



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DEC 10 2012

Dr. John B. King, Jr.
Commissioner of Education
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Commissioner King:

During the week of February 13-16, 2012, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the New York State Education Department (NYSED) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted site visits to two schools implementing the SIG intervention models, where they visited classes and interviewed school leadership, teachers, parents, and students. Enclosed you will find ED's final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observations*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The NYSED has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the NYSED to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected. When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

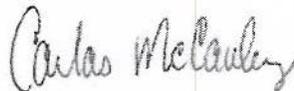
With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the NYSED is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in New York at the time and locations of ED's onsite review. The NYSED may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Ira Schwartz, Roberto Reyes, and other NYSED staff for the assistance provided prior to and during the review in gathering materials and providing access to information.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in New York.

Sincerely,



Carlos L. McCauley, Ed.D.
Group Leader
Office of School Turnaround

Enclosure

cc: Ira Schwartz
Roberto Reyes

NEW YORK
Targeted Monitoring Review of
School Improvement Grants (SIG) under section 1003(g) of the
Elementary and Secondary Education Act of 1965
February 13-17, 2012

BACKGROUND

FY 2009 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	49	22
Tier II	8	3
Tier III	381	0

FY 2009 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	5
Transformation	20
Restart	0
Closure	0

FY 2010 SIG Schools		
Tier	Number of SIG-eligible Schools	Number of SIG Schools Funded
Tier I	59	37
Tier II	8	7
Tier III	401	1

FY 2010 SIG Intervention Models	
Models	Number of SIG Schools Implementing the Model
Turnaround	12
Transformation	22
Restart	11
Closure	0

MONITORING TRIP INFORMATION

Monitoring Visits and Award Amounts	
LEA Visited	New York City Department of Education
School Visited	Washington Irving High School ¹
Model Implemented	Transformation
FY 2009 Funding Awarded (over one year)	LEA Award (for 11 SIG schools): \$13,692,725
FY 2010 Funding Awarded (for one year)	LEA Award (for 33 SIG schools): \$41,827,182 School-level funding (for Washington Irving): \$1,200,000
LEA Visited	Yonkers City School District
School Visited	Cross Hill Academy
Model Implemented	Turnaround

¹Since the monitoring visit was conducted, the SEA has reported that Washington Irving is a phase-out school that is being replaced by the Academy of Software Engineering and the Union Square High School for Health Sciences.

FY 2009 Funding Awarded (over two years)	LEA Award (for 2 SIG schools): \$7,500,000 School-level funding (for Cross Hill): \$2,750,000
FY 2010 Funding Awarded	LEA Award: N/A
SEA Visited	New York State Education Department
FY 2009 SEA SIG Award	\$47,447,710 (plus \$261,295,098 in ARRA funding)
Cohort I LEA SIG Awards	\$87,683,112 (for 28 SIG schools in 5 LEAs, years 1 and 2)
FY 2010 SEA SIG Award	\$45,906,187
Cohort II LEA SIG Awards	\$65,271,562 (for 53 SIG schools in 8 LEAs, year 1)
Staff Interviewed	
<ul style="list-style-type: none"> ➤ New York State Education Department ➤ New York City Department of Education ➤ Washington Irving High School: Principal, School Leadership Team, Teachers, Parents, Students, and 4 Classroom Visits ➤ Yonkers City School District ➤ Cross Hill Academy: Principal, School Leadership Team, Teachers, Parents, Students, and 4 Classroom Visits 	
U.S. Department of Education Staff	
Team Leader	Carlas McCauley
Staff Onsite	Kimberly Light, Ashley Brown, Bill McGrady (consultant)

OVERVIEW OF MONITORING REPORT

The following report is based on U.S. Department of Education’s (ED) on-site monitoring visit to New York from *February 13-17, 2012*, and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools. The report consists of three sections: *Summary and Observations*, *Technical Assistance Recommendations*, and *Monitoring Findings*. The *Summary and Observations* section describes the implementation of the SIG program by the SEA, LEAs, and schools visited, initial indicators of success, and outstanding challenges being faced in implementation. This section focuses on how the SEA, LEAs, and schools visited are implementing the SIG program with respect to the following five areas: school climate, teachers and leaders, instructional strategies and time, use of data, and technical assistance. The *Technical Assistance Recommendations* section identifies strategies and resources for addressing technical assistance needs. The *Monitoring Findings* section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

