



New York State

Race to the Top Executive Summary

New York State Education Department
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EXECUTIVE SUMMARY

New York's Vision

Through Race to the Top (RTTT), New York State set a new era of educational excellence in motion. With nearly 700 school districts, about 250 charter schools, 37 Boards of Cooperative Educational Services (BOCES), and over 270 institutions of higher education across a state characterized by vast diversity, it was a monumental undertaking to fully execute the innovative, coherent reform agenda outlined in our RTTT application.

The overarching goal of the New York State Board of Regents is to ensure that all students are ready for college and career success. By supporting this vision with new legislation, bold state leadership, pioneering policies, and deep implementation supports, RTTT funding helped to significantly accelerate New York State's progress to make this vision a reality.

The RTTT plan focused intensely on the instructional core – the quality of the interaction between student and teacher – and was designed to provide those who are accountable for producing this interaction with the essential tools and support they need to drive increases in student achievement. New York State committed to creating a statewide system of highly effective schools through focused efforts in the RTTT assurance areas:

- World class curricula and formative, interim, and summative assessments aligned to internationally benchmarked standards;
- A robust data system;
- A rigorous teacher and principal evaluation system that includes student achievement measures, redesigned teacher and principal preparation programs focused on clinical practice; and,
- Coordinated and aligned interventions and supports for the lowest-achieving schools.

The RTTT application reflected the Board of Regent's commitment to pursue strategies that would transform their belief into reality for all students. All RTTT initiatives worked together to create a comprehensive, systemic approach to improve teaching and learning. This report addresses the following questions for each RTTT Assurance Area:

1. What was the vision for RTTT in New York State?
2. What has changed in the State, LEAs, schools, and classrooms as a result of RTTT?
3. What were the lessons learned from implementing a comprehensive reform agenda?
4. Looking ahead, what are the next steps for this work?
5. If a no-cost extension(s) was received, what specific work occurred in Year 5?

ASSURANCE AREA A

Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plan

Monitoring and Vendor Performance

Fifty percent of New York's RTTT grant flowed to Local Educational Agencies (LEAs). The New York State Education Department (NYSED) faced the challenge of coordinating and communicating with the large number and variety of participating LEAs and stakeholders. As a result, NYSED reorganized to move from a

compliance-oriented to a service-oriented cooperative model and created a Performance Management Office to promote the timely implementation of each RTTT project. NYSED envisioned that the RTTT Performance Management Office would evolve from implementing RTTT initiatives to monitoring performance of those initiatives through a strategic systemic approach that would ensure objectives are met on time, within budget, and that products are of acceptable quality. The challenge for NYSED was how to implement a strategy of monitoring that adheres to the regulation 34 CFR 80.40 on Monitoring and Reporting. This led to the formation of the State Educational Agency's (SEA) Vendor Performance and Subrecipient Monitoring team.

In September 2013, NYSED moved to a more streamlined and centralized approach and launched a web-based survey tool, the Monitoring and Vendor Performance System (MVPS) system, for vendors and LEAs to respond to contract-specific questions, thus providing the SEA with insight on progress. In the past, each program office handled their respective grants or contracts in accordance with criteria stated in the contracts. Monitoring consisted of requiring vendor contractors and LEA grantees to submit various documents such as progress and budget reports, and to participate in on-site visits or monthly status calls. This type of monitoring resulted in challenges in determining trajectory of a contract or performance. There was also no central repository for information.

The Vendor Performance and Subrecipient Monitoring team was responsible for the implementation of and delivery of web-based surveys for each competitively-funded RTTT grant and contract. Contract specific surveys were developed jointly by program staff and the Vendor Performance and Subrecipient Monitoring team. Surveys and subsequent reports were published quarterly. Reports were provided to program staff and included corrective actions and recommendations from the Vendor Performance and SubRecipient Monitoring team.

The Vendor Performance and Subrecipient Monitoring team completed quarterly reports from survey responses in the final year of RTTT. Survey questions were developed that focused on the impact RTTT funding had on structure, changes within the construct of the school building or education, and changes in learning and teaching. A final report was issued in summer 2015 containing comprehensive, yet pointed data from inception to present noting the successes and challenges, in addition to providing data points on the progress of meeting project objectives. Final MVPS reports were intended for internal review by program staff and senior leadership and provided insight on successes and challenges encountered during administration of the funds.

As a direct result of RTTT and the creation of this systemic approach to monitoring, NYSED has developed a proven methodology for monitoring grants and contracts that is replicable and sustainable. MVPS has engaged program offices with its "one-stop shopping" approach to data collection and storage. MVPS has been renamed SEDMonitoring and is now an agencywide tool for grant and contract monitoring. This adaptation reflects the core ideology of the agency's need to manage and apply appropriate controls to contract and grant funded work. Other offices realized the benefit of a monitoring system that improves reporting efficiency through an electronic process that is familiar to and accepted by LEAs who have participated in RTTT. An SEDMonitoring Oversight Committee has been established to serve as a vehicle for staff to discuss survey development, distribution, and administration. The mission of the committee is to maintain communication among owners and develop protocols for users.

The value-add of SEDMonitoring is the consistent quarterly oversight of grant and contract progress; fiscally and programmatically. NYSED is building a culture of monitoring that integrates internal process with external feedback. The SEDMonitoring system provides program staff with a tool that captures progress

information through web-based surveys with the expectation of compliance in reporting status of fiscal and programmatic data.

LEA Allocations

Per the RTTT statute, local allocations were calculated via the 2009-10 Title I funding formula from the 50 percent share (approximately \$348,323,000) of New York's RTTT grant and distributed on an annual budget basis to over 700 LEAs throughout New York State. Based on NYSED's RTTT plan and the Regents Reform Agenda, each LEA produced its own unique Scope of Work (SOW) and annual budget. Each approved plan included regional teams supported through local BOCES or the LEA. In addition, each LEA was required to set aside a portion of funding for support of teacher and principal evaluations which eventually evolved into the Annual Professional Performance Review (APPR) for teachers and principals. This allowed LEAs the continued flexibility to support reform implementation locally, while ensuring funds were specifically reserved for the educator evaluation systems.

LEAs were initially monitored via the American Recovery and Reinvestment Act (ARRA) business portal through annual budgets, annual final expenditure reports, quarterly reporting of jobs created and vendor expense, as well as annual program reports which detailed progress on an LEA's approved SOW. Once LEAs established their local programs, it was imperative to launch a subrecipient field monitoring team in tandem with the ARRA business portal desk monitoring. By 2012, the team designed and implemented a field monitoring plan and instrument based on fiscal and programmatic grant requirements. LEAs also had the opportunity to design and implement instructional and learning programs within the framework of RTTT and allowable activities that were unique to their LEA. District officials were given the opportunity to discuss and present these during monitoring field visits. Subrecipient monitoring has been instrumental in identifying success stories as well as discovering areas that required additional thinking and work by NYSED or the LEA.

The LEAs achieved significant improvement in student outcomes including substantial gains in student achievement thereby closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers. The participating LEAs implemented ambitious plans in four core education reform areas:

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
4. Turning around New York State lowest-achieving schools.

Risk-based monitoring site visits were conducted involving approximately 40 LEAs. All LEAs were found to be in compliance regarding the use of funds in its designated capacity to implement stated deliverables. These site visits focused on but were not limited to:

- Assessing the LEA's fidelity in implementing the Regents Reform Agenda, specifically, the common core instructional shifts, data-driven instruction, and the teacher/principal evaluation system;
- Comparing the LEA's activities to date to its work plan contained in its SOW and providing technical assistance to help the LEA address any variance;

- Evaluating the role of local Network Team’s involvement and impact in supporting the LEA with implementation of the Regents Reform Agenda;
- Identifying implementation challenges at the LEA level in order to improve the ongoing training, support, and technical assistance provided by the Department to the field;
- Recognizing promising practices for sharing statewide through various communications and postings on EngageNY.org;
- Verifying the allowability and accuracy of amounts reported in the Final Expenditure Report in the ARRA Reporting System;
- Assessing compliance with pertinent federal requirements for the use of these funds; and
- Determining the level of programmatic implementation.

The no-cost extension period ran from September 24, 2014 to June 30, 2015. One hundred sixty nine (169) of the over 700 LEAs participated in the no-cost extension reallocation of remaining funds. The LEAs were successful in implementing changes and using the majority of the allocated RTTT funds. LEAs were awarded approximately \$348,323,000 and ended the RTTT grant period with a balance of \$70,186. This underspending was because 45 fifth year LEAs who were allocated small awards either did not have related expenses or decided not to submit claims.

Network Team Institutes

NYSED recognized that with a reform of this magnitude, communication among all stakeholders would be vital. Therefore, NYSED launched a statewide professional development network to provide core support to LEAs and schools in implementing the RTTT reforms. Regional teams, known as Network Teams, were formed comprising approximately three people with expertise in curriculum, instruction, and data-driven instruction. These local teams, each serving approximately 25 schools, received training at bi-monthly events (Network Team Institutes, or NTIs) held by NYSED so they could be up to date with training on RTTT reform areas. Network Teams then re-delivered the training to educators in their regions through local professional development and tools. From August 2011 through March 2015, 26 separate NTIs were held with over 5,600 unique educators participating in at least one NTI. Through turn-key training, these 5,600 educators have provided professional development at the BOCES-, district-, and school-level for tens of thousands of their colleagues.

In August 2012, NTI participation was expanded beyond just Network Teams to include Common Core ambassadors. Ambassadors included classroom teachers, coaches, and principals nominated by the Network Teams to partner with them in providing turn-key training locally. NYSED used a variety of survey tools to drive professional development objectives and to determine the format for their delivery. Survey responses assisted NYSED to track what participants wanted and needed, thus, providing a basis for subsequent trainings.

Beginning in July 2013, professional development was differentiated by role to provide role-specific training around Common Core instruction, enhancing training for principals to better prepare them to do Common Core aligned observations and provide feedback. In August 2014 the first Institute was held around Common Core implementation, specifically for the unique needs of Focus Districts and Priority Schools (as designated through New York’s accountability system), delivering trainings for school leadership teams. Network Teams, ambassadors, and Focus District and Priority School teams have used the trainings in three main ways:

1. To learn how to implement the NYS optional English Language Arts (ELA) and math curriculum.
2. As a model to determine what the critical components of a curriculum reflective of the Common Core are and how they can modify, improve or supplement their curriculum development.
3. To understand how to implement a preexisting curriculum by enhancing their instructional practices.

Professional development has stood out as a top priority among all constituents. Efforts across New York State became more targeted than ever around student learning – specifically supporting teachers and principals in their work to implement the Common Core.

EngageNY

Building on its efforts to communicate openly and collaborate with its stakeholders, New York State launched EngageNY.org (EngageNY) in 2011, a flagship curriculum and professional development resource hub. The site was redesigned each year between 2011 - 2015 based on feedback from educators and has since become a national resource attracting 143 million page views, 32 million downloads and more than 10 million unique visitors worldwide. Across the country, educators and school leaders turn to EngageNY as a source for comprehensive classroom materials aligned to new college- and career-ready standards. NYSED is keeping the site running after RTTT has ended and envisions it being even more interactive and serving as a hub for educators to meet online and exchange ideas. (See [Support the Common Core with the Right Instructional Materials](#) and [a feature story on EngageNY.org](#).)

School District Performance Management System

The School District Performance Management System was intended to support other RTTT reforms by illuminating areas in which school schedules, non-core curricular options and other school district or building purchasing or logistical choices affect costs, and therefore, in an era of scarce resources, students' opportunities to meet high learning standards. The project has provided New York State with detailed knowledge regarding school districts' resource allocation practices. New York State will develop and improve systems with a focus on highlighting those practices found to maximize available funds to support ongoing reform activities.

The vendor worked with eight participating districts. These districts have been very enthusiastic about the impact of the project and are partnering with our state school business officials' organization to disseminate the information gleaned from the work at a professional-to-professional level. NYSED is preparing to do state-level communications as well.

ASSURANCE AREA B Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success is an integral aspect of education reform for New York State. New York State adopted the Common Core State Standards in July 2010 which in New York State are known as the Common Core Learning Standards (CCLS).

Curriculum Modules and Resources

In order to assist schools and districts with implementation of the Common Core, NYSED provided [curricular modules and units in P-12 ELA and math](#) that can be adopted or adapted for local purposes.

New York entered into contracts with four vendors to write common core aligned curriculum that could be used for free by anyone. Although the standards were new and no vendor had full experience or expertise to align closely to the Common Core Standards, NYSED worked with the vendors, the authors of the Common Core, and New York State educators to ensure the quality of the materials. Many districts around the country continue to use these resources and contact NYSED regularly for technical assistance.

Full academic years of curricular materials for prekindergarten to Grade 12 are available on [EngageNY](#). But EngageNY is more than just a source of curriculum and materials. It is an evolving resource and hosts a variety of professional development resources and dozens of videos of classroom teachers conducting exemplary lessons aligned to the new standards. Hundreds more videos are being added to EngageNY featuring effective and highly effective educator practice aligned to the New York State United Teachers and Danielson evaluation rubrics.

The optional curricular materials on EngageNY are designed to be adopted or adapted. Educators can find both PDF and Word versions of adaptable lessons allowing for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and support teachers. These optional curriculum materials:

- Support teaching and learning in prekindergarten through Grade 12 classrooms and provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the CCLS and align to the Board of Regents' strategic goals.
- Incorporate curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts.
- Emphasize resources that are planned and developed according to the principles of Universal Design for Learning, and are able to be used by all students, including:
 - English language learners (ELLs),
 - Students with disabilities,
 - Accelerated learners, and
 - Students achieving and performing below grade level (up to two grade levels behind through grade 8, and up to four grade levels behind in high school, grades 9-12).

To engage parents, the parent and family resources section has recommendations for learning games and explanations of the new standards. Parents can also view the curriculum modules to keep pace with what their children are learning and watch videos to learn more about good instruction.

The ELA and math curricular modules will include additional scaffolding suggestions for students with disabilities, among other student populations, in order to ensure they have access to participate and progress in the ELA and math curricula. New York State finalized a Memorandum of Understanding (MOU) to achieve the goal of providing additional effective scaffolds for students with disabilities for each curriculum module in the common core ELA (grades 3-12) and math (P-12) modules.

Following an extensive stakeholder engagement process, New York State adopted a new Social Studies Framework (integrating the existing content standards, the Common Core standards for ELA and Literacy in Social Studies, and the C3 standards developed by the National Council for the Social Studies). Rather than create new Social Studies curriculum, NYSED created a K-12 Social Studies Resource Toolkit with associated professional development.

Important design decisions were made in light of feedback from outside reviewers as well as NYSED staff. A key design and messaging decision was to create “Inquiries” rather than units to capture the instructional shift around student centered learning. Rather than producing one Proof of Concept (POC) Inquiry, the project management team decided to create three different POC Inquiries that aligned to the elementary, middle school, and high school grade bands. Those POC Inquiries have been reviewed by content and pedagogical experts in the field, NYSED staff, the Content Advisory Panel, the Professional Standards and Practices Board, and are nationally benchmarked by social studies state education department staff from across the country. Communication with groups such as NYSED’s Staff and Curriculum Development Network, regional BOCES, local and state Councils for the Social Studies has provided feedback and also communicated information and strategic advice on the resources. Furthermore, the Inquiries were piloted in New York classrooms in September and October 2014. The entire review process provided valuable information that is being incorporated to modify not only the content of the POC Inquiries but also the design and templates. The [New York State K-12 Social Studies Toolkit](#) includes six inquiries at each grade level and educators have provided positive feedback. The project management team also continues to present professional development sessions as well as experiment with models to best support teachers and districts. The professional development design and materials are in the final stages of development and are beginning to be posted on EngageNY.

