
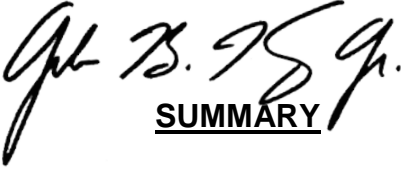




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Updates from the Office of Accountability and the Office of School Innovation

DATE: October 3, 2012

AUTHORIZATION(S): 
SUMMARY

Issue for Discussion

This item provides the Board of Regents with an update on the joint actions and ongoing strategies of the Office of Accountability and Office of School Innovation for turning around the State's lowest achieving districts and schools. This item updates the information on School Turnaround provided to the Board in March of 2012. The Department has made progress in implementing anchor elements of the State's Race to the Top application, including transitioning to the Common Core State Standards; launching evaluation and support expectations for teachers and leaders statewide; expanding the data warehouse and management systems; and designing and offering targeted professional development for district and school based leadership.

In order to meet the goals of the Regents Reform Agenda and provide a menu of interventions and supports for low performing schools, the Office of Accountability and Office of School Innovation have:

1. Strengthened alignment among federal grant programs and leveraged grant funds to provide support for district planning and leadership capacity building, as well as implementation of comprehensive school improvement strategies.
2. Developed the Diagnostic Tool for School and District Effectiveness.
3. Established new organizational structures and streamlined existing ones to better support low-performing schools.
4. Continued to improve the Regents' and Department's charter school authorizing work by raising the accountability bar across all elements of oversight and policy

work. Please see the related Regents Item, "Charter School Office Update" in your Board materials.

The Department is supporting these activities through state-share Race to the Top funding in the form of competitive and formula driven grants to districts, innovative use of federal Title I dollars, and the State's federal Charter School Program grant.

Proposed Handling

This item will come before the P-12 Education Committee for discussion at its October 2012 meeting.

Background Information

Aligned Funding to Drive Dramatic District and School Change

The Offices of Accountability and School Innovation have provided a range of funding opportunities to districts with low-performing schools. Under our federal Elementary and Secondary Schools Act (ESEA) waiver, the Department has identified the lowest performing five percent of schools statewide and classified these schools as "Priority Schools." These 221 schools are concentrated in 18 districts and serve approximately 175,000 students in our highest poverty, neediest communities. Through the design, alignment, and continuing administration of the federal 1003(g) School Improvement Grant (SIG) program, the Race to the Top (RttT) School Innovation Fund, the Systemic Supports Grant, Commissioner's School Dissemination and Replication Grants, and the Elementary and Secondary Education Act (ESEA) consolidated funding application, our offices have driven district action along two paths towards:

1. A comprehensive, systemic path that takes into account strategic planning, leadership development and support, and out-year financial planning at the district level, which utilizes all state, local, and federal funding sources to support academic programming across schools; and
2. Targeted school-based funding that supports aggressive redefinition of school through whole school reform and redesign approaches.

Over the 2010-11, 2011-12 and now the 2012-13 school years, the Department has reframed key federal grant programs to drive resources along these two pathways. Reframing these funding sources gives districts a means to create a comprehensive set of actions and strategies for improving student achievement (in contrast to funding discrete and "piecemeal" sets of activities) and to access high quality external partners to provide on-site capacity-building support. In the 2012-13 school year, the Department expects to invest approximately \$80 million dollars in the State's eighteen districts that have one or more identified Priority Schools. (See Attachment A for an overview of funding supports).

School Improvement Grants Under Section 1003(g)

Since April 2010, the United States Department of Education (USDE) has awarded the New York State Education Department (SED) over \$400 million in School Improvement Grant (SIG) funds under Section 1003(g) to support dramatic school change efforts in New York's Persistently Lowest Achieving (PLA) schools. To be eligible for funding, districts and schools must identify and commit to implement one of four USDE prescribed intervention models:

- Turnaround
- Restart
- School Closure
- Transformation

See Attachment B for a description of the four models.

The approval of new and continuing SIG applications to support implementation of the Transformation and Restart models is contingent on submission and approval of an Annual Professional Performance Review (APPR) for the 2012-13 school year.

