PROJECT NAME	ACTIVITY CODE	PROJECT DESCRIPTION
Integrating and Implementing the Common Core State Standards (CCSS) (Data Systems to Support Instruction, Standards and Assessments)	B-1	Integration of the Common Core State Standards (CCSS) into the school curriculum, teacher pedagogy, and student assessment
	B-4	Scale up of system of high-quality local assessments to be used for teacher evaluation and to implement a portfolio of Common Core-aligned no-stakes assessments
	C-2	Development of a curriculum mapping tool to support educators in aligning curricula to CCSS
	C-4	Development of ARIS Local to allow educators to record and analyze the results of school-based assessments alongside information currently stored in ARIS
	C-7	Pilot and scale up of systems and processes to enable online capture of student assessment work and online scoring of open-ended questions
Developing New Supports for Students with Disabilities and English Language Learners (ELLs) (Standards and Assessments, Data Systems to Support Instruction)	B-3	Response to Intervention (RTI) models that specifically address the academic and language developmental needs of Long-term English Language Learners (ELLs)
	B-4	Development and expansion of diagnostic/formative tools to support ELLs with academic challenges, specifically Students with Interrupted Formal Education (SIFE) and Long-term ELLs
	B-1	Facilitate capacity-building by placing 66 special education specialists in clusters and networks
	B-4	Development and implementation of a Formative Alternate Assessment program for New York State Alternate Assessment (NYSAA) students
Strengthening Teacher and School Leader Effectiveness (Data Systems to Support Instruction, Great Teachers and Leaders)	C-4	A performance management (PM) data system, a key component of a comprehensive human capital management strategy, that provides solutions to facilitate evaluation and PM of teachers and principals
	C-5	Talent Managers and Coaches to focus network teams and schools on high-value activities to increase the performance and development of all educators; capacity building for networks to support PM
	C-6a	Central staff and consultants to develop the policies and capacities needed to ready the system for implementing Education Law 3012-c
	C-6b	Professional development on teacher evaluation for school-based and network staff; validation of teacher evaluation system
	D-3	Alternative pathways for teacher preparation at the school and network-level
Expanding the Portfolio of High-Performing Schools (Turning Around Low-Performing Schools)	E-2	Dedicated time and resources for new school leaders to develop strategic plans for raising student achievement in chronically low-performing schools through one of the four NYS-approved intervention models
	E-1	First-year implementation support for new schools implementing one of the four intervention models
Supporting Innovation in Schools (Data Systems to Support Instruction, Standards and Assessments)	B-8	Bringing online learning and blended models to 125 schools
	C-2	Supporting 25 schools in adopting personalized learning models
	C-7	Local technology systems, including enterprise-wide solutions and other tools, to support individualized instruction

Please Note this Tab has not been updated - David L 5.5.2011
NYCDOE Race to the Top
OVERVIEW OF ACTIVITIES IMPACTING SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

RTTT PROJECT NAME	DEDICATED ACTIVITIES IMPACTING SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS	PORTION OF ALLOCATION IMPACTING SPED/ELLS
Integrating and Implementing the Common Core State Standards (CCSS) (Data Systems to Support Instruction, Standards and Assessments)	Implement formative assessments aligned to the Common Core State Standards and designed to support instruction of English Language Learners. The assessment program will be implemented citywide by the 2013-14 school year. (Common Core - B4)	$2,000,000
Developing New Supports for Students with Disabilities and English Language Learners (ELLs) (Standards and Assessments, Data Systems to Support Instruction)	Response to Intervention (RTI) models that specifically address the academic and language developmental needs of Long-term English Language Learners. (ELLs) (SWDELLS - B3)	$29,803,231
	Development and expansion of diagnostic/formative tools to support ELLs with academic challenges, specifically Students with Interrupted Formal Education (SIFE) and Long-term ELLs. (SWDELLS - B4)	
	Facilitate capacity-building by placing 82 special education specialists in clusters and network. **These funds will be supplemented by $10 million in IDEA funds to ensure that each network has 4 special education specialists.** (SWDELLS - B1)	
	Development and implementation of a Formative Alternate Assessment program for New York State Alternate Assessment (NYSAA) students. (SWDELLS - B4)	
Strengthening Teacher and School Leader Effectiveness (Data Systems to Support Instruction, Great Teachers and Leaders)	Create alternative pathways for teacher preparation that recruit and retain the highest quality teachers in the areas of special education and ELLs. Costs targeting these groups include stipend, salary/benefits, tuition, and/or training/support. (Great Teachers and Leaders - D3)	$2,250,825
Expanding the Portfolio of High-Performing Schools (Turning Around Low-Performing Schools)	RTTT planning and implementation services provided by the Office of School Development, New School Network Development Manager, and Intermediaries will support students with disabilities and English Language Learners. (Portfolio - E1/E2)	$3,621,565
Supporting Innovation in Schools	Instructional tools and programs that leverage technology and personalized learning strategies that meet the individual needs of diverse student populations, particularly students with disabilities and English Language Learners. (Innovation - B8/C3)	$2,408,747

(Data Systems to Support Instruction, Standards and Assessments)	disabilities and English Language Learners. (Innovation - B8/C2)	$3,129,747

$40,805,368

TABLE 1: All Students

Student Outcome Measures	BASELINE 2009-10		ANNUAL PERFORMANCE TARGETS (percentage point gains)								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC
% Proficient or Advanced (3 or 4) on NYS 4th Grade ELA Assessment	56.7	45.6	2	2	2	2	3	3	2	3	9	10
% Proficient or Advanced (3 or 4) on NYS 4th Grade Math Assessment	63.8	58.4	1	1	2	2	2	2	1	2	6	7
% Proficient or Advanced (3 or 4) on NYS 8th Grade ELA Assessment	51.0	37.5	2	2	3	3	3	4	2	4	10	13
% Proficient or Advanced (3 or 4) on NYS 8th Grade Math Assessment	54.8	46.3	2	2	3	3	3	4	3	4	11	13

Source Note: All numbers are rounded. The 4th and 8th grade ELA and math assessment data are from the 2009-10 school year. Note: NYCDOE anticipates that the State will set the bar for reaching proficiency higher in the coming years.