Through a competitive Request for Proposal (RFP), NYSED established Common Core Institutes that further engaged NYS educators to enhance current modules including: ELA grades 3-5, 8-10 and mathematics grades K-1, 3-4, and 7-8. This RFP was developed in response to field feedback regarding the ELA and math modules. As the curriculum resources were made available for use in classrooms, NYSED collected feedback on the strengths of the modules and areas in need of additional enhancements. The intent of the RFP was for districts to nominate highly qualified educators who have actively used the existing modules in their classrooms and who would be key people to provide updates based on feedback from educators, through a cycle of feedback and coaching. Common Core Institutes and the work accomplished through this grant, including enhanced modules, can be found at <https://www.engageny.org/content/getting-core-common-core-institute-project>.

Engaging educators in enhancing these resources and delivering local professional development encourages capacity building among NYS educational organizations (Common Core Institutes) and educators (Common Core Institute Fellows). Specifically, Institutes and Fellows assist in the continued enhancement of New York’s Common Core optional and supplemental curricular materials. Given that EngageNY is being used so widely, the investment in producing exemplars of how educators may enhance EngageNY resources to support student learning ensures greater access and ease of use of the curriculum for both educators and students and will ultimately benefit everyone who uses the website.

United States Department of Education (USDE) approved an amendment in February 2013 to expand the P-12 Curriculum Modules to provide more support in the transition to CCLS for educators who work with ELLs. In alignment with the Regents Reform Agenda, NYSED launched the Bilingual Common Core Initiative to develop new English as a New Language (ENL) and Native Language Arts (NLA) Standards aligned to the CCLS for ELA. NYSED established an MOU with Queens College to develop two sets of resources known as [New](#)

[Language Arts Progressions](#) (NLAP) and Home Language Arts Progressions (HLAP) for every CCLS in every grade. As a result, the NLAP and HLAP provides a framework for teachers to ensure that students in ENL and Bilingual Education programs are meeting the CCLS. The Progressions include the five levels of language proficiency and demonstrate a trajectory of language learning and teaching. Detailed within the framework of the Progressions, all learners with appropriate supports can engage meaningfully with grade level text to meet the expectations set forth by the CCLS.

[Scaffolding instruction for ELL resource guides](#) and supportive materials for ELA and mathematics were created. In addition to the deliverables set forth in the work agreement, the American Institute for Research created resource guides and webinars on how to build background knowledge, vocabulary development, and how to add scaffolds to ELA texts. Exemplar lessons provide a model on how to take curriculum materials on EngageNY and provide additional research-based scaffolds for ELL students according to their level of English language proficiency. These resources will assist all teachers on how to provide ELLs with appropriate supports in order to engage meaningfully with grade level text and meet the expectations set forth by the CCLS.

In addition, a series of mini-lessons for ENL classes, to support the English language and content development of ELLs needed to access the P-12 ELA, literacy, and math curriculum have been developed. The mini-lessons provide a set of model adaptations of content aligned to the Common Core using the NLAP. These mini-lessons are appropriate for ENL teachers and for content teachers working with ELLs and include a set of technology-enabled tools that identify and help teachers adapt content such that novel adaptations can be created by individual or communities of teachers. The mini-lessons are part of a series of open, online courses for teachers to learn how to use the tools and to share their creations with other teachers, creating an open online community.

NYSED commissioned the Center for Advanced Study in Education at the Graduate Center of the City University of New York (CUNY), to develop a curriculum for those Students with Interrupted/Inconsistent Formal Education (SIFE). This SIFE group is reported to have among the lowest graduation and highest drop-out rates in New York State and in urban centers around the nation. With limited research on instructional interventions for this population, educators face a major challenge in developing appropriate programs to meet the diverse needs of these students. This curriculum is designed to meet the needs of low-literacy newcomer students at the middle and high school levels. The curriculum offers a rigorous and accelerated framework for providing students with the necessary content, language and literacy skills necessary for academic success. The primary areas being addressed are: ELA (Part 1 and Part 2), Foundational Literacy, and a framework for social studies and science. The curriculum has been successfully piloted in various schools around the state and it will be implemented in a new cohort of schools. Here is a link to the completed documents: <http://bridges.ws.gc.cuny.edu> (note that some documents are password protected and accessible to those currently implementing the curriculum). The goal is to increase accessibility to all teachers.

There have been other positive developments beyond the scope of this RTTT-funded bilingual work. Home language support materials have been developed for the ELA curriculum in six languages to strengthen the language and literacy skills of students. The CUNY group has produced a 15-minute video at International Community High School in the Bronx, which has been used for professional development training sessions for participating teachers and staff working with this population. The video introduces the general profile of SIFE students as well as instructional methods used with these students. More specifically, the CUNY group developed a framework to help science and social studies teachers deliver focused instruction for SIFE students. Included are descriptions of the instructional components of a module of study and examples of

some useful methods to employ. Four training sessions have been provided to principals, administrators, district support staff, and teachers, with the purpose of guiding the implementation of the ELA curriculum. A guidance document and follow up trainings will be provided to orient teachers to the learner profile of SIFE who have little to no print skills and to orient teachers to the Foundational Literacy curriculum structure and content.

The use of data enables educators to understand the unique needs of every student in order to make instructional decisions about student placement and curriculum. A growing need to obtain reliable and consistent data on SIFE students has led to the development of the Multilingual Literacy Diagnostic (MLD) which will be used to identify the literacy level in the home language of SIFE students. A determination of students' literacy levels in their primary language will assist in more accurate placements and appropriate and targeted instruction. The MLD is a semi-adaptive diagnostic tool that will be available online in the upcoming months and reflects current literature-based curricula and didactic principles from students' home countries for grades 3 - 9. The MLD was created by an expert team of educators, linguists, and researchers in collaboration with NYSED. These developments are in alignment with NYSED's belief that collecting and using data is fundamental to student learning.

New York State is one of the first states proposing the use of a diagnostic tool for this population of students. The MLD tool will be available in nine different languages and possibly more as needed. All sections have been produced by using native language speakers. The tool is currently available in Bangla, Chinese, English, Haitian Creole, Spanish, Arabic, Urdu, Sgaw, Karen and Maay Maay.

NYSED also completed the [translations of the New York State P-12 CCLS for Math and the New York State Math P-12 Curriculum Modules](#) (student facing materials) using RTTT funds. The materials were translated into Spanish, Chinese (Traditional and Simplified), Arabic, Bengali and Haitian-Creole.

The project presented both rewards and challenges. With the completion of approximately 2,000 translated lessons in six different languages, the total amount of lessons available is about 12,000. The response from the field has been overwhelming as pedagogues feel better equipped to meet the needs of multilingual learners. NYSED worked closely with the vendors to ensure they adhered to industry standards for translation production and ensured translations were performed by qualified, professional translators with a background in education, especially mathematics education. Finding professionals proficient in low incidence languages to review the quality and fidelity of the translated materials has been a challenge.

NYSED is committed to high quality ENL and bilingual programs that afford students the opportunity to learn rigorous content in two or more languages while becoming biliterate and bicultural. It is vital to incorporate academically and linguistically relevant instruction that strengthens the language and literacy skills of all students and leads to narrowing academic achievement gaps. Work to develop curriculum maps and modules for NLA classes in Spanish that mirror the ELA and literacy curriculum modules was originally funded with RTTT funds and is continuing. NYSED will issue an RFP to secure a partnership with a highly qualified vendor to create a curriculum that will support ELLs in both ENL and bilingual education programs across New York State. More specifically, the project will develop Spanish NLA lessons from K - 8 that parallel the social studies curriculum in English. The project will include the creation of sample lessons for each grade level that seek to develop listening, reading, speaking and writing in Spanish.

NYSED is dedicated to improving the academic achievement of ELLs leading them to college- and career-readiness. As work advances, rigorous efforts are made to attract vendors that have the capacity and experience to produce high-quality work that will continue our strong commitment to ELLs in the state. NYSED will continue work that is in alignment with the overarching and steadfast mission to ensure that all

New York State students attain the highest level of academic success, language proficiency, and become college- and career- ready.

In 2013, New York established the [Transition Course Initiative](#), a partnership between NYSED, the State University of New York (SUNY) and CUNY Collaborative Programs to develop transition course curricula in ELA and mathematics for the state's high school seniors. Transition courses are designed to serve high school seniors who are on track to graduate, but who have not met traditional academic benchmarks of college- and career-readiness, as measured by assessments such as high school exit exams or the SAT/ACT exams. The transition course curricula target key English and mathematical proficiencies that will help students avoid placing into developmental education courses, and that will prepare them for success in entry-level, credit-bearing college courses.

The Transition Course Initiative engaged 30 New York State high school teachers and 20 college faculty members in developing, shaping, and piloting transition course materials. This model to develop 12th grade courses collaboratively with educators from both high schools and higher education institutions created a crucial opportunity for educators to discuss the alignment of expectations across the student transition from high school to college. The project strengthened local partnerships between high schools and higher education institutions to support 12th grade students as they transition to postsecondary programs. New York State published a full set of lessons plans for teachers, as well as student materials and assessments.

NYSED signed an MOU with Center for Advanced Study in Education at the CUNY Graduate Center to: 1) study the fidelity of implementation of the CCLS and, 2) identify best practices in CCLS implementation. Approximately 15 case studies were done of all levels of the CCLS delivery chain, including BOCES/Network Team, district, school, and classroom were studied, while paying special consideration to the implementation efforts with ELLs and students with disabilities. The study included districts whose performance on the first two years of the Grades 3-8 Common Core assessments exceeded expectations and their matched comparison districts whose performance met expectations.

The Center for Advanced Study in Education conducted data collection, analysis, and report writing in Year 5. Data collection involved document review, online surveys, semi-structured interviews, focus groups, classroom observation, and observation of professional development and teacher meetings. Evidence was collected from key stakeholders including local superintendents, district staff, principals, teachers, professional development coordinators, ESL coordinators, special education coordinators, and BOCES/Network Team members. The CUNY Center for Advanced Study in Education presented preliminary results to NYSED throughout 2014-15 as groups of case studies were completed. The final report will be available spring 2016.

Video Library

NYSED created a [Video Library](#) as an innovative and differentiated educator resource to bring the Common Core instructional shifts, teacher and leadership evaluation and data-driven instruction to life through video, which could then be used to drive educators' professional growth. The videos support teacher and principal professional growth and strengthen educators work with the CCLS, data-driven instruction, and evaluation rubrics.

The video library is a unique resource that shows educators what Common Core aligned instructional practice looks like across a wide variety of grades, content areas and districts. It brings to life the teaching and leadership implementation of "practice" and documents teachers' journeys as they develop their Common Core instructional skills. The videos are used for professional development across the state and

allow educators to study practice, reflect on their own practice, and determine steps for their own professional growth.

For the districts, schools, leaders and teachers who participated in the project, many reported that the experience improved instruction in their school in observable ways. Everyone who participated received extensive virtual coaching in preparation for the filming and as a result, many of these educators are now leading the way, teaching others and providing feedback to their colleagues on their instruction.

The most popular videos have been watched upwards of 45,000 times and this number is expected to climb . . .

The “Studio Talk” portion of the video library allowed NYSED to create math and ELA resources that provide a novel, in-depth look at Common Core aligned instruction. For example, the studio talk math videos break down the Standards in grades K-5 and provide the “why and how” of Common Core math instruction. This continues to be an invaluable resource to math educators and parents alike.

Across the state there are educators working hard to teach the CCLS and adjust teaching skills as needed in order to do this work well. After visiting and partnering with over 20 districts and 150 educators, NYSED staff saw many trends in terms of how instruction could be adjusted to teach more closely to the standards and found educators extremely open to and appreciative of one-on-one coaching. An example of this is providing students with challenging text and then giving them the space and time to persevere through reading it, providing scaffolding as needed, but ensuring the teacher does not do the thinking for the students.

The Video Library project was completed in June 2015 and includes 700 videos. NYSED will continue to partner with the field and identify opportunities and resources to inform educators about the videos and how to use them to support professional practice and growth. Because the videos are housed on EngageNY, this platform can be used to share professional development resources aligned to the videos as well as link the videos to various resources on the web site such as curriculum or the ELL progressions.

NYSED promoted the use of video for professional development through the Commissioner’s News and Notes Newsletter and the videos were featured at NTIs. Through viewing and discussion, NTI participants were able to calibrate their understanding and enhance their ability to identify Common Core-aligned evidence. Participants left the NTIs equipped to lead professional development in the field using the videos.

Resources and tools accompany many videos and are available to support individuals who watch the videos on their own or with colleagues. Resources are also available to support districts, principals, and coaches who use the resources for professional development workshops. The most popular videos have been watched upwards of 45,000 times and this number is expected to climb significantly with the completion of the Library.

Assessments

In April 2010, New York State committed to a governing role in the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium. As a governing state, New York participated in the major policy decisions of PARCC, including the overall direction of the partnership and development of the major purposes, uses, and design of the assessment system. While New York State is no longer a governing state in the PARCC Consortium, it continues to support the process of PARCC. As of January 2015 the Board of Regents has not committed to administering the PARCC assessment. The State developed its own Common

Core assessments to begin the Common Core transition in 2012-13, before the availability of the PARCC assessment in the 2014-15 school year.

The field has benefited from a number of resources provided by PARCC. Educators have used the PARCC model content frameworks in their transitions to the Common Core and in the development of their own curricular resources. In addition, a core group of 24 New York State educators joined the PARCC Educator Leader Cadre. This group participated in multi-state convenings where they shared resources and participated in PARCC training. The group continues to share those resources with other educators throughout the State.

New York State participated in the PARCC field tests in spring 2014 and spring 2015 as an opportunity for districts to experience the PARCC test and to begin preparing for a transition to computer-based testing. Over 250 schools in 85 districts administered a PARCC field test. In 2014, over 65 percent of field tests were administered on computer, and by 2015, all PARCC field tests in New York State were administered on computer. The field went into the computer-based test anxious about infrastructure, technology preparedness, and overall readiness, but in general, participating schools found they were more prepared for computer-based testing than first expected. New York State, districts, and schools used the experience to identify policies, procedures, and resources that need to be in place to implement any type of large-scale computer-based testing. The field tests sparked a dialogue on technology readiness with a focus on first transitioning to better, smarter uses of technology for instruction. Participating in the field test created interest in computer-based testing and NYSED continues to expand more piloting opportunities to help districts prepare for the transition to computer-based testing.

Teaching is the Core (TITC) grants met the commitment of the project originally in the RTTT SOW to develop summative assessments for grades 6-8 in social studies and grades 6 and 7 in science. TITC funds supported 31 districts/consortia of districts (a total of 261 districts were involved) in their efforts to improve the quality of existing educational assessments and reduce the number of assessments that do not contribute to teaching and learning. Even though fewer proposals were received than anticipated, the goals of the RFP are met because the majority (27 of the 31 awardees) is consortia of districts that are spread across the entire state and include the Big 4 Cities (Buffalo, Rochester, Syracuse, and Yonkers), 25 BOCES and 2 small city consortia.

TITC awardees reviewed existing local assessments and practices and posted an action plan on or before June 1, 2015, to modify, eliminate, or replace assessments based on the local review. Each grantee provided professional development to educators focusing on recognizing and developing high-quality assessments and the majority designed training to increase parents' assessment literacy. NYSED believes that the districts and educators that engaged in this process have a more direct impact on aligning day-to-day instruction with college- and career-ready expectations than the originally planned summative assessment forms for social studies and science.

