

Table of Contents

Appendix A_1_i_1:	Dec 8 Regent Item: Update on School Turnaround /Restart/ Closure/ Transformation Strategies.....	4
Appendix A_1_i_2:	RTTT Project Timeline	17
Appendix A_1_ii_1:	Participating LEA Memorandum of Understanding.....	23
Appendix A_1_ii_2:	Preliminary Scope Of Work	29
Appendix A_1_ii_3:	Detailed Table on Participating LEAs.....	33
Appendix A_1_iii_1:	NAEP Exclusion and Accommodations Data	34
Appendix A_2_i_a_1:	RTTT Organization Structure.....	43
Appendix A_2_ii_b_1:	List of NYS RTTT Engagement Meetings Held and Attendees.....	47
Appendix A_2_ii_b_2:	Letters of Support.....	54
Appendix A_3_i_1:	Learning Standards of New York State	55
Appendix A_3_ii_1:	Diploma Requirements For Students.....	60
Appendix B_1_i_1:	Common Core of Standards MOA	62
Appendix B_1_i_2:	States Participating in the Standards Consortium.....	65
Appendix B_1_i_3:	Introduction to Draft Standards and Evidence.....	66
Appendix B_1_i_4:	Board of Regents Standards Review Initiative.....	69
Appendix B_1_ii_1:	Dec 9 Regent Meeting: Common Core Standards Review and Adoption Process	76
Appendix B_1_ii_2:	Legal Process in New York State for Adopting Standards.....	81
Appendix B_2_i_1:	Jan 5 Regent Meeting: Developing And Implementing Common, High-Quality Assessments.....	82
Appendix B_2_i_2:	Common Assessment Consortium MOU	84
Appendix B_2_i_3:	EMSC Committee Assessment Policy.....	94
Appendix C_1_1:	Detailed Evidence of Data Elements	97
Appendix C_2_2:	SUNY and CUNY Current State and Plan	106
Appendix D_1_i_1:	Education Law §§3001 and 3004; §§207, 210, 214, 215, 216, 224, 3004[6]. Teacher Qualification and Certification	108
Appendix D_1_i_2:	Alternative Certification Providers Data	112
Appendix D_1_iii_1:	Tables From Teacher & Building Leader Annual Supply And Demand Analyses	115
Appendix D_2_i_1:	8 NYCRR § 100.2(o) Annual Professional Performance Review.....	122
Appendix D_2_i_2:	Dec 8 Regent Meeting: Part II: Transforming Teaching and Learning and School Leadership in New York State.....	126
Appendix D_2_i_3:	MOU for Teacher Growth & Accountability Incentive Fund	146

Appendix D_2_i_3_a:	MOU for Teacher Growth & Accountability Incentive Fund Signed by NYC Chancellor Klein.....	151
Appendix D_2_i_4:	MOU for Principal Growth & Accountability Incentive Fund.....	152
Appendix D_2_i_5:	Letter of Support from SAANYS on Principal Growth and Accountability Incentive Fund	156
Appendix D_2_i_6:	Letter of Support from CSA on Principal Growth and Accountability Incentive Fund	158
Appendix D_2_iv_1:	Education Law § 3012-b and Section 30-2.3. Tenure Determination	159
Appendix D_2_iv_2:	Letter from Speaker of the State Assembly on Tenure Determination.....	161
Appendix D_4_1:	Education Law §208. General examinations, credentials and degrees	162
Appendix E_1_1:	Intervening in the Lowest Achieving Schools and LEAs	163
Appendix E_2_i_1:	Identification of Persistently Lowest Achieving Schools	193
Appendix E_2_i_2:	List of Persistently Lowest Achieving Schools	195
Appendix E_2_ii_1:	SEA Support For LEA Implementation Of School Intervention Models	202
Appendix F_2_i_1:	New York’s Charter School Law: Increasing the Number of High-Performing Charter Schools	226
Appendix F_2_ii_1:	Authority to Intervene.....	229
Appendix F_2_iii_1:	Equitable Funding to Charter Schools	239
Appendix F_2_iv_1:	Funding for Charter School Facilities	244
Appendix F_2_iv_2:	Bill and Melinda Gates Foundation Letter Re: Charter Facilities Financing	247
Appendix F_2_v_1:	Innovative, Autonomous Public schools Other Than Charter Schools	249

**Appendix A 1 i 1: Dec 8 Regent Item: Update on School Turnaround /Restart/ Closure/
Transformation Strategies**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: EMSC Committee

FROM: John B. King, Jr.