As of September 28, 2012, the Department has awarded SIG grants without conditions to five (5) districts (Albany, Poughkeepsie Rochester, Schenectady, and Syracuse) of the 12 districts that are eligible to receive new or continuation SIG grants in the 2012-13 school year. Two districts, New York City and Yonkers, have not yet submitted APPRs for approval. The Department will award partial grants to these districts for schools implementing Turnaround, but will not award funds to support Transformation or Restart model implementation in these districts due to the lack of an APPR. The Department is currently reviewing APPR plans for the remaining five SIG eligible districts (Buffalo, George Junior Republic, Greenburgh 11, Mount Pleasant, and Roosevelt).

SIG District Update: New York City Department of Education

In September of 2012, the New York City Department of Education (NYCDOE) formally withdrew SIG applications for twenty-one if its schools eligible for SIG funding due to the fact that the City has been unable to reach an agreement with its teacher and principal unions regarding an APPR for the 2012-13 school year and/or the process to screen and replace up to 50% of existing instructional staff based on local competencies matched to the needs of the school. As a result, SED has informed NYCDOE that it must submit School Comprehensive Educational Plans (SCEP) that meet the requirements of Commissioner's Regulations 100.2(p) for each of these schools by October 31, 2012.

NYCDOE has applied for SIG funding to continue implementation of the Turnaround Phase-in/Phase-out model (which do not require an approved APPR) in fifteen of its identified PLA schools and to begin implementation of the Turnaround

model in three additional schools. The Department is currently reviewing these applications, and if approved, the SIG award would result in a 2012-13 SIG grant of approximately \$25 million dollars to support implementation of the Turnaround Model.

SIG District Update: Buffalo Public Schools

The Department completed its review of Buffalo Public School's (BPS) SIG submission containing seven school-level applications for new SIG funding, as well as applications to fund the second and third year of the Transformation model in six schools. The Department conditionally approved three Turnaround school applications, pending submission of further information on their staff screening process. In addition, the Department approved six Transformation schools, as well as the three Restart schools, pending approval of their APPR plans. The Department did not approve the application for Waterfront Elementary School. The Department will consider the twelve conditionally approved applications fully complete once the district has an approved APPR for the 2012-13 school year; and for Restart schools, a final contract with their Educational Partner Organization. As of September 28, 2012, Buffalo does not have an approved APPR for the 2012-13 school year and therefore the final approval of the district's SIG application is in jeopardy. SED has informed BPS that it must submit by October 31, 2012, an SCEP that meets the requirements of Commissioner's Regulations 100.2(p) for each of the 13 schools that do not receive SIG funds.

In August, BPS entered into a contract with Dr. Judy Elliott to serve as a Distinguished Educator. The Commissioner appointed Dr. Elliott to serve as a Distinguished Educator pursuant to Education Law 211-c. Dr. Elliott is a highly experienced and nationally recognized educator. She is currently an education consultant, serving recently as one of the peer reviewers for the USDE's ESEA flexibility waiver initiative. Before becoming an educational consultant, Dr. Elliott served as Chief Academic Officer of the Los Angeles Unified School District. Prior positions include Chief of Teaching and Learning in the Portland Public Schools; Assistant Superintendent for School Support Services in the Long Beach Unified School District; and Senior Research Associate at the National Center on Educational Outcomes, College of Education, University of Minnesota, Minneapolis. Dr. Elliott holds New York State certifications in School District Administration, School Psychology and in Elementary and Special Education. Dr. Elliott grew up in the Buffalo area and continues to have roots in the community.

During the 2012-13 school year, Dr. Elliott will support BPS in the creation and implementation of whole school reform plans for its PLA and Priority Schools. In early September, Dr. Elliott conducted visits to all Buffalo Priority Schools and met with each Priority School principal. Dr. Elliott also had extensive discussions with the members of the school board; the new Buffalo superintendent, Dr. Pamela Brown; and key district office staff. As a result of these meetings, Dr. Elliott provided to the Commissioner and the Buffalo Board of Education an analysis of the degree to which the district's current governance and central office systems and structures in the areas of curriculum, instruction, assessment, data, and operations and management are effectively meeting

the needs of Priority Schools. In collaboration with the Buffalo school superintendent, Dr. Elliott developed recommended actions for the district to take to support improved teaching and learning in its Priority Schools. The plan explicitly identifies the technical support that Dr. Elliott is prepared to provide the district in order to support implementation of these recommendations. Dr. Elliott will next collaborate with BPS as it prepares its District Comprehensive Improvement Plan (DCIP) and SCEPs. Dr. Elliott will review these plans prior to Buffalo submitting their new submission to the Department.