All grantees posted the following information on their district website: announcement of the award and the proposed plan for the use of the funds by December 1, 2014; results of their review on or before April 1, 2015; and their action plan (mentioned above) on or before June 1, 2015. NYSED's hope is that posting all plans will increase the education community's understanding of the assessment process. Awardees self-reported that they used the funds to review a total of 19,653 assessments. Out of the total number of assessments reviewed, recommendations included keeping 11,501; eliminating 2,559; modifying 8,516; and creating 796 new assessments. Accomplishments included the creation of 653 new assessments and modification of 2,498 assessments. Many of the action plans posted on district websites include plans for teachers who were involved in the grant to turnkey train other teachers in the district. Awardees shared that

the funds allowed teachers and administrators to receive quality training on the creation of assessments that are rigorous, reliable, and valid. A common theme across districts was the realization that the quality and frequency of feedback to students needs to be an embedded action related to all performance tasks given to students.

During the grant period, NYSED provided support to TITC awardees by sponsoring [five webinars](#) . A secure network was set up and all TITC grantees have the ability to view and download approximately 200 resources from other awardees including performance tasks in various grade levels and content areas, parent newsletters, videos for parents and community members. Awardees were encouraged to continue, through a sustainability plan, an annual review of assessments, which may include analyzing results of new or modified assessments and making necessary instructional or assessment adjustments.

In response to interested TITC awardees that plan to continue this work, NYSED intends to provide additional support and guidance to all districts in New York State about Assessment Literacy by sharing a series of seven webinars based on suggestions from TITC webinar attendees and Technical Advisory Committee members. Webinar topics will include validity and reliability; formative/summative assessment; interpreting assessment results and basic statistics; teacher as a researcher; test accommodation and fairness in testing; test development and standard setting; and K-2 guidance document. Additionally, best practices, lessons learned, and resources gathered from TITC grantees and various research-based assessment literacy resources will be shared on EngageNY.

ASSURANCE AREA C

Data Systems

New York State is engaged in a comprehensive effort to improve the ways educational data is collected, stored, and used to improve student outcomes while protecting data security and privacy.

Governance

NYSED's vision is to continually refine its data governance initiative – within NYSED, with regional data partners and state agency partners – and to leverage it as an integral component of the effort to affect educational reform. Data governance is ensuring, at all levels, student privacy is being safeguarded. Data governance has also informed processes for the release of publicly available data, disaggregated data to researchers, and data verification reports available to superintendents, principals and teachers.

Data governance can be a difficult topic to understand and is challenging to effectively implement and sustain in environments where it has not existed before. Inter- and intra-agency buy-in and collaboration is necessary to be successful. Goals need to be clearly defined with a clear pathway to achieving those goals. Staff with the skills and desire to initiate change must be involved and actively engaged.

NYSED continues to refine its interagency data governance model as well as work towards a statewide data governance model that includes partnering state agencies. Our partnership with CUNY and SUNY continues to grow and develop with a finalized MOU with CUNY and a near final one with SUNY. NYSED continues to collaborate with other state agencies in order to keep moving its comprehensive reform agenda forward through data governance and data-driven decision making.

EngageNY Portal

The NYSED RTTT application articulated the vision, mission and goals for the creation of an Instructional Reporting and Improvement System, referred to currently as the EngageNY Portal. The EngageNY Portal project has undergone multiple revisions to the original plan resulting from various changes in legislation and federal requirements. The work performed to date has moved NYSED forward on the continuum of meeting the outlined goals. However, there is remaining work and sustainability factors that must be considered to fully realize the benefits.

Since its inception, the EngageNY Portal project has maintained four areas of focus:

1. The deployment of Data Dashboard Solutions (DDS) for educators and parents statewide;
2. The creation of a Statewide Student Data Store (SDS);
3. The development of a next generation Content Management System (CMS); and
4. The support for identity federation through an Identity and Access Management (IAM) system.

The program maintains these same areas of focus and, both through procurement and in-house initiatives, has charted a path to sustainability. Following is a brief summary of each area.

Data Dashboards Solutions: The data dashboard vendors completed the bulk of their deliverables (e.g., test plans, product training, and design specifications) and have completed many of the dashboard features originally outlined (e.g., educator access to student profiles, assessment results, and statewide backdrops). Under recent legislation, the project has been forced to utilize an alternative student data store to that provided by inBloom (formally the Shared Learning Collaborative). In the immediate term, the program identified and developed an alternative student data store at the Western New York Regional Information Center (WNYRIC)/Erie 1 BOCES. WNYRIC currently houses the statewide data center on behalf of NYSED. Please see below for additional detail on the SDS focus area.

Longer term, NYSED is looking to support the construction of additional, local data stores and identity management systems at Regional Information Centers (RICs) throughout the state. Currently, much of this work is being tackled on a per school or district basis. Student information and user credentials are being replicated many times over and with that the costs to deploy and maintain these supporting systems. Regionally maintained systems, for use by many districts, software vendors, and educators is a more sustainable model, one that improves access to student data and supports data driven instruction. To this end, the Department entered into a contract with Madison-Oneida BOCES that will fund the development of federated data and IAM systems by all 12 BOCES/RIC organizations statewide. BOCES/RIC organizations will be better positioned to provide these federated services, closer to their constituent schools and districts, which will provide a migration path for data dashboard vendors.

Content Management System: The program launched the public-facing content management component of EngageNY.org, named internally as the CMS 1.8. The 1.8 release was a prerequisite to a more robust CMS (2.0), which will provide new content aligned to the common core, better organization, more powerful search and social features. Version 2.0 of the CMS has functionality which allows login and access control to the already publically available CMS 1.8.

Student Data Store: As referenced above, it was expected that all data to be displayed by the data dashboards would be sourced through inBloom. Under New York State legislation (bill A06059), NYSED was prohibited from sharing data with inBloom. However, the Department was expressly permitted to share data

with a NYS BOCES/RIC. Specifically for completion of DDS, NYSED selected WNYRIC/Erie 1 BOCES to replace the inBloom infrastructure and supply data to DDS.

Identity and Access Management: The IAM system consists of servers that process requests for identity, a directory that contains a master list of users, and administrative tools for creating, deleting, applying roles and organizational relationships. PCG worked with the edFusion product to support these key IAM functions. The Department is recommending a two-pronged approach to sustain the IAM portion of the project beyond fall of 2015. Firstly, and not unlike the student data store transition, the Department has worked with all 12 BOCES/RIC organizations statewide to cooperatively develop suitable, regionally maintained, and federated identity and access management systems. In support of the CMS, NYSED is working on a transition strategy that will provide the necessary IAM infrastructure to support educational data portal' communities statewide.

NYSED is exploring the feasibility of continuing to support the construction of additional local data stores and identity management systems at RICs throughout the state. Student data stores when combined with identity management systems are the foundation to any instructional support system. Currently, much of this work is being tackled on a per school or district basis. Student information and user credentials are being replicated many times over and with that the costs to deploy and maintain these supporting systems. Regionally maintained systems, for use by many districts, software vendors, and educators is a more sustainable model, one that improves access to student data and supports data driven instruction.

To this end, the Department completed a pilot project early this summer (the RIC1API) that funded the development of federated data and identity access management systems by all 12 BOCES/RIC organizations statewide. BOCES/RIC organizations are positioning themselves to provide these federated services, closer to their constituent schools and districts, which will provide a migration path for data dashboard vendors. The Department is now looking to extend the work completed under the pilot program and provide support to operationalize the launch of the RIC1API.

Additionally, NYSED allocated unspent RTTT funds to support sustainability of the state's technology investments by providing increased access to technology across the state and enhancing RICs regional data centers and disaster recovery sites by upgrading existing infrastructure and adding additional hardware and software resources to support the security and privacy of student data, while increasing the bandwidth available to their component school districts. As a result \$30 million was distributed for the purchase of devices and RIC infrastructure enhancements. In total, 47,399 devices were reported as purchased.

Longitudinal Data System

The vision of the P-20 Longitudinal Data System was to securely link data for specific purposes for up to five state agencies¹ and New York State's public postsecondary institutions, with the goal of informing a comprehensive view of student services from early childhood through postsecondary education and employment. State agencies would use linking techniques to organize data so that they can be securely accessed by authorized parties. The system would support various stakeholders with a data source that would develop and improve the New York State education system.

¹ NYSED, New York State Department of Labor (DOL), New York State Office of Children and Family Services (OCFS), New York State Department of Health (DOH), New York State Department of Taxation and Finance (Tax and Finance).

NYSED has data sharing agreements with both SUNY and CUNY. NYSED has linked K-12 students to both SUNY and CUNY and data is being received from them on students now attending their institutions. Consistent with the Uninterrupted Scholars Act, NYSED developed a data sharing agreement with OCFS to share education data for the students in their care in order to assist OCFS in making placement decisions for these students. NYSED began discussions with DOH, DOL and Tax & Finance around sharing data. In addition, NYSED obtained aggregate-only data regarding student enlistment in the military.

Within NYSED, aggregate data is becoming more transparent and available to the public using the Public Data Access Site (data.nysed.gov). It is part of the plan to develop aggregate reports for the data work with SUNY and CUNY. The data and respective reports are intended to inform policy and practice.

ASSURANCE AREA D

Effective Teachers and Principals

Working with districts, unions, higher education partners, and other stakeholders, New York State was able to meet, and in many cases exceed, the goals set out in Assurance Area D.

Teacher and Leader Preparation

New York State set out to radically redesign teacher and leader preparation programs through the creation of clinically grounded instruction, increasing emphasis on performance-based assessments and creating innovative certification pathways on a continuum from traditional preparation to streamlined preparation by collegiate and non-collegiate institutions. High quality educators are essential in closing the performance gaps between student populations and in raising the academic performance of all students.

Funding was awarded to 13 institutions (11 graduate and 2 undergraduate) to prepare over 500 teachers in clinically rich teacher preparation pilot programs, exceeding the State's original commitment to prepare and place up to 400 effective teachers serving schools with high-need populations. These programs are geared toward increasing the supply of highly effective teachers in high-need subjects like science, mathematics, special education, or teachers of English to speakers of other languages. Candidates were placed in extended residencies designed to positively affect student growth and achievement, with the goal of improving the retention and effectiveness of novice teachers in high-need schools. The residencies lasted an average of ten months serving in 57 high-need schools across the state.

Employment data from the first and second cohorts of graduates indicate that 84 percent have teaching jobs in high-need schools across the state, including New York City, immediately following graduation. This surpasses the state teacher supply and demand data that indicates a majority of teachers certified in NYSED-designated teacher shortage areas are employed within two years. Although it is too soon to report retention rates of novice teachers as a result of these programs because typical retention studies span five years, there is preliminary evidence to suggest a positive impact on student growth and achievement.

Survey data collected by select institutions indicates that P-12 students associated with this program demonstrated increased attendance, frequency of successful homework completion, and on-task student behavior. USDE highlighted the promising practices of New York State's clinically rich preparation programs on its website PROGRESS at <http://www.ed.gov/edblogs/progress>. With strong evidence of the clinically rich preparation programs' ability to prepare teachers and school leaders to meet the instructional needs of students, particularly in high-need schools, the majority of institutions involved in this work are collaborating

with their P-12 partners to develop sustainability plans that would allow the continuation of relationships formed.

The strength and quality of preparation programs lies in the hands of the staff and faculty. In the Office of Higher Education's set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities (clcu), New York State aspires to transform teacher and leader preparation programs by providing professional development for faculty and deans around the more rigorous teacher and leader certification requirements, the implementation of CCLS, the use of data-driven instruction, clinically rich teacher preparation and the requirement of APPRs in all school districts. This initiative was initially funded, and then expanded in 2014-15, to create professional networks dedicated to the development and implementation of a redesigned system for training and certifying teachers and school leaders in the state. Stakeholders attended over 4,800 meetings, held at over 100 college campuses across the state, to revise curricula and course syllabi in both teacher preparation courses and in the arts and sciences. Online resources including webinars and modules were developed, some of which have become national resources, and currently provide sustainable impact in every sector. Recorded sessions, activities and tools are accessible to educational leaders in the schools of education and colleges of arts and sciences at 114 institutions of educator preparation across New York State.

In addition, SUNY created four Centers of Innovation in Education, where regional facilitation of professional development will continue beyond RTTT. Across the independent sector, there is evidence of adjusted or redesigned field experiences for student teachers, evidence of CCLS integrated across coursework and subject areas, and courses and programs (new or redesigned) are being aligned to support the skills and abilities required for the new certification assessments. Not only are teacher and school leader preparation programs benefitting from this initiative, but CUNY's and SUNY's faculty development projects provide sustainable opportunities for professional development inclusive of the New York City Department of Education (in partnership with CUNY), community colleges and P-12 partners as well. Campuses regularly work with P-12 partners on goals including clinically rich teacher preparation, data-driven instruction, successful implementation of CCLS, and implementation of performance assessments for certification fostering a strong connection of theory and practice for all involved.

New York State committed to improving student achievement by reforming, strengthening, and holding accountable educator preparation programs through linking student achievement and growth data to teachers and principals and the programs that prepared them. This data provides a valuable source of information for institutions to review program outcomes. NYSED engaged stakeholders such as NYS Association of Teacher Educators, the New York Association of Colleges for Teacher Education, the Professional Standards and Practices Board for Teaching, the Teacher Education Advisory Group, and NYS United Teachers in the development of institutional profiles, providing information and soliciting feedback through a focus group and webinars.

As of September 30, 2014, each institution was provided with the opportunity to review its individual profile, provide feedback, and identify potential concerns prior to making this data publicly available. It is important to note that this data did not include any of the new teacher certification assessments. However, the process was helpful in identifying inaccuracies in the data and problems with the data collection process. These institutional or campus based profile reports provide the pass rates for each of the required certification assessments at both the undergraduate and graduate levels for teacher and school building leader certification. For each assessment the statewide pass rate is included for comparison. In addition, the institutional profiles include employment data, which is defined as the percentage of candidates receiving certification within 18 months of program completion who were employed in a New York State public school.

Statewide aggregated data on employment is also provided. The employment data includes the distribution of candidates receiving certification within 18 months of program completion by need/resource category. This provides information to the programs regarding the region and types of public schools where their students are eventually being employed. These profiles were not made public.

Finally, there is a general description of the college or university's demographic information to provide additional context for the reader. NYSED will provide more robust and comprehensive profiles as data collection and reporting mechanisms improve. An important part of New York State's strategy for strengthening teacher and leader preparation is to align the requirements for entry into the profession with the skills and expectations of today's classrooms and schools. During the RTTT grant period, New York State implemented new and revised certification examinations for teachers and school building leaders. Effective May 1, 2014, three new examinations and one revised exam are required for teachers who apply for initial teaching certificates in New York State:

- **Academic Literacy Skills Test (ALST)** is an exam aligned to P-12 college- and career-ready expectations in ELA and Literacy. It requires candidates to demonstrate competency in reading and writing using sources.
- **Educating All Students (EAS)** is an assessment that addresses five competencies: diverse student populations, ELLs, students with disabilities and other special learning needs, teacher responsibilities, and school-home relationships. This exam assesses candidates' ability to understand the characteristics, strengths and needs of all learners to promote academic growth and help all students reach their highest levels of achievement and independence. It probes candidates' ability to use knowledge of diversity within the school and community to address the needs of all students, create a sense of community, and promote students' appreciation and respect of all students.
- **edTPA** is a multiple-measure teacher performance assessment aligned to state and national standards including P-12 college- and career-ready standards, the National Council for Accreditation of Teacher Education (NCATE) standards, the Interstate Teacher Assessment and Support Consortium (inTASC) standards, and the Specialized Professional Association (SPA) standards. edTPA was designed to be educative and predictive of effective teaching and student learning, and it assesses readiness to teach by assessing teaching behaviors. edTPA has subject specific handbooks that correspond to the type of teaching certificate being sought by the candidate and assesses five components of teaching practice: planning, instruction, assessment, analyzing teaching, and academic language. Developed by the Stanford Center for Assessment, Learning and Equity, edTPA has been adopted in 34 states and the District of Columbia. The widespread adoption of edTPA has inspired interstate collaboration, with the development and sharing of resources among teacher preparation programs across the country and the subsequent increased accessibility of these tools to assist candidates in being successful with edTPA.
- **Content Specialty Tests (CSTs)** are revised exams focused on knowledge of New York State Learning Standards and national standards associated with candidates' subject-specific teaching certification area, as well as P-12 college- and career-ready standards in ELA and mathematics, where applicable. Forty one CSTs are on the list of exams being reviewed.