SUBJECT: Update on School Turnaround/Restart/Closure/Transformation Strategies

DATE: December 8, 2009

STRATEGIC GOAL: Goals 1 and 2

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

What actions can the Board of Regents and the Department take to support local educational agencies (LEAs) in turnaround, restart, school closure or transformation activities with persistently low-achieving schools?

Procedural History

At the Regents meetings in June, July, September and November 2009, Chancellor Merryl H. Tisch and Regent Lester W. Young provided updates on activities related to New York State's Race to the Top (RTTT) application planning and strategy. One key area of Race to the Top involves how states will support local educational agencies (LEAs) in turning around schools that are persistently lowest-achieving. In December, Department staff will review with the Regents the proposed methodology for identifying these schools. This companion item provides recommendations on policy decisions, changes to Commissioner's regulations, and items for inclusion in the Regents legislative priorities that will build a robust infrastructure to support the efforts of LEAs to intervene successfully in persistently lowest-achieving schools.

Background Information

New York's vision for educational excellence is focused on the centrality of the teaching and learning experience in the classroom supported by the synergistic efforts of state, regional, district, and school-based infrastructures. The vision is depicted in Figure 1.

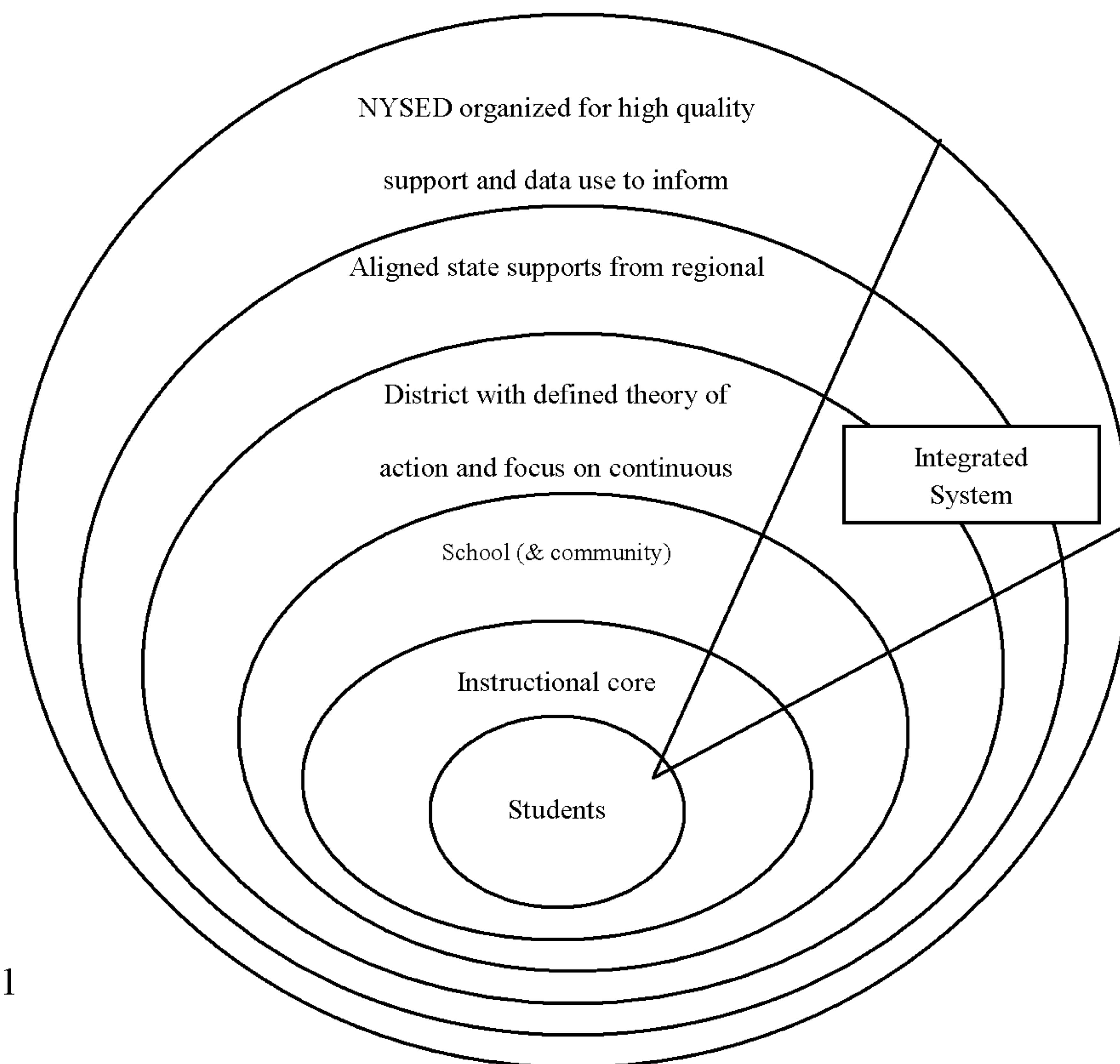


Figure 1

Among the areas encompassed by this vision are:

Local Accountability for Student Success:

- LEAs must be encouraged to:
 - Redesign school programs to increase graduation rates for at-risk students and provide instructional programs, including the use of on-line learning, that prepare students for the 21st century global economy.
 - Determine appropriate school turnaround and replacement strategies, and use Title I School Improvement, Race to the Top and other funds to support bold new reform efforts in schools that are persistently lowest-achieving.

State Level Leadership for Change:

- The State Education Department must:
 - Transform from a compliance-oriented agency to a service-oriented agency focused on providing technical assistance to districts on preparing students for college, the global economy, 21st century citizenship, and lifelong learning. This effort will build on past analyses/evaluations of the department.

- Increase the State's capacity to support district-led improvement and replacement strategies, while at the same time exercising the Commissioner's authority to close chronically underperforming schools.