TABLE 2: Gap Closing

Student Outcome Measures	BASELINE 2009-10		ANNUAL PERFORMANCE TARGETS (percentage point gains)								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC
NYS 4th Grade ELA Assessment												
Black or African-American students	36.7	34.8	2	2	3	3	4	4	4	5	13	14
Hispanic or Latino students	39.8	36.2	2	2	3	3	4	4	4	5	13	14
Students with Disabilities	18.7	15.9	1	1	3	3	3	3	3	4	10	11
English Language Learners	20.2	19.0	2	2	3	3	3	3	3	4	11	12
Economically Disadvantaged students	42.6	42.4	3	3	4	4	4	4	3	4	14	15
NYS 4th Grade Math Assessment												
Black or African-American students	45.3	45.4	2	2	3	3	3	3	2	3	10	11
Hispanic or Latino students	50.8	50.2	2	2	3	3	3	3	2	3	10	11
Students with Disabilities	29.4	29.8	1	1	2	2	3	3	2	3	8	9
English Language Learners	35.8	38.0	2	2	3	3	3	3	2	3	10	11
Economically Disadvantaged students	52.7	56.3	2	2	3	3	3	3	2	3	10	11
NYS 8th Grade ELA Assessment												
Black or African-American students	30.6	27.7	3	3	4	4	4	4	3	4	14	15
Hispanic or Latino students	33.2	29.2	3	3	4	4	4	4	4	5	15	16
Students with Disabilities	11.4	7.5	3	3	3	3	4	4	3	4	13	14
English Language Learners	3.6	13.4	4	4	4	4	5	5	4	5	17	18
Economically Disadvantaged students	35.3	35.0	3	3	3	3	4	4	3	4	13	14
NYS 8th Grade Math Assessment												
Black or African-American students	32.1	31.9	3	3	4	4	4	4	3	4	14	15
Hispanic or Latino students	38.5	37.2	3	3	3	3	4	4	3	4	13	14
Students with Disabilities	16.8	12.9	3	3	3	3	4	4	3	4	13	14
English Language Learners	24.3	26.4	3	3	4	4	4	4	3	4	14	15
Economically Disadvantaged students	41.3	45.0	3	3	3	3	4	4	3	4	13	14

TABLE 3: High School Performance

Student Outcome Measures	BASELINE 2008-09		ANNUAL PERFORMANCE TARGETS (percentage point gains)								TOTAL 4 YR GAINS	
			2010-11 (2007 cohort)		2011-12 (2008 cohort)		2012-13 (2009 cohort)		2013-14 (2010 cohort)			
	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC
% Students Scoring At or Above 75 on the English Language Arts Regents Exam*	56	51	5	5	2	2	3	3	3	4	13	14
% Students Scoring At or Above 80 on the Math Regents Exam*	42	30	6	6	3	3	4	4	4	5	17	18
Four-year cohort high school graduation rate	72	59	72	60	72	61	74	63	76	66	4	7

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.

*Note: NYCDOE anticipates that the State will increase the bar for reaching these metrics in the coming years. Additionally, growth will be slower during the initial phase-in of the Common Core standards/assessments but will increase in pace as they are fully implemented over the next several years.

TABLE 4: College Persistence

Student Outcome Measures	BASELINE		ANNUAL PERFORMANCE TARGETS (percentage point gains)								TOTAL 4 YR GAINS	
			2010-11		2011-12		2012-13		2013-14			
	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC	NYS	NYC
% High school graduates enrolled in a public New York State institution of higher education within 16 months of graduation (baseline: 2006-07)*	45	31*β	1	1	3	3	2	2	2	3	8	9
% Students returning in the fall who started a first-time, full-time program in New York State the year prior (baseline: 2007-08)*	72	74*	1	1	1	1	1	1	1	2	4	5

*College enrollment and persistence data for NYC includes full-time enrollment in both CUNY and SUNY schools within 16 months (enrolled between June 1, 2007 and Oct 31, 2008) of graduation for students who gradated as part of the 2006-07 cohort.

βThe baseline data here are only for students who enrolled in a *full-time* program at CUNY or SUNY within 16 months of graduation; were NYCDOE to include *all* enrollees at CUNY and SUNY (both part-time and full-time) the baseline would be 42%.

Rationale

At present, NYCDOE's average on the majority (21 out of 29) of these measures is lower than the State. Therefore, setting the majority of NYCDOE targets at the same level as the State for the first three years, followed by an increase larger than the State's proposed increase in the final year, represents an ambitious goal for improvement. An additional raw point gain in each category relative to the State comes in the fourth year, as NYCDOE anticipates that gains will be most accelerated once all systems for educational improvement are in place. The Common Core State Standards (CCSS) are in their first phases of implementation in NYC and will be fully implemented over the next several years, and it is anticipated that growth will occur at an accelerated rate once they are more firmly in place.

While in many categories the NYCDOE's proposed increase is only one more raw percentage point than the State is proposing, doing so will in many cases require the NYCDOE to increase its percent of students proficient in each category by a larger *degree* relative to its baseline compared to what the State would achieve if it meets its goal. This is best exemplified by examining NYC's 2010 4th grade test scores. At present, the percentage of 4th grade students proficient in ELA in NY State is 56.7%. NY State is proposing an increase of 9 percentage points over the next four years, representing a 15.9% increase relative to its current baseline. NYCDOE is proposing an increase of 10 percentage points for students in 4th grade ELA. However at present only 45.6% of NYC 4th graders are proficient in ELA. As NYCDOE currently has a lower baseline rate, a 10 point increase will represent a *21.9%* increase relative to its current baseline.

While in general this was the rationale for the majority of the target numbers, NYCDOE has opted to set even more rigorous goals for 8th grade test scores given the research linking these scores to post-secondary readiness outcomes. As 8th grade test scores are strongly predictive of Regents scores in high school (which are then related to post-secondary outcomes), NYCDOE's goal is not simply to outpace the State's targets by one percentage point, but rather to outpace the targets in the latter two years to ensure that a *minimum* of 50% of NYC 8th grade students are proficient in ELA and Math after four years. This metric is especially rigorous compared to NYC's current baseline, given that the bar for reaching proficiency will be set higher in the coming years.

As NYCDOE's plan to increase proficiency on 8th grade test scores is more rigorous than the State as a whole, so are its goals for the ultimate measure of post-secondary readiness: high school graduation rate. While the State has set a goal of remaining flat in this metric over the first two years followed by a slow incline in the latter two years, NYCDOE's goal is to show gains even in the first two years while then picking up the pace in the latter two years. It is important to note that in Table 4, while the numbers for the State include data for students enrolled in SUNY, NYC's college enrollment and persistence data include enrollment in both SUNY and CUNY schools. NYCDOE's enrollment rate includes those who attend either SUNY *or* CUNY. While outside of NYC, New York students tend to attend SUNY schools, within the city, students are more likely to attend CUNY schools. As NYCDOE's goal is to increase its college enrollment rate, it is best to examine both of these types of schools.

NYCDOE Race to the Top
Scope of Work
Common Core
Allowable Activity B-1

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
The **integration of the Common Core State Standards (CCSS) into schools' curriculum, pedagogy, and assessment** will be supported through network-based coaches and other resources to support curriculum alignment and performance task development. Common Core mentor school sites and expert design partners will work with teacher teams throughout each network, and artifacts will be shared through an online Common Core Library. NYCDOE will conduct a comprehensive evaluation of this work to identify effective practices to raise achievement for all students, including students with disabilities and ELLs.

