



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHIEF FINANCIAL OFFICER
52 Chambers Street, New York, NY 10007

BRUCE E FEIG
Chief Financial Officer

SCHOOL ALLOCATION MEMORANDUM NO. 45, FY06

DATE: July 25, 2005

TO: **INSTRUCTIONAL LEADERSHIP DIVISION SUPERINTENDENTS,
REGIONAL OPERATION CENTER EXECUTIVE DIRECTORS, and
SCHOOL PRINCIPALS**

FROM: Bruce E. Feig

SUBJECT: NINTH GRADE INTERVENTIONS

Selected high schools are being provided with supplemental Title I or PCEN resources to enhance academic intervention services for at risk ninth-graders.

These high schools will:

- Identify ninth grade students who are most at risk including:
 - Incoming students at level one or low two on the NYS 8th grade mathematics and/or English Language Arts tests (*Scale Scores below 658 on 8th grade state ELA and 681 for the 8th grade state math assessment*).
 - Students who are repeating the 9th grade.
 - Students who have completed two years of high school and have **not** earned enough prerequisites to sit for a Regents examination.
- Design appropriate supplementary interventions for targeted students.

Implementing academic intervention services in schools requires thoughtful and careful planning and execution. Ninth grade students who enter high school under-prepared for high school work are most at risk of dropping out of school. Teachers must engage in active instructional techniques and use a wide variety of instructional strategies as appropriate. Schools must refer to their approved Comprehensive Educational Plan (CEP) and consult with their Local Instructional Superintendent for guidance in determining the most appropriate use of these funds. Allowable programs depend on whether the school has received Title I or PCEN funding.

Allowable Uses of Funds

Allowable programs, described below, differ for Title I schools, which are schoolwide programs, and non-Title I schools, which will receive PCEN funding. Specific allowable costs are detailed in the Galaxy cost factors.

Title I. All selected schools are currently implementing Title I schoolwide programs. This affords considerable flexibility in how funds may be used. The following are examples of appropriate models:

- extension of the school day to enable longer blocks of instruction coupled with more intensive support
- reduced class size and use of supplementary materials to enable more targeted diagnosis and intervention
- an instructional program to better meet students' needs, such as Read 180 or Great Leaps
- an Academic Intervention Services (AIS) program before school, after school, or on non-school days
- professional development to help teachers implement the programs and/or support students in other academic areas
- in-school support time for teachers to diagnose student needs and refine program plans

PCEN. Non-Title I schools will receive PCEN funding. They must design a program that is clearly supplementary to the core (tax-levy) instructional program. The following strategies may be used to help targeted students achieve high academic standards:

- extension of the school day to enable longer blocks of instruction; the school must clearly designate the students and the specific subjects, amounts of time, and AIS strategies
- additional instruction during the school day or after school to infuse AIS supports into subject area instruction
- professional development to help teachers of targeted students implement these programs and/or support students in other academic areas
- expansion of literacy or math instruction by adding instructional time using scientifically based instructional strategies such as Read 180 or Great Leaps
- in-school support time for teachers to diagnose student needs and refine program plans

PCEN Cautions:

- these PCEN funds are in addition to tax-levy funded AIS services already in place and cannot replace core instructional programs
- as instructional materials are purchased, a clear plan to train teachers in their use must be in place with students in order to add, not replace, the current instructional or AIS program.
- only serve students identified as high risk. A list of targeted students for possible review by a monitor or auditor must be maintained.

Allocation Methodology

Allocations, detailed in the attachment, are distributed based on number of entering ninth graders at the school, historical data, and a profile of the entering class. Based on an historical data of students entering these schools below standard (using English Language Arts data available through the school report cards), an allocation of \$190.19 per targeted student was established. Funds should be scheduled in the following Galaxy allocation categories:

- **Title I SWP Ninth Grade Intervention**
- **PCEN Ninth Grade Intervention**

Program Plans

Schools are required to prepare the attached *Ninth Grade Initiative Allocation Budget Narrative Form*, describing the Title I or PCEN program and the intended use of these funds. Allowable cost factors are detailed in Galaxy. Central has already accounted for the fringe benefits and indirect cost for the school. Do not include these items in your estimates.