For more than twenty years, the Board of Regents have had in place a process by which the Commissioner annually identifies those schools that are farthest from State standards and most in need of improvement. These schools are placed under registration review. LEAs with identified schools are required to develop plans for turning these schools around and are provided support by the State Education Department to implement these plans. If improvement in student achievement does not occur, LEAs must phase-out and close these schools or the Commissioner will recommend to the Board of Regents that the school's registration be revoked. This process has helped to improve academic performance in more than 200 schools. At the same time, the process has also resulted in the closure of more than 60 schools that failed to achieve performance targets established by the Commissioner.

With the United States Department of Education announcement of the Race to the Top (RTTT) fund application, the Board of Regents and the State Education Department have an unprecedented opportunity to build upon these successes. One of the four key selection criteria in the application is the State's plan for turning around its persistently lowest-achieving schools. Persistently lowest-achieving schools are schools in improvement, corrective action, or restructuring that are among the lowest-achieving in the State in terms of student proficiency in ELA or mathematics or have graduation rates below 60% for a number of years.

RTTT guidelines highlight four effective models for dramatic school intervention in persistently lowest-achieving schools: the turnaround model; the restart model; school closure; and the transformation model. LEAs that have schools that have been identified as persistently lowest-achieving will be required to select one of the four models and submit an intervention plan to the Commissioner for approval. These models all include elements of intervention strategies that have already been implemented in New York State.

Recommendations:

In order to raise student achievement and close achievement gaps by turning around the State's persistently lowest achieving schools, Department staff recommend that the Regents:

- 1) Pursue a framework for dramatic school intervention, which includes direct management of schools by external lead partners and possible creation of Partnership Zones¹. This framework will be implemented statewide in selected schools.

¹ For an example of how this framework might work, see Mass Insight report, *The Turnaround Challenge* (2007).