Activity Code: B-1

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Support schools by allocating funding to networks to use with their schools for activities related to **preparing teachers for the transition to the CCSS**	1/1/2011	6/30/2014	Josh Thomases, Deputy Chief Academic Officer for Instruction; Alexandra Anormaliza, Executive Director, Office of Achievement Resources	$ 24,456,041.68
Recruit and **hire a full-time Achievement Coach for each network***	7/1/2011	6/30/2014	Josh Thomases, Deputy Chief Academic Officer for Instruction; Alexandra Anormaliza, Executive Director, Office of Achievement Resources	$ 22,166,457.50
Recruit and **hire expert Common Core design partners**	1/1/2011	6/30/2014	Josh Thomases, Deputy Chief Academic Officer for Instruction; Alexandra Anormaliza, Executive Director, Office of Achievement Resources	$ 20,653,523.38
Recruit and hire full-time project staff members to **coordinate and manage Common Core mentor schools and work with network teams and Common Core design partners**	7/1/2011	6/30/2014	Josh Thomases, Deputy Chief Academic Officer for Instruction; Alexandra Anormaliza, Executive Director, Office of Achievement Resources	$ 915,955.25
Evaluate success of Common Core capacity-building initiatives	7/1/2011	06/30/14	Jennifer Bell-Ellwanger, Executive Director, Research and Policy Support Group	$ 972,413.37

*Note: In order to fully fund a Common Core coach on each network team, NYCDOE will use a combination of grant, tax levy, & RTTT funds in FY12, and a combination of tax levy & RTTT funds in FY13 & FY14.

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 goals/standard that represents success on the metric)

Metric	Target
Percentage of all inquiry teams citywide that have integrated the CCSS into their work by end of Year 2 as measured by use of online site that tracks inquiry team work	50%
Number of schools selected to serve as mentor sites around CCSS and performance assessment implementation for other schools in the network by 9/30/11	50
Percentage of network Common Core coaches hired by 11/1/2011	95%

NYCDOE Race to the Top
Scope of Work
Common Core
Allowable Activity B-4

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
NYCDOE is working to **scale up a system of high-quality local assessments** in grades 3-11 to be used for teacher evaluation purposes and to implement a portfolio of Common Core-aligned no-stakes performance assessments to support and empower teachers and students in the transition from the current NYS standards and assessments to the CCSS and PARCC assessments. **These will include formative assessments aligned to the Common Core State Standards and designed to support instruction of English Language Learners.**

Activity Code: B-4

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Contract with vendors and work with design partners to **develop local and formative assessments aligned to the Common Core State Standards and designed to support instruction of English Language Learners**	1/1/2011	6/30/2014	Jessica Eadie, Executive Director of Assessment; Erin Walker, Director of Special Initiatives; Kirsten Busch, Executive Director of Teacher Effectiveness; Caleb Perkins, Director of Periodic Assessment; Lisa Goldschmidt, Associate Director of Periodic Assessment	$ 32,178,809.98
Hire team of assessment developers and managers to effectively lead design and implementation of the assessment development and implementation initiative	1/1/2011	6/30/2014	Jessica Eadie, Executive Director of Assessment; Jennifer Bell-Ellwanger, Executive Director, Research and Policy Support Group; David Price, Director of Data Management; Katie Smith, Chief Operating Officer; Martin Kurzweil, Executive Director of School Performance	$ 4,385,396.22

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 goals/standard that represents success on the metric)	
Metric	**Target**
Select vendor(s) to support scale up of local and formative assessments	2/28/2012
Percentage of eligible NYC students assessed through use of Common Core-aligned local assessments by the end of Year 2	33%

Percentage of eligible NYC students assessed through use of Common Core-aligned local assessments by the end of Year 3	75%

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
Transitioning to the CCSS requires that schools go through a curriculum alignment process to match learning plans to the new standards, integrating new core curriculum resources from both NYS and NYC. In support of this endeavor, NYCDOE will **build a curriculum mapping tool**, integrated into ARIS, that will give teachers the ability to electronically build and store Common Core-aligned curriculum maps and share that work with colleagues. This tool will include maps built in the Common Core pilots.

Activity Code: C-2

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Develop curriculum mapping application on technology platform	1/1/2011	6/30/2012	Anne LaTarte, Director, Instructional & Data Tools; Caleb Perkins, Director of Periodic Assessment; Alicia Harrington, Manager of Special Projects	$ 694,274.50
Complete discovery and planning around integrating curriculum mapping application with ARIS	07/01/11	06/30/12	Anne LaTarte, Director, Instructional & Data Tools; Caleb Perkins, Director of Periodic Assessment; Alicia Harrington, Manager of Special Projects	$ 1,000,825.00
Integrate curriculum mapping tool with ARIS, including associated development work	07/01/12	06/30/13	Anne LaTarte, Director, Instructional & Data Tools	$ 2,000,000.00

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 goals/standard that represents success on the metric)

Metric	**Target**
Complete business requirements document for curriculum mapping tool	3/1/2011
Launch curriculum mapping tool by end of Year 2	6/30/2012
Complete plan for integrating curriculum planning tool with instructional and data platform (ARIS)	12/31/2012
Percentage of schools that have been trained in aligning curriculum to the CCSS by the end of Year 2	90%

NYCDOE Race to the Top
Scope of Work
Common Core
Allowable Activity C-4

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
ARIS Local will **allow educators to record and analyze the results of school-based assessments alongside information currently stored in ARIS** like attendance and State/Regents exams. Teachers will be able to more deeply and frequently analyze student learning, develop instructional strategies, and monitor progress. NYCDOE will leverage a platform to accommodate data from reading assessments and develop other local data applications that will eventually be integrated into ARIS.

Activity Code: C-4

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Purchase expanded license for platform in order to **expand ARIS Local citywide**	7/1/2011	6/30/2014	Anne LaTarte, Director, Instructional & Data Tools; Amrit Singh, Product Development Director; Doug Knecht, Executive Director, Academic Quality; Sandeep Chellani, Executive Director of Product Development; Lisa Goldschmidt, Associate Director, Periodic Assessment	$ 3,116,517.01
Develop local data applications to **make the ARIS Local user-experience more comprehensive** (2 applications in 2011-2012, 1 in 2012-2013, and 1 in 2013-2014)	7/1/2011	6/30/2014	Anne LaTarte, Director, Instructional & Data Tools; Amrit Singh, Director of Product Development; Doug Knecht, Executive Director, Academic Quality; Sandeep Chellani, Executive Director of Product Development; Lisa Goldschmidt, Associate Director, Periodic Assessment	$ 1,194,001.73
Integrate data from local applications into ARIS so educators can view relevant student achievement information in one place	7/1/2011	6/30/2014	Anne LaTarte, Director, Instructional & Data Tools; Amrit Singh, Director of Product Development; Doug Knecht, Executive Director, Academic Quality; Sandeep Chellani, Executive Director of Product Development; Lisa Goldschmidt, Associate Director, Periodic Assessment	$ 234,589.78
Develop **system to store and report on ARIS Local usage analytics**	1/1/2011	6/30/2011	Anne LaTarte, Director, Instructional & Data Tools; Adrian Kulpa, Deputy Director of Data Management	$ 300,825.00
Hire analyst to support **project management**, beginning in Year 2	7/1/2011	6/30/2014	Anne LaTarte, Director, Instructional & Data Tools	$ 296,847.00

