



New York State Race to the Top Plan

PARTICIPATING LEA FINAL SCOPE OF WORK – STUDENT OUTCOMES AND WORK PLAN

Fall 2010

District/Public Charter School Agency BEDS Code

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Name of School District or Public Charter School: _____

Contact Person: _____

Title: _____

Phone Number: () - _____ Email Address: _____
Area Code

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the *Terms and Conditions, Assurances and Certifications for Federal Program Funds Under the American Recovery and Reinvestment Act (ARRA) contained in Appendix C of the Final Scope of Work Guidance Document*, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

School District Superintendent/Public Charter School Governing Board Chair (or equivalent authorized official)

Name: _____ Title: _____ / /2010
Date

LEA GOALS FOR STUDENT OUTCOMES

Measurable, substantial progress towards college and career success and closing gaps in achievement

At the center of the Board of Regents' education reform plan is their commitment that all students graduate from high school ready for postsecondary education and employment. This commitment is demonstrated in the Race to the Top State Plan by the Board setting ambitious targets for improvements in student results over the four years of the grant award as noted in the chart below under the columns headed "NYS."

INSTRUCTIONS: Record your LEA's current performance on each of the State Plan metrics on the table below (column labeled, BASELINE 2009-10, LEA). Compare your current student performance results to the statewide performance results listed in the table.

- A. On all measures where your LEA performance is below the statewide average, enter goals for annual improvements in the outcomes. The four annual increases must be greater than the State targets listed in the column "TOTAL 4 YR GAINS, NYS."
- B. On all measures where your LEA performance is at or above the statewide average, enter goals for annual improvements in outcomes. The four annual increases must be equal to, or greater than, the State targets listed in the column "TOTAL 4 YR GAINS, NYS."

As an LEA works to set its targets for student outcomes, the State Education Department recommends that the LEA examine multiple prior-year results data so that it can determine trends in performance, which should be a helpful factor in setting the targets.

TABLE 1: All Students

STUDENT OUTCOME MEASURES	BASELINE 2009-10		ANNUAL PERFORMANCE TARGETS ¹ (percentage points gains)								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% Proficient or Advanced (3 or 4) on NYS 4 th Grade ELA Assessment	56.7%		2		2		3		2		9	
% Proficient or Advanced (3 or 4) on NYS 4 th Grade Math Assessment	63.8%		1		2		2		1		6	
% Proficient or Advanced (3 or 4) on NYS 8 th Grade ELA Assessment	51.0%		2		3		3		2		10	
% Proficient or Advanced (3 or 4) on NYS 8 th Grade Math Assessment	54.8%		2		3		3		3		11	

Source Note: All numbers are rounded. The 4th and 8th grade ELA and math assessment data are from the 2009-10 school year as was reported in the SED news release on July 28, 2010.

¹Targets have been adjusted from the State's RTTT application. Since baseline data have been updated, the targets are for 4 years, not 5 years. For more information about the NYS's RTTT performance target, please see Section A of the application:

http://usny.nysed.gov/rttt/NYS_RT TT_Criteria_Priorities_Budget.pdf

TABLE 2: Gap Closing

	BASELINE % Proficient 2009-10		ANNUAL PERFORMANCE TARGETS (percentage points gains) ²								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
NYS 4th Grade ELA Assessment												
Black or African-American students	36.7%		2		3		4		4		13	
Hispanic or Latino students	39.8%		2		3		4		4		13	
Students with Disabilities	18.7%		1		3		3		3		10	
English Language Learners	20.2%		2		3		3		3		11	
Economically Disadvantaged students	42.6%		3		4		4		3		14	
NYS 4th Grade Math Assessment												
Black or African-American students	45.3%		2		3		3		2		10	
Hispanic or Latino students	50.8%		2		3		3		2		10	
Students with Disabilities	29.4%		1		2		3		2		8	
English Language Learners	35.8%		2		3		3		2		10	
Economically Disadvantaged students	52.7%		2		3		3		2		10	
NYS 8th Grade ELA Assessment												
Black or African-American students	30.6%		3		4		4		3		14	
Hispanic or Latino students	33.2%		3		4		4		4		15	
Students with Disabilities	11.4%		3		3		4		3		13	
English Language Learners	3.6%		4		4		5		4		17	
Economically Disadvantaged students	35.3%		3		3		4		3		13	
NYS 8th Grade Math Assessment												
Black or African-American students	32.1%		3		4		4		3		14	
Hispanic or Latino students	38.5%		3		3		4		3		13	
Students with Disabilities	16.8%		3		3		4		3		13	
English Language Learners	24.3%		3		4		4		3		14	
Economically Disadvantaged students	41.3%		3		3		4		3		13	

