

MODEL C-1 SYSTEMIC CHANGE APPLICATION PACKAGE

(For Implementation Commencing in September 2008)

The Model C-1 Application Form is for multi-grade schools that:

- Have a grade seven,
- Are newly formed or ARE NOT IDENTIFIED as a school requiring academic progress (SRAP) in year 3, 4 or 5, including a school identified for school improvement for three or more consecutive years under 20 U.S.C. section 6316(b), or a school under registration review (SURR) pursuant to section 100.2(p) of Commissioner's Regulations, and
- Are seeking approval to begin implementation in September 2008 of a program that systemically restructures the delivery of instruction designed to facilitate the attainment of the State's 28 intermediate learning standards.

NOTE: Schools eligible to submit a Model C-1 application are entitled to all of the programmatic flexibility offered in Section 100.4 of Commissioner's Regulations. They may also request through the Model C-1 application process additional relief from the prescribed units of study in a course or courses mandated in Section 100.4 of Commissioner's Regulations.

I. Model C-1 systemic change applications must include the following basic information:

- I.1. **School/district particulars**
- I.2. **Eligibility:** Evidence the school is eligible to apply for Model C.
- I.3. **Executive summary or abstract of the Model C-1 proposal (maximum of two pages)**
- I.4. **Certification of professional staff and their most recent assignment**
- I.5. **Student achievement information in the seven Learning Standards areas**

II. Model C-1 systemic change applications must include the following procedural evidence:

- II.1. **Consultation:** The District shall submit with its application a **report from the district's shared decision-making team** or, for the City School District of the City of New York, the district's school leadership team, that provides evidence that consultation took place at the district and building levels and that identifies the concerns expressed by constituents. Appropriate attendance/signature sheets must accompany the reports.
- II.2. **Self-Study:** The middle-level building undertook a thoughtful self-study that:
 - a. Involved representatives from key constituency groups (teachers, administrators, support personnel, parents, district office representative, etc.);

- b. Documented the strengths of the school and areas needing strengthening using evidence of best practice and research-based data that are aligned with the Regents Policy Statement on Middle-Level Education, the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the seven Learning Standards areas. Prioritized areas of strength and areas requiring strengthening based upon research data and objective evidence along with the need/justification for the changes (e.g., using the Victoria Bernhardt planning process, the Comprehensive District or School Educational Planning process, New York City’s Comprehensive Educational Planning process, the Restructuring planning process, CSR Models planning processes, etc); and
- d. Included an external review of the self study process and its conclusions involving knowledgeable educators from outside the school (e.g., from the district office, BOCES, Regional School Support Center, NYS Middle School Association, etc.).

III. Model C-1 systemic change applications must include the following supportive information:

- III.1. **Model C-1 Proposal:** A detailed proposal for systemic change and innovation that:
 - a. Details the specific regulatory requirements in Sections 100.3 and/or 100.4 for which relief is being requested;
 - b. Explains how the 28 Learning Standards, including those in the areas where regulatory relief is being requested, will be addressed so as to ensure students achieve proficiency, including, but not limited to, how instruction for attaining the 28 Learning Standards will be incorporated into the school’s program and schedule. The systemic changes and innovations must reflect and address the priority areas of strength and areas needed strengthening identified by the self study, be aligned with district and school improvement, or redesign plans, and be congruent with the Regents Policy Statement on Middle-Level Education and the State Education Department’s seven Essential Elements;
 - c. Includes safeguards to ensure that staff providing instruction are both certified (duly licensed by the State Education Department) and highly qualified (have both the content knowledge and the pedagogical skills to teach the Learning Standards);
 - d. Includes measurable indicators/evidence of school change and improvement to evaluate the success of the approved Model C-1 proposal including:
 - i. Improvement in student achievement in English language arts and mathematics;
 - ii. Student achievement in social studies, science, and the non-tested areas;
 - iii. The implementation of the application as written;
 The indicators/evidence need to be aligned with the Regents Policy Statement on Middle-Level Education, the State Education Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State’s Learning Standards; and
 - e. Includes evidence that professional development activities are consistent with the requirements in Section 100.2 of Commissioner’s Regulations and are an integral part of the Model C-1 proposal.

- III.2. **District Office Support:** The resources and support the district office (in the case of New York City, the Regional Superintendents and the New York City Department of Education) commits to give those schools included in the Model C-1 application including support for teachers and administrators to participate in required professional development sessions.

