Application for Funding

for Phase II of the Education Fund under the

State Fiscal Stabilization Fund Program

CFDA Number: 84.394

U.S. Department of Education

Washington, D.C. 20202

OMB Number: 1810-0695
Expiration Date: 05/31/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0695. The time required to complete this information collection is estimated to average between 4,990 and 5,577 hours per applicant, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): **Office of Governor David A. Paterson**	Applicant's Mailing Address: **State Capitol** **Albany, NY 12224**
State Contact for the Education Stabilization Fund Name: **Robert L. Megna** Position and Office: **Director, Division of the Budget** Contact's Mailing Address: **New York State Division of the Budget** **State Capitol** **Albany, NY 12224** Telephone: **518-474-2300** Fax: **518-402-2298** E-mail address: **robert.megna@budget.state.ny.us**	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): **X Robert L. Megna, Director, Division of the Budget**	Telephone: **518-474-2300**
Signature of Governor or Authorized Representative of the Governor: X Robert L Megna	Date: 8/19/2010
Recommended Statement of Support from the Chief State School Officer *(Optional)*: The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): **X David M. Steiner, New York State Education Commissioner**	Telephone: **518-474-5844**
Signature of the Chief State School Officer: X	Date: 8. 19. 2010

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

   FY 2006 **$19,327,255,772**

   FY 2009* **$24,570,274,526**

   FY 2010* **$22,764,548,422**

   FY 2011* **$22,553,843,260 (Executive Budget)**

   (* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

   FY 2006 **$3,275,000,000**

   FY 2009* **$4,282,424,400**

   FY 2010* **$4,133,723,300**

   FY 2011* **$4,004,173,300 (Executive Budget)**

   (* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

   (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

   (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): **Robert L. Megna, Director, Division of the Budget** Robert L Megna	
Signature:	Date: August 19, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Confirm

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

Provide the State website where the data are provided by the State to the public:[5] http://www.emsc.nysed.gov/ppd/documents/HQTNatl201008-09data.xls

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	**Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).**

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check only one):

[4] ☒ The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5] http://www.emsc.nysed.gov/ppd/HQT-Equitable.html The website has been updated and is updated annually.

[6] ☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

1 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3 Click here to enter text.

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: 5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available: 3 Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

1 ☐ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3 Click here to enter text.

4 ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: 5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10] Click here to enter text.

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12] Click here to enter text.

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education**,** including whether students enroll in remedial coursework?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments. Confirm

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5]

http://www.emsc.nysed.gov/sar/ and

http://www2.ed.gov/admins/lead/account/cornerstones/ny.pdf

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

- ➔ Provide the State website where the most recently updated information is provided by the State to the public: [7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:[5] http://www.emsc.nysed.gov/osa/nysaa/ and http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html#ny

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the status information publicly available on a website.

Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards. Confirm

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

- ➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] http://www.emsc.nysed.gov/osa/nysaa/home.html

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this has been completed within the last two years.

[2] ☐ No, this has been completed, but it occurred more than two years ago.

[3] ☒ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5] http://www.emsc.nysed.gov/apda/

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

- ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[5]

http://www.emsc.nysed.gov/irts/arra/NYSassessmentSummary-2008-09.pdf

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

- ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the

Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13] http://www.emsc.nysed.gov/irts/arra/NYSassessmentSummary-2008-09.pdf

[14] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1] ☐ Yes, this was completed within the last two years.

[2] ☐ No, this was completed more than two years ago.

[3] ☒ No, this has never been completed.

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the information is collected and publicly available:[5] http://www.emsc.nysed.gov/apda/

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] click here to enter text.

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]
Information about accommodations for limited English Proficient students can be found at:
http://www.emsc.nysed.gov/sar/accommodations10-08.pdf,
http://www.emsc.nysed.gov/osa/pub/accommodations-1209 and
http://www2.ed.gov/admins/lead/account/nclbfinalassess/index.html#ny

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3] Click here to enter text.

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:[5]

http://www.emsc.nysed.gov/irts/arra/NYSassessmentSummary-2008-09.pdf

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:[7] Click here to enter text.

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts*

publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11] Click here to enter text.

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
http://www.emsc.nysed.gov/irts/arra/NYSassessmentSummary-2008-09.pdf

[14] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15] Click here to enter text.

[16] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☐ Yes, the State Report Card includes this information.

☒ No, the State Report Card does not include this information.

➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
Click here to enter text.

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

1 ☐ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
- ➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

6 ☐ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

7 ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:[5] Click here to enter text.

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect these data?

1 ☒ Yes, the State collects these data.

If Yes, please respond (check one):

2 ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3] Click here to enter text.

4 ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public: [5] Click here to enter text.

6 ☒ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	**Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.**

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

Provide the definition here: **New York State Methodology for Identification of Persistently Lowest Achieving Schools**

Step 1: The State determined that there are 433 Title I schools in improvement, corrective action, or restructuring and therefore the State must identify 22 as lowest achieving. The State further determined that since there are fewer than 100 schools that are among the lowest achieving secondary schools that are eligible for but do not receive Title I funds, the State must identify five of these schools as lowest achieving.

Step 2: The State determined its method for calculating combined English/language arts and mathematics proficiency rates for each school will be to sum the 2008-2009 All Students Performance Index[1] for each ELA and math measure for which a school is accountable (i.e. elementary and middle level ELA, elementary and middle level math, high school ELA and high school math) and divide the sum by the number of measures for which the school is accountable.

Step 3: The State determined that its method for determining "lack of progress" by the "all students" group on the State's assessments would be to define lack of progress as a school having been designated to be in the restructuring phase of New York's differentiated accountability system[2] and for a school to have failed to make at least a 25 point gain for the all students group between 2005-2006 and 2008-2009 for each ELA and math measure for which the school is accountable.

Step 4: Using the process identified in Step 2, the State ranked Title I schools from highest to lowest based on the academic

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[1] *As part of New York State's approved NCLB accountability system, the State uses a Performance Index to make AYP determinations. The U.S. Education Department is allowing New York State to use the Performance Index to rank order schools.*

[2] *Under New York State's approved differentiated accountability model, the State has a unified accountability system for both Title I and non-Title I schools. Therefore, schools that are in the restructuring phase are those that have failed for the most years to make AYP, regardless of whether they are Title I or Non-Title I schools.*

achievement of the "all students" group.

Step 5: Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.

Step 6: On a case by case basis, the State removed from consideration transfer high schools as permitted by USED guidance.

Step 7: Starting with the school at the bottom of the list and counting up to the 22nd school on the list, the State obtained the list of the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.

Step 8: The State identified the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent on the 2002, 2003, and 2004 total cohort that were not captured in the list of schools identified in Step 7.

Step 9: The State added the high schools identified in Step 8 to the list of schools identified in Step 7.

