New York: Race to the Top State Scope of Work

October 2014

THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

Introduction

New York State's educational community has come together in an unprecedented show of support for the broad education reforms detailed in the State's Race to the Top application. Thanks to the leadership of the Governor, the State legislature, and the Board of Regents, New York State passed legislation in May 2010 that is ushering in a new era of educational excellence in the State and ensures that we are able to fully execute the innovative, coherent reform agenda outlined in our Race to the Top application. The new laws: (1) established a new teacher and principal evaluation system that makes student achievement data a substantial component of how educators are assessed and supported; (2) raised our charter school cap from 200 to 460; (3) enabled school districts to enter contracts with Educational Partnership Organizations for the management of their persistently lowest-achieving schools and schools under registration review; and (4) appropriated more than $20 million to the State Education Department to implement its P-20 longitudinal data system.

New York's Race to the Top plan is built around high-impact reforms with statewide reach. The plan focuses intensely on the instructional core – the quality of the interaction between student and teacher – and is 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. Using RTTT funding, we have committed to creating a statewide system of highly effective schools through focused efforts in the four assurance areas:

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

Through RTTT, New York will achieve these reform goals:

STANDARDS AND ASSESSMENTS

NY will:

- Adopt Common Core State Standards for ELA and Mathematics
- Realign high school diploma and assessment policies with college and career success
- Put in place new statewide curriculum models aligned with college- and career-readiness standards
- Create and implement ELA and Mathematics assessments
- Prepare new and existing teachers and principals to teach and design instruction aligned with the new standards and assessments

DATA SYSTEMS

NY's teachers will:

- Draw on best practices and use data to differentiate instruction

NY's principals will:

- Use data to inform teacher recruitment, evaluation, and differentiated professional development

NY will:

- Develop an Early Warning System to help at-risk students and keep them on track to graduate.
- Launch research partnerships to find out what works to improve outcomes for students

GREAT TEACHERS AND LEADERS

NY will:

- Provide teachers and principals with clinically-rich preparation and certify them based on clinical skills and results
- Provide incentives to highly-effective teachers and principals to mentor colleagues and transfer to high-need schools

NY's teacher and principal evaluation system will:

- Incorporate student achievement as 40%
- Inform differentiated professional development
- Enable expedited removal of teachers and principals who are rated "ineffective" for two consecutive years

TURN AROUND LOW-ACHIEVING SCHOOLS

NY will:

- Support LEAs in turning around persistently lowest-achieving schools, using whichever of the four intervention models is best suited to local need and capacity
- Expand Partnership Zones that empower clusters of low-performing schools to deliver dramatic gains in student achievement
- Foster innovative schools and practices, including leveraging educational partnership organizations (EPOs)
- Grow the number of high-performing charter schools

New York has long been a leader in education reform and in recent years has been building the infrastructure necessary to further improve student achievement in the areas of standards and assessments, data systems, great teachers and leaders, and turning around our struggling schools – our charter school authorization process is one of the strongest in the country, and our standards, assessments, and teacher preparation and certification programs have served as national models. With the passage of the State's historic new legislation in May 2010; the strength of the commitment of educational partners across the State; and the appointment of a nationally-respected, reform-oriented leadership team at the State Education Department, New York has begun to build on its strengths and successes and to fully execute the innovative, coherent reform agenda outlined in this Race to the Top plan. The time has come for New York to embark upon its next phase of education reform.

In 2002, the Regents embarked on an effort to create the conditions to promote greater statewide student achievement and lay a foundation for dramatic education reform. A key initial step was taken that year as the New York State legislature passed a new governance statute for New York City schools. The legislation invested accountability for New York City's schools in a Chancellor to be selected by the Mayor. Prior to this legislation, no single elected official was accountable for the education of the City's 1.1 million students (which represent over one-third of the State's K-12 students). The adoption of mayoral control created more robust accountability for New York City schools and a framework for greater efficiency.

In 2005, following the adoption of statewide learning standards and summative assessments tied to those standards, the Board of Regents published *P-16 Education: A Plan for Action.* In this seminal document, which parallels several of the tenets of Race to the Top, the Regents envisioned a New York in which all people are prepared for citizenship, work, and continued learning throughout their lives, where gaps in achievement have closed, and where the overall level of knowledge and skill among the people matches or exceeds the best in the world.

To achieve these goals in this first phase of reform, the Board implemented a five-year data-driven action plan that aligned the resources of the University of the State of New York (USNY) around *students, systems, and structures*. Within the *students* category, the Regents set specific targets for increases in early childhood opportunities, outcomes for students with disabilities and English language learners, and high school attendance and graduation rates. In the *systems* category, the Regents set targets for strengthening the State's overall education infrastructure with specific improvements in the State Learning Standards, the equitable distribution of teaching talent, proposals to reform the State Aid funding formula, and the capacity of the New York State Education Department (NYSED) to support schools. They also set out to develop a P-16 data system that would drive improvements in high school graduation rates. In the *structures* category, the Regents set specific goals: to reduce barriers to teaching and learning in high-needs schools by establishing education, health, and mental health collaborations; to increase the success of students at key transition points as they progress through their educational experience; and to leverage resources and improve student outcomes by developing a regional technical assistance network strategy.

The breadth and depth of authority of the Board of Regents ensures that the ambitious reforms laid out in this plan are effectively implemented and sustained statewide*. The Board of Regents has greater executive authority over public education in New York than any other state education board.* First established by the State legislature in 1784, the Regents form the oldest continuous state education entity in America and are responsible for the general supervision of all educational activities in the State. USNY is a rich portfolio of resources that comprises *all* of the State's institutions, both public and private, that offer education, and sets standards for schools from pre-kindergarten (PreK) through professional and graduate school as well as for the practice of a wide variety of professions. USNY, under the oversight of the Regents, the Commissioner, and NYSED includes:

- Over 7,000 public and private elementary and secondary schools, including 171 charter schools;
- 248 public colleges and universities, including the State University of New York (SUNY) and the City University of New York (CUNY);
- 251 proprietary (for-profit) schools;
- Nearly 7,000 libraries and 750 museums;
- Vocational and educational services for children and adults with disabilities;
- 25 public radio and television broadcasting stations;
- 750,000 licensed professionals practicing 48 professions; and
- 240,000 certified public school teachers, counselors, and administrators.

LEA Participation

New York's RTTT application enjoyed significant statewide support on the part of the State's 695 public school districts and 171 charter schools. Approximately 86 percent of the State's 866 school districts and charter schools had signed on to the Memorandum of Understanding (MOU) and the Preliminary Scope of Work in time for inclusion in the application. After the U.S. Department of Education announced the Round 2 grant award winners in late August, NYSED allowed LEAs that had not signed onto the MOU and Preliminary Scope of Work to do so. Several of these LEAs did. In mid-October, the State Education Department posted preliminary subgrant allocations for all participating LEAs. Public school districts and charter schools that wanted to remain as participating LEAs, were then required to submit a Final Scope of Work statement for the use of their LEA subgrant funds. Most, but not all, of the previously indentified participating LEAs chose to submit this Final Scope of Work statement. The chart below summarizes the changes in the number of participating LEAs from the time of application to June 30, 2014.

RTTT Participating LEAs in New York State

LEA TYPE	TOTAL STATEWIDE	Time of Application		As of November 2010		As of May 2012		As of June 2014	
		Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Public School Districts	695	632	91%	638	92%	626	90.1%	584	84.0%
Charter Schools	171	112	65%	77	45%	64	37.4%	56	32.8%

All participating LEAs were required to include two activities in their Final Scope of Work plans: 1) participation in their respective RTTT Network Team and 2) implementation of the State's new Teacher and Principal Evaluation System. If an LEA had funds remaining after budgeting for the required activities, the school district or charter school was able to select additional initiatives from a menu of allowable activities to implement with the balance of its RTTT subgrant allocation. This menu was designed to provide participating LEAs with some flexibility in expenditure decisions across the four RTTT assurance areas, while ensuring that RTTT funds would be used to support promising education reform initiatives at the local level.[1] The LEAs that were able to exercise the option of choosing from the menu, most typically selected to spend their remaining RTTT subgrant balances on costs related to the following five allowable activities:

1. Participation in NYS-sponsored professional development activities to implement optional statewide curricula and curriculum-embedded performance tasks and formative assessments based on enhanced New York State Standards (including the Common Core standards), including professional development in using information systems that track assessment outcomes;
2. Participation in NYS-sponsored professional development activities to implement Response to Intervention (RtI);
3. Development of local and formative assessments across all grade levels and subject areas to meet student instructional needs (consistent with New York State Standards) and the provisions of Education Law § 3012-c, consistent with Commissioner's regulations;
4. Implementation of School-based Inquiry Teams; and
5. Development, implementation or enhancement of a local instructional improvement system or best practice sharing system that is aligned with the State's Comprehensive Instructional Reporting and Improvement System (IRIS), including training and professional development.

[1] A list of LEA subgrant allocations as well as the guidance documents and required forms for the LEA Final Scope of Work are available on NYSED's website at: http://usny.nysed.gov/rttt/.

Specifically, the Big 5 City school districts have allocated their discretionary funds toward:

- Introduction or expansion of innovative models, including the use of virtual courses and associated professional development;
- Strategies to improve the achievement of students with disabilities and English language learners;
- Launch data-based inquiry models;
- Implementation of the Common Core State Standards; and
- Coordinating local activities across Race to the Top, School Improvement Grants (SIG) program, and the Teacher Incentive Fund (TIF) program.

Goals and Overall Performance Targets

The overarching goal of the New York State Board of Regents is to ensure that students graduate from high school ready for college and career success. The Race to the Top award of nearly $700 million will be used to significantly accelerate our progress toward this goal by considerably narrowing the State's achievement gap, while simultaneously raising performance overall – even as New York raises expectations for what it means to be "college- and career-ready." The following performance metrics will be tracked to measure our progress towards this foundational goal.

It is important to note that in July 2010 (one month after submitting our application), the Board of Regents raised cut scores on the 4th and 8th grade ELA and mathematics State assessments and redefined the "college-ready" scores on the ELA and mathematic examinations needed for high school graduation. This policy decision was made after the Board reviewed research showing that these assessments are strong leading indicators of whether a student will be able to succeed in college without remediation.[2] The baseline student performance results in the tables for the State assessments have been *adjusted* to reflect the new Regents' policy for defining what it means to be on track to graduate from high school "college- and career-ready." The baseline performance statistics have also been *updated*, since more recent data are available. The tables show four, rather than five, years of annual targets; although the annual targets in terms of percentage points gain remain the same for the four years covered by the RTTT grant.

TABLE 1: Student Performance Targets for State ELA and Mathematics Assessments

% Proficient or Advanced (3 or 4)	Baseline		Annual Percentage Points Gain Targets				Total 4 Year Gains
	Application (2008-09)	Adjusted (2009-10)	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	
NYS 4th Grade ELA Assessment							
All Students	**77%**	**56.7%**	**2**	**2**	**3**	**2**	**9**
Black or African American students	65%	36.7%	2	3	4	4	13
Hispanic or Latino students	65%	39.8%	2	3	4	4	13
Students with Disabilities	38%	18.7%	1	3	3	3	10
English Language Learners	41%	20.2%	2	3	3	3	11
Economically Disadvantaged students	67%	42.6%	3	4	4	3	14

[2] At the State's higher education institutions, students who had scored at least an 80 on their mathematics Regents had a significantly greater chance to be placed in credit-bearing courses and earn a C in their first college mathematics course, compared to high school students who scored below an 80 on their mathematics Regents. If students need a score of at least 80 on the Regents mathematics exam to be prepared for an introductory collegiate course, then the cut score for proficiency on the grade 8 mathematics assessment should indicate that a student is on track to be able to achieve that score on the Regents mathematics exam. The former 8th grade assessment cut scores were insufficient to prepare students for the Regents' new definition of proficiency. Students at the cut score for Level 3 proficiency (650) previously had less than a 33% chance of earning an 80 on their mathematics Regents exam just 1-2 years later. By contrast, students who achieve the new cut score of 673 on the 8th grade mathematics assessment have a 75% chance of achieving a college-ready score of 80 or above on a mathematics Regents exam.

The numbers were slightly better for English language arts, but are still of concern. Students scoring at the Level 3 proficiency threshold in 8th grade had a 66% probability of being ready to demonstrate college preparedness on their English Regents exam (score of at least 75). The 8th grade proficiency scores are now set at a level that provides students a 75% chance of earning a college-ready Regents exam score. 3rd to 7th grade proficiency scores are set so that if a student makes a year's worth of developmental growth they will be on track for a college-ready Regents exam score.

In summary, the Regents have determined the college-ready score that students need on the Regents exams in English and mathematics, aligned the 8th grade proficiency standards to these Regents exam scores, and then worked backward to link scores in grades 3 to 7 to these new standards.

TABLE 1: cont'd

% Proficient or Advanced (3 or 4)	Baseline		Annual Percentage Points Gain Targets				Total 4 Year Gains
	Application (2008-09)	Adjusted (2009-10)	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	
NYS 4th Grade Mathematics Assessment							
All Students	**87%**	**63.8%**	**1**	**2**	**2**	**1**	**6**
Black or African American students	78%	45.3%	2	3	3	2	10
Hispanic or Latino students	82%	50.8%	2	3	3	2	10
Students with Disabilities	61%	29.4%	1	2	3	2	8
English Language Learners	71%	35.8%	2	3	3	2	10
Economically Disadvantaged students	82%	52.7%	2	3	3	2	10
NYS 8th Grade ELA Assessment							
All Students	**69%**	**51.0%**	**2**	**3**	**3**	**2**	**10**
Black or African American students	52%	30.6%	3	4	4	3	14
Hispanic or Latino students	53%	33.2%	3	4	4	4	15
Students with Disabilities	25%	11.4%	3	3	4	3	13
English Language Learners	13%	3.6%	4	4	5	4	17
Economically Disadvantaged students	54%	35.3%	3	3	4	3	13
NYS 8th Grade Mathematics Assessment							
All Students	**80%**	**54.8%**	**2**	**3**	**3**	**3**	**11**
Black or African American students	63%	32.1%	3	4	4	3	14
Hispanic or Latino students	69%	38.5%	3	3	4	3	13
Students with Disabilities	46%	16.8%	3	3	4	3	13
English Language Learners	53%	24.3%	3	4	4	3	14
Economically Disadvantaged students	71%	41.3%	3	3	4	3	13

Note: Targets in Table 1 have been adjusted from the State's RTTT application. Since baseline data have been updated since the application was submitted, the targets are for 4 years, not 5 years.

TABLE 2: High School Performance

% Student Scoring At or Above	Baseline (2005 cohort)	Annual Percentage Points Gain Targets				Total 4 Year Gains
		SY 2010-11 (2007 cohort)	SY 2011-12 (2008 cohort)	SY 2012-13 (2009 cohort)	SY 2013-14 (2010 cohort)	
75 on the English Language Arts Regents Exam	56%	5	2	3	3	13
80 on the Mathematics Regents Exam Required for Graduation	42%	6	3	4	4	17
Four-Year Cohort High School Graduation Rate	72%	72%	72%	74%	76%	4

Note: All numbers are rounded. Regents exams and graduation rate data are for the 2005 total cohort after 4 years. The assessment and graduation data are as of June 2009 as certified by LEAs on 07/30/09. When reporting the 2010-11 school year results, the State must adopt the new federal cohort definition (cohort membership based on one day of enrollment vs. five months of enrollment). When these results become available, the State will provide a new baseline for the 2006 cohort through June 2010 that incorporates this federal cohort definition.

TABLE 3: College Persistence

Metric	Baseline	Annual Performance Targets				Total 4 Year Gains
		SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	
% High school graduates enrolled in an institution of higher education within 16 months of graduation (2007-08)*	74%	75%	78%	80%	82%	8
% Students returning in the fall who started a first-time, full-time program in New York State the year prior (baseline: 2007-08)	72%	73%	74%	75%	76%	4

*Source: National Center for Higher Education Management Systems, Information Center for Higher Education Policymaking and Analysis; baseline updated from June 2010 application; annual performance target gains remain unchanged.