IV. Model C-1 systemic change applications must include the following assurances:

- IV.1. **Educational Conditions:** The middle-level school included in the Model C-1 application is in compliance with the following six non-negotiable Educational Conditions:
- a. Schools must administer required State assessments in the middle grades (English language arts, mathematics, social studies, science) as well as grade-by-grade tests required under No Child Left Behind that began in the 2005-06 school year.
 - b. Schools must employ teaching staff who are properly certified and highly qualified to teach assigned subjects/classes.
 - c. Schools must ensure their middle-level program is aligned with the Regents Policy Statement on Middle-Level Education, the State Education Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State's Learning Standards.
 - d. Schools must ensure that students who are at risk of not meeting the State's standards where there are State assessments receive timely and targeted academic intervention services.
 - e. Schools must ensure that students receive instruction in all of the State's 28 Learning Standards (with instruction in English language arts, mathematics, social studies, science, and physical education occurring each year in each of the middle grades).
 - f. Schools must ensure that students are provided opportunities for taking high school courses (acceleration).
- IV.2. **Public School Choice:** In those districts where public school choice is required under No Child Left Behind (NCLB), a minimum of 20 percent of seats in each newly formed school will be offered to students seeking transfer, consistent with State and federal law.
- IV.3. **Data Collection:** The district and the middle-level school(s) agree, if requested by SED to use SED provided, research-based survey instruments, to collect data to assess the impact of the Model C reforms. Survey instruments will contain measurable indicators of structural, organizational, curricular and/or instructional changes as well as behavioral, and attitudinal changes. Instruments will be aligned with the Regents Policy Statement on Middle-Level Education and the Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs.
- IV.4. **Annual Public Evaluation:** The district and the school(s) will conduct an annual public evaluation of the implementation of the Model C-1 application. This annual public evaluation will include information on the:
- a. Implementation of the Model C-1 proposal contained in the approved application.
 - b. Measurable indicators/evidence of school change and improvement as proposed in the application (which may be all or some of the evidence from the SED provided research-based, survey instruments used to collect a common set of data from all Model C schools).
 - c. School's Performance Index.
 - d. State-developed checklists of knowledge and skills or alternative assessments in those areas where there are no State assessments.
 - e. Compliance with the six Educational Conditions.
- IV.5. **Status Report to the State Education Department:** The district and the middle-level school(s) will submit an annual status report to the State Education Department on the implementation of the Model C-1 application in such form and according to such timelines as may be prescribed by the commissioner.

IV.6. **Implementation of the Model C-1 Application:** The president of the board of education, the superintendent of schools and the principal(s) of the affected school(s) affirm the Model C-1 application will be implemented as written including participation in required professional development sessions. In the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals affirm the Model C-1 application will be implemented as written including participation in required professional development sessions.

Districts are requested to mail one (1) signed original, five (4) paper copies, and one (1) electronic copy (disk or CD) of the completed Model C-1 application by January 11, 2008, to:

**Marybeth Casey
Associate, Middle Level Education
Room 319EB
NYS Education Department
89 Washington Ave.
Albany, NY 12234**

For further information about the Model C-1 application process, contact Marybeth Casey either by telephone at 518-474-0059 or by e-mail at mcasey2@mail.nysed.gov

Model C-1 Application Form

(For Implementation Commencing in September 2008)

The Model C-1 Application Form is for multi-grade schools that:

- Have a grade seven,
- Are newly formed or ARE NOT IDENTIFIED as a school requiring academic progress (SRAP) in year 3, 4 or 5, including a school identified for school improvement for three or more consecutive years under 20 U.S.C. section 6316(b), or a school under registration review (SURRE) pursuant to section 100.2(p) of Commissioner's Regulations, and
- Are seeking approval to begin implementation in September 2008 of a program that systemically restructures the delivery of instruction designed to facilitate the attainment of the State's 28 intermediate learning standards.

NOTE: Schools eligible to submit a Model C-1 application are entitled to all of the programmatic flexibility offered in Section 100.4 of Commissioner's Regulations. They may also request through the Model C-1 application process additional relief from the prescribed units of study in a course or courses mandated in Section 100.4 of Commissioner's Regulations.