Step 10: Using the process identified in Step 2, the State ranked the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students" group.

Step 11: Using the process identified in Step 3, the State removed from consideration those schools that were not designating as lacking progress.

Step 12: On a case by case basis, the State removed from consideration transfer high schools as permitted by USED guidance.

Step 13: Starting with the school at the bottom of the list and counting up to the fifth school on the list, the State obtained the list of the lowest-achieving five secondary schools that are eligible for but do not receive Title I schools.

Step 14: The State identified the high schools that are eligible for but do not receive Title I funds that have had a graduation rate of less than 60 percent on the 2002, 2003, and 2004 total cohort that were not captured in the list of schools identified in Step 7.

Step 15: The State added the high schools identified in Step 14 to the list of schools identified in Step 13.

State's definition of secondary school:

Secondary schools shall be graded as junior high schools, middle high schools, industrial high schools, technical high schools, continuation high schools, and high schools, and the requirements therefore shall be as follows:

(a) A junior high school shall consist of the seventh, eighth and ninth grades, organized as a separate unit with approved courses of study and approved apparatus and library.

(b) A middle high school shall maintain an approved course of study covering one year of high school work above the eighth grade. It shall have approved apparatus and library.

(c) A high school (senior) shall maintain an approved four-year course of study above the eighth grade and shall have approved apparatus and library. Such term shall include the six-year high school, covering the work of grades 7 to 12.

(d) Industrial high schools may offer one-, two-, three- or four-year industrial or trade courses open to pupils who have completed the work of the eighth grade of the elementary schools. Such schools shall be organized as a separate unit with distinctive, approved courses of study and with approved equipment and facilities for industrial and trade education.

(e) Technical high schools may offer three- or four-year general or specialized technical courses of secondary school grade. Such schools shall be organized as a separate unit with distinctive, approved courses of study and approved equipment for technical work.

(f) Continuation high schools may offer general or specialized courses open to pupils 16 and 17 years of age who are not regularly enrolled in the full-time schools. Such schools shall be organized as a separate unit with distinctive courses study and equipment and facilities adequate for providing the proper instruction for working children.

If Yes, please respond (check one):

3 ☒ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4] http://www.emsc.nysed.gov/irts/accountability/

5 ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

6 ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:3
http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	Race to the Top

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf

New York first identified schools as persistently lowest achieving in January 2009. Each of the 57 identified schools will implement elements of a transformation, restart, closure or turnaround model beginning in the 2010-11 school year. New York will be able to report in August 2010 the number of schools that have been approved to fully and effectively implement each of the four intervention models in 2010-11.

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) **Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

http://www.emsc.nysed.gov/irts/accountability/LowAchieve/2009/PersistentlyLowestAchievingSchools-SFSA2009.pdf

New York first identified schools as persistently lowest achieving in January 2009. Each of the 57 identified schools will implement elements of a transformation, restart, closure or turnaround model beginning in the 2010-11 school year. New York will be able to report in August 2010 the number of schools that have been approved to fully and effectively implement each of the four intervention models in 2010-11.

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
5 Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) **Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**

Please respond (check one): Does the State collect this information?

1 ☒ Yes, the State collects this information.

If Yes, please respond (check one):

2 ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.emsc.nysed.gov/psc/csdirectory/

4 ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

6 ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

7 ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) **Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**

Confirm

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

1 ☐ Yes, the data are correct.

2 ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
3 http://www.emsc.nysed.gov/psc/documents/d804-06-10FinalWEBwAuthrConv.pdf

Please respond (check one):

4 ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:
5 http://www.emsc.nysed.gov/psc/documents/d804-06-10FinalWEBwAuthrConv.pdf

6 ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
7 Click here to enter text.

8 ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] Click here to enter text.

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.emsc.nysed.gov/psc/csdirectory/

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3] http://www.emsc.nysed.gov/psc

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5] Click here to enter text.

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

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PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Requirement: The State must collect and publicly report the data or other information required by an assurance indicator or descriptor. If the State is not able to fully collect or publicly report, at least annually through September 30, 2011, the State plan must describe the State's process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to fully collect and publicly report the data or information, including the milestones that the State establishes toward developing and implementing those means, the date by which the State expects to reach each milestone, and any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy. The plan must also include the nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II), the amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

I. ASSURANCES (a), (c), AND (d)

Important note regarding indicators (c)(11) and (c)(12):

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the plan requirements of this section apply to the indicator(s) for which this is the case.

If the State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, for either of these indicators the requirements for this section do not apply to the indicator for which this is the case. Proceed to Section V.

State Plan Instructions: For each assurance indicator or descriptor under education reform areas ***(a), (c), and (d)*** for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

The process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect and/or publicly report (as required) the data or information, including:

- The milestones that the State establishes toward developing and implementing those means;

- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan.

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please fill out the following chart to indicate which elements, per the instructions in Part 1, must be addressed in the State plan, and whether they must address collection, public reporting, or both. Do not list elements that do not need to be addressed in the State plan. Only list those for which the State has been directed to do so in completing Part 3A.

Element	Collection (check if applies)	Public Reporting (check if applies)
Descriptor (a)(1)	✓	✓
Indicator (a)(3)	✓	✓
Indicator (a)(4)	✓	✓
Indicator (a)(5)	✓	✓
Descriptor (a)(2)	✓	✓
Indicator (a)(6)	✓	✓
Indicator (a)(7)	✓	✓
Descriptor (a)(2)	✓	✓

Element	Collection (check if applies)	Public Reporting (check if applies)
Indicator (c)(9)	✓	✓
Indicator (c)(10)	✓	✓
Indicator (d)(1)		✓
Indicator (d)(2)		✓
Indicator (d)(9)		✓
Indicator (d)(10)		✓

New York State Plan

Executive Summary

Governor David A. Paterson has asked the New York State Board of Regents and the New York State Education Department (SED) to develop and coordinate New York State's State Fiscal Stabilization Fund (SFSF) Phase II application. The State Plan is intended to drive improved, college-ready educational achievement for all of our students, with a particular focus on historically under-served priority populations including low-income students, African-American students, Hispanic students, English language learners and students with disabilities.

The Board of Regents and SED have consulted extensively with a variety of groups in preparing this application over the course of several months on these and many other items that were included in the State's Race to the Top application. These include statewide associations for teachers, principals, superintendents, school boards, parents, teacher preparation, and educational technology. The result is a coordinated plan that leverages and aligns our state resources and practices to improve education outcomes for all our students and close gaps in achievement.