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 goals/standard that represents success on the metric)	
Metric	**Target**
Number of schools using trial application by the end of Year 1	100
Number of applications developed by the end of Year 2	2
Number of applications developed by the end of Year 4	4
Percentage of educators using instructional and data applications on the platform by the end of Year 2	35%
Percentage of educators using instructional and data applications on the platform by the end of Year 3	60%

NYCDOE Race to the Top
Scope of Work
Common Core
Allowable Activity C-7

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
Over the next four school years, NYCDOE will **pilot and scale up systems and processes to enable online capturing of student assessment work and online scoring of open-ended questions**. This project is designed to support current and anticipated assessment needs, including State exams, local assessments and formative assessments; and inform functionality and technology requirements in preparation for implementation of the PARCC Common Core-aligned assessments.

Activity Code: C-7

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Develop and license assessment platform and pilot with schools in NYCDOE's teacher effectiveness pilot -- a pilot in 20 schools for the new system to develop and evaluate teachers based on effectiveness that will be scaled up	7/1/2011	6/30/2012	Jessica Eadie, Executive Director of Assessment; Erin Walker, Director of Special Initiatives; Kirsten Busch, Executive Director of Teacher Effectiveness; Niket Mull, Director of Summative Assessment; Caleb Perkins, Director of Periodic Assessment	$ 10,392,568.76
Hire staff to effectively lead design and implementation of the assessment platform initiative	1/1/2011	6/30/2014	Jessica Eadie, Executive Director of Assessment; David Price, Director of Data Management; Katie Smith, Chief Operating Officer; Jennifer Bell-Ellwanger, Executive Director, Research and Policy Support Group	$ 1,474,868.89

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 goals/standard that represents success on the metric)

Metric	**Target**
Select vendor(s) for local and/or formative assessment distributed scoring pilot	9/30/2011
Complete pilot of local and/or formative assessment distributed scoring pilot	6/30/2012
Complete pilot of summative state test scoring	6/30/2013
Percentage improvement in summative state test scoring efficiencies per exam scored through online distributed scoring functionality	20%

NYCDOE Race to the Top
Scope of Work
Supports for Students with Disabilities and ELLs
Allowable Activity B-3

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
For **Long-term ELLs** (defined as students who have received at least six years of ESL service and have not reached proficiency on the NYSESLAT), there is a critical need to develop **Response to Intervention (RTI) models that specifically address their academic and language developmental needs** Working with leading researchers in this area, NYCDOE will identify promising interventions to pilot and closely evaluate in selected schools with high Long-term ELL populations. The pilot will inform rollout strategies citywide.

Activity Code: B-3

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Identify interventions that target the academic literacy needs of long-term ELLs by collaborating with researchers with expertise in aligning the RTI model to targeted interventions for Long-term ELLs	9/1/2011	6/30/2013	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners	$ 450,000.00
Launch pilot to study implementation of selected interventions with schools that have high Long-term ELL populations	9/1/2011	6/30/2013	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners; Saskia Levy Thompson, CEO Office of School Support	$ 500,000.00
Complete pilot evaluation and share best practices and recommendations for scale up with ELL specialists citywide	7/1/2012	9/1/2013	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners; Jennifer Bell-Ellwanger, Executive Director, Research and Policy Support Group	$ 2,480,850.51

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 goals/standard that represents success on the metric)	
Metric	**Target**
Number of schools participating in RTI pilot by end of Year 2	20
Percentage of Long-term ELLs in pilot schools using one of the identified interventions by end Year 3	90%
Percentage gain of ELLs attaining proficiency on the NYSESLAT in less than seven years by the end of Year 4	10%

NYCDOE Race to the Top
Scope of Work
Supports for Students with Disabilities and ELLs
Allowable Activity B-4

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
Develop and expand diagnostic and formative tools for supporting ELLs with the greatest academic challenges, specifically Students with Interrupted Formal Education (SIFE) and Long-term ELLs. The Academic Language and Literacy Diagnostic (ALLD), used to identify SIFE and measure how far they are below grade level compared to their peers when assessed in their native language, is currently available only in English and Spanish. NYCDOE will expand this assessment tool to other languages so that educators can better understand the literacy and math skills of their SIFE populations. In addition, NYCDOE will develop a rigorous literacy assessment to identify the academic needs of Long-term ELLs in order to provide targeted instruction to accelerate their achievement.

Activity Code: B-4

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action

Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Work with leading experts in the area of SIFE and Long-term ELL academic supports, **research and develop the ALLD diagnostic tool in two additional languages** (e.g. Haitian-Creole) and a **diagnostic literacy assessment for Long-term ELLs**	1/1/2011	6/1/2012	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners; Jessica Eadie, Executive Director of Assessment	$ 550,825.00
Pilot ALLD diagnostic tools in new languages in schools with high SIFE populations in the targeted languages to inform citywide implementation plan; **pilot diagnostic literacy assessment for Long-term ELLs** in high-needs schools	1/1/2012	6/30/2013	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners; Jessica Eadie, Executive Director of Assessment	$ 633,883.00
Conduct citywide rollout of new ALLD diagnostic tools and new diagnostic literacy assessment for Long-term ELLs by providing **targeted support to SIFE and ELL specialists citywide**	8/1/2013	6/30/2014	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Angelica Infante, Executive Director of the Office of English Language Learners; Jessica Eadie, Executive Director of Assessment	$ 317,100.45

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 goals/standard that represents success on the metric)

Metric	**Target**
Percentage of schools with more than 10 identified SIFE by end of Year 2	80%
Percentage of new SIFE who speak targeted languages using new AALD diagnostic tool by end of Year 4	80%

NYCDOE Race to the Top
Scope of Work
Supports for Students with Disabilities and ELLs
Allowable Activity B-1

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
To strengthen and further embed the comprehensive special education instructional reforms launched in SY10-11, networks will be positioned to provide high-tech special education support services to schools. **Sixty-six special education instructional and data experts (6 Senior Instructional Facilitators and 60 Special Education Achievement Coaches) in clusters and networks will facilitate capacity-building** in each of the following priority areas: Individualized Education Program (IEP) development, proficiency with the new NYS IEP, proficiency with the SESIS application, and flexible instructional planning that meets the needs of all students. **Race to the Top and $10 million in complementary investments will double the number of network staff directly supporting students with disabilities from 2 to 4 people.**