For principals who apply for initial certificates on or after May 1, 2014, two new exams are required: the new School Building Leader (SBL) and the same new EAS test required for new teacher candidates.

- **School Building Leader** is a two-part assessment focused on five competencies: instructional leadership for student success, school culture and learning environment to promote excellence and

equity, developing human capital to improve teacher and staff effectiveness and student achievement, family and community engagement, and operational systems, data systems, and legal guidelines to support achievement of school goals. SBL is designed to evaluate practice-based skills, the ability to analyze student achievement data, and includes a simulation task with a video-based teacher observation.

These new and revised exams help to ensure that teacher and principal candidates demonstrate the knowledge, skills, and abilities to effectively support student achievement to further NYSED's overarching goal of ensuring every student graduates from high school college- and career-ready. As such, the New York State Teacher Certification Exam (NYSTCE) changes were intended to ensure that new teachers and principals enter schools and classrooms ready to educate students to achieve the learning outcomes associated with increased P-12 curricular standards and changes in student assessment. In order to meet these goals, NYSTCE design, development, and revisions are completed with committees of practicing P-12 educators and faculty from teacher preparation programs throughout the state and with input from experts in assessment, P-12 college- and career-ready standards, data-driven instruction, and educator evaluation. Computer-based testing has replaced paper-based testing for all new and revised NYSTCE operational exams at the 71 testing sites throughout the state. Most NYSTCE computer-based testing is available year-round by appointment, Monday through Saturday (excluding some holidays). Prospective registrants may view real-time seat availability and review test center locations before selecting their preference.

The new and revised certification examinations became operational beginning in the fall of 2013. The following year, in fall 2014, NYSED released preliminary certification assessment performance data and employment data for all teacher preparation institutions. The Department is tracking candidate performance and the certification test taker and pass rate numbers for all certification exams can be found at www.data.nysed.gov. The Department reported to the Board of Regents in October 2014 that approximately 4,575 test takers have taken the new performance assessment (edTPA) and that the estimated pass rate is approximately 83 percent.

These data will eventually be integrated into the previously mentioned higher education institutional profiles. The release of this preliminary information sparked an important statewide discussion about the need to improve the performance of specific institutions and the need to better match the teacher preparation programs to the supply and demand of the profession.

During the conceptual design phase, identifying and planning for human capital needs along with assessing the associated budgetary allocations and developing a strategic reform plan of this scope were integral to successful implementation. New York State has 122 teacher preparation institutions. Considerations connecting the new and revised exams to the associated certification changes required additional planning prior to and throughout the implementation process. Leveraging internal resources and expertise across Department program offices along with frequent and significant input and direction from the Office of Teaching Initiatives facilitated intradepartmental collaboration pivotal to capitalizing on the existing institutional and operational knowledge. This work received the support of staff from a number of K-12 program offices where content experts in most of the 45 exam fields served as subject matter experts for their respective fields.

The day to day working relationship between NYSED and vendor consistently aimed at developing and delivering high quality products and was contingent upon the willingness to reassess processes and make revisions while meeting numerous concurrent tight deadlines. This was accomplished using needs assessment strategies to develop course correction plans and adjust milestones and timelines as needed. For example, the CST group expansion enabled both the vendor and the Department to better navigate the

breadth of deliverables along with the development and use of sophisticated project management tools and skills requisite to designing concepts, establishing timelines, and managing the work.

In-person interactions with the field enabled NYSED to disseminate accurate and up to date information, respond to emergent needs, address questions directly, and adjust plans when necessary based upon this informative exchange. To further enhance communication surrounding the changes, a policy email mailbox was created to answer specific questions and concerns from candidates and teacher preparation faculty while providing a feedback loop for NYSED to support the exam and certification changes.

In Year 5, the Department and the testing vendor refined processes and procedures, continued to gather and analyze data to inform policy decisions, and provided continued implementation support at the institutional level. Additional study guides are being created and will be posted on the NYSTCE website as they become available. NYSTCE exams will continue to incorporate regulations and changes adopted by the Board of Regents as appropriate and exams will be monitored to ensure that tested material remains current and relevant continuing after the conclusion of RTTT.

The Department and testing vendor will maintain websites and update links so that public information remains current and accessible; the edTPA task force will finalize recommendations for the Department to consider based on subcommittee meeting outcomes; and advanced data collection tools will continue to be used to identify and analyze trends in candidates' score reports. Institutions of higher education will continue to receive institutional reports to inform their progress and evaluate institutional effectiveness. Teacher preparation programs will be able to examine programmatic needs and successes using score report data to inform practice, influence instructional planning, and adjust support for teacher and principal candidates.

Ongoing operational and recruitment efforts to add to the existing pool of approximately 328 New York State certified edTPA scorers will move ahead, especially in low incidence fields such as Agriculture, American Sign Language, Blind and Visually Impaired, Family and Consumer Science and Technology Education. The Department continues to support efforts to increase the number of computer-based testing centers throughout the state.

Through RTTT grants NYSED has been able to put supports into place for candidates who are not successful on their first attempt to pass certification examinations including the edTPA Safety Net enacted by the Board of Regents in April 2014, which allows candidates who have taken and failed to achieve a passing score on edTPA to take and pass the ATS-W in lieu of edTPA within a limited time frame; the [Certification Assessment Assistance Fund](#), using funding from the RTTT award to offset examination fees for students demonstrating need; and ongoing professional development for faculty sharing best practices, tools and resources to better prepare candidates for success on all of the new examinations.

Teacher and Principal Performance Evaluation

The vision set forth in the RTTT application was for a teacher and principal performance evaluation system that focuses on student learning and growth and provides the data and targeted preparation, training and professional development necessary to elevate teaching, learning, and school leadership. New York's 2010 historic legislation (Education Law §3012-c) dramatically changed the teacher and principal evaluation system, fundamentally restructuring it from a Satisfactory/Unsatisfactory system to an APPR system that differentiates educator effectiveness using four qualitative rating categories, employing multiple measures of educator effectiveness (including student growth as a significant factor) and establishing an expedited process to remove chronically ineffective educators. Further legislative changes enacted by New York State:

- 1) Required every school district to have an APPR plan approved by the Commissioner by January 17, 2013,²
- 2) Required a school district's most recently approved APPR plan to remain in effect if a subsequent one is not negotiated, and
- 3) Linked a district's implementation of their approved APPR plans with their eligibility for an increase in State aid.

As a result of these legislative changes, 99.9 percent of districts implemented approved APPR plans in the 2012-13 school year and 100 percent of districts implemented approved plans as of the 2013-14 school year.

A number of additional legislative and regulatory changes been made to implement Education Law §3012-c since the inception of the new evaluation system demonstrating NYSED's commitment to the continued enhancement of educator evaluation, including:

- department support of districts' flexibility to reduce unnecessary local testing by providing an expedited means for submitting APPR plan changes that solely relate to assessment reduction;
- setting caps on the amount of instructional time spent for local assessments and on preparation for traditional standardized assessments; and,
- precluding districts from administering traditional standardized assessments to students in grades K-2 for APPR purposes.

As a result, material changes to nearly 635 APPR plans have been approved by NYSED since the initial deadline of January 17, 2013 and over 150 LEAs made changes to their approved APPR plans for the 2014-15 school year in order to reduce local testing.

The implementation of the new evaluation system has transformed the evaluation process in New York State schools. Teachers and principals are given immediate and detailed feedback in multiple discipline areas, including data on student growth. For the first time, student achievement data has become a significant component of all teacher and principal evaluations. As part of the multiple measures used to evaluate teachers, principals, and LEAs, New York State developed statewide measures of effectiveness using growth in student achievement, defined as "the change in student achievement for an individual student between two or more points in time," as a significant factor. In August 2012, NYSED provided districts and schools with growth scores based on 2011-12 State tests for teachers of grades 4-8 ELA and math and their principals. These scores were used as one component of evaluations for the districts participating in APPR for the 2011-12 school year and as an introduction to the NYSED growth metric for all others. Beginning in the 2012-13 school year (and continuing thereafter), NYSED expanded the use of the growth model and provided growth scores based on State tests for teachers of grades 4-8 ELA and math and their principals, as well as principals of buildings with all of grades 9-12.

² If this deadline was missed the district and their collective bargaining agents needed to submit their positions on the plan and have it approved by the Commissioner on or before May 29, 2013. Otherwise the Commissioner was required to hold an arbitration proceeding and issue a decision that prescribed the district's APPR plan by June 1, 2013.

NYSED continued collaboration with its vendor to update business rules, programming specifications, and layouts for 2013-14 growth calculations and reports as well as to assess the viability of growth models for educators who teach content areas other than grades 4-8 ELA and math. In June 2013, the Board of Regents voted to use an enhanced growth model for the 2012-13 and 2013-14 school years. In July 2014, the Board of Regents voted to continue with the use of the enhanced growth model for the 2014-15 school year and thereafter until a value-added model is approved by the Board of Regents. In August 2014, NYSED provided districts and schools with growth scores based on 2013-14 State tests for teachers of grades 4-8 ELA and math and their principals as well as high school principals (grades 9-12). The same was done for these educators in August 2015.

NYSED places great value on providing the public with data through which they can fairly and accurately evaluate the performance of their schools and school leaders, including superintendents and building principals.

Only a portion of New York State teachers teach subjects in which students take a State assessment. However, the legislation ensures that *all* teachers will be evaluated based on student data, which will include assessment results and other measures of achievement. For the approximately 80 percent of teachers where there is no State-provided measure of student growth, “comparable measures” must be set through Student Learning Objectives (SLOs), which are the State-determined district-wide growth goal-setting process. An SLO is an academic goal set for an educator’s students at the start of a course, to the extent practicable. It represents the most important learning that is aligned to Common Core, State, or national standards, as well as any other school and district/BOCES priorities. The goals must be specific and measurable, based on available prior student learning data. Educators’ scores are based upon the degree to which the goals were attained, as evidenced by student academic performance at the end of the course. Educators set SLOs following the processes determined locally by their districts. To ensure that the leadership team of each district understood the SLO process and felt prepared to make the necessary district level decisions that would allow for successful implementation by principals and teachers, NYSED developed a web-based support system, the [SLO Landing Page](#). This page has been accessed over 300,000 times, indicating that the roadmaps, interactive webinars, annotated field samples, and digital tools are beneficial to this work.

New York State law (§3012-c) requires that teacher and principal evaluations include consideration not only of student growth on State assessments or other comparable measures, but also of locally selected measures of student growth or achievement that are rigorous and comparable across classrooms and other measures of educator effectiveness.³ To ensure a rigorous programmatic review and to select only the highest quality providers, NYSED developed Requests for Qualifications (RFQs) for approved rubrics, surveys, and assessments that could be made available to the field and be selected as part of their locally determined decisions in APPR, providing a level of consistency and rigor once lacking in educator evaluation. Through the end of the 2014-15 school year, NYSED had 29 approved teacher and principal rubrics, 200 approved student assessments, and 13 approved teacher and principal surveys.

NYSED places great value on providing the public with data through which they can fairly and accurately evaluate the performance of their schools and school leaders, including superintendents and building

³ Subpart 30-2 of the Rules of the Board of Regents require that the assessments, surveys and rubrics used in APPR plans conducted pursuant to Education Law §3012-c be approved by the Department.

principals. The Public Data Access site (data.nysed.gov), with over 5.8 million page views, publicly reports education data for educators across the state. Users of the website can access statewide data reports and view reports for an individual school, district, BOCES, or county. The website has 2012-13 and 2013-14 educator data (APPR ratings and State-provided growth ratings), student data (public school enrollment data), school data (school report cards), 2013-14 and 2014-15 public school grades 3-8 assessment data, aggregate reports for the data work with SUNY and CUNY, as well as teacher and leader certification metrics.⁴

To ensure that good teaching, effective school leadership, and thoughtful policy making are informed by accurate, actionable, and interconnected data, an internal confidential database was constructed to compile and characterize information on APPR plans of each LEA. While upholding all privacy protections required by law, this internal database allowed NYSED to more easily cultivate information that could be used to provide targeted support to LEAs. NYSED utilized the database to draft customized memos for LEAs with strategies for consideration to ensure testing is the minimum necessary for effective decision making at the classroom, school, and LEA level. The database has allowed the APPR team to provide support by helping districts identify similar approaches in other approved APPR plans like the use of peer observers or the use of performance assessments. The database has also allowed NYSED to identify errors in district evaluation data submission (e.g., when reported HEDI bands do not match those listed in the approved APPR plan)⁵ and inconsistencies (e.g., only 50% of an LEA's educators were reported) which allows for technical assistance prior to data submission deadlines.

In order to identify districts for enhanced monitoring, educator evaluation data submitted to NYSED for the 2012-13 school year, in combination with other identified implementation issues, were analyzed in a risk analysis. NYSED has developed a comprehensive APPR monitoring protocol to assess the fidelity (i.e., completeness) and quality with which districts are implementing their evaluation systems. Districts were identified for a two-year enhanced monitoring cycle. Through conducting analyses of evaluation data, audits of district documents (e.g., observation records, evaluator training records and certifications, and sample SLOs and site visits and phone call updates), NYSED will assist districts in identifying areas where strong practices are in place that promote implementation as well as to address any areas/systemic issues that are preventing or slowing the full implementation of the evaluation system.

Further legislative changes were made to the evaluation system on April 13, 2015 when New York State's Governor Cuomo signed a new law (Education Law §3012-d), establishing a new evaluation system for teachers and principals. The new law requires educators to be evaluated based on two categories:

1. Student Performance
2. Observation/School Visit

Under the new law, New York State will continue to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. As in the past, the results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated

⁴ Educator evaluation data for NYC is available starting in the 2013-14 school year since the district's APPR plan was not approved until the end of the 2012-13 school year for use in the 2013-14 school year.

⁵ Under Education Law §3012-c(2)(h)(6), each district and BOCES shall locally determine the specific minimum and maximum scoring ranges for each performance level within the Other Measures of Effectiveness subcomponent.

professional development).⁶ All districts in New York State are to have a new APPR plan approved by the statutory deadline of November 15, 2015 for implementation starting in the 2015-16 school year unless the district applies for, and receives approval for, a Hardship Waiver by the Commissioner.⁷

New York State's theory of action for improving the quality of and equitable access to educators, considers the roles of both NYSED and LEAs. The Department believes the overall quality of teaching and learning can be raised through the implementation of comprehensive systems of talent management, rooted in sound implementation of the teacher and principal evaluation system. Such systems leverage programs that focus on various elements of a strategically planned Teacher and Leader Effectiveness (TLE) Continuum. In doing so, these systems can address common talent management challenges that serve as barriers to student achievement and equal education opportunity.