TABLE 4: NAEP Targets By Subject and Subgroup, 2011 and 2013: Grades 4 and 8 Reading Percent Proficient

Student Subgroup	Grade 4			Grade 8		
	Baseline Score	RTTT Targets		Baseline Score	RTTT Targets	
	2007	2011	2013	2007	2011	2013
Black or African American students	17%	24%	29%	14%	19%	25%
Hispanic or Latino students	18%	24%	30%	16%	21%	27%
Students with Disabilities	8%	15%	20%	9%	15%	21%
English Language Learners	5%	12%	18%	1%	8%	13%
Economically Disadvantaged students	20%	26%	32%	19%	24%	29%
Female	39%	45%	49%	38%	42%	46%
Male	33%	39%	43%	26%	30%	34%
All Students	**36%**	**42%**	**46%**	**32%**	**36%**	**40%**

TABLE 5: NAEP Targets By Subject and Subgroup, 2011 and 2013: Grades 4 and 8 Mathematics Percent Proficient

Student Subgroup	Grade 4			Grade 8		
	Baseline Score	RTTT Targets		Baseline Score	RTTT Targets	
	2009	2011	2013	2009	2011	2013
Black or African American students	19%	23%	29%	13%	17%	23%
Hispanic or Latino students	25%	30%	35%	15%	19%	25%
Students with Disabilities	13%	17%	23%	10%	14%	20%
English Language Learners	13%	17%	23%	5%	11%	15%
Economically Disadvantaged students	28%	32%	38%	22%	26%	32%
Female	37%	40%	46%	32%	35%	40%
Male	43%	46%	51%	36%	39%	44%
All Students	**40%**	**43%**	**48%**	**34%**	**37%**	**42%**

TABLE 6: 2009–2014 State Assessment Percentage Gain Targets (Baseline and Goal): 4th Grade Science Overall and By Subgroup

	4th Grade Science Assessment: Race to the Top Grant Targets						
	Percent Proficient 2008-09	Gains 2009-10	Gains 2010-11	Gains 2011-12	Gains 2012-13	Gains 2013-14	Cumulative Gain
Black or African American	79%	2%	2%	3%	3%	2%	13%
Hispanic or Latino	79%	1%	2%	3%	3%	2%	12%
Students with Disabilities	69%	1%	1%	2%	3%	2%	10%
English Language Learners	63%	2%	2%	3%	3%	2%	12%
Economically Disadvantaged	81%	1%	2%	3%	3%	2%	12%
All Students	88%	2%	1%	2%	2%	1%	8%

note: numbers may not add due to decimal rounding

TABLE 7: 2009–2014 State Assessment Percentage Gain Targets (Baseline and Goal): Regents Exams Overall

	Regents Examinations: Race to the Top Grant Targets						
	Percent at or above 65 2008-09	Gains 2009-10	Gains 2010-11	Gains 2011-12	Gains 2012-13	Gains 2013-14	Cumulative Gain
Comprehensive English	82%	1%	1%	2%	2%	2%	8%
Integrated Algebra	72%	3%	3%	3%	4%	4%	17%
Living Environment	80%	1%	1%	1%	2%	2%	8%

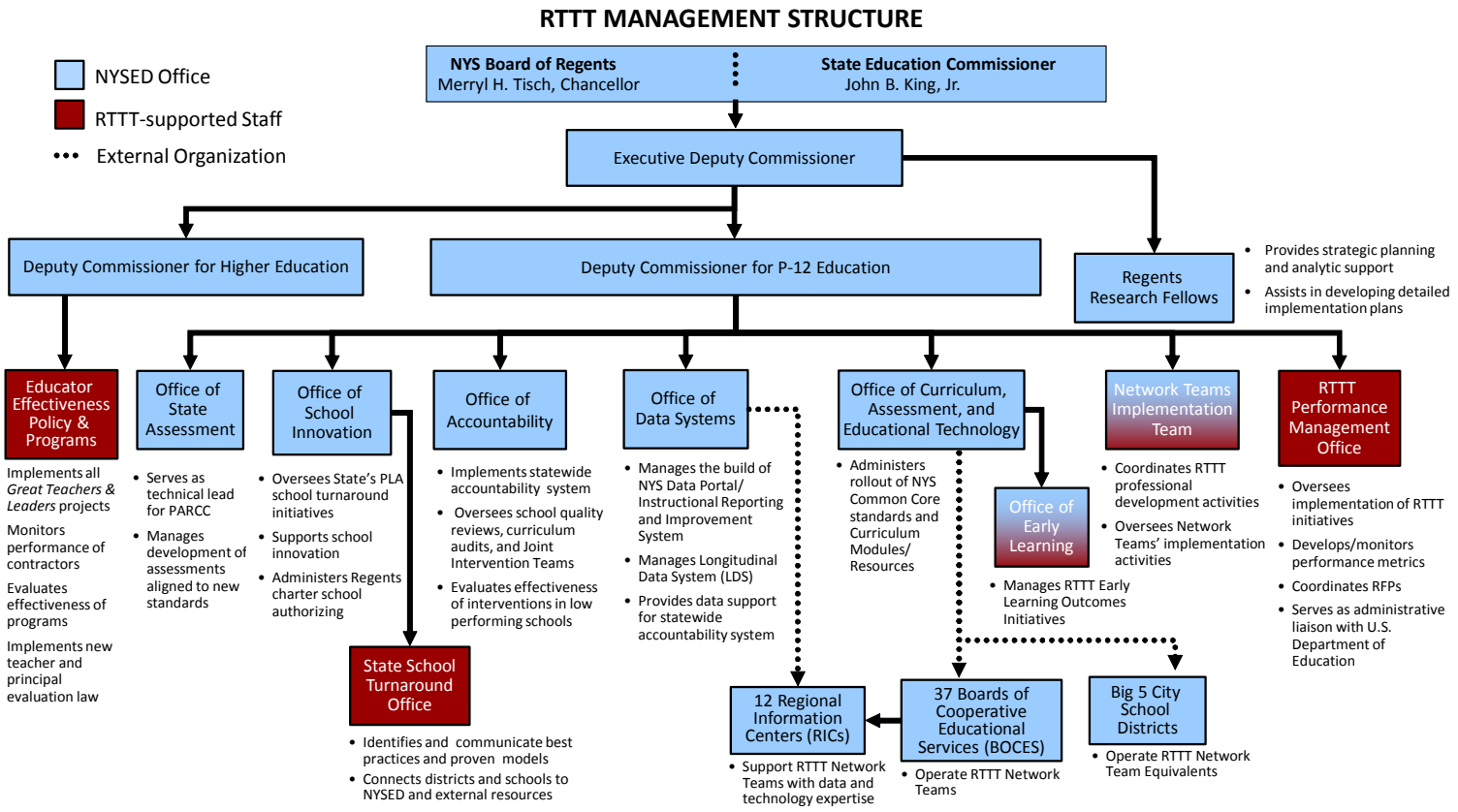
note: numbers may not add due to decimal rounding.

The performance metrics in this section will be used to assess the extent to which New York is successful in meeting its foundational education reform goal, that is: all students graduate from high school ready for college and career success. NYSED is committed to building a system of performance metrics (with targets) at the level of each of the four assurance areas. We have started, but not completed, this work. This plan includes the performance metrics and targets required in the application and several NYS supplemental metrics. We anticipate that the development and refinement of the performance metrics will continue through 2011-12.

RTTT Management and Oversight

In order for New York State's RTTT education reform plan to have maximum impact for all students in all schools, the State Education Department must assist our LEAs and charter schools in making systemic, sustainable changes through an implementation structure that includes consistent, coherent, and focused guidance and supports. To do this, we are redesigning the State Education Department and are building upon the State's unique regional infrastructure – the 37 Boards of Cooperative Educational Services (BOCES) and the Big 5 City school districts.[3]

Since early 2010 at the direction of the Board of Regents, the State Education Department has been undergoing a redesign to transform itself from a compliance-oriented agency focused on monitoring inputs and process to a service-oriented agency focused on supporting LEAs to achieve significant improvements in student performance. This has resulted in the creation of several new offices that better align the Department's human capital to the Regents' education reform agenda supported by the Race to the Top grant award. The graphic below shows how NYSED organized in 2010 to manage the RTTT State-level activities and oversee the LEA-level efforts:



[3] New York City, Buffalo, Rochester, Syracuse, and Yonkers.

State-level RTTT Projects

In order to ensure the sustainability of our RTTT reforms, our State plan is carefully structured to limit the need for on-going funding past the grant period. The majority of New York's RTTT State-level budget is to support one-time capacity-building investments. These projects will build the skills of our educators and also fund the development and launch of systemic instructional tools. What follows is a series of charts that list the deliverables to be created using the State RTTT funds and the sequenced action steps required to successfully produce these deliverables. Information on funding allocations and the "owner" responsible for ensuring delivery is also included in the charts. Please note that in some instances, we have included a description of additional initiatives that are not funded – or only partially funded – by the RTTT grant award. These initiatives are included because they are closely aligned with the RTTT four assurance areas and they help provide a more complete picture of the Regents Reform Agenda.

Overall Timeline for Implementation of New York's RTTT Education Reform Agenda

State-level Deliverables	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug
A. RTTT Performance Management Office																														
A. Network Teams					Initial Implementation								Ongoing Delivery																	
A. District Performance Management Initiative																						Data Gathering						Recommen-dations		
B. Implementation of Common Core State Standards for ELA and Mathematics																														
B. Development of P-12 Curriculum Modules		Procurement										Implementation																		
B. Common Core Learning Standards Implementation Evaluation		Procurement										Implementation																		
B. G12 Transition Courses																		Development / Pilot / Professional Development							Revise / Post					
B. Formative Assessment Data System App. *				Procurement													Implementation													
B. Early Learning Assessment Guidance (Early Learning Outcomes)																														
B. Early Learning Tools for Parents/Caregivers (Early Learning Outcomes)																														
B. Teaching is the Core (formerly Development of Grade 6-8 Assessments for Teacher/School Leader Evaluation)																						Post RFP / Issue Awards			LEA's Develop and Implement Action Plan					
B. Common Core Fellows & Institute																									Post RFP / Issue Awards		Project Implemen-tation			
B. Summative Assessments	PARCC Consortium Participation																													
													Implementation of Statewide Common Core-aligned/College-ready Assessments in ELA and mathematics (grades 3-8)						Phase in for high school Regents exams (Algebra I and ELA – 2013-14; Geometry – 2014-15)											

State-level Deliverables	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug
C. Effective, Representative State and Regional Data Governance Groups																														
C. EngageNY Portal (formerly Education Data Portal)	Procurement												Development						Deployment											
C. Additional Data Portal Applications																														
C. P-20 Data System Expansion																														
D. Teacher and Principal Evaluation																														
D. Advanced Placement Professional Development for STEM Teachers																														
D. Teacher/Principal Career Development Continuum			Planning & Policy										Guidance & Implementation																	
D. Teacher Performance Assessments (Professional Certification)																														
D. Expedited Pathway for STEM Teachers																														
D. Teaching Standards																														
D. Clinically Rich Teacher Preparation Programs																														
D. Higher Education Faculty Development Program																														
D. Teacher/Principal Institutional Performance Profiles																														
D. Teacher Performance Assessments (Initial Certification)																														
D. School Building Leaders Assessment																														
D. Enhanced Teacher Content Specialty Tests (CST)	Design										Implementation																			
D. Enhanced Certification Examinations for Teachers and School Leaders	Development & Field Testing																		Implementation											
D. Model Teacher Induction Programs					Procurement						Implementation																			
D. Professional Development to Develop LEA's Capacity to Use the New APPR and PPES						Initial Implementation							Ongoing Delivery																	

State-level Deliverables	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	July-Aug
E. Identification of Priority and Focus Schools																														
E. Systemic Supports for District and School Turnaround																														
E. State School Turnaround Office																														
E. School Innovation Fund																														
E. Differentiated Accountability/PLA Evaluation	Procurement								Implementation																					
E. Virtual Schools/Digital Learning																														
F. Charter School Authorizing																														

* The C1: EngageNY Portal will meet the intended goals of the Formative Assessment Data System application through currently available resources and additional planned technology infrastructure.

Section A: State Success Factor

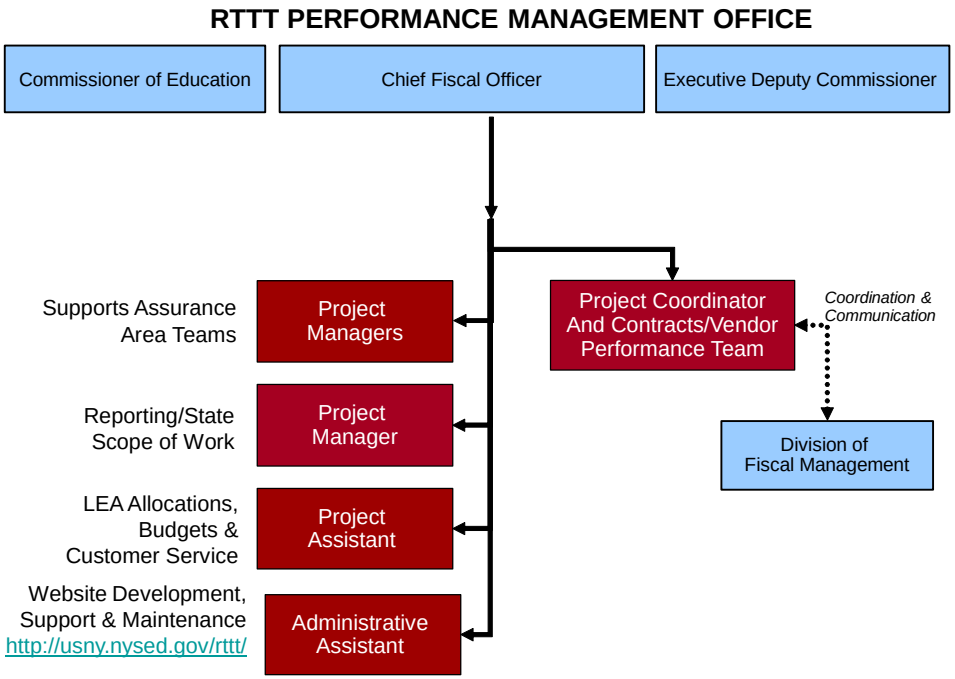
Subsection (A)(2): Building Strong Statewide Capacity to Implement

RTTT Performance Management Office (Project A1)

As the primary unit to oversee the implementation of RTTT, the Performance Management Office (PMO) employs project management methods to see that benchmarks are met, problems identified and addressed, and projects remain on track. The PMO convenes biweekly meetings with Department executive staff and the respective four Assurance Area teams to facilitate prompt resolution of outstanding policy and strategic implementation issues and organizes quarterly performance reviews to provide a forum for a more reflective conversation of accomplishments and challenges over the proceeding three months.

Since much of the State's share of the grant is to be awarded as contracts or grants, the PMO – for the first two years – is focusing its work on managing the process of developing, issuing and awarding approximately three dozen Requests for Information (RFIs), Request for Proposals (RFPs), and Request for Qualifications (RFQs). Project managers work with one Assurance Area team to ensure that each RFP follows a consistent development process and that the final documents meet relevant Department policies and State finance laws. As RFPs get awarded, the PMO is shifting this part of its responsibilities to assist Assurance Area teams with managing the resulting contracts to ensure that contractors deliver performance that is on time, within budget, and is of acceptable quality. PMO project managers also assist with other RTTT projects as needed.

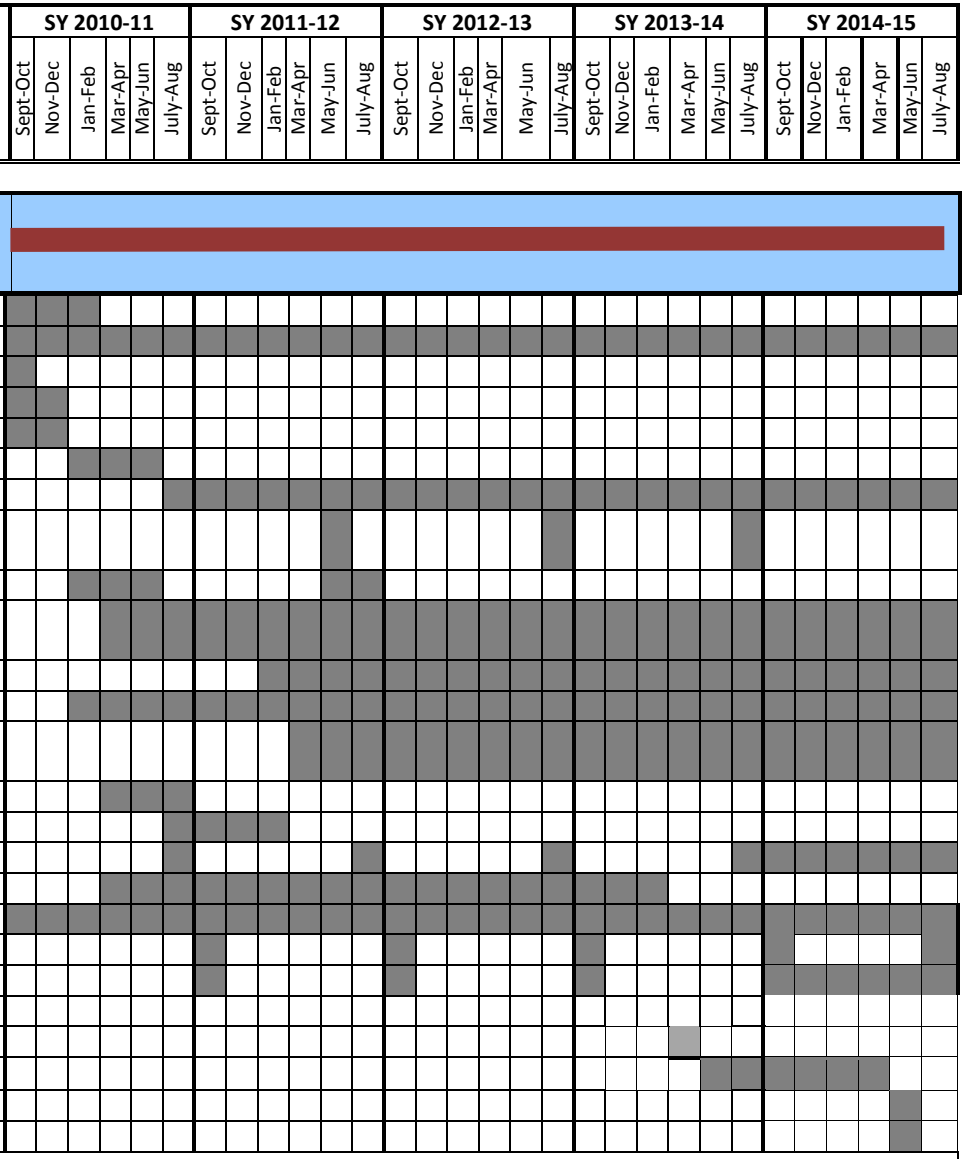
The Performance Management Office is also responsible for the management of the allocation grants to participating LEAs. Specifically, this includes approving annual budgets, final expenditure reports, year-end program reports, and ARRA 1512 reports; responding to field inquiries; and assisting with LEA monitoring tasks. Project Managers work with Assurance Areas providing them with tools and techniques to support their work. PMO staff serve as NYSED's primary administrative contact with the U.S. Department of Education and facilitates processes to ensure effective executive oversight. Additionally, the Vendor Performance and Sub-recipient Monitoring team is in the PMO. The Chief Fiscal Officer oversees the office and works closely with the Assurance Area leads to promote collaboration and coordination across projects and to resolve problems when they occur.



* 1/2013

Subsection Deliverables and Work Plans for Subsection (A)(2)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount
A1	**RTTT Performance Management Office**	**Chief Fiscal Officer**	**RTTT**	**$10.59MM**
Recruit and hire staff				
Create NYSED RTTT website/maintain				
Develop template, process and guidance for LEA MOU and Scope of Work submission				
Coordinate review and approval of LEA MOUs and Scopes of Work				
Draft/submit State Scope of Work to U.S. Department of Education				
Prepare/submit final State Scope of Work to U.S. Department of Education				
Manage State Scope of Work amendment requests				
Update/submit (per USDE approved amendments) State Scope of Work to U.S. Department of Education				
Draft/submit NYS RTTT subrecipients monitoring plan				
Design/execute Assurance Area quarterly performance reviews with NYSED Commissioner				
Facilitate biweekly meetings with the Commissioner for each Assurance Team				
Manage RTTT RFP development process/track progress/report to NYSED executives				
Build PMO capacity to provide assistance with vendor performance management/provide service				
Design and build end-of-year online LEA reporting tool/deploy				
Build basic online submission process for LEA annual budgets/add refinements				
Approve end-of-year reports (expenditure and program)				
Approve ARRA 1512 reports submitted by RTTT subrecipients				
Coordinate/submit monthly reports to U.S. Department of Education				
Coordinate/submit Annual Performance Reports to U.S. Department of Education				
Coordinate sub-recipient monitoring/vendor performance				
District Performance Management Initiative				**$4.51MM**
Select participating LEA's				
Conduct data gathering interviews with LEA's				
Review recommendations and communicate				
Closing session with districts, NYSED and vendor				



NOTES:

- USDE approved an amendment/extension request (8/12/13) shifting unspent funds from years 2-4 based on actual costs and refined estimates to Year 5 to maintain the PMO's support and oversight for RTTT implementation, including LEAs work toward the state's reform agenda, through September 1, 2015.
- USDE approved an amendment request (3/5/14) shifting $4.51M from Project C3, P-20 data system expansion to the Performance Management Initiative to expand analyses of LEA spending to inform sustainability planning beyond Race to the Top.