- 2) Use Federal funds and issue a Request for Proposal (RFP) to create a statewide Technical Assistance Center for Innovation and Turnaround (TACIT) to support the implementation of the school intervention models. In addition, we recommend expanding the use of federal school improvement funds (1003(g) funds [20 USC §6303(g)]) to support LEAs that voluntarily opt-in to use of the four intervention models before schools are identified as persistently lowest-achieving.
- 3) Create a State Education Department Office of Innovative School Models (OISM). Through OISM, lowest-achieving schools will have the opportunity to apply for competitive grants to support community based organization implementation of Full Service Models that include academic, social/emotional, and health supports and Extended Learning Time.
- 4) Support the implementation of this plan by establishing the following legislative priorities:
 - the authorization of educational management organizations (EMOs) to directly manage schools (including budget, staffing decisions, the daily schedule and yearly calendar, etc.);
 - raising the charter school cap to facilitate the creation of new charter schools, particularly secondary schools, focused on serving high need populations of students, i.e., low-income students, students at Level 1 or Level 2 performance on the NY State assessments, over-age and under-credited high school students, English language learners (ELLs), and students with disabilities (SWDs). As part of raising the cap:
 - Encourage authorizing single Board governance of multiple schools with a common management entity, the provision of pre-K education by charter schools, strengthen equitable funding for charter schools, and access to facilities financing for charters;
 - Ensure that charter school funding, student enrollment policies, and all charter board and school-level practices are fully transparent and their actions and results fully accountable to public authority; and continue to evaluate the local impact of placing new charter schools into particular communities.
 - authorizing the Commissioner to order – in extraordinary circumstances – an LEA to convert a struggling school into a charter school; and
 - authorizing charter schools access to BOCES services.
- 5) Establish as a legislative priority expansion of the authority of the Board of Regents to intervene in LEAs that have been declared chronically under performing and give the Regents the authority to designate a three- member team who would assume the responsibilities of an Education Oversight Board of the district with all the powers of the School Board.
- 6) Amend Commissioner’s regulations to:
 - allow newly created schools to seek operational waivers at the time of registration;
 - align the process for identification of the Schools Under Registration Review and persistently lowest achieving schools (as described in a separate report to the Regents);

- ensure that each LEA's annual professional performance review plan requires timely and constructive feedback and that the evaluation include performance data for that teacher's students; and
 - expand the means by which students can earn high school credit (or receive a high school diploma) based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion.
- 7) Create innovative secondary schools, including developing a Virtual High school, in order to improve graduation rates.

With the concurrence of the Regents, Department staff will incorporate these concepts in New York's Race to the Top application and develop amendments to Commissioner's regulations for consideration by the Regents later this school year.

Proposed Plan for Turning Around Persistently Low-Achieving Schools

RTTT guidelines highlight four models for dramatic school intervention in persistently lowest-achieving schools: the turnaround model; the restart model; school closure; and the transformation model. LEAs that have schools that have been identified as persistently lowest-achieving will be required to select one of the four models and submit an intervention plan to the Commissioner for approval. These same models must also be used by LEAs that receive Title I School Improvement Grants. These models all include elements of intervention strategies that have already been implemented in New York State.

Intervention Models and Requirements as Defined by Race to the Top

In the **turnaround** model, the principal is replaced along with fifty percent of the current staff. In addition, the LEA must:

- use local competencies to measure the effectiveness of staff;
- grant the principal sufficient operational flexibility regarding staffing, calendars/time, and budget;
- provide incentives and flexible working conditions to attract and retain skilled teachers;
- provide staff with ongoing, high-quality, job-embedded professional development;
- adopt a new governance structure, which may include requiring the school to report to a LEA turnaround office or State turnaround office;
- hire a turnaround leader (external lead partner) who reports directly to the Superintendent, or enter into a multi-year contract with the LEA or State to obtain greater operational flexibility in exchange for greater accountability;
- promote the continuous use of data to inform and differentiate instruction;
- establish schedules and implement strategies that provide increased learning time; and
- provide appropriate social-emotional and community-oriented services and supports for students.

In the **restart** model, the LEA converts a school or closes and reopens a school under the management of an external lead partner (i.e., charter school operator, a charter management organization, or an education management organization). The new or converted school must allow students from the former school to attend. The external lead partner contracts directly with the LEA, and is directly responsible for the operation of the school and accountable for dramatic increases in student achievement.

School closure occurs when a LEA closes a school and enrolls the students who attended that school in other schools within the LEA that are higher achieving.