NYSED granted a total of \$83 million through four rounds of the Strengthening Teacher and Leader Effectiveness (STLE) grant program, reaching 221 districts, over half a million students, 42,000 teachers, 1,000 principals, and 650 assistant principals across the state. STLE was able to create multiple proof points of districts that successfully implemented comprehensive systems of educator effectiveness grounded in sound implementation of their evaluation systems. Through the establishment of district-wide career ladders, which provide recognition and advancement available to all educators as they demonstrate increased performance, nearly one-third of all LEAs in New York State are further developing a performance culture that will fundamentally improve the supply and retention of the most effective educators, expanding their influence over student learning.

The STLE grant has challenged and enhanced how the needs of students and of educators are addressed; particularly students in the highest poverty and minority quartile of New York State. Sixty-three percent (63%) of grantees are targeted professional development based on educators' APPR ratings; 25 percent of grantees offered targeted incentives for educators working with high needs subgroups; 16 percent of grantees offered transfer incentives to assure that no school has an unusually large percentage of teachers who received a rating of Ineffective or Developing and that teachers who received a rating of Highly Effective are concentrated in the school(s) with the highest number of students from poverty and/or minority students. Finally, 10 percent of districts offered recruitment incentives to fill shortage areas. The form of incentives offered to educators in career ladder positions, varied across grantees' programs, dependent upon local context. Approximately 65 percent of STLE grantees used financial stipends to reward educators for taking on additional roles and responsibilities, 16 percent of grantees offered hourly or per-session payments for additional work done outside of the normal school day, 11 percent of grantees offered a full-time salary for a newly created positions, 8 percent of grantees offered release time and/or credit for professional

⁶ Based on recommendations from Governor Cuomo's Common Core Task Force, at its December 2015 Regents meeting, the Board of Regents adopted emergency regulations to provide for a four year transition period for APPRs while the State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards, and a revised State-provided growth model. During the transition period, the Commissioner will determine transition scores and ratings that will replace the original scores and HEDI ratings computed under the existing provisions of Subpart 30-2 and 30-3 of the Regents Rules for evaluation of teachers and principals whose APPRs are based, in whole or in part, on State assessments in grades 3-8 ELA and mathematics assessments and State-provided growth scores on Regents examinations. The transition period will end with the 2018-19 school year. However, during this transition period, educators will still receive scores based on student performance and observations using the four quality rating categories for APPRs conducted pursuant to Education Law §3012-d and student growth scores will be provided to districts, schools and educators for advisory purposes.

⁷ Districts that do not have an APPR plan approved pursuant to the new law or have a Hardship Waiver approved by November 15, 2015 risk losing their eligibility for an increase in their State aid.

development, and 7 percent of grantees offered educator tuition reimbursement. These financial incentives ranged from \$200 to \$30,000, with a majority of incentives falling in the \$1,000 to \$2,000 range.

With the granting of an extension in July 2014, NYSED expanded its STLE approach to address the development of teacher leaders on principal pathways and current principals. The Strengthening Teacher and Leader Effectiveness Dissemination Grant: Principal Leadership (STLE-D) was targeted to support the dissemination of promising successful principal practices and programs found in STLE districts, which included providing professional development to current principals and assistant principals, as well as teacher leaders on principal pathways and enhancing programs that focus on teacher and leader effectiveness. STLE-D allowed the 21 grantees, comprised of 51 previously participating LEAs to share their successful innovations in a collaborative endeavor with 40 LEAs who were not able to participate in a previous STLE grant during RTTT. Principals and future principals received the critical support necessary to facilitate stronger implementation of their TLE systems, driving student achievement and addressing talent management needs.

Promising practices implemented and shared through STLE-D included professional learning communities to drive instructional change and extensive principal support and coaching to ensure school leaders have the capacity to serve as instructional leaders within their schools and districts.

STLE participants across all four cohorts were able to better address student achievement outcomes and increase the quality, quantity, and diversity of their educator workforce through the use of evaluation results in the design and implementation of comprehensive talent management strategies that address multiple components of the TLE Continuum. The STLE grant program closed on June 30, 2015. Initial reporting indicates that:

- Ninety seven percent (97%) of STLE grantees intend to sustain the work they began under RTTT following the conclusion of the grant.
- Eighty seven percent (87%) of STLE grantees intend to sustain their career ladder pathways developed or enhanced through the grant.

STLE LEAs were able to address five common talent management challenges that serve as barriers to student achievement and equal education opportunity through the strategic use of the TLE Continuum, including:

1. *Preparation:* Approximately 31 percent of grantees partnered with institutions of higher education (IHEs) in order to better prepare future educators.
2. *Recruitment:* More than 25 percent of the LEAs included differentiated incentives for work associated within hard-to-staff subject areas and buildings.
3. *Development:* More than 72 percent of grantees worked to increase the effectiveness of their staff by developing targeted professional development based on educator evaluation ratings.
4. *Retention:* 100 percent of grantees were focused on retaining their top talent through implementation of career ladder pathways or recruitment and transfer awards. Many worked on selective retention efforts, ensuring they were basing tenure and other staffing decisions on effectiveness ratings.
5. *Ensuring Equitable Access:* Nearly 65 percent of STLE grantees used financial stipends and redefined roles and responsibilities to extend the reach of highly effective educators.

Through the STLE grant program, the Department was able to confirm that educator leadership in career ladders, connected with the evaluation system and analysis of student learning, is an effective strategy to

address educational inequities across the state and to close achievement gaps. Extensive site visits, regular reporting, and status update calls allowed NYSED to better understand the ways in which STLE grantees have designed career ladders that provide career advancement opportunities and support efforts across multiple components of the TLE Continuum while recognizing and rewarding excellence. Watch this video to see how educators across New York State define teacher leadership in their own words:

<https://www.engageny.org/resource/what-is-a-teacher-leader>.

As a result, NYSED incorporated the STLE work and career ladders into the [State's updated Equity Plan](#), which was submitted to the USDE on June 1, 2015 and subsequently approved on September 10, 2015. Also in June 2015, the Board of Regents approved the [New York State Career Ladder Pathways Framework](#) which is based on lessons learned from the STLE grant program and aligned with the State's updated Equity Plan. The framework outlines the Department's underlying beliefs, assumptions, and expectations for career ladder pathways. The framework, accompanying tools and resources, and next steps for expansion are designed to provide strategic guidance for continued refinement of career ladder pathways for both STLE and non-STLE grantees.

Deep relationships have been built with many of the most successful STLE grantees, including a STLE Advisory Board, comprised of 13 superintendents from LEAs that represent the geographic and demographic diversity of New York State, serving a total 87,709 students and 7,362 teachers. The Department has capitalized on their success by codifying lessons learned, promising practices, tools, and resources. Much of this information is now found in the form of videos, recorded webinar sessions, profiles, and toolkits found on the newly redesigned [Improving Practice](#) landing page on EngageNY. Over the course of the 2015-16 school year, the Department will continue to engage with stakeholders in an effort to codify additional lessons learned, further expand the tools and resources available on EngageNY, and strategize around the expansion of educator leadership opportunities.

In December 2014, the Board of Regents included \$80 million for the STLE program in the [2015-16 Regents State Aid Proposal](#). Despite this request being denied, the Department remains strong in its conviction about the power of this work, and will continue to explore other funding sources that can be used to support comprehensive talent management decisions and career ladder pathways such as Title IIA funds.

Moving forward, the combination of the multi-user functionality being incorporated into the APPR database and further analyses of high-impact STLE programs will enable New York State to identify LEAs that have demonstrated promising practices leading to more equitable access to effective educators in schools with high poverty and/or minority rates. NYSED aims to create equity reports or dashboards as part of the State's Equity Plan. The goal for these dashboards is to help LEAs identify any issues related to equitable access and to help LEAs uncover root causes. These new data, together with the existing data, will inform the field as to where and in what areas shortages exist, allowing for the identification and dissemination of emerging best practices that help to address the inequities.

NYSED understood from the start that in order for New York State's RTTT plans to have maximum impact for all students in all schools, LEA's would need assistance in making systemic, sustainable changes through an implementation structure that includes consistent, coherent, and focused guidance and supports. Throughout the grant period, NYSED maintained constant communication with LEAs to address concerns so that the design, implementation, and program evaluation of LEAs' APPR plans were effective and efficient. NYSED allocated resources to aid the field and provided differentiated professional development to teachers and leaders. These resources are linked to more rigorous standards, assessments, and curriculum models by way of guidance documents, memos, training modules, decision-making road maps, State-approved LEA APPR plans, webinars, videos, annotated exemplars, and toolkits that reflect both direct responses to specific

field questions and guidance surrounding the revisions to State laws and regulations. As mentioned earlier, New York State's [Video Library](#) houses 700 videos that were produced to assist teacher and leader practice in the areas such as APPR calibration, Common Core-aligned instruction in ELA and math, and data-driven instructional practice.

Input from the field confirmed how important it was to facilitate peer-to-peer learning opportunities; allowing stakeholders to remain informed and engaged over the course of implementation. There have been numerous opportunities for peer-to-peer learning through interactive webinar sessions, cross-district convenings, and most notably, the 26 NTI trainings hosted since August 2011. Events such as these are continually reported as valued support provided by New York State. In an effort to share pertinent information and key lessons learned from these events with the field at large, recorded presentation sessions and accompanying material are posted on EngageNY regularly. Finally, NYSED also provides dedicated and customized technical assistance to LEAs through regular phone calls, emails, and written correspondence. All resources are continuously updated to address LEA needs and to reflect the updates in laws and regulations associated with the evaluation system.

In a separate effort to provide effective support to teachers and principals, NYSED leveraged RTTT funds to provide additional support to districts working to improve the readiness of early career educators in low performing schools and shortage teaching areas by supporting select high quality induction programs. As a result of the Model Induction Grant, 143 new teachers in 3 districts were mentored by a total of 74 mentors. A total of 7,870 hours were spent mentoring the new teachers and 2,798 hours were spent providing professional development to the mentors, ensuring they were well-equipped to support their colleagues in working with the 595 students with disabilities, 1,589 ELLs, and 1,376 students in STEM-related courses. All three programs noted positive impacts of the Model Induction Program such as an increase in student achievement and student engagement. Translanguaging students were motivated by the use of their native language during instruction and there was an increase in test scores of ESL students and an increase in student attendance. The program also benefited educators as noted through an increased use of data-driven instruction, major shifts in instructional planning and increased knowledge of students over the course of the year. The increase in teacher attendance at professional development offerings has allowed educators to stay up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources.

New York State's RTTT application was built around high-impact reforms with statewide reach focused intensely on the instructional core – the quality of the interaction between student and teacher – and was designed to provide those who are accountable for producing this interaction with the essential tools and support they need to drive increases in student achievement. By providing high-quality pathways for aspiring teachers and principals, improving the effectiveness of educator preparation programs, improving educator effectiveness based on performance, and providing support to teachers and principals, the work of this Assurance Area has helped to make fundamental changes in education that promise increased equitable student access to the most effective teachers and principals post-RTTT.

ASSURANCE AREA E

School Turnaround

Identification of Persistently Lowest Achieving Schools (Priority Schools)

Through the approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver and RTTT plan, New York State committed to both identifying persistently lowest achieving (PLA) schools (Priority Schools

under the waiver) and other low performing schools and districts (Focus Schools and Focus Districts), and working with them to increase student achievement and move schools and districts out of accountability status. NYSED's RTTT SOW and approved ESEA Flexibility Waiver outlined ambitious targets for these commitments:

- By the end of the 2013-14 school year, of the PLA schools identified during the RTTT grant (2010-12), 100 will be removed from PLA status (RTTT).
 - To date, 37 of the 224 schools identified as Priority (which includes those schools previously identified as PLA) have been removed from Priority status. An additional 34 schools identified as Priority have closed.
- During the 2014-15 school year, it is estimated that at least 20 PLA (Priority) schools will require a Diagnostic Tool for School and District Effectiveness (DTSDE) visit to inform future implementation of one of the four federal intervention models or a whole school reform model, as required through Commissioner's Regulations (CR 100.18) and for receipt of a 1003(g) School Improvement Grant (RTTT/ESEA Waiver).
 - Forty four (44) Priority schools received DTSDE visits in 2014-15. During the first two years under the ESEA Waiver (2012-13 and 2013-14), a total of 126 Priority schools received DTSDE visits from SED-led teams. Beginning in the 2012-13 school year, all Priority Schools that were not visited by SED-led teams participated each year in a District-led DTSDE review or DTSDE School Review with District Oversight.
- New York State will identify Focus Schools (ESEA Waiver). Districts with focus schools are required to annually develop a District Comprehensive Improvement Plan (DCIP) to address the needs of both Priority and Focus Schools, as highlighted by the DTSDE visits.
 - SED identified 496 Focus Schools in 70 Focus Districts, as required by the ESEA Waiver. DCIPs are developed and reviewed annually.

As required by New York State's approved waiver, in August 2014, New York identified 354 Reward Schools and 311 Local Assistance Plan (LAP) schools based on 2012-13 school year data. LAP schools are identified because an accountability group has failed to make adequate yearly progress for three consecutive years on an accountability measure, the school is among those in the state that has the greatest gaps in performance between an accountability group and students not in an accountability group and the gap is not closing, or the school is performing at the level of a Priority School and is located in a district that is not identified as a Focus District. Reward Schools and LAP schools are identified annually.

Supports and Interventions

The Regents Reform Agenda for school turnaround is grounded in strategies that align with the principles outlined in the ESEA Waiver Flexibility Request. NYSED wanted to build on lessons learned from the past reform efforts and build a new infrastructure to support LEAs in their intervention efforts. To move beyond incremental improvements focused on during the Schools Under Registration Review process, a structure was created for ensuring school-based autonomies in exchange for increased accountability, for providing ongoing and balanced school review and monitoring to ensure schools are producing dramatic and rapid improvements in student academic achievement, and for providing ongoing, integrated school and LEA support targeted to the unique needs of New York's lowest-performing schools.

To begin to create this structure in working with the lowest performing schools, as well as to work with the Board of Regents' charter-school authorizing work, the Office of Innovative School Models (OISM) was

established by the Board of Regents in February 2010. OISM is referred to as the Office of School Innovation (OSI). Within OSI, the School Turnaround Office (STO) was created in 2011 to work with districts having the lowest-performing schools, and with those schools. The mission and strategies used by STO from 2011 through early October 2015 can be found at: <http://www.p12.nysed.gov/turnaround/>.

As part of its effort to hold schools and districts accountable for the results to be achieved in Persistently Struggling and Struggling Schools, and to provide each with the necessary resources and support, NYSED established the Office of Innovation and School Reform (OISR).

In addition, in April 2015, Section 211-f of Education Law established a new intervention authority for districts and the NYSED to turn around struggling schools through Receivership. Schools identified as either Persistently Struggling or Struggling, were given an initial period under a Superintendent Receiver to improve student performance.

The OISR team (which includes staff from the office previously known as the School Turnaround Office) will assume oversight of implementation of the newly created Receivership law, as the Department's Office of Accountability (OA) transitions from this work. In addition to the Receivership work, the OISR will continue to oversee the district's and the school's implementation of the School Improvement Grant (SIG) in Cohorts 2-6, and the School Innovation Fund Grant (SIF) in Cohort 3. The Systemic Supports for District and School Turnaround (SSDST) Grants and Commissioner's Schools Program (Dissemination and Replication) Grants both ended June 30, 2015; however, status updates are provided below.

The OISR team will listen to and work closely with Superintendent Receivers to gain insight into the support needed to reform Receivership schools. The team expects to connect districts and schools with solutions based on researched innovative practices and field-proven expertise. These solutions will be shared via on-site visits, webinars, resource links, dissemination of best practices, and topical forums. Ultimately, the team will hold districts and schools accountable to ensure that each is on track to raise its student achievement.