Districts are requested to mail one (1) signed original, five (4) paper copies, and one (1) electronic copy (disk or CD) of the completed Model C-1 application by January 11, 2008, to:

**Marybeth Casey
Associate, Middle Level Education
Room 319EB
NYS Education Department
89 Washington Ave.
Albany, NY 12234**

For further information about the Model C-1 application process, contact Marybeth Casey either by telephone at 518-474-0059 or by e-mail at mcasey2@mail.nysed.gov

I. BASIC INFORMATION

I.1 School/District Particulars

School: _____

Address: _____

City/Town: _____ NY _____

Principal: _____ E-Mail: _____

Telephone: (_____) _____ - _____ FAX: (_____) _____ - _____

Number of Teachers Assigned to the School: Full-Time: _____; Part-Time: _____

Number of Students in the School:

Grade 5 _____; Grade 6 _____; Grade 7: _____; Grade 8; _____; Grade 9: _____

District: _____

Address: _____

City/Town: _____ NY _____

Superintendent: _____ E-Mail: _____

Telephone: (_____) _____ - _____ FAX: (_____) _____ - _____

Person in central office responsible for overseeing implementation of the district's Model B Application:

Name and title: _____ E-Mail: _____

Telephone: (_____) _____ - _____ FAX: (_____) _____ - _____

I.2 Eligibility for Model C

Indicate with an X the current School Accountability Status based on 2005-06 data collection.

School in Need of Improvement (NCLB) Schools Requiring Academic Progress (State)		
SINI/SRAP Year 1	SINI/SRAP Year 2	Newly Formed School

In each of the three school years, indicate which subgroups failed to meet AYP in English Language Arts.

English Language Arts			
Accountability Group	2004-2005	2005-2006	2006-2007
All Students			
American Indian/ Alaskan Native			
Black			
Hispanic			
White			
Asian or Pacific Islander			
Students with Disabilities			
Limited English Proficient			
Economically Disadvantaged (Free and Reduced lunch)			

In each of the three school years, indicate which subgroups failed to meet AYP in Mathematics.

Mathematics			
Accountability Group	2004-2005	2005-2006	2006-2007
All Students			
American Indian/ Alaskan Native			
Black			
Hispanic			
White			
Asian or Pacific Islander			
Students with Disabilities			
Limited English Proficient			
Economically Disadvantaged (Free and Reduced lunch)			

Attach a copy of both the school's most recent School Report Card and most recent School Accountability Status Report

I.3 Executive Summary

Please provide a brief (no more than two pages) abstract of the Model C-1 proposal that summarizes the proposal to restructure the delivery of instruction designed to facilitate the attainment of the State's 28 intermediate learning standards. Include in the summary:

- The priority areas that are the focus of the Model C-1 proposal and the reasons why they were identified as priorities,
- A description of how the priority areas will be addressed (the interventions and the changes) so as to support the schools effort to restructure the delivery of instruction, and
- And explanation of how the school intends to evaluate the implementation of the Model C-1 proposal.

I.4 Certification of Staff (continued)

Please fill in the following chart related to expected changes in subject area positions as a result of the implementation of this Model C-1 proposal.

Number Position(s)	Current Year 2007-08	2008-09 Under Model C-1
ELA		
Math		
Science		
Social Studies		
Art		
Music		
Technology		
FACS		
LOTE		
Physical Education		
Health		
Special Education		
Support Staff		

I.5 Student Achievement

Provide a profile of student achievement in the following program areas for the 2006-07 school year.

For each of the following subject areas please succinctly respond to two questions:

1. How did your students, including subgroups perform in this subject area?
2. What evidence did you use to arrive at this response? (Please name assessments.)

Where possible identify outcomes by grade and sub-group. Use no more than two additional pages.

NYSED Tested Areas

Subject Area	How did your students (including sub-groups) perform in this subject area?	What evidence did you use to arrive at this response? (Please name assessments)
English Language Arts		
Mathematics		

I.5 Student Achievement (continued)

Subject Area	How did your students (including sub-groups) perform in this subject area?	What evidence did you use to arrive at this response? (Please name assessments)
Science		
Social Studies		
NYSED Non-Tested Areas		
The Arts (Art and Music)		
Health		
Physical Education		
Family and Consumer Sciences (Home and Career Skills)		
Technology Education		
Library media skills		
Languages other than English		

II - PROCEDURAL EVIDENCE

II-1 CONSULTATION

Use the appropriate forms on the next pages to record the attendance, position, affiliation, and role of those individuals involved in the development of the Model C Application. (Note: there are forms to record various consultation types as well as a **specific** form to be attached to the report of the Shared Decision Making Team or in the case of New York City the school leadership team report). Please take care to fill in the forms completely and accurately. Copy as necessary.