School Innovation Fund (SIF) Grant

On June 14, 2012, the Office of School Innovation issued the second round of the School Innovation Fund (SIF) grant competition. The purposes of the School Innovation Fund are to increase high school graduation rates and college persistence. SIF provides grants to districts in order to support work with a lead external partner to implement an innovative and transformative new school model in an identified low-performing school.

The SIF grant is an opportunity for districts that are not awarded a SIG grant to target low-performing schools that have not yet become Priority Schools in order to change their performance trajectory. Through this fund, the Department seeks to support innovative projects (\$2.5 million for each school over a two and one-half year grant period). The Department anticipates running subsequent rounds of this grant program until SIF funds are exhausted.

The application deadline for SIF Round 2 was August 15, 2012. The School Turnaround Office is currently completing reviews of 19 school applications and will issue award notifications upon completion of this process. A district may propose a redesign approach using one of six frameworks. The breakdown of applications received is as follows:

1. College Pathways School Design (four applications received in Round 2)
2. Community-Oriented School (wrap-around services) Design (seven applications)
3. Arts and/or Cultural Education School Design (one application)
4. Career and Technical Education (CTE) School Design (three applications)
5. Virtual/Blended/Online School Design (three applications)
6. Network-Affiliated School (one application)

See Attachment C for a summary of School Innovation Fund awards and applications.

Systemic Support for District and School Turnaround Grant

On June 14, 2012, the School Turnaround Office issued the Systemic Supports for District and School Turnaround grant for districts with Priority Schools. The Systemic

Supports for District and School Turnaround Grant assists districts in building their capacity to reframe systems and structures to both support and hold schools accountable; and to provide school building leadership assistance in designing and implementing the school level conditions necessary to support the implementation of the Common Core, a system of teacher effectiveness, and a cycle of data driven inquiry and action.

The submission deadline for this formula driven grant was August 1, 2012. Of the eighteen eligible districts, seventeen submitted complete applications on or before the deadline. Staff reviewed all applications and issued Requests for Information (RFIs) directly to the districts. As of September 28, 2012, the Department approved applications from eight districts (Albany, Mt. Vernon, Newburgh, Poughkeepsie, Rochester, Schenectady, Syracuse, and Utica). Staff has determined that seven additional districts have strong applications (Amsterdam, Buffalo, Greenburgh-11, Hempstead, Troy, Wyandanch, and Yonkers) that will be approved contingent upon approval of district APPRs. The remaining two districts (NYCDOE and Roosevelt) are revising and re-submitting their applications to ensure that their grant applications are of the highest quality. (See Attachment D for a list of districts, grant allocations, and external support partners).

Commissioner's Schools Dissemination and Replication Grants

The Commissioner's Schools Grant Programs, supported with state-share RttT funds, allow highest performing or highest progress schools (i.e., schools designated as Reward Schools under New York's ESEA waiver) to disseminate best practices to low performing schools (PLA and schools identified for improvement, corrective action, or restructuring during the 2011-12 school year) in order to raise the academic achievement of all students and to close the achievement gaps among subgroups of students. The Grant program is divided into two categories – the Dissemination Grant and the Replication Grant.

In September, the Department designated five schools as "Commissioner's Schools;" these schools will receive special recognition by the Commissioner for their efforts and successes. The Department will award up to a maximum of \$150,000 per year for two years to these schools. The Department selected these schools through a competitive application process and the schools will disseminate their best practice models, mentor selected low performing schools, and refine their own best practices over the course of the grant. Each Commissioner's School will work with a maximum of four low performing schools. (See Attachment E for a summary of applicants and awards).

Public school districts that contain at least one low performing school (Priority or Focus Schools under New York's ESEA waiver) are eligible to apply for Replication Grants. Through a competitive application process, the Department will award up to twenty low performing schools up to a maximum of \$75,000 per year for two years to assist them in replicating the best practices of the Commissioner's Schools. The

partnering of the Commissioner's Schools and Replication Grant schools is in keeping with the overall goal of school turnaround for the State and with the Race to the Top scope of work. The Department will award Replication Grants in January 2013.

