Increase the State's capacity to support district-led improvement and replacement strategies, while at the same time exercising the Commissioner's authority to close chronically underperforming schools.

For more than twenty years, the Board of Regents have had in place a process by which the Commissioner annually identifies those schools that are farthest from State standards and most in need of improvement. These schools are placed under registration review. LEAs with identified schools are required to develop plans for turning these schools around and are provided support by the State Education Department to implement these plans. If improvement in student achievement does not occur, LEAs must phase-out and close these schools or the Commissioner will recommend to the Board of Regents that the school's registration be revoked. This process has helped to improve academic performance in more than 200 schools. At the same time, the process has also resulted in the closure of more than 60 schools that failed to achieve performance targets established by the Commissioner.

With the United States Department of Education announcement of the Race to the Top (RTTT) fund application, the Board of Regents and the State Education Department have an unprecedented opportunity to build upon these successes. One of the four key selection criteria in the application is the State's plan for turning around its persistently lowest-achieving schools. Persistently lowest-achieving schools are schools in improvement, corrective action, or restructuring that are among the lowest-achieving in the State in terms of student proficiency in ELA or mathematics or have graduation rates below 60% for a number of years.

RTTT guidelines highlight four effective models for dramatic school intervention in persistently lowest-achieving schools: the turnaround model; the restart model; school closure; and the transformation model. LEAs that have schools that have been identified as persistently lowest-achieving will be required to select one of the four models and submit an intervention plan to the Commissioner for approval. These models all include elements of intervention strategies that have already been implemented in New York State.

Recommendations:

In order to raise student achievement and close achievement gaps by turning around the State's persistently lowest achieving schools, Department staff recommend that the Regents:

1) Pursue a framework for dramatic school intervention, which includes direct management of schools by external lead partners and possible creation of Partnership Zones[1]. This framework will be implemented statewide in selected schools.
2) Use Federal funds and issue a Request for Proposal (RFP) to create a statewide Technical Assistance Center for Innovation and Turnaround (TACIT) to support the implementation of the school intervention models. In addition, we recommend expanding the use of federal school improvement funds (1003(g) funds [20 USC §6303[g]) to support LEAs that voluntarily opt-in to use of the four intervention models before schools are identified as persistently lowest-achieving.

[1] For an example of how this framework might work, see Mass Insight report, *The Turnaround Challenge (2007).*

3) Create a State Education Department Office of Innovative School Models (OISM). Through OISM, lowest-achieving schools will have the opportunity to apply for competitive grants to support community based organization implementation of Full Service Models that include academic, social/emotional, and health supports and Extended Learning Time.
4) Support the implementation of this plan by establishing the following legislative priorities:
   - the authorization of educational management organizations (EMOs) to directly manage schools (including budget, staffing decisions, the daily schedule and yearly calendar, etc.);
   - raising the charter school cap to facilitate the creation of new charter schools, particularly secondary schools, focused on serving high need populations of students, i.e., low-income students, students at Level 1 or Level 2 performance on the NY State assessments, over-age and under-credited high school students, English language learners (ELLs), and students with disabilities (SWDs). As part of raising the cap:
     - Encourage authorizing single Board governance of multiple schools with a common management entity, the provision of pre-K education by charter schools, strengthen equitable funding for charter schools, and access to facilities financing for charters;
     - Ensure that charter school funding, student enrollment policies, and all charter board and school-level practices are fully transparent and their actions and results fully accountable to public authority; and continue to evaluate the local impact of placing new charter schools into particular communities.
   - authorizing the Commissioner to order – in extraordinary circumstances – an LEA to convert a struggling school into a charter school; and
   - authorizing charter schools access to BOCES services.
5) Establish as a legislative priority expansion of the authority of the Board of Regents to intervene in LEAs that have been declared chronically under performing and give the Regents the authority to designate a three-member team who would assume the responsibilities of an Education Oversight Board of the district with all the powers of the School Board.
6) Amend Commissioner's regulations to:
   - allow newly created schools to seek operational waivers at the time of registration;
   - align the process for identification of the Schools Under Registration Review and persistently lowest achieving schools (as described in a separate report to the Regents);
   - ensure that each LEA's annual professional performance review plan requires timely and constructive feedback and that the evaluation include performance data for that teacher's students; and
   - expand the means by which students can earn high school credit (or receive a high school diploma) based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion.

7) Create innovative secondary schools, including developing a Virtual High school, in order to improve graduation rates.

With the concurrence of the Regents, Department staff will incorporate these concepts in New York's Race to the Top application and develop amendments to Commissioner's regulations for consideration by the Regents later this school year.

Proposed Plan for Turning Around Persistently Low-Achieving Schools

RTTT guidelines highlight four models for dramatic school intervention in persistently lowest-achieving schools: the turnaround model; the restart model; school closure; and the transformation model. LEAs that have schools that have been identified as persistently lowest-achieving will be required to select one of the four models and submit an intervention plan to the Commissioner for approval. These same models must also be used by LEAs that receive Title I School Improvement Grants. These models all include elements of intervention strategies that have already been implemented in New York State.

Intervention Models and Requirements as Defined by Race to the Top

In the **turnaround** model, the principal is replaced along with fifty percent of the current staff. In addition, the LEA must:

- use local competencies to measure the effectiveness of staff;
- grant the principal sufficient operational flexibility regarding staffing, calendars/time, and budget;
- provide incentives and flexible working conditions to attract and retain skilled teachers;
- provide staff with ongoing, high-quality, job-embedded professional development;
- adopt a new governance structure, which may include requiring the school to report to a LEA turnaround office or State turnaround office;
- hire a turnaround leader (external lead partner) who reports directly to the Superintendent, or enter into a multi-year contract with the LEA or State to obtain greater operational flexibility in exchange for greater accountability;
- promote the continuous use of data to inform and differentiate instruction;
- establish schedules and implement strategies that provide increased learning time; and
- provide appropriate social-emotional and community-oriented services and supports for students.

In the **restart** model, the LEA converts a school or closes and reopens a school under the management of an external lead partner (i.e., charter school operator, a charter management organization, or an education management organization). The new or converted school must allow students from the former school to attend. The external lead partner contracts directly with the LEA, and is directly responsible for the operation of the school and accountable for dramatic increases in student achievement.

School closure occurs when a LEA closes a school and enrolls the students who attended that school in other schools within the LEA that are higher achieving.

Under the **transformation** model, the LEA is required to implement <u>all</u> of the following strategies:

- replace the principal in the persistently low-achieving school;
- use a rigorous and equitable evaluation system for teachers and principals;

- identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify/remove those who, after ample professional development, have not increased student achievement;
- provide staff with ongoing, high-quality, job-embedded professional development;
- provide incentives and flexible working conditions to attract and retain skilled teachers;
- use data to identify and implement an instructional program that is research-based and vertically aligned across grades and with State standards;
- promote the continuous use of data to inform and differentiate instruction;
- establish schedules and implement strategies that provide increased learning time;
- provide on-going mechanisms for family and community engagement, which may include appropriate social-emotional and community-oriented services and supports for students;
- allow the school operational flexibility (in staffing, time, and budgeting) to implement a comprehensive program to dramatically increase student achievement; and
- ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, State, and/or a designated external lead partner organization, such as an educational management organization (EMO).

Race to the Top Proposed Plan for Struggling Schools

In Race to the Top, the state is required to provide a high-quality and ambitious plan to support LEAs in turning around persistently lowest-achieving schools. Department staff recommend that New York's plan include the following steps:

1) The Commissioner will identify persistently lowest achieving schools.
2) LEAs, with support from the Technical Assistance Center for Innovation and Turnaround (TACIT), will choose one of the four school intervention models.
3) With support from the TACIT, LEAs will choose partners to facilitate dramatic school change.
4) LEAs will adopt a governance structure to oversee the implementation of the intervention model, for example an internal LEA turnaround office, a Partnership Zone or an external lead partner.
5) LEAs, in collaboration with partners will develop an Intervention Plan, including measurable benchmarks, based upon the chosen model.
6) The Commissioner will appoint a panel consisting of members of the Joint Intervention Team (JIT) and Distinguished Educators (DEs) to review the Intervention Plans. The panel will make one of the three recommendations to the Commissioner:
    - accept the LEA's Intervention Plan.
    - accept the LEA's Intervention Plan on the condition that the suggested revisions are made; or
    - return the LEA's proposal and require the LEA to submit a new Plan.
7) The LEA and partners will implement the approved Intervention Plan.

Two concepts are central to New York State's successful implementation of the proposed RTTT plan.

First, LEAs must provide identified schools with the *operational flexibility* (staffing, time, and budgeting) to implement a comprehensive plan for dramatic intervention. This can be accomplished by the LEA adoption of a governance structure where schools are given operational autonomy with increased accountability.

Secondly, *partners* must be used to facilitate dramatic school change. Ideally, a lead partner will be identified who will sign a 3-5 year performance contract for student achievement with the LEA and collaborate with the LEA to define both the operational autonomies needed to implement the selected model, and the accountability outcomes that signal success. The partner will have a consistent and intense on-site relationship with each school, for five days a week over the two to three year turnaround period. A partner involved in the creation of a new school, under the re start model, can also work with the LEA to request operational waivers regarding staffing, time, and budgeting.

Through a rigorous process focused on proven success in raising the achievement of high needs students and demonstration of capacity, the State will pursue educational management organizations (EMOs), charter management organizations (CMOs), institutions of higher education (including SUNY and CUNY), and internal LEA offices as possible lead partners. The Regents will also pursue legislative changes that allow the delegation of school management to educational management organizations.

These concepts are outlined in Mass Insight's 2007 Report, *The Turnaround Challenge.* This report, which U. S. Education Secretary Arne Duncan recently called "the bible of school turnaround," provides an ambitious framework for approaching intervention in persistently lowest-achieving schools.

State Level Leadership for Change

The primary support mechanisms for implementation of this plan are the Technical Assistance Center for Innovation and Turnaround (TACIT) and the New York State Education Department Office for Innovative School Models (OISM).

The Technical Assistance Center for Innovation and Turnaround (TACIT) will serve LEAs with persistently lowest-achieving schools by:

- gathering and disseminating research to LEAs on effective intervention strategies, especially as it relates to English language learners (ELLs) and students with disabilities (SWDs). This would lead to evolving, common, highly effective strategies across the State;
- providing technical assistance to LEAs on the most appropriate intervention option for each school based upon the needs of the LEA and the school community;
- assisting the LEA in the development of the plan for the selected intervention option;
- developing LEA capacity in the following areas: adopting a new LEA governance structure; gathering and analysis of data for programmatic planning; human resource management, including developing locally adopted competencies to measure the effectiveness of staff; job-embedded professional development; financial planning and budget allocation;

- coordinating the professional development services available through the network of regional SED Leadership Academies;
- identifying external lead partners to work with LEAs selecting the restart or transformation models; and
- expanding the potential pool of external lead partners through outreach and technical assistance.

In addition, the New York State Education Department (SED) Office for Innovative School Models (OISM) will support the activities of TACIT. The main work of the OISM will be to establish the policy and operating conditions in LEAs that enable school change. OISM will report directly to the Commissioner regarding the activities of the TACIT, and the progress of LEAs intervening in the persistently lowest-achieving schools. This office will have expertise and/or have access to experts in grants management/compliance; procurement; contract management; human capital management; and state policy. The OISM will ensure that the LEAs use competitive grant opportunities such as the Secondary School Innovation Fund and Virtual High School to support their efforts.

Finally, OISM will collaborate with the Office of Higher Education to ensure support for new leadership through the SED regional network of Leadership Academies.

OISM, in conjunction with the TACIT, will assist the LEA in designing new policies and structures including staffing, faculty incentives and rewards, governance, student enrollment practices and instructional programs. The OISM will work with the LEA to identify waivers for which the LEA may wish to apply when registering new schools as a result of the implementation of a restart or turnaround model.

Recommendations

In order to support the Regents agenda for turning around persistently lowest-achieving schools, and for each of the RTTT intervention model requirements to be met, staff recommends that the Regents adopt the following policy, regulatory and legislative agenda:

Create the Statewide Infrastructure to Support LEAs in Turning Around Persistently Lowest Achieving Schools

We recommend the Regents endorse the following strategies:

1) Pursue a framework for dramatic school intervention, which includes direct management of schools by external lead partners and possible of creation of Partnership Zones [2]. This framework will be implemented statewide in selected schools.

[2] For an example of how this framework might work, see Mass Insight report, *The Turnaround Challenge (2007).*

2) Use Federal funds and issue a Request for Proposal (RFP) to create a statewide Technical Assistance Center for Innovation and Turnaround (TACIT) to support the implementation of the school intervention models.
3) Create a State Education Department Office of Innovative School Models (OISM). Through OISM, lowest-achieving schools will have the opportunity to apply for competitive grants for community based organizations to implement Full Service Models that include academic, social/emotional, and health supports (e.g., Say Yes, Community Schools, Beacon) and Extended Learning Time.
4) Amend Commissioner's regulations to expand the means by which students can earn high school credit based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion

<u>Create the Conditions to Allow LEAs to Leverage External Resources</u>

We recommend that the Regents include in their legislative agenda changes to statute to:

5) Authorize educational management organizations (EMOs) to directly manage schools (including budgets, staffing decisions, the daily schedule and yearly calendar, etc.). Education Law §355(2)(n) authorizes SUNY to enter into a contract with the board of education of a city or LEA in which the State-operated institution is located. Education Law §2590-K, empowers the New York City Board of Education and CUNY to enter into a contract to administer not more than five high schools. Similar provisions would be necessary to allow EMOs to enter into contracts with LEAs to operate one or more schools.
6) Upon a determination by the Board of Regents that a school district has failed to improve the academic performance of students attending school in that district over a three-year period, the Education Commissioner shall appoint an independent fact-finding team to assess the reasons for the under-performance and the prospects for improvement. Upon review of the conclusions of the fact-finding team, the Regents may declare the district chronically under-performing. Following such a declaration, the Regents shall designate a three- member team who would assume the responsibilities of an Education Oversight Board of the district with all the powers of the School Board. NYSED would not directly manage the district. The Education Oversight Board will have the authority to choose a new superintendent should they so decide. The Education Oversight Board shall report directly to the Education Commissioner and serve at the discretion of the Commissioner.

7) Create incentives to encourage CMOs to convert persistently lowest-achieving schools or to create new charter schools to replace failing schools by establishing the following legislative priorities:
    - the amendment of the charter school law to facilitate the creation of new charter schools, particularly secondary schools, focused on serving high need populations of students (i.e., low-income students, students at Level 1 performance on the NYS assessments, over-age and under-credit high school students,

- authorizing the Commissioner to order – in extraordinary circumstances – an LEA to convert a struggling school into a charter school.
- authorizing charter schools access to BOCES services.

Create the Conditions to Support Innovative Models of Schooling

We recommend that the Regents amend Commissioner's Regulations to:

8) Allow newly created schools to seek operational waivers at the time of registration. By allowing newly created schools to seek waivers at the time of registration, the Regents can encourage innovative approaches to school intervention that are tailored to student needs.

We recommend the Regents adopt the following policies:

9) Use RTTT to create an Innovative Secondary Schools Model Incentive Fund. The fund would serve as an incentive for eligible LEAs with schools in need of improvement, corrective action or restructuring status to implement programs using innovative models in partnership with institutions of higher education, leaders in business and industry in local communities, management agencies, and other profit/nonprofit organizations. Provide LEAs, in partnership with various stakeholders, the autonomy to support, stimulate, engage and sustain customized pathways to high school completion by launching innovative model schools. These models can be centered on themes, such as (but not limited to):
    - secondary schools focused on science, technology, engineering, and mathematics (STEM):
    - virtual/blended secondary schools;
    - secondary schools for the Arts;
    - Career and Technical secondary schools;
    - Museum secondary schools;
    - Language Acquisition secondary schools; and
    - Full-service secondary schools supported by cross-agency partnerships and community- based organizations (CBOs).

Appendix E 1 1: Intervening in the Lowest Achieving Schools and LEAs

Education Law § 210. Registrations.

The regents may register domestic and foreign institutions in terms of New York standards, and fix the value of degrees, diplomas and certificates issued by institutions of other states or countries and presented for entrance to schools, colleges and the professions in this state.

Education Law § 211-b. Consequences for consistent lack of improvement in academic performance.

In addition to taking appropriate action pursuant to the regulations of the commissioner and the requirements of federal law, the following actions shall be taken to increase school and district accountability for academic performance:

1. The regents shall expand the scope and improve the effectiveness of the schools under registration review (SURR) process in the two thousand seven-two thousand eight school year and thereafter, so as to ensure that all schools that meet the criteria for identification as SURR shall be so identified. The goal of such expansion shall be to identify as SURR up to a total of five percent of the schools in the state within four years, and to reorganize or restructure schools so identified in cases where such action is appropriate.

2. The regents shall develop a plan for increased support and possible intervention in schools in improvement, corrective action, or restructuring status or in SURR status. Notwithstanding any provision of law to the contrary, the regents shall establish a two-step process as follows:

a. The appointment by the commissioner of a school quality review team to assist any school in school improvement, corrective action, restructuring status or SURR status in developing and implementing a school improvement, corrective action, restructuring, or comprehensive plan for the school. Such team may also conduct resource and program and planning audits and examine the quality of curriculum, instructional plans, and teaching in the schools, the learning opportunities and support services available to students, and the organization and operations of the school. After such review, the team shall provide diagnostic recommendations for school improvement, which may include administrative and operational improvements. The recommendation of such team shall be advisory. The reasonable and necessary expenses incurred

in the performance of the team's official duties shall be a charge upon the school district, or charter school, where applicable, that operates the school.

b. The appointment by the commissioner of a joint school intervention team, for schools in (i) restructuring status or (ii) SURR status that have failed to demonstrate progress as specified in their corrective action plan or comprehensive education plan. Administrators and educators from the district or charter school where applicable must be included on the team, as well as any distinguished educator appointed to the district pursuant to section two hundred eleven-c of this part. Such team shall assist the school district in developing, reviewing and recommending plans for reorganizing or reconfiguring of such schools. The recommendations of such team should be advisory. The reasonable and necessary expenses incurred in the performance of the school intervention team's official duties shall be a charge upon the school district, or charter school where applicable, that operates the school.

3. A school district that has been identified as requiring academic progress, as defined by 100.2(p)(7) of the commissioner's regulations, or includes one or more schools under registration review, in need of improvement, in corrective action or restructuring status shall be required to submit a district improvement plan to the commissioner for approval. In formulating the district improvement plan, the district shall consider redirecting resources to programs and activities included in the menu of options under subdivision three of section two hundred eleven-d of this part in the schools so identified. If such options are not adopted in the district improvement plan, the school district shall provide the commissioner with an explanation of such decision which shall be considered by the commissioner in determining whether to approve such plan. The trustees or board of education shall hold a public hearing before adoption of the district improvement plan and a transcript of the testimony at such hearing shall be submitted to the commissioner for review with the district improvement plan.

4. The commissioner shall develop a plan for intervention in schools under restructuring or SURR status that fail to demonstrate progress on established performance measures and may be targeted for closure. Such plan shall specify criteria for school closure and include processes to be followed, research based options, and alternatives and strategies to reorganizing, restructuring or reconfiguring schools. Such plan shall be developed with input from educators including, but not limited to, administrators, teachers and individuals identified as distinguished educators pursuant to section two hundred eleven-c of this part.

5. (a) The regents shall ensure that all school districts include in any contract of employment, entered into, amended, or extended with a superintendent of schools, community superintendent or deputy, assistant, associate or other superintendent of schools who has been or will be appointed for a fixed term, a provision requiring that such contract specify that the superintendent shall be required to cooperate fully with any distinguished educator appointed by the commissioner pursuant to section two hundred eleven-c of this part.

(b) In the case of a superintendent of schools, community superintendent or deputy, assistant, associate or other superintendent of schools who is not appointed for a fixed term, the contract provisions contained in paragraph (a) of this subdivision shall be deemed to apply to such superintendent immediately.

(c) In the case of a charter school, the contract of employment of the principal or headmaster or other chief school officer of the charter school that is entered into, amended or extended shall also be required to include the provisions contained in paragraph (a) of this subdivision. In addition, such contract provisions shall be deemed to apply immediately to any such person not appointed for a fixed term.

Education Law §211-c. Distinguished educators.

The regents shall establish a distinguished educator program that recognizes educational leaders who have agreed to assist in improving the performance of low performing school districts.

1. Building principals, superintendents of schools and teachers including retirees and current employees of school districts, under whose leadership schools have demonstrated consistent growth in academic performance and other individuals who have demonstrated educational expertise, including superior performance in the classroom, shall be eligible for designation by the regents as distinguished educators. Provided, however, individuals employed by for-profit entities shall not be eligible for such recognition.

2. From the pool of distinguished educators designated by the regents pursuant to subdivision one of this section, the commissioner shall appoint distinguished educators who have expressed their willingness to assist low performing districts in improving their academic performance. To the extent practicable, the commissioner shall appoint distinguished educators to assist districts with

comparable demographics to the schools or districts that are or were under such educator's leadership.

3. The commissioner may appoint a distinguished educator to a school district;

a. when such district or a school within such district has failed to achieve adequate yearly progress for four or more years;

b. as a member of a joint school intervention team pursuant to paragraph b of subdivision two of section two hundred eleven-b of this part.

4. The school district to which a distinguished educator is appointed shall cooperate fully with an appointed distinguished educator.

5. An appointed distinguished educator shall assess the learning environment of schools in the district, review or provide assistance in the development and implementation of any district improvement plan and/or any corrective action, restructuring, or comprehensive plan of any school within the district to which the distinguished educator is assigned. Such distinguished educator shall either endorse without change or make recommendations for modifications to any such plan to the board of education, trustees, or chancellor, in a school district in a city of one million or more inhabitants, and the commissioner. Upon receipt of any recommendations for modification, the board of education, trustees, or chancellor shall either modify the plans accordingly or provide a written explanation to the commissioner of its reasons for not adopting such recommendations. The commissioner shall direct the district to modify the plans as recommended by the distinguished educator unless the commissioner finds that the written explanation provided by the district has compelling merit.

6. Appointed distinguished educators shall be deemed ex-officio, non-voting members of the board of education or trustees. In a school district in a city of one million or more inhabitants, any such distinguished educator shall be deemed an ex-officio, non-voting member of the community district education council or the city board, as applicable.

7. The reasonable and necessary expenses incurred by the appointed distinguished educators while performing their official duties shall be paid by the school district.

8. If an appointed distinguished educator is employed by a school district or charter school, it shall be the duty of the board of education or trustees of such school district, the chancellor of a city school district in a city of one million or more inhabitants, or the board of trustees of such

charter school to facilitate the efforts of any such appointed distinguished educators in their employ by granting reasonable leave requests and otherwise accommodating their efforts, to the extent such efforts do not substantially interfere with the educator's performance of his or her regular duties.

Education Law § 211-d(3)(a). Contract for Excellence.

The commissioner shall adopt regulations establishing allowable programs and activities intended to improve student achievement which shall be limited to: (i) class size reduction, (ii) programs that increase student time on task, including but not limited to, academic after-school programs, (iii) teacher and principal quality initiatives, (iv) middle school and high school re-structuring, (v) expansion or replication of effective model programs for students with limited English proficiency, and (vi) full-day kindergarten or prekindergarten. Provided, however, that districts may use up to fifteen percent of the additional funding they receive for experimental programs designed to demonstrate the efficacy of other strategies to improve student achievement consistent with the intent of this section and, in school year two thousand seven--two thousand eight, up to thirty million dollars or twenty-five percent of such additional funding, whichever is less, may be used to maintain investments in programs and activities listed in this subdivision. Any such district seeking to implement an experimental program shall first submit a plan to the commissioner setting forth the need for such experimental program and how such program will improve student performance.

8 NYCRR §100.2(p). Registration of schools and school/district accountability

This section provides, in pertinent part, as follows:

Nonpublic schools may be, and public elementary, intermediate, middle, junior high, and high schools shall be, registered by the Board of Regents pursuant to this subdivision upon recommendation by the commissioner, provided that charter schools shall not be subject to registration pursuant to this subdivision, but shall be held accountable for meeting or exceeding the student performance standards and student assessment requirements applicable to other public schools in accordance with the provisions of article 56 of the Education Law. No school district may operate a public school whose registration has been revoked by the Board of Regents pursuant to paragraph (10) of this subdivision or has lapsed pursuant to paragraph (3) of this subdivision. Only those public and nonpublic high schools which are registered by the Board of

Regents upon recommendation of the commissioner, may issue diplomas and administer Regents examinations, except that charter schools may issue diplomas and administer Regents examinations as authorized by article 56 of the Education Law.

(1) Definitions.

. . .

(2) Procedure for registration of public schools.

(i) All public elementary, intermediate, middle, junior high schools, and high schools, other than charter schools, in existence on September 1, 2002 shall be deemed registered by the Board of Regents pursuant to this subdivision as of such date.

(ii) A school district that seeks to register a public elementary, intermediate, middle, junior high school or high school which is not registered pursuant to subparagraph (i) of this paragraph shall submit a petition for registration to the Board of Regents, in a form prescribed by the commissioner and containing such information as the commissioner may require, no later than June 15th for schools opening in September of the next successive school year or, for those schools opening during a current school year, at least 90 days prior the opening of such school, except that the commissioner may waive this timeline for good cause. The commissioner shall review the petition and shall recommend its approval to the Board of Regents if it is satisfactorily demonstrated that the district has provided an assurance that the school will be operated in an educationally sound manner; is in compliance with applicable statutes, rules and regulations relating to public schools; and will operate in accordance with applicable building codes and pursuant to a certificate of occupancy. No new public school will be recommended for registration by the commissioner if, in the commissioner's judgment, the establishment of such school would conflict with an approved plan for district reorganization, except where it can be established to the satisfaction of the commissioner that such school is essential to the education welfare of the students.

(*a*) Where a school registered pursuant to this paragraph is in a district in which one or more schools have been designated as a school in Improvement, Corrective Action or Restructuring, the commissioner shall determine the accountability status of the newly registered school based upon his review of the proposed educational program, including but not limited to such factors as: school mission, school administration and staff, grade configurations and groupings of students, zoning patterns, curricula and instruction and

facilities.

(*b*) In the event that a school district merges two or more schools or transfers organizational responsibility for one or more grades from one school to another, the commissioner may adjust the accountability status of the affected schools to reflect such organizational changes.

(3) All registrations approved by the Board of Regents pursuant to this subdivision shall continue in effect unless revoked by the Board of Regents upon recommendation of the commissioner after review of the registration, or the school district closes the school.

(4) System of accountability for student success. Each year, commencing with 2002-2003 school year test administration results, the commissioner shall review the performance of all public schools, charter schools and school districts in the State. For each accountability performance criterion specified in paragraph (14) and each performance indicator specified in paragraph (15) of this subdivision, the commissioner, commencing with 2002-2003 school year test administration results, shall determine whether each public school, charter school and school district has achieved adequate yearly progress as set forth in paragraph (5) of this subdivision.

(5) Adequate yearly progress.

(i) A public school, charter school or school district shall be deemed to have made adequate yearly progress on an accountability performance criterion set forth in paragraph (14) of this subdivision if each accountability group within such school or district achieved adequate yearly progress on that criterion.

(ii) In public schools, charter schools or school districts with fewer than 30 students subject to an accountability performance criterion set forth in paragraphs (14) and (15) of this subdivision, the commissioner shall use the weighted average of the current and prior school year's performance data for that criterion in order to make a determination of adequate yearly progress. No public school, charter school or school district will be held accountable for any other accountability group consisting of fewer than 30 students as long as the "all student" accountability group includes at least 30 students for that school year.