- A. SED recognizes that in preparing to submit the Model C application immediate consensus among all constituency groups will not be reached and that specific negotiations will be necessary to address concerns. Describe below what concerns various constituency groups raised and how the school resolved them?**
- B. Did any of the constituency groups raise concern(s) relative to the submission of the Model C application that were not resolved prior to the submission of the Model C application?**

No

Yes (If yes, describe the unresolved concern(s), why the decision was made to move forward with the application, and how the school will address the unresolved issue(s). Use the space below.

Consultation Documentation Forms: Model C

Commissioner's regulations pertaining to the Model C application require that districts and schools must consult with key constituency groups in the development of the proposal:

A district must submit with its application a report from the district leadership team and school's shared decision-making team (or in the case of New York City the school leadership team as constituted under Section 100.11 of the Commissioner's Regulations), that provides evidence that consultation took place at the district and building levels and identifies any concerns expressed by constituents.¹ Consultation documentation Form A should accompany the report.

Key constituency groups include teachers, administrators, parents, and district office. Districts and schools are encouraged to consult with other groups as well. Methods of consultation may include face-to-face meetings, e-mail, fax, telephone calls, letters, or video-conferencing.

The following forms and accompanying report must be completed and submitted by the district and each school included in the Model C-1 application in order to document that appropriate consultation has occurred or was attempted with key constituency groups at both the district and school levels as follows:

1. Representatives of key constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does **not** indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes, rosters, etc) must be maintained by the district and the schools.
2. For representatives of key constituency groups who have consulted with the district or schools, but whose signatures are unobtainable, information must be entered in columns 1-3. Supporting documentation (e.g., meeting agendas, minutes, rosters, etc) must be maintained by the district and the schools.
3. For representatives of key constituency groups with whom the district or schools attempted to consult, but refused or were unable to do so, such information must be entered in columns 1-3 and a check must be entered in column 4 to indicate that consultation did not occur. Appropriate documentation/explanation must be maintained by the district and the schools.

¹ An application that does not contain the requisite signatures **and** a report from the **Shared Decision Making Team** (NYC school leadership team) will be considered incomplete.

II.2 SELF STUDY

Describe the self study **process** used by the school to identify not only the strengths of the school but also the areas needing strengthening (use no more than one additional sheet if necessary).

II.2 SELF STUDY (continued)

A. Describe **who** was involved in the self study process to identify the strengths of the school and areas requiring strengthening and the nature of their involvement (use no more than one additional sheet if necessary).

II.2 SELF STUDY (continued)

B. Describe the strengths of the school and areas needing strengthening based upon evidence of best practice relative to the Regents Policy Statement on Middle-Level Education, <http://www.emsc.nysed.gov/rss/mle/mlepolicy.htm> and the Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs <http://www.emsc.nysed.gov/rss/mle/mleessentiaelements.htm> (use no more than one additional sheet if necessary).

II.2 SELF STUDY (continued)

C. From among the areas of strength and the areas needing strengthening, explain and justify which ones need to receive priority and targeted attention as part of the school's effort to restructure the delivery of instruction designed to facilitate the attainment of the State's 28 intermediate learning standards (use no more than one additional sheet if necessary).

II.2 SELF STUDY (continued)

D. Identify the people who conducted the external review, explain the external review process, and explain how the external review results were used (use only this page to answer).

III. SUPPORTIVE INFORMATION

III.1 Model C-1 Proposal

- A. Explain what regulatory relief is being requested by the school. Please include sample schedules for students in regular education, special education, ELL/LEP, and students requiring Academic Intervention Service (AIS). Also include a summary of unit of study reductions in all the areas where relief is being requested.

III. SUPPORTIVE INFORMATION (continued)

- B. Explain how the 28 Learning Standards, including those where regulatory relief is being requested, will be addressed so as to strengthen the attainment of the learning standards measured by required State assessments, provide effective academic intervention services, and ensure all students receive instruction in those standards areas where there are no required State assessments. Address the following questions:
1. What are you going to do?
 2. What research or best practice supports your proposal?
 3. Explain how this is congruent with the Regents Policy Statement on Middle-Level Education and the State Education Department's seven Essential Elements²
 4. How will you assess the impact of your approach and modify it if necessary?