Network Teams to Support Implementation (Project A2)

Each of New York's 37 BOCES is led by a District Superintendent who is both its Chief Executive Officer and the Commissioner's representative in the field. The BOCES employ over 34,000 staff that provide shared, fee-based educational programs and services to school districts regionally. BOCES exist throughout the State, outside of the Big 5 City school districts. To support the technology needs of our LEAs, each BOCES is served by one of twelve Regional Information Centers (RICs) which annually provide the BOCES and their component districts with over $300 million in technology-related administrative and instructional services. The BOCES' governance structure, their statewide presence, and their cadre of practitioners and experts in data analysis, assessment, curriculum and instruction, and technology have made BOCES a reliable and consistent infrastructure for the delivery of existing professional development programs. It is an infrastructure that is uniquely qualified to play a key role in the rollout of new statewide instructional tools and resources.

Using participating LEAs' subgrant funds contributed by its component districts, each BOCES has formed at least one Network Team to provide targeted professional development and associated supports to help its districts learn to use the new instructional tools and resources being developed with the support of the State's share of the RTTT award (such as curriculum models and the Instructional and Reporting Information System).[3] The recommended Network Team composition is the equivalent of at least three full-time professionals in curriculum, data analysis, and instruction. Buffalo, Rochester, Syracuse, and Yonkers have formed their own Network Teams to provide the comparable services and will work directly with NYSED staff to do so. New York City has a network structure in place. An additional number of other school districts also opted to form their own NTE, rather than participate as part of a BOCES Network Team. Since charter schools can purchase services from BOCES only under limited circumstances, they are not required to participate in the BOCES-sponsored Network Teams. Rather, charter schools must use up to 75 percent of their RTTT allocations to purchase comparable services, either as a single charter school or as part of a collaborative arrangement with other charter schools. There are approximately 200 Network Teams and Network Team Equivalents. Included in this number are:

- 37 BOCES Network Teams, representing approximately 520 school districts
- 120 School districts that elected to form their own Network Team Equivalent
- Big 5 and their Network Team Equivalents
- 45 charter school have formed their own Network Team Equivalents

The Network Teams provide direct professional development, technical assistance, and follow-up support to participating LEAs across the four RTTT assurance areas. The specific functions of the Network Teams include the following activities:

[3]A participating school district is not required to join a Network Team established by its BOCES, provided that the district can certify to NYSED that it will participate in services provided by an alternative team which is comparable in capacity and quality.

Standards and Assessment

- Implementing the Common Core State Standards and aligning instruction and curriculum embedded performance tasks to the new standards and curricula.
- Implementing the State's comprehensive assessment program and adopting more rigorous performance-based assessments.
- Developing effective instructional strategies for English language learners and students with disabilities.

Data Systems to Support Instruction

- Supporting administrators and teachers in the use of the education portal for data entry, reporting, and analysis to support decision-making and evaluation.
- Assisting school-based Inquiry Teams[5] to analyze student performance data, make adjustments to practice based on that data, and access instructional resources that will assist practitioners in improving their individual instructional practices.

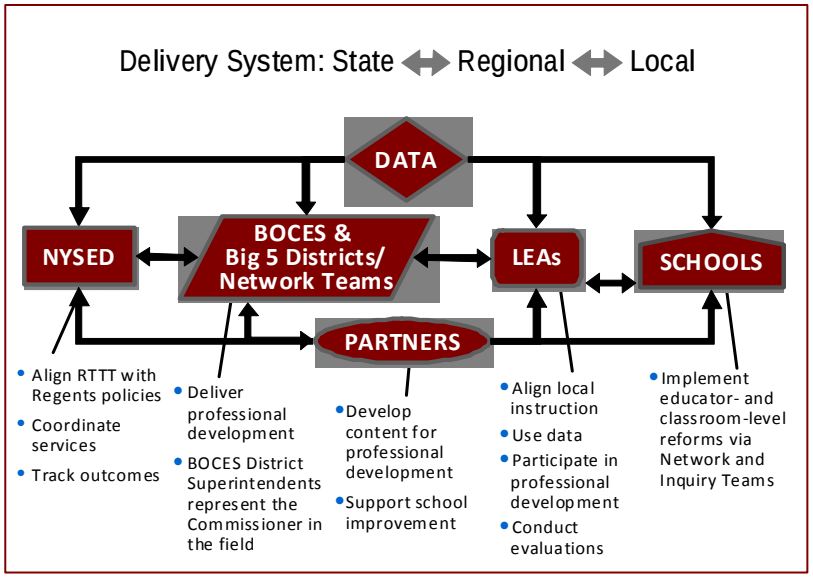
Great Teachers and Leaders

- Promoting the school-level implementation of the comprehensive evaluation system for teachers and principals.
- Using teacher and leader evaluation data from the comprehensive evaluation system for decision-making.
- Developing and implementing improvement plans for teachers and leaders based on evaluation system data.
- Ensuring compliance with the State's RTTT initiatives for the equitable distribution of highly-qualified and effective teachers.

Turning Around Lowest-Achieving Schools

- Implementing one of the four turnaround models if the LEA has an identified persistently low-achieving school.

The Office of Curriculum, Assessment, and Educational Technology oversees the delivery of professional development by the Network Teams. The Department anticipates that twice each year, school principals will be surveyed regarding their satisfaction with their Network Team. These surveys will be an important means for holding the Network Teams accountable for delivering relevant and high-quality services.



[5]These teams – comprised of teachers, teacher leaders and administrators – are charged with becoming expert in accessing, understanding and using data to identify a change in instructional practice (e.g. teaching division of fractions) that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students. The reflective practice that is used as the basis for the Inquiry Team's work is intended to support continual, evidence-based improvement of student learning.

Supporting the Network Teams as they deliver the targeted professional development envisioned in this plan will be a series of contractors and other partners who are professional development content designers. These partners will be managed through performance-based contracts. Specific, measurable annual outcomes will be included in all partner contracts and will be the basis for contract oversight, payment, and possible renewal. The graphic to the right summarizes the roles and responsibilities of the various parties that comprise New York's RTTT professional development system.

Network Team Institutes

Through a series of monthly Network Team Institutes (NTI), Network Team members from each of the 37 BOCES, the Big 5, and charter schools receive professional development in a train-the-trainer model. Primary Institute objectives are to build an understanding of the Regents Reform Agenda and the role of the Network Teams to support sustainable school improvement. Specific components include learning around how to:

- identify individual and team expertise so that NT/NTEs can operate closely and in concert with each other;
- develop, adapt, and use different tools to assess the level of school readiness, based upon the existing structures, culture, and capacity around instruction and student support, to enter the work at appropriate levels;
- utilize the information on the team's expertise and a school's readiness to prioritize needs, and develop a strategic plan of intervention to help a school focus its efforts to begin, grow, or refine their work within and across the three assurance areas;
- implement, monitor, evaluate, and adjust strategic plan of intervention based upon school's progress;
- leverage schools as resources of strategic support to help each other in advancing across a continuum of readiness to achieve success in the improvement of student learning; and
- help schools move towards the sustainability of school improvement through the use of regional capacity, its internal structures, culture, and capacity around instruction and student support.

Network Team Institutes are attended by Network Team designees in the area of Common Core, Data Driven Inquiry and Teacher and Principal Evaluation. Which NT members attend the Institutes depends on the topics being covered. At the summer kick-off in August 2011, over 500 people participated in the Network Team Institute (NTI) which included training with David Coleman. Seven additional Institutes will have been held by the end of the 2011-12 school year, with attendance ranging from 225-300.

Network Team Resources

EngageNY.0rg

EngageNY is an interactive website that serves as the primary information hub for three central components of the NYS Regents Reform Agenda: Common Core standards, data-driven instruction, and teacher and leader effectiveness. On EngageNY, teachers, principals, network teams, and district and regional education leaders can find the resources they need to implement the initiatives set forth in the Regents Reform Agenda. As reform evolves over time, EngageNY.org is growing and evolving, too – in early fall, NYSED will launch an updated version of EngageNY that will eventually include daily lessons for every grade and subject; sample assessments; videos of exemplary practice in conjunction with the NYS-approved teacher and principal practice rubrics; and collaborative features that will allow users to work together across the diverse regions of the State.

EngageNY.org Usage Statistics Since Launch

As of July 2014

Visits	Unique Visitors	Page Views	Pages per Visit	Avg. Time on Site
12,548,364	5,292,926	71,522,533	5.70	5:56

Curriculum Modules and Practice Videos[6]

Network Teams, district administrators, teachers, and leaders from across the state will have access to Common Core aligned resources designed to inform and support the implementation of the New York State P-12 Common Core Learning Standards effectively across the state. The Curriculum Modules support teaching and learning in classrooms across New York State and provide access to sequenced, spiraled, content-rich statewide curriculum programming and instructional practices that support the attainment of the New York State P-12 Common Core Learning Standards and align to the Board of Regents' strategic goals. The modules include curriculum maps, lesson plans, performance tasks, scaffolding materials, and other classroom artifacts. Newly developed modules will provide curriculum and instructional resources targeted to address all learners within any classroom setting.

The Effective Teacher and Principal Practice videos will provide professional development aligned to the New York State P-12 Common Core Learning Standards on the effective implementation of lesson plans in various grades and subjects, in English language learner (ELL) programs, special education programs including, self-contained, and co-teaching classrooms, and with an emphasis on successful practice with over-age under-credited students, African-American and Latino adolescent males, and girls in science and math classrooms. The videos will include footage and reflections of what effective teaching looks like, specifically in alignment with the New York State Teaching Standards and what effective school leadership looks like, specifically in alignment with the Interstate School Leaders Licensure Consortium (ISLLC) standards. The videos are intended to be used for training purposes.

The initial roll out of the curriculum modules, associated professional development and practice videos will begin in the summer of 2012. The resources will be available on EngageNY.org and will be released for the first time at the Summer Institute. As the additional modules and videos are released, Network Teams/Network Team equivalents will receive additional training. See chart below for anticipated dissemination schedule:

[6] Development of the curriculum modules is included in Project B1 and the videos production is part of Project D7. However, both are presented here since they will be key resources for the implementation of the Network Teams.

Dissemination Schedule for ELA/Math Curriculum Modules and Effective Practice Videos

Materials	Fall/Winter 2013	Early 2014	Spring 2014	Summer 2014	Winter 2014/Early 2015	TOTAL
CURRICULUM MODULES						
Grades P- 5 ELA and Math	1/6 Module	3/6 Module	4/6 Module	6/6 Module		
Grades 6-12 ELA and Math	Scope & Sequence	2/6 Module	3/6 Module	4/6 Module	6/6 Module	
Professional Development: Network Teams, Teachers, Principals	Week-long Intensive	Ongoing	→	→	→	
EFFECTIVE PRACTICE VIDEOS						
Common Core Shifts – *Exemplify CCSS aligned instruction from NYS teachers*	25	25	30		20	100 Total
Data Driven Instruction – *Model data driven instruction cycles*	3	6	10		11	30 Total
Teacher Practice – *To be used to calibrate teacher evaluations*		60	114		53	227 Total
Principal Practice – *To be used to calibrate principal evaluations*		27	68		40	135 Total
Common Core Studio Talk – *Conversations about differentiated instruction for specific student groups*			12		12	24 Total

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
				Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
A2	**Network Teams (Professional Development)**	Deputy Commissioner, Office of Curriculum, Assessment, and Educational Technology	LEA Subgrants, RTTT $3.63 MM					**Initial Implementation**														**Ongoing Delivery**											
Administer baseline survey on CCSS, SBI, and new teacher/leader performance evaluation								■																									
Summer Network Team Institute (5-day training on CCSS, DDI and Evidence-based Observations)									■																								
Network Teams conduct turn-key training in component LEAs on implementing the CCSS, DDI and Evidence-based Observations										■																							
Network Team trained on the ELA shifts, evidence-based observation of teacher practice, SLOs and the State approved Teacher and Principal Rubrics											■	■																					
Network Teams conduct turn-key training on the ELA shifts, Evidence-based Observations, SLOs and the state approved Teacher and Principal Rubrics											■	■																					
Network Teams and principal evaluators trained on Principal Evaluation Learning System												■	■	■																			
Network Teams conduct turn-key training for evaluators on Principal Evaluation Learning System												■	■	■																			
Network Teams and principal and teacher evaluators trained on evaluation systems, goal setting, action planning, SLOs, observation calibration, value-added models												■	■	■																			
Network Teams conduct turn-key training for Teacher and Principal Evaluators on goal setting, action planning, SLOs, observation calibration, value-added models												■	■	■																			
Pilot Small Learning Community (SLC) cohort model among Network Team to share best practices												■	■	■																			
Summer Network Institute (5-day training on CCSS, DDI and teacher/principal evaluations)															■																		
Summer professional development session for teachers on the new ELA and Math Curriculum Modules (5 days)															■																		
Network Team training on implementing CCSS, the APPR and effective utilization of data-driven inquiry techniques (generally monthly sessions with different topics each session)																■	■	■	■	■													
Network Teams conduct turn-key training in component LEAs																■	■	■	■	■													
Summer Network Institute (5 days)																					■												
Support will be delivered throughout 2014-15 including at a minimum 3 additional NTI's																						■	■	■	■	■	■	■	■	■	■	■	■
Network Teams/Network Team Equivalents continue turn-key training in components LEAs																						■	■	■	■	■	■	■	■	■	■	■	■

NOTES:
- CCSS: Common Core State Standards; SBI: School Based Inquiry; DDI: Data Driven Instruction; SLOs: Student Learning Objectives
- "Network Teams" includes both BOCES-sponsored Network Teams and Network Team Equivalents created by individual school districts or charter schools.
- USDE approved an amendment (9/2014) extending the professional development work through 8/31/2015.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
A2 cont'd	**Network Teams (Implementation Oversight)**	Deputy Commissioner , Office of Curriculum, Assessment, and Educational Technology	LEA Subgrants, RTTT	$3.63MM																														
Publish Network Team expected deliverables with relevant performance metrics and evidence																																		
Gather LEA assessment of initial implementation of Network Teams (sample of Title I districts)																																		
Design/administer initial survey to assess effectiveness of Network Teams' turn-key training																																		
Design reporting structures, monitoring rubrics and technical assistance processes																																		
Design/administer survey research and performance audit plans																																		
Conduct site visits to assess effectiveness of Network Teams																																		
Conduct targeted classroom observations, focused walk-throughs and personal interviews to assess implementation at the classroom level																																		
Provide technical support to Network Teams as they conduct turn-key training																																		
Create additional resource materials and guidance for Network Teams																																		
Assess effectiveness of Network Team Institutes																																		
Plan differentiated Network Team Institutes (statewide and/or regional trainings)based on results of data gathered (at a minimum 3 additional NTI's for 2014-15)																																		
Develop statewide systems for sustaining implementation beyond RTTT grant period																																		

NOTES:
- See http://engageny.org/wp-content/uploads/2011/08/ntmetrics.pdf for the list of deliverables, metrics and evidence for school year 2011-12.
- USDE approved an amendment (9/2014) extending the professional development work through 8/31/2015.

Section B: Standards and Assessments

NYSED is committed to adopting and implementing rigorous State standards and assessments in order to ensure all students are ready for success in college and careers upon high school graduation.

Standards and Assessments, Section B, details a comprehensive plan that includes statewide curriculum modules and performance-based formative and interim assessments for use in New York classrooms. Our strategic vision is to build sequenced, spiraled, content-rich statewide curriculum modules aligned to the Common Core State Standards, initially for English Language Arts and Mathematics, and eventually across all of the other content areas, including Science and Technology, Social Studies and Economics, and the Arts. This vision will incorporate the best ideas from high-performing school districts, other states, and countries that will lead to dramatically enhanced instructional practices, thus improving student engagement and performance. In addition, the Career and Technical Education (CTE) courses are being evaluated to align them with the State and Common Core standards. This data is pending the final determination on the courses that meet the criteria of the Classification of Instructional Programs (CIP). NYSED intends to provide this data when alignment and course determination have been addressed.

In the spirit of NYSED's vision of a comprehensive and robust curriculum, the inclusion of Science, Technology, Engineering, and Mathematics (STEM) courses will provide a unique opportunity for schools to offer courses that will prepare students for college and career. This data is pending course alignment with State and Common Core standards and the development of assessments. NYSED will incorporate research-based strategies to ensure student performance and instructional enrichment lead to desired outcomes and will provide this data upon availability.

We will know that New York is making progress toward this vision if at each grade level 3 – 8 and high school; students demonstrate that they are on track to graduating with requisite college and career ready skills and knowledge in ELA, Mathematics, Science, Technology and Engineering, Social Studies & Economics, and the Arts.