² Targets have been adjusted from the State's RTTT application. Since baseline data have been updated, the targets are for 4 years, not 5 years.

TABLE 3: High School Performance

STUDENT OUTCOME METRICS	BASELINE 2008-09		ANNUAL PERFORMANCE TARGETS (percentage points gains)								TOTAL 4 YR GAINS	
			2010-11 (2007 cohort)		2011-12 (2008 cohort)		2012-13 (2009 cohort)		2013-14 (2010 cohort)			
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% Students Scoring At or Above 75 on the English Language Arts Regents Exam	56%		5		2		3		3		13	
% Students Scoring At or Above 80 on the Math Regents Exam Required for Graduation	42%		6		3		4		4		17	
Four-year cohort high school graduation rate	72%		72%		72%		74%		76%		4	

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

TABLE 4: College Persistence

STUDENT OUTCOME METRICS	BASELINE		ANNUAL PERFORMANCE TARGETS							
			2010-11		2011-12		2012-13		2013-14	
	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA	NYS	LEA
% High school graduates enrolled in a public New York State institution of higher education within 16 months of graduation (baseline: 2006-07)	45%		46%		49%		51%		53%	
% Students returning in the fall who started a first-time, full-time program in New York State the year prior (baseline: 2007-08)	72%		73%		74%		75%		76%	

Please provide baseline data to the extent available and explain the methodology for calculating. In the long term, the New York State longitudinal data system will provide this information for students who remain in New York State. (response is limited to 500 characters)

Based on your analysis of the LEA's annual goals for student outcomes data in the table above compared to the State's RTTT plan goals, please select 3-5 outcome metrics your school district or public charter school will focus its RTTT initiatives to improve student outcomes:

Student Outcome Metric: Priorities for Improvement	Rationale for Selecting the Metric
1.	
2.	
3.	
4.	
5.	