Please Note: The observations and descriptions included in this report reflect the specific context of the limited number of classrooms visited and interviews conducted at a small number of schools and LEAs within the State. As such, they are a snapshot of what was occurring at the LEA and school levels, and are not meant to represent a school’s, LEA’s, or State’s entire SIG program. Nor are we approving or endorsing any particular practices or approaches by citing them.

SUMMARY AND OBSERVATIONS

School Climate

New York City Department of Education (NYCDOE)

Washington Irving High School, which is in its first year of the transformation model, is located in the Gramercy section of Manhattan in New York City. Due, in part, to the public school choice process, the student population of approximately 1,000 live in various parts of the city. The school is organized around several smaller learning communities that focus on the following areas: law and public service; teaching and health professions; business; information technology; science and research; and international baccalaureate.

In staff interviews, the school leadership team reported that student behavior has improved dramatically and suspensions have gone down since reform efforts began. In the school's Academic Performance Plan, it was noted that the suspension rate dropped from 17 percent in school year (SY) 2009-10 to 7.6 percent in SY 2010-11. The leadership team reported that the current principal, hired as part of the reform effort, is accessible and often greets students at the door. Washington Irving High School also has a range of SIG-funded behavioral supports, including conflict resolution and mentoring training for both teachers and students.

The school also has taken several steps to address truancy and low attendance rates. According to NYCDOE's needs assessment, the SY 2009-10 attendance rate was 77 percent. The school's Academic Performance Plan reported that truancy was at 24 percent during SY 2010-11. The school's leadership team explained that poverty, violence, and mental health are all contributors to the high truancy rate. The principal reported that the school has addressed truancy by removing gang messages; painting the building with school colors; using an LCD screen located at the school entrance to show pictures of school events and students; posting school goals on signs throughout the school building; regularly announcing success stories; and focusing more on civic values.

Yonkers City School District (YCSD)

Cross Hill Academy (formerly Emerson Middle School) is in its second year of the turnaround model. The LEA needs assessment highlighted problems with school discipline, including an increase in discipline-related suspensions. School staff reported that prior to the SIG grant, fights and behavioral incidents were common and staff spent much of their time and energy dealing with disciplinary violations, which detracted from the need to focus on the curriculum.

In an attempt to address discipline incidents and provide academic supports, the school implemented a Response to Intervention (RTI) model as part of the school's overall strategy to monitor student progress and success. In interviews, the leadership team reported a reduction in the number of discipline incidents, and teachers reported spending the majority of their class time on instruction. During interviews, parents also noted the positive changes in discipline and safety in the past year.

Cross Hill Academy implemented several reforms to address low parent involvement. For example, the school created a parent center and required parents to pick up student report cards at the school. Parents at Cross Hill Academy indicated that parent involvement has increased since SIG implementation due to a more welcoming environment and increased openness of school staff.

Teachers and Leaders

New York City Department of Education (NYCDOE)

The district hired Washington Irving High School's principal as part of a reform effort. The principal hired over 30 new staff prior to SIG implementation and reported having significant authority over the budget and curriculum.

NYCDOE reported that it replaced eight of eleven principals in the Cohort I SIG schools. Only one principal was hired from outside New York City. During interviews, district staff indicated that NYCDOE would like to recruit talent from outside the district, but it has been a challenge because salaries are higher in other districts. To keep effective principals on board, district staff reported that the district shifted more control from the central office to the principals; thus, the district provided the principals with more autonomy over hiring, budgeting, and curriculum. This autonomy now exists across all schools in the district (not just SIG schools).

Teachers have additional common planning time for developing content and reviewing student data. Common language protocols are used to ensure rigor across content areas in all of the smaller learning communities. Teachers reported that they are focusing on the quality of questions students are being asked and methods to promote critical thinking across subjects. The leadership team reported that struggling teachers are paired with mentor teachers who work with them on lesson planning. According to interviews with the leadership team at Washington Irving High School, four master teachers serve as mentors and work with both new and tenured teachers. These master teachers also work to help struggling teachers and provide help to teachers on student assessments.