Required Performance Metrics for Subsections (B)(1), (B)(2), and (B)(3): None

Section Deliverables and Work Plans for Subsections (B)(1), (B)(2), and (B)(3)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11 Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	SY 2011-12 Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	SY 2012-13 Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	SY 2013-14 Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA	**Implementation of Common Core State Standards for ELA and Mathematics**	Deputy Commissioner for Curriculum, Assessment, and Educational Tech.	NYSED operational funds	$0																								
Recommended 15% additional standards in ELA and mathematics reviewed by external experts					■																							
NYSED survey of the field on the recommended 15% additional standards					■	■																						
NYSED prepares final recommendations on the 15% additional standards, based on field input						■																						
Board of Regents adopts the proposed 15% additional standards in ELA and mathematics							■																					
Rollout of new P-12 ELA and mathematics standards by existing statewide networks, BOCES, and Big 5 city districts							■	■	■	■																		
LEAs begin to align local curricula to new standards								■	■	■	■	■	■	■	■	■												
NYSED disseminates information about available resources to support transition to new standards									■	■																		
Professional development on new ELA and mathematics standards provided by BOCES and Big 5 city school districts (until RTTT Network Teams are operational)								■	■	■																		
Network Teams provide professional development on new ELA and mathematics standards										■	■	■	■	■	■													
Network Teams provide professional development on ELA and mathematics curriculum modules																■	■	■	■	■	■	■	■	■	■	■	■	■
Stakeholders advised on process of aligning the ESL and NLA standards to the CCLS(April-Nov, 2012)														■	■	■	■	■										
NYSED survey of the field on P-12 Bilingual CC Progressions (sample Progressions, Theoretical Foundations & Teacher's Guide)(Jan 3-Feb 4, 2013)																			■									
MOU with CUNY Queens College to Complete P-12 Bilingual CC Progressions (Dec 2012)																		■										
Draft P-12 Bilingual CC Progressions released for public review and feedback																					■							
P-12 Bilingual CC Progressions Finalized for Proposed Adoption																						■						

NOTES:

- The Board of Regents adopted the Common Core State Standards for ELA and Mathematics at its July 2010 meeting and the 15% additional State standards for ELA and mathematics at its January 2011 meeting.
- USDE approved an amendment (2/2013) to develop a new set of P-12 Bilingual Common Core Standards called the NYS P-12 Bilingual Common Core Language Arts & Literacy Standards which will align to the new P-12 ELA and literacy curriculum modules.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
B1	**Development of P-12 Curriculum Modules**	Deputy Commissioner for Curriculum, Assessment, and Educational Tech.	RTTT	$61.30MM	Procurement												Implementation																	
Issue RFI on best practices in curriculum development																																		
Curriculum Modules: PreK-Grade 12 ELA & Literacy and Math																																		
Develop RFP for PreK-Grade 5 curriculum modules and statewide professional development																																		
Issue RFP for PreK-Grade 5 curriculum modules and statewide professional development																																		
Evaluate proposals/select vendor(s)/issue contracts for P-5																																		
Issue RFP for 6-12 curriculum modules and statewide professional development																																		
Evaluate proposals/select vendor(s)/issue contracts for 6-12																																		
Create ELA and mathematics curriculum modules (vendors)																																		
Disseminate ELA and mathematics modules via EngageNY.org																																		
Summer Institute for teachers on the use of the curriculum modules																																		
Network Teams and statewide associations receive professional development on ELA and mathematics curriculum modules																																		
Network Teams provide turn key training on ELA and mathematics curriculum modules																																		
Participating LEAs implement new ELA and mathematics curriculum modules																																		
Develop RFP to ensure high quality scaffolding for ELLs is built into the ELA & Math curriculum(Aug-Nov 2012)																																		
Issue RFP to ensure high quality scaffolding for ELLs in built into the ELA & Math curriculum(Dec'12)																																		
Evaluate proposals/select vendor/issue contract for ELL scaffolding(Feb-March 2013)																																		
Annotated curriculum materials for P-12 ELA & Math and sample prototypes for each grade band in ELA and Math will be completed by November 2013																																		
P-12 ELA and Math resource guides for teachers on ELL scaffolds will be completed by May 2014																																		
Develop RFP to create P-12 CCSS-aligned mini-lessons for ESL classes(Feb-May 2013)																																		
Issue RFP to create P-12 CCSS-aligned mini-lessons for ESL classes (June 2013)																																		
Evaluate proposals/select vendor/issue contract for ESL lessons(July-Aug 2013) and update SOW based on contract timeline																																		
Develop and implement MOU with CUNY Graduate Center to create accelerated curriculum across grades 6-8 & 9-12 for Students with Interrupted Formal Education (SIFEs) (Jan-June 2013)																																		
Develop and implement MOU with CUNY Graduate Center to create and pilot SIFE accelerated curriculum (July 2013-Aug 2014)																																		

Develop and implement MOU with CUNY Queens College to create and pilot P-12 CCSS-aligned NLA curriculum maps and modules (July 2013-Aug 2014)	
Develop RFP to ensure high quality scaffolding for SWDs is built into the ELA & Math curriculum	
Issue RFP to ensure high quality scaffolding for SWDs is built into the ELA & Math curriculum	
Evaluate proposals/select vendor/issue contract/ implementation - SWD scaffolding	
Develop procurements for Version 2 curriculum modules for P-12 ELA and Math	
Issue procurements for Version 2 curriculum modules for P-12 ELA and Math	
Evaluate proposals/select vendor/issue contracts/ implementation - Version 2 curriculum modules for P-12 ELA and Math	
Develop and issue RFP for Common Core Fellows / Institute to further engage NYS educators to improve current modules	
Develop and issue RFP for project management and Document Management for the Common Core Institute	
Common Core Fellows collaborate with NYS staff and content vendors to revise ELA and mathematics materials, integrate EL scaffolds, develop supporting resources and deliver professional development on CCLS	
Updated versions of ELA and mathematics modules posted with support from project management vendor	

NOTES: Procurements for Version 2 curriculum modules will allow NYSED to enhance/improve the curriculum modules in some of the, but not limited to, following ways: provide parent resources, upgraded PD to increase teacher capacity and content knowledge; create a version two of curricular materials that incorporates educator feedback, develops supports for struggling students, integrates scaffolds for English Language Learners, and develop performance tasks and assessments aligned to the version two curricula. More time will allow the vendor that is awarded the RFP for Developing Scaffolds for Students with Disabilities to complete their work to ensure that Students with Disabilities have full access to Common Core curriculum.

Curriculum Modules: Science, Social Studies, the Arts	
Develop RFP for PreK-Grade 12 curriculum modules	
Issue RFP for PreK-Grade 12 curriculum modules	
Evaluate proposals/select vendor(s)/issue contracts	
Create curriculum modules for all other content areas (vendors)	
Disseminate curriculum modules	
MOA to create K-12 Social Studies Resource Toolkit and Professional Development	
Network Teams and statewide associations provide professional development on curriculum modules for all other content areas	
Participating LEAs implement new curriculum modules for all other content areas	

Curriculum Modules to Support the Transition to College	$840,672	
Adapt existing high school curriculum modules and NYC transition courses curriculum to common core standards		
Regional transition course workshops to introduce courses and curriculum to high schools		
Teachers begin piloting transition course curricula / revise curricula based on feedback		
Model transition course curriculum in ELA and Math pilot		
Rollout model transition course curricula at NTI's		
P-20 alignment meetings and higher education input on curricula / incorporate feedback		
Final transition course curriculum posted on EngageNY		

NOTES:

- NYSED will develop two Requests for Proposals to solicit bids for the development of curriculum modules in the following content areas: ELA and Literacy; Math; Science; Social Studies and the Arts. Vendors will be able to bid on work in one or more content areas.
- NYSED will schedule the work by the various vendors so that the curriculum modules for ELA and mathematics will start first. The work in all other content areas will be scheduled to start within timeframes that will allow the Department to gain early "lessons learned" in the ELA/mathematics contract that can be applied in the work with the other vendors.
- Curriculum modules define learning objectives/student expectations at various grain sizes which include embedded formative instruction/assessment strategies to check for student understanding and specific teaching activities and student tasks.
- Successful vendors will also be expected to produce embedded professional development resources and supplemental guidance for teachers of English language learners, students with disabilities, accelerated learners, struggling learners, and other student subgroup populations.
- Components of the curriculum modules will support some of the Early Learning activities identified in Project I1.
- With approval from the U.S Department of Education, NY extended the release of the ELA and Math Curriculum Modules RFP. Consequently, all subsequent activities including the Science, Social Studies and the Arts Curriculum Modules RFP were shifted accordingly.
- USDE approved an amendment (2/2013) to add $6M to B1 to support the following:
    - develop a new set of P-12 Bilingual Common Core Standards called the NYS P-12 Bilingual Common Core Language Arts & Literacy Standards (as stated in the previous section "Implementation of CCSS in ELA and Math")
    - develop curriculum maps and modules for Native Language Arts classes in the top 5 languages of the state (Spanish, Chinese, Arabic, Bengali, Haitian Creole), that mirror the ELA and literacy curriculum modules;
    - develop a series of mini-lessons for ESL classes, to support the English language and content development of English Language Learners needed to access the P-12 ELA and literacy and math curriculum; and
    - develop accelerated curriculum across graded 6-8 and 9-12 for Students with Interrupted Formal Education and translate P-12 math curriculum into the top 5 languages of the State.
- USDE approved (8/2013) an amendment/extension request for Transition Course Curricula ($840,672).
- USDE approved (9/2014) an amendment shifting $7.4M from TiTC, $2.3M from AP PD for STEM, and $1.1M from STO to this project.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
B1	**Common Core Learning Standards Implementation Evaluation**	Deputy Commissioner for Curriculum, Assessment, and Educational Tech.	RTTT	$3.622MM							Procurement						Implementation																	
Develop MOU to design evaluation of CCLS																																		
Vendor designs evaluation																																		
Develop MOU for evaluation implementation																																		
Vendor develops evaluation protocols and sampling methodology																																		
Vendor conducts evaluation in 2 districts																																		
Vendor analyzes results and provides formative and summative report to NYSED																																		
Vendor conducts evaluation in 10 districts																																		
Vendor analyzes results and provides formative and summative report to NYSED (see notes below)																																		

NOTES:

- Evaluations will be conducted on the overall PreK-12 curriculum model services as well as the initiatives that are specific to Invitational Priority 3 (Early Learning Outcomes); cost estimate is to be appropriated proportionally based on total program cost of each.
- USDE approved an amendment (8/2014) extending the work of this project through 6/30/2015.
- Project activities after 6/30/2015 will be funded with non-RTTT funds. From July 2015 through November 2015 impact data will be collected and analyzed (e.g., State test scores from 2014-15 school year) and a final report of all project activities will be developed.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
B1	**Formative Assessment Data System Application**	Deputy Commissioner for Curriculum, Assessment, and Educational Tech.	RTTT	$0 MM				Procurement												Implementation								
Conduct needs analysis for specific components to application																												
Develop RFP for Formative Assessment Data System Application																												
Issue RFP for Formative Assessment Data System Application																												
Evaluate proposals/select vendor(s)/issue contract(s)																												
Vendor creates and pilots product																												
Product is available for use																												
Ongoing monitoring and maintenance of product takes place																												

NOTES:

- This deliverable is included in Project B1 since the development of curriculum modules will include the design of formative performance tasks aligned with the learning objectives in the curriculum modules. This project is to provide the technology platform to allow teachers to record, track and analyze student results on these formative performance tasks. This will allow:
  - Real-time dashboard view of demographic data for each youth using information from various service providers inside and external to NYSED;
  - Flexible banking of items that are standards-aligned, creation and administration of formative assessments (including innovative item types that might include media or complex responses), scoring, and dynamic score reporting (including RTI and dashboards);
  - Teachers to understand unique student needs via dashboard view from day one and identify correlations between classroom performance and factors outside of school to ensure each child is looked at individually and holistically.
- USDE approved an amendment (9/2014) for the goals of this project to be met through the C1: EngageNY Portal through currently available resources and additional planned technology infrastructure and therefore approved the shift of $5M budgeted within B1 to support other aspects of its approach to the transition to Common Core Learning Standards.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget		SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
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B1/I1	**Early Learning Assessment Guidance**	Assistant Commissioner for Office of Student Support Services	RTTT	$0.1 MM				Development									**Dissemination**																	
Develop an early childhood self-assessment tool for LEAs to assess the effectiveness of their PreK to Kindergarten transitions																																		
Gather information from Birth-3 early childhood providers and PreK-Grade 2 teachers, administrators and higher education representatives to analyze current practices for assessing children's development and learning progress in community agencies and LEAs																																		
Develop assessment guidance for PreK to Grade 2																																		
Disseminate assessment guidance; provide technical assistance on its use																																		

NOTES
- These early learning activities will focus on all developmental domains.
- The self-assessment tool for LEAs will include analysis of the effectiveness of professional development and how data are used to inform instruction.
- USDE approved an amendment request (3/2014) to extend work through June 30, 2015.

B1/I1	**Early Learning Tools for Parents/ Caregivers**	Assistant Commissioner for Office of Student Support Services	RTTT	$6.4 MM																														
Research best practice regarding Quality Rating Improvement Systems (QRIS)																																		
Partner with stakeholders to support the statewide implementation of QUALITYstars (NYS' QRIS)																																		
Finalize MOU to implement QUALITYstarsNY																																		
Expand project implementation to communities with persistently low achieving (PLA) schools																																		
Monitor site visits and program assessments using QUALITYstarsNY																																		
Complete initial round of Environment Rating Scales and release Active Ratings																																		
Conduct Environment Rating Scale assessments and generate Provisional Ratings																																		
Generate Active Ratings																																		
Quality improvement activities continue																																		
Monitor technical assistance and supports based on program evaluations																																		
Monitor parent outreach to support the transition to kindergarten and promote school readiness																																		

NOTES:
- QUALITYstarsNY will help individuals identify high quality early learning environments. NYSED's contribution to this multi-agency partnership will be targeted at regions with at-risk populations and historically-low PreK and Kindergarten enrollment rates.
- The balance of the funding for Project I1 (approximately $2.5 MM) will be used to support temporary staff for the project.
- USDE approved a request (3/2014) to extend work through June 30, 2015.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
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B3	**Development of Grade 6-8 Assessments (for Teacher/School Leader Evaluation)**	Deputy Commissioner for Curriculum, Assessment, and Educational Technology	RTTT	$9.28 MM							Procurement									Development & Field Testing						Testing								
Grades 6-8 Social Studies and Grades 6-8 Science – Develop RFP																																		
Grades 6-8 Social Studies and Grades 6-8 Science – Issue RFP																																		
Grades 6-8 Social Studies and Grades 6-8 Science – Evaluate proposals/select vendor(s)/issue contract(s)																																		
Grades 6-8 Social Studies and Grades 6-8 Science – Test development and field testing																																		
Grades 6-8 Social Studies and Grades 6-8 Science – Operational testing																																		
Develop RFP to create seven summative assessment forms for grades 6,7,8 Social Studies and grades 6,7 Science (Dec 2012-Feb 2013)																																		
Issue RFP to create seven summative assessment forms for grades 6,7,8 Social Studies and grades 6,7 Science (March-April)																																		
Evaluate proposals/select vendor/issue contract for summative assessment forms(June 2013)																																		
Teaching is the Core grants – Develop RFP																																		
Teaching is the Core grants – Issue RFP																																		
Teaching is the Core grants – Evaluation / Selection / Issue contracts																																		

NOTES:

- The cost for the redesign of the Grade 8 science assessment will be charged to non-RTTT funds. It is included in the scope of the RFP to ensure that this work is done in conjunction with the development of the Grades 6-7 science assessments and is aligned with Common Core standards and course sequences.
- USDE approved an amendment to the State's June 2011 Scope of Work which allowed New York to change the release date of the RFP to the summer of 2012. Consequently, all subsequent activities, including the administration of the tests, were adjusted accordingly.
- USDE approved an amendment (2/2013) to reduce B3 by $3.285 MM. For grades 6, 7 and 8 social studies and grades 6 and 7 science, the State will develop, through a vendor, seven summative assessment forms. The State expects that LEAs would be able to use these forms by school year 2014-15. The State will administer the seven forms operationally using other funds and/or provide to LEAs to use locally, e.g., in SLOs.
- The 2/2013 amendment approves $10M to remain in B3 for purposes of completing the work and the remainder ($6.715M) to remain in B3 until the State proposes to reallocate the funds for a specific purpose through the amendment process.
- USDE approved an amendment (4/2014) allowing NYSED to reallocate ($16.7M) to Teaching is the Core grants. Grant recipients (LEAs) will commit to review all local assessment practices to ensure that all local tests help inform instruction and improve student learning. The grant recipients would receive funding to support high quality Common Core instruction and classroom activities that support evidence-based decision-making (including multi-disciplinary projects research papers, oral presentations, etc.)
- USDE approved an amendment (9/2014) redirecting $7.4M to B1 Development and Evaluation of P-12 Curriculum Modules based on the total granted via the Teaching is the Core grants.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
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NA	**Summative Assessments**	Deputy Commissioner for Curriculum, Assessment, and Educational Technology	PARCC grant funds	$0																														
Phase 1: Collaboration with PARCC to develop through-grade assessments aligned to Common Core State Standards																																		
Phase 2: Collaboration with PARCC to develop through-grade assessments aligned to Common Core State Standards, including field testing																																		
Professional development on the implementation of PARCC assessments in ELA and mathematics																																		
Implementation of Statewide Common Core-aligned/College-ready Assessments in English Language Arts and mathematics (grades 3-8 – 2012-13)																																		
Phase in of Statewide Common Core-aligned/College-ready Assessment for high school Regents exams (Algebra I and ELA – 2013-14; Geometry – 2014-15)																																		

NOTES:

- PARCC summative assessments were originally scheduled to be implemented in School Year 2014-15 but the Board of Regents (BOR) did not adopt the PARCC assessments for School Year 2014-15. The BOR has chosen to consider adoption for school year 2015-16 and consider policy issues around phase-in for graduation and accountability. NYSED has moved forward with providing Common Core-aligned/college-ready assessments (Algebra I and ELA) in School Year 2013-14 followed by Geometry in 2014-15 and Algebra II in 2015-16. Providing these assessments in this staggered manner will better prepare educators in the transition to PARCC assessments in the future.

Section C: Data Systems to Support Instruction

Over the past several years, New York State has developed a P–16 data system that meets all requirements of the America COMPETES Act. This system includes longitudinal student data from pre-kindergarten through grade 12 (P–12) and is currently able to connect with the State's public systems of higher education data repositories so that student transitions from high school to college, among other things, can be monitored and analyzed. The State envisions a fully-developed P–20 longitudinal data system to be the key resource upon which all other educational reform proposals will rely.

Diverse stakeholders will use the data portal to access and analyze education data, make decisions, and take actions to improve outcomes for New York State students. The specific examples below illustrate how we anticipate different stakeholder groups will use the student achievement data accessed through the data portal:

- In collaboration with parents and teachers, *students* will use the data to establish and track personal annual achievement goals. The information contained in the data portal will be used to guide conversations during student-teacher conferences.
- In collaboration with students, parents, and principals, *teachers* will use the student achievement and early warning predictive data to assess student learning needs, improve instructional practice, and establish/track annual achievement goals for students in their classes. The information contained in the data portal will be used to guide conversations during parent-teacher and student-teacher conferences.
- In collaboration with teachers and parents, *principals* and *school-based inquiry teams* will use the student achievement and early warning predictive data to assess student learning needs, improve curriculum and instruction, and establish/track disaggregated annual achievement goals for students in their school. The information contained in the data portal will be used to guide conversations during professional development activities.
- In collaboration with their child(ren) and teachers, *parents* will use the student achievement to establish and track annual achievement goals for their child(ren). The information contained in the data portal will be used to guide conversations during parent-teacher conferences.