In July 2012, the Student Support Services Office moved into the Office of School Innovation. Staff in the Office of School Innovation is focusing the work of the Student Support Services group on building and supporting safe and healthy schools in New York State, emphasizing strong school climate and culture. Over the next six months, the office will engage in a strategic planning process to identify driving factors in work, staffing, funding and planning as well as make meaningful programmatic links to the Office of Accountability and Office of Information and Reporting Services. Safe and healthy schools are a foundational element of school improvement and school turnaround, and this is reflected in the six tenets of the diagnostic tool. Staff will work to integrate the 21st Century Community Learning Centers federal grant program into the overall Regents Reform Agenda and align the grant program with the Regents' and Secretary's priorities in turning around our State's lowest performing schools.

Next Steps

In order to further support district school improvement efforts in the lowest performing schools, in the coming months SED staff will:

- Support district efforts to meet performance outcomes outlined in Race to the Top state scope of work;
- Articulate what SED expectations are for performance improvement in identified schools and districts; and
- Communicate where SED sees marked improvement, both academic and operational, in these districts where SED has made significant investments.

Attachment A: Funding Supports for Lowest Performing School/Priority Schools 2012-13

SIG - School Improvement Grant 1003(g) - Cohort I and II only
 SIF - School Innovation Fund - Round I only
 SSDST - Systemic Support for District and School Turnaround
 Commissioner's Schools - Commissioner's Schools
 Dissemination and Replication Grant

(Projected figures pending APPR approval)

NYSED Districts with Priority Schools for 2012-13

		<u>SIG</u>	<u>SIF</u>	<u>SSDST</u>	<u>Commissioner's Schools</u>	<u>Total</u>
Albany CSD	District			\$413,109		\$413,109
	School(s) - 3	\$3,068,701				\$3,068,701
	Total					\$3,481,810
Amsterdam CSD	District			\$128,120		\$128,120
	School(s) - 1					\$0
	Total					\$128,120
Buffalo CSD	District			\$1,237,219		\$1,237,219
	School(s) - 28	\$9,279,358				\$9,279,358
	Total					\$10,516,577
Central Islip UFSD	District			\$0		\$0
	School(s) - 1					\$0
	Total					\$0
Greenburgh Eleven UFSD	District			\$133,813		\$133,813
	School(s) - 1					\$999,919
	Total					\$1,133,732
Hempstead UFSD	District			\$181,586		\$181,586
	School(s) - 1					\$0
	Total					\$181,586
Mt. Vernon SD	District			\$267,320		\$267,320
	School(s) - 1					\$0
	Total					\$267,320
Newburgh CSD	District			\$231,675		\$231,675

	School(s) - 1						\$0	
							Total	\$231,675

New York City DOE	District			\$4,763,420			\$4,763,420	
	School(s) - 122	\$22,000,000					\$22,000,000	
							Total	\$26,763,420

Poughkeepsie CSD	District			\$468,244			\$468,244	
	School(s) - 2	\$1,699,047					\$1,699,047	
							Total	\$2,167,291

Rochester CSD	District			\$1,348,292			\$1,348,292	
	School(s) - 24	\$10,309,352	\$1,304,382				\$11,603,734	
							Total	\$12,954,026

Roosevelt UFSD	District			\$117,156			\$117,156	
	School(s) - 2	\$1,875,468.00					\$1,875,468	
							Total	\$1,992,624

Schenectady CSD	District			\$718,066			\$718,066	
	School(s) - 3	\$1,999,999.00					\$1,999,999	
							Total	\$2,718,065

Syracuse CSD	District			\$1,238,235			\$1,238,235	
	School(s) - 20	\$10,240,643.00					\$10,240,643	
							Total	\$11,478,878

Troy CSD	District			\$115,980			\$115,980	
	School(s) - 1						\$0	
							Total	\$115,980

Utica CSD	District			\$139,488			\$139,488	
	School(s) - 1						\$0	
							Total	\$139,488

Wyandanch UFSD	District			\$117,120			\$117,120	
	School(s) - 1						\$0	
							Total	\$117,120

Yonkers CSD	District			\$602,205			\$602,205	
	School(s) - 8	\$4,000,000.00					\$4,000,000	
							Total	\$4,602,205

