

**Persistently Struggling Schools/Transformation Grant Expenditure Plan
July 1, 2015 – March 31, 2017**

Program Name: Persistently Failing (known as Persistently Struggling in CR 100.19) Schools Transformation Grant

Funds Available: \$75,000,000

General Description:

Education Law Section 211-f designates current Priority Schools that have been in the most severe accountability status since the 2006-07 school year as “Persistently Failing Schools” and vests the superintendent of the district with the powers of a receiver. Pursuant to Commissioner’s Regulation 100.19, these schools will be identified as “Persistently Struggling Schools.” Section 211-f of Education Law provides persons or entities vested with the powers of a receiver new authority to, among other things convert schools to community schools providing wrap-around services; reallocate funds in the school’s budget; expand the school day or school year; establish professional development plans; order the conversion of the school to a charter school consistent with applicable state laws; remove staff and/or require staff to reapply for their jobs in collaboration with a staffing committee; and negotiate collective bargaining agreements, with any unresolved issues submitted to the Commissioner for decision.

The superintendent is given an initial one-year period to use the enhanced authority of a receiver to make demonstrable improvement in student performance at the Persistently Struggling School or the Commissioner will direct that the school board appoint an independent receiver and submit the appointment for approval by the Commissioner. Schools identified as Persistently Struggling will be eligible for a portion of \$75 million in grant funds to support and implement turnaround efforts over a two-year period. Independent Receivers are appointed for up to three school years and serve under contract with the Commissioner.

Education Law 211-f requires that the Transformation Grant funds be appropriated for the exclusive purpose of providing additional services to Persistently Struggling Schools. As defined in Section 211-f of Education Law and Commissioner’s Regulation 100.19, there are **21** Persistently Struggling Schools eligible for these grants.

School Specific Allocations:

\$67,737,250

Funds shall be distributed according to the following formula:

| Allocation Additions | |
|--|--|
| Base School Allocation | \$100,000 |
| Student enrolled in the school as of BEDS Day 2014 | \$2,700 per student |
| Student enrolled in grades 6, 7, and 8 | \$135 per student |
| Student enrolled in grades 9, 10, 11, and 12 | \$270 per student |
| English language learner enrolled in grades K-6 | \$675 per student |
| English language learner enrolled in grades 7-12 | \$1,350 |
| Low-Income Student | \$1,350 |
| Student with disability enrolled for 40% or less of the day in a special class | \$2,025 |
| Student with disability enrolled for more than 40% of the day in a special class | \$2,700 |
| Adjustments | |
| 1003(g) School Improvement Grant | Amount school is scheduled to receive for the 2015-16 and 2016-17 school years |

Note: These are duplicated counts so a low income high school student who was an English language learner would generate \$4,600 (\$2,700+\$270+ \$1,350+\$1,350) towards the school's grant allocation.

- Some money can be used for planning.

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School Allocation

| BEDS Code | School | District | Enrollment Weighting | Enrollment Weighted Funding per School minus SIG |
|--------------|---------------------------------------|----------------------------------|----------------------|--|
| 010100010030 | WILLIAM S HACKETT MIDDLE SCHOOL | ALBANY CITY SD | 1.54961 | \$2,498,430 |
| 140600010006 | BUFFALO ELEM SCH OF TECHNOLOGY | BUFFALO CITY SD | 1.63339 | \$2,163,670 |
| 140600010037 | PS 37 FUTURES ACADEMY | BUFFALO CITY SD | 1.62519 | \$1,675,645 |
| 140600010101 | BURGARD VOC HIGH SCHOOL | BUFFALO CITY SD | 1.68459 | \$2,269,740 |
| 140600010110 | SOUTH PARK HIGH SCHOOL | BUFFALO CITY SD | 1.67036 | \$4,010,140 |
| 140600010118 | WEST HERTEL ELEMENTARY SCHOOL | BUFFALO CITY SD | 1.66497 | \$3,064,950 |
| 261600010009 | SCHOOL 9-DR MARTIN LUTHER KING JR | ROCHESTER CITY SD | 1.6718 | \$3,235,395 |
| 261600010060 | CHARLOTTE HIGH SCHOOL | ROCHESTER CITY SD | 1.83438 | \$2,068,860 |
| 261600010061 | EAST HIGH SCHOOL | ROCHESTER CITY SD | 1.83917 | \$8,010,460 |
| 261600010066 | JAMES MONROE HIGH SCHOOL | ROCHESTER CITY SD | 1.89315 | \$4,416,880 |
| 280201030007 | HEMPSTEAD HIGH SCHOOL | HEMPSTEAD UFSD | 1.63982 | \$9,955,675 |
| 28020803005 | ROOSEVELT HIGH SCHOOL | ROOSEVELT UFSD | 1.65628 | \$4,160,955 |
| 320700010162 | JHS 162 L RODRIGUEZ DE TIO | NYC GEOG DIST # 7 - ISC-BRONX | 1.80598 | \$1,894,420 |
| 320900010022 | JHS 22 JORDAN L MOTT | NYC GEOG DIST # 9 - ISC-BRONX | 1.84608 | \$2,267,445 |
| 320900010064 | PS 64 PURA BELPRE | NYC GEOG DIST # 9 - ISC-BRONX | 1.78316 | \$100,000 |
| 320900010117 | IS 117 JOSEPH H WADE | NYC GEOG DIST # 9 - ISC-BRONX | 1.82184 | \$3,139,930 |
| 321000010080 | JHS 80 MOSHOLU PARKWAY | NYC GEOG DIST #10 - ISC-BRONX | 1.7814 | \$3,202,300 |
| 331400011610 | AUTOMOTIVE HIGH SCHOOL | NYC GEOG DIST #14 - ISC-BROOKLYN | 1.7673 | \$1,989,595 |
| 331900010328 | PS 328 PHYLLIS WHEATLEY | NYC GEOG DIST #19 - ISC-BROOKLYN | 1.65507 | \$378,045 |
| 421800010035 | GRANT MIDDLE SCHOOL | SYRACUSE CITY SD | 1.70418 | \$3,293,290 |
| 662300010043 | ROOSEVELT HIGH SCHOOL (Early College) | YONKERS CITY SD | 1.71416 | \$3,941,425 |