To reach this vision, New York will complete the following milestone activities:

1. Further refine and adopt an updated statewide data governance structure (C)(2).
2. Build an Education Data Portal that provides customized ("dashboard") information so that diverse stakeholders can access and analyze materials and information, make decisions, and take actions to improve outcomes for New York's students (C)(2).
3. Create a statewide Comprehensive Instructional Reporting and Improvement System that will be accessed through the Education Data Portal so that educators and key partners can drive instructional improvement in all schools statewide, with a targeted focus on low-achieving schools and the achievement gap (C)(3).
4. Provide integrated, ongoing professional development to educators on the use of data and information through a statewide network (C)(3).
5. Make the data from the Comprehensive Instructional Reporting and Improvement System and the longitudinal data system fully accessible electronically to researchers while simultaneously promoting a wide-ranging research agenda to engage educators and researchers in the identification and replication of best practices (C)(3).

Required Performance Metrics for Subsections (C)(1), (C)(2), and (C)(3): None

Supplemental NYS Performance Metrics for Subsection (C)(2) – Accessing and Using State Data:

The optional performance metrics included in this subsection (C)(2) and the following one (C)(3) have been refined from the metrics included in the application. This set of metrics includes more data points, is more tailored to the various specific deliverables, and is intended to gather more actionable data.

Metrics	Annual Targets			
	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
Number of annual Education Data Portal users	NA	NA	100	240,000
Percentage of users reporting that Data Portal and IRIS helped drive policy decisions, supported improved instruction, and focused professional development activities	NA	NA	30%	90%
Percentage of authorized users reporting that these 2 applications helped improve service delivery and student outcomes	NA	NA	30%	90%
Updated statewide data governance structure established	Yes	Ongoing		
P-20 data system will store/provide reports from other State agencies and databases	NA	NA	Yes	Yes
SUNY and CUNY will provide data to the statewide system	Yes	Yes	Yes	Yes
Number of other New York State agencies and/or non-educational data systems linked for reporting purposes	NA	NA	≥ 2	≥ 4
Number of New York State independent colleges and universities providing data to statewide system	NA	NA	NA	≥ 4

Supplemental NYS Performance Metrics for Subsection (C)(3) – Using Data to Improve Instruction:

Metrics	Annual Targets			
	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
Number of educators and administrators statewide who will be receiving professional development in the use of data tools through Network Teams and school-based Inquiry Teams	NA	120,000	180,000	240,000
Percentage of all LEAs using 2 data portal applications (Early Warning System, Electronic Student Records Exchange System)	NA	NA	35%	100%
Percentage of all LEAs using the student growth model to support performance management processes	NA	100%	100%	100%
Percentage of school districts statewide that will have joined Statewide Collaborative Inquiry Network	NA	100%	100%	100%
Percent of all teachers who click through to student achievement data with at least one page view of 20 second duration; measure of association between these frequencies and student achievement scores	NA	NA	80%/.6	100%/.6
Percent of all principals who click through to student achievement data with at least one page view of 20 second duration; measure of association between these frequencies and student achievement scores	NA	NA	80%/.6	100%/.6

Section Deliverables and Work Plans for Subsections (C)(2), and (C)(3)

Project ID	Deliverable/(Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
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NA	**Effective, Representative State and Regional Data Governance Groups**	Deputy Commissioner, Office of Curriculum, Assessment and Educational Tech.	State operational funds	$0																														
Create data governance groups																																		
Develop data management policies																																		

NOTES:
- While this deliverable is not a specific RTTT-supported project, this work is an important prerequisite for success in all Section C deliverables.
- Developing/updating data management policies will be an ongoing task for the duration of the RTTT grant.

Project ID	Deliverable/(Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						2014-15					
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C1	**Engage NY Portal (formerly Education Data Portal-EDP)**	Deputy Commissioner, Office of Curriculum, Assessment and Educational Tech.	RTTT	$68.6 MM	Procurement												Development						Deployment											
Gather feedback on functional requirements for the Data Portal and IRIS through State and regional governance groups and based on leading research																																		
Expand capacity and infrastructure of regional data networks																																		
Develop and issue RFPs for Education Data Portal																																		
Evaluate proposals/select vendor(s)/issue contracts																																		
Release application developer sandbox and application programming interface (API)																																		
Publish school and district aggregate data tables																																		
Publish data tables for student subgroups																																		
Integrate researcher access module																																		
Integrate single sign-on and identity management user authentication solution																																		
Release pilot [Shared Learning Infrastructure (SLI)]																																		
Develop Education Data Portal																																		
Integrate other data portal applications (Early Warning indicators, Common Core-aligned Learning Maps)																																		
Release user documentation and training																																		
LEAs test and select data dashboard vendor																																		
Roll out a statewide EngageNY Portal (formerly called) Education Data Portal) that helps students, parents, educators, and researchers improve instruction, student outcomes, and professional development																																		
Extend the technical capacity of the EngageNY Portal and the organizational capacity of NYS entities to onboard and support additional instructional applications, data, and content selected by districts, schools, or other end users																																		
Support districts in sourcing and integrating EngageNY compatible instructional applications and content that are consistent with the principals of New York's reforms																																		

NOTES:

- NYSED's initial approach was to conduct a single procurement to build the Education Data Portal. However, USDE approved the State's request to amend our plan so that NYSED could issue two RFP's to promote more competition among potential vendors. The two RFPs are:
  - *Data Dashboard Solutions RFP*-multiple vendor contracts for teacher/student/parent dashboard report with transcript and early warning system functionality. Dashboards will be deployed within the EDP single sign-on environment pulling data from the Shared Learning Initiative data store and web services.
  - *Content Management and System Services RFP*- integration with New York's content repository (EngageNY.org), an online collaboration space, a portal environment to include single sign-on functionality, and wrap-around services (help desk, training and support, project management and quality assurance).
- Timelines associated with this project had to be adjusted to reflect the change in procurement strategy and to be consistent with the deliverables in the RFPs once issued.
- Collaboration features will be built based on various stakeholder roles (e.g., students, parents, educators, researchers, and the public).
- USDE approved an amendment (2/2013) moving $7M from C2 to C1 for a total of $57M.
- USDE approved an amendment (10/2014) for a reallocation of $14.9M into Project C1 and an extension through June 30, 2015.
- "Data portal functionality" refers to unique and previously unavailable features of existing applications.

Project ID	Deliverable/(Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14					
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NA	**Additional Data Portal Applications**	Deputy Commissioner, Office of Curriculum, Assessment and Educational Tech.	State capital funds	$0																								
Build an Early Warning System to help identify the students at risk of not enrolling in or completing educational programs (initial launch)																												
Build an Electronic Student Records Exchange System (e-Transcripts) to provide a standardized and timely communication vehicle for students and those providing educational services																												
Systems integration of a statewide student growth model to support performance management processes																												

NOTES:
- Deliverables for an Electronic Records Exchange and Early Warning System are included in the Data Dashboard Solutions RFP; timelines have been adjusted to align with the deliverables in the RFP.

Project ID	Deliverable/(Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						2014-15					
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C2,C3	**P-20 Data System Expansion**	Deputy Commissioner, Office of Curriculum, Assessment and Educational Tech.	IES grant	$0																														
Expand data collection and reporting linkages with NYS public colleges and universities (SUNY/CUNY)																																		
Expand reporting linkages with other State agencies and data systems (e.g., Early Childhood, Children and Family Services, Labor)																																		
Expand linkages with participating independent colleges and universities																																		

NOTES:
- Higher education data elements to be included in the statewide data system by 2013-14 include: student-level demographics, enrollment for select courses, programs of study, GPA, and credits/degree earned.
- $9.7 MM of Institute of Educational Sciences fund (not RTTT funds) will support the integration of higher education institutions; $4.5 MM (RTTT) will be used to expand reporting linkages to other non-education systems.
- USDE approved an amendment (2/2013) removing project C2 from RTTT funding but this project remains in the NYS SOW.
- USDE approved an amendment (3/2014) to shift $4.5 MM of RTTT (identified to expand reporting linkages to non-education systems) to Project A1 Performance Management Initiative.
- USDE approved an amendment (10/2014) extending this work through June 30, 2015..

Section D: Great Teachers and Leaders

On May 28, 2010, New York State enacted historic new legislation – proposed by NYSED and the Regents with the public endorsement of the statewide teachers' union and its largest local union – that sets a new course for teacher and school leader effectiveness by requiring annual evaluations based in significant part on student achievement. This new law not only fundamentally changes the way teachers and principals are evaluated, but requires that such evaluations be a significant factor in decisions relating to promotion, retention, tenure, and differentiated support and professional development. The law also provides an expedited disciplinary process for the removal of ineffective teachers and principals (Chapter 103 of the Laws of 2010). The State will build on this new law to recognize outstanding teachers by establishing criteria for supplemental compensation and new career paths.

Teachers and principals – held accountable for their professional achievement, supported by world-class data systems, given support tailored to improve performance, and recognized for their effectiveness – will be prepared to drive student academic achievement to benchmarked levels that are critical for their success in college and the 21st century workplace.

To reach this goal, New York will:

- Radically redesign teacher and school leader preparation programs through the creation of clinically-grounded instruction, performance-based assessments and innovative alternative certification pathways.
- Prepare teachers and school leaders to meet the instructional needs of students, particularly in high-need schools, by supporting residency-based teacher and school leader preparation programs and enlisting new, non-traditional providers of teacher and principal preparation.
- Hold the teacher and school leader preparation institutions accountable for the performance of their graduates by connecting the teaching and school performance of those graduates back to the institutions that prepared them.
- Enhance the *Annual Professional Performance Review (APPR)* for teachers to clearly differentiate effectiveness using four qualitative rating categories, employ multiple measures of evaluation that are grounded in the newly-developed teacher standards, and include student growth as a significant factor.
- Implement an expedited process for removing ineffective teachers from the classroom.
- Develop a school leader *Principal Performance Evaluation* System (PPES) to clearly differentiate effectiveness using four qualitative rating categories, employ multiple measures, and include student growth as a significant factor.
- Implement an expedited process for removing ineffective principals from schools.
- Create incentives for outstanding principals as well as teachers in the STEM fields, teachers of English language learners, and teachers of students with disabilities to take assignments in high-need schools.
- Provide supplemental compensation to retain outstanding teachers and principals, especially in high-need schools.
- Link teacher and principal evaluation data to the in-State programs where those educators were prepared and report the data publicly; require all LEAs to report on the implementation and results of performance evaluations for all educators.
- Create career ladders for teachers and principals to provide supplemental compensation based on effectiveness and leadership.

Subsection (D)(2): Improving Teacher and Principal Effectiveness Based on Performance

Required Performance Metrics for Subsection (D)(2)

Data will be reported in a manner consistent with the definitions contained in the NYS RTTT application. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Baseline	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
Criteria	**Metrics**	**Baseline Data and Annual Targets**				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in the application)	N/A	N/A	70	90	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying[1] evaluation systems for teachers	N/A	N/A	70	90	100
(D)(2)(ii)	Percentage of participating LEAs with qualifying[9] evaluation systems for principals	N/A	N/A	70	90	100
(D)(2)(iv)	Percentage of participating LEAs with qualifying[9] evaluation systems that are used to inform:					
(D)(2)(iv)(a)	• Developing teachers and principals	0	N/A	70	90	100
(D)(2)(iv)(b)	• Compensating and advancing teachers and principals	0	N/A	70	90	100
(D)(2)(iv)(b)	• Promoting teachers and principals	0	N/A	70	90	100
(D)(2)(iv)(b)	• Retaining effective teachers and principals	0	N/A	70	90	100
(D)(2)(iv)(c)	• Granting tenure and/or full certification (where applicable) to teachers and principals	0	N/A	70[2]	90[1]	100
(D)(2)(iv)(d)	• Removing ineffective tenured and untenured teachers and principals[3]	0	N/A	70[1]	90[1]	100
General Data Provided at the Time of Application						
Total number of participating LEAs (at time of application submission 06/10/10)		744				
Total number of principals in participating LEAs		~3,866				
Total number of teachers in participating LEAs		~190,968				

[1] This is a technical correction. In the application, these metrics referred to participating LEAs with "approved" evaluation systems. For RTTT purposes, the term should be "qualifying." The language of the metric has been revised accordingly without any change in definition.

[2] Targets represent technical corrections. In the application, these 2011-12 and 2012-13 targets were set at 100% of participating LEAs that would use the new evaluation system to inform their decisions regarding the granting of tenure (D)(2)(iv)(c) and the removal of ineffective tenured and untenured teachers and principals (D)(2)(iv)(d). Yet, we projected that less than 100% of our participating LEAs would have approved evaluation systems for teachers and principals during these same school years, which, of course, is a prerequisite for using the system for any type of decision making.

[3] In 2011-12, the new evaluation system may be used for removal decisions for non-tenured teachers and principals. Also in 2011-12, the point at which the new system becomes operational, evaluations under the new system may be used as evidence in removal proceedings for tenured teachers and principals. The expedited process for removal for ineffective teaching or performance will be available following evaluations in 2012-13.

Criteria	Metrics to be Reported in the Future
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems
(D)(2)(iii)[4]	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year

Supplemental NYS Performance Metrics for Subsection (D)(2)

Metrics	Baseline	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
		Annual Targets			
Percentage of teachers/principals statewide rated as Highly Effective, Effective, Developing and Ineffective	NA	TBD	TBD	TBD	Highly Effective 15% Ineffective <10%[5]
Median student growth percentile of teachers/principals rated Effective and Highly Effective	NA	Improvement annually from baseline performance. Specific targets to be set after baseline data are collected.			
Median student growth percentile of newly tenured and/or professionally certified teachers/principals	NA				

[4]For some data elements, there are likely to be data collection activities the state would do in order to provide aggregated data to the Department. For example, in Criterion (D)(2)(iii), states may want to ask each participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The state could then organize these two categories as effective and ineffective, for Department reporting purposes.

[5] This approximates a normal distribution of teacher ratings which we expect would stay approximately the same statewide over time (once the new initiatives and culture change the practice of rating almost all teaches and principals as satisfactory.)

Subsection Deliverables and Work Plans for Subsection (D)(2)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D7	**Teacher and Principal Evaluation**	Deputy Commissioner for Higher Education	NYSED Operational Funds, RTTT	$90.1 MM																														
Development of Commissioner's Regulations																																		
Convene Regents Task Force on Teacher and Principal Effectiveness (RTFTPE)					■																													
RTFTPE develops its recommendations on evaluation plan					■	■	■	■																										
Final teaching standards approved by the Board of Regents						■																												
Solicit comment from the field on draft regulations								■	■																									
RTFTPE presents recommendations to the Board of Regents								■																										
Regulations to implement State evaluation system developed									■																									
Board of Regents discusses and adopts proposed regulations									■	■	■	■	■	■																				
NYSED and partners conduct labor/management events on new evaluation system													■	■																				
Annual Professional Performance Review (APPR) Implementation																																		
Network Teams begin training school district personnel													■	■	■																			
APPR technical support conference for stakeholder groups														■	■																			
Release resources and tools to the field to support APPR implementation														■	■										■	■	■	■	■	■	■	■	■	■
Statewide roll out of Review Room- an online portal for submission of APPR plans															■																			
Initial APPR plan approval process															■	■	■	■	■															
APPR Implementation certification form due to NYSED																						■							■					
Districts/BOCES submit finalized data for all teachers/principals																							■						■					■
End of material changes to APPR Plans approved by the NYSED Commissioner for SY 2012-13																						■	■											
APPR plan approval process continues for material changes for 2013-14 and beyond																							■	■	■	■	■	■	■	■	■	■	■	■
Development of the Student Growth Model																																		
Review growth models of other states and determine relevance for NYS					■	■																												
School Accountability Growth Model vendor produces student growth percentile results for students and schools for 2008-10							■																											
Determine with vendor, task force, how best to incorporate student growth scores into principal and teacher growth models for 2011-12								■	■																									
RTFTPE presents its recommendations regarding growth model to the Board of Regents								■																										