While New York State currently collects and reports data related to most of these indicators, consistent with the requirements of this application, we have developed a State Plan to address the areas where the State does not currently collect and report the required data. Especially in the assurance area of "Achieving Equity in Teacher Distribution", the State has already taken great steps to improve teacher and principal evaluations. The State recently enacted legislation that will require local educational agencies (LEAs) to use a more comprehensive annual teacher and principal evaluation system. This enhanced evaluation system will expand the rigor and scope of existing evaluation tools to include student performance and growth data and be used in decisions regarding teacher and principal development, compensation, promotion and retention (Chapter 103 of the Laws of 2010).

To supplement an enhanced evaluation system and provide rapid-time student performance data to teachers, administrators and State education officials, the State will work to complete its P-20 statewide longitudinal data system. This data system will be designed to create an instructional reporting and improvement system that will enhance teacher and principal preparation, development and evaluation, as well as track and improve the progress of students from early childhood through college. The development of this comprehensive data system has the support of the entire education community in New York State. To demonstrate the State's commitment to implementing these data systems, the Legislature recently appropriated $20.4 million in capital funding for this purpose (Chapter 100 of the Laws of 2010).

The Board of Regents and SED, in consultation with the Governor's Office and in cooperation with other State agencies and institutions of higher education will ensure that the elements of this State Plan are in place by the September 30, 2011 deadline.

Assurance (a): Achieving Equity in Teacher Distribution

For many years, New York State has required all school districts to evaluate teachers on an annual basis. However, they have not been required to use student growth as a significant element in evaluations or to use evaluation categories that are uniform across districts. In addition, they have not been required to transmit their evaluation plans or data to SED for approval or information. Until now, no requirement has existed for annual evaluation of principals.

In May 2010, the New York State Legislature enacted, and the Governor signed into law, Chapter 103 of the Laws of 2010, which reforms the requirements and procedures for the evaluation of teachers and adds a parallel requirement for the annual evaluation of principals. The reformed system uses four evaluation categories: Ineffective, Developing, Effective, and Highly Effective. Under the reformed requirements and procedures, for the first time, student growth will be a significant component of all teacher and principal annual evaluations. To carry out the reformed requirements and procedures, SED will develop statewide measures of effectiveness using growth in student achievement as a significant factor and as part of an evaluation system of teachers and principals that uses multiple measures, drawing on its new statewide P-20 Longitudinal Data System.

The new requirements and procedures will be used for the first time in the 2011-12 school year (effective July 1, 2011), for the evaluation of teachers in the common branch subjects, English Language Arts, and math in grades 4-8 only and to principals only in buildings in which such teachers are employed. This system will be expanded to all teachers and principals in the 2012-13 school year (effective July 1, 2012). Student growth data will constitute 40 percent of the composite score of effectiveness for the annual professional review.

In relation to Descriptor (a)(1) and Indicator (a)(3), during the 2010-11 school year, SED will request District Superintendents and the Big Five City School Districts to collect from school districts and schools and submit to SED's Office of Higher Education for collation and posting, information on the evaluation results for teachers and principals and how the results of those evaluations are used to make decisions regarding teacher and principal development, compensation, promotion, retention, and removal.

OHE will publicly post the results reported showing the number of teachers and principals rated as unsatisfactory and satisfactory and how the results of those evaluations are used to make decisions regarding teacher and principal development, compensation, promotion, retention, and removal. To comply with Descriptor (a)(1) and Indicators (a)(4) and (a)(5), SED also will ask each District Superintendent and Big Five City School District to report the number and percent of teachers rated in each category the district uses during the 2010-11 school year and will post public reports on the SED website by September 30, 2011.

A new system of evaluations of principals will be carried out beginning on a pilot basis in the 2011-12 school year and continued for all principals on an annual basis thereafter. To comply with Indicators (a)(6) and (a)(7), SED also will ask each superintendent to report the number and percent of principals rated in each category and the number and percent of principal evaluations that included student achievement outcomes and student growth data during the 2010-11 school year.   These results will be posted on the SED website by September 30, 2011. As evaluations using the reformed system are carried out, beginning in 2011-12, SED will publicly report on the SED website the descriptions of the evaluation systems and the number and percent of principals rated in each of the four categories: Ineffective, Developing, Effective, and Highly Effective by September 30, 2012.

SED will begin to collect student growth data for teachers in school districts and charter schools directly from school districts for the 2010-11 school year in the fall of 2010. All data will be collected prior to September 30, 2011. SED will also collect teacher/course data directly from the regional Boards of Cooperative Educational Services (BOCES) electronically through the Student Information Repository System (SIRS). The 2010-11 school year will be the baseline year for the evaluations that will be conducted at the conclusion of the 2011-12 school year for teachers in grades 4-8 and school principals. School districts will provide data on the number and percentage of teachers and principals rated at each level via extracts from Student Management Systems (SMS) and Human Resource systems, SED will also provide a web-based application ("Level 0") for this to be accomplished if an entity does not have a SMS or HR system in place.

http://usny.nysed.gov/rttt/NYS_RTTT_Criteria_Priorities_Budget.pdf

Pursuant to a USED monitoring visit for ESEA Title IIA in February 2010, the NYSED submitted a corrective action plan, subsequently approved by USED, to revise its 2006 “Plan to Enhance Teacher Quality” (including equitable distribution of highly effective teachers and leaders). The plan, to be completed in January 2011, will incorporate changes described above, and is expected to address the following areas related to equitable distribution:

- Collaborative development of Teaching Standards that exemplify the behaviors and dispositions of highly effective teachers;
- Collaborative development of evaluation tools that will be used to sustain professional growth over the span of a teaching career;
- Teacher preparation programs that invest in the academic readiness, authentic experience, and nurtured support that will result in increased effectiveness and long-term retention;
- Teacher preparation programs that support pre-service candidates for success in shortage area subjects, and for placement and retention in high need regions; and
- Continued development of school leaders and school cultures that value teacher collaboration and shared responsibility for excellence in student learning.

See http://www.emsc.nysed.gov/ppd/HQT-Equitable.html

General Requirements:

A. Agencies Responsible for the Development, Execution, and Oversight of the Plan, Including the Institutional Infrastructure: and Agency Capacities as They Relate to Each of Those Tasks

The SED Offices of the Commissioner, Accountability, District Services, Information and Reporting Services and Curriculum, Instruction and Standards will be responsible for the development, execution and oversight of this plan.

B. Agencies, Institutions, and Organizations, Providing Technical Assistance and Other Support in the Development, Execution, and Oversight of the Plan, and the Nature of Such Technical Assistance and Other Support

The SED Offices of the Commissioner, Accountability, District Services, Information and Reporting Services, Curriculum, Instruction and Standards and the Office of Teaching Initiatives will be responsible for the development, execution and oversight of this plan. New York State will work with the Center for Assessment to develop a student growth and value-added model and has received the support of the New York State United Teachers (NYSUT), United Federation of Teachers (UFT) and other local teachers unions. A Teacher and Principal Effectiveness Advisory Council (TPEAC) will also be formed to make recommendations to the Board of Regents for using the growth model for such evaluations.