A spreadsheet with the calculations for each school is provided.

Activities that can be supported by these funds include, but are not limited to:

- Converting school buildings into community hubs to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families;
- Expanding, altering or replacing the school's curriculum and program offerings;
- Extending the school day and/or school year;
- Providing professional development to teachers and administrators;
- Mentoring of at-risk students;
- Paying for the actual and necessary expenses of the independent receiver of the school;
- Any other activity aligned with the school's approved intervention model, comprehensive education plan or school intervention plan, as approved by the Commissioner.

Each eligible activity must be aligned with the school's approved intervention model, comprehensive education plan or school intervention plan. Districts receiving these funds must set aside a portion of the grant to pay for an independent evaluator to assess program implementation.

Funds provided through a persistently struggling schools transformation grant may not be used to fund, in whole or in part, existing programs and services, including but not limited to staff salaries.

Initially, Superintendent Receivers will be eligible for a short term grant (for a period of three months), equal to no more than 10% of a school's grant allocation, to be used for planning and summer activities. To receive the planning grant, Superintendent Receivers will need to provide the Department with a school-specific budget and a detailed plan for how they will:

- Conduct a needs-assessment of the school and the community to determine what issues must be addressed to positively impact student achievement. The Superintendent Receiver may choose to use the results of the school's most recent DTSDE review, if the review is less than one year old.
- Engage local stakeholders (the Community Engagement Team, community based organizations, etc.) in the creation of a new School Comprehensive Education Plan or revision of an existing Department approved plan.
- Begin conversations with local collective bargaining units regarding any elements of the SCEP that require changes to the collective bargaining agreement.
- Begin summer professional development activities and summer school programs to support immediate improvements in academic culture and student achievement.

A district may allocate up to 25 percent of a school's grant allocation to support approved activities in a struggling "feeder school." A "feeder school" is defined as a school in which at least 20% of the students in the feeder school upon graduation matriculate to a persistently struggling school.

The Department will review the short term grant applications, and release funds if the grant is approvable. As a condition of approval, the Superintendent Receiver must commit to provide bi-weekly updates on the progress made in planning. At any time during the initial short-term grant period, the Superintendent Receiver may apply for either a year or two year implementation grant. Full implementation grants will not be given to Superintendent Receivers who fail to show evidence of adequate planning and community engagement. Instead, such receivers will be offered another short term planning grant. If an Independent Receiver is appointed after the first year, the Independent Receiver may seek a budget amendment to align the grant to the school receivership plan created by the receiver.

After the Department notifies the Superintendent Receiver that he/she can apply for the full grant, the Superintendent Receiver will be required to submit a new or revised School Comprehensive Educational Plan or, if applicable, the 1003(g) School Improvement Grant Continuation Application. This SCEP or SIG Continuation Application must address any issues identified during the planning grant period and describe the activities to be funded with the Transformation grant, and include a school-specific budget.

The Department will develop guidance for Superintendent Receivers and Independent Receivers on the requirements and allowable activities associated with the Transformation Grants. In addition, the Department will provide districts with Persistently Struggling Schools a school-specific Transformation Funds budget template to use in conjunction with the School Comprehensive Education Plan, the School

Improvement Grant Continuation Grant, or the school intervention plan (required for the Independent Receiver).

The Department will review each school specific budget in conjunction with the related plan to determine whether the activities proposed align with the needs of the specific school, the stated goals of the plan, and to determine if the activities are allowable. If a district submits a budget that includes additional staff positions at the Persistently Struggling School, the position will not be approved unless the district can provide evidence of sustainability past the grant period. Additionally, the Department intends to review all school specific budgets to ensure that the activities supplement and do not supplant school program responsibilities.

Reserve Fund for Independent Receivers

\$7,169,955

If the Commissioner determines that an Independent Receiver must be appointed to a Persistently Struggling School, such appointment will be conducted in compliance with all relevant State Finance Law contracting requirements. The Independent Receiver will be required to submit a school specific budget for utilizing the funds, and will be required to describe the activities funded with the Transformation grant within the school intervention plan and, if applicable, the 1003(g) School Improvement Grant Continuation Application. The Independent Receiver must submit the school-specific budget along with a school intervention plan to the Department for review no later than five months after appointment.

The Department shall reserve the larger of \$200,000 or ten percent of a school's Turnaround Grant allocation to pay the contracted costs of the independent receiver. The independent receiver may not begin work on the development of a plan or the execution of a proposed budget until their contract has been approved by the Office of the State Comptroller.

Unallocated Funds

\$92,796

Available 2016-17-