Additional Districts Receiving Funding

		SIG	SIF	Commissioner's Schools		Total
Geneva CSD						
	District					
	School(s) - 1		\$1,144,650			\$1,144,650
					Total	\$1,144,650
Saratoga Springs CSD						
	District			\$299,455		\$299,455
	School(s) - 1					
					Total	\$299,455
Hamilton Central SD						
	District			\$300,000		\$300,000
	School(s) - 1					
					Total	\$300,000
Gorham-Middlesex Central SD						
	District			\$185,600		\$185,600
	School(s) - 1					
					Total	\$185,600
New Hyde Park-Garden City Park UFSD						
	District			\$299,900		\$299,900
	School(s) - 1					
					Total	\$299,900
Carle Place UFSD						
	District			\$299,700		\$299,700
	School(s) - 1					
					Total	\$299,700
Total		\$64,472,568	\$2,449,032	\$12,221,048	\$1,384,655	\$81,571,222

Attachment B: Four USDE Intervention Models Required by the 1003(G) School Improvement Grant

Please see <http://www2.ed.gov/programs/sif/2010-27313.pdf> .

Below are the models that schools must fully implement in order to receive a 1003(g) School Improvement Grant:

(a) **Turnaround model**. (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach;

(ii) Use locally adopted competencies to measure the effectiveness of staff;

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff with ongoing, high-quality, job-embedded professional development;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments);

(viii) Establish schedules and implement strategies that provide increased learning time; and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(b) **Restart model**. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) **School closure**. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may

include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) **Transformation model.** A transformation model is one in which an LEA implements each of the following strategies:

(1) **Developing and increasing teacher and school leader effectiveness.**

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors and are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development and:

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(2) **Comprehensive instructional reform strategies.**

(A) Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments).

(3) **Increasing learning time and creating community-oriented schools.**

(A) Establish schedules and implement strategies that provide increased learning time; and

(B) Provide ongoing mechanisms for family and community engagement.

(4) **Providing operational flexibility and sustained support.**

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Attachment C: School Innovation Fund Grants

Round 1, Fall 2011

School Innovation Fund (SIF) – Round I				
Fall 2011 Applicants Currently Implementing Redesign Framework				
School	District	Funding	School Redesign Approach	Project Design
Geneva High School	Geneva City School District	\$2,500,000	Community-Oriented School	Geneva City School district is working with a number of community-based organizations to better meet the needs of its diverse student population. Physical, social/emotional and mental health services, academic intervention, and language acquisition services are included in this community outreach program.
Roberto Clemente	Rochester City School District	\$2,500,000	Education Partner Org./Charter Management Org. (EPO/CMO)	Rochester City School District has partnered with Expeditionary Learning to transform this elementary-middle school from a struggling school with inconsistent instructional practices to one with high expectations and academic focus for both students and staff.

Round 2, Fall 2012

School Innovation Fund – Round II	
Fall 2012 Applicants	
Proposed School Redesign	Number of Applications Received
College Pathway School Design	4
Community-Oriented School (wrap-around services) Design	7
Arts and/or Cultural Education School Design	1
Career and Technical Education (CTE) School Design	3
Virtual /Blended/Online School Design	3
Network-Affiliated School ¹	1
Total Number of Applications	19

¹ A Network-Affiliated school must be planned and launched in partnership with an organization responsible for the original design and network management of similar successful schools. The Network-Affiliated school will replicate the organizational and education features of the successful schools and become a part of (benefit from) participation in the larger network. Specific shared governance of the school must be explicit in the roles and responsibilities articulated in the final NYSED approved MOU between the LEA and educational partner or management organization.