Development of Teacher and Principal Growth and Value-Added (VA) Models **$3.9 MM**
Research and develop RFP; issue RFP to support development of value-added models
Develop RFP evaluation rubric, review bidder proposals, award contracts
Vendor develops "beta" teacher growth and "beta" teacher and principal VA models; quality assurance and validation testing with SED
Provide beta teacher and principal growth model results for 4-8 ELA and mathematics for training and communication purposes
Obtain input from RTFTPE and approval from Board of Regents for beta models
Provide training on growth model and VA methodologies
Provide production teacher and principal growth and VA scores, based on 2011-12 school year tests, for teachers and principals in grades 4-8 ELA and mathematics
Provide full teacher and principal VA model results and detailed reporting for 4-8 ELA and mathematics in fall of 2012 for evaluation purposes
Produce and provide teacher and principal VA model results for grades 4-8 ELA and mathematics based on school year 2012-13 as close as possible to end of school year for evaluation purposes
Analysis and design work on expansion of VA models to other grades/subjects with State assessments; prioritize expansion areas based on coverage of additional teachers and feasibility of model development
Produce "beta" models for prioritized expansion areas. Quality assurance, validation and testing with SED/ RTFTPE advises and Regents approve
Release production models of expansion areas and provide results for teachers and principals as well as second year of 4-8 ELA and mathematics results
Detailed educator reporting on VA results for available grades/subject
Continue annual cycles of prioritized expansion of models as State adds new State assessments or VA methodology can be created for existing assessments (includes analysis, design, and "beta" modeling work). Provide growth-to-proficiency measures based on grades 4-8 SGPs, model use of NYSESLAT assessment to calculate SGPs
Continue annual cycles of updating VA results for 4-8 ELA and mathematics and other covered subjects in time for year end evaluations with detailed educator reporting in fall of following year
Monitor, assess, and report on LEA adoption and results and trends shown by the data associated with value-added model
Develop training and communications about interpreting VA results and incorporate into other evaluation system training
Monitor Implementation and Using Evaluation Results (iterative; will continue beyond 9/2015)
Link evaluation data to in-state teacher/principal preparation programs
Develop evaluation data analysis & reports/disseminate to in-state schools of education
Disseminate reports to in-state schools of education
Develop evaluation reports to share publicly
Implementation Training and Online Resources Development
Develop and issue RFPs for training and tools for Teacher and Principal Evaluators
Evaluate proposals/select vendors/issue contracts for Teacher and Principal Evaluator training
Provide training to Network Teams and Principal Evaluators on the teacher and principal evaluation

system																														
Evaluate proposals/select vendor(s)/issue contracts for Teacher and Principal Practice videos																														
Production and dissemination of video resource library via EngageNY.org for statewide use																														
Pre-Approval of Rubrics, Assessments & Surveys Used for Evaluation (iterative process)																														
Complete RFQ process to pre-approve teacher and principal effectiveness rubrics for districts.																														
Complete RFQ process to pre-approve commercially available student assessments that districts may choose for local assessments in any grade and subject, or to measure growth in grades/subjects where there is no state assessment with an approved growth/value-added model																														
Implement a process for evaluating assessments and rubrics and local assessment plans submitted for district variances to ensure compliance with APPR requirements																														
Provide list of approved Teacher and Principal Practice Rubrics and approved Student Assessments for use by school districts in teacher and principal evaluations																														
Complete RFQ process to approve P-12 student and family survey instruments for use in Teacher Evaluations and P-12 student ,family, and teacher surveys for use in Principal Evaluations																														
Implement a process for evaluating assessments and rubrics and local assessment plans submitted for district variances to ensure compliance with APPR requirements																														
Provide list of approved surveys																														
Strengthening Teacher and Leader Effectiveness (STLE) $72.0 MM																														
Develop RFP																														
Issue RFP																														
Preliminary award notification																														
Funded programs begin																														
Monitor LEA award activities																														
Issue STLE 2 RFP																														
Preliminary award notification																														
Funded programs begin																														
Monitor LEA award activities																														
Issue STLE 3 RFP																														
Preliminary award notification																														
Funded programs begin																														
Monitor LEA award activities																														
Strengthening Teacher and Leader Effectiveness (STLE) Dissemination Grant $6.0 MM																														
Develop RFP																														
Issue RFP																														
Preliminary Award notification																														
Funded programs begin																														
Monitor LEA award activities																														

NOTES:	For D7 projects: • The timelines associated with the **Development of Teacher and Principal Growth and Value-Added (VA)** have been modified to reflect the schedule of deliverables in the vendor contract. • The additional details under **Pre-Approval of Rubrics, Assessments and Surveys Used for Evaluation** have been added to reflect the work completed in 2011-12. • The scope of this project has been adjusted in recognition of the need to provide more intensive supports to LEAs in their implementation of the new Teacher and Principal evaluation system. For example, rather than conducting a small pilot on the application of TLE management applications, NYSED is providing additional professional development on teacher/principal evaluation and creating TLE tools and resources for posting on EngageNY.org. • Legislation was passed requiring all LEAs and BOCES to submit their APPR plans to NYSED for approval by July 1, 2012. STLE grantees will receive awards once APPR plans are approved. • NYSED combined funding from projects D6, D8 and D9 to create the *Strengthening Teacher and Leader Effectiveness* grant program. This $72.0 MM program is composed of $14.90 MM from project D6 and $57.10MM from projects D8 and D9. • USDE approved an amendment/extension request (5/2013) to run an additional STLE competition beginning in summer 2013 (STLE 2). To provide adequate time for LEAs to implement comprehensive human capital system approaches and for the State to support and learn from implementation, the State was approved to extend the project period for the entire $72 million STLE project to July 1, 2015. • USDE approved a request (9/2013) to run an additional STLE competition beginning in fall 2013 (STLE 3). • USDE approved an amendment (2/2014) to redirect funding ($1.12M) to and extend the Development of Teacher and Principal Growth and Value-Added (VA) Models project through 6/30/2015. • $3.34M of the contract for Implementation Training and Online Resources Development has been paid with Title IIA funds leaving $2.46M to be paid with RTTT. • USDE approved an amendment/extension request (7/2014) to extend APPR Implementation, Monitor Implementation and Using Evaluation Results, Professional Development to Develop LEAs' Capacity to Use the New APPR and PPES, and Pre-Approval of Rubrics, Assessments and Surveys Used for Evaluation work through 9/2015. • USDE approved an amendment (7/ 2014) to shift $1.6M from Project D3 to Project D7 and run a STLE-Dissemination Grant ($5M). • USDE approved an amendment (9/2014) shifting $1M among projects within D7 to now be used to expand the STLE-D program to $6M.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D7	**Professional Development to Develop LEAs' Capacity to Use the New APPR and PPES**	Deputy Commissioners P-12 Education Office of Higher Education	LEA Subgrants, RTTT	$1.7MM																														
Training of Network Teams on diagnostic self-reviews of evaluation processes and use of evaluations by LEAs																																		
Training of Network Teams on the new APPR expectations by BOCES and Big 5 city school districts																																		
Training of principals on PPES expectations by BOCES and Big 5 city school districts																																		
Training of evaluators to use new APPR																																		
Training of evaluators to use new PPES																																		
Provide technical assistance to evaluators as they implement the new APPR and PPES																																		
Provide technical assistance to LEAs as they implement improvement plans for teachers/principals identified as "ineffective" or "developing"																																		

Initial Implementation

Ongoing Delivery

NOTES:

- Annual Professional Performance Review (APPR); Principal Performance Evaluation System (PPES)
- Participating LEAs are required to set-aside at least 25% of their allocation to support implementation of the State's new teacher and principal effectiveness law. These set-aside funds become available to an LEA once it certifies to NYSED that it is in compliance with the law and implementing regulations.
- Per USDE Amendment (7/2014), this project has moved from Subcriteria (D)(5) Providing Effective Support to Teachers and Principals to Subcriteria (D)(2) Project D7 Teacher and Principal Evaluation and will be reported on under Project D7.
- The RTTT amount for this project is included in the total D7 budget ($90.1M).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D1	**Advanced Placement Professional Development for STEM Teachers**	Deputy Commissioner for Curriculum, Assessment, and Educational Technology	RTTT	$2.1 MM																														
Develop and issue RFP																																		
Evaluate proposals/award vendor contract																																		
Vendor creates and posts on-line application for eligible participants																																		
Registration for summer institute for approved applicants																																		
3 five-day summer institutes for math and science secondary (7-12) teachers; first 30 of 70 hours of professional development will be offered face to face to all 901 teachers																																		
On-going professional development (next 20 hours) will be offered multiple times in various formats by August 2014 to all participating teachers																																		
On-going professional development (unlimited access to the entire catalogue of 32 hours of coursework) will be offered online through May 2015 to all active program participants who registered for the online courses (818 total active participants as of 10/2014)																																		

NOTE:

- Each of the 3 sessions (70 hours total) of on-going professional development includes plans for sustainability.
- USDE approved an amendment (2/ 2014) extending this project through 6/30/2015.
- Based on final project costs determined to train a minimum of 829 teachers, USDE approved an amendment (10/2014) shifting $2.8M to Project C1 EngageNY Portal (formerly Education Data Portal).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D2	**Teacher/Principal Career Development Continuum**	Assistant Commissioner, Office of Higher Education	RTTT	$457,000			Planning & Policy										Guidance & Implementation											
Work with TIF districts to draft career continuum for teachers and principals																												
Workgroup reviews draft career continuum and makes recommendations to NYSED																												
Collaboration among LEAs, teacher preparation program providers, content experts, and NYSED to develop recommendations for TCDC and PCDC																												
NYSED drafts regulations to implement TCDC and PCDC, based on field consultation																												
Regents adopt regulations to implement the new TCDC certification structure (e.g., Novice, Professional, Master, and Teacher Leader)																												
Regents adopt regulations to implement the new PCDC certification structure																												
Interested districts pilot career continuum performance assessments																												
Refine career continuum performance assessments																												
NYSED provides guidance on implementation to the field																												

NOTES:

- TCDC: Teacher Career Development Continuum; PCDC: Principal Career Development Continuum
- Initial design was under development prior to the RTTT grant award.
- RTTT funds will support a project coordinator, program assistant, and a secretary; and a contract to develop the Career Ladder levels, including any new certificates for the Teacher and Principal Career Ladder and identification of any statewide assessments that would be a necessary part of both career ladders.
- USDE approved an amendment/extension request (7/ 2014) to shift the remaining balance of D2 ($1.2MM) to D7 as the personnel supporting career ladder implementation work is included in project D7.

NA	**Teacher Performance Assessments**	Assistant Commissioner, Office of Higher Education	NYSED operational funds	$0																								
Professional Certification																												
General Planning																												
Establish Content Advisory Committee																												
Develop portfolio tasks/entries and instructional manuals																												
Field test proposed portfolio																												
Refine performance assessments																												
Statewide implementation of performance assessment for professional certification																												

NOTES:

- See Subsection (D)(4) for Teacher Performance Assessment timeline for initial certification.
- Implementation of the professional certification is dependent upon the availability of the student growth measures and flows from the initial certification. Therefore, statewide implementation will not occur until three years after the implementation of the initial certification-spring 2017.
- USDE approved an amendment (7/2014) extending work through 6/30/2015.

Subsection (D)(3): Ensuring the Equitable Distribution of Effective Teachers and Principals

Required Performance Metrics for Subsection

Notes on Annual Targets for (D)(3) Metrics

New York's original targets in this section and the revised ones are both based on a strong commitment by New York State to improve the effectiveness of the teacher workforce, especially in high-need schools. Originally, the State expressed this goal in simple terms: Over the grant period, the percentage of teachers rated "highly effective" will increase steeply to 40% and the percent rated "Ineffective" will plummet from 25% to under 10%. The State now realizes that those original targets will not necessarily result in real underlying improvement in the effectiveness of the teachers in these schools, and may rather encourage misuse of new evaluation categories. The new evaluation statute that was enacted in May 2010—which bases 20% of the evaluation score on measures of student growth (and then 25% once a value-added model is adopted) —will enable us to use an approach that is much more likely to result in authentic improvement in the student learning resulting from each teacher's instruction.[6]

Like most states, New York's history with teacher evaluation suffers from what The New Teacher Project dubs "The Widget Effect," where nearly 98% of teachers are judged to be "satisfactory" (S) and a small handful receive "unsatisfactory" (U) ratings, with an even smaller share removed from the classroom. For this reason, we have no baseline history to tell us what share of teachers in high-need schools are meeting or exceeding high basic standards for effectiveness. We do know, however, from work in New York City and in other states and districts, that "growth percentile" and "value-added" measurement of teacher impact on student achievement (as measured by state assessments) typically results in a normal distribution, where a small percentage (15-20%) of teachers are clearly well below average, a similar percentage are clearly well above average, and the large category in the middle is not statistically much different from one another. Of course, measurement of student growth is only one lens on teacher effectiveness, but as an objective input that will initially count for 20 points of the teacher and principal composite score (and then 25% once a value-added model is adopted), it provides useful insight into target setting for this section of Race to the Top.[7]

Using this insight from value-added analysis, we plan to design the full teacher evaluation system, with multiple metrics, to result in much more differentiation across the four teacher rating categories than currently happens with our 2-rating system. While we cannot force a normal distribution of overall ratings, we are setting rigorous, high standards so that only those who are well above average in their practice and student outcomes will earn a "Highly Effective" rating. "Effective" will represent more accomplishment than today's barely acceptable "S" rating. More low-performing teachers will be identified as "Ineffective" than today's rarely-used "U", (although we do not expect that percentage to be as high as 30% in 2011-12). We expect that across large numbers of teachers, the result will resemble a normal distribution.

Once the "widget effect" is broken in New York State and teacher effectiveness is differentiated, districts and principals can accurately target a range of professional development, rewards, and consequences to raise teacher effectiveness. Also, our initiatives in the areas of teacher preparation,

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[6] In addition to the percentage of the evaluation that is statutorily required to be based on statewide measures of student growth using state assessments, another 20% (down to 15% once a value-added model is adopted) is to be based on locally selected measures of student achievement. If LEAs select student growth measures based on state assessments for all or part of the local portion, then up to 40% of the evaluation score may be based on student growth on state assessments

[7] See footnote 14.

certification, and induction selection will enable New York to produce more effective early-career teachers. As this happens, the average student achievement impact of teachers should go up, but we would still expect to see a normal distribution of teacher evaluation scores. Some teachers are likely always to be much stronger or weaker than others. We expect that our evaluation system will continue to identify these relative differences, even as absolute accomplishment improves. If we did not take this approach, we would shortly end up recreating a widget effect where all teachers are rated "Highly Effective" out of 4 ratings, rather than "S" out of 2 ratings.

With that broad approach in mind, we adjusted the targets in section (D)(3) based on the following assumptions:

- Performance bands will be set and the evaluation system will be designed in such a way that the majority of educators will be rated either "Developing" or "Effective." The expectations for "Highly Effective" educators will be set appropriately high, so that the percentage of educators in this category will be relatively small.
- For principals and superintendents, the new evaluation systems will represent a major change, and differentiating performance as New York State intends will require a cultural shift. Setting targets as we have revised for as many as 10% of teachers to be rated "Ineffective" and as few as 15% to receive the top rating, both are significant positive departures from today's "widget" effect, providing the impetus for differentiated development, reward and consequences across the system.
- Our revised targets show a narrowing of the gap between high- and low-need schools in terms of the effectiveness of teachers because many of New York's Race to the Top interventions—such as our teacher compensation and school turnaround initiatives for high-need schools and districts—are focused on doing just this. The speed and magnitude of that gap narrowing is consistent with our earlier targets, but the absolute numbers are different because our rating categories will represent relative achievement across teachers and principals, which we expect will always be normally distributed. Thus, instead of starting with 25% of teachers rated "Ineffective" and another 25% rated "Highly Effective," and ending up with 40% "Highly Effective" after 3 years (as in our original targets), we expect the new evaluation system to result in a normal distribution in which 70%-80% of teachers and principals will fall into either the "Developing" or "Effective" categories each year.
- In both high- and low-need districts, as professional development efforts are focused on promising new educators who were rated "Developing," we would expect to see more dramatic improvements in the percentage of educators who move from the "Developing" into the "Effective" category. This trend is not picked up in the Race to the Top required metrics, but will show up in the supplemental metrics we have suggested.

The baseline data for 2010-2011 represent certification data for teachers and principals. Teachers and principals were identified as ineffective if they were not appropriately certified for their teaching assignment. Beginning with the 2011-12 year, the State will collect performance evaluation data for all teachers and principals. The percentages for 2011-12 and thereafter are based on the State's goal to equalize the equitable distribution of highly effective and effective teachers across high-poverty and low-poverty schools to be measured by the newly mandated performance evaluations for teachers and principals.										
Criteria	**Metrics** (As defined in RTTT application; *Participating LEAs Only)*	Baseline	**Annual Targets**							
			End of SY 2010-11[8]		End of SY 2011-12		End of SY 2012-13		End of SY 2013-14	
			Application	SOW	Application	SOW	Application	SOW	Application	SOW
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are highly effective	N/A	10	N/A	20	11	30	13	40	15
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are highly effective	N/A	15	N/A	25	15	30	15	40	15
(D)(3)(i)	Percentage of teachers in schools that are high-poverty, high-minority, or both who are ineffective	N/A	30	N/A	25	10	20	10	<10	<10
(D)(3)(i)	Percentage of teachers in schools that are low-poverty, low-minority, or both who are ineffective	N/A	30	N/A	25	<10	20	<10	<10	<10
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are highly effective	N/A	10	N/A	20	11	30	13	40	15
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are highly effective	N/A	20	N/A	25	15	30	15	40	15
(D)(3)(i)	Percentage of principals leading schools that are high-poverty, high-minority, or both who are ineffective	N/A	30	N/A	25	10	20	<10	<10	<10
(D)(3)(i)	Percentage of principals leading schools that are low-poverty, low-minority, or both who are ineffective	N/A	10	N/A	5	<10	<5	<10	<5	<10

[8] New York's Race to the Top application states, on page 173 and elsewhere, that the new teacher and principal evaluation system will begin rating teachers and principals in 2011-12. Yet the application provided "annual targets" for the percentages of ineffective and highly effective teachers and principals in particular subsets of districts at the end of 2010-11. As noted on page 207, the 2010-11 targets for "Ineffective" teachers and principals were intended to represent the percentage who were not appropriately certified for their teaching assignment. The targets for subsequent years represent the percentages of teachers and principals who will receive ratings of "Ineffective" or "Highly Effective" under the new evaluation system. The State revised all the 2010-11 measures to "Not Applicable", in the Scope of Work, because they are not directly comparable to the targets for subsequent years. This does not represent any change in the timeline for implementing the teacher and principal evaluation system.

Criteria	Data Provided at Time of Application (As defined in the RTTT application)	
(D)(3)(i)	Total number of schools that are high-poverty, high-minority, or both	1,489
(D)(3)(i)	Total number of schools that are low-poverty, low-minority, or both	1,947
(D)(3)(i)	Total number of teachers in schools that are high-poverty, high-minority, or both	69,491
(D)(3)(i)	Total number of teachers in schools that are low-poverty, low -minority, or both	88,503
(D)(3)(i)	Total number of principals leading schools that are high-poverty, high-minority, or both	1,526
(D)(3)(i)	Total number of principals leading schools that are low-poverty, low -minority, or both	1,946

Criteria	Metrics to be Reported in the Future
(D)(3)(i)	Number of teachers and principals in schools that are high-poverty, high-minority, or both who were evaluated as highly effective in the prior academic year
(D)(3)(i)	Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as highly effective in the prior academic year
(D)(3)(i)	Number of teachers and principals in schools that are high-poverty, high-minority, or both who were evaluated as ineffective in the prior academic year
(D)(3)(i)	Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as ineffective in the prior academic year

Criteria	Metrics (As defined in the RTTT application; Participating LEAs with qualifying evaluation systems)	Baseline	End of SY 2010-11	End of SY 2011-12
		Baseline Data and Annual Targets		
(D)(3)(ii)	Percentage of mathematics teachers who were evaluated as effective or better	N/A	N/A	60
(D)(3)(ii)	Percentage of science teachers who were evaluated as effective or better	N/A	N/A	60
(D)(3)(ii)	Percentage of special education teachers who were evaluated as effective or better	N/A	N/A	60
(D)(3)(ii)	Percentage of teachers in language instruction educational programs who were evaluated as effective or better	N/A	N/A	60
General Data Provided at the Time of Application				
Total number of mathematics teachers		17,683		
Total number of science teachers		16,329		
Total number of special education teachers		41,398		
Total number of teachers in language instruction educational programs		6,966		

Criteria	Metrics to be Reported During the Grant Period	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
(D)(3)(ii)	Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year			
(D)(3)(ii)	Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year			
(D)(3)(ii)	Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year			
(D)(3)(ii)	Number of mathematics teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year			

Supplemental NYS Performance Metrics for Subsection (D)(3)

Metrics	Baseline	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
	Baseline Data and Annual Targets				
Percentage of teachers in high-needs subjects (math, science, special education, ESL) rated as effective or better	NA	NA	Improvement annually from baseline performance. Specific targets to be set after baseline data are collected July 2013. [9]		≥70%
Percent of students in poverty who have a teacher and principal rated Effective or better each year	NA	Improvement annually from baseline performance. Specific targets to be set after baseline data are collected.			