Under the **transformation** model, the LEA is required to implement all of the following strategies:

- replace the principal in the persistently low-achieving school;

- use a rigorous and equitable evaluation system for teachers and principals;
- identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify/remove those who, after ample professional development, have not increased student achievement;
- provide staff with ongoing, high-quality, job-embedded professional development;
- provide incentives and flexible working conditions to attract and retain skilled teachers;
- use data to identify and implement an instructional program that is research-based and vertically aligned across grades and with State standards;
- promote the continuous use of data to inform and differentiate instruction;
- establish schedules and implement strategies that provide increased learning time;
- provide on-going mechanisms for family and community engagement, which may include appropriate social-emotional and community-oriented services and supports for students;
- allow the school operational flexibility (in staffing, time, and budgeting) to implement a comprehensive program to dramatically increase student achievement; and
- ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, State, and/or a designated external lead partner organization, such as an educational management organization (EMO).

Race to the Top Proposed Plan for Struggling Schools

In Race to the Top, the state is required to provide a high-quality and ambitious plan to support LEAs in turning around persistently lowest-achieving schools. Department staff recommend that New York's plan include the following steps:

1. The Commissioner will identify persistently lowest achieving schools.
2. LEAs, with support from the Technical Assistance Center for Innovation and Turnaround (TACIT), will choose one of the four school intervention models.
3. With support from the TACIT, LEAs will choose partners to facilitate dramatic school change.
4. LEAs will adopt a governance structure to oversee the implementation of the intervention model, for example an internal LEA turnaround office, a Partnership Zone or an external lead partner.
5. LEAs, in collaboration with partners will develop an Intervention Plan, including measurable benchmarks, based upon the chosen model.
6. The Commissioner will appoint a panel consisting of members of the Joint Intervention Team (JIT) and Distinguished Educators (DEs) to review the Intervention Plans. The panel will make one of the three recommendations to the Commissioner:
 - accept the LEA's Intervention Plan.
 - accept the LEA's Intervention Plan on the condition that the suggested revisions are made; or
 - return the LEA's proposal and require the LEA to submit a new Plan.
7. The LEA and partners will implement the approved Intervention Plan.

Two concepts are central to New York State's successful implementation of the proposed RTTT plan.

First, LEAs must provide identified schools with the *operational flexibility* (staffing, time, and budgeting) to implement a comprehensive plan for dramatic intervention. This can be accomplished by the LEA adoption of a governance structure where schools are given operational autonomy with increased accountability.

Secondly, *partners* must be used to facilitate dramatic school change. Ideally, a lead partner will be identified who will sign a 3-5 year performance contract for student achievement with the LEA and collaborate with the LEA to define both the operational autonomies needed to implement the selected model, and the accountability outcomes that signal success. The partner will have a consistent and intense on-site relationship with each school, for five days a week over the two to three year turnaround period. A partner involved in the creation of a new school, under the restart model, can also work with the LEA to request operational waivers regarding staffing, time, and budgeting.

Through a rigorous process focused on proven success in raising the achievement of high needs students and demonstration of capacity, the State will pursue educational management organizations (EMOs), charter management organizations (CMOs), institutions of higher education (including SUNY and CUNY), and internal LEA offices as possible lead partners. The Regents will also pursue legislative changes that allow the delegation of school management to educational management organizations.

These concepts are outlined in Mass Insight's 2007 Report, *The Turnaround Challenge*. This report, which U.S. Education Secretary Arne Duncan recently called "the bible of school turnaround," provides an ambitious framework for approaching intervention in persistently lowest-achieving schools.

State Level Leadership for Change

The primary support mechanisms for implementation of this plan are the Technical Assistance Center for Innovation and Turnaround (TACIT) and the New York State Education Department Office for Innovative School Models (OISM).

The Technical Assistance Center for Innovation and Turnaround (TACIT) will serve LEAs with persistently lowest-achieving schools by:

- gathering and disseminating research to LEAs on effective intervention strategies, especially as it relates to English language learners (ELLs) and students with disabilities (SWDs). This would lead to evolving, common, highly effective strategies across the State;
- providing technical assistance to LEAs on the most appropriate intervention option for each school based upon the needs of the LEA and the school community;
- assisting the LEA in the development of the plan for the selected intervention option;

- developing LEA capacity in the following areas: adopting a new LEA governance structure; gathering and analysis of data for programmatic planning; human resource management, including developing locally adopted competencies to measure the effectiveness of staff; job-embedded professional development; financial planning and budget allocation;
- coordinating the professional development services available through the network of regional SED Leadership Academies;
- identifying external lead partners to work with LEAs selecting the restart or transformation models; and
- expanding the potential pool of external lead partners through outreach and technical assistance.