School program plans must be signed by the LIS and submitted for approval to the attention of Jean-Claude Brizard by fax (212-374-5902) or email (jbrizar@nycboe.net) by August 19, 2005. Schools may schedule funds, but may not expend them until formal approval of the budget narrative has been confirmed. Approved plans must be incorporated into the school's CEP.

Attachments: Allocation table

Ninth Grade Initiative Allocation Budget Narrative Form

(Click Here for an editable MS Word version of the Budget Narrative Form)

c: Carmen Fariña
 Rose Albanese-DePinto
 Andres Alonso
 Brian Osborne
 Laura Kotch
 Jean-Claude Brizard
 Sharon Rencher
 Evelyn Castro
 Anne Wolf
 Community Superintendents / Local Instructional Superintendents
 Regional Directors of School Improvement
 Senior Grant Officers

FY2006 SCHOOL RESTRUCTURING - NINTH GRADE INTERVENTION ALLOCATION

School Name	Location	Historical % Students Entering not Meeting Standards in ELA	Allocation	Fund Source
New Dorp HS	31R440	69.3	\$91,471	PCEN
Sheepshead Bay HS	22K495	68.0	\$107,732	PCEN
Automotive HS	14K610	86.3	\$61,715	TITLE I SWP
New Utrecht HS	20K445	71.2	\$95,469	PCEN
John Bowne HS	25Q425	88.4	\$127,106	PCEN
Martin Van Buren HS	26Q435	65.0	\$112,746	PCEN
Lafayette HS	21K400	79.4	\$93,628	TITLE I SWP
Abraham Lincoln HS	21K410	67.6	\$98,999	PCEN
Long Island City HS	30Q450	67.3	\$118,783	TITLE I SWP
Paul Robeson HS	17K625	73.6	\$56,412	TITLE I SWP
Hillcrest HS	28Q505	73.6	\$109,745	PCEN
Washington Irving HS	02M460	71.9	\$109,125	TITLE I SWP
Norman Thomas HS	02M620	83.6	\$70,437	TITLE I SWP
Morris Campus (residing at the School For Excellence)	12X404	N/A	\$146,000	PCEN
MLK Campus (residing at Manhattan Hunter Science HS)	03M541	N/A	\$100,632	PCEN
Manhattan Hunter Science High School	03M541	N/A	\$40,347	TITLE I SWP
Norman Thomas HS	02M620	N/A	\$46,000	TITLE I SWP
Brooklyn Preparatory	13K488	N/A	\$14,707	TITLE I SWP
Bronx Aerospace	11X545	N/A	\$17,403	TITLE I SWP
George Westinghouse HS	13K605	N/A	\$40,000	TITLE I SWP
DeWitt Clinton HS	10X440	N/A	\$100,641	TITLE I SWP
South Shore HS	18K515	N/A	\$32,158	PCEN
Christopher Columbus HS	11X415	N/A	\$127,201	TITLE I SWP

9th GRADE INITIATIVE ALLOCATION PROGRAM AND BUDGET NARRATIVE

Region/District _____ School _____ Allocation _____

Name of Person Preparing the Form _____

Telephone number _____ E-mail address _____

Principal's Signature _____ LIS's Signature _____

PROGRAM DESCRIPTION

In this box provide a brief description of the Title I or PCEN program(s) you will be implementing with your 9th Grade Initiative funding. (For example, 75 at-risk ninth graders as defined in the allocation memo, will participate in an extended day program that offers a second supplementary period of literacy instruction.)

PROGRAM BENCHMARKS

In this box list 2-5 performance indicators for student achievement.

BUDGET NARRATIVE: What you will buy with the funds and how you will use what you budget?

Examples:

- Teacher per session: 5 teachers per week for 20 weeks for 3 hours per week to offer after school intervention services; 0.5 teacher trainer to work support teachers implementing extended school day for targeted students
- Professional development with XXXXX to provide 15 hours of training in identifying specific student needs

Budget Category	Explanation
Professional staff, per session, per diem	
Purchased services such as curriculum and staff development contracts	
Supplies and materials	
Travel	
TOTAL Must equal your allocation on page 1; central has already accounted for fringe benefits and indirect costs. Do not include these in your plan.	