C. Overall Budget for the Development, Execution, and Oversight of the Plan

Budget for Existing Evaluation System

SED will collect the information through its existing Personnel Master File and Basic Education Data System. SED will use its existing resources for this task and school districts will use their existing resources to report; no new State, federal, or local funds will be needed.

Budget for New Evaluation System

SED proposes allocating approximately $2.6 million in federal funds over 2010-11 – 2012-13 to implement the reformed Annual Professional Performance Review requirements and procedures for teachers and principals. This will support the diagnostic review of evaluation processes and implementation by school districts of the reformed requirements and procedures.

D. New York's Public Reporting on the Plan, Progress Reports on Its Plan, Including The Nature and Frequency Of Updated Reports To The Public on Actions Taken Under The Plan and the Websites Where The Plan and Progress Reports Publicly Available

SED will provide reports and updates on the status of this plan. The materials for all Board of Regents meetings are posted publicly on the web and the meetings of the full board are webcast.

The Board of Regents meet monthly except for August. The reports will be posted on the following web sites and will provide updates on the status of meeting all milestones, and adopting regulatory and statutory changes.

Material and Agenda for Board of Regents Meetings: http://www.regents.nysed.gov/meetings/

The revised NYS Plan to Enhance Teacher Quality, when completed in January 2011, and updates on progress, will be published on http://www.emsc.nysed.gov/ppd/HQT-Equitable.html

Process and Timeline for Developing and Implementing the Remaining Plan Elements by September 30, 2011

A. Milestones and dates

Timeline for Reporting Existing Evaluation System and Results:

September 1, 2010:	Commissioner of Education sends written request to each District Superintendent of Schools and Big Five City School Leaders to transmit electronically a copy of every school district's existing plan for the Annual Professional Performance Review of principals and teachers by December 31, 2010, and to report by June 30, 2011, the number of principals and teachers rated in each of the evaluation categories used by the district, the percentage of all principals and teachers in each category, and whether the evaluations include student achievement outcomes or student growth data and how the results of those evaluations are used to make decisions regarding teacher and principal development, compensation, promotion, retention, and removal.
October 15, 2010:	SED Office of Curriculum, Instruction and Standards and District Services sends follow-up reminder to superintendents.
November 30, 2010:	SED Office of Curriculum, Instruction and Standards and District Services sends second follow-up reminder to superintendents who have not yet transmitted their evaluation plans and evaluation data.
June 2011	Districts report on the number of principals and teachers rated in each of the evaluation categories used by the district, the percentage of all principals and teachers in each category, and whether the evaluations include student achievement outcomes or student growth data and how the results of those evaluations are used to make decisions regarding teacher and principal development, compensation, promotion, retention, and removal.

Summer 2011:	SED Office of Information and Reporting Services verifies the number and percentage of principals and teachers rated in each category, how the evaluation results are used, and prepares reports for each school district to be publicly posted on the SED website by September 30, 2011.
September 30, 2011:	SED posts on the SED Office of Higher Education website descriptions of each school district's plan for the Annual Professional Performance review of principals and teachers and the number and percentage of teachers in each district rated in each of the evaluation categories it uses and whether the evaluations use student achievement outcomes or student growth data and how the results of those evaluations are used to make decisions regarding teacher and principal development, compensation, promotion, retention, and removal.

<u>Timeline for Developing and Reporting on Reformed Requirements and Procedures for Annual Evaluation of Teachers and Principals</u>:

August 2010:	Regents Task Force on Principal Effectiveness formed
February 2011:	Task Force makes recommendations to the Commissioner for implementing new law including student growth in performance evaluations of teachers and principals.
March 2011:	Regents discuss recommendations of Commissioner on implementing Regulations for teacher & principal performance evaluation law.
May 2011:	Regents take action on recommended regulations implementing the law.
2011-12:	Implement reformed Annual Professional Performance Review, including prescribed student growth measures, for teachers in the common branch subjects or English Language Arts and Math in grades 4-8 and for principals in schools in which those teachers are employed.
August 2012:	Board of Regents adopts a value-added model for measuring effectiveness of teachers and principals.
September 30, 2012:	SED reports on the SED website the reformed Annual Professional Performance Review system and the number and percentage of

	evaluated teachers in each evaluation category: Ineffective, Developing, Effective, and Highly Effective.
2012-13:	Implement the reformed Annual Professional Performance Review for all remaining teachers and principals.
September 30, 2013:	SED reports on the SED website the reformed Annual Professional Performance Review system and the number and percentage of evaluated teachers in each evaluation category: Ineffective, Developing, Effective, and Highly Effective.

B. Obstacles that may prevent the State from developing and implementing the plan by September 30, 2011

None anticipated

C. Reports that the State will provide to the public regarding its progress in developing and implementing those means

SED will report on the status of this plan to the Governor and Board of Regents. The materials for all Board of Regents meetings are posted publicly on the web and the meetings of the full board are web cast. The Board of Regents meet monthly except for August. The reports will be posted on the following websites and will provide updates on the status of meeting all milestones, and adopting regulatory and statutory changes.

Material and Agenda for Board of Regents Meetings: http://www.regents.nysed.gov/meetings/

Updates on progress in meeting equitable distribution of effective teachers:
http://www.emsc.nysed.gov/ppd/HQT-Equitable.html

Department updates on the American Recovery and Reinvestment Act Funding:
http://usny.nysed.gov/ARRA

D. Funds New York is using to develop and implement the Plan

Budget for Existing Evaluation System

SED will collect the information through its existing Personnel Master File and Basic Education Data System. SED will use its existing resources for this task and school districts will use their existing resources to report; no new State, federal, or local funds will be needed.

Budget for New Evaluation System

SED proposes allocating approximately $2.6 million in federal funds over 2010-11 – 2012-13 to implement the reformed Annual Professional Performance Review requirements and procedures for teachers and principals. This will support the diagnostic review of evaluation processes and implementation by school districts of the reformed requirements and procedures.

Assurance (c): Standards and Assessments

The State Report Card does not currently report the information required for items (c)(9) and (c)(10). These measures will be included in the 2010-11 State Report Card.

For indicator (c)(9), the most current set of NAEP scores will be included in the 2009-10 school report cards when they are available in November 2010 at the conclusion of the 2009-10 school year. For the 2008-09 school year, the most recent available set of NAEP scores (2006-07) are posted on the 2008-09 report card. There will be no additional budget expense to make this change.

For indicator (c)(10), as required, the four-year adjusted cohort graduation rate will be publicly reported for the 2010-11 school year beginning with the 2007 cohort in September 2011. There will be no additional budget expense to make this change.