In addition, the New York State Education Department (SED) Office for Innovative School Models (OISM) will support the activities of TACIT. The main work of the OISM will be to establish the policy and operating conditions in LEAs that enable school change. OISM will report directly to the Commissioner regarding the activities of the TACIT, and the progress of LEAs intervening in the persistently lowest-achieving schools. This office will have expertise and/or have access to experts in grants management/compliance; procurement; contract management; human capital management; and state policy. The OISM will ensure that the LEAs use competitive grant opportunities such as the Secondary School Innovation Fund and Virtual High School to support their efforts.

Finally, OISM will collaborate with the Office of Higher Education to ensure support for new leadership through the SED regional network of Leadership Academies.

OISM, in conjunction with the TACIT, will assist the LEA in designing new policies and structures including staffing, faculty incentives and rewards, governance, student enrollment practices and instructional programs. The OISM will work with the LEA to identify waivers for which the LEA may wish to apply when registering new schools as a result of the implementation of a restart or turnaround model.

Recommendations

In order to support the Regents agenda for turning around persistently lowest-achieving schools, and for each of the RTTT intervention model requirements to be met, staff recommends that the Regents adopt the following policy, regulatory and legislative agenda:

Create the Statewide Infrastructure to Support LEAs in Turning Around Persistently Lowest Achieving Schools

We recommend the Regents endorse the following strategies:

- 1) Pursue a framework for dramatic school intervention, which includes direct management of schools by external lead partners and possible of creation of Partnership Zones². This framework will be implemented statewide in selected schools.
- 2) Use Federal funds and issue a Request for Proposal (RFP) to create a statewide Technical Assistance Center for Innovation and Turnaround (TACIT) to support the implementation of the school intervention models.
- 3) Create a State Education Department Office of Innovative School Models (OISM). Through OISM, lowest-achieving schools will have the opportunity to apply for competitive grants for community based organizations to implement Full Service Models that include academic, social/emotional, and health supports (e.g., Say Yes, Community Schools, Beacon) and Extended Learning Time.
- 4) Amend Commissioner's regulations to expand the means by which students can earn high school credit based on completion of competencies, including the achievement of credit through successful virtual/on-line course completion

Create the Conditions to Allow LEAs to Leverage External Resources

We recommend that the Regents include in their legislative agenda changes to statute to:

- 5) Authorize educational management organizations (EMOs) to directly manage schools (including budgets, staffing decisions, the daily schedule and yearly calendar, etc.). Education Law §355(2)(n) authorizes SUNY to enter into a contract with the board of education of a city or LEA in which the State-operated institution is located. Education Law §2590-K, empowers the New York City Board of Education and CUNY to enter into a contract to administer not more than five high schools. Similar provisions would be necessary to allow EMOs to enter into contracts with LEAs to operate one or more schools.
- 6) Upon a determination by the Board of Regents that a school district has failed to improve the academic performance of students attending school in that district over a three-year period, the Education Commissioner shall appoint an independent fact-finding team to assess the reasons for the under-performance and the prospects for improvement. Upon review of the conclusions of the fact-finding team, the Regents may declare the district chronically under-performing. Following such a declaration, the Regents shall designate a three- member team who would assume the responsibilities of an Education Oversight Board of the district with all the powers of the School Board. NYSED would not directly manage the district. The Education Oversight Board will have the authority to choose a new superintendent should they so decide. The Education Oversight Board shall report directly to the Education Commissioner and serve at the discretion of the Commissioner.

² For an example of how this framework might work, see Mass Insight report, *The Turnaround Challenge* (2007).

- 7) Create incentives to encourage CMOs to convert persistently lowest-achieving schools or to create new charter schools to replace failing schools by establishing the following legislative priorities:
- the amendment of the charter school law to facilitate the creation of new charter schools, particularly secondary schools, focused on serving high need populations of students (i.e., low-income students, students at Level 1 performance on the NYS assessments, over-age and under-credit high school students, ELLs and SWDs). As part of that amendment, encourage authorizing single Board governance of multiple schools with a common management entity, the provision of pre-K education by charters, equitable funding for charters, and expanded access to facilities financing for charters.
 - authorizing the Commissioner to order – in extraordinary circumstances – an LEA to convert a struggling school into a charter school.
 - authorizing charter schools access to BOCES services.