Yonkers City School District (YCSD)

District staff reported that it was a challenge identifying and hiring principals that would be the best fit for the two SIG schools. The district used an interview committee of approximately five to six people before making recommendations to the superintendent. PTA and external partners also interviewed the candidates. The district hired two principals who previously served as assistant principals within the district.

YCSD hired Cross Hill Academy's principal and other members of the school leadership team, with the exception of one member, at the beginning of the SIG implementation period. In addition, Cross Hill Academy changed its school organizational structure by dividing into houses that separate the early grades from grades 7-8. Each house has its own staff and an assistant principal called a House Principal. The leaders in each house meet regularly, both within and

across houses. The leadership team reported that the new house structure has improved school culture and cohesion.

The school leadership team reported that over fifty percent of the teachers were replaced. YCSD required all staff at Cross Hill Academy to reapply for positions and evaluated the applications based on locally developed competencies for effectiveness in working within a turnaround environment. YCSD staff reported that the development of the new screening and hiring process required significant negotiations with the union, which resulted in a mutually designed interview format. Staff reported that once an applicant successfully made it through the process, the school was required to hire the candidate with the greatest seniority, per the district's collective bargaining agreement.

Teachers reported an increase in both professional development and common planning time under the SIG grant. The additional professional development includes services provided by Fordham University, which provides at least 10 days of site-based training each school year for all teachers.

Instructional Strategies and Time

New York City Department of Education (NYCDOE)

Washington Irving High School's staff reported that the school added an hour and thirty minutes of instructional time after school each day. Washington Irving High School is organized around smaller learning communities instituted under the pre-SIG reform effort. Scheduling changes first came about prior to SIG, and SIG allowed for more academic courses to be offered after school. Staff reported that the new classes are mandatory for students that are behind, but there are attendance challenges because many students work after school, or parents don't want their kids to come home too late due to safety concerns. To address this problem, the school has been using a rigorous online program for students who can't stay after school but can do schoolwork remotely. The school has also opened a Saturday academy and an after-school/evening credit recovery program as options for students. Staff reported that teachers have common planning time during a separate period three days a week across content areas. The planning time includes two days for planning content by subject and one day a week dedicated to review student data.

Yonkers City School District (YCSD)

YCSD provided additional time for common planning and after-school programs. At the elementary level, common planning time takes place for thirty minutes each day; one hour of common planning time occurs on Thursdays at the middle school level. The leadership team at Cross Hill Academy also reported that it added after-school programs, including newspaper club, poetry writing, chess, physical education and homework assistance. Participation in these programs is not mandatory, but all students are encouraged to participate. Cross Hill Academy is also offering additional math and literacy support for students. The school has a partnership with Fordham University, which sends a consultant to the school to work with 7th and 8th grade students. Fordham also sponsors a Summer Learning Lab for students entering the 7th grade.

Use of Data

New York City Department of Education (NYCDOE)

According to Washington Irving High School's staff, the school set aside teacher common planning time one day per week for review of student data, classroom data, and test results. The school uses a web-based system to review student data and share information between teachers, as well as professional development around standards-aligned content areas. The school disaggregates its data for the different smaller learning communities and uses it to improve instruction.

NYCDOE holds schools accountable for results and provides continuous feedback to schools on their reform approach. District staff regularly monitors interim progress measures and leading indicator data for each SIG school to ensure that SIG implementation is on track and leading to achievement of annual improvement goals. District staff reported that progress reports and quality reviews include data that is collected as part of the each school's overall profile. Staff indicated that the progress report carries weight because it summarizes data points and school performance. The district uses these data to compare schools and identify appropriate interventions. The leading indicators help identify progress and help the district determine needs for support. District staff reported that the School Implementation Managers (SIMs) will also be monitoring progress on leading indicators and school performance plans as part of their role in monitoring SIG schools.