(use no more than two additional sheets if necessary)

² Philosophy and Mission, Educational Program, Organization and Structure, Classroom Instruction, Educational Leadership, Academic and Personal Support, Professional Learning

III. SUPPORTIVE INFORMATION (continued)

C. Explain how the school plans to ensure that staff providing instruction are both certified and highly qualified (use only this page to answer).

III. SUPPORTIVE INFORMATION (continued)

D. Explain how you will evaluate **and** what measurable indicators or evidence you will use to evaluate the success of your model C-1 proposal. Please address all of the following:

1. improvement in student achievement in ELA and mathematics;
2. student achievement in social studies, science, and the non-tested areas;
3. the implementation of the proposed program as described in the Model C-1 proposal.

(use no more than one additional sheet if necessary)

III. SUPPORTIVE INFORMATION (continued)

E. Describe the professional development activities that will address the implementation of the Model C-1 Plan. Include the type and proposed delivery method of the professional development. Explain how the professional development connects to the needs and strengths of the school.

Please address the following in your answer:

1. Describe how these activities will focus on literacy and numeracy across the curriculum.
2. Describe how these activities will address the implementation and proposed changes regarding the Model C-1 Proposal

(use only this page to answer).

IV. ASSURANCES

IV-1 Educational Conditions

We assure that the middle-level school included in the Model C-1 application is in compliance with the following six non-negotiable Educational Conditions:

- a. Schools must administer required State assessments in the middle grades (English language arts, mathematics, social studies, science) as well as grade-by-grade tests required under No Child Left Behind that began in the 2005-06 school year.
- b. Schools must employ teaching staff who are properly certified and highly qualified to teach assigned subjects/classes.
- c. Schools must ensure their middle-level program is aligned with the Regents Policy Statement on Middle-Level Education, the State Education Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State's Learning Standards.
- d. Schools must ensure that students who are at risk of not meeting the State's standards where there are State assessments receive timely and targeted academic intervention services.
- e. Schools must ensure that students receive instruction in all of the State's 28 Learning Standards (with instruction in English language arts, mathematics, social studies, science, and physical education occurring each year in each of the middle grades).
- f. Schools must ensure that students are provided opportunities for taking high school courses (acceleration).

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

IV-2 Public School Choice

We assure that where public school choice is required under No Child Left Behind (NCLB), a minimum of 20 percent of seats in each newly formed school will be offered to students seeking transfer, consistent with State and federal law.

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

IV.3 Data Collection

The district and the middle-level school(s) assure, if requested by SED to use SED-provided, research-based, survey instruments to collect data that assesses the impact of Model C reforms. Survey instruments will contain measurable indicators of structural, organizational, curricular, or instructional changes as well as behavioral, attitudinal, changes. Instruments will be aligned with the Regents Policy Statement on Middle-Level Education and the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs.

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

IV.4 Annual Public Evaluation

We assure that the district and the middle-level school(s) will conduct an annual, public evaluation of the implementation of the Model C-1 application. This annual public evaluation will include information on the:

- a. Implementation of the Model C-1 proposal contained in the approved application.
- b. Measurable indicators/evidence of school change and improvement as proposed in the application (which may be all or some of the evidence from the SED provided, research-based, survey instruments used to collect a common set of data from all Model C-1 schools).
- c. School’s Performance Index.
- d. State-developed checklists of knowledge and skills or alternative assessments in those areas where there are no State assessments.
- e. Compliance with the six Educational Conditions.

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

IV-5 Status Report to the State Education Department

We assure that the district and the middle-level school(s) will submit an annual status report to the State Education Department on the implementation of the Model C-1 application in such form and according to such timelines as may be prescribed by the commissioner.

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

IV-6 Implementation of the Model C-1 Application

We assure the Model C-1 application will be implemented as written, including participation by teachers and administrators in required professional development sessions.

Board of Education President: _____ (printed)

Signature: _____

Superintendent or Chancellor (NYC): _____ (printed)

Signature: _____

Regional Superintendent (NYC): _____ (printed)

Signature: _____

Principal(s):

Printed Name	Signature

Districts are requested to mail one (1) signed original, five (4) paper copies, and one (1) electronic copy (disk or CD) of the completed Model C-1 application by Friday, January 11, 2008, to:

**Marybeth Casey
Associate, Middle Level Education
Room 319EB
NYS Education Department
89 Washington Ave.
Albany, NY 12234**

For further information about the Model C-1 application process, contact Marybeth Casey either by telephone at 518-474-0059 or by e-mail at mcasey2@mail.nysed.gov