(iii) For purposes of determining adequate yearly progress, only the performance of continuously enrolled students in grades 3-8 shall be included for consideration.

(iv) An accountability group shall be deemed to have made adequate yearly progress on an

accountability performance criterion specified in paragraph (14) of this subdivision if:

(*a*) the superintendent of the school district or the principal of the charter school has submitted the required student data files to the commissioner pursuant to paragraph (bb)(2) of this section or section 119.3(b) of this Title in the timeframe and format specified by the commissioner; and

(*b*) for accountability groups consisting of 40 or more students, either:

(*1*) the participation rate for the current year equals or exceeds 95 percent; or

(*2*) the weighted average of the current year and prior year participation rates equals or exceeds 95 percent;

(*c*) for accountability groups consisting of 30 or more students:

(*1*) the accountability group met or exceeded, or did not differ significantly as determined by the commissioner, from the annual measurable objective for that criterion; or

(*2*) the accountability group met or exceeded, or did not differ significantly as determined by the commissioner, from an annual performance target established by the commissioner and the accountability group met or exceeded the third performance indicator at that grade level, as defined in paragraph (15) of this subdivision.

(v) A public school, charter school or school district shall be deemed to have made adequate yearly progress on a performance indicator specified in paragraph (15) of this subdivision if:

(*a*) the superintendent of the school district or the principal of the charter school has submitted the required student data files to the commissioner pursuant to paragraph (bb)(2) of this section or section 119.3(b) of this Title in the timeframe and format specified by the commissioner; and

(*b*) the "all students" accountability group in the school or school district at the applicable grade levels or high school cohort met or exceeded the performance indicator and, for elementary and middle levels, and beginning in 2005-2006 for the elementary- middle level, 80 percent of students enrolled on all days of the science test administration, who did not have a significant medical emergency, received valid scores.

(vi) For each school year, public schools, school districts, and charter schools in which no students or, pursuant to subparagraph (ii) of this paragraph fewer than 30 students, participate in the required State assessments for English language arts or mathematics, or in which the majority of students are not continuously enrolled, shall conduct a self-assessment of their academic program and the school learning environment, in such format and using such criteria as may be prescribed by the commissioner. Such self-assessment shall not be required of those schools and school districts for which the commissioner shall conduct a review of the performance of the school or school district in accordance with subparagraph (viii) of this paragraph. The superintendent of the school district or principal of the charter school shall review the self-assessment(s) and make a recommendation to the commissioner, in such format and according to such timeframe as the commissioner may prescribe, as to whether the school or school district has made adequate yearly progress. The commissioner shall consider the self-assessment, board recommendation and any other relevant information in determining whether the school or school district made adequate yearly progress.

(vii) The school accountability status of public schools, school districts, and charter schools serving grades 1 and/or 2, but not grade 3 or higher, (hereafter referred to as "feeder schools") will be determined using backmapping. In school districts with such feeder schools and in school districts that accept grade 3 students from feeder schools by contract, the grade three State assessment results for each feeder school student will be attributed to the feeder school as well as to the school or charter school in which the student took the assessment. The student's results will be attributed to a feeder school only if the student was continuously enrolled in the feeder school from the date prescribed by the commissioner on which the BEDS forms are required to be completed until the end of the school year in the highest grade served by the feeder school. In a district, if all schools serving grade three make adequate yearly progress in a given year, all feeder schools served by the district will be deemed to have made adequate yearly progress. If one or more schools enrolling students from a feeder school fail to make adequate yearly progress on a criterion set forth at subparagraphs (14)(iii) and (vi) of this subdivision, the commissioner will aggregate the district's grade three results on that criterion by feeder school and determine whether each feeder school made adequate yearly progress on that criterion. If a feeder school fails to make adequate yearly progress on the same criterion for two consecutive years, the school will be designated as a school in Improvement (year 1).

(6) Differentiated Accountability for Schools.

(i) Except as provided in subparagraph (ii) of this paragraph, beginning with the 2009-2010 school year and thereafter, public schools, and charter schools that receive funds under title I, that failed to make adequate yearly progress (AYP) pursuant to this subparagraph shall be designated into accountability phases and phase categories as follows:

(a) Accountability phases.

(1) Improvement phase.

(i) A school that fails to make AYP for two consecutive years on the same accountability performance criterion in paragraph (14) of this subdivision or the same accountability indicator in paragraph (15) of this subdivision shall be designated in the next school year as a school in Improvement (year 1) for that accountability performance criterion/accountability indicator.

(ii) A school that is designated as a school in Improvement (year 1) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified shall be designated in the next school year as a school in Improvement (year 2) for that accountability performance criterion/accountability indicator.

(2) Corrective Action phase.

(i) A school that is designated as a school in Improvement (year 2) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified as a school in Improvement (year 2) shall be designated in the next school year as a school in Corrective Action (year 1) for that accountability performance criterion/accountability indicator.

(ii) A school that is designated as a school in Corrective Action (year 1) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified shall be designated in the next school year as a school in Corrective Action (year 2) for that accountability performance criterion/accountability indicator.

(3) Restructuring phase.

(i) A school that is designated as a school in Corrective Action (year 2) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified shall be designated in the next school year as a school in Restructuring

(year 1) for that accountability performance criterion/accountability indicator.

(ii) A school that is designated as a school in Restructuring (year 1) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified shall be designated in the next school year as a school in Restructuring (year 2) for that accountability performance criterion/accountability indicator.

(iii) A school that is designated as a school in Restructuring (year 2) that fails to make AYP on the same accountability performance criterion or accountability indicator for which it has been identified shall be designated in the next school year as a school in Restructuring (advanced) for that accountability performance criterion/accountability indicator.

(b) Phase categories.

(1) Improvement phase. Schools designated in Improvement shall be assigned to a category upon entry into the phase as follows:

(i) Basic:

(a) schools that fail to make AYP for one accountability group within one accountability performance criterion, but not the all students group; or

(b) schools that fail to make AYP for one of the accountability indicators, but met the accountability performance criterion.

(ii) Focused:

(a) schools that fail to make AYP for more than one accountability performance criterion, but not the all students group; or

(b) schools that fail to make AYP for more than one accountability student group within an accountability performance criterion, but not the all students group;

(iii) Comprehensive:

(a) schools that fail to make AYP for the all students group on any accountability performance criterion; or

(b) schools that fail to make AYP for every accountability group, except the all students group, within an accountability criterion for which there are at least two accountability

groups other than the all students group; or

(c) schools that fail to make AYP for an accountability performance criterion and for an indicator.

(2) Corrective Action or Restructuring phase. Schools designated in Corrective Action or Restructuring shall be assigned to a category upon entry into the phase as follows:

(i) Focused:

(a) schools that fail to make AYP for one of the accountability indicators, but met the accountability performance criterion; or

(b) schools that fail to make AYP for more than one accountability performance criterion, but not with the all students group; or

(c) Schools that fail to make AYP for one or more accountability groups within an accountability performance criterion, but not the all students group.

(ii) Comprehensive:

(a) schools that fail to make AYP for the all students group on any accountability performance criterion; or

(b) schools that fail to make AYP for every accountability group, except the all students group, within an accountability performance criterion for which there are at least two accountability groups other than the all students group; or

(c) schools that fail to make AYP for an accountability performance criterion and for an accountability indicator.

(c) The commissioner shall designate a school's overall accountability status as the most advanced phase for which it has been identified on an accountability performance criterion/accountability indicator and, within that designated phase, shall assign the highest category, provided that such category may not be reduced in a subsequent year of a phase.

(d) Upon a finding of exceptional or uncontrollable circumstances, the commissioner may delay for a period of one year the designation of a school under this paragraph.

(ii) Special transition provisions for schools in operation during the 2008- 2009 school year and for schools under registration review. Notwithstanding the provisions of subparagraph (i) of this paragraph:

(a) For each public school that was in operation during the 2008-2009 school year and for each charter school that was in operation and received funds under title I during the 2008-2009 school year, the commissioner shall designate the school's accountability phase and phase category for the 2009-2010 school year, based upon the school's accountability status for the 2008-2009 school year and the school's adequate yearly progress (AYP) status for the 2007-2008 and 2008- 2009 school years;

(b) Notwithstanding the provisions of clause (a) of this subparagraph, a school that is identified for registration review pursuant to paragraph (9) of this subdivision during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as a school in Restructuring (year 1)/Comprehensive and shall be subject to the requirements of subclause (iv)(c)(2) of this paragraph.

(iii) Removal from accountability designation. A school that makes adequate yearly progress for two consecutive years on the accountability performance criterion/accountability indicator for which it has been identified shall be removed from accountability designation for that accountability performance criterion and/or accountability indicator.

(iv) Interventions.

(a) Improvement phase schools.

(1) School quality review. Each school upon initial designation for the Improvement phase shall participate in a school quality review, to include at a minimum a self-assessment of the educational program, using quality indicators in a form and content prescribed by the commissioner. The school quality review shall focus on the accountability group(s) for each accountability performance criterion and/or accountability indicator for which the school has been identified.

(2) School improvement plan. A school improvement plan, in such format as may be prescribed by the commissioner, shall be developed based on the school quality review and cover a two year period. The plan shall:

(i) be formally approved by the board of education (in New York City, approved by the Chancellor or Chancellor's designee) no later than three months following the designation of the school in the Improvement phase and shall be subject to the approval of the commissioner, upon request;

(ii) be implemented no later than the beginning of the next school year after the school year in which the school was identified or immediately upon approval of the board of education if such approval occurs after the first day of regular school attendance;

(iii) be updated annually and, as so updated, approved by the board of education and implemented no later than the first day of regular student attendance of each year that the school remains in improvement. If, in the second year of improvement, the school fails to make AYP with a different accountability group for which the school is subsequently designated for improvement or is subsequently designated for improvement for a different accountability performance criterion or indicator, the school shall modify the plan consistent with the highest accountability category and also address the additional group(s), criterion or indicator;

(iv) for a school designated as Improvement/Basic, the plan shall also include a description of activities and timeline for implementation. The district shall be responsible for oversight and support of the plan;

(v) for a school designated as Improvement/Focused, the plan shall, consistent with State law, also include one or more of the actions set forth in section 6316 (b)(3)(A)(i-x) of the NCLB, 20 U.S.C. section 6316(b)(3)(A)(i-x) (United States Code, 2006 Edition, Volume 13; Superintendent of Documents, U.S. Government Printing Office, Stop SSOP, Washington, DC 20402-0001; 2008; available at the Office of Counsel, State Education Building, Room 148, Albany, NY 12234), in accordance with a written report by the school quality review team; and

(vi) for a school designated as Improvement/Comprehensive, the plan shall, consistent with State law, also include all of the actions set forth in section 6316 (b)(3)(A)(i-x) of the NCLB, 20 U.S.C. section 6316(b)(3)(A)(i-x) (United States Code, 2006 Edition, Volume 13; Superintendent of Documents, U.S. Government Printing Office, Stop SSOP, Washington, DC 20402- 0001; 2008; available at the Office of Counsel, State Education Building, Room 148, Albany, NY 12234), in accordance with a written report by the school quality review

team. Such report may include a recommendation that the school engage the services of a content area consultant.

(3) On-site review. Except as provided in paragraph (9) of this subdivision, in addition to the school quality review and prior to the development of the school improvement plan required under clause (a) of this subparagraph:

(i) for a school designated as Improvement/Focused, the school shall be required to participate in an on-site review that shall be conducted by a school quality review team, with district representation, appointed by the commissioner. The review shall focus on the accountability group(s), accountability performance criterion and/or indicator for which the school was identified. The district shall be responsible for oversight and support of the plan;

(ii) for a school designated as Improvement/Comprehensive, the school shall be required to participate in an intensive on-site review that shall be conducted by a school quality review team, with district representation, appointed by the commissioner. The review shall focus on the systemic issues at the school that have caused the school to be designated for Improvement. The district shall be responsible for oversight and support of the plan.

(b) Corrective Action phase schools.

(1) Curriculum audit. Except as provided in paragraph (9) of this subdivision, each school, upon initial designation for the Corrective Action phase, shall participate in a curriculum audit to assess the school's educational program. The curriculum audit shall be in a form and content prescribed by the commissioner and shall focus on the accountability group(s) for each accountability performance criterion and/or accountability indicator for which the school was identified. The school shall be assisted by a school quality review team, with district representation, appointed by the commissioner.

(2) Corrective action plan. A corrective action plan, in such format as may be prescribed by the commissioner, shall be developed and cover a two-year period. The district and school quality review team shall provide oversight and support for implementation of a corrective action plan. The plan shall:

(i) be formally approved by the board of education (in New York City, approved by the Chancellor or Chancellor's designee) no later than three months following the designation of

the school in the Corrective Action phase and shall be subject to the approval of the commissioner, upon request;

(ii) be implemented no later than the beginning of the next school year after the school year in which the school was identified or immediately upon approval of the board of education if such approval occurs after the first day of regular school attendance;

(iii) be updated annually and incorporate the findings of the audit and any other action required to be taken by the district pursuant to this subclause and, as so updated, approved by the board of education and implemented no later than the first day of regular student attendance of each year that the school remains in corrective action. If, in the second year of corrective action, the school fails to make AYP with a different accountability group for which the school is subsequently designated for corrective action or is subsequently designated for corrective action on a different accountability performance criterion or indicator, the school shall modify the plan consistent with the highest accountability category and also address the additional group(s), criterion or indicator;

(iv) include, to the extent consistent with State law, at least one of the actions set forth at section 6316(b)(7)(C)(iv)(I-VI) of the NCLB, 20 U.S.C. section 6316(b)(7)(C)(iv)(I-VI) (United States Code, 2006 Edition, Volume 13; Superintendent of Documents, U.S. Government Printing Office, Stop SSOP, Washington, DC 20402-0001; 2008; available at the Office of Counsel, State Education Building, Room 148, Albany, NY 12234). The district shall identify and provide the support(s) required to implement any new curriculum, including professional development;

(c) Restructuring phase schools.

(1) Assessment of educational program. Each school shall participate in an assessment of the educational program by a joint intervention team appointed by the commissioner which shall include district representation and may include a distinguished educator. The team shall assess the educational program and make recommendations.

(2) Restructuring plan. A two year restructuring plan shall be developed and implemented by the district, focusing on the subgroup(s) for the accountability performance criterion and/or accountability indicator for which the school was identified. The district shall provide oversight and support for the plan, with the

assistance of the Department. Such restructuring plan shall require the school to make fundamental reforms, such as significant changes in the staff, governance, or organization and may include a plan to close or phase out the school, and shall:

(i) be formally approved by the board of education (in New York City, approved by the Chancellor or Chancellor's designee) no later than three months following the designation of the school in the Restructuring phase and also shall be subject to the approval of the commissioner; and

(ii) be implemented no later than the beginning of the next school year after the school year in which the school was identified or, to the extent practicable, immediately upon approval of the board of education if such approval occurs after the first day of regular school attendance.

(3) Distinguished educator. In addition to, and notwithstanding the provisions of, subclauses (1) and (2) of this clause, a school designated as Restructuring/Comprehensive shall cooperate with a distinguished educator assigned by the commissioner. The distinguished educator shall also provide oversight of the restructuring plan and shall serve as an ex-officio member of the board of education. All plans are subject to review by the distinguished educator who shall make recommendations to the board of education. The board shall implement such recommendations unless it obtains the commissioner's approval otherwise.

(d) Each improvement, corrective action and restructuring plan, and each updated plan, shall be developed, to the extent appropriate, consistent with section 100.11 of this Title.

(e) The commissioner may require that any plan, or subsequent modification of a plan, be submitted for prior approval.

(v) Supplemental educational services. Each local educational agency that receives title I funds shall make supplemental educational services available to eligible students who attend a school designated in Improvement, Corrective Action or Restructuring pursuant to this paragraph, consistent with section 120.4 of this Title.

(vi) Title I public school choice. Each local educational agency that receives title I funds that has a school designated in Improvement (year 2); Corrective Action; or Restructuring pursuant to this paragraph, shall provide public school choice consistent with section 120.3 of

this Title.

(7) Districts requiring academic progress.

(i) Commencing with 2003-2004 school year results, a district that failed to make adequate yearly progress on all applicable criteria in paragraph (14) of this subdivision in a subject area, or all applicable indicators in subparagraphs (15)(i) through (iii) of this subdivision, or the indicator in subparagraph (15)(iv) of this subdivision, for two consecutive years shall be designated as a "district requiring academic progress." A district improvement plan in such format as may be prescribed by the commissioner shall be developed by each district requiring academic progress. Such district improvement plan shall be formally approved by the board of education (in New York City, both the New York City Board of Education and the community school board for schools under the jurisdiction of the community school district) no later than three months following the identification of the district as requiring academic progress and submitted to the commissioner for approval. The plan shall be implemented no later than beginning of the next school year after the school year in which the school district was identified as requiring academic progress or immediately, to the extent practicable, upon approval of the board, if such identification occurs after the first day of regular student attendance. Such plan shall be developed in consultation with parents, school, staff, and others. The plan shall be revised annually and resubmitted to the commissioner for approval no later than July 31st of each school year in which the district remains identified as requiring academic progress. Any modification of the district's approved improvement plan shall require the prior approval of the commissioner.

(ii) Commencing with 2003-2004 school year results:

(*a*) a district identified as requiring academic progress for failing to make adequate yearly progress on all applicable criterion in paragraph (14) of this subdivision in a subject area shall be removed from such status if it makes adequate yearly progress for two consecutive years on any criterion in the subject area for which it is identified;

(*b*) a district identified as requiring academic progress for failing to make adequate yearly progress on every applicable indicator set forth at subparagraphs (15)(i) through (iii) of this subdivision shall be removed from such status if it makes adequate yearly progress for two consecutive years on any applicable indicators; and

(*c*) a district identified as requiring academic progress for failing to make adequate yearly

progress on the indicator set forth at subparagraph (15)(iv) of this subdivision shall be removed from such status if it makes adequate yearly progress for two consecutive years on such indicator; provided that for a district requiring academic progress that is removed from such status based on 2002-2003 and 2003-2004 results, such district shall have made adequate yearly progress in 2002-2003 on each criterion or indicator for which it was identified.

(iii) Except as provided in subparagraph (vi) of this paragraph, a local educational agency (LEA) that received funds under title I for two consecutive years during which the LEA did not make adequate yearly progress on all applicable criteria in paragraph (14) of this subdivision in a subject area, or all applicable indicators in subparagraphs (15)(i) through (iii) of this subdivision, or the indicator in subparagraph (15)(iv) of this subdivision, shall be identified for improvement under section 1116(c) of the NCLB, 20 U.S.C. section 6316(c) and shall be subject to the requirements therein (Public Law, section 107-110, section 1116[c], 115 STAT. 1487-1491; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2002; available at the Office of Counsel, State Education Building, Room 148, Albany, NY 12234).

(iv) Except as provided in subparagraph (vi) of this paragraph, at any time following the identification of an LEA for improvement, the commissioner may further identify the local educational agency for corrective action under section 1116(c)(10) of the NCLB, 20 U.S.C. section 6316(c)(10). The commissioner shall identify such LEA for corrective action if, by the end of the second full school year the LEA has failed to make adequate yearly progress. The commissioner may delay identification of an LEA for corrective action for a period of one year pursuant to section 1116(c)(10)(F) of the NCLB, 20 U.S.C. section 6316(c)(10)(F) (Public Law, section 107-110, section 1116[c][10], 115 STAT. 1489-1491; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2002; available at the Office of Counsel, State Education Building, Room 148, Albany, NY 12234).

(v) Commencing with 2003-2004 school year results, an LEA identified for improvement or corrective action that is removed from status as a district requiring academic progress pursuant to subparagraph (ii) of this paragraph shall no longer be subject to the requirements of section 1116(c) of the NCLB, 20 U.S.C. section 6316(c) (Public Law, section 107-110, section 1116[c], 115 STAT. 1487-1491; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9328; 2002; available at the Office of Counsel, State

Education Building, Room 148, Albany, NY 12234).

(vi) Notwithstanding any other provision of law, an LEA subject to the provisions of subparagraphs (iii) and (iv) of this paragraph which accountability status is dependent upon the 2005-2006 assessment results for grades 3-8 and which does not receive notice of such status until after the first day of regular attendance for the 2006-2007 school year, shall immediately commence implementation, to the extent practicable, of any plan required to be implemented pursuant to section 1116(c) of the NCLB.

(8) High performing and rapidly improving schools and districts.

. . .

(9) Identification of schools for public school registration review. The commissioner shall place under registration review those schools that are determined to be farthest from meeting the benchmarks established by the commissioner pursuant to subparagraph (14)(ix) of this subdivision and most in need of improvement. In determining the number of schools to identify as farthest from meeting the benchmarks, the commissioner shall give primary consideration to the percentages of students meeting performance benchmarks. The commissioner may also consider the sufficiency of State and local resources to effectively implement and monitor school improvement efforts in schools under registration review. In addition, any school that does not meet or exceed each of the benchmarks and has conditions that threaten the health, safety and/or educational welfare of students or has been the subject of persistent complaints to the department by parents or persons in parental relation to the student may be identified by the commissioner as a poor learning environment based upon a combination of factors affecting student learning, including but not limited to: high rates of student absenteeism, high levels of school violence, excessive rates of student suspensions, violation of applicable building health and safety standards, high rates of teacher and administrator turnover, excessive rates of referral of students to or participation in special education or excessive rates of participation of students with disabilities in the alternate assessment, excessive transfers of students to alternative high school and high school equivalency programs and excessive use of uncertified teachers or teachers in subject areas other than those for which they possess certification. The commissioner may also place under registration review any school for which a district fails to provide in a timely manner the student performance data required by the commissioner to conduct the annual assessment of the school's performance or any school in which excessive percentages of students fail to fully participate in the State assessment program.

(i) For each school identified as farthest from meeting the benchmarks, the local school district shall be given the opportunity to present to the commissioner additional assessment data, which may include, but need not be limited to, valid and reliable measures of: the performance of students in grades other than those in which the State tests are administered; the performance of limited English proficient students and/or other students with special needs; and the progress that specific grades have made or that cohorts of students in the school have made towards meeting minimum and/or higher student performance standards. For each school identified as a poor learning environment, the district shall be given the opportunity to present evidence to the commissioner that the conditions in the school do not threaten the health or safety or educational welfare of students and do not adversely affect student performance. The district may also provide relevant information concerning extraordinary, temporary circumstances faced by the school that may have affected the performance of students in the school on the State tests.

(ii) The commissioner shall review the additional information provided by the district and determine which of the schools identified as farthest from meeting the benchmarks specified in subparagraph (14)(ix) of this subdivision or identified as poor learning environments are most in need of improvement and shall be placed under registration review.

(iii) For schools required to conduct a self-assessment pursuant to subparagraph (5)(vi) of this subdivision, the commissioner upon review of the self-assessment may make a determination that the school is most in need of improvement and place such school under registration review.

(10) Public school registration review.

(i) Upon placing the registration of a school under review, the commissioner shall warn the board of education (in New York City, the Chancellor) that the school has been identified for registration review, and that the school is at risk of having its registration revoked. The commissioner shall include in any warning issued pursuant to this subparagraph an explicit delineation of the progress that must be demonstrated in order for a school to be removed from consideration for revocation of registration, except that, if a school has also been designated as Restructuring (advanced) pursuant to item (6)(i)(a)(3)(iii) of this subdivision, the commissioner shall include in such warning that the school will be considered for revocation of registration unless an acceptable plan for closure or phase out of the school is submitted by the board of education to the commissioner. Upon receipt of such warning, the

board of education (in New York City, the Chancellor or Chancellor's designee) shall take appropriate action to notify the general public of the issuance of such warning. Such action shall include, but need not be limited to, direct notification, within 30 days of receipt of the commissioner's warning, in English and translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been placed under registration review and is at risk of having its registration revoked, and disclosure by the district at the next public meeting of the local board of education of such warning. Each school year during which a school remains under registration review, by June 30th or at the time of a student's initial application or admission to the school, whichever is earliest, the board of education shall provide direct notification to parents or other persons in parental relation to children attending the school that the school remains under registration review and is at risk of having its registration revoked. Such notification shall include a summary of the actions that the district and school are taking to improve student results and an explanation of any district programs of choice, magnet programs, transfer policies, or other options that a parent or a person in parental relation may have to place the child in a different public school within the district. Such notification shall include the timelines and process for parents exercising their rights to school choice. Following the identification of a school for registration review the commissioner shall appoint a team to undertake a resource, planning, and program audit of the district and the school. The commissioner shall provide to the school district a copy of the audit, which shall include, as appropriate, recommendations for improving instruction; curriculum; assessment; school management and leadership; qualifications and professional development of school staff; parent and community involvement; school discipline, safety, and security; instructional supplies and materials; physical facilities; and district support for the school improvement efforts. For schools also designated in Improvement (year 1) or Corrective Action (year 1) such audit shall be in lieu of the on-site review or curriculum audit required under subparagraph (iv) of paragraph (6) of this subdivision. Based upon the results of the audit, the commissioner shall require that the school modify the school's improvement plan or corrective action plan to meet the requirements of a restructuring plan pursuant to subclause (6)(iv)(c)(2) of this subdivision and implement the plan no later than the beginning of the next school year following the school's identification for registration review.

(ii) The department shall periodically monitor the implementation of the restructuring plan. The commissioner may require a school district to submit such reports and data as the

commissioner deems necessary to monitor the implementation of the restructuring plan and to determine the degree to which the school has achieved the progress required by the commissioner. Such reports shall be in a format and in accordance with such timeframe as are prescribed by the commissioner. The commissioner may upon a finding of good cause extend the deadline for submission of a restructuring plan.

(iii) Unless it is determined by the commissioner that a school identified for registration review should be phased out or closed, or that a shorter period of time shall be granted, a school placed under registration review shall be given two full academic years to show progress. If, after two full academic years of implementing a restructuring plan, the school has not demonstrated progress as delineated by the commissioner in the warning pursuant to subparagraph (i) of this paragraph, the commissioner shall recommend to the Board of Regents that the registration be revoked and the school be declared an unsound educational environment, except that the commissioner may upon a finding of extenuating circumstances extend the period during which the school must demonstrate progress. The board of education of the school district which operates the school (in New York City, the Chancellor) shall be afforded notice of such recommendation and an opportunity to be heard in accordance with subparagraph (iv) of this paragraph. Upon approval of revocation of registration by the Board of Regents, the commissioner will develop a plan to ensure that the educational welfare of the pupils of the school is protected. Such plan shall specify the instructional program into which pupils who had attended the school will be placed, how their participation in the specified programs will be funded, and the measures that will be taken to ensure that the selected placements appropriately meet the educational needs of the pupils. The commissioner shall require the board of education to implement such plan.

(iv) Decisions to revoke the registration of a public school shall be made in accordance with the following procedures:

(*a*) The commissioner shall provide written notice of his recommendation and the reasons therefor to the board of education, which operates the school (in New York City, both the New York City Board of Education and any community school board having jurisdiction over the school). Such notice shall also set forth:

(*1*) the board of education's right to submit a response to the recommendation and request oral argument pursuant to clause (*b*) of this subparagraph;

(*2*) the place, date and time the matter will be reviewed and if requested, argument heard by a three-member panel of the Board of Regents for recommendation to the full Board of Regents; and

(*3*) notification that failure to submit a response will result in the commissioner's recommendation being submitted to the Board of Regents for determination.