- **School Improvement Grants:** SIG under section 1003(g) of the ESEA are used to improve student achievement in Title I schools identified as Priority Schools. These grants are targeted to support implementation of the fundamental changes needed to turn around some of New York State's lowest-achieving schools. The primary purpose of the SIG is to provide LEAs with an opportunity to support the implementation of a whole-school change model in its Priority and Focus Schools. LEAs select to implement one of these intervention models in a SIG funded Priority or Focus School: Transformation, Turnaround, Restart, or Closure.

Beginning with the SIG Cohort 6 RFP, the following models were added: (1) State-Determined Model identified as the Innovation Framework, whereby an applicant selected one design framework such as College Pathways School Design, or Community-Oriented School Design, or Career and Technical Education School Design; (2) Evidence-Based; and (3) Early Learning Intervention. The State-Determined Model replaced the offering of the SIF Grant and incorporated its unique features into the SIG. Also beginning with the SIG Cohort 6 RFP, the full grant term not only included three years of implementation, but also two years of post-implementation. A copy of this RFP is posted at: <http://www.p12.nysed.gov/funding/1003g-school-improvement-grant-sig-6/home.html>

- **School Innovation Fund Grants:** The primary purpose of the SIF is to provide LEAs with an opportunity to support the implementation of a whole-school redesign framework in its Priority

Schools. Additional purposes of the SIF are to increase high school graduation, college- and career-readiness of high school graduates, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance. The LEA/Priority School must partner with one Lead Partner or a Partner Consortium, and select one framework: College Pathways School Design, Community-Oriented School (wraparound services) Design, Arts and/or Cultural Education School Design, Career and Technical Education School Design, Virtual/Blended/Online School Design, or Network-Affiliated School. The College Pathways, Community-Oriented School, and Career and Technical Education School design frameworks became options within the State-Determined Model: Innovation Framework for future SIG grantees, beginning with the SIG 6 RFP which was issued in June 2015.

- **Systemic Supports for District and School Turnaround Grants:** The SSDST assisted LEAs in building their capacity to reframe systems and structures to both support and hold schools accountable and to provide school building leadership assistance in designing and implementing the school level conditions necessary to support the implementation of the CCLS, a system of teacher effectiveness, and a cycle of inquiry/data driven instruction and action. LEAs were required to use their grants to fund district-level capacity building efforts, and selected to also fund efforts in CCLS in ELA and/or math, and/or data-driven instruction.
- **Commissioner’s Schools Program (Dissemination and Replication Grants):** Highest performing or high progress schools awarded Dissemination Grants through this competitive grant application process were designated as “Commissioner’s Schools.” Schools chosen for this honor exemplified autonomy, accountability and high performance. These schools had practices that were evidence-based, proven to advance student achievement and could be replicated by low performing schools. Each Commissioner’s Dissemination Grant School used grant funds to help up to four low-performing schools replicate their best practice(s). The Replication Grant enabled the selected school districts to replicate the best practice(s) of the Commissioner’s Dissemination Grant Schools at a low-performing school in their district.

STO’s practice of performance management of all grants has evolved since 2011 and was continuously evaluated in order to improve upon the process. STO created a sense of urgency among grantees to not only implement their grants but for district and school level staff to participate in engaging conversations with STO staff on a regular basis in order to discuss how they were improving student achievement. STO’s SIG performance management process focused on deliberate questions around metrics, analysis of evidence collected to determine if strategy implementation is effective in improving student achievement and identification of school-based needs. This performance management process was a change in the way NYSED STO, LEAs, and schools previously interacted. This deliberate, intentional process is STO’s theory of action to work with low-performing schools in an effort to turn them around.

SIF Cohorts 2 and 3, along with SIG Cohorts 2, 3, 4, and 5 were required to complete Continuation Plans which prompted grantees to document the 2014-15 accomplishments and challenges regarding metrics, budget, and key strategies. They provided STO with a plan as to how they would address each of these areas in the 2015-16 school year, based on successes from the previous year, or the course corrections used to address the challenges.

As a result of the STO performance management process, LEAs and schools have been bringing to the conversation a greater sense of self-evaluation, analysis of strategies, and their analysis on student achievement, and their identification of patterns of student and teacher attendance and office discipline referrals. Beginning with the 2014-15 school year, STO aligned its SIF performance management process to

that of SIG. The STO has been intentional in getting to know the Superintendent, and district and school staff, and in ensuring that the Boards of Education are aware of the Out-of-Time process for schools.

Best Practices

Best practices learned from the Commissioner's Schools Program were collected and reviewed and have been posted on the School Turnaround website at: <http://www.p12.nysed.gov/turnaround/2012-2014CommissionersSchool-DisseminationGrant.html>. Examples of Superintendents' comments regarding their participation in this program include: data is driving instruction, practices have changed the middle school and they will begin to incorporate them in the rest of the district, and, student progress is now tracked more frequently and consistently, allowing them to adjust targets and interventions on a more regular basis. Three dissemination and three replication schools attended the May 2015 Dissemination Conference in Manhattan, New York to collaborate and share best practices with the NYS Charter School Dissemination program. Details can be found here: <http://www.p12.nysed.gov/psc/CSPDisseminationGrants.html>.

Best practices from the SSDST Grants were collected and reviewed and have been posted on the School Turnaround website at: <http://www.p12.nysed.gov/turnaround/BestPractices.html>. Examples of some changes in practices, as indicated by district staff, include noticeable improvements in some LEAs' culture, development of strategic plans, implementation of new district and school communication processes, central office reorganizations, systemic and job-embedded professional development for teachers and school/district staff, and the use of data in a systemic way in PLCs, common planning time, and by district and school staff on a regular basis to inform instruction.

Best practices from SIF Cohort 1 schools have been posted at: <http://www.p12.nysed.gov/turnaround/SIF1Archive.html>. Best practices from SIF Cohort 2 schools have been posted at: <http://www.p12.nysed.gov/turnaround/SIF2Archive.html>. SIF Cohort 3 ends on June 30, 2017, at which time best practices can be posted. Examples of some changes in practices, as indicated by district and school staff, include having a consistent instructional model for the high school allowing for targeted instruction for all students and all abilities as well as for targeted professional development for staff, and changes in the Administrative and Leadership teams' practices with professional development and classroom walk-throughs.

Lessons Learned

Many lessons were learned from implementing a comprehensive reform agenda including the importance of:

- having a methodical performance management process for school review and progress monitoring;
- ongoing analysis of NYSED data to identify patterns and trends and to complement the conversations with district and school staff. In order to have ongoing access to district data, specifically leading indicators such as teacher/student attendance, and office discipline referrals, NYSED staff has piloted a few ways to collect this information, including the use of a Google Docs Survey and as part of each Quarterly Report submitted by the districts;
- having a sufficient number of NYSED staff to effectively manage all of its ongoing projects;
- evaluating NYSED's efforts in order to make NYSED course corrections with its processes; and
- the fact that LEAs need to have the resources and time to implement plans to build district capacity and support the implementation of the CCSS with data-driven instruction/inquiry.

The practice of constant and consistent communication with the field was enhanced and recognized as a key component of our success with the support of RTTT. With a view to sustainability, staff work with grantees to identify services and programs of value and creative funding options to continue these. The OISR will continue to work to enhance its data collection and analysis processes to identify schools' improvement in student achievement and areas of need for technical assistance and support. The OISR expects to support schools' reform efforts by disseminating best practices, as well as offering webinars, resource links, and topical forums. In an effort of continuous improvement, the OISR will continue to evaluate its performance management processes.

Selected Accomplishments

- **SIG:** (1) All 19 Cohort 2 turnaround phase-in schools in New York City Department of Education remain in good standing after being in existence since September of 2011 (3 full school years). (2) The 2014 and 2015 grades 3-8 assessment outcomes on the ELA and mathematics New York State testing Program was reviewed and analyzed for SIF Cohort 2 and SIG Cohorts 2-5 schools; and subgroups including economically disadvantaged, ELLs, and students with disabilities. In an analysis of these student outcomes, on average, all cohorts showed a slight increase of 1 percentage point in both ELA and mathematics. A January 2015 analysis of K-8 SIG/SIF schools' results over a two-year period, which included the CCLS testing years, showed that 35 percent (13/36) of the SIG Cohort 4 schools demonstrated growth on the NYSED ELA and math assessments. These SIG Cohort 4 results include some schools having demonstrated growth prior to receiving SIG funding. (3) All approved SIG grantees are expected to offer at least 200 additional hours of extended learning time to students. (4) The majority of schools in SIG Cohorts 4 and 5 are showing improvements in the leading indicators. (5) Schools are using SIG funding to conduct teacher training in aligning curriculum to the CCLS. (6) APPR plans are in place in 100 percent of NYSED SIG schools, therefore leadership teams are more highly visible conducting classroom walk-throughs. (7) The principal of a New York City school expressed that SIG funds are providing the opportunity to "incubate excellence" by focusing on curricular alignment and refinement, improving teacher pedagogy, and using assessments to drive instruction. (8) Another high school focuses on hands-on project-based learning and mastery-based grading. While the school currently hosts only grades 9-10, the curriculum for grades 9-12 has been designed and mapped, is Common Core aligned and is also aligned to the career and technical education standards. The school's support system for struggling learners includes after school tutoring, Regents exam preparation classes, an "academic overtime" program, and enrichment/remediation classes. (9) A school district that is now in "Good Standing" status uses SIG funds to focus on instructional support by investing in teacher assistants for every classroom. These teaching assistants help to build relationships for their transient student population. This approach has been instrumental in shifting the focus from discipline to instruction. ELA and math coaches support teachers with a co-teaching structure, modeling strategies, and establishing a CCLS module resource system that significantly impacts the teaching-learning experiences. Student expectations are high; yet student intervention services are appropriately used. Their extensive investment in their data-driven culture supports all teachers.
- **SIF:** A January 2015 analysis of the K-8 SIG/SIF schools' results over a two-year period which includes the CCLS testing years, indicate 50 percent (2/4) of the SIF Cohort 2 schools have demonstrated growth in ELA and math on the New York State assessments. Some schools exemplify the availability and use of student data by all teachers, and the congruence between programs held after school and

during the school day. They use various types of assessments to measure their impact on student achievement with achievement reports shared with all teachers on a bi-weekly basis. The after school program scaffolds the school day practices of using portfolios, student-led activities, smaller reading groups, and academically-based field trips. Districts continue to make progress in establishing Community-Oriented Schools, including offering school-based health centers, planning with family and community engagement, empowering teachers through professional development, and working with extended learning time partners offering students academic assistance and enrichment.

- **SSDST:** (1) Grantees from the SSDST, SIG, and SIF grants meet in whole group or regional sessions to share in a professional learning community (PLC) style session. While this initially began as a SSDST initiative, it evolved into an opportunity for districts to discuss common themes among all three grants, such as improving student achievement and building teacher and leader capacity. These sessions provided districts opportunities to share best practices and brainstorm challenges they were experiencing in their schools and communities. (2) School districts have shown progress in student ELA and math proficiency scores during their SSDST grant implementation. Their grants focused on unique approaches to districtwide, systemic restructuring whereby the districts created systemic changes to their data driven culture and in their support mechanisms to schools. (3) One school district's focus on data-driven instruction/inquiry included its work with the NYU's Center on School Change, Practice and Policy to help school leadership focus on improving data utilization to identify struggling students. Examples include the existence of data walls in all elementary schools, teachers working with administrators to understand the data available to them on literacy measures as they discuss student reading levels, and administrators using data readily available to them to continue to build a district-wide system to inform data discussion for all schools. Principals developed and submitted a Comprehensive School Improvement Plan resulting from NYU-led monthly meetings with three principal and leader cohorts to study best instructional practices, best reading practices, and implementing effective PLCs.
- **Commissioner's School Program:** A replication school indicated that as a result of this grant it now tracks student progress more frequently and consistently, allowing them to adjust targets and interventions on a more regular basis. There was a dramatic increase in the amount of students receiving academic intervention services from 2012-13 to 2013-14. Grades 9-12 saw an overall reduction in the numbers of Ds and Fs from 2012-13 to 2013-14. The most notable change was in 12th grade where the average number of failures dropped from 192 in 2012-13 to 147 in 2013-14. The number of students who reached a mastery level increased in grades 9-12 from 2012-13 to 2013-14. A January 2015 progress update has been posted at: <http://www.p12.nysed.gov/turnaround/documents/jan2015csdrgupdate.pdf>. As of an April 2015 data review, ten Replication schools and four Dissemination schools increased math proficiency from 2012-13 to 2013-14. Three Replication schools increased ELA proficiency from 2012-13 to 2013-14. Schools were asked where they have seen the biggest impact from the grant. Self-reported successes include six Replication schools making significant improvements in their use of data and data-driven instruction; three Replication schools making significant improvements in the purposeful integration of technology in classrooms; and three Replication schools making significant improvements to their Response to Intervention process.

In Year 5 (2014-15) of RTTT, the STO continued to manage these grants funded by RTTT:

- **SIF 3 grants** (17 schools within 4 districts: \$4.25 million in awards in 2014-15). The [SIF 3 online toolkit](#) houses the reporting and monitoring structure. The SIF 3 grants completed their first year of implementation, with two remaining years, ending on June 30, 2017. Funding sources other than RTTT are being used to support years two and three of implementation. The Community-Oriented Schools, Career and Technical Education, Virtual/Blended/Online, and College Pathways design frameworks have begun to be implemented by these 17 schools. Progress and quality of implementation has been gauged by district submission of quarterly progress reports, quarterly performance review calls with district and school staff, spring and fall on-site visits, and ongoing communication via email or phone calls between the schools/districts and the STO SIF liaison. The [2014-15 online toolkit](#) provides protocols, templates, and due dates.
- **SSDST Grants** (12 districts: \$2.7 million in awards in 2014-15). The [2014-15 online toolkit](#) housed the reporting and monitoring structure during this extension and provides protocols, templates, and due dates. LEAs had (a) more time for final implementation of the grant, (b) more time for district capacity building to encourage sustainability beyond grant, (c) more time to collect evidence of turnaround, (d) more time to continue formal technical assistance network meetings, and (e) more time for NYSED STO technical assistance. Specifically, on January 16, 2015, there was a convening of 50 Superintendents, principals, district and school staff representing 16 districts having Priority and/or Focus Schools. Because these districts have SIG and/or SIF grants, in addition to their SSDST grants, the convening offered whole and small-group discussions around data, partner evaluations, sustainability, local report cards, and other topics of interest. This convening spurred interest among districts within a region to continue the conversations and hold regional meetings. One such meeting was hosted in May 2015 by the George Junior Republic UFSD. Representatives from the Syracuse, Buffalo, Rochester and Utica areas shared their best practices of SSDST, SIG, and SIF implementation. Progress was gauged along with the quality of implementation, by district submission of interim progress reports, spring and fall on-site visits and/or calls with district staff and partners, and ongoing communication via email or phone calls between the schools/districts and the STO SSDST liaison.
- **Commissioner's Schools Program** (4 districts: \$334,000 in awards in 2014-15 and Commissioner's Schools' Replication Grants: 11 districts: \$394,000 in awards in 2014-15). The [2014-15 online toolkit](#) housed the reporting and monitoring structure during this extension. The partnerships between the Dissemination Grantee and the Replication Grantee continued to implement the grants, participate in a series of best practices webinars, receive additional technical assistance from the NYSED STO, and participate in the collection of evidence of turnaround from the replication schools. Staff gauged their progress and the quality of implementation by a review and discussion of joint work plans between the dissemination and replication districts/schools, monthly check-in calls with each of the 15 districts/schools, interim partnership progress calls, spring and fall on-site visits, and ongoing communication via email or phone calls between the schools/districts and the STO CSP liaison.