Create the Conditions to Support Innovative Models of Schooling

We recommend that the Regents amend Commissioner's Regulations to:

- 8) Allow newly created schools to seek operational waivers at the time of registration. By allowing newly created schools to seek waivers at the time of registration, the Regents can encourage innovative approaches to school intervention that are tailored to student needs.

We recommend the Regents adopt the following policies:

- 9) Use RTTT to create an Innovative Secondary Schools Model Incentive Fund. The fund would serve as an incentive for eligible LEAs with schools in need of improvement, corrective action or restructuring status to implement programs using innovative models in partnership with institutions of higher education, leaders in business and industry in local communities, management agencies, and other profit/nonprofit organizations. Provide LEAs, in partnership with various stakeholders, the autonomy to support, stimulate, engage and sustain customized pathways to high school completion by launching innovative model schools. These models can be centered on themes, such as (but not limited to):
- secondary schools focused on science, technology, engineering, and mathematics (STEM);
 - virtual/blended secondary schools;
 - secondary schools for the Arts;
 - Career and Technical secondary schools;
 - Museum secondary schools;
 - Language Acquisition secondary schools; and

- Full-service secondary schools supported by cross-agency partnerships and community-based organizations (CBOs).

Goals	Key Activities/Milestones	Pre-Q1	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Assurance C: Data Systems																
Enhancement of current P-12 system to include all data elements	Expansion of system (include student-teacher linkages for 3-5 ELA/Math) Expansion of system (include a student-teacher linkages)															
Statewide Instructional Reporting and Improvement System (NY-SRIS) construction and rollout	Initial pilots															
	Full rollout across State															
	Build Early Warning Systems															
Promote effective use of longitudinal data to inform decision-making and practice	Promote professional development through state-wide network Form P-20 Steering and Executive Committee Integrate the public colleges (SUNY/CUNY) Integrate private colleges aligned with CIOU															
Integration of IEP Construct and enhance growth model system																
Integrate non-education systems Make the data from the instructional improvement system and the longitudinal data system fully accessible electronically to researchers	Create and publish de-identified school and district aggregate tables Supplement with specific data tables that facilitate data analysis of crucial results Provide an expedited data to researchers who need de-identified student-level data															
Assurance E: School Turnarounds																
Finalize list of low performing schools Build state and local capacity to intervene in low-performing schools and sustain reform efforts by catalyzing the marketplace for innovative partners	Create (OCSEIM) Initiate RFP for lead partners for the turnaround, restart and transformation models and select partners for pre-approved list Initiate procurement of external partner for ETACT Finalize metrics and processes to measure implementation progress Launch ETACT Assist LEAs in selecting one of the intervention models and developing an implementation plan their intervention plans Launch RFP for virtual and blended schools Launch Partnership Zone model; identify districts and select first cohort of schools Begin turnaround implementation by LEAs with support from lead partners and ETACT Begin administering Innovative Secondary School Model Fund Identify next cohort of LEA low performing schools identified (for September 2012 re-opening) Launch Partnership Zone initiative with support from Mass Insight Provide ongoing support, tracking and review for low performing schools															
Provide a comprehensive system of support to LEAs as they implement one of the four intervention models																