Activity Code: B-1

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Plan and provide **professional development via a one-week training module to be conducted in the summer of 2011** to support proficiency with SESIS, as well as **ongoing support for special education experts deployed in the clusters and networks**	2/15/2011	6/30/2012	Laura Rodriguez, Deputy Chancellor; Saskia Thompson, CEO Office of School Support	$ 1,000,825.00
During the spring of 2011 hire network-based **special education instructional and data experts to lead capacity-building support** for special education management in schools	7/1/2011	6/30/2014	Laura Rodriguez, Deputy Chancellor; Saskia Thompson, CEO Office of School Support	$ 22,838,978.37

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 goals/standard that represents success on the metric)	
Metric	**Target**
Percentage of schools with at least one SESIS liaison trained by June 2011	100%
Minimum percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline) (SPP Indicator 11)	70%
Minimum percentage of youth aged 15 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP Indicator 13)	80%
Minimum percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP Indicator 8)	85%
Minimum percentage of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day (SPP Indicator 5a)	53%
Maximum percentage of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day (SPP Indicator 5b)	30%
Maximum percentage of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements (SPP Indicator 5c)	10%
Percentage of special education teacher experts hired to support SESIS and special education capacity building by end of year 2	100%
Percentage of newly hired special education experts who will be trained in SESIS and the new NY State IEP by end of year 2	100%
Percentage of cluster/network specialists who are satisfied with SESIS training in preparing them to implement the new NY State IEP	100%

NYCDOE Race to the Top
Scope of Work
Supports for Students with Disabilities and ELLs
Allowable Activity B-4

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
Develop and implement a Formative Alternate Assessment program for NYSAA students. The assessment will be rolled out over a three year span. The development and design of this assessment program will include: alignment to CCSS and NYS Learning Standards and data elements to align with the IEP process. The assessments will provide metrics to measure student progress and achievement and inform instruction and academic intervention strategies.

Activity Code: B-4

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	**Finish**		
Contract with vendor to **pilot and roll out formative assessment program to support student achievement of students with disabilities citywide**. Program will include providing assessment materials to support assessment administration and reporting and professional development support for teachers and instructional leaders.	7/1/2011	6/30/2014	Laura Rodriguez, Deputy Chancellor for Students with Disabilities and ELLs; Jessica Eadie, Executive Director of Assessment	$ 4,464,164.80

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 goals/standard that represents success on the metric)	
Metric	**Target**
Select formative assessment program for pilot	3/31/2012
SPP Indicator 3: Participation and Performance on Statewide Assessments	
Minimum percentage for participation and performance of students with disabilities on statewide assessments for grades 3-8 in ELA; target to be met annually	95%
Minimum percentage for participation and performance of students with disabilities on statewide assessments for grades 3-8 in math; target to be met annually	95%
Minimum percentage for participation and performance of students with disabilities on statewide assessments for HS ELA; target to be met annually	93%
Minimum percentage for participation and performance of students with disabilities on statewide assessments for HS math; target to be met annually	95%
Minimum percentage of proficiency rate for students with IEPs against grade level standards and alternate achievement standards for grades 3-8 in ELA; target to be met annually	4.0%
Minimum percentage of proficiency rate for students with IEPs against grade level standards and alternate achievement standards for grades 3-8 in math; target to be met annually	3.9%
Minimum percentage of proficiency rate for students with IEPs against grade level standards and alternate achievement standards for HS ELA; target to be met annually	3.7%
Minimum percentage of proficiency rate for students with IEPs against grade level standards and alternate achievement standards for HS math; target to be met annually	3.4%

NYCDOE Race to the Top
Scope of Work
Strengthening Teacher and School Leader Effectiveness
Allowable Activity C-4

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
The **performance management (PM) data system** will be a critical component of a comprehensive human capital management system, providing solutions to facilitate the evaluation and PM of teachers and principals. The PM data system will provide advanced data analytics capacities that support strategic decisions about talent management in schools. The system will automate business processes associated with PM and provide a mechanism to record associated information. Data, analysis, and processing by this system will enable a system-wide PM plan that will improve teacher quality and student outcomes.

Activity Code: C-4

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action

Action	Timeframes		Key Personnel	Budget Total
	Start	Finish		
Conduct **detailed requirements gathering** with key stakeholders including user and market research to better understands needs; costs include business analyst consultants for market research and product prototyping	11/1/2010	6/30/2011	Amrit Singh, Deputy Executive Director of Product Development	$ 284,928.55
Perform an **assessment of current systems, gaps and data challenges to develop a comprehensive technology plan for program**, including identifying the necessary bridges to student achievement data; costs include consulting services for a solutions architect, technical writer and technical project manager	11/1/2010	6/30/2011	Jack Roughley, Deputy Director, HR Systems	$ 351,083.87
Develop additional **organization capacity to oversee project/program management activities** and ongoing operational support; costs include FTEs in Product Development, DIIT, HR, and for the help desk team for the full term of the program	7/1/2011	9/1/2014	Amrit Singh, Deputy Executive Director of Product Development	$ 1,780,104.46
Build on current infrastructure by **enhancing existing HR systems;** costs include consulting services for a solutions architect, software developers, QA engineers, software licensing and hardware purchases	7/1/2011	6/30/2012	Gary Barton, Executive Director Human Resources	$ 1,250,825.00
Lead procurement and associated product development activities for required capacities and functionality. The costs include the software licensing, configuration, and professional services for a vendor solution for a three year period of the program	7/1/2011	9/1/2014	Amrit Singh, Deputy Executive Director of Product Development	$ 2,427,759.45
Spearhead internal enterprise technology platform development associated with the program. Costs will include consulting services for software engineers, software licensing and hardware purchasing costs	7/1/2011	9/1/2013	Jack Roughley, Deputy Director, HR Systems	$ 850,155.00
Orchestrate phased system implementation, coordination of required training and user suppor; costs include professional services for user training, support training, and administrator training	9/1/2011	9/1/2013	Katherine Nesmith, Director of Product Development	$ 492,707.39

| Provide ongoing **system enhancements and support;** costs include maintenance costs associated with all software and hardware purchases | 9/1/2013 | 9/1/2014 | Katherine Nesmith, Director of Product Development | $ | 479,705.98 |

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 goals/standard that represents success on the metric)

Metric	Target
Launch of pilot system	9/1/2011
Percentage of networks with access to the performance management system by the end of Year 3	70%
Percentage of users who report satisfaction of system to support their performance management needs at end of each year	80%
Percentage of networks that adopt system at the end of Year 4	100%

NYCDOE Race to the Top
Scope of Work
Strengthening Teacher and School Leader Effectiveness
Allowable Activity C-5

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
As part of the new vision for creating a five-person integrated instructional teams at the network level, we will be hiring 60 Talent Managers / Achievement Coaches. Five pilot networks will each receive a Talent Manager. Talent Managers will provide on-the-ground support to promote talent management policy and behavioral change in schools. Key responsibilities include building network and school capacity to implement and sustain performance management in their schools in accordance with Education Law 3012-c. The remaining 55 networks each receive one coach. This role will be modified to become more generalist Achievement Coaches (while maintaining a focus on teacher effectiveness /evaluation).