General Requirements:

A. Agencies Responsible for the Development, Execution, and Oversight of the Plan, Including the Institutional Infrastructure: and Agency Capacities as They Relate to Each of Those Tasks

SED is responsible for the annual New York State School Report Cards published for every school and district.

B. Agencies, Institutions, and Organizations, Providing Technical Assistance and Other Support in the Development, Execution, and Oversight of the Plan, and the Nature of Such Technical Assistance and Other Support

SED is responsible for the New York State testing program and annual New York State School Report Cards published for every school and district.

C. Overall Budget for the Development, Execution, and Oversight of the Plan

There will be no additional budget expense to make these changes.

D. New York's Public Reporting on the Plan, Progress Reports on Its Plan, Including The Nature and Frequency Of Updated Reports To The Public on Actions Taken Under The Plan and the Websites Where The Plan and Progress Reports Publicly Available

SED will report to the Governor and the Board of Regents on the status of the plan to analyze and report on test accommodations and modify the State School Report Cards. The materials for all Board of Regents meetings are posted publicly on the web and the meetings of the full board are web cast. The Board of Regents meet monthly except for August. The reports will be posted on the following websites and will provide updates on the status of meeting all milestones, and adopting regulatory and statutory changes.

Material and Agenda for Board of Regents Meetings: http://www.regents.nysed.gov/meetings/

Department updates on the American Recovery and Reinvestment Act Funding and Reporting: http://usny.nysed.gov/ARRA

Process and Timeline for Developing and Implementing the Remaining Plan Elements by September 30, 2011

A. Milestones and dates

SED administers and reports on high quality assessments for all students. SED publishes annual State School Report Cards on the status of all schools and districts. Two elements are not yet in place. Indicator (c)(9) requires *"that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c)."* The 2010 New York State School Report Card will contain NAEP results. The school report cards will be posted at: http://www.emsc.nysed.gov/irts/reportcard/.

Indicator (c)(10) requires the State to "*Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i)."* The 2010 New York State School Report Card will contain NAEP results. The school report cards will be posted at: http://www.emsc.nysed.gov/irts/reportcard/.

B. Obstacles that may prevent the State from developing and implementing the plan by September 30, 2011

SED is currently evaluating the test results of students who received accommodations. SED is in the development process of revising the annual New York State Report Cards to include NAEP data. No obstacles are foreseen in implementing any portions of the plan.

C. Reports that the State will provide to the public regarding its progress in developing and implementing those means

SED communications and web postings regarding the annual New York State School Report Cards will mention that next year the State Report Cards will contain NAEP achievement data. The status of the State's plan will be discussed at the monthly meetings of the Board of Regents. Reports on the plans status will be posted on the Regents web site at http://www.regents.nysed.gov/meetings/.

D. Funds New York is using to develop and implement the Plan

The plan will be implemented with existing SED staff. There will be no additional budget expense to make this change.

Assurance (d): Supporting Struggling Schools

While New York State currently collects and reports on most of the indicators required under assurance area (d), the State must update its definition and re-calculate measures for indicators (d)(1) and (d)(2). In addition, the State will calculate the measures for charter schools required for indicators (d)(9) and (d)(10). Data for all four indicators will be published on the Department's web site in January 2011.

General Requirements:

A. Agencies Responsible for the Development, Execution, and Oversight of the Plan, Including the Institutional Infrastructure: and Agency Capacities as They Relate to Each of Those Tasks

Key agencies responsible for the development, execution, and oversight of the plan are SED, the State University of New York (SUNY) and the City University of New York (CUNY). SED and the Board of Regents are playing the lead role in the development of the strategy support struggling schools.

B. Agencies, Institutions, and Organizations, Providing Technical Assistance and Other Support in the Development, Execution, and Oversight of the Plan, and the Nature of Such Technical Assistance and Other Support

SED will oversee the implementation of the plan and provide technical assistance to LEAs.

C. Overall Budget for the Development, Execution, and Oversight of the Plan

The overall budget for the development, execution, and oversight of the plan to addressing the four indicators is included in the cost of the P-20 data system discussed in *assurance (b) Improving Collection and Use of Data.*

D. New York's Public Reporting on the Plan, Progress Reports on Its Plan, Including The Nature and Frequency Of Updated Reports To The Public on Actions Taken Under The Plan and the Websites Where The Plan and Progress Reports Publicly Available

SED will report to the Governor and the Board of Regents on the status of the plan to ensure quality teachers and principals in all schools. The materials for all Board of Regents meetings are posted publicly on the web and the meetings of the full board are web cast. The Board of Regents meet monthly except for August. The reports will be posted on the following websites and will provide updates on the status of meeting all milestones, and adopting regulatory and statutory changes.

Materials and agenda for Board of Regents Meetings: http://www.regents.nysed.gov/meetings/

Department updates on the American Recovery and Reinvestment Act Funding and Reporting: http://usny.nysed.gov/ARRA

Process and Timeline for Developing and Implementing the Remaining Plan Elements by September 30, 2011

A. Milestones and dates

The Board of Regents has strengthened the State's response to assist struggling schools. Four elements are not yet publicly reported but will be available on the SED's website by September 1, 2011. Indicator (d)(1) requires the State to *"Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year."* The State is in the process of updating its definition to comply with recent Education Department Guidance and will recalculate student achievement gains.

Fall 2010: Update definitions

January 2011: Post indicator data on the SED public website

Indicator (d)(2) requires the State to *"Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year."* The State is in the process of updating its definition to comply with recent Education Department guidance.

Fall 2010: Update definitions

January 2011: Post indicator data on the SED public website

Indicator (d)(9) requires the State to "*Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year."* The State is in the process of updating its methodology for defining progress on state assessments. The Office of Information

Reporting Services will calculate the number and percent of charter schools that have made progress and will post the information on the SED website.

Fall 2010: Calculate number and percent of charter schools that made progress. Revise web page template

January 2011: Post indicator data on the SED public website

Indicator (d)(10) requires the State to "*Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.*" SED's Office of Information Reporting Services will calculate the number and percent of charter schools that have made progress and will post the information on the SED website.

Fall 2010: Calculate number and percent of charter schools that made Progress. Revise web page template.

January 2011: Post indicator data on the SED public website

<u>B. Obstacles that may prevent the State from developing and implementing the plan by September 30, 2011</u>

Plans are well underway to implement the required reporting changes by September 30, 2011. No major obstacles are foreseen.

<u>C. Reports that the State will provide to the public regarding its progress in developing and implementing those means</u>

SED communications and web postings regarding the annual New York State School Report Cards will mention that next year the State Report Cards will contain NAEP achievement data.

<u>D. Funds New York is using to develop and implement the Plan</u>

The costs of revising the publicly available student achievement reports will be less than $500,000 and will be paid for with federal funds.

