



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

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Rubrics to Guide the Development of Model C-1 Applications Proposed Implementation in September 2008

School: _____ District: _____

Address: _____

City: _____, NY _____ Telephone: (_____) _____ - _____

Principal: _____ E-mail: _____

I. Eligibility- Basic Information

	Unsatisfactory	Pending Approval	Approved
1. School/ District Particulars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Executive Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Certification of Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Unsatisfactory)	(Pending Approval)	(Approved)
Student achievement information	Only student achievement information for ELA and mathematics provided.	Student achievement information limited to performance on the State's intermediate assessments in the core academic areas (ELA, mathematics, science and social studies). Further information (data) is needed regarding student performances in the Learning Standards area(s) for which regulatory relief is being requested.	Student achievement information includes performance on the State's intermediate assessments in ELA, math, science, and social studies, on other standardized assessments, and on locally developed or adopted/ aligned assessments related to the Learning Standards area(s) for all the non-tested areas for which regulatory relief is being requested.

II. Procedural Evidence

Evidence	(Unsatisfactory)	(Pending Approval)	(Approved)
Consultation with affected constituencies at both the district and school level	Involved informal, infrequent contact with selected representatives from one or two key constituencies. Requisite signatures and reporting forms from SDM/ SLT were not submitted.	Involved periodic contact with one or two key constituencies in accordance with a contractually prescribed procedure	Involved continuous contact with multiple key constituencies and with the shared decision making/school leadership teams constituted under Section 100.11 of Commissioner's Regulations, based upon mutually shared goals and interests. Requisite signatures and reporting forms from SDM/ SLT were submitted.
Agreement among key constituent groups	A key constituent group or groups at both the district and school levels have major reservations and unresolved concerns about the Model C-1 application and its potential for success and do not support it as written.	A key constituent group or groups at either the district or school levels have concerns or objections about the potential success of the Model C-1 application and which have not been adequately addressed by school officials.	All key constituent groups at both the district and school levels approved the submission of the Model C-1 application, completed the required form and arrived at consensus to support its implementation.

Evidence	(Unsatisfactory)	(Pending Approval)	(Approved)
Self study involved key constituencies	Involved only a few selected members of the school's administrative and instructional staff.	Involved a limited number (a minority) of the school's administrative and instructional staff and several parent representatives.	Involved virtually all of the school's administrative and instructional staff, parent representatives and additional key constituency groups, e.g., Central Office and Community.
Self study accurately describes strengths and identifies areas requiring attention	Description of strengths and areas needing strengthening is not based upon objective data/evidence; instead, personal feelings and subjective assessments, unsubstantiated by objective data, are the basis for the description of the strengths and areas needing strengthening. No apparent alignment with the Regents Policy Statement on Middle-Level Education, the Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs, or the State's Learning Standards.	The description of the academic strengths and areas needing strengthening is limited to ELA and math performance on State assessments; the description of the learning environment is based entirely upon personal experiences and subjective determinations. Partial alignment with the Regents Policy Statement on Middle-Level Education, the Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs, and the State's Learning Standards	The description of the academic strengths and areas needing strengthening is comprehensive, reflecting student performance on State assessments in ELA and math as well as student achievement data in other areas including a number of the non-tested areas. There is evidence of alignment of the goals, objectives and strategies of the Regents Policy Statement on Middle Level Education and NYSED Essential Elements of Standards Focused on Middle Level Schools and Programs and are integral components of the school's mission and vision.
Identified priority areas based upon research data and evidence	Prioritized areas requiring attention are based entirely upon subjective criteria, unsupported by research, hard data or other objective evidence.	Identified priority areas are based primarily upon subjective criteria, and informed by limited selective research and evidence.	Identified priority areas based entirely upon the most current data and substantiated research, informed by best practice.
Self study included an external review	No external review performed.	Informal, unstructured external review occurred.	A formal external review, e.g., SQR, was conducted by school constituents' representatives and district level staff.

III. Required Information:

Information	(Unsatisfactory)	(Pending Approval)	(Approved)
	The evidence indicates that the	The evidence indicates that	

Information	(Unsatisfactory)	(Pending Approval)	(Approved)
Evidence of eligibility	building meets none of the requirements for eligibility to prepare a Model C-1 application.	the building meets many of the requirements for eligibility to prepare a Model C-1 application. Further clarification is needed.	The evidence indicates that the building meets all the requirements for eligibility to prepare a Model C-1 application.
Regulatory relief	No information presented on what regulatory relief is being requested or the regulatory relief being requested is not permissible under Model C-1.	The regulatory requirements in Section 100.4 for which regulatory relief is being requested are implicit.	All of the regulatory requirements in Section 100.4 for which regulatory relief is being requested are explicit and clearly specified.
Programmatic and scheduling particulars for providing instruction related to achieving the 28 Learning Standards.	All the 28 Learning Standards will be integrated throughout the curriculum.	The Learning Standards in those areas where there are State assessments will be taught through discrete or interdisciplinary courses; Learning Standards in the non-tested areas will be integrated throughout the curriculum. Sample student schedules are missing	----- The 28 Learning Standards will be taught through discrete or interdisciplinary courses and reinforced across the curriculum. Required sample student schedules are provided.
Addressing the Learning Standards in those areas where regulatory relief is being requested	The application includes no plan for specifically addressing the Learning Standards in those areas where regulatory relief is being requested so as to ensure students achieve proficiency.	The application includes a limited number of discrete activities that will suffice to address the standards in those areas where regulatory relief is being requested so as to ensure students achieve proficiency.	The application includes a detailed, comprehensive plan, thoughtfully developed and thoroughly grounded in research and best practice, for addressing the Learning Standards in those areas where regulatory relief is being requested so as to ensure students achieve proficiency.
Interventions and changes	The interventions and changes in the Model C-1 proposal do not reflect or address the prioritized areas generated by the self study.	The interventions and changes in the Model C-1 proposal address many of the prioritized areas generated by the self study. Further clarification is needed.	The interventions and changes reflect the prioritized areas generated by the self study and are the basis for the Model C-1 proposal and are fully and completely addressed in the proposal.