Goals	Key Activities/Milestones	Pre-Q1	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Assurance B: Teachers and Leaders																
Develop clear approaches to measuring student growth by developing value-added growth model rooted in comprehensive and robust data systems.	Develop value-added metrics in currently-tested grades and subjects															
	Pilot in small set of LEAs in via the Teacher Growth & Accountability Incentive Fund															
	Implemented statewide															
	Regents revise their regulations to align the APPR with the newly revised teacher standards															
	LEAs required to incorporate student growth in teacher evaluations															
	RTTT participating LEAs required to use the four designated qualitative rating levels															
	Regents issue PDES regulations that include the incorporation of student growth data and establish four designated qualitative rating levels															
	LEAs required to incorporate student growth in principal and assistant principal evaluations															
	All RTTT participating LEAs required to use the four designated qualitative rating levels															
	APP issued for Teacher Growth & Accountability Incentive Fund															
Design rigorous, transparent, and fair evaluation systems for teachers and principals	Design and pilot implementation of new LEA evaluation system															
	APP issued for Principal Growth & Accountability Incentive Fund															
	Design and pilot implementation of new LEA evaluation system															
	Participating LEAs will be required to use a State-developed diagnostic tool to assess their current evaluation systems															
	Provide support to participating LEAs to conduct annual evaluations per the RTTT Scope of Work that provide timely and constructive feedback															
	Participating LEAs will develop individual Development Plans for their teachers and principals per the RTTT Final Scope of Work															
	Leverage the more robust, multi-layered evaluations Teacher and Principal Growth and Accountability Incentive Funds to produce richer data-driven feedback															
	Regents revise their regulations to align the APPR with the newly revised teacher standards															
	LEAs required to incorporate student growth in teacher evaluations															
	RTTT participating LEAs required to use the four designated qualitative rating levels and to provide relevant coaching, induction support, and/or differentiated professional development															
Build the capacity of participating LEAs to successfully execute annual evaluations of teachers and principals	Drive substantial increases in teacher and principal effectiveness by incentivizing LEAs and their collective bargaining agents to conduct more robust, multi-layered evaluations															
	Participating LEAs, supported by NYSED, will use the enhanced APPR and PDES results															

Goals	Key Activities/Milestones	Pre-Q1	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Assurance Of Teachers and Leaders																
Drive substantial increases in teacher and principal effectiveness by incentivizing LEAs and their collective bargaining agents to conduct more robust, multi-layered evaluations and to provide teachers and principals with relevant coaching, induction support, and/or differentiated professional development based on those evaluations	Leverage the more robust, multi-layered evaluations using Teacher and Principal Growth and Accountability Incentive Funds															
Establish a Teacher Career Development Continuum and a Principal Career Development Continuum	Collaboration between NYSED, LEAs, Higher Education partners, and experts in the field to finalize recommendations regarding the TCDC															
Establish a Teacher Career Development Continuum and a Principal Career Development Continuum	Regents adopt regulations to implement new TCDC certification structure															
Establish a Teacher Career Development Continuum and a Principal Career Development Continuum	Collaboration between NYSED, LEAs, Higher Education partners, and experts in the field to finalize recommendations regarding the PCDC															
Establish a Teacher Career Development Continuum and a Principal Career Development Continuum	Regents adopt regulations to implement new PCDC certification structure															
Drive substantial increases in teacher and principal effectiveness by incentivizing LEAs and their collective bargaining agents to conduct more robust, multi-layered evaluations and to use them to provide opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities	Leverage evaluations to supplement compensation and compensate highly effective teachers using Teacher and Principal Growth and Accountability Incentive Funds															
Professional certification of teachers and principals, require performance-based assessments that incorporate evidence of effectiveness	Launch of new requirements for professional certification for teachers and principals															
Drive substantial increases in teacher and principal effectiveness by incentivizing LEAs and their collective bargaining agents to conduct more robust, multi-layered evaluations and to use them to make decisions on whether to grant tenure	Begin as part of the implementation of the Teacher and Principal Growth and Accountability Incentive Fund initiative															
Remove ineffective tenured and untenured teachers and principals	Regents revise their regulations to align the APFR with the newly revised teacher standards, incorporate student growth data, and establish four designated qualitative rating levels (e.g. Highly Effective, Effective, Developing, and Ineffective) for school districts and BOCES to use in teacher evaluations Regents issue PERS regulations that include the incorporation of student growth data and establish four designated qualitative rating levels (e.g. Highly Effective, Effective, Developing, and Ineffective) for school districts and BOCES to use in teacher evaluations															
Streamline the 302D-a process to provide incentives to expedite the process to remove ineffective teachers																
Drive substantial increases in teacher and principal effectiveness by incentivizing LEAs and their collective bargaining agents to conduct more robust, multi-layered evaluations and to use them for removing ineffective tenured and untenured teachers after they have been provided ample opportunities to improve	Begin as part of the implementation of the Teacher and Principal Growth and Accountability Incentive Fund initiative															