PARTICIPATING LEA REQUIREMENTS

Network Team	Check One:	<input type="checkbox"/> LEA will participate in an RTTT-supported Network Team through the local BOCES	Enter estimated total budgeted amount: (not to exceed 75% of LEA's subgrant)	\$ _____
		<input type="checkbox"/> LEA will participate in BOCES-managed equivalent Team (certified by NYSED as providing services consistent with the RTTT Plan) without using RTTT funds		\$0
		<input type="checkbox"/> LEA requests that it be approved to operate an Equivalent Network Team (as a single LEA or as part of a consortium of LEAs) providing services consistent with RTTT Plan NOTE: Please submit form "REQUEST TO CERTIFY A NETWORK TEAM EQUIVALENT"	Enter estimated total budgeted amount: (not to exceed 75% of LEA's subgrant)	\$ _____
Teacher and Principal Evaluation System	<p>To receive reimbursement for Section D activities relating to implementation of the new teacher and principal evaluation system participating school districts must provide the following, as applicable:</p> <ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> are evaluated in accordance with the provisions of Education Law §3012-c; and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that, all <i>building principals</i> are evaluated in accordance with the provisions of Education Law §3012-c . 3. To the extent that a school district employs teachers and/or principals that are not represented by collective bargaining agent(s), certification that it will evaluate those teachers and principals in accordance with all applicable provisions of Education Law §3012-c and Commissioner's regulations. 			
	<p>To receive reimbursement for Section D activities relating to implementation of the new teacher and principal evaluation system, participating charter schools must provide the following, as applicable:</p> <ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> are evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified in the <i>Final Scope of Work</i> Guidance Document,(pp. 3-4) and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>building principals</i> are evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified the <i>Final Scope of Work</i> Guidance Document, (pp. 3-4). 3. To the extent that a charter school employs teachers and/or principals that are not represented by collective bargaining agents, certification that all such classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that is consistent with the three elements of Education Law §3012-c specified in the <i>Final Scope of Work</i> Guidance Document (pp. 3-4). 			
	<p>To receive reimbursement for implementation of a Section E Transformation Model, participating LEA school districts must provide the following certifications, as applicable, with respect to the classroom teachers and building principals in those schools:</p> <ol style="list-style-type: none"> 1. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that all <i>classroom teachers</i> assigned to school(s) in which the Transformation Model is to be implemented are evaluated in accordance with the provisions of Education Law §3012-c; and 2. Certification that any new and/or existing collective bargaining agreements are consistent with and/or have been amended and/or modified, as necessary, to require that, all <i>building principals</i> assigned to school(s) in which the Transformation Model is to be implemented are evaluated in accordance with the provisions of Education Law §3012-c. 3. To the extent that a school district employs teachers and/or principals that are not represented by collective bargaining agent(s), certification that it will evaluate all such classroom teachers and building principals assigned to school(s) in which the Transformation Model will be implemented in accordance with all applicable provisions of Education Law §3012-c and Commissioner's regulations. 			

Section D Activities – Certification Required

In the table below, please enter the following information about the LEA's plans to implement the provisions of Education Law §3012-c and any applicable implementing regulations:

ACTIONS: Steps LEA will take to implement. **TIMEFRAMES:** Date when each action is expected to start and finish. **KEY PERSONNEL:** Name and title of the person who will lead implementation. **BUDGET TOTAL:** Estimated total of RTTT funds that will be used to implement the Activity.

PERFORMANCE MEASURE: The evidence the LEA will use to determine whether it is making progress with implementation and/or is successful in implementation. This measure should be phrased in terms of a METRIC (a data element such as student outcomes and/or an important milestone) and a TARGET (the numeric goal/standard that represents success on the metric).

ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	
Total Budgeted RTTT Funding for Participating LEA Requirements (Network Teams and Teacher/Principal Evaluation System):				\$ _____

ALLOWABLE ACTIVITIES

If the *Total Budgeted Amount for Participating LEA Requirements* is less than the LEA's total RTTT allocation, please complete the chart below for each activity from the Menu of Allowable Activities your LEA will undertake.

NOTE: The Menu of Allowable Activities and associated Activity Codes can be found in Section III of the Guidance Document.

In the tables below, please enter the following information about the LEA's plans to implement the any of the Allowable Activities:			
ACTIONS: Steps the LEA will take to implement.	TIMEFRAMES: Date when each action is expected to start and finish.	KEY PERSONNEL: Name and title of the person who will lead implementation.	BUDGET TOTAL: Estimated total of RTTT funds that will be used to implement the Allowable Activity.
PERFORMANCE MEASURE: The evidence the LEA will use to determine whether it is making progress with implementation and/or is successful in implementation. This measure should be phrased in terms of a METRIC (a data element such as student outcomes and/or an important milestone) and a TARGET (the numeric goal/standard that represents success on the metric).			

SECTION E Allowable Activity – TRANSFORMATION MODEL				
Certification Required				
ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #1

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #2

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #3

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #4

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #5

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #6

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #7

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #8

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #9

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	

Allowable Activity #10

ACTIVITY CODE:	BRIEFLY EXPLAIN HOW THIS ACTIVITY WILL CONTRIBUTE TO YOUR STUDENT OUTCOME GOALS (on page 4 of this document) — Response limited to 500 characters:			
ACTIONS	TIMEFRAMES		KEY PERSONNEL	BUDGET TOTAL
	Start	Finish		
				\$ _____
PERFORMANCE MEASURE(S):				
METRIC			TARGET	