II. INDICATOR (b)(1)

Plan Instructions

If (as indicated in Part 3A) the State does not have a statewide longitudinal data system that fully includes all 12 elements of the America COMPETES Act, as addressed in indicator **(b)(1),** please attach a plan that provides the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes all 12 elements of the America COMPETES Act, including the following information:

- The milestones that the State establishes toward developing and implementing those means;
- The date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Describe the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		✓
2		✓
3		✓
4		✓
5		✓
6		✓
7		✓
8		✓
9		✓
10		✓
11		✓
12		✓

Assurance (b): Improving Collection and Use of Data

New York State accelerated development of the Statewide Longitudinal Data System between January and June of 2010. The State completed the 12 data elements of the America COMPETES Act in June 2010. Over the next four years, the State will work to enhance its P-20 statewide longitudinal data system.

III. INDICATOR (b)(2)

Instructions: If (as indicated in **Part 3A, Indicator (b)(2)**) the State does not provide student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data by September 30, 2011, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means by September 30, 2011 (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

IV. INDICATOR (b)(3)

Instructions: If (as indicated in **Part 3A, Indicator (b)(3)**) the State does not provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement, please attach a plan that provides:

The process and timeline for developing and implementing the means to provide teachers with such data, including:

- The milestones that the State establishes toward developing and implementing those means and the date by which the State expects to reach each milestone;
- Any obstacles that may prevent the State from developing and implementing those means (including but not limited to requirements and prohibitions of State law and policy);
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing and implementing those means; and
- The amount of funds the State is using or will use to develop and implement those means, and whether the funds are or will be Federal, State, or local funds.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Indicators (b2) and (b3): Measuring Teacher Effectiveness

A new State law enacted in May 2010 calls on SED to establish for the Board of Regents approval a statewide value-added growth model for teacher and principal evaluations and to promulgate regulations governing development of local measures of student growth and other valid measures of teacher effectiveness. New York's system is based on multiple measures of effectiveness, which include student achievement as a significant factor. Pursuant to the law, student growth is one measure of student achievement and is defined as "the change in student achievement for an individual student between two or more points in time." The law specifies that student achievement will comprise 40 percent of teacher and principal evaluations and ratings in accordance with the following minimum requirements:

- 2011-12 for teachers in the common branch subjects or English Language Arts and math in grades 4-8 only and for school principals in buildings in which these teachers are employed: 20 percent student growth on State assessments or comparable measures, and 20 percent other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

- 2012-13 and subsequent years before Board of Regents approval of a value-added model for <u>all</u> teachers and principals: 20 percent student growth on State assessments or comparable measures, and 20 percent other locally selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

- Subsequent years following Board of Regents approval of a value-added model for all teachers and principals: 25 percent student growth on State assessments or comparable measures, and 15 percent other locally selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

- The remaining 60 percent of the evaluations and ratings would be based on locally developed measures through collective bargaining (e.g., classroom observations by trained evaluators), in accordance with standards prescribed by the Commissioner.

The annual professional performance reviews will result in a single composite teacher or composite principal effectiveness score that will incorporate multiple measures related to the criteria included in the Commissioner's Regulations which include student growth.
SED will continue to seek the input of teachers, principals and other stakeholders in developing the teacher and principal evaluation systems and in monitoring and evaluating their effectiveness during implementation. Chapter 103 of the Laws of 2010 requires that any regulations relating to the evaluation system must be developed in consultation with an advisory committee consisting of representatives of teachers, principals, superintendents of schools, school boards, school district and board of cooperative educational services officials and other interested parties. This will be accomplished through close, ongoing collaboration with SED's Teacher and Principal Effectiveness Advisory Committee.

Indicator (b)(2)

Development of Statewide Student Growth Model

New York is committed to building a teacher and principal performance evaluation system focused on student learning and growth and that provides the data and targeted preparation, training and professional development necessary to elevate teaching, learning, and school leadership in New York State. SED will work with the Center for Assessment (CAC) in order to design and implement a growth model for use in making growth calculations for educator evaluations. New York will provide student growth data to teachers for their current students and students they taught in the previous year. CAC developed highly regarded growth models for Colorado and Massachusetts and has had extensive experience working with different states to research and design growth and value-added measures; Scott Marion, Brian Gong, and Damian Betebenner will be the project leads for the Center for Assessment. Specifically, CAC will:

- Review the growth models of Colorado, Massachusetts, and other states and determine their use for New York State.
- Write the specific description for the proposed New York State growth model, utilizing work already done for the growth models in other states and adapting that work to New York State.
- Ensure that the use of State assessments and other measures of student learning, such as student scores on end-of-course tests and English language proficiency assessments, will be rigorous. New York will adopt the use of the Common Core standards and the resulting assessments as they become available, and the growth model will be aligned concurrently.
- Evaluate the data and make projections forward for the next 3-5 years.
- Identify any irregularities to linear models.
- Produce a completed growth model, with all projections taken into account.
- Present to the Board of Regents.
- Facilitate public hearings.
- Make changes to the growth model as needed after policy and public review.
- Develop and write the implementation plan.
- Act as SED's expert during the USED peer review process for the growth accountability model and plan.

The status of the statewide student growth model will be reported publicly at least twice a year at the monthly meetings of the New York Board of Regents and posted on the Regents web site at http://www.regents.nysed.gov/meetings/.

Milestones	Expected Date	Obstacles	Reporting	Amt of Funds/Type of funds	Agency Responsible
State Law Requiring Development of a Growth and Value Added Model	May 2010	None anticipated	Board of Regents website	Not applicable	Board of Regents
Contract with the Center for Assessment	June 2010	None anticipated	Not applicable	State and Federal Funds	SED
- Review models - Specifications for New York model. -Ensure that the use of State assessments and other measures of student learning will be rigorous. -Align Model with Common Core standards. -Evaluate data and make projections forward. -Identify any irregularities to linear models.	June 2010 – July 2011	None anticipated	Board of Regents website and public meetings	State and Federal Funds	CAC
Growth Model Completed	June 2011	None anticipated	Not applicable	Federal Funds. Total Cost = $3.9 million	SED
Review and approval of Growth Model by Board of Regents	June 2011	None anticipated	Board of Regents website and public meetings	Not Applicable	Board of Regents
Public Hearings on Growth Model	June – August 2011	None anticipated	Board of Regents website and public meetings	Not Applicable	SED and CAC
Growth Model Implemented	September 2011	None Anticipated	Provided via secure website	State and Federal Funds	SED

Provide student growth data on current students and students taught in previous years to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instruction.	No later than September 2011	None Anticipated	Provided via secure website	State and Federal Funds	SED
Growth Model Used for Evaluation of ELA and Math Teachers	2011-2012 School Year	None Anticipated	Provided via secure website	State and Federal Funds	SED

