



Contract for Excellence
July 23, 2009 Public Hearing

C4E – Public Hearing Agenda

- **C4E Legislation and Background**
- **Timeline**
- **Allowable Spending and Programs**
- **2008-2009 Funding Allocations**
- **Questions**

C4E - Contract for Excellence

- **Education Law (211-D) Approved by State Legislature in April, 2007**
- **Requires Districts to Complete a Plan if:**
 - **District Receives Increase of More Than 10% in State Aid**
 - **District Has One or More Schools Identified as Low-Performing per NCLB**
- **Districts Must Allocate Funding to Each Initiative and Have Periodic Review by SED**

C4E - Contract Timeline

April 2007 – SED Allocates Funding to ECSD

July 2007 – ECSD C4E Plan Submitted

Aug. 23, 2007 – C4E Plan Posted to Website

Nov. 19, 2007 – C4E Plan Approved by Regents

May 13, 2008 – SED Conducts C4E Site Visit

June 9, 2008 – Public Hearing

June 22, 2008 – C4E Plan Submitted to SED

April 2009 – SED Conducts C4E Site Visit

July 23, 2009 – Public Hearing

C4E – Allowable Spending

**Districts May Allocate Funds in One
or More of the Following Areas:**

- **Class Size Reduction**
- **Teacher/Principal Quality**
- **Student Time on Task**
- **Middle School/High School Restructuring**
- **Maintain Existing Programs/District Initiatives**
- **Universal Pre Kindergarten/Kindergarten**

C4E – Allowable Spending

The District Will Allocate Funds in the Following Areas for 2008-2009:

- **Class Size Reduction**
- **Teacher/Principal Quality**
- Student Time on Task
- **Middle School/High School Restructuring**
- **Maintain Existing Programs/District Initiatives**
- Universal Pre Kindergarten/Kindergarten

C4E – Class Size Reduction

The District Will:

Provide Additional Teachers:

- Lower Student – Teacher Ratio
- Support 90 Minute Literacy Blocks
- Provide Individualized Instruction
- Work with Small Groups to Differentiate
- Offer Upper Level Courses (ACE Health)

C4E – Class Size Reduction

School	Teachers Via C4E	Class Size Via C4E
Beecher	2.6	18.9
Broadway	1	19.4
Coburn	2	20.5
Diven	3	18.2
Hendy	4.35	18.7
Pine City	3	17.7
Riverside	1.5	18.5

Data as of July 2007 Contract Submission

C4E – Teacher/Principal Quality

The District Will:

Fund 15.0 FTE Instructional Support Teachers to:

- Develop and Implement School Strategic Plan
- Support New Teachers
- Provide Targeted Professional Development
- Support Elmira Literacy Model

C4E – Teacher/Principal Quality

The District Will:

Fund 2.0 FTE Administrators in the Office of Curriculum, Instruction and Assessment to:

- Conduct School and Classroom Walkthroughs
- Support Schools in Gathering and Analyzing Data
- Spearhead Change in Math and ELA
- Coordinate Summer Programs and Enrichment
- Identify and Support Targeted Staff Development

C4E – High School Restructuring

The District Will:

- Fund a Night School Program to Provide a Rigorous Alternative to Meeting NYS Graduation Requirements
- Fund a Credit Recovery Program to Provide Immediate and Targeted Academic Support to Students

Night School – Program Specifics

- Students Take Course(s) After School, During Academic Year, Opposed to During “Regular School Day” and/or Summer School
- Certified Teacher in Each Classroom
- District Administrators, School Administrators and Counselors Meet with Each Student and Family on Individual Basis to Discuss Night School
- Classes Meet Monday-Friday for 3 Hours

Credit Recovery – Program Specifics

- Opportunity for Students to Recover Credit from Course(s) Failed After School
- Certified Teacher in Each Classroom
- Exceeds SED Regulations for Credit Recovery/Summer School
- Students Must Meet Attendance and Achievement Criteria to be Eligible
- Student, Family, Counselor and Principal Sign-Off on Individual Contracts for Enrollment