Diagnostic Tool for School and District Effectiveness

In addition to the supports offered by the STO, the Office of Accountability has engaged Focus Districts, Focus Schools, and Priority Schools in a systematic diagnostic process to identify the root causes of low student academic achievement. As described in the approved ESEA Waiver, NYSED has been engaged in conducting annual reviews of Focus Districts and selected Priority Schools and Focus Schools within these districts since the 2012-13 school year. The DTSDE replaces the varied diagnostic tools that had been used by

NYSED's program offices (such as tools used in the Joint Intervention Team visits, School Quality Reviews, and Curriculum Audits).

The DTSDE focuses on a school and district review process using a single diagnostic tool. The tenets of the DTSDE reflect the core concepts of an effective school and are aligned with the Federal Principles for School Turnaround. The six tenets are:

1. District Leadership and Capacity,
2. School Leadership Practices and Decisions,
3. Curriculum Development and Support,
4. Teacher Practices and Decisions,
5. Student Social and Emotional Developmental Health, and
6. Family and Community Engagement.

The purpose of the DTSDE is to ensure that the systems and structures developed by districts and schools are informed by consistent feedback aligned to the Board of Regents Reform Agenda. New York's lowest performing schools require targeted and specialized assistance in order to build school and district capacity to support sustainable school turnaround. The DTSDE process is the cornerstone of New York State's approach to ensuring that schools and districts receive timely and accurate data. Through this process, schools and districts receive crucial data (in the form of ratings on effective school practices) that must be used to inform the development of School Comprehensive Education Plans (SCEP) targeted towards improving student achievement. This data is necessary for schools and districts to effectively plan for dramatic increases in student achievement. The intended continuous improvement cycle is for schools and districts to receive Integrated Intervention Team (IIT) visits, then receive targeted feedback based on the ratings received on effective school practices, then use the feedback to draft school improvement plans (SCEPs and DCIPs), and then to implement the plans and positively impact student achievement.

NYSED completed development of the DTSDE rubric in the 2012-13 school year and conducted IIT visits in 133 schools and 40 school districts. Additionally, in order to increase capacity at the district level, NYSED provided LEAs with intensive training on the DTSDE rubric and process. As a result, in SY 2012-13, State and LEA teams led or oversaw a total of more than 600 DTSDE reviews at Priority and Focus Schools. In SY 2013-14, NYSED conducted 142 IIT visits to Priority and Focus Schools, and 46 Focus District Reviews. LEA teams conducted an additional 547 district-led school reviews using the DTSDE during the 2013-14 school year. NYSED conducted an additional 108 IIT visits to Priority and Focus Schools and 47 Focus District reviews, while LEA teams conducted reviews of 470 Priority and Focus Schools. The rubric and its self-assessment are also used by the 311 LAP schools in their efforts to measure progress for LAP schools and help LAP schools identify their priorities. Based on the DTSDE reviews that occurred during the first three years of implementation, the State found that schools generally received higher ratings on evidence related to how school leaders' use resources, how the school develops partnerships to promote social and emotional health, and how the school creates an atmosphere that is welcoming to families. Observers also found schools had the most room for improvement in how instructional practices are linked to lesson plans and student goals, how instructional practices engage students, how teachers are using data to inform their instruction, and how schools are sharing student data with families.

NYSED partnered with a research organization to review the implementation of the DTSDE and collect feedback from the LEAs. Based on lessons learned from initial implementation and the analysis provided from the research organization, the State made refinements to the DTSDE protocols so that reviews could provide

stronger guidance to schools and districts. The State revised the Diagnostic Tool Rubric in 2013-14 to further align the Statements of Practices across DTSDE tenets. NYSED also revised visit review protocols, including adding an additional day following site visits for teams to discuss evidence and ultimately provide more accurate, immediate, actionable feedback.

NYSED provided additional opportunities to build the capacity of LEA and school leaders to implement the DTSDE process and to share successful strategies through DTSDE-specific PLCs, institutes, and a certification program. During the first year of DTSDE implementation, NYSED provided extensive professional development to members of review teams, including seven multi-day institutes that were attended by between 175 and 425 persons. See <http://www.regents.nysed.gov/meetings/2014/January2014/P12DTSDE.pdf> for more information on this training. In the first year of DTSDE implementation (2012-13), it became clear through school, district, and NYSED staff feedback that job-imbedded support was necessary for persons participating as DTSDE reviewers. NYSED issued the DTSDE Reviewer RFP in the spring of 2013 to contract with a vendor to provide job imbedded support to NYSED staff and to assist with the completion of DTSDE IIT visits across the state during the 2013-14 and 2014-15 school years. This partnership helped ensure that the reports written following reviews could be returned to schools soon after the conclusion of the visit. NYSED issued a DTSDE Review RFP in April 2015 for State-led reviews scheduled to occur in 2015-16 and 2016-17.

To further provide support to both State and LEA DTSDE reviewers, NYSED entered into two MOUs with SUNY Albany, covering summer 2013 through the 2013-14 school year. Under the first MOU (summer 2013), SUNY Albany worked with NYSED staff on activities such as developing procedures for data analysis and report writing; developing a procedure for report debriefing with school and district personnel and other stakeholders; collecting data about the DTSDE process from NYSED staff, outside educational experts and school and district leaders who have been visited and observed and provide a report to NYSED staff; developing curriculum for summer training sessions in collaboration with NYSED staff; and co-facilitating the summer training session for approximately 400 participants (both new and returning DTSDE reviewers). Under the second MOU (2013-14 school year), SUNY Albany collaborated with NYSED on developing a DTSDE 2.0 resource kit for schools and districts, assisting with the development and support of a PLC Network, and, developing a case study of elementary and middle schools achieving comparatively better outcomes on State assessments aligned with the CCLS.

Through creation of the DTSDE PLCs, with the assistance of SUNY Albany, NYSED has supported the work districts are doing with their schools to examine specific DTSDE tenet(s) or a statement(s) of practice for which the district is seeking to build greater capacity or expertise. This greater capacity will enable the district and its schools to fulfill the goals and expectations of the district's existing DCIP. NYSED hosted the first of five Professional Learning Community Program (PLCP) Learning Experience Sessions for the second pilot cohort of 13 Focus Districts in October 2014. During this session, participants engaged in a rich learning experience and exchange with other districts.

The PLCP helps participating districts successfully adopt organizational systems, structures, and best practices that will create a culture of success for the district and school community by focusing on two concepts that support turnaround concepts: adult development and systems thinking. The PLCP is providing participating districts with the opportunity to engage in a rich learning experience and exchange with other districts, national and state experts, as well as organizations dedicated to education reform and innovation that will support the district's implementation of key district-wide turnaround goals and initiatives. The PLCP will convene for both face-to-face sessions and web-based interactive sessions. See the [*Diagnostic Tool for School and District Effectiveness: Professional Learning Community Program Guidebook*](#).

The DTSDE Certification program is designed to build the expertise and capacity of staff within selected districts to conduct the DTSDE review process. The selected candidates participate in monthly professional development during the school year that will engage the participants in school visits to closely examine a discreet DTSDE protocol, sub-statement of practice, or Tenet. Upon completion of the DTSDE Certification Program at the end of the year, candidates will be certified and have gained the knowledge, expertise, and skill sets to successfully lead a DTSDE review, write a high-quality DTSDE report, deliver quality professional development aligned to the DTSDE, and implement their District's DTSDE capacity plan. More information can be found at:

<http://www.p12.nysed.gov/accountability/documents/RevisedCertificationPackefinal.doc>. Eleven districts will have 92 staff participate in the PLCP and 3 districts will have 9 persons participating in the DTSDE Certification Program.

During the 2013-14 school year, the Office of Accountability released a revised version of the DCIP and SCEP templates to be used by Focus Districts and Priority and Focus Schools both to meet ESEA waiver planning requirements and to ensure that plans were based on the current practice of requiring districts and schools to use the data provided by the DTSDE process to inform planning. The DCIP and SCEP plan templates are aligned to the DTSDE tenets. The plans that NYSED requires of non-SIG funded Priority Schools, Focus Schools, LAP schools, and Focus Districts must explicitly address the needs of student subgroups that have consistently missed performance targets (and thus led to these schools and districts being identified as such) and any findings from a State or LEA led DTSDE review.

In January 2015, NYSED launched the [DTSDE Learning Lab](#), which is a Learning Management System designed to provide continued training and support to all stakeholders involved in the DTSDE School and/or District Review Process. The development of the Learning Lab was a collaborative effort between the SUNY Regents Research Fund for School Innovation, Northeast Comprehensive Center at RMC Research, and NYSED.

The first offering of DTSDE Learning Lab is the DTSDE Learning Series, which provides targeted participants with the opportunity to access stand-alone units within a series that focus on a variety of DTSDE processes and protocols to allow them to learn more about the specific topic of choice. The Learning Series is divided into two sections:

1. ***New to DTSDE Process*** – These units are geared for participants who have not engaged in any of the NYSED DTSDE Institutes.
2. ***Audience Specific Topics*** – These units are geared toward providing participants information relevant to their role in the DTSDE review process. The audience specific topics typically require participants to have some level of understanding of the DTSDE rubric. The series include:
 - School Leader and Leadership Team Series
 - District Superintendent and Leadership Team Series
 - Teacher Series
 - State Education Department, Outside Educational Expert, and District Reviewer Series
 - Family and Community Engagement Series

The DTSDE rubric, visit protocols, and subsequent reports have become part of the New York State educational culture and define how NYSED interacts with schools and districts around school improvement. At the State level, the DTSDE enables NYSED to communicate with districts and schools using a shared language/vocabulary of school improvement. Internal professional development on the DTSDE process and

rubric has increased NYSED's internal capacity to support districts and schools in the school improvement process. At the LEA level, the DTSDE has provided districts with a framework to assess school effectiveness, organize resources, and create targeted improvement plans through the DCIP. Finally, at the school level, the DTSDE rubric and the associated professional development increase the capacity of administrators and staff to self-assess both the strengths and the weaknesses of their educational and student support programs, while also providing the framework to see how the work across a school is connected. The DTSDE highlights for school administrators how the quality of education impacts several interconnected elements of school program.

ASSURANCE AREA F

Charter Schools

The NYSED Charter School Office (CSO) was awarded the New York State Charter Schools Program (CSP) grant for 2011-16. The CSP federal objectives also drove the work under RTTT:

- Increase the number of high-quality charter schools in New York State, especially those serving students who are at greatest risk of not meeting State academic standards.
- Strengthen the overall quality of the New York State charter authorizing and CSP grant administrative infrastructure.
- Promote the dissemination of New York State charter school best practices to other public schools.
- Improve student achievement outcomes in New York State charter schools, particularly for students who are at greatest risk of not meeting State academic standards.

The CSO has strengthened its partnerships with external agencies – New York City Charter School Center, Charter School Business Management, Inc., SUNY-Charter School Institute, NYC Department of Education, Northeast Charter School Network – to disseminate best practices in fiscal oversight through the [CSO's nationally-recognized Audit Guide](#) and [Performance Framework](#). Both of these products were developed during the RTTT grant period and have helped shape the CSO's capacity for outstanding oversight of all aspects of schools' operations – academic, fiscal, and operational.

In the last two years, the CSO has received over 250 letters of intent to begin charter schools in New York State. Of these, the NYSED Board of Regents has authorized 14 new charter schools. These statistics represent a shift in selectivity with the expectation that this process will result in higher quality options for children.

Of significant note, the CSP funded a dissemination effort that has resulted in ten growing partnerships between charter schools and traditional public schools. See [this article](#) from the Wall Street Journal highlighting recent efforts from one of the CSP dissemination grantees and this [video](#) on one grantee and its partner. Later this year, the Department will be issuing an RFP from high performing charter schools and partner district schools to initiate a second round of 10 dissemination projects.

The Board of Regents has closed two schools in the last two years for failing to meet academic expectations. This effort demonstrates a significant faith in the office's accountability and oversight of schools and NYSED leadership's understanding of the obligation the office has to hold schools to the highest level of quality expectations.

The CSO work with charter schools has impacted much of the agency particularly in the realm of data analysis and accountability. Regarding data analysis, the CSO has spearheaded many of the student growth analyses and metrics on student performance. This and the CSO’s focus on transparent accountability for enhanced autonomy influenced the STO. For example, much of the accountability perspective shared in the CSO has provided a context for the STO’s development of a more robust accountability system. The STO’s Performance Management system utilizes a similar theory of action that the CSO employs regarding accountability. For example, the STO Performance Management system focuses on finite metrics so that a school or district can stay focused on performance outcomes rather than a sole focus on inputs.

The practice of constant and consistent communication with the field, though employed prior to the 2011-16 Charter School Program Grant was enhanced and recognized as a key component of the Office’s success and high-level customer service approach will be continued in the years to come. New York State believes it has implemented its charter school activities with a high level of quality and has begun to see a higher level of results for children in our state-wide analysis of charter schools.

NYSED needs to reinforce a continued emphasis on student outcomes through encouraging the growth of high-performing charter models and closing or non-renewing low-performing charter schools. To date, New York State has not authorized the number of charter schools it laid out in the original RTTT application due to our rigorous authorizing practices, and is, therefore, not serving the number of students in charter schools that it predicted. However, NYSED is encouraged by the increasing number of high-performing charter schools in the state and that the authorizing practices of the CSO are maintaining a high-level of expectation for new and existing charters.

| School Year | NYC Charter School Enrollment | Enrollment in Charter Schools Outside NYC | Total Charter School Enrollment |
|-------------|-------------------------------|---|---------------------------------|
| 2010-11 | 38,698 | 15,829 | 54,527 |
| 2011-12 | 47,738 | 17,857 | 65,595 |
| 2012-13 | 58,493 | 19,463 | 77,956 |
| 2013-14 | 71,422 | 20,505 | 91,927 |
| 2014-15 | 84,437 | 21,764 | 106,201 |

COMPETITIVE PREFERENCE PRIORITY AREA
Science, Technology, Engineering and Mathematics Initiatives

Advanced Placement Professional Development for Science, Technology, Engineering and Mathematics

The vision of the Advanced Placement Professional Development for Science, Technology, Engineering and Mathematics (STEM) teachers project focused on enhancing the professional practices and expanding the capacity of STEM teachers in middle and/or high schools in public school districts and charter schools

identified as in improvement status, thereby leading to improved instruction, greater course offerings and increased participation of subgroup populations of students who have been typically underrepresented in advanced courses in the STEM disciplines. The program aimed to enable schools and districts to prepare a larger number of these students to meet expectations for college-level study and career trajectories in these content areas.

The STEM professional development program has expanded the pool of middle and high school teachers in academically struggling schools receiving high-quality professional development training in the STEM disciplines. More students in these schools are able to receive advanced instruction in the STEM fields.

The program originally planned on offering 1,500 teachers 70 hours of instruction at no cost to participants. Despite the offer of free, high-quality training, joint efforts with the vendor were unsuccessful in recruiting the target number of teachers from the eligible schools. The final participant total (as of July 28, 2015) was:

- 207 completed 70 or more hours (the complete program)
- 129 completed 62-69 hours
- 156 completed 50-62 hours
- 345 completed 30-50 hours
- 58 completed less than 30 hours

Other lessons learned include:

- Cooperation of the sponsoring schools is essential to successful recruitment, retention and application.
- Retention of participants for the entire course of training remained a challenge with participants citing the ability to get release time from their schools and the lack of per diem reimbursement payments as impediments.
- Some participants reported difficulty implementing what they had learned in their school, especially vertical teaming which requires teachers to plan together and coordinate their instruction.