(*b*) Within 15 days of receiving notice of the recommendation to revoke registration, the board of education may submit a written response to the commissioner's recommendation. The response shall be in the form of a written statement which presents the board of education's position, all evidence and information which the board of education believes is pertinent to the case, and legal argument. If the board of education desires, it may include in its response a request for oral argument. Such response must be filed with the Office of Counsel, New York State Education Department, State Education Building, Albany, NY 12234.

(*c*) Within 30 days of the date of notice of the commissioner's recommendation, a panel comprised of three members of the Board of Regents, appointed by the chancellor, shall convene to consider the commissioner's recommendation, review any written response submitted by the board of education and, if timely requested by the board of education, hear oral argument.

(11) Removal of schools from registration review, school phase-out or closure.

(i) In the event that a school has demonstrated the progress necessary to be removed from registration review, the superintendent may petition the commissioner to remove the school from registration review. If such petition is based upon results on student assessments, such petition shall be submitted to the commissioner no later than December 31st of the calendar year in which such assessments were administered, except that the commissioner may for good cause accept a petition submitted after such date. A school shall not be removed from registration review if, in the commissioner's judgment, conditions that may contribute to a poor learning environment, as identified in paragraph (9) of this subdivision, remain present in the school.

(ii) In the event that a board of education, seeks to phase out or close a school under registration review, the board of education (in New York City, the Chancellor or Chancellor's designee) shall submit a petition to the commissioner requesting that the phase out or closure

plan be approved. The commissioner may grant such petition provided that:

(*a*) official resolutions or other approvals to phase out or close the existing school have been adopted by the local board of education (in New York City, the Chancellor or Chancellor's designee);

(*b*) a formal phase out or closure plan has been developed and approved in accordance with the requirements of clause (6)(iv)(c) of this subdivision; and

(*c*) parents, teachers, administrators, and community members have been provided an opportunity to participate in the development of the phase out or closure plan.

(12) Registered nonpublic high school registration review.

. . .

(13) Nonpublic school accountability performance criteria.

. . .

(14) Public school, school district and charter school accountability performance criteria. Each district and school accountability group, as defined in subparagraph (1)(i) of this subdivision shall be subject to the performance criteria specified below:

(i) Elementary level English language arts. Annual measurable objectives, based on a performance index, set at 123 in 2002-03 and 2003-04 and 131 in 2004-2005.

(ii) Middle level English language arts. Annual measurable objectives, based on a performance index, set at 107 in 2002-03 and 2003-04 and 116 in 2004-2005.

(iii) Elementary-middle level English language arts. Annual measurable objectives, based on a performance index, set by the commissioner in 2005-2006 and, beginning in 2008-2009, increasing annually in equal increments so as to reach 200 in 2013-2014.

(iv) Elementary level mathematics. Annual measurable objectives, based on a performance index, set at 136 in 2002-03 and 2003-04 and 142 in 2004-2005.

(v) Middle level mathematics. Annual measurable objectives, based on a performance index, set at 81 in 2002-03 and 2003-04 and 93 in 2004-2005.

(vi) Elementary-middle level mathematics. Annual measurable objectives, based on a

performance index, set by the commissioner in 2005-2006 and, beginning in 2008-2009, increasing annually in equal increments so as to reach 200 in 2013- 2014.

(vii) High school English language arts and mathematics requirements. Annual measurable objectives, based on the performance index of the high school cohort defined in paragraph (16) of this subdivision, set at 142 in English language arts and 132 in mathematics in 2002-03 and 2003-04, and incremented annually thereafter as necessary so that in 2013-2014 the index shall be 200.

(viii) For the 2002-2003 through the 2005-2006 school year test administrations, for purposes of the commissioner's annual evaluation of public schools, public school districts, and charter schools, the following limited English proficient students may be considered to be meeting performance criteria in elementary or middle-level English language arts if they demonstrate a specified increment of progress on the New York State English as a Second Language Achievement Test (NYSESLAT) for their grade level. For limited English proficient students who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years, districts and charter schools may administer the NYSESLAT to such students in lieu of the required State assessment in English language arts. Districts or charter schools may, on an individual basis, annually determine to administer the NYSESLAT in lieu of the required assessment in English language arts to limited English proficient students who have attended school in the United States (not including Puerto Rico) for four or five consecutive school years. No exemption is available beyond the student's fifth year and the student must take the required English language arts assessment.

(ix) For each criterion (subparagraphs [i] through [vii] of this paragraph), the commissioner shall also establish a benchmark against which the performance of the accountability group, *all students,* defined in subparagraph (1)(i) of this subdivision, will be measured. This benchmark will be used in recognizing high-performing schools and districts, determining which school districts are required to develop local assistance plans as described in paragraph (m)(6) of this section and for identifying those schools that are subject to registration review pursuant to paragraph (9) of this subdivision.

(15) Additional public school, school district, and charter school accountability indicators.

(i) Elementary science indicator: For the 2002-2003 through 2004-2005 school years:

(*a*) an index of 100 that may be incremented annually, as the commissioner deems

appropriate, or progress in relation to performance in the previous school year; and

(*b*) beginning in 2004-05, 80 percent of students enrolled on all days of the test administration, who did not have a significant medical emergency, received valid scores.

(ii) Middle-level science indicator: For the 2002-2003 through 2004-2005 school years:

(*a*) an index of 100 that may be incremented annually, as the commissioner deems appropriate, or progress in relation to performance in the previous year; and

(*b*) beginning in 2004-05, 80 percent of students enrolled on all days of the test administration, who did not have a significant medical emergency, received valid scores.

(iii) Elementary-middle science combined indicator: For the 2005-2006 school year and thereafter:

(*a*) an index of 100 that may be incremented annually, as the commissioner deems appropriate, or progress in relation to performance in the previous year; and

(*b*) 80 percent of students enrolled on all days of the test administration, who did not have a significant medical emergency, received valid scores.

(iv) A high school graduation rate established annually by the commissioner, or progress in relation to the previous school year's graduation rate. The graduation rate is the percentage of the annual graduation rate cohort that earns a local or Regents diploma by August 31st following the third school year after the school year in which the cohort first entered grade 9, except that in a school in which the majority of students participate in a department-approved, five-year program that results in certification in a career or technology field in addition to a high school diploma, the graduation rate shall be the percentage of the annual graduation rate cohort that earns a local diploma by August 31st following the fourth school year after the school year in which the cohort first entered grade 9.

(16) Annual high school or high school alternative cohort.

(i) Beginning in the 2005-2006 school year, except as provided in clauses (*a*) and (*b*) of this subparagraph, the annual high school cohort for purposes of determining adequate yearly progress on the criteria set forth at subparagraph (14)(vii) of this subdivision and identifying schools for registration review pursuant to paragraph (9) of this subdivision for any given school year shall consist of those students who first enrolled in ninth grade three school years

previously anywhere and who were enrolled in the school on the first Wednesday in October of the current school year. The annual district high school cohort for purposes of determining such adequate yearly progress for any given school year shall consist of those students who first enrolled in ninth grade three school years previously anywhere and who were enrolled in the district or placed by the district committee on special education or by district officials in educational programs outside the district on the first Wednesday in October of the current school year. Students with disabilities in ungraded programs shall be included in the annual district and high school cohort in the third school year following the one in which they attained the age of 17.

(*a*) The following students shall not be included in the annual high school cohort: students who transferred to another high school or approved alternative high school equivalency preparation program or high school equivalency preparation program approved pursuant to section 100.7 of this Part, or criminal justice facility, who left the United States or its territories, or who are deceased; except that, beginning with students who first entered grade 9 in the 2002-03 school year, the following students will be included in the high school cohort of the school they attended before transferring:

(*1*) students who transfer to an approved alternative high school equivalency preparation program or high school equivalency preparation program approved pursuant to section 100.7 of this Part, but leave that program before the end of the third school year after the school year in which they first entered grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma; and

(*2*) students who transfer to any high school equivalency preparation program other than those approved pursuant to section 100.7 of this Part.

(*b*) The following students shall not be included in the annual district high school cohort: student who transferred to a high school that is not a component of the district or to an approved alternative high school equivalency preparation program or high school equivalency preparation program approved pursuant to section 100.7 of this Part, or criminal justice facility, who left the United States or its territories, or who are deceased; except that, beginning with students who first entered grade 9 in the 2002-03 school year, the following students will be included in the high school cohort of the district they attended before transferring:

(*1*) students who transfer to an approved alternative high school equivalency preparation program or high school equivalency preparation program approved pursuant to section 100.7 of this Part, but leave that program before the end of the third school year after the school year in which they first entered grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma; and

(*2*) students who transfer to any high school equivalency preparation program other than those approved pursuant to section 100.7 of this Part.

(ii) (*a*) For purposes of determining adequate yearly progress on the indicator set forth at subparagraph (15)(iv) of this subdivision, the graduation rate cohort for each public school, school district, and charter school for each school year from 2002-03 through 2006-2007 shall consist of all members of the school or district high school cohort, as defined in subparagraph (i) of this paragraph, for the previous school year plus any students excluded from that cohort solely because they transferred to an approved alternative high school equivalency or high school equivalency preparation program.

(*b*) Commencing with the 2007-08 school year, for purposes of determining adequate yearly progress on the indicator set forth at subparagraph (15)(iv) of this subdivision:

(*1*) the graduation rate cohort for each public school and charter school shall consist of those students who first enrolled in grade 9 anywhere three school years previously or, if an ungraded student with a disability, first attained the age of 17 three school years previously, and who have spent at least five consecutive months, not including July and August, in the school since first entering grade 9 and whose last enrollment in the school did not end because of transfer to another school, death, court- ordered transfer, or leaving the United States.

(*2*) the graduation rate cohort for each public school district shall consist of those students who first enrolled in grade 9 anywhere three school years previously or, if an ungraded student with a disability, first attained the age of 17 three school years previously, and who have spent at least five consecutive months, not including July and August, in the district since first entering grade 9 and whose last enrollment in the district did not end because of transfer to another district, death, court-ordered transfer, or leaving the United States.

(iii) The high school alternative cohort in any given year shall consist of those students enrolled in the high school on the first Wednesday of October three years previously who were still enrolled in the school on the first Wednesday of October two years previously. Schools in which more than half the students enrolled have previously been enrolled in another high school or in which more than half the enrollment is receiving special education services may voluntarily submit to the commissioner information on the performance of an alternative high school cohort.

(17) Identification of programs for high school equivalency program review.

. . .

(18) High school equivalency program approval review.

. . .

(19) Removal of high school equivalency programs from high school equivalency program review.

. . .

Appendix E_1_2

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: EMSC Committee

FROM: John B. King, Jr.

SUBJECT: Proposed Amendment of section 100.2(p)(9), (10) and (11) of the Regulations of the Commissioner of Education, Relating to the Merger of the Schools Under Registration Review and Persistently Lowest-Achieving Schools Processes

DATE: April 1, 2010

STRATEGIC GOAL: Goals 1 and 2

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regent s amend paragraphs (9), (10) and (11) of section 100.2(p) of the Commissioner's Regulations to merge the process for determining Persistently Lowest-Achiev ing (PLA) school s with the proces s for placing Schools Under Registration Review (SURR)?

Reason(s) for Consideration

To consolidate the proce ss of identifying sc hools for r egistration review (SURR) under Commissioner's regulations with the United States D epartment of Education's (USED) framework for identifying schools as Pe rsistently Lowest-Achiev ing in order for states to access State Fiscal Stabiliz ation Funds (Phase II), School I mprovement Grants and other federal funding opportunities and to require all newly identified SURRs to implement intervention strategies based upon School Improvemen t Grant guidelines issued by USED in January 2010.

Proposed Handling

The proposed amendment is being pres ented to the EMSC Committee for discussion at the April 2010 Regents meeting.

Procedural History

In December 2009, the Board of Regents approved the methodology by which the Commissioner identifies schools as Persistently Lowest-Achieving (PLA). On January 21, 2010, Commissioner Steiner announced that 57 schools had been identified as PLA and therefore eligible for funding to implement an intervention to turn them around, as part of New York's Race to the Top school reform agenda. On February 16, 2010, Commissioner Steiner announced that four schools had been identified as Schools Under Registration Review. These schools also met the definition for PLA and are therefore eligible for federal funding to implement a PLA intervention. On January 28, 2010, USED released its Final Requirements for School Improvement Grants (SIG). Approved states are granted funds to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status. In accordance with SIG guidelines, on March 23, 2010, New York submitted its application to USED for SIG funds. In accordance with USED guidelines, the application included the State's definition for PLA schools and identified the interventions strategies that PLA schools must implement to receive funds.

Background Information

The purpose of the proposed amendment is to strengthen the SURR process by merging it with the process to identify Persistently Lowest-Achieving (PLA) schools in order to increase the percentage of schools that successfully implement an intervention strategy that results in the school being removed from PLA status or that results in the school being replaced by a new school in Good Standing. The proposed amendment will:

- Integrate support for SURR schools with support provided to schools that are PLA and eliminate any duplication in planning requirements and technical assistance and monitoring.
- Modify the definition of a SURR school so that potential SURR schools will be those that are PLA rather than those that are farthest from State standards
- Conform the SURR definition of PLA to the federal definition of the term.
- Identify the academic indicators used to identify a school as PLA.
- Provide new schools that are created as a result of the phasing-out of an old school and phasing-in of a new school or the restart model and accountability status of Good Standing and not identify these as SURR at the time of registration.
- Ensure that existing schools that implement a turnaround or transformation model remain SURR until academic performance improves or the schools are closed and restarted or replaced.
- Provide the Commissioner with flexibility to identify PLA alternative high schools, special act schools, schools in Community School District 75, non-Title I elementary schools or non Title-I eligible secondary schools for registration

review. If such schools are Title I schools or Title I eligible secondary schools, they would also be considered PLA for federal program purposes.

- Require districts to implement an intervention subject to the approval of the Commissioner, including the following: turnaround model, restart model, school closure model, transformation model; and to develop a new restructuring plan or update an existing restructuring plan to describe the implementation of the intervention, in accordance with a timeline prescribed by the Commissioner.
- Replace the requirement for a resource, planning and program audit of the district and the school with a joint intervention team assisting a district in the selection of an intervention.
- Provide a SURR with three rather than two academic years to show progress prior to the Commissioner recommending that its registration be revoked.
- Base removal decisions on the academic indicators used to identify a school as PLA.
- Permit current SURR schools that do not meet the PLA definition to continue implementation of its existing restructuring plan; and, to require current SURR schools that meet the PLA definition to implement intervention requirements pursuant to revised regulations.

A Notice of Proposed Rule Making will be published in the State Register on April 14, 2010. Supporting materials are available upon request from the Secretary to the Board of Regents.

Recommendation

It is recommended that the Regents EMSC Committee reach consensus on the intent of the proposed amendment prior to taking action at the June Regents meeting.

Timetable for Implementation

It is anticipated that the proposed amendment will be presented for adoption at the June Regents meeting, with a July 14, 2010 effective date.

Attachment

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207,210, 215, 305, 309 and 3713

1. Paragraph (9) of subdivision (p) of section 100.2 of the Regulations of the Commissioner of Education is amended, effective July 14, 2010, as follows:

(9) Identification of schools for public school registration review.

(i) Up through and including the 2009-2010 school year, [The] the commissioner shall place under registration review those schools that are determined to be farthest from meeting the benchmarks established by the commissioner pursuant to subparagraph (14)(ix) of this subdivision and most in need of improvement.

(ii) Beginning with the 2010-2011 school year and thereafter, the commissioner shall place under preliminary registration review a school that is identified as persistently lowest-achieving in such school year. A school identified as persistently lowest-achieving in the 2009-2010 school year, that was not a school under registration review during the 2009-2010 school year, shall not be placed under registration review but shall follow the intervention and other applicable requirements in subparagraphs (10)(ii) and (iv) of this subdivision.

(a) A school shall be identified as persistently lowest-achieving if, based upon the academic indicators set forth in clause (b) of this subparagraph, it is:

(1) A Title I school in improvement, corrective action, or restructuring that:

(i) is among the lowest-achieving five percent of Title I schools in improvement, corrective action or restructuring, or the lowest achieving five Title I schools in improvement, corrective action or restructuring, whichever number of schools is greater; or

(ii) is a high school that has a graduation rate, as defined in section 100.2(p)(15)(iv) of this subdivision, that is less than 60 percent over the three consecutive year period for which accountability determinations have been made pursuant to this subdivision; or

(2) A secondary school that is eligible for, but does not receive, Title I funds that:

(i) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) is a high school that has a graduation rate, as defined in section 100.2(p)(15)(iv) of this subdivision, that is less than 60 percent over the three consecutive year period for which accountability determinations have been made.

(b) A school shall be identified as persistently lowest-achieving based on the following academic indicators:

(1) the performance of the school's "all students" group on the State assessments in English language arts and mathematics combined, which shall be determined by dividing the sum of the "all students" performance index for each English language arts and mathematics measure for which the school is accountable by the number of measures for which the school is accountable; and

(2) the school's lack of progress on the State assessments in English language arts and mathematics over three years. A school shall be deemed to have demonstrated lack of progress if:

(i) the school is designated as a school in restructuring; and

(ii) the school has failed to demonstrate, over the three consecutive year period for which accountability determinations have been made pursuant to this subdivision, at least a twenty-five point gain in its performance index for the "all students" group in each English language arts and mathematics measure for which the school is held accountable; and/or

(3) the school has a graduation rate, as defined in section 100.2(p)(15)(iv) of this subdivision, that is less than 60 percent over the three consecutive year period for which accountability determinations have been made pursuant to this subdivision.

(iii) The commissioner shall also place under preliminary registration review a school that is not otherwise eligible to be identified as persistently lowest-achieving that meets the academic indicators in clause (ii)(b) of this paragraph to be identified as a persistently lowest-achieving school; and

(a) is a school in which more than fifty percent of the total student enrollment consists of students with disabilities; or

(b) is a non-Title I elementary school or a non-Title I eligible secondary school.

[In determining the number of schools to identify as farthest from meeting the benchmarks, the commissioner shall give primary consideration to the percentages of students meeting performance benchmarks. The commissioner may also consider the sufficiency of State and local resources to effectively implement and monitor school improvement efforts in schools under registration review.]

(iv) [In addition,] The commissioner may also place under preliminary registration review any school that [does not meet or exceed each of the benchmarks and] has conditions that threaten the health, safety and/or educational welfare of

students or has been the subject of persistent complaints to the department by parents or persons in parental relation to the student [may be] , and has been identified by the commissioner as a poor learning environment based upon a combination of factors affecting student learning, including but not limited to: high rates of student absenteeism, high levels of school violence, excessive rates of student suspensions, violation of applicable building health and safety standards, high rates of teacher and administrator turnover, excessive rates of referral of students to or participation in special education or excessive rates of participation of students with disabilities in the alternate assessment, excessive transfers of students to alternative high school and high school equivalency programs and excessive use of uncertified teachers or teachers in subject areas other than those for which they possess certification.

(v) The commissioner may also place under registration review any school for which a district fails to provide in a timely manner the student performance data required by the commissioner to conduct the annual assessment of the school's performance or any school in which excessive percentages of students fail to fully participate in the State assessment program.

[(i) For] (vi) Beginning in the 2010-2011 school year, for each school identified [as farthest from meeting the benchmarks,] for preliminary registration review pursuant to subparagraphs (ii) and (iii) of this paragraph, the local school district shall be given the opportunity to present to the commissioner additional assessment data, which may include, but need not be limited to, valid and reliable measures of: the performance of students in grades other than those in which the State tests are administered; the performance of limited English proficient students and/or other students with special

needs; and the progress that specific grades have made or that cohorts of students in the school have made towards [meeting minimum and/or] demonstrating higher student performance [standards]. For each school identified as a poor learning environment and placed under preliminary registration review pursuant to subparagraph (iv) of this paragraph, the district shall be given the opportunity to present evidence to the commissioner that the conditions in the school do not threaten the health or safety or educational welfare of students and do not adversely affect student performance. The district may also provide relevant information concerning extraordinary, temporary circumstances faced by the school that may have affected the performance of students in the school on the State tests.

[(ii)] (vii) The commissioner shall review the additional information provided by the district and determine which of the schools identified [as farthest from meeting the benchmarks specified in subparagraph (14)(ix) of this subdivision] for preliminary registration review pursuant to subparagraphs (ii) and (iii) of this paragraph, or identified as poor learning environments pursuant to subparagraph (iv) of this paragraph, [are most in need of improvement and] shall be placed under registration review.

(viii) In determining the number of schools to place under registration review, other than persistently lowest-achieving schools identified pursuant to subparagraph (ii) of this paragraph, the commissioner may consider the sufficiency of State and local resources to effectively implement and monitor school improvement efforts in schools under registration review.

[(iii)] (ix) For schools required to conduct a self-assessment pursuant to subparagraph (5)(vi) of this subdivision, the commissioner upon review of the self-

assessment may make a determination that the school [is most in need of improvement and place such school] shall be placed under registration review.

2. Paragraph (10) of subdivision (p) of section 100.2 of the Regulations of the Commissioner is amended, effective July 14, 2010, as follows:

(10) Public school registration review.

(i) Upon placing the registration of a school under review, the commissioner shall warn the board of education (in New York City, the chancellor) that the school has been placed under registration review, and that the school is at risk of having its registration revoked. The commissioner shall include in any warning issued pursuant to this subparagraph an explicit delineation of the progress that must be demonstrated in order for a school to be removed from consideration for revocation of registration [, except that, if a school has also been designated as restructuring (advanced) pursuant to item (6)(i)(a)(3)(iii) of this subdivision, the commissioner shall include in such warning that the school will be considered for revocation of registration unless an acceptable plan for closure or phase out of the school is submitted by the board of education to the commissioner]. Upon receipt of such warning, the board of education (in New York City, the chancellor or chancellor's designee) shall take appropriate action to notify the general public of the issuance of such warning. Such action shall include, but need not be limited to, direct notification, within 30 days of receipt of the commissioner's warning, in English and translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been placed under registration review and is at risk of having its registration revoked, and disclosure by the district at the next public meeting of the local board of

education of such warning. Each school year during which a school remains under registration review, by June 30th or at the time of a student's initial application or admission to the school, whichever is earliest, the board of education shall provide direct notification to parents or other persons in parental relation to children attending the school that the school remains under registration review and is at risk of having its registration revoked. Such notification shall include a summary of the actions that the district and school are taking to improve student results and an explanation of any district programs of choice, magnet programs, transfer policies, or other options that a parent or a person in parental relation may have to place the child in a different public school within the district. Such notification shall include the timelines and process for parents exercising their rights to school choice.

(ii) Following the [identification] placement of a school under registration review, or following the identification of a school as persistently lowest-achieving in the 2009-2010 school year, [the commissioner shall appoint a team to undertake a resource, planning, and program audit of the district and the school. The commissioner shall provide to the school district a copy of the audit, which shall include, as appropriate, recommendations for improving instruction; curriculum; assessment; school management and leadership; qualifications and professional development of school staff; parent and community involvement; school discipline, safety, and security; instructional supplies and materials; physical facilities; and district support for the school improvement efforts. For schools also designated in improvement (year 1) or corrective action (year 1) such audit shall be in lieu of the on-site review or curriculum audit required under subparagraph (6)(iv) of this subdivision. Based upon the results of the

audit, the commissioner shall require that the school modify the school's improvement plan or corrective action plan to meet the requirements of a restructuring plan pursuant to subclause (6)(iv)(c)(2) of this subdivision and] a joint intervention team, as appointed by the commissioner, shall assist the school district in which such school is located in selecting an intervention pursuant to subparagraph (iv) of this paragraph. The district shall develop a new restructuring plan, or update an existing restructuring plan, that shall, in addition to the requirements pursuant to subclause (6)(iv)(c)(2), describe the implementation of the intervention. Such plan shall be in a format as prescribed by the commissioner. The district shall update the plan annually for implementation no later than the first day of the regular student attendance of each school year that the designation continues. The school shall implement the [plan] intervention in accordance with a timeline prescribed by the commissioner, and no later than the beginning of the next school year following the school's identification for registration review, provided that the commissioner may upon a finding of good cause extend the timeline for implementing elements of such plan beyond the date prescribed therein.

(iii) Schools placed under registration review pursuant to subparagraph (9)(i) of this subdivision, but not identified pursuant to subparagraph (9)(ii) of this subdivision as persistently lowest-achieving prior to the 2010-2011 school year, shall continue implementation of the existing restructuring plan.

(iv) Interventions.

(1) A school that is identified pursuant to subparagraph (9)(ii) of this subdivision as persistently lowest-achieving in the 2010-2011 school year or thereafter and placed under registration review, and a school that is identified pursuant to subparagraph (9)(ii)

as persistently lowest-achieving in the 2009-2010 school year, shall implement one of the following interventions, in a format and timeline as approved by the commissioner:

(i) Turnaround model. Implementation of the turnaround model may include, but not be limited to, the following actions as approved by the commissioner:

(a) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(b) Using locally adopted competencies to measure the effectiveness of staff that shall work within the turnaround environment to meet the needs of students:

(1) screen all existing staff and rehire no more than fifty percent; and

(2) select new staff;

(c) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that shall be designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the turnaround school;

(d) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(e) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic

Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(f) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(g) Promote the continuous use of student data (such as from formative, interim, and summative assessments) that shall inform and differentiate instruction in order to meet the academic needs of individual students;

(h) Establish schedules and implement strategies that shall provide increased learning time, as defined by the commissioner; and

(i) Provide appropriate social-emotional and community-oriented services and supports for students.

(ii) Restart model. Implementation of the restart model may include, but is not limited to, converting a school or closing and reopening a school under a charter school operator, a charter management organization, or an education management organization that has been selected pursuant to a format approved by the commissioner.

(iii) School closure model. Implementation of the school closure model may include, but is not limited to, closing a school and enrolling its students in other schools within the district that are in good standing.

(iv) Transformation model. Implementation of the transformation model may include, but is not limited to, the following actions as approved by the commissioner; in

addition, the school shall be encouraged to partner with an external intermediary or "lead partner" that may assist the school with planning and implementation:

(a) develop and increase teacher and school leader effectiveness;

(b) replace the principal who led the school prior to commencement of the transformation model;

(c) use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

(1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(2) are designed and developed with teacher and principal involvement;

(d) identify and reward school leaders, teachers, and other staff who, through implementation of the transformation model, have increased student achievement and high school graduation rates, per rates defined by the commissioner; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(e) provide staff ongoing, high-quality job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(f) implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that shall be designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(g) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(h) promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

(i) establish schedules and strategies that provide increased learning time;

(j) provide ongoing mechanisms for family and community engagement;

(k) give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(l) ensure that the school receives ongoing, intensive technical assistance and related support for the LEA, the SEA or a designated external lead partner organization.

(2) A school as described in subparagraph (9)(iii) of this subdivision that is placed under registration review in the 2010-2011 school year or thereafter, shall implement a plan, in a format and timeline as approved by the commissioner, that shall, at a minimum, meet the requirements of a restructuring plan pursuant to subclause

(6)(iv)(c)(2) of this subdivision and include at least one of the actions of a transformation or turnaround model.

[(ii)] (iv) The department shall periodically monitor the implementation of the restructuring plan. The commissioner may require a school district to submit such reports and data as the commissioner deems necessary to monitor the implementation of the restructuring plan and to determine the degree to which the school has achieved the progress required by the commissioner. Such reports shall be in a format and in accordance with such timeframe as are prescribed by the commissioner. The commissioner may upon a finding of good cause extend the deadline for submission of a restructuring plan.