Activity Code: C-5

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Hire network-based Talent Managers and Achievement Coaches	7/1/2011	6/30/2012	Florrie Chapin, Executive Director, Talent Management Strategy; Saskia Thompson, CEO Office of School Support	27,916,907.52
Train and develop Talent Managers to execute performance management strategy across schools with diverse needs	1/1/2011	6/30/2013	Florrie Chapin, Executive Director, Talent Management Strategy; Saskia Thompson, CEO Office of School Support	254,312.45
Provide funding for networks to **design and deploy trainings to build capacity on their network team** and in their schools. Trainings will support improved school-based performance management decisions informed by data	7/1/2011	6/30/2014	Florrie Chapin, Executive Director, Talent Management Strategy; Saskia Thompson, CEO Office of School Support	-

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

Metric	Target
Number of Talent Manager and Achievement Coach hires by end of Year 2	60
Percentage of Talent Managers at the end of Year 2 who have completed training on	100%

NYCDOE Race to the Top
Scope of Work
Strenghtening Teacher and School Leader Effectiveness
Allowable Activity C-6

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
In Year 1, **central staff and consultants will develop the policies and capacities needed to ready the system for implementing Education Law 3012-c.** These policies and capacities will increase the effectiveness of educators by driving decisions around the evaluation and development of teachers and principals using data on student and teacher performance. Consultants will work with NYCDOE to ensure the system-wide human capital strategy is comprehensive, high-impact, and integrated and that resources are used in the most effective way possible.

Activity Code: C-6

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Hire **system-wide team to support network-based talent management**: Directors of Strategy, Strategy Managers, Talent Analysts, Operations Analysts	1/1/2011	6/30/2014	Larry Becker, CEO Human Resources & Talent	$ 3,344,370.78
Hire consultants to assist with the **development of NYCDOE's talent management strategy**	11/1/2010	6/30/2011	Florrie Chapin, Executive Director, Talent Strategy	$ 345,272.47

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 goals/standard that represents success on the metric)	
Metric	**Target**
Successfully hire consultants	1/15/2011
Successfully hire central staff team	3/1/2011
Production of performance management deliverables (design of performance management strategy and production of policies, systems, and capacities that comprise the strategy)	12/15/2011

NYCDOE Race to the Top
Scope of Work
Strengthening Teacher and School Leader Effectiveness
Allowable Activity C-6

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):				
Professional development on teacher evaluation and performance management for school-based and network staff will enable schools to grow strong instructional teams by training school leaders, teachers, and administrators to understand each teacher's current level of performance and provide appropriate and differentiated development to support and increase teacher effectiveness. **Validate the measures in the teacher evaluation system** and evaluate the model to determine how to refine both model design and implementation.				

Activity Code: C-6

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Hire Teacher Effectiveness staff and consultants to **support the design and rollout of professional development and related supports for teacher evaluation** (Directors of evaluation/design; operations team; Talent Coaches; Competency Experts)	7/1/2011	6/30/2014	Kirsten Busch Johnson, Executive Director, Teacher Effectiveness	$ 10,071,909.40
Provide **professional development sessions for Network and school staff** (2 per school, 10 per network); costs include per session and meeting materials for 5 full days of training for all networks participating in the teacher evaluation rollout	7/1/2011	6/30/2014	Jessica Eadie, Executive Director of Assessment; Kirsten Busch Johnson, Executive Director, Teacher Effectiveness; Saskia Levy Thompson, CEO Office of School Support	$ 4,226,706.53
Purchase **equipment to support school-based evaluations** and teacher development (e.g. camcorders to videotape teacher practice)	7/1/2011	6/30/2014	Kirsten Busch Johnson, Executive Director, Teacher Effectiveness; Saskia Levy Thompson, CEO Office of School Support	$ 359,301.76
Produce **administrator and teacher manuals for Networks and schools implementing the teacher evaluation system**, presentation materials that explain the evaluation model, processes and performance management system. Coordinate and conduct **ongoing feedback group meetings** and create surveys for school leaders, administrators and teachers	7/1/2011	6/30/2014	Jessica Eadie, Executive Director of Assessment; Kirsten Busch Johnson, Executive Director, Teacher Effectiveness; Saskia Levy Thompson, CEO Office of School Support	$ 1,042,943.04

Secure professional services to contract with **third party evaluators (e.g. RAND) to validate the criteria and measures used in the pilot** including assessment of teacher practice; measures of student learning; teacher value-added and school-defined measures	7/1/2011	6/30/2012	Kirsten Busch Johnson, Executive Director, Teacher Effectiveness; Jennifer Bell-Ellwanger, Executive Director of Research and Policy Support Group	$	500,825.00
Hire consultants to **monitor and review data collected from the pilot schools**, conduct third party observations, provide report and analysis of pilot's impact on an annual basis	7/1/2011	6/30/2013	Kirsten Busch Johnson, Executive Director, Teacher Effectiveness; Jennifer Bell-Ellwanger, Executive Director of Research and Policy Support Group	$	479,705.98

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 goals/standard that represents success on the metric)

Metric	Target
Percentage of schools and networks that have access to online and in-person PD for implementing the new teacher evaluation system by January of Year 4	100%
Percentage response rate on surveys of teachers and administrators on their perceptions of new teacher evaluation system at end of each year	80%
Percentage of schools implementing the new teacher evaluation system that have access to hardcopy manuals and other training materials by the end of Year 4	100%
Establish a process for third-party validation of the rubrics used in teacher evaluation process	10/1/2011
Complete validation of widespread random samples of rubrics and consistency of completed observation forms by a third-party evaluator	6/30/2013

NYCDOE Race to the Top
Scope of Work
Strengthening Teacher and School Leader Effectiveness
Allowable Activity D-3

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
Alternative pathways for teacher preparation at the school and network-level will support the development of career-ladder programs based on teacher effectiveness by creating opportunities for highly effective teachers to mentor, coach, or provide professional development to student or new teachers. **These pathways will target high-needs areas, such as special education and ELLs, to meet the diverse needs of NYCDOE's student population.**

Activity Code: D-3

Actions: Steps LEAs 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 the implementation	Budget total: Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	**Finish**		
Develop and implement **new innovative pathways to recruit and retain the highest quality teachers in high-need, high-impact areas such as special education and ELLs**; costs include stipend, salary/benefits, tuition, and/or training/support	7/1/2011	8/31/2013	Vicki Bernstein. Executive Director, Teacher Recruitment and Quality; Laura Rodriguez, Deputy Chancellor for Students with Disabilities and English Language Learners	$ 2,357,231.82
Develop and implement **additional innovative pathways** with partner networks/schools and organizations building on high-need, high-impact areas not addressed during initial implementation; costs include stipend, salary/benefits, tuition, and/or training/support	7/1/2013	8/31/2014	Vicki Bernstein. Executive Director, Teacher Recruitment and Quality; Laura Rodriguez, Deputy Chancellor for Students with Disabilities and English Language Learners	$ 750,825.00