NYCDOE's annual improvement goals include increasing proficiency on English and math assessments, increasing graduation rates, and other goals addressing SIG leading indicators and NYC progress report metrics that measure school environment, student performance, and student progress. District staff reported that about half of the SIG schools had made gains after the first year of implementation.

Yonkers City School District (YCSD)

Cross Hill Academy teachers and administrators reported that they have increased their use of data. The school has an electronic data system that enables staff to more readily access how students are performing on school and state tests and allows regular review of other data such as disciplinary incidents. The data collected at the district level is web-based and is used to set class sizes, group students with guidance counselors, and help schools reach out to parents. The leadership team and teachers at Cross Hill Academy reported using data to differentiate instruction at the classroom level. In the elementary grades, students are grouped every couple of months based on academic need and progress. At the middle school level, English classes have an additional teacher in the classroom so students can be grouped according to grade level.

New York State Education Department (NYSED)

NYSED staff reported that they are collecting data on the SIG leading indicators and conducting a detailed review of the first year of implementation for Cohort I. NYSED staff reported that

they will be using this data to create technical assistance opportunities and for program evaluation.

NYSED staff reported that they are currently developing a tool that districts and schools can use to gather and sort information more easily. The tool will focus on areas that include academic performance, site-based governance, and community and parent involvement.

Technical Assistance

New York City Department of Education (NYCDOE)

NYCDOE has implemented several structures and approaches for supporting SIG schools. NYCDOE's Office of School Development serves as the district's turnaround office and employs a Director for Turnaround and Transformation Schools and a Deputy Director for Turnaround and Transformation. Both positions oversee implementation of all SIG school plans. School Implementation Managers (SIMS) report to the Director and are the field-based staff directly responsible for school support, covering three to five SIG schools for each individual. NYCDOE also provides a leadership academy for new principals and a weekly turnaround principal institute. Talent coaches work with the principals and assistant principals, and teacher effectiveness coaches help principals provide more rigorous feedback to teachers. District staff reported that NYCDOE provides specific technical assistance around the SIG model requirements (for example, increased learning time). Schools use external providers for professional development and district staff reported that there is very little centralized professional development except for technical assistance around key initiatives such as the common core standards and teacher effectiveness.

Yonkers City School District (YCSD)

YCSD adopted several structural changes and technical assistance approaches to support its SIG schools. For example, YCSD hired a Director of School Improvement and a full-time School Implementation Manager (SIM) for each SIG school. YCSD reported in its application that structural changes have been made to streamline communication and work related to school improvement. YCSD also has entered into contracts with external providers to offer enrichment activities for teachers and students, and YCSD staff reported that they are in SIG schools on a weekly basis to observe, offer technical assistance, and identify future professional development opportunities. The district schedules formal meetings with SIG schools throughout the year to discuss the impact of SIG and next steps.

YCSD staff would like to offer more technical assistance on the use of data in SIG schools. YCSD staff spoke highly of the technical assistance the SEA provides, including workshops, webinars, and frequent telephone contact.

New York State Education Department (NYSED)

NYSED increased its capacity to serve its lowest-performing schools by making several structural changes and adding new staff. For example, it used its Race to the Top funding to

create a School Turnaround Office, which has twenty staff members who support the RTT and SIG schools, with nine staff members working on SIG specifically. NYSED also created a new Office of School Innovation that works closely with their Office of School Turnaround and the Office of Accountability on supporting schools and districts in engaging in transformation through SIG and other intervention efforts across the state. NYSED staff reported that they have been working together to determine the best partnership between accountability and change and how to create incentives for districts and leaders to move toward high-performing systems.

The Office of Accountability has chief responsibility for monitoring and oversight of SIG grants. NYSED conducts diagnostic visits to schools as part of its accountability system, and when a school is identified as a persistently lowest-achieving school under the SIG program, the Accountability and Turnaround offices work collaboratively with the schools to provide both oversight and support.