[(iii)] (v) Unless it is determined by the commissioner that a school identified for registration review should be phased out or closed, or that a shorter period of time shall be granted, a school placed under registration review shall be given [two] three full academic years to show progress. If, after [two] three full academic years of implementing a restructuring plan, the school has not demonstrated progress as delineated by the commissioner in the warning pursuant to subparagraph (i) of this paragraph, the commissioner shall recommend to the Board of Regents that the registration be revoked and the school be declared an unsound educational environment, except that the commissioner may upon a finding of extenuating circumstances extend the period during which the school must demonstrate progress. The board of education of the school district which operates the school (in New York City, the chancellor) shall be afforded notice of such recommendation and an opportunity to be heard in accordance with subparagraph (iv) of this paragraph. Upon

approval of revocation of registration by the Board of Regents, the commissioner will develop a plan to ensure that the educational welfare of the pupils of the school is protected. Such plan shall specify the instructional program into which pupils who had attended the school will be placed, how their participation in the specified programs will be funded, and the measures that will be taken to ensure that the selected placements appropriately meet the educational needs of the pupils. The commissioner shall require the board of education to implement such plan.

[(iv)] (vi) Decisions to revoke the registration of a public school shall be made in accordance with the following procedures:

(a) The commissioner shall provide written notice of his recommendation and the reasons therefore to the board of education, which operates the school (in New York City, both the New York City Board of Education and any community school board having jurisdiction over the school). Such notice shall also set forth:

(1) the board of education's right to submit a response to the recommendation and request oral argument pursuant to clause (b) of this subparagraph;

(2) the place, date and time the matter will be reviewed and if requested, argument heard by a three-member panel of the Board of Regents for recommendation to the full Board of Regents; and

(3) notification that failure to submit a response will result in the commissioner's recommendation being submitted to the Board of Regents for determination.

(b) Within 15 days of receiving notice of the recommendation to revoke registration, the board of education may submit a written response to the commissioner's recommendation. The response shall be in the form of a written

statement which presents the board of education's position, all evidence and information which the board of education believes is pertinent to the case, and legal argument. If the board of education desires, it may include in its response a request for oral argument. Such response must be filed with the Office of Counsel, New York State Education Department, State Education Building, Albany, NY 12234.

(c) Within 30 days of the date of notice of the commissioner's recommendation, a panel comprised of three members of the Board of Regents, appointed by the chancellor, shall convene to consider the commissioner's recommendation, review any written response submitted by the board of education and, if timely requested by the board of education, hear oral argument.

3. Paragraph (11) of subdivision (p) of section 100.2 of the Regulations of the Commissioner is amended, effective July 14, 2010, as follows:

(11) Removal of schools from registration review, school phase-out or closure.

(i) In the event that a school has demonstrated the progress necessary to be removed from registration review, the superintendent may petition the commissioner to remove the school from registration review. If such petition is based upon results [on student assessments,] of the "all student" group on the English language arts and mathematics assessments or graduation rate, such petition shall be submitted [to] pursuant to a date prescribed by the commissioner but no later than December 31st of the calendar year in which such assessments were administered, except that the commissioner may for good cause accept a petition submitted after such date. A school shall not be removed from registration review if, in the commissioner's judgment,

conditions that may contribute to a poor learning environment, as identified in paragraph (9) of this subdivision, remain present in the school.

(ii) In the event that a school placed under registration review prior to the 2010-2011 school year demonstrates previously established progress to be removed from registration review, but is identified in the 2010-2011 school year as persistently lowest-achieving pursuant to subparagraph (9)(ii) of this subdivision, the school shall remain under registration review and shall follow intervention requirements pursuant to subparagraph (10)(iv) of this subdivision.

(iii) In the event that a school placed under registration review prior to the 2010-2011 school year demonstrates previously established progress to be removed from registration review and is not identified in the 2010-2011 school year as persistently lowest-achieving pursuant to subparagraph (9)(ii) of this subdivision, the school shall be removed from registration review.

[(ii)] (iv) In the event that a board of education seeks to phase out or close a school under registration review, the board of education (in New York City, the chancellor or chancellor's designee) shall submit [a petition to the commissioner requesting that the] for commissioner's approval, a plan identifying the intervention that will be implemented and will result in phase out or closure [plan be approved]. The commissioner may grant [such petition] approval of such plan provided that:

(a) official resolutions or other approvals to phase out or close the existing school have been adopted by the local board of education (in New York City, the chancellor or chancellor's designee);

(b) a formal phase out or closure plan has been developed and approved in accordance with the requirements of [clause (6)(iv)(c) of this subdivision] the intervention prescribed by the commissioner pursuant to subparagraph (10)(iv) of this subdivision; and

(c) parents, teachers, administrators, and community members have been provided an opportunity to participate in the development of the phase out or closure plan.

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METHODOLOGY TO IDENTIFY PERSISTENTLY LOWEST-PERFORMING SCHOOLS	
1	The State determined that for the 2009-2010 school year there are 433 Title I schools in improvement, corrective action, or restructuring and therefore the State must identify 22 schools as lowest achieving, as this represents the required five percent of schools of Title I schools in improvement, corrective actions or restructuring. The State further determined that since there are fewer than 100 schools that are among the lowest achieving secondary schools that are eligible for but do not receive Title I funds, the State must identify five of these schools as lowest achieving.
2	The State determined its method for calculating combined English/language arts and mathematics proficiency rates for each school will be to total the 2008-2009 All Students Performance Index for each ELA and math measure for which a school is accountable (i.e. elementary and middle level ELA, elementary and middle level math, high school ELA and high school math) and divide the total by the number of measures for which the school is accountable.
3	The State determined that its method for determining "lack of progress" by the "all students" group on the State's assessments would be defined as a school having been designated to be in the restructuring phase of New York's differentiated accountability system and for having failed to make at least a 25 point gain for the all students group between 05-06 and 08-09 each ELA and math measure for which the school is accountable.
4	Using the process identified in Step 2, the State ranked Title I schools from highest to lowest based on the academic achievement of the "all students" group.
5	Using the process identified in Step 3, the State removed from consideration those schools that were not designated as lacking process.
6	On a case by case basis, the State removed from consideration transfer high schools as permitted by USED guidance.
7	Starting with the school at the bottom of the list and counting up to the 22nd school on the list, the State determined the list of the lowest-achieving five percent of Title I schools in improvement, corrective action, ore restructuring.
8	The State identified the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate

METHODOLOGY TO IDENTIFY PERSISTENTLY LOWEST-PERFORMING SCHOOLS	
	of less than 60 percent on the 2002, 2003, and 2004 total cohort that were not captured in the list of schools identified in Step 7.
9	The State added the high schools identified in Step 8 to the list of schools identified in Step 7.
10	Using the process identified in Step 2, the State ranked the secondary schools that are eligible for, but do not receive Title I funds from highest to lowest based on the academic achievement of the "all students" group.
11	Using the process identified in Step 3, the State removed from consideration those schools that were not designated as lacking progress.
12	On a case by case basis, the State removed from consideration transfer high schools as permitted by USED guidance.
13	Starting with the school at the bottom of the list and counting up to the fifth school on the list, the State obtained the list of the lowest-achieving five secondary schools that are eligible for but do not receive Title I funds.
14	The State identified the high schools that are eligible for but do not receive Title I funds that have had a graduation rate of less than 60 percent on the 2002, 2003, and 2004 cohort that were not captured in the list of schools identified in Step 7.
15	The State added the high schools identified in Step 14 to the list of the schools identified in Step 13.

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New York State Board of Regents
The State Education Department
The University of the State of New York / Albany, NY 12234

Office of Communications / (518) 474-1201

NEWS

FOR IMMEDIATE RELEASE January 21, 2010

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EDUCATION COMMISSIONER ANNOUNCES 57 SCHOOLS IDENTIFIED AS "PERSISTENTLY LOWEST ACHIEVING" AND ELIGIBLE FOR NEW FUNDING FOR TURNAROUND; SCHOOLS TO BE FOCUS OF SCHOOL IMPROVEMENT EFFORTS

State Education Commissioner David Steiner today announced that 57 schools have been identified as "persistently lowest achieving" and therefore eligible for new funding and major intervention to turn them around, as part of New York's school reform agenda. To receive funding, districts with identified schools agree to do one of the following:

- Redesign or replace the school (Turnaround Model),
- Convert the school to a charter school (Restart Model),
- Transform the school as described below (Transformation Model), or
- Close the school and transfer students to higher performing schools in the district.

To be eligible for State Fiscal Stabilization (ARRA, Phase II) and federal School Improvement Grant funding, states are required to identify the five percent of Title I schools in Improvement, Corrective Action or Restructuring status that have the lowest combined performance on State English and mathematics tests and that have failed to demonstrate progress on these assessments. States must also identify a comparable number of middle and high schools that are eligible for, but do not receive, Title I funds. States are also required to identify those schools that have had graduation rates below 60% for several years. The State Education Department will provide approximately $500,000 in federal funds to districts for each school that implements an intervention.

Identification of persistently lowest achieving schools is also a focus of states' Race to the Top applications. Each of the seven districts in which these schools are located (Albany, Buffalo, New York City, Rochester, Roosevelt, Syracuse and Yonkers) has signed a Memorandum of Understanding with the State Education Department committing to take the actions required to turn the schools around. If New York is awarded a Race to the Top grant, additional funding will be available to the districts to support these strategies.

"We are entering a new era of reform in which we will build upon New York's current initiatives to intervene in low performing schools and improve student outcomes as a result. New federal funding opportunities will allow us to work with districts to go beyond incremental improvements to create truly excellent models of education for our students, particularly in those high schools with the lowest graduation rates whose students need our help the most," said Merryl H. Tisch, Chancellor of the New York State Board of Regents.

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"Districts are being given an opportunity to use federal funding to provide focused, concentrated resources to help schools improve English language arts and mathematics performance and increase graduation rates. I expect districts to develop aggressive, innovative plans that they will implement in ways that will make a profound difference in the outcomes for their students," said Education Commissioner David Steiner.

According to federal criteria, New York -- as a state with 433 Title I schools in Improvement, Corrective Action and Restructuring status and fewer than 100 comparably low-achieving Title I eligible middle and high schools -- is required to identify 22 Title I schools and 5 Title I eligible secondary schools as persistently lowest achieving. An additional 30 Title I and Title I eligible high schools have been identified for having graduation rates below 60% based on the performance of their students who first entered grade nine in 2002, 2003, and 2004. The federal requirements are included as Attachment B.

Thirty-four of the identified schools are in New York City, nine in Rochester, seven in Buffalo, three in Syracuse, two in Yonkers, and one each in Albany and Roosevelt. Forty-four of the identified schools are high schools, seven are junior-senior high schools, five are elementary schools, and one is a middle school.

Districts with persistently lowest achieving schools will be required to submit plans to the Commissioner for approval to implement one of the following four federally mandated turnaround strategies. Districts will be encouraged to enter into agreements with external partners to support the schools in implementing their new programs.

Intervention Models	Summary of the Required Components
Turnaround Model In New York, there are two versions of the turnaround model: in one version, a school is phased out and replaced by a new school over time. In the second version, the existing school remains open, but the school is completely redesigned. (The provisions of existing collective bargaining agreements remain in effect.)	Replace the principal and replace at least 50% of the staff; Implement incentives (financial, career) to promote recruitment and retention of high quality staff and provide high quality professional development to staff; Adopt a new school governance structure; Use student performance data to inform and differentiate instruction; Increase learning time; Provide appropriate social-emotional supports and community-oriented services to students.
Restart Model A restart model may include either conversion of a school to a charter school or the replacement of a public school by a new charter school that will serve the students who would have attended the public school. Under certain circumstances districts may also enter into contracts with the State University of New York, or in New York City, the City University of New York, for them to manage public schools.	Convert or close the school and re-open under a charter school operator, charter management organization (CMO), or education management organization (EMO) (EMOs must first be approved by the Legislature). Enroll in the restart school, within the grades it serves, any former student who wishes to attend the school.
Transformation Model A school that opts for a transformation model does not close but rather remains identified as persistently lowest achieving until it demonstrates improved academic results. (An LEA with more than 9 persistently lowest achieving schools [New York City] may not use this model for more than 50% of identified schools. See Page 45 of USDOE RTTT Application.)	Similar to the Turnaround Model Uses a rigorous and equitable evaluation system for teachers and principals and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identifies/removes those who, after ample professional development, have not increased student achievement.
School Closure	Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

Some of the schools identified today may be eligible for removal from persistently lowest achieving status following review of 2009-10 school year results. Hughes Elementary School in Syracuse, for example, made Adequate Yearly Progress (AYP) in English language arts and mathematics in 2008-09. If the school is able to make AYP again in 2009-10, the school will be able to be designated as in Good Standing.

Next month, the Commissioner will identify schools to be added and removed from registration review (Schools Under Registration Review or "SURR"). The methodologies for identification of schools for registration review and as persistently lowest achieving (following federal requirements) are similar but not identical. To begin the process of aligning these two programs, any new schools identified for registration review this year will be a subset of those schools identified as persistently lowest achieving. Later this year, the Board of Regents will be asked to adopt amendments that ensure full alignment between the SURR and persistently lowest achieving designations.

- **Attachment A: List of Persistently Lowest Achieving Schools**
- **Attachment B: USDOE Description of Four Turnaround Models**
- **Attachment C: Questions and Answers**

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Education Law §211-e—Educational Partnership Organizations

(As added by Chapter 103 of the Laws of 2010, as proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991, Effective May 28, 2010))

§ 211-e. Educational partnership organizations. 1. The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as a persistently lowest-achieving school, consistent with federal requirements, or a school under registration review.

2. Notwithstanding any other provision of law, rule or regulation to the contrary, and except as otherwise provided in this section, such contract shall contain provisions authorizing the educational partnership organization to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements. Such contract shall include district performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which students will be assigned to the school, the process for employees to transfer into the school, the services that the district will provide to the school, and the manner in which the school shall apply for and receive allocational and competitive grants.

3. The board of education shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the school as well as with respect to staff development for those

employees, together with authority concerning all other terms and conditions of employment, all of which decisions shall be made in a manner consistent with applicable collective bargaining agreements. However, notwithstanding any law, rule or regulation to the contrary, upon the effective date of the contract, the educational partnership organization shall be authorized to exercise all powers of a superintendent of schools with respect to such employment decisions, including but not limited to making recommendations, as applicable, to the board of education in connection with and prior to the board of education making decisions regarding staff assignments, the hiring, the granting of tenure, the evaluating, the disciplining and termination of employees, as well as concerning staff development. The employees assigned to the school shall solely be in the employ of the school district and shall retain their tenure rights and all other employment rights conferred by law, and service in the school shall constitute service to the school district for all purposes, including but not limited to, the requirements for criminal history record checks and participation in public retirement systems. Notwithstanding any other provision of law to the contrary, for purposes of article fourteen of the civil service law, employees in the school shall be public employees of the school district as defined in subdivision seven of section two hundred one of the civil service law and shall not be deemed employees of the educational partnership organization by reason of the powers granted to the educational partnership organization by this section. All such employees shall be members of the applicable negotiating unit containing like titles or positions for the public school district in which such school is located, and shall be covered by the collective bargaining agreement covering that public school district's negotiating unit, except that the duly recognized or certified collective bargaining representative for that negotiating unit may modify or supplement, in writing, the collective bargaining agreement in consultation with the employees of the negotiating unit working in the school. All such modifications of, or supplements to the collective bargaining agreement are subject to ratification by the employees employed within the school and by the board of education of the public school district, consistent with article fourteen of the civil service law. Upon the effective date of the school district's contract with the educational partnership organization, the educational partnership organization shall be

empowered to make recommendations to the board of education with respect to the scope of, and process for making modifications and additions to the collective bargaining agreement.

4. Where a recommendation is made by the educational partnership organization to the board of education pursuant to subdivision two or three of this section, and such recommendation is denied, the board of education shall state its reasons for the denial, which shall include an explanation of how such denial will promote improvement of student achievement in the school and how such action is consistent with all accountability plans approved by the commissioner for the school and the school district. Nothing in this subdivision shall be construed to prevent a board of education from denying a recommendation of the educational partnership organization based upon the board of education's determination that carrying out such recommendation would result in a violation of law or violation of the terms of an applicable collective bargaining agreement. If the board of education rejects a recommendation of the educational partnership organization to terminate a probationary employee assigned to the school or to deny tenure to an employee assigned to the school, it shall be the duty of the board of education to transfer such employee to another position in the school district within such employee's tenure area for which the employee is qualified, or to create such a position.

5. For purposes of this section the following terms shall have the following meanings:

(i) "educational partnership organization" means a board of cooperative educational services, a public or independent, non-profit institution of higher education, a cultural institution, or a private, non-profit organization with a proven record of success in intervening in low-performing schools, as determined by the commissioner, provided that such term shall not include a charter school;

(ii) "board of education" means the trustees or board of education of a school district, or, in the case of a city school district of a city having a population of one million or more, the chancellor of such city district;

(iii) "school district" means a common, union free, central, central high school or city school district, other than a special act school district as defined in section four thousand one of this chapter.

(iv) "superintendent of schools" means the superintendent of schools of a school district, and, in the case of a city school district of a city having a population of one million or more, a community superintendent and the chancellor of such city district when acting in the role of a superintendent of schools.

8 NYCRR §100.2(n). <u>Variances from regulatory requirements</u>

(n) Variances for programs and special focus schools. Except as otherwise provided for State test or examination requirements pursuant to subdivision (f) of this section, the commissioner may grant variances from the provisions of this Part upon a finding that a variance will enable a school to implement a program designed to provide excellence in education. A school or school district shall submit an application for a variance in the form prescribed by the commissioner at least six months in advance of the proposed starting date of the program. Such application shall set forth:

(1) the specific regulation(s) from which a variance is requested;

(2) the need for such variance;

(3) a detailed description of the program or activities which will be substituted for the requirement for which the variance is requested;

(4) the expected time needed to carry out the substitute program or activities;

(5) a plan for evaluating the substitute program or activities;

(6) the school or school district's agreement to submit a follow-up report to the commissioner within six months after conclusion of the substitute program or activities, and within one month after the end of each school year in the case of ongoing substitute programs or activities; and

(7) in lieu of the requirements set forth in paragraphs (2) through (6) of this subdivision, a statement, and supporting evidence, concerning the school's status of

accreditation by a statewide or regional accrediting body recognized by the commissioner.

8 NYCRR §100.5(8). Making Up Credits

(8) Making Up Incomplete or Failed Course Credit. Commencing July 1, 2010 and thereafter, a school district, registered nonpublic school, or charter school may provide a student, who had the opportunity to complete a unit of study in a given high school subject but who failed to demonstrate mastery of the learning outcomes for such subject, with an opportunity to make up a unit of credit for such subject toward either a Regents or local diploma, pursuant to the following:

(i) To receive credit, the student shall successfully complete a make-up credit program and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.

(ii) The make-up credit program shall:

(1) be aligned with the applicable New York State learning standards for such subject;

(2) satisfactorily address the student's course completion deficiencies and individual needs; and

(3) ensure that the student receives equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of;

(a) a school district teacher who is certified in the subject matter area; or

(b) a teacher from a board of cooperative educational services (BOCES) that contracts with the school district to provide instruction in the subject matter area pursuant to Education Law §1950, and who is certified in such area; or

(c) a teacher of the subject matter area in the registered nonpublic school or charter school.

(iii) In the case of a school district or registered nonpublic school, the student's participation in the make-up credit program shall be approved by a school-based panel

consisting of, at a minimum, the principal, a teacher in the subject area for which the student must make up credit, and a guidance director or other administrator.

(iv) For purposes of this paragraph, a make-up credit program may include, but is not limited to:

(a) repeating an entire course;

(b) taking the course again as part of a summer school program;

(c) receiving intensive instruction in the deficiency areas of the course; or

(d) digital learning (online study) that:

(1) is comparable in scope and quality to regular classroom instruction;

(2) provides for documentation of satisfactory student achievement; and

(3) includes regular and substantive interaction between the student and the teacher providing direction and/or supervision pursuant to clause (3) of subparagraph (ii) of this paragraph.

Appendix F 1 ii b: District Improvement Plans and Funding for Contract for Excellence

Education Law §211-b(3): District Improvement Plan

3. A school district that has been identified as requiring academic progress, as defined by 100.2(p)(7) of the commissioner's regulations, or includes one or more schools under registration review, in need of improvement, in corrective action or restructuring status shall be required to submit a district improvement plan to the commissioner for approval. In formulating the district improvement plan, the district shall consider redirecting resources to programs and activities included in the menu of options under subdivision three of section two hundred eleven-d of this part in the schools so identified. If such options are not adopted in the district improvement plan, the school district shall provide the commissioner with an explanation of such decision which shall be considered by the commissioner in determining whether to approve such plan. The trustees or board of education shall hold a public hearing before adoption of the district improvement plan and a transcript of the testimony at such hearing shall be submitted to the commissioner for review with the district improvement plan.

8 NYCRR §§ 100.2(p)(7)(i): Districts Requiring Academic Progress

(7) Districts requiring academic progress.

(i) Commencing with 2003-2004 school year results, a district that failed to make adequate yearly progress on all applicable criteria in paragraph (14) of this subdivision in a subject area, or all applicable indicators in subparagraphs (15)(i) through (iii) of this subdivision, or the indicator in subparagraph (15)(iv) of this subdivision, for two consecutive years shall be designated as a "district requiring academic progress." A district improvement plan in such format as may be prescribed by the commissioner shall be developed by each district requiring academic progress. Such district improvement plan shall be formally approved by the board of education (in New York City, both the New York City Board of Education and the community school board for schools under the jurisdiction of the community school district) no later than three months following the identification of the district as requiring academic progress and submitted to the commissioner for approval. The plan shall be implemented no later than beginning of the next school year after the school year in which the school district was identified

as requiring academic progress or immediately, to the extent practicable, upon approval of the board, if such identification occurs after the first day of regular student attendance. Such plan shall be developed in consultation with parents, school, staff, and others. The plan shall be revised annually and resubmitted to the commissioner for approval no later than July 31st of each school year in which the district remains identified as requiring academic progress. Any modification of the district's approved improvement plan shall require the prior approval of the commissioner.

Appendix F_1_ii_b: Funding for Contract for Excellence

Education Law §211-d:

1. a. Every school district that, as of April first of the base year, has at least one school identified as in corrective action or restructuring status or as a school requiring academic progress: year two or above or as a school in need of improvement: year two shall be required to prepare a contract for excellence if the school district is estimated to receive an increase in total foundation aid for the current year compared to the base year in an amount that equals or exceeds either fifteen million dollars or ten percent of the amount received in the base year, whichever is less, or receives a supplemental educational improvement plan grant. In school year two thousand seven--two thousand eight such increase shall be the amount of the difference between total foundation aid received for the current year and the total foundation aid base, as defined in paragraph j of subdivision one of section thirty-six hundred two of this chapter.

b. In addition to the school districts required to prepare a contract for excellence under paragraph a of this subdivision, every school district that filed a contract for excellence in the base year shall file a contract for excellence in the current year if such district is estimated to receive a two-year increase, equal to the positive difference of the total foundation aid apportioned for the current year less the total foundation aid base, as defined in paragraph j of subdivision one of section thirty-six hundred two of this chapter, for the base year, in an amount that equals or exceeds either twenty-seven million five hundred thousand dollars or twenty percent of such total foundation aid base for the base year; provided however, that this requirement shall apply only to a school district that, as of April first of the base year, has at least one school that has been identified as in corrective action or restructuring status or as a school requiring academic progress: year two or above or as a school in need of improvement: year two.

c. In a city school district located in a city of one million or more inhabitants, a contract for excellence shall be prepared for the city school district and each community district that meets criteria specified in this subdivision.

d. All computations pursuant to paragraphs a and b of this subdivision and subdivision two of this section shall be based upon data included in the computerized school aid run produced by the commissioner in support of the enacted state budget which established the foundation aid formulas for the current year. For purposes of this section, accountability status

of schools shall be determined as of April first of the base year, except that if the commissioner determines that the accountability data on file for a school as of April first of the base year was in error and officially adjusts the accountability status of the school after such date, such adjusted data shall be used for the purposes of paragraphs a and b of this subdivision and subdivision two of this section.

e. Notwithstanding paragraphs a and b of this subdivision, a school district that submitted a contract for excellence for the two thousand eight--two thousand nine school year shall submit a contract for excellence for the two thousand nine--two thousand ten school year in conformity with the requirements of subparagraph (vi) of paragraph a of subdivision two of this section unless all schools in the district are identified as in good standing.

2. a. (i) In a common, union free, central, central high school, or a city school district in a city having less than one hundred twenty-five thousand inhabitants, required to prepare a contract for excellence pursuant to subdivision one of this section and, as of April first of the base year, does not contain any schools identified as in corrective action or restructuring status or requiring academic progress: year three or above, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred four percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to fifty percent of additional funding received in the current year may be used to maintain investments in programs and activities listed in paragraph a of subdivision three of this section.

(ii) In a common, union free, central, central high school, or a city school district in a city having less than one hundred twenty-five thousand inhabitants, required to prepare a contract for excellence pursuant to subdivision one of this section and, as of April first of the base year, has at least one school identified as in corrective action or restructuring status or requiring academic progress: year three or above, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred four percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to thirty-five percent of additional funding received in the current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(iii) In a city school district in a city having a population of one hundred twenty-five thousand or more inhabitants but less than one million inhabitants that either receives a supplemental educational improvement plan grant or is required to submit a contract for excellence based solely upon the criteria specified in paragraph b of subdivision one of this section, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, and as supplemental educational improvement plan grants, in excess of one hundred four percent of such aid apportioned to the district in the base year, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or redesign or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to fifty percent of additional funding received in the

current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(iv) In a city school district in a city having a population of one hundred twenty-five thousand or more inhabitants but less than one million inhabitants that satisfies the criteria specified in paragraph a of subdivision one of this section and does not receive a supplemental educational improvement plan grant, each contract for excellence shall describe how the sum of the amounts apportioned to the school district in the current year as total foundation aid, in excess of one hundred three percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to twenty-five percent of additional funding received in the current year may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(v) In a city school district in a city having a population of one million or more inhabitants, each contract for excellence shall describe how the amounts apportioned to the school district in the current year as total foundation aid and academic achievement grants, in excess of one hundred three percent of the district's foundation aid base, as adjusted for additional amounts payable as charter school basic tuition over such amount payable in the base year, shall be used to support new programs and new activities or expand the use of programs and activities demonstrated to improve student achievement; provided however, up to thirty million dollars or twenty-five percent of additional funding received in the current year, whichever is less, may be used to maintain investments in the programs and activities listed in paragraph a of subdivision three of this section.

(vi) Each contract for excellence for a school district that was required to prepare a contract for excellence in the base year shall provide for the expenditure of an amount equivalent to the total budgeted amount approved by the commissioner in the district's approved contract for excellence for the base year; provided that such amount shall be expended to support and maintain allowable programs and activities approved in the base year or to support new or expanded allowable programs and activities in the current year.

(vii) Notwithstanding any other provision of this section to the contrary, a school district that submitted a contract for excellence for the two thousand seven--two thousand eight school year and the two thousand eight--two thousand nine school year and is required to submit a contract for excellence for the two thousand nine--two thousand ten school year but did not fully expend all of its two thousand seven--two thousand eight foundation aid subject to the contract for excellence restrictions during the two thousand seven--two thousand eight school year may re-allocate and expend such unexpended funds during the two thousand eight--two thousand nine and two thousand nine--two thousand ten school years for allowable contract for excellence programs and activities as defined in subdivision three of this section in a manner prescribed by the commissioner. For purposes of determining maintenance of effort pursuant to subparagraph (vi) of this paragraph for the two thousand eight--two thousand nine school year, funds expended pursuant to this subparagraph shall be included in the total budgeted amount approved by the commissioner in the district's contract for excellence for the two thousand seven--two thousand eight school year; provided that such amount shall not be counted more than once in determining maintenance of effort for the two thousand nine--two thousand ten school year or thereafter.

b. (i) The contract shall specify the new or expanded programs for which additional amounts of such total foundation aid, or grant shall be used and shall affirm that such programs shall predominately benefit students with the greatest educational needs including, but not limited to, those students with limited English proficiency, students in poverty and students with disabilities.