<u>Indicator (b)(3)</u>

Development of Statewide Value-Added Model

New York is committed to building a teacher and principal performance evaluation system focused on student learning and growth and that provides the data and targeted preparation, training and professional development necessary to elevate teaching, learning, and school leadership in New York State. SED is planning to contract with the Center for Assessment (CAC) in order to design and implement a value-added model for use in educator evaluations. SED is currently waiting for approval of the contract by the Office of the State Comptroller. Contract approval is expected shortly. The value-added model will include reports of teacher impact on student achievement. CAC developed the highly regarded growth models for Colorado and Massachusetts and has had extensive experience working with different states to research and design growth and value-added measures; Scott Marion, Brian Gong, and Damian Betebenner will be the project leads for the CAC. Specifically the Center for Assessment will:

- Review the value-added models of other states and determine their use for New York State.
- Write the specific description for the proposed New York State value-added model, utilizing work already done for the value-added models in other states and adapting that work to New York State.
- Identify any irregularities.
- Produce a completed value-added model.
- Present to the Board of Regents.
- Facilitate public hearings.

The status of the value-added model will be reported publicly at least twice a year at the monthly meetings of the New York Board of Regents and posted on the Regents web site at http://www.regents.nysed.gov/meetings/.

Milestones	**Expected Date**	**Obstacles**	**Reporting**	**Amt of Funds/Type of funds**	**Agency Responsible**
State Law Requiring Development of a Growth and Value Added Model	May 2010	None anticipated	SED website	Not Applicable	Board of Regents
Contract with the Center for Assessment	July 2010	None anticipated	Not applicable	State and Federal Funds	SED
- Review models - Specifications for New York model. -Ensure that the use of State assessments and other measures of student learning will be rigorous. -Identify any irregularities.	July 2010 – July 2011	None anticipated	SED website and public meetings	State and Federal Funds	CAC
Value-Added Model Completed	June 2011	None anticipated	Not applicable	Federal Funds. Total Cost = $3.9 million	SED
Review and approval of Value-Added Model by Board of Regents	June 2011	None anticipated	SED website and public meetings	Not Applicable	Board of Regents
Public Hearings on Value-Added Model	June – August 2011	None anticipated	SED website and public meetings	Not Applicable	SED and CAC
Value-Added Model Implemented	September 2011	None Anticipated	Secure website	Federal and State Funds	SED
Value-Added data on teacher impact shared with teachers	2012-2013 school year	None Anticipated	Provided via secure website	Federal and State Funds	SED

INDICATORS (c)(11) AND (c)(12)

Important note regarding this section:

In the case of new Indicators (c)(11) and (c)(12), regarding the data States will collect from IHEs, the State is required to, at a minimum, possess the ability to collect and report the data. In such circumstances, a State plan need only address the development of capacity, and not implementation and reporting for the relevant indicators.

If the State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) for either of these indicators by September 30, 2011, the full plan requirements for this section **do** apply. If that is the case, please report all elements of that plan in Part 3B, Section I above.

State Plan Instructions: For each of *Indicators (c)(11) and (c)(12)* for which the State is not able to fully collect or publicly report annually the required data or information (as indicated in Part 3A), please attach a plan that provides:

(1) The process and timeline for achieving the ability to implement the means to fully collect and/or publicly report (as required) the data or information by September 30, 2011, including:

- The milestones established toward developing those means;
- The date by which the State expects to reach each such milestone; and any obstacles that may prevent the State from developing those means by September 30, 2011, including but not limited to requirements and prohibitions of State law and policy;
- The nature and frequency of reports that the State will provide to the public regarding its progress in developing those means; and
- The amount of funds the State is using or will use to develop those means, and whether the funds are or will be Federal, State, or local funds.

(2) A description of the evidence that the State will provide to the Department of Education to demonstrate that it has developed the means to collect and publicly report the data for each indicator for which the State is not able to fully collect or publicly report annually the required data, by September 30, 2011.

Furthermore, the plan must satisfy the following general requirements:

(A) Identify the agency or agencies in the State responsible for the development, execution, and oversight of the plan, including the institutional infrastructure and describe the capacity of the agency or agencies as they relate to each of those tasks;

(B) Identify the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support;

(C) Provide the overall budget for the development, execution, and oversight of the plan; and

(D) Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II).

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)		✓
Indicator (c)(12)		✓

Indicator (c)(11) and (c)(12): Collection of IHE Data

State Plan

Last fall SED requested files from State University of New York (SUNY) and City University of New York (CUNY) to demonstrate that it was possible to provide data required for these indicators. Using those files, SED produced a table of *New York State High School Graduates and Their Public College Participation and Persistence* – see http://www.highered.nysed.gov/oris/Graduation_Rates.htm**.** SUNY and CUNY provided College Board high school codes (CEEB) which the Department used to match to the Departments Basic Education Data System (BEDS) codes. The table provides data broken down by race/ethnicity but does not yet include all required student subgroups. In spring 2010, SUNY and CUNY provided student record files to SED to demonstrate that complete student records can be shared. In February 2011 SED will also begin collecting data for students attending college in other states from the National Student Clearinghouse (NSC). SED has an agreement with the NSC and has loaded their data. SED is working on a contract to formalize the agreement. SED expects to finalize the contract with NSC in August of 2010.

The status of collecting and linking P-12 data to IHE data for indicators (c)(11) and (c)(12) will be reported publicly at least twice a year at the monthly meetings of the New York Board of Regents and posted on the Regents web site at http://www.regents.nysed.gov/meetings/.

The Board of Regents have elected to use the federal four-year adjusted cohort for high school graduation rates beginning with the 2011-12 school year results (the 2007 cohort through August 2011). New York will comply with this requirement beginning in February 2013 (16 months following fall enrollment of this cohort in September 2011).