Information	(Unsatisfactory)	(Pending Approval)	(Approved)
Safeguards	The interventions and changes do not include safeguards to ensure that all students are proficient in the State's 28 Learning Standards.	The interventions and changes include some safeguards to ensure that all students are proficient in the State's 28 Learning Standards. Further clarification is needed.	The Model C-1 proposal includes extensive safeguards to ensure that all students are proficient in the State's 28 Learning Standards.
Alignment with district and school improvement plans	The interventions and changes are not aligned with district and school improvement plans.	For the most part, the interventions and changes are aligned with district and school improvement plan.	The interventions and changes are fully aligned with the district and school improvement plans.
Essential Elements of Standards Focused Middle Level Schools and Programs	There is nothing to indicate that the Essential Elements were either examined or considered in the development of the plan.	Evidence indicates that Essential Elements were summarily examined, all or in part, but that they were not integral to the development of the plan.	Evidence indicates that the Essential Elements were thoroughly examined and that they were integral to the development of the plan.
Staff qualifications	The responsibility for teaching the Learning Standards for which regulatory relief is being requested will rest generally with staff who are neither certified (duly licensed by New York State) nor qualified (have both the content knowledge and the	The responsibility for teaching Learning Standards for which regulatory relief is being requested will rest primarily with staff who are certified (duly licensed by New York State) and qualified (have both the	The responsibility for teaching the 28 Learning Standards, including those for which regulatory relief is being requested, will rest with staff who are both certified (duly licensed by New York State) and qualified (have both the content knowledge and the pedagogical skills) to teach the Learning Standards.

Information	(Unsatisfactory)	(Pending Approval)	(Approved)
	pedagogical skills) to teach the Learning Standards; more than 10 percent of the staff teaching in the other Learning Standards areas (those where regulatory relief is not being requested) are both uncertified and unqualified.	content knowledge and the pedagogical skills) to teach the Learning Standards; More than 90 percent, but less than 100 percent, of staff teaching in other areas (those where regulatory relief is not being requested) are either certified or qualified.	
Measurable indicators/evidence	The application includes no measurable indicators of school change and improvement aligned with the Regents Policy, the Department's Essential Elements, and the State's Learning Standards that can be used to evaluate the success of the school improvement plan and the approved Model C-1 application.	The application includes several measurable indicators of school change and improvement that align, in part, with the Regents Policy, the Department's Essential Elements, and the State's Learning Standards. The indicators cannot be used to evaluate fully the success of the school improvement plan and the approved Model C-1 application. Further clarification is needed.	The application includes a comprehensive set of research-based measurable indicators of school change and improvement fully aligned with the Regents Policy, the Department's Essential Elements, and State's Learning Standards that can be used to evaluate the success of the school improvement plan and the approved Model C-1 application including evidence related to student achievement in tested and non-tested areas and to the integrity with which the applicant is being implemented.
Professional development	The application does not reference professional development or the professional development is not in compliance with Section 100.2 of Commissioner's Regulations.	The application includes a series of staff development activities that have a focus but the focus is not closely and clearly tied to the priorities of the school improvement plan.	The application includes an organized, comprehensive staff development plan that is focused and clearly aligned with the priorities of the school improvement plan.
District office support	The application does not indicate any commitment from the District Office to support the development and implementation of the school application Model C-1 schools.	The District Office commits to give Model C-1 schools additional, but modest, support above and beyond that provided to other schools in the district. Needs further	The District Office plan reflects a commitment to give Model C-1 schools significant additional support (resources, personnel, special attention) above and beyond that provided other schools in the district.

Information	(Unsatisfactory)	(Pending Approval)	(Approved)
		clarification.	

IV. Assurances

Assurances			
District submission	There is a signed assurance or clear, unequivocal evidence that the Model C-1 application came from the district, with the full understanding of the President of the Board of Education and the Superintendent of Schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals).	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Compliance with the six non-negotiable Educational Conditions	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-1 applications are in compliance with the six non-negotiable educational conditions.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Public school choice	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that 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.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Assurances			
Collection of a common set of data	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-1 applications agree to collect a common set of data using SED approved research-based, survey instruments that include objective, measurable indicators of structural, organizational, curricular and/or instructional change as well as behavioral, attitudinal, and environmental changes and are aligned to the Regents Policy Statement on Middle-Level Education and the Department’s Essential Elements of Standards-Focused Middle-Level Schools and Programs.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Annual public evaluation	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-1 applications agree to conduct an annual public evaluation of the implementation of the Model C-1 application that includes a report on the implementation of the Model C-1 program enhancement contained in the approved application, measurable indicators/evidence of school change and improvement as proposed in the application, school Performance Index, State-developed checklists of knowledge and skills or alternative assessments in those areas where there are no State assessments, and compliance with the six non-negotiable Educational Conditions.	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Submission of status report to the State Education Department	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) 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.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Assurances			
Implementation of the Model C-1 application	There is a signed assurance from the President of the Board of Education, the Superintendent of Schools and the principals of each of the Model C-1 schools (in the case of New York City, the Chancellor, the appropriate Regional Superintendents and principals) that the middle-level schools included in the Model C-1 applications agree to implement the Model C-1 application as proposed.	YES <input type="checkbox"/>	NO <input type="checkbox"/>