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 goals/standard that represents success on the metric)	
Metric	**Target**
Number of new pathway programs launched by end of Year 2	2
Number of new pathway programs launched by end of Year 3	4 (total)
Percentage of preparation pathway graduates hired into teaching roles by program completion	100%

NYCDOE Race to the Top
Scope of Work
Expanding the Portfolio of High-Performing Schools
Allowable Activity E-2

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):				
To successfully implement intervention models, new school leaders need **dedicated time and resources to develop strategic plans for raising student achievement in chronically low-performing schools**. To prepare leaders for the challenges of opening new schools, NYCDOE will provide release-time funding and professional development to support strategic planning, during which school leaders will be trained by either mentor school principals or exemplary intermediaries. New school leaders will come from leadership pipelines at NYCDOE's most successful schools as part of the innovative "mentor school model". In the "intermediary model," exemplary education management organizations will be partnered with new schools to provide planning support.				
Activity Code: Allowable Activity E-2				
Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Provide **half-year release time funding for 15 new school leaders** to spend one semester researching effective school models, attending professional development, and leadership trainings. New leaders will participate in a training institute specifically designed to introduce best practices into the new school models in the areas of curriculum design, culture and climate, and working with students with disabilities and ELLs.	1/1/2011	6/30/2013	Alex Shub, Executive Director, Office of School Development	$ 1,073,123.15
Support the leadership pipeline for new schools by enabling the highest-performing principals in New York City to mentor rising principals. Funding will produce 10 new school leaders over the next two years.	7/1/2011	6/30/2013	Alex Shub, Executive Director, Office of School Development	$ 3,191,751.73
Provide **full-year release time funding for 15 new school leaders** to spend one year "in residency" researching effective school models, attending professional development seminars, and leadership training. **New leaders will participate in a training institute specifically designed to introduce best practices into the new school models, in the areas of curriculum design, culture and climate, and working with students with disabilities and ELLs effectively.**	7/1/2011	6/30/2013	Alex Shub, Executive Director, Office of School Development	$ 2,146,246.30
Provide **planning funds for** 60 **new schools** to enable important new school preparation activities, including: School Design Research and Development, Parent/Community Engagement, Student Recruitment, Staff Recruitment, Visual Branding/Culture Building, New Teacher Induction	1/1/2011	6/30/2013	Alex Shub, Executive Director, Office of School Development	$ 1,239,600.00

Provide **funding for intermediaries to provide planning services** to selected new school leaders: 1. Provide comprehensive support to school leadership and other partners, as needed, to conduct school data and needs analyses and develop long-term strategic school improvement plan based on improvement model 2. Support school in defining its school improvement concept, including overall vision, mission, culture, and community engagement model 3. Develop curriculum that aligns with CCSS, is engaging and challenges students, prepares students for success at the next level of their education, including post-secondary success and **includes plans for success for ELLs, students with disabilities, and students performing in the bottom third of the class** 4. Develop budget and conduct regular budgetary review for the school to build out the necessary infrastructure to implement the given improvement model in a timely manner and plan toward sustainable implementation beyond initial year 5. Develop leadership, governance, management, and staffing models, with support for	1/1/2011	6/30/2013	Alex Shub, Executive Director, Office of School Development	$ 1,000,825.00

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 goals/standard that represents success on the metric)

Metric	Target
Percentage of new schools that will outperform their peer and citywide horizon on the "survey" metric in NYC Progress Report at the end of the new school's first year open	67%
Percentage of new schools that will outperform their peer and citywide horizon on the "attendance" metric in NYC Progress Report at the new school's first year open	67%
For middle schools only, percentage of new schools that will outperform their peer and citywide horizon on the "median growth percentile in ELA" metric in NYC Progress Report at the end of the new school's first year open	67%
For middle schools only, percentage of new schools that will outperform their peer and citywide horizon on the "median growth percentile in math" metric in NYC Progress Report at the end of new school's first year open	67%
For high schools only, percentage of new schools that will outperform their peer and citywide horizon on the "% of students earning 10+ credits in 1st year" metric in NYC Progress Report at the end of new school's first year open	67%
For high schools only, percentage of new schools that will outperform their peer and citywide horizon on the "% of students in lowest third earning 10+ credits in 1st year" metric in NYC Progress Report at the end of the new school's first year open	67%

NYCDOE Race to the Top
Scope of Work
Expanding the Portfolio of High-Performing Schools
Allowable Activity E-1

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
By implementing one of four intervention models in chronically low-performing schools, NYC can dramatically increase student achievement. Schools under Transformation and Turnaround-Redesign can adopt strong instructional models to improve outcomes. Schools in phase-out will be replaced with new schools that better meet student needs. In the "mentor school model," ongoing support is provided by the mentor principal and dedicated network staff. In NYC's "intermediary model," exemplary education management organizations will be partnered with new schools to provide ongoing, embedded implementation support.

Activity Code: Allowable Activity E-1

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Provide supplemental funding for new schools to implement their intervention model (over 3 years). Schools will have flexibility to allocate these funds to support their school-specific turnaround plans. Potential actions include: 1. Augment headcount (e.g.: Teacher Per Session, Social workers, etc.) for implementation support 2. Develop school leader and teacher effectiveness (e.g.: leadership training, staff professional development) 3. Improve curriculum and data-driven instruction (e.g.: purchase new instructional content and assessments, support inquiry) 4. Engage external organizations to support implementation of school improvement initiatives	7/1/2011	6/30/2014	Alex Shub, Executive Director, Office of School Development; John Alford, Director of Turnaround	$ 3,393,862.30
Support implementation of turnaround phase-out model consistent with with the requirements of the New York State School Improvement Grant.	7/1/2011	6/30/2014	Alex Shub, Executive Director, Office of School Development; John Alford, Director of Turnaround	$ 1,836,071.06

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 goals/standard that represents success on the metric)	
Metric	**Target**
Restructuring Elementary School sites:	
Percentage point gain in number of students who are Proficient or Advanced in NYS 4th Grade ELA by 2013-2014	9 percentage point gain over 2009-2010 baseline
Percentage point gain number of students who are Proficient or Advanced in NYS 4th Grade Math by 2013-2014	6 percentage point gain over 2009-2010 baseline
Restructuring Middle School sites:	
Percentage point gain in number of students who are Proficient or Advanced in NYS 8th Grade ELA by 2013-2014	10 percentage point gain over 2009-2010 baseline
Percentage point gain in number of students who are Proficient or Advanced in NYS 8th Grade Math by 2013-2014	11 percentage point gain over 2009-2010 baseline
Restructuring High School sites:	
Percentage point gain of students scoring at or above 75 on the ELA Regents by 2013-2014	13 percentage point gain over 2009-2010 baseline
Percentage point gain of students scoring at or above 80 on the Math Regents by 2013-2014	17 percentage point gain over 2009-2010 baseline

NYCDOE Race to the Top
Scope of Work
Supporting Innovation in Schools
Allowable Activity B-8

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
NYCDOE will ensure that all students, including students with disabilities and ELLs, are better prepared for college and careers by transforming school operations through technologies that support student learning. iLearn, a plan to **bring online learning and blended models to 125 schools**, can transform how schools use technology to improve student achievement. Coursework that engages multiple learning modalities is a key factor in student success. NYCDOE staff will develop and implement training for educators, with additional support from consultants, to provide opportunities for schools to learn how to use technology as a strategic instructional tool.