C4E – District Initiatives

The District Will:

- Provide School Counselors the Elementary Schools
- Provide a Behavior Specialist at Diven Elementary
- Support Reading Teachers at Elementary and Middle Level

C4E – School Counselors

School Counselors:

- Will Follow American School Counselor Association Guidelines as Evidenced By:
 - Goal-Setting with Students
 - Academic Planning
 - Career Awareness
 - Conflict Resolution
 - Transition Planning with Students and Families
 - Consultation and Collaboration

C4E – Behavioral Specialists

Diven Elementary Behavioral Specialist:

- Work with Individual Students and Families
- Develop Behavioral Plans with Students to Ensure Academic Success
- Provide On-Going Family Contact and Link Families with Community Services
- Participate in Team and Teacher Meetings to Understand Student Needs and Share Expertise

C4E – Reading Teachers

Reading Teachers Will:

- Implement and Support the Elmira Literacy Model
- Support Struggling Readers with Targeted, Timely and Research-Based Interventions
- Collect and Analyze Reading Data to Develop Strategic Supports for Students
- Provide Differentiation and Targeted Instruction
- Provide Relevant Professional Development

Grades 3 – 8 ELA Results

English Language Arts

Overall district performance on NYS ELA assessments at levels 3 and 4 (at or above proficiency) or at 65-100

School Year:	All Students				Special Education				African-American				Economically Disadvantaged			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Grade 3	58%	61%	64%	67%	9%	14%	29%	15%	38%	40%	54%	54%	45%	53%	56%	59%
Grade 4	54%	58%	61%	72%	17%	14%	19%	26%	31%	34%	44%	60%	43%	45%	52%	64%
Grade 5	57%	62%	70%	79%	16%	22%	21%	31%	44%	42%	56%	63%	42%	50%	59%	75%
Grade 6	46%	50%	58%	77%	6%	11%	16%	35%	29%	38%	42%	66%	31%	37%	45%	70%
Grade 7	44%	50%	63%	76%	5%	14%	22%	33%	24%	34%	55%	60%	31%	36%	56%	67%
Grade 8	30%	48%	40%	59%	3%	6%	1%	7%	16%	32%	26%	41%	17%	37%	25%	45%

Grades 3 – 8 Math Results

Math

Overall district performance on NYS Math assessments at levels 3 and 4 (at or above proficiency) or at 65-100

School Year:	All Students			Special Education			African-American			Economically Disadvantaged		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Grade 3	79%	89%	91%	48%	57%	59%	40%	83%	90%	53%	85%	90%
Grade 4	65%	73%	82%	27%	37%	48%	34%	52%	74%	45%	68%	77%
Grade 5	62%	70%	82%	27%	20%	56%	42%	56%	62%	50%	61%	76%
Grade 6	67%	73%	75%	30%	36%	32%	38%	57%	65%	37%	62%	68%
Grade 7	56%	72%	85%	15%	30%	50%	34%	54%	74%	36%	63%	78%
Grade 8	52%	52%	73%	13%	15%	38%	32%	41%	54%	37%	42%	64%

C4E – Performance Targets

- The Department of Education expects C4E districts to include a gap reduction target for every subgroup within a schools receiving C4E allocation.
- For schools in accountability status, the percent gap should be a minimum of 10 percent.
- Districts should focus their performance targets on accountability criteria.

C4E – Performance Targets

- Districts and schools that are making AYP should select the lowest performing subgroups in schools with C4E allocations and identify their expected percent gap reduction effort (may be less than 10 percent).
- If graduation rate is chosen, an increase of a minimum of 1 percent should be designated.

C4E – SED Next Steps

SED Will Work With C4E Districts By Asking:

- Are Districts Spending on Students in Most Need
- Are Districts Closing the Achievement Gap
- Are Districts Carrying Out Programs in the C4E
- Are Districts Responding to Parental Concerns