(ii) In a city school district in a city having a population of one million or more inhabitants such contract shall also include a plan to reduce average class sizes, as defined by the commissioner, within five years for the following grade ranges: (A) pre-kindergarten-third grade; (B) fourth-eighth grade; and (C) high school. Such plan shall include class size reduction for low performing and overcrowded schools and also include the methods to be used to achieve such class sizes, such as the creation or construction of more classrooms and school buildings, the placement of more than one teacher in a classroom or methods to otherwise reduce the student to teacher ratio; provided, however, that notwithstanding any law, rule or regulation to the contrary, the sole and exclusive remedy for a violation of the requirements of this paragraph shall be pursuant to a petition to the commissioner under subdivision seven of section three hundred ten of this title, and the decision of the commissioner on such petition shall be final and unreviewable.

(iii) A city school district in a city having a population of one million or more inhabitants shall prepare a report to the commissioner on the status of the implementation of its plan to reduce average class sizes pursuant to subparagraph (ii) of this paragraph. Such report shall identify all schools that received funds targeted at class size reduction efforts pursuant to the requirements of this section and provide the following information regarding such schools:

(A) the amount of contract for excellence funds received by each school and the school year in which it received such funds;

(B) a detailed description of how contract for excellence funds contributed to achieving class size reduction in each school that received such funding including specific information on the number of classrooms in each school that existed prior to receiving contract for excellence funds and the number of new classrooms that were created in each school for each year such funding was received, the number of classroom teachers that existed in each school prior to receiving contract for excellence funds and the number of new classroom teachers in each school for each year such funding was received, the student to teacher ratio in each school prior to receiving contract for excellence funds and the student to teacher ratio in each school for each year such funding was received;

(C) the actual student enrollment for the two thousand six--two thousand seven school year, the actual student enrollment for the two thousand seven--two thousand eight school year, the actual student enrollment for the two thousand eight--two thousand nine school year, and the projected student enrollment for the two thousand nine--two thousand ten school year for each school by grade level;

(D) the actual average class sizes for the two thousand six--two thousand seven school year, the actual average class sizes for the two thousand seven--two thousand eight school year, the actual average class sizes for the two thousand eight--two thousand nine school year, and the projected average class sizes for the two thousand nine--two thousand ten school year for each school by grade level; and

(E) the schools that have made insufficient progress toward achieving the class size reduction goals outlined in the approved five year class size reduction plan pursuant to

subparagraph (ii) of this paragraph and a detailed description of the actions that will be taken to reduce class sizes in such schools.
Such report shall be submitted to the commissioner on or before November seventeenth, two thousand nine and shall be made available to the public by such date.

c. The contract for excellence shall state, for all funding sources, whether federal, state or local, the instructional expenditures per pupil, the special education expenditures per pupil, and the total expenditures per pupil, projected for the current year and actually incurred in the base year.

3. a. The commissioner shall adopt regulations establishing allowable programs and activities intended to improve student achievement which shall be limited to: (i) class size reduction, (ii) programs that increase student time on task, including but not limited to, academic after-school programs, (iii) teacher and principal quality initiatives, (iv) middle school and high school re-structuring, (v) expansion or replication of effective model programs for students with limited English proficiency, and (vi) full-day kindergarten or prekindergarten. Provided, however, that districts may use up to fifteen percent of the additional funding they receive for experimental programs designed to demonstrate the efficacy of other strategies to improve student achievement consistent with the intent of this section and, in school year two thousand seven--two thousand eight, up to thirty million dollars or twenty-five percent of such additional funding, whichever is less, may be used to maintain investments in programs and activities listed in this subdivision. Any such district seeking to implement an experimental program shall first submit a plan to the commissioner setting forth the need for such experimental program and how such program will improve student performance.

b. The commissioner shall assist school districts that include in their contract for excellence the implementation of incentives, developed in collaboration with teachers in the collective bargaining process, for highly qualified and experienced teachers to work in low performing schools to ensure that such incentives are effective.

4. a. A district's contract for excellence for the academic year two thousand eight--two thousand nine and thereafter, shall be developed through a public process, in consultation with parents or persons in parental relation, teachers, administrators, and any distinguished educator appointed pursuant to section two hundred eleven-c of this chapter.

b. Such process shall include at least one public hearing. In a city school district in a city of one million or more inhabitants, a public hearing shall be held within each county of such city. A transcript of the testimony presented at such public hearings shall be included when the contract for excellence is submitted to the commissioner, for review when making a determination pursuant to subdivision five of this section.

c. In a city school district in a city of one million or more inhabitants, each community district contract for excellence shall be consistent with the citywide contract for excellence and shall be submitted by the community superintendent to the community district education council for review and comment at a public meeting.

d. For the two thousand seven--two thousand eight school year, school districts shall solicit public comment on their contracts for excellence.

5. Each contract for excellence shall be subject to approval by the commissioner and his or her certification that the expenditure of additional aid or grant amounts is in accordance with subdivision two of this section.

6. The school district audit report certified to the commissioner by an independent certified public accountant, an independent accountant or the comptroller of the city of New

York pursuant to section twenty-one hundred sixteen-a of this chapter shall include a certification by such accountant or comptroller in a form prescribed by the commissioner and that the increases in total foundation aid and supplemental educational improvement plan grants have been used to supplement, and not supplant funds allocated by the district in the base year for such purposes.

7. The trustees or board of education of each school district subject to this section, or the chancellor in the case of a city school district in a city of one million or more inhabitants, shall assure that procedures are in place by which parents or persons in parental relation may bring complaints concerning implementation of the district's contract for excellence.

a. In a city school district in a city of one million or more inhabitants, such procedures shall provide that complaints may be filed with the building principal with an appeal to the community superintendent, or filed directly with the community superintendent, and that any appeal of the determination of a community superintendent shall be made to the chancellor.

b. In all other districts, such procedures shall either provide for the filing of complaints with the building principals with an appeal to the superintendent of schools or for filing of the complaint directly with the superintendent of schools, and shall provide for an appeal to the trustees or board of education from the determination of the superintendent of schools.

c. The determination of the trustees or a board of education or the chancellor may be appealed to the commissioner pursuant to section three hundred ten of this title.

8. School districts subject to the provisions of this section shall publicly report the expenditure of total foundation aid in the form and manner prescribed by the commissioner which shall ensure full disclosure of the use of such funds.

9. The department shall develop a methodology for reporting school-based expenditures by all school districts subject to the provisions of this section.

Appendix F_2_i_1

New York's Charter School Law: Increasing the Number of High-Performing Charter Schools (New York Charter School Act of 1998, as amended; Article 56 of the Education Law)

Chapter 101 of the Laws of 2010 -- Charter School Act Amendments

See Appendix A_1_i_1

Chapter 102 of the Laws of 2010 --Amendment to Chapter 101 on Charter Schools

See Appendix A_1_i_1

Education Law §2851(3):

3. An applicant shall submit the application to a charter entity for approval. For purposes of this article, a charter entity shall be:

(a) The board of education of a school district eligible for an apportionment of aid under subdivision four of section thirty-six hundred two of this chapter, provided that a board of education shall not approve an application for a school to be operated outside the school district's geographic boundaries and further provided that in a city having a population of one million or more, the chancellor of any such city school district shall be the charter entity established by this paragraph;

(b) The board of trustees of the state university of New York; or

(c) The board of regents.

The board of regents shall be the only entity authorized to issue a charter pursuant to this article. Notwithstanding any provision of this subdivision to the contrary, an application for the conversion of an existing public school to a charter school shall be submitted to, and may only be approved by, the charter entity set forth in paragraph (a) of this subdivision. Notwithstanding any law, rule or regulation o the contrary, any such application for conversion shall be consistent with this section but shall not be subject to the process pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article, and the charter entity shall require that the parents or guardians of a majority of the students then enrolled in the existing public school vote in favor of converting the school to a charter school.

Education Law §2852(9) and (9-a)

9. The total number of charters issued pursuant to this article shall not exceed four hundred sixty. (a) One hundred of such charters shall be issued on the recommendation of the charter entity described in paragraph (b) of subdivision three of section twenty-eight hundred fifty-one of this article (b) one hundred of such charters shall be issued on the recommendation of the other charter entities set forth in subdivision three of section twenty-eight hundred fifty-one of this article; (c) up to fifty of the additional charters authorized to be issued by the chapter of the laws of two thousand seven which amended this subdivision effective July first, two thousand seven shall be reserved for a city school district of a city having a population of one million or more; (d) one hundred thirty charters shall be issued by the board of regents pursuant to a competitive process in accordance with subdivision nine-a of this section, provided that no more than fifty-seven of such charters shall be granted to a charter for a school to be located in a city having a population of one million or more; (e) one hundred thirty charters shall be issued by the board of regents on the recommendation of the board of trustees of the state university of New York pursuant to a competitive process in accordance with subdivision nine-a of this section, provided that no more than fifty-seven of such charters shall be granted to a charter for a school to be located in a city having a population of one million or more. The failure of any body to issue the regulations authorized pursuant to this article shall not affect the authority of a charter entity to propose a charter to the board of regents or the board of regents' authority to grant such charter. A conversion of an existing public school to a charter school or the renewal or extension of a charter shall not be counted toward the numerical limits established by this subdivision.

9-a. (a) The board of regents is hereby authorized and directed to issue two hundred sixty charters pursuant to a competitive request for proposals process.

(i) Commencing on August first, two thousand ten, the board of regents and the board of trustees of the state university of New York shall each issue a request for proposals in accordance with this subdivision and this subparagraph:

(1) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on August first, two thousand ten shall be for a

maximum of thirty-two charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(2) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on January first, two thousand eleven shall be for a maximum of thirty-three charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(3) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on January first, two thousand twelve shall be for a maximum of thirty-two charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(4) Each request for proposals to be issued by the board of regents and the board of trustees of the state university of New York on September first, two thousand thirteen shall be for a maximum of thirty-three charters to be issued for charter schools which would commence instructional operation by the September of the next calendar year.

(ii) Notwithstanding the provisions of clauses one, two, three and four of subparagraph (i) of this paragraph, if fewer charters are issued than were requested in the request for proposals, the difference may be added to the number of charters requested in the request for proposals in the succeeding year.

(iii) The board of regents shall make a determination to issue a charter pursuant to a request for proposals no later than December thirty-first of each year.

(b) The board of regents and the board of trustees of the state university of New York shall each develop such request for proposals in a manner that facilitates a thoughtful review of charter school applications, considers the demand for charter schools by the community, and seeks to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students. Applications shall be evaluated in accordance with the criteria and objectives contained within a request for proposals. The board of regents and the board of trustees of the state university of New York shall not consider any applications which do not rigorously demonstrate that they have met the following criteria:

(i) that the proposed charter school would meet or exceed enrollment 31 and retention targets, as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. When developing such targets, the board of regents and the board of trustees of the state university of New York, shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located; and

(ii) that the applicant has conducted public outreach, in conformity with a thorough and meaningful public review process prescribed by the board of regents and the board of trustees of the state university of New York, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students.

(c) The board of regents and the board of trustees of the state university of New York shall grant priority based on a scoring rubric to those applications that best demonstrate how they will achieve the following objectives, and any additional objectives the board of regents and the board of trustees of the state university of New York, may prescribe:

(i) increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;

(ii) increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;

(iii) focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;

(iv) utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats;

(v) increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(vi) partnering with low performing public schools in the area to share best educational practices and innovations;

(vii) demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school;

(viii) demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

(d) No later than November first, two thousand ten, and of each succeeding year, after a thorough review of applications received, the board of trustees of the state university of New York shall recommend for approval to the board of regents the qualified applications that it has determined rigorously demonstrate the criteria and best satisfy the objectives contained within a request for proposals, along with supporting documentation outlining such determination.

(e) Upon receipt of a proposed charter to be issued pursuant to this subdivision submitted by a charter entity, the board of regents or the board of trustees of the state university of New York, shall review, recommend and issue, as applicable, such charters in accordance with the standards established in this subdivision.

(f) The board of regents shall be the only entity authorized to issue a charter pursuant to this article. The board of regents shall consider applications submitted directly to the board of regents and applications recommended by the board of trustees of the state university of New York. Provided, however, that all such recommended applications shall be deemed approved and issued pursuant to the provisions of subdivisions five, five-a and five-b of this section.

(g) Each application submitted in response to a request for proposals pursuant to this subdivision shall also meet the application requirements set out in this article and any other applicable laws, rules and regulations.

(h) During the development of a request for proposals pursuant to this subdivision the board of regents and the board of trustees of the state university of New York shall each afford the public an opportunity to submit comments and shall review and consider the comments raised by all interested parties.

Evidence that New York has been increasing the number of charter schools and charter school enrollment with a limited charter school cap in place:

In terms of the comparative number of charter schools formed, according to the National Center for Educational Statistics, Table NCES 2009-304, in 2006-2007 New York was tied for 11th among states in the number of charter schools formed at 93 (see: http://nces.ed.gov/pubs2009/pesschools07/tables/table_02.asp). That number has increased substantially since to 140 non-conversion charter schools currently operating and another 14 scheduled to open , and New York's student enrollment in charter schools has swelled from 2,000 in the 1999-2000 school year to more than 36,000 in 2008-2009, even though this limited cap was in place. In addition, the National Alliance for public charter schools has identified the New York City School District as number 8 among the top ten communities with the greatest number of charter school students.

Number and Types of Approved Charter Schools operating for the 2009-2010 School Year

Table 1

Definition of Types	Approved Number
Elementary Schools (EM) are defined as having grades lower than 6	**59**
Middles Schools (MS) are defined as having a combination of grades 5-7, 5-8, 6-8	**14**
High Schools (HS) are defined as having grades 9 thru 12	**10**
EM & MS grades combined	**37**

MS & HS grades combined	**10**
EM, MS, HS grades combined	**9**
Ungraded schools	**1**
Total Charter Schools	**140**

Table 2

Definition of Types

New - Charter schools that were not considered conversions from the public schools	**134**
Conversions - Charter schools converted from Public Schools	**6**
Total Charter Schools	**140**

Education Law §2854(3)(b)

(b) The school employees of a charter school that has been converted from an existing public school who are eligible for representation under article fourteen of the civil service law shall be deemed to be included within the negotiating unit containing like titles or positions, if any, for the school district in which such charter school is located and shall be subject to the collective bargaining agreement covering that school district negotiating unit; provided, however, that a majority of the members of a negotiating unit within a charter school may modify, in writing, a collective bargaining agreement for the purposes of employment in the charter school with the approval of the board of trustees of the charter school.

Education Law §2854(2)(b) (in relevant part):

(b) Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to a charter school….

Appendix F 2 ii 1: Authority to Intervene in Schools (New York Charter School Act of 1998, as amended; Article 56 of the Education Law)

Education Law §2851(2):

2. The information provided on the application shall be consistent with the provisions of this article and other applicable laws, rules and regulations. Such information shall include:

(a) A mission statement for the school and a description of an educational program that implements one or more of the purposes described in subdivision two of section twenty-eight hundred fifty of this article.

(b) A description of student achievement goals for the school's educational program and the chosen methods of evaluating that students have attained the skills and knowledge specified for those goals. Such educational program shall meet or exceed the student performance standards adopted by the board of regents for other public schools.

(c) The proposed governance structure of the school, including a list of members of the initial board of trustees, a description of the qualifications, terms and method of appointment or election of trustees, the organizational structure of the school, a procedure for conducting and6 publicizing monthly board of trustee meetings at each charter school and the processes to be followed by the school to promote parental and staff involvement in school governance.

(d) Admission policies and procedures for the school….

(e) A proposed budget and fiscal plan for the school, including supporting evidence that the fiscal plan is sound and that sufficient start-up funds will be available to the charter school.

(f) Requirements and procedures for programmatic and independent fiscal audits at least once annually, with such audits being comparable in scope to those required of other public schools.

(g) The hiring and personnel policies and procedures of the school, including the qualifications to be used in the hiring of teachers, school administrators and other school employees, and a description of staff responsibilities.

(h) The rules and procedures by which students may be disciplined, including but not limited to expulsion or suspension from the school, which shall be consistent with the

requirements of due process and with federal laws and regulations governing the placement of students with disabilities.

(i) The number of students to be served by the school, which number shall be at least fifty at a single site and the minimum number of teachers to be employed at the school, which shall be at least three….

(j) Information regarding the facilities to be used by the school, including the location of the school, if known, and the means by which pupils will be transported to and from the school. If the facilities to be used by the proposed school are not known at the time the application is submitted, the applicant shall notify the charter entity and, if applicable, the board of regents within ten business days of acquiring facilities for such school; provided, however, that the charter school must obtain a certificate of occupancy for such facilities prior to the date on which instruction is to commence at the school.

(k) The name of the proposed charter school, which shall include the words "charter school" and which shall not include the name or identification of a for-profit business or corporate entity.

(l) A description of the ages and grade levels to be served by the school.

(m) Identification and background information on all applicants and proposed members of the board of trustees.

(n) The school calendar and school day schedule, which shall provide at least as much instruction time during a school year as required of other public schools.

(o) Types and amounts of insurance coverage to be obtained by the school….

(p) The term of the proposed charter, which shall not exceed five years; provided however, in the case of charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article the term of such proposed charter shall not exceed five years in which instruction is provided to pupils plus the period commencing with the effective date of the charter and ending with the opening of the school for instruction..

(q) Evidence of adequate community support for and interest in the charter school sufficient to allow the school to reach its anticipated enrollment, and an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.

(r) A description of the health and food services to be provided to students attending the school.

(s) Methods and strategies for serving students with disabilities in compliance with all federal laws and regulations relating thereto.

(t) Procedures to be followed in the case of the closure or dissolution of the charter school….

(u) Requirements for the grant of a diploma, if the school serves the twelfth grade.

(v) A code of ethics for the charter school, setting forth for the guidance of its trustees, officers and employees the standards of conduct expected of them including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

. (w) A description of the residential facilities, if any, provided by the charter school.

(x) Any other information relevant to the issuance of a charter required by the charter entity.

Education Law §2852(2):

2. An application for a charter school shall not be approved unless the charter entity finds that:

(a) the charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;

(b) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;

(c) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and

(d) in a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In reviewing applications, the charter entity is encouraged to give preference to applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure

For each of the last five years list the number of applications made, approved, denied and closed. List the reasons for denial.

Years	*Number of Applications Made to the State*	*Number of Applications Approved by the State*	*Number of Applications Denied or Withdrawn by the State (note 1)*	*Closed*
2004/2005	30	9	21	3
2005/2006	33	21	12	1
2006/2007	0	0	0	2
2007/2008	46	24	22	
2008/2009	44	27	17	2
Total	153	81	72	8

Note 1: Charter school applications received that were not approved were either withdrawn from consideration by the applicants or denied by the authorizers. The reasons for rejection vary. Some applications did not meet the academic standards. Others were denied because the proposed school boards did not demonstrate the capacity to govern effectively and/or the applications were determined to be fiscally unsound.

CHARTER SCHOOL CLOSURE CHART

CHARTER SCHOOL CLOSURES

	Charter School	Charter Entity[1]	Type of School[2]	District of Location	Opened for Instruction?	Date Charter Terminated & Reason	Method of Termination
1	Middle College Charter HS	NYC Chancellor	Conversion	NYC	Yes	Sep-01 They wanted to revert to a public school.	Surrender
2	International Charter HS at LaGuardia Community College	NYC Chancellor	Conversion	NYC	Yes	Sep-01 They wanted to revert to a public school.	Surrender
3	Austin L. Carr CS	BOR	New	Hudson	No	Jun-02 Fiscal mismanagement	Revocation
4	REACH CS	NYC Chancellor	Conversion	NYC	Yes	Jul-02 Poor academics & fiscal mismanagement	Revocation
5	Sullivan CS	BOR	New	Wyandanch	No	Jun-03 Unable to find a site. Poor management. Non-compliance with charter.	Surrender
6	John A. Reisenbach CS	SUNY	New	NYC	Yes	Jun-04 Poor academics.	Non-renewal

7	Central NY CS for Math & Science	SUNY	New	Syracuse	Yes	Jun-05 Poor academics	Non-Renewal
8	Rochester Leadership Academy CS	SUNY	New	Rochester	Yes	Jun-05 Poor academics	Non-Renewal
9	CS of Science & Technology	SUNY	New	Rochester	Yes	Jun-05 Poor academics	Non-Renewal
10	ReadNet Bronx CS	BOR	New	NYC	Yes	Jun-06 Poor academics, fiscal mismanagement	Non-Renewal
11	Stepping Stone Academy CS	SUNY	New	Buffalo	Yes	Jul-06 Poor academics	Non-Renewal
12	International CS of Schenectady	SUNY	New	Rotterdam-Mohonasen	Yes	Jul-08 Poor academics	Non-Renewal
13	Sankofa CS	SUNY	New	Buffalo	Yes	Jul-08 Poor academics	Non-Renewal
14	Family Academy Charter School of NYC	SUNY	New	NYC	No	***11/25 Getting confirmation of charter termination and reason from SUNY (BM)***	Never Opened

Education Law §2852(5), (5-a) and (5-b):

5. Upon approval of an application by a charter entity, the applicant and charter entity shall enter into a proposed agreement allowing the applicants to organize and operate a charter school. Such written agreement, known as the charter, shall include (a) the information required by subdivision two of section twenty-eight hundred fifty-one of this article, as modified or supplemented during the approval process, (b) in the case of charters to be issued pursuant to subdivision nine-a of this section, information required by such subdivision, (c) any other terms or conditions required by applicable laws, rules and regulations, and (d) any other terms or conditions, not inconsistent with law, agreed upon by the applicant and the charter entity. In addition, the charter shall include the specific commitments of the charter entity relating to its obligations to oversee and supervise the charter school. Within five days after entering into a proposed charter, the charter entity other than the board of regents shall submit to the board of regents a copy of the charter, the application and supporting documentation for final approval and issuance by the board of regents in accordance with subdivisions five-a and five-b of this section.

5-a. Upon receipt of a proposed charter submitted by a charter entity, the board of regents shall review such proposed charter in accordance with the standards set forth in subdivision two of this section, and any other applicable specifications required by this article. The board of regents shall either (a) approve and issue the charter as proposed by the charter entity or (b) return the proposed charter to the charter entity for reconsideration with the written comments and recommendations of the board of regents. If the board of regents fails to act on such proposed charter within ninety days of its submission to the board of regents in accordance with the previous sentence, the proposed charter shall be deemed to have been approved and issued by the board of regents at the expiration of such period.

5-b. If the board of regents returns a proposed charter to the charter entity pursuant to the provisions of subdivision five-a of this section, such charter entity shall reconsider the proposed charter, taking into consideration the comments and recommendation of the board of regents. Thereafter, the charter entity shall resubmit the proposed charter to the board of regents with modifications, provided that the applicant consents in writing to such modifications, resubmit the proposed charter to the board of regents without modifications, or abandon the proposed charter. The board of regents shall review each such resubmitted proposed charter in accordance with the provisions of subdivision five-a of this section; provided, however, that it shall be the duty of the board of regents to approve and issue a proposed charter resubmitted by the charter entity described in paragraph (b) of subdivision three of section twenty-eight hundred fifty-one of this

article within thirty days of the resubmission of such proposed charter or such proposed charter shall be deemed approved and issued at the expiration of such period.

Education Law §2853(1)(a) (in relevant part):

(a) Upon the approval of a charter by the board of regents, the board of regents shall incorporate the charter school as an education corporation for a term not to exceed five years , provided however in the case of charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article the board of regents shall incorporate the charter school as an education corporation for a term not to exceed five years in which instruction is provided to pupils plus the period commencing with the effective date of the charter and ending with the opening of the school for instruction. Such certificate of incorporation shall not modify or limit any terms of the charter approved by the board of regents. Upon approval of an application to renew a charter, the board of regents shall extend the certificate of incorporation for a term not to exceed five years. Upon termination or nonrenewal of the charter of a charter school pursuant to section twenty-eight hundred fifty-five of this article, the certificate of incorporation of the charter school shall be revoked by the board of regents pursuant to section two hundred nineteen of this chapter, provided that compliance with the notice and hearing requirements of such section twenty-eight hundred fifty-five of this article shall be deemed to satisfy the notice and hearing requirements of such section two hundred nineteen….

Education Law §2851(4) (in relevant part):

4. Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall include:

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

(b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.

(c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.

(d) Indications of parent and student satisfaction….

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Education Law §2853(2) and (2-a):

2. The board of regents and charter entity shall oversee each school approved by such entity, and may visit, examine into and inspect any charter school, including the records of such school, under its oversight. Oversight by a charter entity and the board of regents shall be sufficient to ensure that the charter school is in compliance with all applicable laws, regulations and charter provisions.

2-a. For schools approved by an entity described in paragraph (b) or (c) of subdivision three of section twenty-eight hundred fifty-one of this article, the school district in which the charter school is located shall have the right to visit, examine into, and inspect the charter school for the purpose of ensuring that the school is in compliance with all applicable laws, regulations and charter provisions. Any evidence of non-compliance may be forwarded by such school district to the board of regents and the charter entity for action pursuant to section twenty-eight hundred fifty-five of this article.

Education Law §2857(2):

2. Each charter school shall submit to the charter entity and to the board of regents an annual report. Such report shall be issued no later than the first day of August of each year for the preceding school year and shall be made publicly available by such date and shall be posted on the charter school's website. The annual report shall be in such form as shall be prescribed by the commissioner and shall include at least the following components:

(a) a charter school report card, which shall include measures of the comparative academic and fiscal performance of the school, as prescribed by the commissioner in regulations adopted for such purpose. Such measures shall include, but not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil. Such measures shall be presented in a format that is easily comparable to similar public schools. In addition, the charter school shall ensure that such information is easily accessible to the community including making it publicly available by transmitting it to local newspapers of general circulation and making it available for distribution at board of trustee meetings.

(b) discussion of the progress made towards achievement of the goals set forth in the charter.

(c) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school and any audit conducted by the comptroller of the state of New York.

(d) efforts taken by the charter school in the existing school year, and a plan for efforts to be taken in the succeeding school year, to meet or exceed enrollment and retention targets set by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program established pursuant to paragraph (e) of subdivision four of section twenty-eight hundred fifty-one of this article.

Education Law §2851(2)(f): See above

Education Law §2854(1) (c), (f):

(c) A charter school shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter and shall be subject to audits of the comptroller of the state of New York at his or her discretion. Such procedures and standards shall be consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.

(f) A charter school shall be subject to the provisions of sections eight hundred, eight hundred one, eight hundred two, eight hundred three, eight hundred four, eight hundred four-a, eight hundred five, eight hundred five-a, eight hundred five-b and eight hundred six of the general municipal law to the same extent such sections apply to school districts.