Attachment D: Systemic Supports Grant – District Funding and Partner Support

Systemic Support for District and School Turnaround Grant			
Strand #1 – District systems and structures (required) Strand #2 – Leading the implementation of CCSS in ELA		Strand #3 – Leading the implementation of CCSS in Math Strand #4 – Embedding a system of data-driven instruction (DDI)/Inquiry	
District	Total Grant Allocation	Strand(s)	Lead Partner Organization
New York City Department of Education	\$9,760,955	1 and 4	Truenorthlogic, Bank Street College, Acumen Solutions
Buffalo City School District	\$2,268,290	1 and 4	American Institutes for Research (AIR)
Rochester City School District	\$2,048,055	1, 2, 3 and 4	SUPES Academy
Syracuse City School District	\$2,005,640	1	Mass Insight – The School Turnaround Group (STG)
Yonkers City School District	\$1,202,410	1 and 4	Center for Secondary School Redesign (CSSR), Pearson Assessment Training Institute (ATI)
Schenectady City School District	\$1,062,290	1 and 4	New York University (NYU)
Albany City School District	\$1,039,510	1 and 4	Capital Area School Development Association (CASDA)
Poughkeepsie City School District	\$936,490	1	SchoolWorks
Roosevelt Union free School District	\$317,725	1, 2 and 3	Pearson School Achievement Services
Hempstead Union Free School District	\$302,170	1, 2 and 3	Panasonic Foundation, International Center for Leadership in Education (ICLE), Scholastic Achievement Partners (SAP)
Newburgh City School District	\$289,250	1 and 4	Capital Area School Development Association (CASDA)
Mount Vernon School District	\$267,320	1, 2, 3 and 4	Annenberg Institute for School Reform (AISR), Bank Street College, Mid-Continent Research for Education and Learning
Amsterdam City School District	\$240,120	1 and 4	Capital Area School Development Association (CASDA)
Wyandanch Union Free School District	\$234,510	1, 2 and 3	Pearson School Achievement Services
Troy City School District	\$231,960	1 and 4	Capital Area School Development Association (CASDA)
Utica City School District	\$224,055	1	American Institutes for Research (AIR)
Greenburgh Eleven	\$204,335	1 and 4	Scholastic Achievement Partners (SAP)

Attachment E: Commissioner’s Schools Dissemination and Replication Grants

2012 - 2014 Commissioner’s Schools Dissemination Grant			
Commissioner’s Schools will 1) disseminate their best practices, 2) mentor replication schools (low performing schools), and 3) enhance and refine their own best practices.			
District	Amount	High Performing/ High Progress Schools	Proposed Best Practices to be Replicated
Saratoga Springs City School District	\$299,455	Caroline Street Elementary School (K-5) Lake Avenue Elementary School (K-5) High Performing	Saratoga Springs has identified: 1) modifications of curriculum and program to align to the Common Core Learning Standards and 2) a Response to Intervention (RtI) process that uses multiple research-based assessment data and interventions to drive daily instructional decisions as strategies to improve student academic achievement. The district has seen success with these practices in two of their elementary schools. Additional elements of the grant proposal are student support and personalization and strong parental family and community involvement.
Hamilton Central School District	\$300,000	Hamilton Jr./Sr. High School (6-12) High Performing	Hamilton Central School District’s has mapped the Jr/Sr High School performance to rigorous curricular and instructional practices aligned with the Common Core. The school’s evidence-based strategy for increasing student achievement begins with administering an external needs assessment. Additional elements of the grant proposal are the support of literacy and writing skills across grade levels and content areas and targeted professional development.
Gorham-Middlesex Central School District	\$185,600	Marcus Whitman High School (9-12) High Progress	Gorham-Middlesex’s focus on Target-Driven Teaching (TDT) program has resulted in dramatic increase in student academic performance at Marcus Whitman. Additional elements of the grant proposal are student support and personalization and targeted ongoing professional development.
New Hyde Park-Garden City Park Union Free School District	\$299,900	Garden City Park School (K-6) Hillside Grade School (K-6) Manor Oaks William Bowie School (K-6) High Performing	New Hyde Park’s best practices are aligned with the Common Core Learning Standards and include rigorous targeted professional staff development and the infusion of technology in the classroom.

2012 - 2014 Commissioner's Schools Dissemination Grant

Commissioner's Schools will 1) disseminate their best practices, 2) mentor replication schools (low performing schools), and 3) enhance and refine their own best practices.

District	Amount	High Performing/ High Progress Schools	Proposed Best Practices to be Replicated
Carle Place Union Free School District	\$299,700	Carle Place Middle Senior High School (7-12) High Performing	Carle Place UFSD uses Data Driven Instruction (DDI)/Inquiry through the creation of Multi-level Data Inquiry Teams. Additional elements of the grant proposal are: 1) supporting educator teams that monitor student progress and adjusting curriculum and instruction and 2) ongoing professional development.