NYSED staff reported that they have provided SIG-specific technical assistance, including sessions on using data, improving school culture, and connecting SIG school leaders with one another. NYSED also has multiple technical assistance centers that focus on high-need topics, including special education, bilingual education, and implementing common core standards. The NYSED's Turnaround Office reported that they have been working on building communities of practice and other professional development work to support district and school leaders, including three professional development gatherings with SIG leaders. The Turnaround office is also launching a clearinghouse of partner organizations to identify those that provide services to schools, eventually planning to use the clearinghouse to match these organizations with schools. NYSED staff reported a need to target future technical assistance efforts toward helping districts with the SIG application process. According to NYSED staff, although districts are meeting specific application requirements, many districts lack capacity to develop a holistic vision for school improvement.

TECHNICAL ASSISTANCE RECOMMENDATIONS

This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.

Issue: Both visited schools and districts reported adverse impacts due to budget reductions. LEAs and schools reported local budget reductions, and LEAs also reported that they receive less funding in their SIG budgets after the first year. Schools and LEAs appear to have challenges with sustainability and could use additional technical assistance and budget flexibility.

- The Department recommends that NYSED review the impact of budget reductions on SIG implementation and determine if targeted technical assistance or budget flexibility may be needed (Responsibility: NYSED).
- Technical assistance related to the use of other resources and funding to continue SIG efforts beyond the SIG grant period would be helpful to schools and districts (Responsibility: NYSED and ED).

Issue: Because of the lack of agreement between districts and unions over teacher evaluation systems, schools had their SIG funds suspended. This appears to have stopped some of the SIG implementation efforts within schools and districts during the period of suspension of funds. The schools and districts that had funds suspended will likely need assistance in restarting their improvement efforts and recovering some of the lost ground.

- The Department recommends that NYSED review the status of SIG implementation in the schools and districts that had funds suspended to determine where assistance may be needed, and develop strategies for ensuring SIG implementation is continuing as set forth in the LEA applications (Responsibility: NYSED).

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. Application Process	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
2. Implementation	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	Findings	11
3. Fiscal	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]	N/A	N/A
4. Technical Assistance	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
5. Monitoring	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A
6. Data Collection	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	N/A	N/A

Monitoring Area: School Improvement Grant

Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

Finding 1: The NYSED has not ensured that all LEAs implementing the transformation and turnaround models are establishing schedules and implementing strategies that increase learning time consistent with the definition provided in the SIG final requirements. Staff at both Cross Hill and YCSD reported that activities to increase learning time had been discontinued.

Citation: Section I.A.2.(d)(3)(i)(A) of the SIG final requirements requires an LEA implementing the Transformation model to establish schedules and strategies that provide increased learning time. Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”

Further action required: The NYSED must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation and turnaround model to determine if increased learning time is being provided consistent with the SIG final requirements. For each school implementing the turnaround or transformation model that is not implementing increased learning time consistent with the SIG final requirements, the NYSED must submit to ED a timeline for implementation of increased learning time in each school and evidence that each school has been notified that it must implement increased learning time consistent with the SIG final requirements during the 2012-2013 school year.

Finding 2: The SEA has not ensured that the evaluation system for teachers and principals implementing the transformation model is based in part on student achievement.

Citation: Section I.A.2. (d)(1)(i)(B) of the SIG final requirements states that an LEA implementing a transformation model must use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.

Further action required: The NYSED must submit evidence to ED that it has reviewed each LEA that has a school implementing the transformation model to determine if the principal and teacher evaluation system is in place. In schools that are not implementing the principal and

teacher evaluation system, the SEA must provide a plan to ED for how it will assist LEAs in developing and implementing a teacher and principal evaluation system that takes into account student growth. The plan must include a timeline for implementation in the 2012-2013 school year.

Finding 3: The NYSED has not ensured that the system of rewards at SIG schools implementing the transformation model is based in part on student achievement. Both YCSD and NYCDOE have discontinued efforts to use financial rewards for teachers, and although the districts have created career ladder rewards, these efforts do not appear to be clearly linked to student achievement.

Citation: Section I.A.2.(d)(1)(i)(C) of the SIG final requirements requires that an LEA must identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Further action required: The NYSED must provide a plan to ED for how it will assist LEAs in identifying and rewarding school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement. The plan must include a timeline for implementation in the 2012-2013 school year.