Education Law §2855(1):

1. The charter entity, or the board of regents, may terminate a charter upon any of the following grounds:

(a) When a charter school's outcome on student assessment measures adopted by the board of regents falls below the level that would allow the commissioner to revoke the registration of another public school, and student achievement on such measures has not shown improvement over the preceding three school years:

(b) Serious violations of law;

(c) Material and substantial violation of the charter, including fiscal mismanagement; or

(d) When the public employment relations board makes a determination that the charter school demonstrates a practice and pattern of egregious and intentional violations of subdivision one of section two hundred nine-a of the civil service law involving interference with or discrimination against employee rights under article fourteen of the civil service law; or

(e) Repeated failure to comply with the requirement to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program pursuant to targets established by the board of regents or the board of trustees of the state university of New York, as applicable. Provided, however, if no grounds for terminating a charter are established pursuant to this section other than pursuant to this paragraph, and the charter school demonstrates that it has made extensive efforts to recruit and retain such students, including outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, and

efforts to academically support such students in such charter school, then the charter entity or board of regents may retain such charter.

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Education Law §2855(3):

3. In addition to the provisions of subdivision two of this section, the charter entity or the board of regents may place a charter school falling within the provisions of subdivision one of this section on probationary status to allow the implementation of a remedial action plan. The failure of a charter school to comply with the terms and conditions of a remedial action plan may result in summary revocation of the school's charter.

Education Law §2854(2)(a):

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees; provided that a charter school may require the payment of fees on the same basis and to the same extent as other public schools. A charter school shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry; **provided, however, that nothing in this article shall be construed to prevent the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners; and provided, further, that the charter school shall demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located**. A charter shall not be issued to any school that would be wholly or in part under the control or direction of any religious denomination, or in which any denominational tenet or doctrine would be taught. {emphasis added)

Education Law §2854(2)(b):

(b) Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to a charter school. **Applications for admission to a charter**

school shall be submitted on a uniform application form created by the department and shall be made available by a charter school in languages predominately spoken in the community in which such charter school is located. The school shall enroll each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, provided, however, that an enrollment preference shall be provided to pupils returning to the charter school in the second or any subsequent year of operation and pupils residing in the school district in which the charter school is located, and siblings of pupils already enrolled in the charter school. **The commissioner shall establish regulations to require that the random selection process conducted pursuant to this paragraph be performed in a transparent and equitable manner and to require that the time and place of the random selection process be publicized in a manner consistent with the requirements of section one hundred four of the public officers law and be open to the public.** For the purposes of this paragraph and paragraph (a) of this subdivision, the school district in which the charter school is located shall mean, for the city school district of the city of New York, the community6 district in which the charter school is located.

Education Law §2852(2): See above

Appendix F 2 iii 1: Equitable Funding to Charter Schools

Charter School Funding:

New York State provides a per pupil dollar amount for each student that attends a charter school. This amount is based on the per pupil operating expense of the students districts of residence and the amount is calculated specific to each school district every year. The computation of charter school basic tuition requires payment of 100% of the school district's expense per pupil pursuant to Education Law §3602(1) (f) from two years prior to the tuition year, adjusted by the percentage increase in state total approved operating expense (AOE) for all districts calculated pursuant to Education Law §3602(1) (t) from three years prior to the prior year, or base year. Thus, as school districts raise their local taxes to support additional expenditures or State aid payable to the school district increases, as a general rule the result will be an increase in charter school basic tuition, though on a lagged basis. However, for 2009-2010, with State aid to school districts being frozen or reduced, the statute, at this time, freezes charter school tuition to the amount the charter school received in 2008-2009. This formula ensures that charter schools are funded on an equal basis as public schools. As of the date of this application, New York has not yet adopted a budget for 2010-2011.

Services school districts are required to provide charter schools in addition to charter school basic tuition:

Also, pursuant to Education Law §2853 (4) (a) and (b), pupils enrolled in charter schools are treated in the same manner as nonpublic school students and thus are eligible to receive a variety of other services at the school district expense—textbooks (Education Law §701), software (Education Law §751), library materials (Education Law §711), school health services (Education Law §912) and transportation services (Education Law §3635). In addition, Education Law §2853(4) affords each charter school the option to have special education services provided by the school district of residence or by the charter school directly or by contract with another provider. To the extent the charter school opts to deliver special education services to its students, Education Law §2856(1)(b) *(see above)* requires the school district of residence to pay to the charter

school any State or Federal aid it receives that is attributable to that student with a disability. In other words, aid generated by a student with a disability follows the student to the charter school unless the charter school elects to have the school district provide and pay for the special education services.

Education Law §2856(1):

1. (a) The enrollment of students attending charter schools shall be included in the enrollment, attendance, membership and, if applicable, count of students with disabilities of the school district in which the pupil resides. The charter school shall report all such data to the school districts of residence in a timely manner. Each school district shall report such enrollment, attendance and count of students with disabilities to the department. The school district of residence shall pay directly to the charter school for each student enrolled in the charter school who resides in the school district the charter school basic tuition, which shall be an amount equal to one hundred percent of the amount calculated pursuant to paragraph f of subdivision one of section thirty-six hundred two of this chapter for the school district for the year prior to the base year increased by the percentage change in the state total approved operating expense calculated pursuant to paragraph t of subdivision one of section thirty-six hundred two of this chapter from two years prior to the base year to the base year; provided, however, that for the two thousand nine--two thousand ten school year, the charter school basic tuition shall be the amount payable by such district as charter school basic tuition for the two thousand eight--two thousand nine school year.

(b) The school district shall also pay directly to the charter school any federal or state aid attributable to a student with a disability attending charter school in proportion to the level of services for such student with a disability that the charter school provides directly or indirectly. Notwithstanding anything in this section to the contrary, amounts payable pursuant to this subdivision from state or local funds may be reduced pursuant to an agreement between the school and the charter entity set forth in the charter. Payments made pursuant to this subdivision shall be made by the school district in six substantially equal installments each year beginning on the first business day of July and every two months thereafter. Amounts payable under this subdivision shall be determined by the commissioner. Amounts payable to a charter school in its first year of operation shall be based on the projections of initial-year enrollment set forth in the

charter until actual enrollment data is reported to the school district by the charter school. Such projections shall be reconciled with the actual enrollment as actual enrollment data is so reported and at the end of the school's first year of operation and each subsequent year based on a final report of actual enrollment by the charter school, and any necessary adjustments resulting from such final report shall be made to payments during the school's following year of operation.

(c) Notwithstanding any other provision of this subdivision to the contrary, payment of the federal aid attributable to a student with a disability attending a charter school shall be made in accordance with the requirements of section 8065-a of title twenty of the United States code and sections 76.785-76.799 and 300.209 of title thirty-four of the code of federal regulations.

Education Law §3602(1)(f):

f. "Expense per pupil" shall mean approved operating expense for the year prior to the base year divided by the sum, computed using year prior to the base year pupil counts, of the total aidable pupil units plus weighted pupils with disabilities, provided that for the two thousand six--two thousand seven school year and prior school years, total aidable pupil units plus weighted pupils with handicapping conditions shall be used in such computation. Expense per pupil for each borough in the city school district of the city of New York shall be the expense per pupil of the entire city school district.

Education Law §3602(1)(t) (in relevant part):

t. The "approved operating expense" for the apportionments to any school district hereunder shall mean the amount computed as follows: The apportionment to any school district for operating expense shall be based upon the total expenditures from its general fund and from its capital fund and from its risk retention fund for purposes of employee benefit claims related to salaries paid from the general fund….. For the purpose of this paragraph operating expense shall be defined as total cash expenditures during the applicable year, but shall exclude: (1) any balances and transfers; (2) any payments for transportation of pupils to and from school during the regular school year inclusive of capital outlays and debt service therefor; (2a) a portion of any payments for transportation of pupils to and from district operated summer school programs….; (3) any payments for capital outlay and debt service for school building purposes….; (4) any payments for cafeteria or school lunch programs; (5) any proceeds of short term borrowings in

the general fund and any payments from the proceeds of the sale of obligations in the capital fund; (6) any cash receipts which reduce the cost of an item when applied against the expenditure therefor, except gifts, donations and earned interest and any refunds made; (7) any payments made to boards of cooperative educational services for purposes or programs for which an apportionment is paid pursuant to other sections of this chapter, except that payments attributable to eligible pupils with disabilities and ineligible pupils residing in noncomponent districts shall be included in operating expense; (8) any tuition payments made to other school districts inclusive of payments made to a central high school district by one of its component school districts; (9) any apportionment or payment received from the state for experimental or special programs paid under provisions other than those found in this section and other than any apportionments or payments received from the state by the city school district of the city of Yonkers for the purpose of funding an educational improvement program pursuant to a court order and other than any other state grants in aid identified by the commissioner for general use as specified by the board of education pursuant to subdivision two of section seventeen hundred eighteen of this chapter; (10) any funds received from the federal government except the federal share of medicaid subject to the provisions of section thirty-six hundred nine-a of this part and except Impact Aid funds received pursuant to sections two and six of Public Law eighty-one-eight hundred seventy-four (PL 81-874) or any law superseding such law in any such district which received aid pursuant to both such sections; provided further, however, that there shall be excluded from such federal funds or other apportionments any payments from such funds already deducted pursuant to this paragraph; (11) any payments made for which an apportionment is disallowed pursuant to regulations of the commissioner; (12) any expenditures made for accounting, tabulation, or computer equipment, in excess of ten thousand dollars unless such expenditures shall have been specifically approved by the commissioner; (13) any rentals received pursuant to the provisions of section four hundred three-a of this chapter; (14) any rentals or other annual payments received pursuant to the provisions of section four hundred three-b of this chapter; (15) any expenditures made for persons twenty-one years of age or over attending employment preparation education programs pursuant to subdivision eleven of this section; (16) any tuition payments made pursuant to a contract under the provisions of paragraphs e, f, g, h, i and l of subdivision two of section forty-four hundred one of this chapter or any tuition payments on behalf of pupils attending a state school under paragraph d of such subdivision; (17) in any year in which expenditures are made to the New York state teachers' retirement system or the New York state and local employees' retirement system for both the prior school year and the current school year, any expenditures made to such retirement systems and recorded in the school year prior to the school

year in which such obligations are paid; and (18) any payments to the commissioner of taxation and finance pursuant to article twenty-three of the tax law.

Education Law §2853(4)(a) and (b):

4. Public and private assistance to charter schools. (a) For purposes of sections seven hundred one, seven hundred eleven, seven hundred fifty-one and nine hundred twelve of this chapter, a charter school shall be deemed a nonpublic school in the school district within which the charter school is located. Special education programs and services shall be provided to students with a disability attending a charter school in accordance with the individualized education program recommended by the committee or subcommittee on special education of the student's school district of residence. The charter school may arrange to have such services provided by such school district of residence or by the charter school directly or by contract with another provider. Where the charter school arranges to have the school district of residence provide such special education programs or services, such school district shall provide services in the same manner as it serves students with disabilities in other public schools in the school district, including the provision of supplementary and related services on site to the same extent to which it has a policy or practice of providing such services on the site of such other public schools.

(b) For purposes of section thirty-six hundred thirty-five of this chapter, a charter school shall be deemed a nonpublic school. The charter and application therefor shall set forth the manner in which students ineligible for transportation pursuant to section thirty-six hundred thirty-five of this chapter shall be transported to and from school.... A school district may enter into a contract for the provision of supplemental transportation services to a charter school, and any such services shall be provided by the school district at cost.

Appendix F 2 iv 1: Funding for Charter School Facilities

Education Law §2853 (1)(d), (3) and 4(c):

1. Organization and legal status….

(d) The powers granted to a charter school under this article constitute the performance of essential public purposes and governmental purposes of this state. A charter school shall be exempt to the same extent as other public schools from all taxation, fees, assessments or special ad valorem levies on its earnings and its property, including property leased by the charter school. Instruments of conveyance to or from a charter school and any bonds or notes issued by a charter school, together with the income therefrom, shall at all times be exempt from taxation.

3. Facilities. (a) A charter school may be located in part of an existing public school building, in space provided on a private work site, in a public building or in any other suitable location. Provided, however, before a charter school may be located in part of an existing public school building, the charter entity shall provide notice to the parents or guardians of the students then enrolled in the existing school building and shall hold a public hearing for purposes of discussing the location of the charter school. A charter school may own, lease or rent its space.

(a-1) (i) For charters issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article located outside a city school district in a city having a population of one million or more inhabitants, the department shall approve plans and specifications and issue certificates of occupancy for such charter schools. Such charter schools shall comply with all department health, sanitary, and safety requirements applicable to facilities and shall be treated the same as other public schools for purposes of local zoning, land use regulation and building code compliance. Provided however, that the department shall be authorized to grant specific exemptions from the requirements of this paragraph to charter schools upon a showing that compliance with such requirements creates an undue economic hardship or that some other good cause exists that makes compliance with this paragraph extremely impractical. A demonstrated effort to overcome the stated obstacles must be provided.

(ii) In a city school district in a city with a population of one million or more, all charters authorized to be issued by the chapter of the laws of two thousand ten which amended this subdivision shall be obligated to comply with the department's health, safety and sanitary

requirements applicable to facilities to the same extent as non-charter public schools in such a city school district.

(a-2) A charter school shall be deemed a nonpublic school for purposes of local zoning, land use regulation and building code compliance if it has been granted an exemption by the department pursuant to paragraph (a-1) of this subdivision or if its charter was not issued pursuant to subdivision nine-a of section twenty-eight hundred fifty-two of this article.

(a-3)(1) Before a charter school may be located or co-located in an existing public school building in a city school district in a city having a population of one million or more inhabitants, the chancellor shall identify which public school buildings may be subject to location or co-location, provide the rationale as to why such public school building is identified for location or co-location and shall make all such information publicly available, including via the city board's official internet website. In addition, the chancellor shall provide widespread notice of such information including to the community superintendent, community district education council and the school-based management team. After a public school building has been selected for a proposed location or co-location, the chancellor shall develop a building usage plan in accordance with this paragraph.

(2) The building usage plan shall be developed by the chancellor for each school that has been definitively identified for a location or co-location. The building usage plan shall include, but need not be limited to, the following information:

(A) the actual allocation and sharing of classroom and administrative space between the charter and non-charter schools;

(B) a proposal for the collaborative usage of shared resources and spaces between the charter school and the non-charter schools, including but not limited to, cafeterias, libraries, gymnasiums and recreational spaces, including playgrounds which assures equitable access to such facilities in a similar manner and at reasonable times to non-charter school students as provided to charter school students;

(C) justification of the feasibility of the proposed allocations and schedules set forth in clauses (A) and (B) of this subparagraph and how such proposed allocations and shared usage would result in an equitable and comparable use of such public school building;

(D) building safety and security;

(E) communication strategies to be used by the co-located schools; and

(F) collaborative decision-making strategies to be used by the co-located schools including the establishment of a shared space committee pursuant to paragraph (a-four) of this subdivision.

(3) A building usage plan developed by the chancellor in accordance with this paragraph shall be included within the educational impact statement required by paragraph (b) of subdivision two-a of section twenty-five hundred ninety-h of this title and be subject to the requirements of subdivision two-a of such section prior to approval by the board of education pursuant to paragraph h of subdivision one of section twenty-five hundred ninety-g of this title.

(4) A building usage plan developed by the chancellor in accordance with this paragraph may be revised and such revision shall require board of education approval consistent with the requirements pursuant to subdivision seven of section twenty-five hundred ninety-g of this title.

(5) The building usage plan shall be made publicly available by the chancellor, including via the city board's official internet website, and a copy shall also be filed with the city board, the impacted community district education council, community boards, community superintendent, and school based management team.

(a-4) In a city school district in a city having a population of one million or more inhabitants, a shared space committee shall be established in each public school building in which one or more charter schools are located or co-located within a public school building with non-charter public schools. The shared space committee shall be comprised of the principal, a teacher, and a parent of each co-located school. Such committee shall conduct regular meetings, at least four times per school year, to review implementation of the building usage plan developed pursuant to paragraph (a-three) of this subdivision.

(a-5) Notwithstanding any provision to the contrary, in a city school district in a city having a population of one million or more inhabitants, the determination to locate or co-locate a charter school within a public school building and the implementation of and compliance with the building usage plan developed pursuant to paragraph (a-three) of this subdivision that has been approved by the board of education of such city school district pursuant to paragraph (h) of subdivision one of section twenty-five hundred ninety-g of this title and after satisfying the requirements of subdivision two-a of section twenty-five hundred ninety-h of this title may be

appealed to the commissioner pursuant to section three hundred ten of this chapter. Provided further, the revision of a building usage plan approved by the board of education consistent with the requirements pursuant to subdivision seven of section twenty-five hundred ninety-g of this title may also be appealed to the commissioner on the grounds that such revision fails to meet the standards set forth in clause (B) of subparagraph two of paragraph (a-3) of this subdivision. Following a petition for such appeal pursuant to this paragraph, such city school district shall have ten days to respond. The petition must be dismissed, adjudicated or disposed of by the commissioner within ten days of the receipt of the city school district's response.

(b) A charter school may pledge, assign or encumber its assets to be used as collateral for loans or extensions of credit; provided, however, that a charter school shall not pledge or assign monies provided, or to be provided, pursuant to subdivision one of section twenty-eight hundred fifty-six of this article in connection with the purchase or construction, acquisition, reconstruction, rehabilitation or improvement of a school facility.

(c) The office of general services shall annually publish a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by the state and that may be suitable for the operation of a charter school. Such list shall be provided to applicants for charter schools and to existing charter schools. At the request of a charter school or a prospective applicant, a school district shall make available a list of vacant and unused school buildings and vacant and unused portions of school buildings, including private school buildings, within the school district that may be suitable for the operation of a charter school.

(d) Notwithstanding any other provision to the contrary, in a city school district in a city having a population of one million or more inhabitants, the chancellor must first authorize in writing any proposed capital improvements or facility upgrades in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building. For any capital improvements or facility upgrades in excess of five thousand dollars that have been approved by the chancellor, regardless of the source of funding, made in a charter school that is already co-located within a public school building, matching capital improvements or facility upgrades shall be made in an amount equal to the

expenditure of the charter school for each non-charter public school within the public school building within three months of such improvements or upgrades.

4. Public and private assistance to charter schools….

(c) A charter school may contract with a school district or the governing body of a public college or university for the use of a school building and grounds, the operation and maintenance thereof. Any such contract shall provide such services or facilities at cost.

Education Law §2854(1)(b):

(b) A charter school shall meet the same health and safety, civil rights, and student assessment requirements applicable to other public schools, except as otherwise specifically provided in this article. A charter school shall be exempt from all other state and local laws, rules, regulations or policies governing public or private schools, boards of education and school districts, including those relating to school personnel and students, except as specifically provided in the school's charter or in this article. Nothing in this subdivision shall affect the requirements of compulsory education of minors established by part one of article sixty-five of this chapter.

Description of the New York State Charter Schools Stimulus Fund:

The 2008-2009 appropriation for the New York State Charter Schools Stimulus Fund was $3,547,000, of which $636,014 was distributed to charter schools by the State Education Department (SED) and $2,910,986 by the SUNY trustees. In 2009-2010, the SUNY trustees awarded 15 facility grants totaling $2,658,094 from this Fund and six start-up/implementation grants totaling $300,000, and SED is making 7 awards $640,431.

Assistance with charter school facilities in New York City:

The New York City Department of Education assists charter schools with acquisition of buildings and space by providing access to its Office of Portfolio Planning to assess and plan for facilities for charter schools requesting public space and help school leaders manage within a campus if they are granted public space. Out of the 99 existing charter schools in New York City, 62 are currently located within DOE facilities.

Indirect benefit to charter schools of school district facilities bonds:

There is no provision in Article 56 of the Education Law for charter schools to share in school district bonds or in mill levies specifically for the purpose of funding charter school facilities. However, any public school can convert to a charter school and public schools are authorized to

lease space in public school buildings at cost. Any bonds issued by the school district for school construction projects in the school prior to conversion or prior to lease of space to the charter school continue in effect and continue to generate State building aid for a period of assumed amortization of up to 30 years. Thus, in such situations, charter schools may indirectly benefit from the school district bonds and the State aid they generate. In addition, charter school basic tuition is based on the public school district's AOE per pupil. Thus, when a local district raises its mill levy, and therefore its operating expenses, the charter schools see the same proportional benefit.

Requirement: The number of charter schools currently in public facilities

Total number of Charter Schools in Public Facilities	65
By Location:	
New York City	62
Buffalo	3

Appendix F_2_iv_2: Bill and Melinda Gates Foundation Letter Re: Charter Facilities Financing

BILL & MELINDA GATES foundation

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January 7, 2010

Dr. John B. King, Jr.
Senior Deputy Commissioner for P-12 Education
New York State Department of Education
89 Washington Avenue, Room 125 EB
Albany, NY 12234

Dear Senior Deputy Commissioner King:

Thank you for our on-going conversations regarding a potential public/private partnership to support facilities financing for high-performing charter schools across New York State.

We appreciate your interest in the innovative public/private partnership recently developed in Texas. As you know, Texas Governor Perry and Education Commissioner Scott established, and the state legislature approved, the Texas Charter School Facilities Credit Enhancement Program. Signed into law last June, the bill provides for the use of 1% of the $20 billion Texas School Performance Fund for credit enhancement for high quality charter school facilities. The law provides $200 million for credit enhancement to support high quality charter schools across Texas, to be matched by other funders. In the short term, this credit enhancement program will enable high-performing charter operators in Texas to reduce interest payments on facilities debt, provide students in those schools with adequate facilities, and enable the strongest networks to expand to more sites. In the long term, this program creates a public mechanism for financing other types of next-generation models.

New York State is well positioned to create a program of similar significance to advance the financial sustainability and programmatic expansion of high-performing charters and new school models. We look forward to continuing to work with you, Commissioner Steiner, Regents Chancellor Tisch, and others across the state to share with you our work in other states, and to inform you about potential innovative facilities credit enhancement programs.

The Bill & Melinda Gates Foundation is highly supportive of your efforts to create an innovative and highly leveraged public/private partnership to generate step change results for far more students. Should New York State develop such an initiative, we would be most interested in exploring how we might work with the state and other funders to advance our common strategic priorities.

Please do not hesitate to contact me or others from the foundation if there is any way we can be helpful to you.

Sincerely,

Steven G. Seleznow
Deputy Director, Education

cc: Adam Porsch
Adam Tucker
Joe Scantlebury

Appendix F 2 v 1: Innovative, Autonomous Public schools Other Than Charter Schools

Education Law §1709(3), (16), (20) and (33)

§ 1709. Powers and duties of boards of education. The said board of education of every union free school district shall have power, and it shall be its duty . . .:

3. To prescribe the course of study by which the pupils of the schools shall be graded and classified, and to regulate the admission of pupils and their transfer from one class or department to another, as their scholarship shall warrant.

16. To contract with and employ such persons as by the provisions of this chapter are qualified teachers, to determine the number of teachers to be employed in the several departments of instruction in said school, and at the time of such employment, to make and deliver to each teacher a written contract as required by section three thousand eleven of this chapter, except as otherwise provided by sections three thousand twelve and three thousand thirteen; and employ such persons as may be necessary to supervise, organize, conduct and maintain athletic, playground and social center activities, or for any one or more of such purposes….

20. To raise by tax upon the property of the district any moneys required to pay the salary of teachers employed.

33. To have in all respects the superintendence, management and control of the educational affairs of the district, and, therefore, shall have all the powers reasonably necessary to exercise powers granted expressly or by implication and to discharge duties imposed expressly or by implication by this chapter or other statutes.

Education Law §2503(3), (4)(c) and (5)

3. Shall have in all respects the superintendence, management and control of the educational affairs of the district, and, therefore, shall have all the powers reasonably necessary to exercise powers granted expressly or by implication and to discharge duties imposed expressly or by implication by this chapter or other statutes.

4. c. Shall authorize the general courses of study which shall be given in the schools and shall approve the content of such courses before they become operative.

5. Shall create, abolish, maintain and consolidate such positions, divisions, boards or bureaus as, in its judgment, may be necessary for the proper and efficient administration of its work; shall appoint properly qualified persons to fill such positions, including a

superintendent of schools, such associate, assistant and other superintendents, directors, supervisors, principals, teachers, lecturers, special instructors, medical inspectors, nurses, claims auditors, attendance officers, secretaries, clerks, custodians, janitors and other employees and other persons or experts in educational, social or recreational work or in the business management or direction of its affairs as said board shall determine necessary for the efficient management of the schools and other educational, social, recreational and business activities; and shall determine their duties except as otherwise provided herein.

Education Law §2554(2), (11), (13) (a) and (15)(a) (in relevant part)

2. To create, abolish, maintain and consolidate such positions, divisions, boards or bureaus as, in its judgment, may be necessary for the proper and efficient administration of its work; to appoint a superintendent of schools, such associate, assistant, district and other superintendents, examiners, directors, supervisors, principals, teachers, lecturers, special instructors, medical inspectors, nurses, auditors, attendance officers, secretaries, clerks, custodians, janitors and other employees and other persons or experts in educational, social or recreational work or in the business management or direction of its affairs as said board shall determine necessary for the efficient management of the schools and other educational, social, recreational and business activities; …..

11. To authorize the general courses of study which shall be given in the schools and to approve the content of such courses before they become operative.

13. a. To prescribe such regulations and by-laws as may be necessary to make effectual the provisions of this chapter and for the conduct of the proceedings of said board and the transaction of its business affairs, for the general management, operation, control, maintenance and discipline of the schools, and of all other educational, social or recreational activities and other interests under its charge or direction.

15. a. To perform such other duties and possess such other powers as may be required to administer the affairs placed under its control and management, to execute all powers vested in it, and to promote the best interests of the schools and other activities committed to its care ….

Tech Valley Regional Technology Institute—Chapter 757 of the Laws of 2005 as amended by Section 1 of Part F2 of Chapter 109 of the Laws of 2006 (in relevant part)

Section 1. Legislative intent. The purpose of this act is to establish the Tech Valley **regional technology institute**. The Tech Valley **regional technology institute** shall provide a high school course of instruction for grades nine through twelve, dedicated to providing expanded learning opportunities to students residing in the Capital Region BOCES and Questar III BOCES, in the areas of technology as well as the core academic areas required for the issuance of high school diplomas in accordance with the rules and regulations promulgated by the Board of Regents.

The legislature hereby finds and declares that the establishment of the Tech Valley **regional technology institute** is a necessary component to the development of the greater capital region of New York state and a necessary link to fostering the development and advancement of emerging technologies. This school will advance the interests of the capital region and New York state by engaging students in rigorous and enriching educational experiences focused on emerging technologies, project-based learning and collaboration and by providing that experience within the context of a business and learning community for the purpose of directly connecting student learning with real world experience in advanced technical facilities. It is expressly found that the establishment and operation of said school pursuant to this act is a public purpose. The legislature further finds that the establishment of a School Business Leaders Alliance that shall serve as a forum in which regional businesses can work together with the board and school to create opportunities for students consistent with this act shall be deemed as a necessary feature to the successful operation of the Tech Valley **regional technology institute**. The board is directed to establish and facilitate the ongoing operation of a School Business Leaders Alliance for the specific benefit of the students attending the Tech Valley **regional technology institute**.

§ 2. Definitions. 1. "Capital Region BOCES" shall mean the Schenectady-Albany-Schoharie-Saratoga Board of Cooperative Educational Services, and any successor entity.

2. "Questar III" shall mean the Board of Cooperative Educational Services for the counties of Rensselaer, Columbia and Greene counties, and any successor entity.

3. "Tech Valley **regional technology institute" or "institute**" shall mean a **new** regional **educational program operated jointly by the Questar III and Capital Region BOCES, but not a, part or subsidiary of either corporation** which may be located at more than one location within the corporate boundaries of Questar III or Capital Region BOCES as established by this act.