Subsection Deliverables and Work Plans for Subsection (D)(3)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA	**Expedited Pathway for STEM Teachers**	Deputy Commissioner, Office of Higher Education	NYSED operational funds	$0																								
Proposed change in regulations to allow expedited pathway presented to Board of Regents for discussion																												
Regents enact regulatory change																												
Publicize the availability of the expedited pathway to P-12 schools and college faculty																												
Target the number of college faculty taking advantage of the expedited pathways																												

[9] In the 2011-2012 school year, the new evaluation system includes teachers of English language arts (ELA) and/or mathematics in grades 4-8 (including common branch teachers who teach ELA or mathematics). Beginning in the 2012-2013 school year, the evaluation system will include all classroom teachers.

Subsection (D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs

Required Performance Metrics for Subsection (D)(4)

In addition to the teacher/principal preparation programs in our public university systems (SUNY and CUNY), there are 84 independent colleges in New York with teacher and/or principal preparation programs. The State estimates that it will take three years to phase all of these independent institutions into the P-20 longitudinal data system so student achievement data can be provided for teachers and principals prepared by each of these institutions.		Baseline	End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
Criteria	**Metrics** (As defined in the RTTT application)	**Baseline Data and Annual Targets**				
(D)(4)	Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth of the graduates' students	0	0	20	70	100
(D)(4)	Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth of the graduates' students	0	0	20	70	100
General Data Provided at the Time of Application						
Total number of teacher credentialing programs in the State		4,897				
Total number of principal credentialing programs in the State		127				
Total number of teachers in the State		226,000				
Total number of principals in the State		4,540				
Criteria	**Metrics to be Reported During the Grant Period**			End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
(D)(4)	Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported					
(D)(4)	Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported					
(D)(4)	Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported					
(D)(4)	Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported					
(D)(4)	Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs					
(D)(4)	Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs					

Supplemental NYS Performance Metrics for Subsection (D)(4): None

Subsection Deliverables and Work Plans for Subsection (D)(4)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11 Sept-Oct	SY 2010-11 Nov-Dec	SY 2010-11 Jan-Feb	SY 2010-11 Mar-Apr	SY 2010-11 May-Jun	SY 2010-11 July-Aug	SY 2011-12 Sept-Oct	SY 2011-12 Nov-Dec	SY 2011-12 Jan-Feb	SY 2011-12 Mar-Apr	SY 2011-12 May-Jun	SY 2011-12 July-Aug	SY 2012-13 Sept-Oct	SY 2012-13 Nov-Dec	SY 2012-13 Jan-Feb	SY 2012-13 Mar-Apr	SY 2012-13 May-Jun	SY 2012-13 July-Aug	SY 2013-14 Sept-Oct	SY 2013-14 Nov-Dec	SY 2013-14 Jan-Feb	SY 2013-14 Mar-Apr	SY 2013-14 May-Jun	SY 2013-14 July-Aug
NA	**Teaching Standards**	Deputy Commissioner, Office of Higher Education	NYSED operational funds	$0																								
Collect and review comments, revise preliminary draft standards and elements																												
Complete draft performance indicators for each element																												
Board of Regents discuss draft teaching standards and elements																												
Revise draft standards, based on Regents review																												
Develop guidance document on implementation of teaching standards to the field																												
Board of Regents take action on the proposed teaching standards and elements																												
Send guidance document on implementation of teaching standards to the field																												

NOTES: • Work on the development of Teaching Standards began prior to the notice of the RTTT grant award. The Board of Regents adopted standards in January 2011.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget		SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D3	**Clinically Rich Teacher Preparation Programs**	Deputy Commissioner, Office of Higher Education	RTTT	$24.8 MM																														
Graduate Programs																																		
Develop RFP																																		
Issue RFP																																		
Review RFP submissions, forward qualified proposals to Blue Ribbon Commission																																		
Blue Ribbon Commission advises Regents on which providers should be selected for funding																																		
Award funding to the approved programs																																		
Programs begin																																		
Review, monitor, evaluate and report on progress of programs																																		
Undergraduate Programs																																		
Develop RFP																																		
Issue RFP																																		
Program proposals submitted and evaluated																																		
Award funding to the approved programs																																		
Approved programs recruit/select candidates; refine program plans																																		
Approved programs begin																																		
Review, monitor, evaluate and report on progress of these programs																																		

NOTES:

- This program will provide funds for stipends and/or tuition reimbursements so that higher education institutions can partner with high-need, low-performing schools to provide effective residency preparation programs for teachers who will work with students in such schools, especially schools with high percentages of English language learners, students with disabilities, and black and Hispanic males as well as content shortage areas.
- RTTT funds will also support a project coordinator and secretary to oversee the administration of the program, provide technical assistance, and monitor programs.
- USDE approved an amendment (10/2013) shifting $1.3M to Project D4 and extending implementation of programs through June 30, 2015.
- USDE approved an amendment (4/2014) shifting $3M to Project D4.
- USDE approved an amendment (7/2014) reducing the total budget by $1.6M and shift funds to Year 5 of project D7

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
				Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D4	**Higher Education Faculty Development**	Deputy Commissioner, Office of Higher Education	RTTT $17.5 MM																														
Develop MOUs with SUNY and CUNY																																	
Contract with cIcu on behalf of independent postsecondary institutions																																	
Design Higher Education Network Teams/plan professional development seminars for these teams																																	
Provide professional development seminars																																	
Issue subgrant RFPs providing opportunities for IHE faculty to develop online resources, support collaborative projects to promote clinically-rich preparation practices, etc.																																	
Implement subgrant projects																																	
Provide ongoing support and professional development to Network Team members																																	
Certification Assessment Assistance Fund			$3.0M																														
Modify the TEACH system to validate candidates																																	
Notify qualified candidates and issue vouchers for certification exam(s)																																	
Calculate the value of the vouchers issued and process payment (processed quarterly: 10/2014, 1/2015, 4/2015, 6/2015)																																	

NOTES:

- Originally, this project was the "Clinically Rich Principal Preparation" grants program. After completing the RFP process, it was determined that there were no sufficiently qualified applicants for this procurement. With the approval of the U.S. Department of Education in July 2012, funding for this project was reallocated for the new Higher Education Faculty Development Program described above.
- Professional development seminars for the Higher Education Network Teams will focus on key elements of the Regents Reform Agenda (CCSS, DDI, TLE) and the new certification requirements and assessments for teacher and school building leader candidates.
- USDE approved an amendment (10/2013) shifting $4.5M from Model Teacher Induction Program and $1.3M from D3 Clinically Rich Teacher Preparation Pilot Programs to D4 and extending implementation through June30, 2015.
- USDE approved an amendment (4/2014) shifting $3M from D3 to Project D4 to develop a Certification Assessment Assistance Fund to offset the increased costs associated with new, more rigorous certification exams for teacher and leader candidates demonstrating a financial need.
- USDE approved an amendment (10/2014) shifting unallocated funds ($782,314) to Project C1 EngageNY Portal (formerly Education Data Portal).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
				Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA	**Teacher/Principal Institutional Performance Profiles**	Assistant Commissioner, Office of Higher Education	NYSED operational funds $0																														
Draft Teacher Standards																																	
Establish external stakeholders workgroup to advise on development of an accountability system																																	
Develop proposed program performance accountability system																																	
Propose amendment to regulations [Parts 52.21(b) and (c)] to Board of Regents for discussion																																	
Board of Regents enact amendment to regulations																																	
Guidance on implementation developed and disseminated to the field																																	
Post preparation program profiles for Institutions of Higher Education which link teacher and leader preparation with professional outcomes such as employment and effectiveness																																	
NA	**Teacher Performance Assessment**	Assistant Commissioner, Office of Higher Education	NYSED operational funds $0																														
Initial Certification																																	
Draft specifications for portfolio																																	
Configure electronic portfolio management system																																	
Present proposed NYS Teaching Standards to Board of Regents																																	
Board of Regents approve Teaching Standards																																	
Develop portfolio tasks/entries and instructional manuals																																	
Field test portfolio by NYS approved teacher preparation programs and school districts																																	
Refine performance assessment																																	
Implementation of performance assessment for formative use																																	
NYSED and testing vendor conduct NYS field test and data analysis of performance assessment																																	
Statewide implementation of performance assessment for use as a certification requirement for candidates applying on or after May 1,2014																																	

NOTES:

- See Subsection (D)(2) for Teacher Performance Assessment timeline for professional certification.
- In February 2012, the Board of Regents approved changing the schedule for implementation of the new certification examinations for teachers and school leaders.
- In March 2012, the Board of Regents approved a multi-state Teacher Performance Assessment (TPA) developed by Stanford University's Center for Assessment, Learning and Equity and delivered by Pearson's Evaluation Systems Group.
- USDE approved an amendment (7/2014) extending work through 6/30/2015.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget
NA	**School Building Leaders Assessment**	Assistant Commissioner for Teaching Initiatives	NYSED operational funds $0

	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
Validate NYS School Leaders standards	■																													
Draft specifications for portfolio	■																													
Exam Development Committee review of portfolio specifications		■																												
Configure electronic portfolio management system	■	■																												
Develop portfolio tasks/entries and instructional manuals		■	■																											
Exam Development Committee review of portfolio materials after pilot program			■																											
Field test portfolio by NYS approved teacher preparation programs and school districts				■	■																									
Review field test results, refine portfolio materials								■	■																					
Refine performance assessments										■	■	■	■	■	■	■														
Post revised frameworks for new tests on NYSTCE website										■	■	■	■	■																
Conduct pilot testing of new items																■	■													
Statewide implementation of School Building Leader Performance Assessment for use as a certification requirement for candidates applying on or after May 1,2014																			■	■	■	■	■	■	■	■	■	■	■	■

NOTES:
- NYSED has restructured the design of the SBL from a portfolio based assessment which required observation of teacher practice during the clinical residency.
- USDE approved an amendment (7/2014) extending work through 6/30/2015.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget
NA	**Enhanced Teacher Content Specialty Tests (CST)**	Assistant Commissioner for Teaching Initiatives	NYSED operational funds $0

	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
	Design												Implementation																	
Revise existing Content Specialty Tests to better assess mastery of relevant content areas	■																													
Review draft frameworks	■																													
Content validation surveys on the draft frameworks		■																												
Develop proposed test questions			■																											
Content Advisory Committee (CAC) reviews test questions					■																									
Field test proposed test questions						■																								
Analyze data from the field test							■																							
Revise final tests based on field test								■	■	■																				
Post revised frameworks for new tests on NYSTCE website										■	■	■	■	■	■															
Implementation of more rigorous Content Specialty Tests																						■	■	■	■	■	■	■	■	■

NOTES:
- In January 2012, the Board of Regents approved changing the schedule for implementation of the new certification examinations for teachers and school leaders.
- The Content Specialty Tests (CST) are revised and will be implemented in three groups - CST Group 1 (spring 2014), CST Group 2 (fall 2014), CST Group3 (fall 2015).
- These test enhancements are being done through work with a contactor (Pearson).
- USDE approved an amendment (7/2014) extending work through 6/30/2015.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
				Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA	**Enhanced Certification Examinations for Teachers and School Leaders**	Executive Director for Educator Effectiveness, Policy and Programs	NYSED operational funds $0	**Development and Field Testing**																		**Implementation**											
Vendor revises test frameworks for the Educating All Students (EAS), Academic Literacy Skills Tests (ALST)																																	
NYSED reviews and approves revisions to test frameworks																																	
Post revised frameworks for new tests on NYSTCE website																																	
Vendor drafts test items and conducts validation survey of frameworks																																	
NYSED reviews and approves items																																	
NYSED and vendor conduct Item Review Conference																																	
Conduct pilot testing of new items																																	
Post study guide materials to NYSTCE web site																																	
Implement more rigorous examinations for use as a certification requirement for candidates applying on or after May 1,2014																																	

NOTES:

- The required exams for initial teacher certification are: Educating All Students (EAS), Academic Literacy Skills Tests (ALST), Revised Content Specialty Tests (CST), and Teacher Performance Assessment (TPA).
- Candidates applying for School Building Leader certification are required to take: Revised School Building Leader Assessment (SBL) and Educating All Students (EAS).
- These test enhancements are being done through work with a contactor (Pearson).
- In January 2012, the Board of Regents approved changing the schedule for implementation of the new certification examinations for teachers and school leaders.
- USDE approved an amendment (7/2014) extending work through 6/30/2015.

Subsection (D)(5): Providing Effective Support to Teachers and Principals

Required Performance Metrics for Subsection: None

Supplemental NYS Performance Metrics for Subsection: None

Subsection Deliverables and Work Plans

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
D6	**Model Teacher Induction Programs**	Deputy Commissioner for Higher Education	RTTT	$1.3 MM				Procurement							Implementation													
Develop RFP for pilot programs for 1st and 2nd year teachers in high-need, high-poverty schools																												
Issue RFP																												
Proposals submitted and evaluated																												
Award funding to approved pilots																												
Grantee Work Group/SED collaborate to design pilot programs/select participants																												
Pilot programs begin operating																												
Evaluate pilot programs																												
Consider changes to State certification system (i.e., initial certification to professional certification) based on the result of these induction programs																												

NOTES:
- RTTT funds will be used to support program administration and competitive grants to LEAs to support their participation.
- USDE approved an amendment (10/2013) reducing the total budget by $3,161,918. Funds shift to D4: Higher Education Faculty Development Programs.

Section E/F: Turning Around the Lowest-Achieving Schools/Creating Innovative Educational Options for Students

In order to fully develop a robust and coherent system of education for the students of New York, the New York State Education Department (NYSED) must dramatically improve the State's lowest-achieving schools and create new innovative education options for our students. New York has strong legal authority to intervene in persistently lowest-achieving schools and districts. We have been consistently recognized nationally for the rigor of our charter school authorization, approval, oversight and renewal processes.

To build upon these efforts, in December of 2009, the New York State Board of Regents approved a bold reform agenda focused on improving the lowest-achieving schools and creating excellent schools across the State that prepare all students for college and careers. This reform agenda creates the conditions and incentives that will lead to more opportunities for more students to attend high-performing schools, while focusing its accountability measures to turning around or closing the lowest-achieving schools.

This agenda served as the basis for legislation enacted on May 28th, 2010 that: 1) provides school districts with the ability to contract with Educational Management Organizations (known in New York as Educational Partnership Organizations) to implement a whole school reform intervention, 2) requires that student achievement be a significant factor in teacher and principal evaluations, and 3) increases the cap on charter schools. This groundbreaking legislation, combined with the lessons New York has learned through its past efforts, allows New York to implement a comprehensive plan for identifying low-achieving schools, supporting LEAs in implementing intervention models, turning persistently lowest-achieving schools into high-performing models of excellence, and launching 260 new charter schools.

Required Performance Metrics for Section E/F

Metrics The number of schools for which one of the four school intervention models (Turnaround, Restart, Transformation, and Closure) will be initiated each year.	Actual Data Baseline	Annual Targets[1]			
		End of SY 2010-11	End of SY 2011-12	End of SY 2012-13	End of SY 2013-14
Number of schools identified as persistently lowest-achieving	57	31	31	31	31
Number of persistently lowest-achieving schools for which one of the four school intervention models will be initiated each year	0[2]	28	59	30	30
Number of schools in restructuring for which one of the four school intervention models will be initiated each year	0	10	13	11	21[3]

Supplemental NYS Performance Metrics for Section E/F

[1] Targets for these metrics represent a technical correction. In the application, the targets were cumulative from year to year. They have been adjusted to be annual. The totals at the end of SY 2013-14 remain unchanged.

[2] Consistent with the guidelines set forth in the School Improvement Grant under Section 1003(g), the LEAs with schools identified as persistently lowest-achieving used 2009–2010 to engage in diagnostic work to develop an overall approach to their portfolio of schools before opening redesigned schools in September of 2010. In addition to the schools identified in the table above, SED projects that 41 schools in restructuring will return to Good Standing during the grant period after implementing a locally developed restructuring plan and prior to the schools implementing one of the four intervention models.

[3] The total of 55 schools over the four-year RTTT grant period includes 25 schools participating in the School Innovation Fund grant program and 30 schools in which LEAs will voluntarily implement one of the four models, including closure, before identification by the Commissioner as Persistently Lowest-Achieving (PLA) Schools or Schools Under Registration Review (SURR).

Metric	Annual Targets			
	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14
Number of schools identified as PLA; Number removed from PLA list	Identified 88 Removed 0	Identified 119 Removed 25	Identified 150 Removed 75	Identified 181 Removed 100
Number of formerly PLA schools returned to "In Good Standing" status	33 PLA schools: Not move further along Differentiated Accountability	33	66	100
Percentage of 10th graders passing Math Regents exam at each PLA school[4] AND Percentage of 11th graders passing ELA Regents at each PLA school	*Cohort 1:* 25% of schools have ≥ 60% passing	*Cohort 1:* 50% of schools have ≥ 60% passing	*Cohort 1:* 75% of schools have ≥ 60% passing	*Cohort 1:* 100% of schools have ≥ 60% passing
		Cohort 2: 25% of schools have ≥ 60% passing	*Cohort 2:* 50% of schools have ≥ 60% passing	*Cohort 2:* 75% of schools have ≥ 60% passing
			Cohort 3: 25% of schools have ≥ 60% passing	*Cohort 3:* 50% of schools have ≥ 60% passing
				Cohort 4: 25% of schools have ≥ 60% passing
Annual retention rate of 9th grade students at each PLA school	*Cohort 1:* 5% reduction	*Cohort 1:* 5% reduction	*Cohort 1:* 10% reduction	*Cohort 1:* 15% reduction
		Cohort 2: 5% reduction	*Cohort 2:* 5% reduction	*Cohort 2:* 10% reduction
			Cohort 3: 5% reduction	*Cohort 3:* 5% reduction
				Cohort 4: 5% reduction
Annual school performance on grades 3-8 State ELA/Math assessments (July) at each PLA school	*Cohort 1:* 25% of schools have 10% reduction in students not proficient	*Cohort 1:* 50% of schools have 20% reduction in students not proficient	*Cohort 1:* 75% of schools have 30% reduction in students not proficient	*Cohort 1:* 100% of schools have 33% reduction in students not proficient
		Cohort 2: 25% of schools have 10% reduction in students not proficient	*Cohort 2:* 50% of schools have 20% reduction in students not proficient	*Cohort 2:* 75% of schools have 30% reduction in students not proficient
			Cohort 3: 25% of schools have 10% reduction in students not proficient	*Cohort 3:* 50% of schools have 20% reduction in students not proficient
				Cohort 4: 25% of schools have 10% reduction in students not proficient

[4]Each year, the Commissioner will identify new PLA schools. Each of these cohorts will have different goals for progress on this indicator, related to the number of years they have implemented the model. For example, Cohort 1, identified in 2009, will have been engaged in implementing an intervention model for all four years tracked on this chart. However, Cohort 4, identified in 2013, will have only been implementing an intervention model for one year at the 2013-2014 target point.