Activity Code: B-8				
Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Hire and support network-level online learning directors, supervisors of online learning instructors, curriculum developers and instructors to provide online/blended model courses to 125 schools in 2011-2012.	1/1/2011	6/30/2013	Andrea Kirsner, Executive Director of iLearnNYC; Meg Scheding, Product Development Director; Hal Friedlander, Chief Architect, DIIT; Tom Kambouras, Senior Director, DIIT	$ 4,981,644.23
Train and develop teachers in innovative teaching practices, including online learning tools in all 125 schools through per session and per diem	1/1/2011	6/30/2014	Andrea Kirsner, Executive Director of iLearnNYC; Meg Scheding, Product Development Director; Hal Friedlander, Chief Architect, DIIT; Tom Kambouras, Senior Director, DIIT	$ 1,515,469.97
Hire curriculum development consultants to create online courses for 125 schools	1/1/2011	6/30/2014	Andrea Kirsner, Executive Director of iLearnNYC	$ 2,231,355.98

Performance Measure: the evidence the LEA will use to determine whether it is making progress with implementation and/or is successful in	
Metric	**Target**
Number of online courses available with new platform by September Year 2	50
Number of schools that have teachers participate in trainings for online learning tools by Year 4	125
Number of credit recovery, AP, and core curriculum course enrollments in participating schools by end of Year 2	24,900 total enrollments in 125 schools

NYCDOE Race to the Top
Scope of Work
Supporting Innovation in Schools
Allowable Activity C-2

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):
NYCDOE will ensure that students are better prepared for college and careers by transforming schools in novel ways that make true learning personalization possible. Innovation 2.0 is NYCDOE's initiative to **support 5 networks and 25 schools in adopting personalized learning programs** through a creative process to develop models that leverage technology and apply time and staff in flexible ways. Professional development and training for school staff to implement innovative learning strategies will be delivered through networks and outside partners. Best practices will be documented, evaluated, and rolled out to other schools in the district. **Instructional tools and programs that leverage technology and personalized learning strategies can better meet the individual needs of diverse student populations, particularly students with disabilities and English Language Learners.**

Activity Code: C-2

Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action

Action	Timeframes		Key Personnel	Budget Total
	Start	Finish		
Hire and support Office of Innovation Executive team to spearhead the use of innovative school models that use key components of personalized instruction: 1) A "mastery" approach to planning, instruction, and assessment that grants credit based on demonstrated competence, 2) Flexible use of time and staff; 3) Technology that supports a flexible, mastery-based approach to learning	11/1/2010	6/30/2014	Arthur VanderVeen, CEO, Office of Innovation	$ 2,922,681.58
Hire and support central innovation staff and Network Innovation Managers to identify and provide support and capacity-building to 5 networks and 25 schools to develop personalized mastery learning models	11/1/2010	6/30/2014	Arthur VanderVeen, CEO, Office of Innovation	$ 4,993,470.27
Support **capacity building work at network level to develop personalized mastery learning models** through per session, per diem, professional development vendors for 5 networks and 25 schools.	1/11/2011	6/30/2014	Arthur VanderVeen, CEO, Office of Innovation; Saskia Levy Thompson, CEO Office of School Support	$ 1,431,541.15

Contract, support, and manage external innovation partners to assist schools in implementing personalized mastery learning models, including one model partner and 4 component partners per network. Model partners assist schools in developing or adopting personalized school models and component partners offer particular technological or organizational components for schools to adopt as part of those models.	7/1/2011	6/30/2013	Arthur VanderVeen, CEO, Office of Innovation; Saskia Levy Thompson, CEO Office of School Support	
				$ 1,109,184.62

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 goals/standard that represents success on the metric)

Metric	Target
Number of schools that have adopted key components of personalized instructional models by the end of Year 2	25
Percentage of participating high schools that improve credit accumulation in core courses above the citywide average by the end of Year 4	60%

NYCDOE Race to the Top
Scope of Work
Supporting Innovation in Schools
Allowable Activity C-7

Briefly Explain how this activity will contribute to your Student Outcome Goals (limit 500 characters):				
The NYCDOE will ensure that students are better prepared for college and careers by transforming schools through the use of new technologies that make true personalization possible and advance student progress toward real-world definitions of mastery. **Local technology systems, including enterprise-wide solutions and other tools, will support individualized instruction** by serving as channels for schools to comprehensively manage and customize the delivery of online content for individual students, including ELLs and students with disabilities.				
Activity Code: C7				
Actions: Steps LEAs 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 the implementation	**Budget total:** Estimated total of RTTT funds that will be used to implement the Action
Action	**Timeframes**		**Key Personnel**	**Budget Total**
	Start	Finish		
Hire iLearnNYC consultants and technicians to **support the development and maintenance of an online learning platform to support personalized mastery learning strategies**	11/1/2010	6/30/2014	Sandeep Chellani, Executive Director of Product Development; Hal Friedlander, Chief Architect; Tom Kambouras, Senior Director DIIT; Andrea Kirsner, Executive Director of iLearnNYC	$ 1,699,969.69
Identify and **pilot a suite of Innovation 2.0 personalized mastery learning tools** that track student mastery of learning progressions, support flexible scheduling, provide e-portfolios, and support online performance assessments in 15-20 schools	11/1/2010	6/30/2011	Sandeep Chellani, Executive Director of Product Development; Hal Friedlander, Chief Architect; Tom Kambouras, Senior Director DIIT	$ 942,773.07
Hire Innovation 2.0 consultants to **build out enterprise-wide solutions for a personalized learning system** based on lessons learned from pilot of mastery learning tools in 2011-2012. Enterprise solution will serve at least 125 schools and be made available to other DOE schools not in pilot	9/1/2011	8/30/2012	Sandeep Chellani, Executive Director of Product Development; Hal Friedlander, Chief Architect; Tom Kambouras, Senior Director DIIT	$ 602,169.00
Bring on consultants to **provide enhancements and technical support to Innovation 2.0 mastery learning tools**	9/1/2012	8/30/2014	Sandeep Chellani, Executive Director of Product Development; Hal Friedlander, Chief Architect; Tom Kambouras, Senior Director DIIT	$ 580,252.35

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 goals/standard that represents success on the metric)

Metric	Target
Number of schools in the pilot of Innovation 2.0 personalized mastery learning tools by September of Year 2	40
Number of schools in which enterprise-wide tools are available by September of Year 3	125