4. "The Board" shall mean, except where the context indicates otherwise, the **governing board established pursuant to section three of this act**.

§ 3. Organization and governance. 1.... **Notwithstanding any other provision of law to the contrary, the Capital Region BOCES and Questar III shall be authorized to jointly operate an educational program in accordance with this act, to be known as the"Tech Valley regional technology institute." Such institute is not a part of either corporation and is a new corporate entity that will provide a high school course of instruction for grades nine through twelve designed to afford expanded learning opportunities to students residing in the areas served by the Capital Region BOCES and the QuestarIII BOCES in the areas of technology as well as the core academic areas required for issuance of a high school diploma.**

2. The institute shall be subject to all laws, rules and regulations which are applicable to a **program of a board of cooperative educational services** unless otherwise provided for in this act. **The institute shall comply with the rules and regulations of the board of regents and the commissioner of education applicable to a high school program leading to a diploma, including but not limited to course of study, academic content and achievement standards.**

3. The **institute** shall be subject to the oversight of the board of regents and shall obtain financial audits in a manner consistent with provisions of law and regulations that are applicable to other **programs of a board of educational services**.

4.... **The Tech Valley regional technology institute shall be jointly operated by the Capital Region BOCES and Questar III pursuant to an inter- municipal sharing agreement entered into pursuant to section 119-o of the general municipal law. The governing boards of the Capital Region BOCES and Questar III shall be combined to form a joint board that will operate the institute in accordance with the provisions of such sharing agreement and this act. Persons newly hired to provide services in the institute shall be deemed joint employees of such joint board, and not employees of either corporation or board.**

Provided however, that the Capital Region BOCES and Questar III may establish as part of the inter-municipal sharing agreement an operational board to operate the Tech Valley regional technology institute on behalf of the two BOCES in accordance with this act and such sharing agreement. This operational board shall be provided powers and duties consistent with the governing board provided for in this act and in such inter-municipal sharing agreement. Provided that if an operational governing board is established it shall be organized as follows. The operational board shall consist of ten members appointed on the following basis: five members shall be members of the governing board of the Capital Region BOCES and shall be appointed by the governing board of the Capital Region BOCES; five members shall be members of the governing board of Questar III and shall be appointed by the governing board of Questar III; all appointments to the governing board of the Tech Valley regional technology institute shall be for three years with a term which shall commence on July first next succeeding the appointment, providedthat vacancies on the board shall be filled by an appointment made

by the original appointing authority, and such appointment shall be deemed effective immediately and shall be for a period of the remaining unexpired term.

5. The board shall appoint an advisory council consisting of representatives of the greater capital district business community who have expertise in the training needs of high-tech and emerging industries and representatives of institutions of higher education located within the area served by Questar III and the Capital Region BOCES who have a working knowledge of the science and technology curricula offerings in the region. The advisory council shall advise the board on the course of study of the institute; means of providing students with educational experiences focused on emerging technologies, project-based learning and collaboration within the context of the business and learning community that directly connect student learning with real world experience in advanced technical facilities; and other matters relating to operation of the institute.

§ 4. Powers and duties of the board. The board shall have the following powers and duties:

1. To prescribe and operate a full-time course of study by which students attending the **institute** shall become eligible to receive a high school diploma **to be awarded by their school district of residence**. This course of study shall be supplemented by such innovative technological and related programs as may be deemed suitable by the board to implement the purposes of this act;

2.... Based upon a joint recommendation of the district superintendents of Questar III and Capital Region BOCES and upon a majority vote of the board, to contract with and employ such **joint** administrative officers and **joint** employees as the board may **deem** prudent;....

3. To contract with and enter into cooperative arrangements with private for profit and not-for-profit entities as the board may deem prudent in furtherance of the **institute's** supplemental innovative technological activities and related educational programs to implement the purposes of this act, provided that all components of the curriculum shall be taught or supervised by a certified teacher **or certified teaching assistant under the supervision of a certified teacher**....

4. To determine the school calendar and school day schedule, which at a minimum, shall be equal to the instruction time required to be provided by public high schools.

§ 5. General requirements. The annual budget of the institute shall be subject to the approval of the governing boards of the Capital Region BOCES and Questar III. The proposed budget shall be submitted to the boards of education of Capital Region BOCES and Questar III by May first of the year preceding the year for which the budget shall apply. The proposed budget shall not take effect unless a majority of members of each BOCES board shall approve the annual budget of the **institute**. If a majority of either BOCES board fail to adopt resolutions approving such tentative budget, the **administrators of the institute** shall prepare and adopt a contingency budget which shall not exceed the amount of the budget of the Tech Valley **regional technology institute** for the previous school year except to accommodate expenditure

increases attributable to supplemental retirement allowances payable pursuant to section 532 of the education law and section 78 of the retirement and social security law. The BOCES boards shall vote on approval of the proposed budget by a date determined by the commissioner of education....

§ 6. Employees of the institute. 1. The **joint** instructional employees shall be subject to Part 30 of the Rules of the Board of Regents.

2. **Persons** employed in connection with the educational program of the **institute** shall be certified in accordance with the requirements applicable to other **programs of a board of cooperative educational services**.

3. Any teacher employed in the public schools of New York may make written application for a leave of absence to teach at the institute. Approval of such request for a leave of absence of two years or less shall not be unreasonably withheld. If such approval is granted, the teacher may return to teach in the school district during such period of leave without the loss of any right, seniority, salary status or any other benefit provided by law or by collective bargaining agreement.

4. All persons employed by the institute shall be considered public employees and shall receive all rights and privileges accorded thereto.

5. Section 3014 of the education law shall be applicable to all employees who would be governed by said section in a public school building.

§ 7. Admission to the **institute**. 1. Any student eligible for enrollment in grades nine through twelve of the public schools, residing within a component school district of the Capital Region BOCES or Questar III **that elects to participate in the institute** or a non-component BOCES school district located within the **area served by** the Capital Region BOCES, or Questar III which **enters** into a memorandum of understanding with the board to enroll students in the Tech Valley **regional technology institute** shall be eligible to apply for admission to the **institute**.

2. The criteria for admission shall not be limited based on intellectual ability, measures of academic achievement or aptitude, athletic aptitude, disability, race, creed, gender, national origin, religion, ancestry, or location of residence.

3. To the extent that the number of qualified applicants may exceed the number of available spaces, the **institute** shall grant admission on a random selection basis, provided that an enrollment preference shall be provided to pupils returning to the **institute** in the second or any subsequent year. The **institute** shall determine the tentative enrollment roster, notify the parents, or those in parental relation to those students, and the resident school district by April first of the school year preceding the school year for which the admission is granted. To determine the enrollment roster for the first year of operation, the **institute** shall notify the parents, or those in parental relation to those students, and the resident school district by June thirtieth of the school year preceding the school year for which the admission is granted.

4.**Students attending the institute shall continue to be enrolled in their school district of residence, and each school district of residence shall be responsible for issuance of a high school diploma to their resident students who attended the institute based on such students' successful completion of the institute's educational program, as certified by the institute, provided that such diploma shall contain an annotation indicating the student's successful completion of the institute's program. The commissioner of education may establish special procedures for program review and accountability of the institute.**

§ 8. Financing of the **institute**. 1.... **The provisions of section 1950 of the education law relating to the participation of component school districts in a board of cooperative educational services program and the allocation of program and administrative costs within a board of cooperative educational services shall apply, provided, however, that the institute may request approval from the commissioner of education for the use of an alternative allocation methodology** ....

2.... **Notwithstanding any other provision of law, rule or regulation to the contrary, the commissioner of education shall be authorized to approve the educational services and programs deemed necessary to carry out the institute as aidable shared services pursuant to section 1950 of the education law, and to approve cooperative services agreements ("CO-SERS") limited in scope to the institute. Program and administrative costs, including capital costs, allocated to component school districts in accordance with this act and section 1950 of the education law shall be eligible for BOCES aid as an aidable shared service pursu ant to section 1950 of the education law and costs allocated to a participating non-component school district pursuant to a memorandum of understanding shall be aidable pursuant to subdivision 5 of section 1950 of the education law to the same extent and on the same basis as costs allocated to a component school district. The institute shall repay within thirty days after notice by the resident school district, any and all funds paid to the institute for a student who is granted admission, but does not attend the institute.**

3....

4. If educational programs operated by the **institute** result in the creation of revenue for the **institute** the receipt and expenditure of such funds shall be deemed lawful, subject only to the requirement that any revenues so created shall be used for the educational betterment of the students through the advancement of the **institution's** educational and career development activities. The board is authorized to accept gifts, donations or grants of any kind made to the **institute** and to expend or use such gifts, donations or grants in accordance with the conditions prescribed by the donor; provided, however, that no gift, donation or grant may be accepted if subject to a condition that is contrary to any provision of law or the educational charter....

§ 9. Notwithstanding any inconsistent provisions of paragraph p of subdivision 4 of section 1950 of the education law or any other provision of law to the contrary, the board of the Tech Valley regional technology institute may enter into a lease under the conditions specified in this act with respect to suitable land, classrooms, offices or building

upon or in which to maintain and conduct such regional educational program and administrative offices for a period not to exceed thirty years.

§ 10. …

§ 11. This act shall take effect immediately.

New York City DOE's Children First Initiative:

Now that New York City's school system is stable and City students at all levels have started to make significant academic progress, Mayor Bloomberg and Chancellor Klein have intensified their efforts to turn all of the City's 1,600+ schools into successful schools.

The principles underlying the second step of the reforms are the same as the principles driving the earliest reforms: Leadership, Empowerment, and Accountability.

Leadership: An organization needs great leaders at all levels to be successful. But while its crucial to have strong leaders at all levels of an organization, in education, principals have the most critical leadership position. They are the key school-based decision makers and they must be empowered to make informed decisions and take smart risks. The Chancellor recognizes the importance of principals and is striving to create a system that fosters and supports leadership.

Empowerment: Beginning in the 2007-08 school year, the DOE is empowering all public schools, so that educational decisions are happening in schools, where the people closest to students are deciding what will help students succeed.

Public School Empowerment builds on the Empowerment Schools initiative. Last year, in the 2006-07 school year, 332 New York City public schools took on greater decision-making power and resources in exchange for accepting accountability for results. These Empowerment Schools worked under performance agreements, committing to high levels of student achievement with clear consequences for failure. In exchange for this commitment, principals and their teams had the freedom to design educational strategies tailored to their students. These schools have hand-picked their support teams, hired additional teachers, implemented creative schedules, designed tailored assessments, invested in professional development, and purchased both internal and external services that meet their needs and their students' needs. Initial results were promising, and principals expressed high levels of satisfaction with this new model.

Beginning in the 2007-08 school year, all public schools are empowered, as their principals and their teams gain broader discretion over allocating resources, choosing their staffs, and creating programming for their students. Schools also have increased resources, because of the Department's new Fair Student Funding formula, which allocates funds based on student need

Beginning in 2007-08, principals chose the type of support that is best for them, their staff, and their students. Principals, in consultation with their school communities, selected from among three types of School Support Organizations, all designed to support schools as they work to meet the high standards that the New York City Department of Education has set for them. Schools could choose from three main types of School Support Organizations: Empowerment Support Organization, Learning Support Organizations Partnership Support Organizations.

These organizations provide many of the same services and supports that were, until now, provided as a matter of course by the Department of Education. Through the regional offices, the Department of Education invested resources and made decisions on behalf of schools. Central and regional decision-making led to uniform solutions, even though each of our schools has unique needs and challenges. While effective at capacity building and bringing coherence to a large system, the one-size-fits-all approach does not maximize the investment in children's futures.

While all schools are empowered to choose their own supports, they are still public schools, subject to the policies of the Department of Education and other applicable rules and regulations. Schools will continue to adhere to DOE student placement policies, fiscal reporting regulations, special education requirements, labor contracts, Chancellor Regulations, and accountability standards, among other things, as determined by the Department of Education. In addition, principal rating officers will be the community and high school superintendents.

Accountability: Empowerment and accountability are mutually reinforcing principles. Principals need decision-making power but they also need to set the bar high and they need to be held accountable for results.

In April 2006, the Chancellor launched a comprehensive accountability initiative. (Read the press release here.) This year, all schools will receive progress reports, with grades of A-F, measuring "School Environment," "Performance," and "Progress." Beginning last year, all schools received thorough on-site quality reviews. A school's "Quality Score" will appear on its progress report alongside the school's grade.

Beginning in the 2007-08 school year, all schools are being held accountable for meeting the statement of performance terms that they signed. In these documents, they pledge to meet specific targets that will help students make quantifiable progress.

Schools that are not providing their students with the educations they need and deserve will face consequences, while schools that are meeting and exceeding standards will receive rewards.

Description of how the provisions of Article 52-A of the Education Law support the NYCDOE Children First Initiative:

There are several provisions of Article 52-A of the Education Law that allow greater autonomy for schools and support the NYC DOE's Children First Initiative. Education Law §§2590-h(19) and 2590-f (1)(b) authorize the Chancellor of the City School District and Community Superintendents, respectively, to delegate their powers and duties to subordinate officers and employees; Education Law §2590-i(1) gives the building principal authority over the day to day operation of the school, including, among other things, making recommendations on staff selection and development of school–based curricula and syllabi for instruction; and Education Law §2590-r (a)-(e) establish a process for school-based budgeting, with the principal proposing a school-based budget in consultation with a school based management team.

Provisions of Article 52-A of the Education Law that support the New York City Children First Initiative:

Education Law §2590-h(19):

19. Delegate any of his or her powers and duties to such subordinate officers or employees as he or she deems appropriate and to modify or rescind any power and duty so delegated.

Education Law §2590-f (1)(b):

(b) to delegate any of her or his powers and duties to such subordinate officers or employees of her or his community district as she or he deems appropriate, at his or her sole discretion, and to modify or rescind any power and duty so delegated.

Education Law §2590-i(1):

1. The principal shall be the administrative and instructional leader of the school. Subject to the regulations of the chancellor and applicable collective bargaining agreements and obligations, the principal shall be responsible for the day to day operation of the school and shall

carry out these duties in consultation with parents, teachers and other staff, and the school based management team pursuant to section twenty-five hundred ninety-h of this article….

Education Law §2590-r (a)-(e):

a. the allocation of projected revenues among community districts and their schools on the basis of objective formulae developed by the chancellor, after consultation with the community councils, community superintendents and the mayor, and approved by the city board, such formulae shall reflect the relative educational needs of the community districts and their schools to the maximum extent feasible;

b. (i) following release of the executive budget of the city of New York by the mayor of the city of New York, the chancellor to inform the principal of each school of that school's preliminary budget allocation, and the principal to propose a school-based budget, after consulting with members of the school based management team and soliciting input pursuant to sections twenty-five hundred ninety-h, and twenty-five hundred ninety-i of this article on budget priorities from all members of the school community;

(ii) for schools under the jurisdiction of a community superintendent, the principal shall be required to provide written justification, in a form and manner prescribed by the community superintendent pursuant to paragraph (h) of subdivision one of section twenty-five hundred ninety-f of this article, to demonstrate that the school-based budget proposal is aligned with the school's comprehensive educational plan;

c. the review, modification, approval and certification of the proposed school budget for schools under the jurisdiction of a community superintendent pursuant to paragraph (h) of subdivision one of section twenty-five hundred ninety-f of this article;

d. within amounts estimated by the chancellor, the aggregation of the proposed school-based budgets, as modified and approved by the community superintendent, with a proposed budget for the administrative and operational expenses of the community superintendent and community council, as developed by the community superintendent, for submission to the chancellor;

e. the chancellor to develop a school-based budgeting process for schools under his or her jurisdiction consistent with this section which shall require that: (i) each principal provide written justification demonstrating that the school-based budget is aligned with such school's comprehensive educational plan; (ii) the school based management team submit comments regarding such justification; and (iii) the chancellor certify that the school-based budget is

sufficiently aligned with such school's comprehensive educational plan after reviewing the principal's justification and the school based management team's comments;

APPENDIX CP-1: Federal, State, and Community Stem Initiatives

FEDERAL, STATE, AND COMMUNITY STEM INITIATIVES

FEDERALLY-FUNDED PROGRAMS

FEDERAL PROGRAM #1:	**NCLB, Title II Part B Mathematics and Science Partnerships Program**
Description of Program	The Mathematics and Science Partnerships (MSP) program is a competitive grant program intended to increase academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) departments in institutions of higher education are at the core of these improvement efforts.
Targeted Population	High-need LEA partnering with at least one Institution of Higher Education

Partnership	Program Priority/Focus	Funding Level (08-09)
Syracuse City SD/ Syracuse University	Mathematics	$800,000
Rochester City SD/ SUNY Brockport	Mathematics	$799,059
NYC CSD #30/ Hunter College	Mathematics	$800,000
Buffalo City SD/ Buffalo State College	Mathematics	$800,000
NYC CSD # 6/ Brooklyn College	Mathematics	$800,000
NYC CSD #19/ Queens College	Mathematics	$579,825
NYC CSD #10/ City College of NY	Science	$800,000
NYC CSD #30/ Brooklyn College	Science	$800,000
NYC CSD #24/ Brooklyn College	Science	$800,000
NYC CSD #12/ Queens College	Science	$800,000
Buffalo City SD/ Buffalo State College	Science	$800,000
Syracuse City SD/ Syracuse University	Science	$500,000
NYC CSD # 9 / NY Institute of Technology	STEM	$799,998
Morristown CSD/ Clarkson University	STEM	$796,557
Niagara Falls City SD/ Niagara University	STEM	$800,000
Utica City SD/ SUNY Institute of Technology	STEM	$497,657

	NYC CSD #32 / Queens College	STEM	$800,000
	NYC CSD #24 / Queens College	STEM	$800,000
Statutory Authority	Federal/USED		
Funding Source	NCLB Legislation; sections 2201, 2202 and 2203 Title II Part B Mathematics and Science Partnerships Program, Total (08-09) = $13,573,096(annual budget ; projects are supported for three years - Competitive		
Data. if any, demonstrating success of Program	MSP partnerships offered a variety of activities during the first year of the grant (2007-2008), including summer institutes, workshops, and college courses, intended to increase teachers' content knowledge and pedagogical skills in the areas of science, mathematics, and/or STEM. Partnerships are required to evaluate their MSP projects and annually report their findings to both USED and NYSED. Based on the federal and NYSED requirements for monitoring and reporting, all evaluations are expected to measure: -changes in teacher content knowledge using pre- and post-content knowledge tests with all teachers who participate in MSP activities, -changes in teacher pedagogical skills using methods that go beyond self-report (e.g., observations), and -student achievement using annual mathematics and/or science testing data for the students in classes of teachers participating in MSP activities. Partnerships also may use an experimental or quasi-experimental design to assess how MSP activities lead to changes in student achievement. Each project must submit annual data directly to the USDOE MSP at http://www.ed-msp.net/. An annual MSP statewide evaluation highlights the status and viability and of all		

	projects and the report provides aggregated baseline data required by USED and NYSED to evaluate the impact of the MSP partnerships on teachers and students. The Year 1 summary includes information related to teachers, schools, and students from all participating districts within the 18 partnerships. The (2007-2008) Year 1 report provided aggregated baseline data required by USED and NYSED to evaluate the impact of the MSP partnerships on teachers and students.

FEDERAL PROGRAM #1A:	**NCLB, Title II Part B Mathematics and Science Partnerships (MSP) Program –Statewide Evaluation**
Description of Program	The NYSED has secured a contractor who will conduct a State-wide evaluation of the MSP competitive grant program by reporting progress and making recommendations that will assure that each funded MSP project conducts a thorough local evaluation using scientifically based research methods. The State-wide evaluation is also intended to inform the NYSED regarding each program's cost efficiency and effectiveness such that the MSP program will have the most positive impact possible on student achievement of the NYS learning standards.
Targeted Population	High-need LEA partnering with at least one Institution of Higher Education
Statutory Authority	Federal
Funding Source	NCLB Legislation; Title II Part B Mathematics and Science Partnerships Program – Administrative 2004-2010 $350,000 Competitive

FEDERAL PROGRAM #2:	**NY ECLIPSE – New York Enhancing Collaborative Leadership for Improved Performance in Science Education**
Description of Program	The New York State Education Department (NYSED), in partnership with the National Science Resources Center (NSRC), has commenced a multi-year science education systemic change initiative to build leadership teams within the 5 large urban school districts in New York State. This initiative provides research-based products and services to assist New York State school districts in initiating, implementing, and sustaining effective inquiry-centered pre-kindergarten through grade twelve science programs for all students. A curriculum review resource was developed to assist individual school districts in their renewal process to enhance science education. The NY ECLIPSE Curriculum Review Resource was designed to support a district science leadership committee in the review and selection of science instructional materials that best meet the needs of the individual district. This tool was developed to support school districts in the process of reviewing, selecting, and implementing PreK–12 science curricular and instructional resources. It will assist a district's science leadership committee by using a systematic approach to identify areas of growth in science curriculum programming and the selection of instructional materials. The NY ECLIPSE Curriculum Review Resource is currently under internal review by the NYSED. More information may be accessed online at http://www.emsc.nysed.gov/ciai/mst/sci/nyeclipse/.

Targeted Population	Education stakeholders from the State's 5 large urban school and four regional BOCES – NYC, Yonkers, Syracuse, Rochester, Buffalo, Western Suffolk BOCES, Capital Region BOCES, Washington-Saratoga-Warren-Hamilton-Essex BOCES, and Onondaga-Madison-Cortland BOCES
Statutory Authority	N/A
Funding Source	NCLB Title II, Part B Mathematics and Science Partnerships Sole Source Contract (with NSRC), Administrative
Data, if any, demonstrating success of Program	Leadership teams developed strategic plans for renewing science education within their respective school districts/BOCES. These plans are currently being implemented.

FEDERAL PROGRAM #3:	**Mathematics Resource Center**
Description of Program	The New York State Education Department (NYSED) has established a New York State Mathematics Resource Center (NYSMRC) that serves as a repository for best practices and current research in Mathematics education and offers professional development that builds leadership capacity in mathematics at the district level. The NYSMRC works collaboratively with the Department's supportive networks (Board of Cooperative Education Services, Bilingual Education Technical Assistance Centers, Special Education Training Resources

	Centers, and Teachers Centers) and focuses on professional development related to the implementation of the BOR adopted revised Mathematics Standards (2005) to increase student achievement in mathematics. A web-based platform has been developed and is accessible for educators to share best practices, current research, curriculum and instructional resources, and professional development modules. Information related to these resources is available at http://webdev.edc.org/cope/drupaldev/welcome-new-york-state-mathematics-resource-center.html
Targeted Population	High Need LEA
Statutory Authority	NCLB Title II, Part B Mathematics and Science Partnerships Competitive procurement 2006-2010 $2,850,000
Funding Source	TBD
Data: Demonstrating success of Program	Increased student achievement in mathematics (students meeting or exceeding the standard in mathematics) – Statewide data in 3-8 testing program for mathematics.

FEDERAL PROGRAM #4:	**New York State Formative Assessment Technical Assistance Study (NYSFAS)**
Description of Program	The NYSFAS is a two year pilot program intended to support the development of a model formative assessment process and program focused on mathematics in the Syracuse City School District. It is a collaborative effort of the Assessment and Accountability Comprehensive Center (AACC), the New York Comprehensive Center (NYCC), and the New York State Education Department (NYSED). This program will be used as a beacon for formative

	assessment processes and programs for districts throughout the state. To promote sustainability, ongoing support for the development of this study will be provided by all four partners. This study implements formative assessment as defined by the CCSSO - a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes to support mathematics.
Targeted Population	Syracuse City School District administrators and teachers
Statutory Authority	N/A
Funding Source	NCLB Title II, Part B Mathematics and Science Partnerships; 1/18 MSP projects funded 2007-2010 $800,000 each year
Data	Syracuse CSD has data – available by request

FEDERAL PROGRAM #5:	**New York State Virtual Learning System**
Description of Program	The NYSED Virtual Learning System (VLS) is a web-based portal which aligns resources to the grade specific expectations of the Board of Regents approved NYS learning standards. These resources have been vetted by NYS teachers through a peer review process and include over 2500 lesson plans, videos, sample tasks, and classroom assessment strategies for teachers. The VLS remains the authoritative source of the NYS learning standards. http://www.nysvls.org Lessons developed from the TitleII Part D MSP programs are posted and accessible on the VLS site.

Targeted Population	All students in New York State, Prekindergarten-grade 12; teacher preparation programs
Statutory Authority	
Funding Source	NCLB Title II Part D Enhancing Education Through Technology
Data	The online Virtual Learning System had approximately 24 million hits in 2008.

FEDERAL PROGRAM #6:	**NCLB, Title II Part D – Enhancing Education Through Technology**
Description of Program	The primary purpose of the program is to improve students' academic performance in the core subject areas of English language arts, mathematics, science and technology literacy through effective use of technology in the process of teaching and learning. The NYSED, in consultation with the field experts and practitioners, has identified the following three theme-oriented categories of education technology programs that along with adoption of evidence-based model program(s) or effective strategies must be the focus of applications. The three categories are: 1. Leadership and System Change through Technology Innovation; 2. Technology Infusion into Instruction through Professional Development, and; 3. Data-driven Differentiated Instruction and Learning. More information may be accessed online at http://www.emsc.nysed.gov/technology/programs/eett.html.
Targeted Population	Eligible applicants for Title II Part D must be either a "high-need local educational agency" or an "eligible local partnership."

Allocated Title II, Part D funds are distributed by formula to each school district within the State – Total funding for 2008-2009 is $14,211,551.

Competitive Title II, Part D funds awarded based on competitive application process. Total for 2008-2009 is $11,310,848.

EETT Competitive Grant Program (2008-09)
The Awarded Consortium/Partnership Projects

AGENCY	Focus	Funding
Albany City School District	Prof. Development	324,782
Broome-Tioga BOCES	Data-Driven Customized Instruction	224,862
Buffalo City School District	Prof. Development	500,000
Erie 1 BOCES	Leadership & System Change	273,759
Hamilton-Fulton-Montgomery BOCES	Leadership & System Change	325,000
Madison-Oneida BOCES	On-line Learning	425,000
Nassau BOCES	Leadership & System Change	500,000
Niagara Falls City School District	Prof. Development	225,000
NYC CSD #1 & # 2 (Manhattan)	Leadership & System Change	500,002
NYC CSD #5 & #6 (Manhattan)	Leadership & System Change	499,999

NYC CSD #13 & #14 (Brooklyn)	Tech Literacy & ICT	486,226
NYC CSD #17 & #20 (Staten Island)	Tech Literacy & ICT	499,998
NYC CSD #21 & #18 (Staten Island)	Leadership & System Change	500,001
NYC CSD #23 & #32 (Brooklyn)	Tech Literacy & ICT	495,269
NYC CSD #24 & #28 (Queens)	Prof. Development	499,999
NYC CSD #27 & # 25 (Queens)	Prof. Development	500,000
NYC CSD #30 & #29 (Queens)	Tech Literacy & ICT	499,999
NYC CSD #31 & #22 (Staten Island)	Leadership & System Change	499,997
Oswego County BOCES	Data-Driven Customized Instruction	125,000
Rochester City School District	Prof. Development	756,075
Southern Westchester BOCES	Data-Driven Customized Instruction	275,000
St. Lawrence-Lewis BOCES	On-line Learning	225,000
Syracuse City School District	Tech Literacy & ICT	375,000
Troy City School District	Data-Driven Customized Instruction	125,000
Ulster BOCES	Prof. Development	499,879
Utica City School District	Leadership & System Change	225,000

Statutory Authority	Federal
Funding Source	NCLB Legislation, Sections 2403 and 2404; Title II Part D – Instructional Technologies Competitive
Data. if any, demonstrating success of Program	A formal annual evaluation report with outcome data will be available by the end of September 2009.