The goal of the STEM Professional Development program has been to improve the quality of the instruction in STEM courses in academically challenged middle and high schools, leading to improved learning and achievement among the students attending these schools. The CCLS in mathematics and mathematics modules and the supporting videos posted on EngageNY, as well as the [Statewide Strategic Plan for Science](#) posted on the NYSED [Curriculum & Instruction](#) web page will continue to support the important work of improving teaching and learning among some of New York State's struggling schools. NYSED anticipates applying lessons learned from this effort to provide professional development to other settings and programs intended to provide similar types of training in an effort to improve program outcomes.

During the final no cost-extension year, program participants who registered by August 20, 2014 had access to the 10 online courses ranging from 2 to 6 hours. There was strong interest and participation in the online courses offered after September 1, 2014. Participation in the courses ranged from 18 individuals (in a six-hour class) to 179 individuals (in a two-hour class). These courses were content courses covering mathematics, science, and engineering topics.

Expedited Pathway for Science, Technology, Engineering and Mathematics Teachers

Supply and demand data has shown that, in many regions of New York, more particularly in high-need schools, there is a shortage of certified teachers in the areas of science and mathematics. In order to attract highly qualified candidates for these critical positions, New York State set out to develop an expedited certification pathway. In July 2011, the Board of Regents adopted regulations to allow individuals with advanced degrees in STEM and related teaching experience at the postsecondary level to obtain a teaching certificate in Earth Science, Biology, Chemistry, Physics, Mathematics or in a closely related field through two certification paths:

- The candidate could obtain a Transitional G certificate to teach math or one of the sciences at the secondary level for two years without completing additional pedagogical coursework. The district hiring an eligible applicant would commit to providing mentoring and appropriate professional development in the areas of pedagogy appropriate for the college faculty member based on his/her individualized background and skills during the period that the teacher is employed on a Transitional G certificate. After two years of successful teaching experience within the district the teacher would be eligible for the initial certificate in that subject area.
- Individuals who meet the other requirements, but do not have an offer of employment by a school district, would have the option of completing six credits of undergraduate pedagogical core study or four credits of graduate pedagogical study and become eligible for the full initial certificate.

As of October 2014, New York State has issued two Transitional G certificates and 14 initial certificates, demonstrating the modest potential these pathways have to increase equitable access to highly qualified educators across the state.

Virtual Advanced Placement Program

As part of its STEM focus, New York implemented the Virtual Advanced Placement (VAP) program to expand the number of students taking Advanced Placement (AP) courses, especially among those living in poverty, as a strategy for exposing them to the academic rigor of these courses, providing an opportunity to accrue AP course credits and promote advance preparation to pursue college and careers.

As a result of this program, more teachers are teaching AP courses in a virtual environment. Of the 296 teachers who participated in the program, 32 percent reported this was their first experience teaching AP and 79 percent indicated that this was their first year of teaching a blended or online course.

The number of blended or online courses that are available include nearly 40 developed by VAP grantees, along with the technology and infrastructure to deliver them. Online and blended learning have the potential to provide greater access to students living in poverty especially in rural or urban districts and especially where a single high school does not have enough students sufficiently prepared to enroll in an on-site course.

The VAP program enabled grantees to increase AP course offerings and increase the enrollment of students who might not otherwise have access to a class or to self-select to be in AP courses. Unfortunately, recruitment efforts to encourage targeted students to enroll in VAP classes met with mixed success, and use of the online classroom format (as discussed below), resulted in higher than anticipated course drop-out rates. Many students indicated that they needed more help in moving from the in-class experience with the teacher always there to the more independent nature of the on-line environment. Teachers varied in the degree to which they expected students to “work on their own” in preparation for the “real” college experience. Many students needed scaffolding or guided learning on how to manage their time and how to determine what was important to study. A number of grantees began VAP with middle school students and

others recognized the need to begin building student content knowledge and habits of mind including persistence and time management in middle school. A number of grantees began with more open admissions to AP courses, but then found that they needed to prepare students to be successful in the courses. There are obstacles to outreach in attracting students that the experiences of VAP grantees demonstrate may be overcome with time, effort, energy, and an early start in middle schools.

Important lessons have been learned from this project. It is essential that teachers be appropriately prepared to provide the content to be taught and a strong grounding in the specific expectations from students as evidenced by the number of students that did not complete their VAP courses. This suggests a need for increased professional development around not only strategies for teaching, but also teaching in an online environment. It is clear that VAP teachers must have appropriate content knowledge applicable to the AP coursework. In addition, teachers need professional development to increase student self-efficacy and self-management in online courses especially for students living in poverty. Teachers with experience teaching an AP course before teaching the VAP course spoke about the importance of aligning VAP curriculum with AP standards and content, for example.

While access to online courses increased for targeted students, feedback indicates more content and technical support is needed to be successful. Several teachers concurred with the students' assessment and suggested they all (teachers and students) needed more help to develop their technical skills and needed more support for trouble shooting when technical issues came up. NYSED anticipates using this information in subsequent program and policy discussions with the field.

There is a growing call among researchers and practitioners in the virtual education field to come up with common practices for add/drop policies for schools, often called "trial periods" in the literature, so that researchers and evaluators can find out what is and is not working within K-12 online and blended learning environments. More focused and controlled studies with experimental designs or discontinuity models would provide a clearer picture of what actually works in online setting. NYSED anticipates further engaging in this conversation with the field.

INVITATIONAL PRIORITY

Early Learning

New York State made a strong commitment to early learning in 2007-08 when there was a 50 percent increase in funding for prekindergarten programs and most school districts offered full day kindergarten programs. A key component of New York State's vision was that as access to early childhood programs increased, program quality would also be monitored and supported and parents would be provided with tools to assist them in identifying the quality of programs. New York State also sought to address school readiness and transitions between prekindergarten and kindergarten through the development of standards, curriculum, and assessment guidance as well as a P-20 data system.

As a result of the RTTT funding, prekindergarten classrooms across the state are using world-class standards called the [Prekindergarten Foundation for the Common Core](#). New York State was one of the only states to back-map the CCLS in ELA and mathematics to the prekindergarten level, and took the work to a higher level by convening early childhood educators and experts from across the state to create the Prekindergarten Foundation for the Common Core standards for all of the developmental domains: Approaches to Learning; Social and Emotional Development; Communication, Language & Literacy; Cognition

and Knowledge of the World; and Physical Development and Health. The use of these standards has created a common language among early childhood educators in schools, community based organizations, and in higher education about what students should know and be able to do when they have finished a prekindergarten program in order to better prepare them for success in school.

RTTT funding also enabled implementation of QUALITYstarsNY, New York State's tiered quality rating and improvement system, in areas around the highest need schools in the state. To date, over 334 programs in 2,527 classrooms statewide serving approximately 25,087 students, as well as their teachers and families, have benefitted from this initiative. For a full listing of school districts with a programs served by QUALITYstarsNY, see Appendix A.

Programs have been rated on classroom environment and the quality of adult-child interactions. Participants received professional development and technical assistance to help them improve the quality of their early care and education programs. Parents and families continue to receive resources (web based and otherwise) to assist them in identifying the quality of early care and education programs and in working with their children at home. Programs are in the process of receiving one to five star ratings to assist families in identifying the quality of the early childhood program in which their child is participating. This work has not only allowed the programs participating to continue to grow and improve, but has helped to advance the discussion about program quality across the state. Program Quality Standards have been critical components of competitive grants for prekindergarten programs that were issued by the Department in 2013, 2014, and 2015 (with an increase of \$4 million to pre-existing funding for a total investment of over \$800 million).

In 2015, the New York State Legislature continued to fund QUALITYstarsNY until 2016 investing \$3 million to continue and expand the work in the communities already being served with the addition of Newburgh and Jamestown. With the continued support of the Legislature, New York State hopes to fully implement QUALITYstarsNY in the coming years and is now well positioned to do so.

In December 2014, New York State was selected as a winner of a federal grant program to expand high-quality prekindergarten seats for children (\$25 million for four years). Subgrantees including Yonkers, Port Chester, Uniondale, and Watertown are required to participate in QUALITYstarsNY including having their programs evaluated, receiving technical assistance from Quality Improvements Specialists and QUALITYstarsNY staff, and within one year the expectation is that they all be operating at the highest rating level (five stars).

Significant strides have been made toward improving transitions for students as they move from prekindergarten to kindergarten. Numerous transition forums have been held around the state since 2012, and NYSED created a tool for teachers, directors and administrators to use in assessing the effectiveness of transitions from prekindergarten to kindergarten. Anecdotal and written feedback indicate the tool is helpful and widely used. Key components of the tool include:

1. a qualitative and quantitative analysis of the early childhood programs that will be sending students into the district's kindergarten classrooms;
2. an analysis of shared professional development;
3. an analysis of how data is used to improve instruction; and
4. parent engagement and family support.

To support the goal of better preparing children for academic success in school, the Office of Early Learning drafted a document entitled "***The New York State Education Department's Guidance to Support the Evaluation of Early Childhood Student Progress, Prekindergarten through Grade 2.***" The document

builds on Universal Prekindergarten regulations which require screening, establishing a developmental baseline, ongoing progress monitoring, and a summative evaluation of prekindergarten students. The guidance document provides definitions from the National Research Council, information on best practices, and examples in order to expand these practices through the early grades until formal testing begins in third grade. While still in draft form, the document has been updated twice and widely vetted in the early childhood community. The content has been incorporated into several grant proposals and various professional development materials. Additionally, requirements for screening and ongoing authentic student assessment have been built into all of the competitive grants supporting the expansion of prekindergarten in New York State. Assessment information is verified when SED staff monitors and provides technical assistance to prekindergarten programs. A component of the federal Prekindergarten Expansion Grant is participation in the Common Metric project. Subgrantees are required to choose from Gold, Work Sampling and the Core for ongoing student assessment and share data with New York University as they strive to identify the common metric between the assessments.

NYSED's P-20 data system continues to be developed. Student enrollment data in all prekindergarten and early grade classrooms is currently collected in this system and all students in the system are assigned unique identifiers starting at the prekindergarten level.

New York State set out a very ambitious plan for early learning outcomes. Lessons learned along the way include the need for policy to be in place to support reform efforts; thoughtful planning to rollout new initiatives and sufficient staffing must be a key component of any reform effort; and reform with regard to data collection and systems development cannot take place if the timeline to create the infrastructures to support such are unrealistic.

Prekindergarten is rapidly expanding in New York State with an increased investment of over \$4 million in the last two years, bringing the total current investment to over \$800 million across five different prekindergarten programs. Next steps include streamlining these four programs into one, expanding access to full-day programming, and as access to prekindergarten has expanded there continues to be a focused, concerted effort on increasing program quality. It is anticipated that ultimately QUALITYstarsNY will be fully funded with all programs birth through school age participating.

New York State also continued efforts around professional development with the goal of inspiring teachers to stimulate the interest and curiosity of New York State's youngest students in a developmentally appropriate manner while at the same time crafting instruction that addresses rigorous standards. To this end, NYSED collaborated with the Governor's Early Childhood Advisory Council, Head Start, and the National Association for the Education of Young Children to create a series of five briefs that provide research-based practical guidance to support effective early childhood practices that help young learners gain the foundational skills necessary to achieve success in school. The five guidance briefs aim to support administrators and teachers in making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children. These briefs are on the topics of Leadership, Curriculum, Environments, Interactions, and Assessment, and include interviews with school principals and teachers. Due to the support of Head Start, [copies of the briefs](#) are available on the Office of Early Learning's website and have been mailed to every district and community based organization providing prekindergarten in New York State. The federal Prekindergarten Expansion Grant will build on this work, bringing all of these briefs to life in webinars for the field and creating two more briefs on the topics of Family Engagement and Multilingual Learners.

The work in the areas of improving transitions for young children, and providing guidance on evaluating student progress in prekindergarten through grade 2 has also continued, as well as efforts to engage and

assist families, incentivize teaching in native languages, and increase opportunities for meaningful inclusion of special education students.

NYSED received an extension from the federal government's RTTT program for the 2014-15 school year to finish implementing QUALITYstarsNY around New York State's most at-risk schools. The ongoing quality assurance included reviewing the evaluations and ratings for 250 programs, updating and generating quality improvement plans based on review results, offering additional basic quality improvement to support clear understanding of strategies articulated in the quality improvement plans, assisting with the collection of and processing of all information for the final rating process, and providing NYSED with an analysis and overview of program improvement and other outcomes of the work.

The early learning team has also continued the work around prekindergarten to kindergarten transitions, appropriate evaluation of early childhood student progress, and assisting educators and administrators in creating a continuum of rigorous, engaging instructional programs through grade 2 during 2014-15 school year.

APPENDIX A

Participating School Districts

Albany City School District
Arlington Central School District
Baldwin Union Free School District
Baldwinsville Central School District
Bay Shore Union Free School District
Bedford Central School District
Belleville School District 118
Bethlehem Central School District
Binghamton City School District
Brentwood Union Free School District
Brooklyn-Guernsey-Malcom Community School District
Buffalo City School District
Central Islip Union Free School District
City Of Monroe School District
Clarkstown Central School District
Cleveland Hill Union Free School District
Cohoes City School District
Davenport Community School District
Deer Park Union Free School District
Delano Joint Union High School District
Depew Union Free School District
East Meadow Union Free School District
Elkhorn Valley Schools
Elmira City School District
Elmont Union Free School District
Freeport Union Free School District
Greece Central School District
Guilderland Central School District
Half Hollow Hills Central School District
Harrison Central School District
Hastings-On-Hudson Union Free School District
Haverstraw-Stony Point Community School District (North Rockland)
Hyde Park Central School District
Jamesville-Dewitt Central School District
Jersey Community Unit School District 100
Johnson City Central School District
Lafayette Central School District
Lakeland Central School District
Littleton Elementary District
Long Beach City School District
Malverne Union Free School District

Manchester School District
Manhasset Union Free School District
Middle Country Central School District
Midland Independent School District
Mount Vernon School District
Napa Valley Unified School District
Naugatuck School District
New York City Geographic District # 1
New York City Geographic District # 2
New York City Geographic District # 3
New York City Geographic District # 8
New York City Geographic District # 9
New York City Geographic District # 9
New York City Geographic District #10
New York City Geographic District #12
New York City Geographic District #14
New York City Geographic District #15
New York City Geographic District #17
New York City Geographic District #18
New York City Geographic District #19
New York City Geographic District #20
New York City Geographic District #22
New York City Geographic District #27
New York City Geographic District #28
New York City Geographic District #29
New York City Geographic District #30
New York City Geographic District #32
New York City Public Schools
North Syracuse Central School District
Northeastern Clinton Central School District
Onondaga Central School District
Ossining Union Free School District
Peru Central School District
Pickens 01 School District
Placentia-Yorba Linda Unified School District
Poughkeepsie City School District
Princeton Regional School District
Providence School District
Redlands Unified School District
Rochester City School District
Roosevelt Union Free School District
Roslyn Union Free School District
Rotterdam-Mohonasen Central School District
Rotterdam-Mohonasen Central School District
Rush-Henrietta Central School District

Salem City Public Schools
Saratoga Springs City School District
Schalmont Central School District
Schenectady City School District
Scott Co School District
Sheldon Community School District
South Colonie Central School District
South Dearborn Com School Corp
Springfield School District
St. John The Baptist Parish School District
Stamford School District
Syracuse City School District
Talladega County School District
Three Village Central School District
Troy City School District
Union Free School District Of The Tarrytowns
Uniondale Union Free School District
Valhalla Union Free School District
Valley Stream 30 Union Free School District
Vestal Central School District
Walton
West Hempstead Union Free School District
Westbury Union Free School District
White Plains City School District
Whitmore Lake Public School District
Yonkers City School District
Yonkers City School District