We expect to have additional indicators to measure progress towards our goals as the grant period progresses. For each year of the grant, we have projected when these additional indicators may be in place:

- **SY 2011-12:** PLA schools performance contracts that will capture quarterly attendance data and school environment surveys (such as the Ferguson Tripod Survey);
- **SY 2012-13:** Local Interim Assessments, Results from Annual Professional Performance Reviews, Student growth data, External Evaluator Data on implementation; and
- **SY 2013-14:** Performance targets created for student academic performance, school operational performance and fiscal stewardship of federal and State grant funds.

Metrics	Annual Targets and Results							
	Baseline		SY 2010-11		SY 2011-12		SY 2012-13	SY 2013-14
	Year	Result	Target	Results	Target	Results		
Number of charter schools open and operating statewide	2009-10	140	171	168	200	184	230	260
Student enrollment in charter schools	2009-10	50,000	79,000	58,000	165,000	66,000	190,000	214,500
Percent of low-performing charter schools closed out of the total number of charters open and operating statewide	2010-11	TBD	2		2.5% of schools*		2.5% of schools	2.5% of schools
Number of students enrolled in charter schools determined by NYSED to be in good standing	2010-11	TBD	72%					

NOTE: The number of charter schools open and operating in the State includes schools authorized by the State Board of Regents, the Trustees at the State University of New York, the Chancellor of New York City Public Schools, and the Buffalo Board of Education. Under State law, local Boards of Education may also sponsor the conversion of traditional public schools to public charter schools. The enrollment increase projection includes new schools opening and growing as well as the continued growth in currently operating schools.

*Target is 2.5% of schools (4 schools).

Section Deliverables and Work Plans for Subsections (E1), (E2), and (F2)

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA	**Identification of Persistently Low Achieving (PLA) Schools**	Director Charter School Office, Assistant Commissioner for Accountability	Title I §1003(g)	$0 MM																														
Annual NYS SIG application submitted to USED for approval for following year						■						■						■						■						■				
Annual SIG awards made to LEAs with PLA/Priority schools									■	■				■						■						■						■		
Annual identification of PLA schools, prior to June 2012						■						■																						
Annual Joint Intervention Team (needs assessment) visits to PLA schools, prior to June 2012					■	■		■	■					■	■																			
Visits to Priority and Focus Schools, using the Diagnostic Tool for School & District Effectiveness, under the ESEA waiver[1]																	■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	
Annual evaluation report on intervention efforts by participating LEAs with PLA schools														■						■						■						■		
Develop site visit protocols for PLA schools, for use prior to June 2012					■																													
Develop site visit protocols for Priority Schools, using the Diagnostic Tool for School & District Effectiveness														■	■	■																		
Conduct site visits to all PLA/Priority schools					■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■		■	■	■	■	■	
Identification of RTTT Network Teams for PLA schools									■																									
RTTT Network Teams provide professional development to PLA schools										■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
PLA schools identified in February 2010: Annual LEA SIG renewal/update due								■						■						■														
PLA schools identified in December 2010: LEA SIG applications due								■																										
PLA schools identified in December 2010: Annual LEA SIG renewal/update due														■						■					■									
PLA schools identified in December 2011: LEA SIG applications due														■																				
PLA schools identified in December 2011: Annual LEA SIG renewal/update due																				■						■								
Priority schools identified in June 2012 as part of ESEA Waiver: LEA SIG applications due															■				■															
Priority schools identified in June 2012 as part of ESEA Waiver: Annual LEA SIG renewal/update due																										■								
Priority schools identified in August 2015 as part of ESEA Waiver																																		■

NOTES:
- Under New York State's ESEA Flexibility Waiver, the State will no longer identify PLA schools annually. Instead, there is a new process for the removal of schools from priority status which is described in Section 100.18 of the Commissioner's Regulations, adopted by the Board of Regents in June 2012.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
E2	**Systemic Supports for District and School Turnaround (formerly Continuum of Supports for PLA Schools)**	Director of Charter School Office, Assistant Commissioner for Accountability	RTTT	$21.9 MM																														
Commissioner's Schools Program																																		
Develop new criteria and process for identification and selection of high performing schools beating the odds as potential Commissioner's Schools																																		
Develop list of schools meeting all selection criteria for Commissioner's Schools																																		
Recognize and highlight Commissioner's Schools																																		
Develop, obtain approval and post Dissemination Grants for Commissioner's Schools																																		
Develop, obtain approval and post Replication Grants for schools pursuing replication of best practices in Commissioner's Schools																																		
Award Dissemination Grants (3 year annual)																																		
Award Replication Grants (3 year annual)																																		
NYSED monitor and provide technical assistance to dissemination and replication schools																																		
Systemic Supports for District and School Turnaround Grants																																		
Develop and issue RFP(s)																																		
Evaluate proposals/select award winners/issue grants																																		
LEA grantees conduct program planning																																		
LEAs submit final MOU with local partners																																		
NYSED/external partners provide technical assistance																																		
Diagnostic Tool for School and District Effectiveness (DTSDE)																																		
Develop and issue DTSDE Reviewer RFP (TA-10)																																		
Evaluate proposals/select award winner/issue contract for DTSDE Reviewer RFP (TA-10)																																		
Selected DTSDE Reviewer RFP vendor participates in DTSDE visits across the state (November 2013 – June 2015)																																		
Summer 2013 Memorandum of Understanding with SUNY Albany to support DTSDE implementation																																		
SY 2013-14 Memorandum of Understanding with SUNY Albany to continue DTSDE support																																		
Develop and issue DTSDE Training RFP																																		
Evaluate proposals/select award winner/issue contract for DTSDE Training RFP																																		
DTSDE Training vendor provides professional development to SED and LEA staff on DTSDE implementation.																																		
Professional development and job-embedded support begin																																		

NOTES:

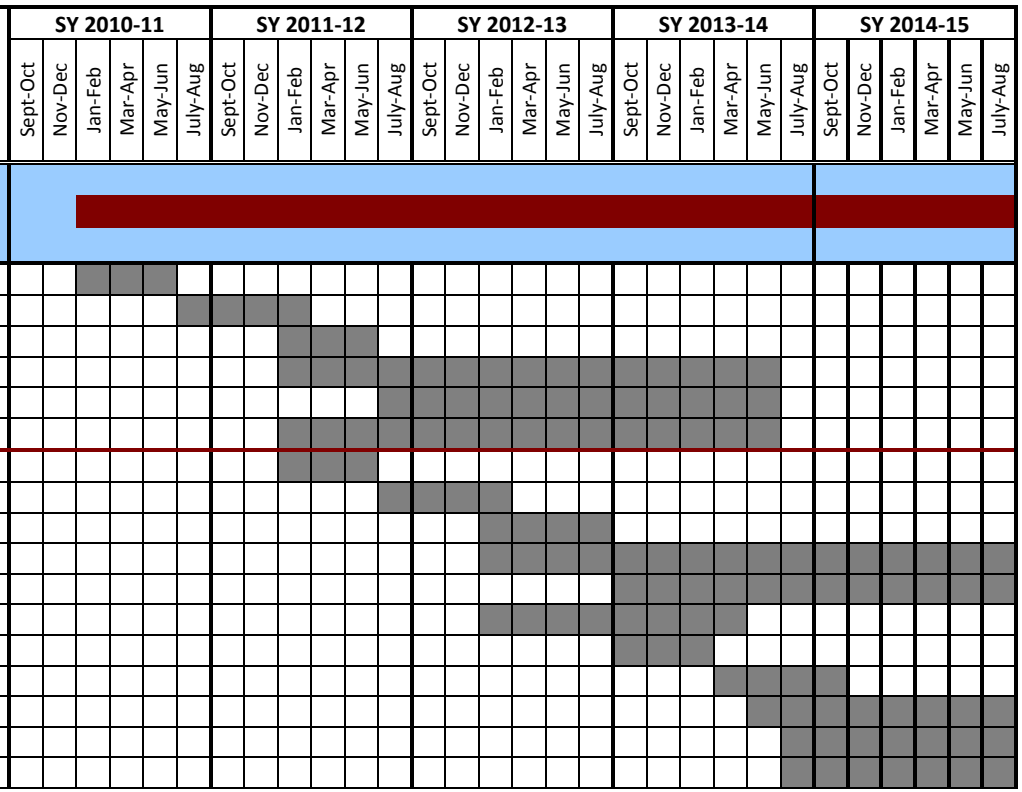
- NYSED received approval to convert former Project E2*Continuum of Supports for PLA Schools* from a procurement RFP to a grants program. Combining $13.50MM from Project E2 and $9.8MM from Project D5 "Leadership Academies for School Principals, a total of $23,295,600 will be allocated to the newly created *Systemic Supports for District and School Turnaround* grants program. The 18 schools identified as Priority Schools, under New York's pending ESEA flexibility waiver request, are eligible to apply and are required to partner with an external organization. Support and services must include four capacity building strands. While the LEA will be the legal applicant and entity to directly receive any grant award, three of the four allowable program strands must be directly targeted to the specific SIG and/or Priority Schools within the school district. The fourth strand/activity must have a district-wide focus.
- The Diagnostic Tool for School and District Effectiveness (DTSDE) will build upon NYSED's current structures and systems by blending the varied diagnostics tools currently used by NYSED's program offices (such as tools used in the Joint Intervention Team visits, School Quality Reviews, and Curriculum Audits).
- NYSED received approval (8/2012) to shift funds from E4, School Innovation Fund to support the statewide implementation of the DTSDE.
- USDE approved an amendment (3/2014) truing up actual program expenditures and shifting $3M from E2 to E4 to run a third round of SIF and shifting $3.5M to the DTSDE project. NYS will propose an amendment for USDE review for the use of the surplus of contractual costs in E2 ($4.87M).
- USDE approved an amendment (10/2014) shifting the surplus of contractual costs in E2 ($4.87M) and $1.8M from within the DTSDE project (total of $6.7M) to Project C1 EngageNY Portal (formerly Education Data Portal).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
E3	**State School Turnaround Office**	Director of Charter School Office	RTTT	$4.9 MM																														
Hosting quarterly district/school meetings/conversations around best-practices in the design and implementation of school turnaround initiatives																																		
Monthly outreach activities to create innovation and turnaround partnership zones																																		
Conduct site-visits to PLA schools for innovation and turnaround partnership matching																																		
Provide oversight and administration of the three rounds of the School Innovation Fund																																		
Create tools and resources to facilitate performance contracts and high quality partnership agreements																																		
Collaborate with Network Teams on annual professional development to PLA schools																																		
Administration of Commissioner's Schools Program																																		

NOTES:

- This project was originally budgeted at approximately $14.64 MM, which included a $10 MM charter school facilities program. NYSED has requested approval from the U.S. Department of Education to reallocate these funds in the following manner:
  - ✓ $3.4 MM to provide allocations to Special Act School districts and charter schools opening during the grant period that want to become participating LEAs. (Under the subgrant allocation formula these LEAs would be ineligible to receive funding to support their participation in Race to the Top.);
  - ✓ $6.5 MM to supplement funding available for school innovation grants to participating LEAs under Project E4; and
  - ✓ $0.1 MM to support training for LEAs on the new State Teacher and Principal Evaluation system.
- The balance of the original Project E3 allocation ($4.64 MM) plus the $1.50 MM to be transferred from Project E2 adds to the proposed funding level for Project E3 included in this chart.
- The $1.50 MM being transferred from Project E2 will be used to support the School Turnaround Office's outreach to lead innovation and turnaround partners and fund quarterly convenings for PLAs and partners.
- The remaining funds would support the salaries of 5 professional and 1 support staff and associated non-personnel expenses.
- USDE approved an amendment (3/2014) extending the work of the State School Turnaround Office through 9/2015. NYS will propose an amendment for USDE review for the use of the surplus of contractual costs in E3 ($1,260,000).
- USDE approved an amendment (9/2014) shifting $693,000 to Project B1 Curriculum Modules.
- USDE approved an amendment (10/2014) shifting $566,000 to Project C1 EngageNY Portal (formerly Education Data Portal).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount
E4, I2	**School Innovation Fund**	Director of Charter School Office	RTTT, Title I §1003(a)	$3.0 MM



	• This competitive program will provide districts with Priority schools the opportunity for school redesign through innovative partnerships across a number of potential whole-school turnaround partners – industry, arts, community-based health/mental health services, institutions of higher education, education partner/management organizations. The program is being designed to build district ownership/commitment to model implementation, internal/external capacity for change, and close accountability under district performance contract/plans. Participation in this program will be a coherent complement to the expert technical assistance and external supports available to these same districts under Project E2.
NOTES:	• The allocation for this project has been expanded by: 1) incorporating Project I2 ($5.00 MM for Full Service Schools; full service school programs will remain as one of the allowable program options for LEAs receiving funds; and 2) adding the balance of the charter schools facilities fund ($6.50 MM) from Project E2. • NYSED received approval to issue a second round of School Innovation Fund grants and will run additional competitive rounds until funds are expended. • NYSED received approval (8/20/2012) to shift funds from E4, School Innovation Fund to support the statewide implementation of the DTSDE. • USDE approved an amendment (3/2014) shifting $3M from E2 to release SIF Round 3.

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
E5	**Differentiated Accountability (DA)/PLA Evaluation**	Assistant Commissioner for Accountability	RTTT	$1.4 MM	**Procurement**						**Implementation**																							
Develop and issue evaluation RFP																																		
Award evaluation RFP																																		
Contractor Deliverables																																		
Initial 12-month evaluation plan																																		
Quarterly work plans																																		
12-month evaluation findings report (both PLA/SURR and DA interventions)																																		
Analysis of implementation effects of intervention models on student achievement (both PLA/SURR and DA interventions)																																		
Develop/identify and submit instruments to determine quality of interventions and the extent of fidelity to the original model																																		
Review of district and school improvement plans																																		
Recommend possible improvements to be made by participating districts and schools																																		
Prepare cumulative evaluation report including trend analyses of the impact on student achievement and a three-year trend analysis of all data.																																		

NOTES:
- USDE approved an extension (3/2014) approved an extension of this evaluation through 9/2015.
- USDE approved an amendment (10/2014) shifting $641,000 to Project C1 EngageNY Portal (formerly Education Data Portal).

E6	**Virtual Learning Initiatives**	Deputy Commissioner for Curriculum, Assessment, and Educational Technology	RTTT $20.8 MM

Develop and issue Virtual AP Program RFP	
Award grants	
Implement grants	
Develop and issue Program Monitoring and Evaluation RFP	
Award contract	
Implement contract	
Host Statewide course repository on NYSED Web pages	
Develop and issue Round Two of Virtual AP Program RFP	
Award grants	
Implement grants	

NOTES:

- NYSED received approval the U.S. Department of Education to combine the *Virtual Schools/Digital Learning: Development of High Quality Digital Course (original Project E6)* and *Virtual Schools/Digital Learning: Technical Assistance Center for the Development of Virtual Learning Environments (Project E7)* into one project that will include the LEA grants program and the two procurements listed above.
- USDE approved an amendment (3/2014) to allow NYSED to provide and maintain a repository on NYSED web pages at no extra cost thereby repurposing $3M of the repository dedicated funds to support releasing a second round of Virtual AP Program funding. New York State will propose an amendment for USDE review for the use of the surplus of contractual costs ($2,691,168) for Project E6.
- USDE approved an amendment (10/2014) shifting $2.36M to Project C1 EngageNY Portal (formerly Education Data Portal).

Project ID	Deliverable/ (Application Reference)	Owner [NYSED unless noted]	Anticipated Budget Source	Anticipated Budget RTTT Amount	SY 2010-11						SY 2011-12						SY 2012-13						SY 2013-14						SY 2014-15					
					Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun	July-Aug
NA (Section F)	**Charter School Authorizing**	Director of Charter School Office	State operational funds, Philanthropic funds	$0																														
New Charter Schools																																		
Applicant letters of intent and prospectuses (from August 2010 RFP) evaluated																																		
Full applications received and rated, public hearings, criminal record checks completed																																		
Board of Regents act to authorize new charters to begin September 2011																																		
Develop charter contracts based on approved charter application																																		
Disseminate pre-opening school kit																																		
RFP for new schools released (schools to open September 2012)																																		
Process described in steps above repeated																																		
Complete pre-opening school compliance assessment for all Regents-authorized schools																																		
RFP for new schools released (schools to open September 2013) Round 1 and Round 2																																		
Process described in steps above repeated																																		
RFP for new schools released (schools to open September 2014)																																		
Process described in steps above repeated																																		
Regents approve regulation on charter school admissions and lotteries																																		
NYSED continues its Charter School Authorizing Work																																		
Accountability																																		
Board of Regents approve regulations on non-material charter school revisions																																		
Develop site visit protocols for charter schools																																		
Conduct site visits for charter school renewals																																		
Develop performance plan target template for charter schools																																		
Develop and publish charter school enrollment and retention targets for students with disabilities, English Language Learners, and low-income students (in conjunction with SUNY)																																		
Strengthen financial controls for charter schools																																		

NOTES:

- For schools opening in September 2013, NYSED's new charter school application process was extended to allow for a second round of RFPs so that additional high quality applications could be submitted.
- Charter School Authorizing work will continue through the RTTT grant period (9/2015).