FEDERAL PROGRAM #7:	**Title I: STEM Summer Enrichment Program**
Description of Program	The NYS STEM Summer Enrichment Program is designed to inspire and prepare middle school students from LEAs in Corrective Action toward opportunities in the sciences, technology, engineering, and mathematics (STEM). While the programs vary somewhat from site to site, the model program is a one-week summer residential experience on a college campus for youth entering 7th or 8th grade the following school year. The students we are targeting for this experience are low to middle level (2s-3s) academic achievers. The summer experience models mathematics, science and engineering processes through a project - based, problem solving approach to learning. The goal is that students develop an appreciation of and confidence in their ability to excel and succeed in school, aspire to a college education, and have the means to achieve their hopes and dreams. Participants also attend career exploration workshops, go on field trips to local industries and science museums, and have social and recreational activities included in each day's schedule. Ideally, participants are divided into student teams focusing on an in-depth exploration of a problem situation

	and potential solution. Students should have the opportunity to select the problem situation they wish to focus during the week. Each situation should require students to apply mathematics, science, design and problem solving, technology and English language arts to a solution. At the conclusion of the week, each team does a presentation on the problem situation and their solution design. The principal purpose for this project is to enable participants to attain a high level of understanding, confidence and awareness of the opportunities for careers in science, technology, engineering and technological professions.
Targeted Population	High need LEA
Statutory Authority	Federal
Funding Source	NCLB Title I Formula

STATE FUNDED PROGRAMS

STATE PROGRAM #1:	Collegiate Science and Technology Entry Program (CSTEP)
Description of Program	**Purpose** Increase the number of students from under-represented groups who are pursuing professional licensure and careers in mathematics, science, technology and health-related fields. **Institutional Eligibility** • competitive grants are awarded to postsecondary institutions and/or professional schools; over 50 colleges and universities in New York State currently participate **Student Eligibility** • New York state resident • African-American, Hispanic/Latino, American Indian or Alaskan native • Economically disadvantaged (Institutions must assure that no more than 20% of all CSTEP students are concurrently enrolled in a state-funded opportunity program) **Program Services** • CSTEP provides academic enrichment and research experience in STEM content areas. Projects consist of academic year and summer components including:

	• Supervised training in research methods • Graduate/professional school admissions preparation • Standardized tests preparation • Academic and career development activities
Targeted Population	**Institutional Eligibility** • competitive grants are awarded to postsecondary institutions and/or professional schools; over 50 colleges and universities in New York State currently participate **Student Eligibility** • New York state resident • African-American, Hispanic/Latino, American Indian or Alaskan native • Economically disadvantaged (Institutions must assure that no more than 20% of all CSTEP students are concurrently enrolled in a state-funded opportunity program)
Statutory Authority	
Funding Source	State 7,000,000 per year

STATE PROGRAM #2:	**Science and Technology Entry Program (STEP)**
Description of Program	STEP is a program focused on increasing the number of historically underrepresented and economically disadvantaged students prepared to enter college, and improve their participation rate in mathematics, science, technology, health related fields and the licensed professions STEP provides academic enrichment in science and mathematics content areas. Projects consist of academic year and summer components including:

	• Core subject instruction/Regents exam preparation • Supervised practical training Supervised research training • College admissions counseling • Standardized tests preparation • Career awareness/development activities
Targeted Population	**Institutional Eligibility** Competitive grants are awarded to institutions of higher education (IHE). IHE's administer projects in schools/school districts with 20 percent or more enrollment of historically underrepresented students. **Student Eligibility** STEP serves secondary school students all over New York State. Students must be: • Enrolled in Grades 7-12 • Economically disadvantaged, or Black, Latino, Alaskan Native, or American Indian; and will benefit from academic enrichment.
Statutory Authority	
Funding Source	State Competitive $10, 200, 000 annually (4 year grant 2006-2010)

STATE PROGRAM #3:	**Learning Technology Grant**
Description of Program	The purpose of this statewide competitive grant program is to provide a progressive integration of instructional technology in classrooms and library media centers, and provide sustained professional

<table>
<tr><td></td><td>development to increase the skills of teachers in the use of instructional technology, in order to help students attain higher levels of performance in the New York State Learning Standards.

More information may be accessed online at http://www.emsc.nysed.gov/ciai/mst/InstrTech/home.html.</td></tr>
<tr><td>Targeted Population</td><td>Public school districts and BOCES, or consortiums thereof.

Applicants must give nonpublic schools of all denominations within their boundaries the opportunity to participate. Applicants must also include at least one SURR or SINI school building in the application to be considered for funding.

<table>
<tr><th>Local Education Agency/Rest of State</th><th>Grant Amount Requested</th></tr>
<tr><td>BOCES Eastern Suffolk - East Middle School, West Middle School, Reed Middle School, Ronkonkoma Middle School, Sayville Learning Center</td><td>$50,000</td></tr>
<tr><td>BOCES Nassau - Schultz Middle School, Hicksville Middle School, Roosevelt Middle School, Westbury Middle School</td><td>$50,000</td></tr>
<tr><td>BOCES St. Lawrence-Lewis - Ogdensburg Free Academy, John F. Kennedy Elementary, Madill Elementary</td><td>$49,067</td></tr>
<tr><td>Carthage CSD - Carthage Middle School</td><td>$50,000</td></tr>
<tr><td>Elmira City SD - Broadway Middle School, Davis Middle School</td><td>$49,999</td></tr>
<tr><td>Geneva City SD - Geneva Middle School, Geneva High School</td><td>$49,975</td></tr>
<tr><td>Holley CSD - Holley Middle School, Oliver Middle School</td><td>$49,916</td></tr>
<tr><td>Hornell City SD - Hornell Senior High School</td><td>$49,379</td></tr>
</table></td></tr>
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	Newburgh City SD - Newburgh Free Academy	$50,000
	Oswego City SD - Oswego High School, Oswego Middle School, Riley Elementary, Leighton Elementary, Minetto Elementary, Kingsford Park Elementary, Fitzhugh Park School	$50,000
	Rome City SD - Strough Middle School	$50,000
	Schenectady City SD - Schenectady High School, Mont Pleasant Middle School	$50,000
	Spencerport CSD - Cosgrove Middle School	$50,000
	Utica City SD - Donovan Middle School	$50,000
	Watertown City SD - Watertown High School	$50,000
	Big Four	
	Buffalo City SD - Buffalo Academy of Visual & Performing Arts, East High School, Riverside Institute of Technology, South Park High School	$50,000
	Buffalo City SD - Burgard High School, Grover Cleveland High School, Lafayette High School, McKinley High School	$50,000
	Rochester City SD - Douglass Preparatory School, School Without Walls, Jefferson High School	$49,915
	Rochester City SD - Monroe High School	$50,000

	Rochester City SD - School Without Walls	$49,997
	Rochester City SD - East High School, Charlotte High School	$50,000
	Rochester City SD - Monroe High School, Marshall High School, Wilson Magnet High School	$49,915
	Rochester City SD - East High School	$49,999
	Yonkers City SD - Mark Twain Middle School, Roosevelt High School	$50,000
	Yonkers City SD - Commerce Middle School, Mark Twain Middle School	$50,000
	Yonkers City SD - Emerson Middle School, Lincoln High School	$50,000
	Yonkers City SD - Museum Middle School, Gorton High School	$50,000
	Yonkers City SD - School 23, Eugenio Maria de Hostos	$50,000
	Yonkers City SD - Sirgusa School 14, Commerce Middle School, Lincoln High School	$50,000
	Yonkers City SD - Museum Middle School, Yonkers Middle School	$50,000
	New York City	
	NYC GEOG DIST #27 - REG #5 - Far Rockaway High School	$50,000
	NYC GEOG DIST #27 - REG #5 - PS/IS/ 197	$49,993
	NYC GEOG DIST #19 - REG #5 - PS 328K	$50,000

	NYC GEOG DIST #10 - REG #1 - PS 9	$50,000
	NYC GEOG DIST #23 - REG #5 - PS/IS 323	$50,000
	NYC GEOG DIST #27 - REG #5 - MS 226Q	$50,000
	NYC GEOG DIST #27 - REG #5 - MS 210Q	$50,000
	NYC GEOG DIST #19 - REG #5 - IS 292K	$49,947
	NYC GEOG DIST #23 - REG #5 - EBC/East New York High School for Public Safety and Law	$50,000
	NYC GEOG DIST #27 - REG #5 - PS/IS 183	$50,000
	NYC GEOG DIST #19 - REG #5 - IS 302	$50,000
	NYC GEOG DIST #19 - REG #5 - William H. Maxwell High School	$50,000
	NYC GEOG DIST #27 - REG #5 - MS 137Q	$49,999
	NYC GEOG DIST #10 - REG #1 - PS 46	$49,972
	NYC GEOG DIST #8 - REG #2 - PS 107	$49,875
	NYC GEOG DIST #10 - REG #1 - MS/HS 368 IN Tech Academy and De Witt Clinton High School	$50,000
	NYC GEOG DIST #27 - REG #5 - PS 42Q	$50,000
	NYC GEOG DIST #20 - REG #7 - IS 220	$50,000
	NYC GEOG DIST #9 - REG #1 - MS 219	$50,000
	NYC GEOG DIST #19 - REG #5 - PS 158	$50,000

	NYC GEOG DIST #19 - REG #5 - IS 171	$50,000
	NYC GEOG DIST #10 - REG #1 - MS 399	$49,447
	NYC GEOG DIST #9 - REG #1 - IS 229	$50,000
	NYC GEOG DIST #27 - REG #5 - PS 63Q	$49,988
	NYC GEOG DIST #19 - REG #5 - PS 13K	$49,994
	NYC DIST #75 - Citywide Special Education - PS 12	$50,000
	NYC GEOG DIST #31 - REG #7 - PS 20	$50,000
	NYC GEOG DIST #8 - REG #2 - MS 301	$50,000
	NYC GEOG DIST #10 - REG #1 - PS 306	$50,000
	NYC GEOG DIST #17 - REG #6 - PS 12	$50,000
	NYC GEOG DIST #24 - REG #4 - High School for Arts and Business	$50,000
	NYC GEOG DIST #30 - REG #4 - IS 145 and IS 230	$49,841
	NYC GEOG DIST #10 - REG #1 - MS 45	$50,000
	Empowerment Zone - Renaissance Middle School/IS 192	$50,000
	NYC GEOG DIST #9 - REG #1 - PS 126	$50,000
	NYC GEOG DIST #28 - REG #3 - MS 217	$35,944
Statutory Authority	State	
Funding Source	State Budget, Commencing with Section 550 of Chapter 170 of the Laws of 1994	

	Legislation began in 1994 and administers the $3,285,000 annually. Competitive
Data. if any, demonstrating success of Program	All grant recipients must submit an annual report after each project year and shall demonstrate progress made towards achieving project goals and objectives, the project's impact on the use of instructional technology in the classroom and/or the library media center, and any specific concerns or issues encountered in program implementation.

STATE PROGRAM #4:	**Engineers for the Future Grant 2007**
Description of Program	http://www.emsc.nysed.gov/cte/ctepolicy/ State funds in the amount of $5 million were available from the State Education Department (SED) for grants to colleges and universities in New York State for the costs of providing college or university-based summer training for teachers necessary to implement rigorous pre-engineering curricula in the middle and high school levels. Abstracts for the six awarded grants are located here http://www.emsc.nysed.gov/ciai/mst/EngineerFutureGrant/home.html.
Targeted Population	Colleges and Universities
Statutory Authority	
Funding Source	State - $5,000,000 Competitive Funded in 2007 only

GENERAL STATE ACTIVITIES:

GENERAL STATE ACTIVITY #1:	**Curriculum, Instruction, and Assessment Toolkits and Resources**
Description of Program	The State Education Department provides standards-based curriculum, instruction, and assessment toolkits and resources to support achievement for all learners. These resources include standards-based checklists for program evaluation, grade-by-grade vocabulary resources, alignment guides, state assessment guides, curriculum leaders' guides, video- and media- based resources, and crosswalks which show the difference between old and new standards. The NYSED Mathematics toolkit includes • Overview of NYS Mathematics Core Curriculum (2005) • Glossary for Teachers and Suggested Lists of Mathematical Language by Grade Level • Crosswalk: New York State Learning Standard for Mathematics: 1996 to March 2005 • NYS Grades 3-8 Mathematics Testing Program Guidance: Pre-March/Post-March * A Curriculum Review Resource for Science is currently under internal review
Targeted Population	All educators and administrators Prek-grade 12; higher education community
Statutory Authority	
Funding Source	NCLB Title I; , Title II Part B

GENERAL STATE ACTIVITY #2	**Communication Strategies and Engagement with Field around Standards/Curriculum/Instruction**
Description of Program	To ensure timely dissemination of standards, curriculum, and assessment information, as well as build a partnership between the State Education Department and statewide stakeholders, the SED has developed the following communication strategies and ongoing procedures intended to support increased student achievement: **Curriculum Summits:** One of the main goals of the State Education Department statewide educational summits is to help stakeholders build capacity for standards-based curriculum, instruction, and assessments. Each summit includes stakeholders from across the state who develop agreed-upon action steps/outcomes to promote student achievement. All information is shared statewide and posted on the State Education Department website. Two recent examples of statewide summits are the • **2008 Technology Education Summit**, in which the goal was to share ideas and to develop recommendations that would foster increased student achievement in Technology Education as defined by NYS learning standards. http://www.emsc.nysed.gov/cte/technology/techsummitactionplan08.html • **2009 School Library Media Summit**, in which the goal was to improve student achievement by strengthening the critical role of school libraries and library media specialists in teaching and learning. http://www.emsc.nysed.gov/ciai/library/

	Content area advisory committees: P-16 Education Advisory Committees are regularly convened by the NYSED to inform policy in relation to curriculum, instruction and assessments. These groups are comprised of P-16 teachers, administrators, business partners, parents, students, and other stakeholders representing New York State's diverse student population. Each committee provides valuable feedback on strengthening curriculum guidance, policy and regulation for improved student achievement. **Conference calls with statewide stakeholders:** The SED Curriculum, Instruction, and Instructional Technology team facilitates monthly conference calls for each learning standard area with the Big 5 (New York City, Yonkers, Buffalo, Syracuse, and Rochester) urban content specialists and statewide educational professional organizations. One of the broad goals of these partnerships is to share standards, curriculum, and assessment resources and update the field on Board of Regents policies and regulations. Through these monthly calls the State Education Department will continue to build a partnership that fosters a culture of sharing and an exchange of ideas relating to best practices and research-based programs to augment: ○ understanding of curriculum and instructional practices; ○ professional development focused on teacher content knowledge and pedagogy around NYS learning standards, and ○ awareness of state, local, and classroom assessments models.
Targeted Population	Big 5 urban school leaders (New York City, Yonkers, Buffalo, Rochester, and Syracuse) and professional education organization leadership; statewide educational leaders and networks
Statutory Authority	
Funding Source	NCLB Title I Part A

GENERAL STATE ACTIVITY #3:	**P-16 Literacy Initiative**
Description of Program	The NYSED P-16 Reading and Literacy Workgroup was assembled in 2007 to create a common definition for literacy and create an action plan for literacy achievement in New York State. This workgroup included NYSED staff from across the Department as well as representatives and stakeholders from professional organizations and BOCES. The NYSED created a draft action plan and draft Framework for Literacy, which is a collective vision describing how literacy is a key element in preparing all students for citizenship, higher education, the global workplace, and lifelong learning. Developing literacy within and across the academic content areas was a specific focal point in this work, with a focus on the progression of literacy skills from early childhood through adulthood. Through this initiative, the workgroup accomplished the following: ▪ developed a NYSED Framework for Literacy, which constitutes agreement within the workgroup regarding fundamental literacy processes; ▪ developed the Cores Areas of Work, which explains what offices across NYSED/USNY are currently doing to support improved reading and literacy for all students; ▪ analyzed current literacy achievement in NYS to inform a Statewide literacy initiative; ▪ analyzed current teacher certification areas in regards to literacy; ▪ reviewed VESID's draft literacy quality indicators; and ▪ shared current research which supports literacy achievement in the content areas (Reading Next, Writing Next, etc.). Currently, two separate RFP's are being drafted to develop and implement a statewide center to support literacy and one to support STEM education and the development of multiple literacies.
Targeted Population	NYS Schools

Statutory Authority	N/A
Funding Source	NYSED Internal

OTHER STATE INITIATIVES OF INTEREST

OTHER STATE INITIATIVE #1:	**Mathematics Standard Review—2005**
Description of Program	A Mathematics Standards Committee was established in January 2004 and was charged with recommending to the Board of Regents a new learning standard for mathematics and PreK-12 grade-by-grade performance indicators. Prekindergarten through grade 12 educators, university professors, and nationally recognized researchers are all involved in the review and revision process. The revised mathematics learning standard, as well as the updated Mathematics Core Curriculum was accepted by the Board of Regents in March 2005. The committee's work was informed by expert review of national and international mathematics programs and studies regarding cognitive development of conceptual understandings. The Curriculum Focal Points of the National Council of Teachers of Mathematics that were released in 2006 align closely to the revised Mathematics Standard. The Mathematics Core Curriculum is the foundation of the current Grades 3-8 mathematics testing program and the commencement-level Regents examinations in mathematics. http://www.emsc.nysed.gov/ciai/mst/math/home.html
Targeted Population	All students in New York State, Prekindergarten-grade 12; teacher preparation programs
Statutory Authority	Board of Regents directive
Funding Source	State
Data. if any, demonstrating success of Program	N/A

OTHER STATE INITIATIVE #2:	**Board of Regents Standards Review Initiative**
Description of Program	In 2007, as part of the Board of Regents P-16 Education Plan and Chapter 57 of the Laws of 2007, a process was approved to review all of the New York State Learning Standards, beginning with English Language Arts. The Standards Review Initiative Plan was approved by the Board of Regents in October 2007. Prekindergarten through grade 12 educators, university professors, and nationally recognized researchers are all involved in the review and revision process. A set of Standards Review Working Principles was adopted by the Board of Regents to ensure continuity throughout the review of all NYS Learning Standards. These working principles ensure that the revised NYS Learning Standards will address the needs of all students PreK-12 focusing on literacy across the content areas, integrating technology, and infusing cultural competency. These eight working principles can be accessed at http://www.emsc.nysed.gov/standardsreview/StandardReviewWorkingPrinciplesfinal7.17.08.mht. In recognition of the importance of early childhood education, the Standards Review Initiative group aligned its work to the Department's Early Childhood Education Standards that were developed under Chapter 57 of the Laws of 2007. To ensure proper transition to higher education without academic remediation, the Standards Review leadership has worked with the NYSED Office of Higher Education and the statewide higher education community to backmap the Standards from first year college expectations. Achieve, Inc., using its grades 4-12 English and Communications Benchmarks, provided a formal review of the previous NYS Learning Standards for ELA. The Partnership for 21st Century Skills provided a formal review using their Framework for 21st Century Learning. Current members of the ELA Standards Review Panel represent the higher education community. An ESL workgroup has completed an analysis of the draft ELA Standards to provide feedback on how all students, specifically English language learners, can achieve the state ELA Standards. This group has included many educators from the ESL community and continues to provide ongoing feedback to the ELA Panel.

	http://www.emsc.nysed.gov/standardsreview/ A review of MST standards is included in this plan.
Targeted Population	All students in New York State, Prekindergarten-grade 12; teachers and educational leaders; teacher preparation programs
Statutory Authority	Chapter 57 of the Laws of 2007
Funding Source	State Program still in progress

OTHER STATE INITIATIVE #3:	**State University of New York (SUNY) STEM Conference**
Description of Program	This conference will bring together experts to present the best means to increase the enthusiasm of diverse students for STEM disciplines and professions, as well asprovide programs that demonstrate success in increasing access, retention, and graduation of diverse student populations in STEM majors
Targeted Population	SUNY faculty, professionals and staff
Statutory Authority	
Funding Source	State - SUNY – Office of Diversity and education Equity
Data	

OTHER STATE INITIATIVE #4:	**New York State STEM Collaborative**
Description of Program	The New York State STEM Collaborative is a partnership between the New York State Technology Education Association (NYSTEA), the Association of Mathematics Teachers of New York State (AMTNYS), the Science Teachers Association of New York State (STANYS), and the New York State Society of Professional Engineers (NYSSPE), which has been formed to offer advocacy and guidance for STEM education. This organization has produced a mission statement, overarching goals, and a STEM definition that have been distributed to the Board of Regents and various SED managers. Currently this organization is planning a STEM institute (professional development sessions/conference) to take place at SUNY Oswego on August 8th 2010. To define STEM and the STEM disciplines for New York State and the Nation!! Our combined work will serve as a model for our State and throughout America. AMTNYS, NYSTEA and STANYS will work collectively and collaboratively to deliver STEM Education in the original spirit and vision of the NYS MST Frameworks and Learning Standards. We must take this approach to skillfully and completely address the concerted state and national cry for STEM Literacy. <u>Overarching Goal:</u> To transform the MST Learning Standards to an effective and meaningful STEM Education Learning Standards delivery.

Targeted Population	STEM Professional organizations in NYS
Statutory Authority	N/A
Funding Source	N/A

OTHER STATE INITIATIVE #5:	**Career Zone**
Description of Program	Career Zone is an innovative on-line career exploration and planning system designed especially for today's high tech youth New York State, making career exploration and planning fun and easy. For more information please visit http//:www.nycareerzone.org/ Information on 800 occupations from the national Occupational Information network and the latest labor market information for the State Dept. of Labor is available. Interactive career portfolios aligned to the NYSED career Plan initiative are accessible on the site.
Targeted Population	Middle and High school students; colleges (links)
Statutory Authority	
Funding Source	NY Department of Labor

OTHER STATE INITIATIVE #6:	**ACE Mentor Program**

Description of Program	This programs mission is to enlighten and increase the awareness of high school students to career opportunities in architecture, construction, and engineering and related areas of the design construction industry through mentoring: and to provide scholarship opportunities for students in an inclusive manner reflective of the diverse school population. ACE is a unique partnership among industry professionals. For more information please visit http//:www.acementor.org
Targeted Population	High school students
Statutory Authority	N/A
Funding Source	Partnership of industry professionals

STATE INITIATIVES UNDER DEVELOPMENT

UNDER DEVELOPMENT #1:	**New York State Robotics Professional Development and Student Competitions Program**
Description of Program	Funding for this grant opportunity was developed but pulled due to State budget constraints. The purpose of this grant is to support robotics, pre-engineering, and other applications of mathematics and science designed to increase student participation in robotics competitions and related activities. The purpose of the funding was to: • improve content knowledge and pedagogy of teachers, • enhance teacher competencies in the use and application of robotics/automation technology, • promote student participation in pre-existing robotics competitions, • support associated costs with participation in pre-existing robotics competitions, and • develop teacher created, New York State Learning Standards aligned (to the performance indicator level), and peer reviewed learning experiences focused on robotics/automation concepts
Targeted Population	This grant is to pay costs associated with teachers of grades 7-12 participating in professional development training at colleges or universities and students of grades 7-12 attending pre-existing robotics competitions. These teachers are responsible for providing robotics instruction aligned with the intermediate and/or commencement level performance indicators of the New York State Learning Standards in Mathematics (Revised 2005), Science, and Technology.

	Eligible applicants include New York State public and independent colleges and universities
Statutory Authority	N/A
Funding Source	State - $2,000,000 on hold

UNDER DEVELOPMENT #2:	**STEM Statewide Resource Center**
Description of Program	The RFP for a STEM Resource Center focuses on serving as a repository for best practices and current research in STEM education and offer professional development that builds leadership capacity in implementing STEM programming and curriculum at the district level. The Center will work under the leadership of the NYSED and work collaboratively to assist networks (Board of Cooperative Education Services, Bilingual Education Technical Assistance Centers, Special Education Training Resources Centers, and Teachers Centers) and focuses on professional development related to the implementation of the State MST Learning standards and student achievement of these standards.
Targeted Population	Teachers of STEM disciplines K-12
Statutory Authority	N/A
Funding Source	State 750,000 still under development

STATE FUNDED PROGRAMS NOW CLOSED

CLOSED STATE PROGRAM #1	2008 Summer Institutes for Teachers of Mathematics and Science Grades 5-8
Description of Program	The purpose of this funding is to improve the professional content knowledge and pedagogy of teachers responsible for providing instruction of the intermediate portion of the New York State Learning Standards in Mathematics (Revised 2005) and Science, grades five through eight and enhance their competencies in the use of technologies, to assure appropriate integration of such tools that will result in improved student achievement. Funds must be used to support the costs of teachers attending university or college based summer institutes in the areas of mathematics and science. Institutes must be customized to meet the identified needs of participating teachers. For more information about the projects funded visit http://www.emsc.nysed.gov/ciai/sumtchmsgrant08.html
Targeted Population	Teachers of Mathematics and Science 5-8
Statutory Authority	Chapter 57 of the Laws of 2007
Funding Source	State $5,000,000 funded for this grant program is no longer supported because of State budget constraints

CLOSED STATE PROGRAM #2	2008 Excelsior Scholars Program for Grade 7 Math & Science Students
Description of Program	The purpose of this program is for New York State public and independent colleges and universities to provide advanced coursework for high performing mathematics and science students who will have completed seventh grade in June 2008. The advanced coursework must be in mathematics and science and must be aligned to the New York State learning standards at the commencement-level. The program should support student attainment of the New York State learning standards in mathematics and science at the commencement-level. Links to the NYS learning standards and core curricula may be accessed at http://www.emsc.nysed.gov/ciai and http://www.nysvls.org. The program focus is to: • Enhance student knowledge and understanding of the mathematics and science needed to be

	competitive in the global economy. • Include hands-on, real world applications of mathematics and science. • Provide learning experiences focused on conceptual understandings, procedural fluency and problem solving. • Integrate 21st century technology into the learning experiences. • Result in measurable improvement in student academic achievement of the New York State learning standards as included in the core curricula for mathematics and the sciences at the commencement-level. • Provide for coordination with the six centers of excellence in technology and the programs offered by these centers, to the extent practicable. More information related to these centers can be found at http://www.nylovesbiz.com/High_Tech_Research_and_Development/centers_for_excellence.asp
Targeted Population	Colleges and Universities; 7th grade students entering Grade 8
Statutory Authority	Chapter 57 of the Laws of 2007
Funding Source	State $5,000,000 funded for this grant program is no longer supported because of State budget constraints

COMMUNITY INITIATIVES OF INTEREST

COMMUNITY INITIATIVE #1:	**Empire State STEM Education Initiative** **Rensselaer Polytechnic Institute (RPI)**
Description of Program	RPI initiated a two-day "progressive dialogue" with stakeholders in STEM education to identify ways to advance PK-20 education in science technology, engineering and mathematics (STEM) across NYS. Launched in June 2009 and will continue in a second phase to expand the discussion through 7 regional sessions across the state.
Targeted Population	Stakeholders in education – education leaders, government officials, policy makers, business and industry leaders- will work to design a strategic roadmap for building a strnger more diverse STEM pipeline.
Statutory Authority	None
Funding Source	Gates Foundation

COMMUNITY INITIATIVE #2:	**LI Works (Long Island)**

Description of Program	LI works Coalition collaborates with employers and educational community to prepapre students for the Li workforce. Connecting students between schools and business. Some key programs focus on STEM connections.
Targeted Population	Students and community connections
Statutory Authority	N/A
Funding Source	N/A