Milestones	**Expected Date**	**Obstacles**	**Reporting**	**Amt of Funds/ Type of funds**	**Agency Responsible**
K-12 and Higher Education Data linked to provide college participation and persistence data	May 2010	None anticipated	Not applicable	State Funds	SED, SUNY and CUNY
Board of Regents voted to report using the federal four-year adjusted cohort beginning in the 2011-12 school year (the 2007 cohort through August 2011)	January 2010	None anticipated	Not applicable	N/A	Board of Regents
Data collection instrument developed and data	January 2010	None anticipated	Not applicable	State Funds	SED, SUNY and CUNY

Milestones	Expected Date	Obstacles	Reporting	Amt of Funds/ Type of funds	Agency Responsible
protocols established					
The new form, "College Participation and Persistence by High School included in the 2010-11 Higher Education Data System's data collection package, sent to all New York public, independent, and proprietary IHEs.	Spring 2010	None anticipated	Not applicable	State Funds	SED, SUNY and CUNY
Load data from NSC on out-of-state students	July 2010 and annually thereafter	None	Will be reported on the SED web site	State Funds	SED
Sign contract with NSC to provide future data on out-of-state students	August 2010	None Anticipated	Post on SED web site	State Funds	SED
Complete high school student records linked to higher education records	Fall 2010 and annually thereafter	None anticipated	Not applicable	State Funds Amount TBD	SED, SUNY, CUNY and NSC
College Participation and Persistence by High School report due to SED.	February 2011 and annually thereafter	None anticipated	Not applicable	State Funds Amount TBD	SUNY, CUNY and NSC
SED will report updated College Participation and Persistence by High School on the SED website	September 2011 and annually thereafter	None anticipated	Not applicable	State Funds Amount TBD	SED
Federal four-year adjusted cohort for the 2011-12 school year reported (the 2007 cohort through August 2011), (16 months following fall enrollment of this cohort in September 2011).	February 2013 and annually thereafter	None anticipated	Not applicable	State Funds Amount TBD	SED

Milestones	**Expected Date**	**Obstacles**	**Reporting**	**Amt of Funds/ Type of funds**	**Agency Responsible**
SED will report final College Participation and Persistence by High School on the SED website	September 2013 and annually thereafter	None anticipated	Not applicable	State Funds Amount TBD	SED

PART 3C-- GENERAL REQUIREMENTS

(1) *Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.*

The State uses a system of built-in within- and cross-domain edit checks, as well as multiple levels of review to ensure that data and other information are complete and accurate. The State directs District Superintendents to investigate cases where there are questions about data or information provided by districts. In addition, the State has utilized peer reviews and consultants to recommend changes to data collection and reporting systems.

(2) *Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.*

If a school/district at the elementary or middle level does not test 30 continuously enrolled students in ELA or mathematics in 2009–10, the scores of continuously enrolled students tested in 2008–09 and 2009–10 will be combined to determine the Performance Index (PI). If a school/district at the secondary level does not have 30 or more students in its 2006 accountability cohort, the 2005 and 2006 cohorts will be combined to determine the PI (assessment performance and graduation rate). If a school/district still does not have 30 or more students on which to base a decision and does not have to meet the participation criterion because of small student counts, the school is subject to special procedures for determining AYP.

The State does not publicly display the performance of small subgroups. If a subgroup has fewer than five students, the performance of that subgroup and the next largest subgroup will be suppressed in all public reports.

In addition, individual teacher and principal data is also protected. The State Longitudinal Data System (SLDS) assigns a stable, unique identifier to every principal and teacher in the State. To receive a unique identifier, teacher and principal records are transmitted through a secured file transfer protocol (FTP) and matched against the database. Access to the database is controlled through a delegated administration of user IDs and passwords. Records stored in the statewide warehouse and regional information warehouses contain an encrypted version of the identifier. Student-teacher information is protected in a similar manner.

Attachments

Funding Level Data Sources:

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education;

New York State has elected to use its own calculation of State support for elementary and secondary education that includes all State Aid and amounts provided through the School Tax Relief (STAR) program that represent payments made to school districts in lieu of property taxes that would otherwise be paid by district residents. This total excludes amounts provided for the Universal Prekindergarten Program (UPK) and Employment Preparation Program (EPE) that are not directly related to elementary and secondary education. SED is statutorily required to produce an estimate of State support for elementary and secondary education three times a year (November, February and May), and is updated to reflect additional claiming by school districts for various aid categories that is permitted throughout the year. The MOE School Aid data included in this table are derived from a School Aid dataset compiled by SED in February 2010. The total amounts, for any given school year, may be further revised in May 2010 and November 2010, and for several years to come based on additional claiming or revisions made by individual school districts for any of the various formula-based School Aids.

STAR data reflects payments made directly to school districts by the State. For the purposes of calculating the State's MOE, only the value of the STAR property tax exemption and New York City Personal Income Tax (NYC PIT) exemption - the amount that school districts receive directly from the State, has been included. It is important to note that the STAR exemption and NYC PIT exemption are State payments made to the school districts in lieu of property taxes that would otherwise be paid by district residents. FY 2010 STAR data is provided by SED based on current estimates provided by the New York State Office of Real Property Services (ORPS).

For the FY 2011 Executive Budget elementary and secondary and STAR amount, see S.6603A/A.9703A (Education, Labor and Family Assistance Budget Bill). As noted above, the MOE amount excludes funding for Universal Prekindergarten (UPK) and the Employment Preparation Program (EPE).

Amounts provided at time of the Enacted State Budget and descriptions of these programs are available at: http://www.budget.state.ny.us/pubs/schoolPrograms.html. A State Aid handbook is also published annually by the State Education Department and is available at: https://stateaid.nysed.gov/generalinfo/

The variation between the amount calculated at time of enactment and the final calculation is typically less than one percent. The updated datasets for School Aid and STAR are publicly available upon request from SED. As noted above, these datasets are statutorily required to be updated three times a year and reflect updated data provided by school districts across the State. In addition to the Executive and Legislature, SED regularly provides these datasets to the New York State Office of the State Comptroller (OSC) and the New York City Department of Education.

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

The calculation of the levels of state support for New York State's public institutions of higher education (IHEs) is based upon appropriations and transfers (excluding those related to tuition, fees and capital projects) as adjusted by administrative actions, made available to: SUNY state-operated, statutory and community college campuses; SUNY's three teaching hospitals; and the CUNY senior and community colleges. The operative appropriations and other references include:

- For 2006 (AFY 2005-06)
  - Chapter 53 of the Laws of 2005
  - Chapter 61 of the Laws of 2005

- For 2009 (AFY 2008-09)*
  - Chapter 53 of the Laws of 2008
  - Chapter 57 of the Laws of 2008
  - Chapter 10 of the Laws of 2008
  - Chapter 114 of the Laws of 2008
  - Chapter 113 of the Laws of 2008
  - Chapter 219 of the Laws of 2008
  - Chapter 287 of the Laws of 2008
  - Chapter 496 of the Laws of 2008
  - Chapter 1 of the Laws of 2009
  - New York State Budget Policy & Reporting Manual B-1178
  - New York State Budget Policy & Reporting Manual B-1183

- For 2010 (AFY 2009-10)
  - 2009-10 Executive Budget (S/53-A/A.153-A)

- For 2010 (AFY 2009-10) Mid-Year
  - New York State Division of the Budget Press Release, "Governor Paterson Orders $500 Million in Current Year Agency Spending Reductions"
  - 2009-10 Deficit Reduction Legislation (Chapter 502 of the Laws of 2009 - S.66022/A.40022)

- For the FY 2011 (AFY 2010-11) Executive Budget
  - See S.6603A/A.9703A (Education, Labor and Family Assistance Budget Bill)

End of Application