



Contract for Excellence

Needs and Strategies Report For School Year 2009-10

NYC CHANCELLOR'S OFFICE

CHANCELLOR JOEL KLEIN

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

In this "maintenance of effort" year for Contracts for Excellence, New York City sought to make as few changes to its approved 2008-09 plan as possible in order to ensure a continuity of programming in schools and central initiatives.

Discretionary Allocations to Schools

As in 2008-09, \$242M was released directly to schools. All schools received the same "discretionary" allocation year-over-year and were instructed to maintain programs initiated last year. However, in the interest of allowing schools to address changes in student population or reflect other operational changes, they were given the option to reallocate funds to new or expanded program strategies within the six C4E-eligible areas. Schools have proposed to use funds as follows:

Class Size Reduction: \$69M (29% of discretionary funds)

Time on Task: \$94M (39%)

Teacher and Principal Quality Initiatives: \$45M (18%)

Middle and High School Restructuring: \$9.5M (4%)

Full-Day Pre-Kindergarten Classrooms: \$99,923 (<1%)

Model Programs for ELLs: \$25M (10%)

Targeted Allocations to Schools

\$86M, or 22% of all dollars, are intended to support targeted programs that meet specific student needs in specific schools and are aligned with C4E-eligible program areas and strategies. All schools that received "targeted" C4E allocations in 2008-09 are proposed to receive those allocations again in 2009-10 as long as they retained the population necessary to maintain effort. Funds that were previously in schools that lost the population needed to support these programs are being proposed for redistribution to schools that gained these populations in 2009-10.

Collaborative Team Teaching Classrooms: \$61M

CTT ensures that students with disabilities are educated alongside age-appropriate peers in a general education classroom and consist of one general education teacher and one special education teacher, reducing student/ teacher ratio.

Autism Spectrum Disorder (ASD) Programs: \$7M

Through this program, students with ASD take part in the same activities as their grade-level peers but with environmental modifications and individual adaptations specific to their needs.

Full-Day Pre-K: \$7M

These funds will allow the opening of new full-day Pre-K programs in schools that previously only supported half-day classes.

ELL Summer School: \$2M

These programs provide supplemental services for ELLs, offering students increased support in developing English proficiency, progressing academically and building other skills necessary to meet State standards.

ELL and Middle School Success: \$9M

These funds will support Year 2 of the ELL Success and Middle School Success grant programs.

District-Wide Initiatives

\$29 million, or 8% of all dollars, are proposed to provide continuing support for programs that, while not administered directly by schools, specifically benefit the highest needs students in the highest need schools.

Principal Training: \$10M

These funds will go towards programs that support aspiring and current school leaders, who serve New York City's highest needs students in the highest needs schools.



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Multiple Pathways to Graduation: \$7M

These programs enable credit accumulation and provide a pathway to graduation for over-age and under-credit students throughout the City.

School Restructuring: \$4M

These funds will support restructuring efforts in middle, secondary and high schools currently being phased-out due to consistent underperformance. Please note that funds reallocated from schools that closed in June 2009 were redirected to this initiative.

College and AP Prep: \$8M

This is a new program in 09-10 and is intended to replace the higher allocation in 08-09 for the ELL and Middle School Success programs, which taper down in the second year.

Continuation of Existing Efforts

\$30M, or 8% of all dollars, will continue to support summer programs for students performing below State standards in our highest need schools.

Maintenance of Effort: Describe how you will continue your previous years' C4E expenditures. Districts are required to maintain total expenditures for C4E allowable programs at the level of their 2007-08 and 2008-09 amounts, as approved by the Commissioner. The total amount to be maintained in 2009-10 therefore is equal to the approved 2008-09 Contract amount, including the 2007-08 MOE amount.

The DOE is not proposing changes to its 2007-08 spending in 2009-10. The 2007-08 approved plan is available for public viewing at: <http://schools.nyc.gov/AboutUs/BudgetsFairStudentFunding/ContractsforExcellence/0708plan.htm> The only exception is the reallocation of approximately \$1.6 million that had been distributed to 10 sites that closed at the end of the 2008-09 school year. The DOE has proposed to fold these funds into a district-wide initiative to support restructuring efforts at middle and high schools currently in the process of phasing out.

Proposed changes to the approved 2009-09 contract are described above, as this is a maintenance of effort year with no new funds distributed.

Reallocation: Specifically describe how you will reallocate any funds which will not continue to support prior year C4E programs. The reallocation of funds must be for new C4E allowable programs and be approved by the Commissioner. Reallocated funds will reduce the prior year's MOE by an equal amount. Describe specific programs and items to be purchased and how the new programs will improve student achievement. Revised Narratives, Programs, Options, Input Metrics, Performance

Reallocations of 2008-09 funds are described in the "Contract Plan" narrative above.



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Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

In the 2008-09 school year, New York City students showed increased academic progress. The graduation rate is now higher than it has been in decades. In 2008, 60.7% of the cohort of 2004 graduated in four years, using the State's method of calculating graduation rates and including August graduates. In 2005, only 46.5% of the cohort of 2001 graduated in four years.

More students are also meeting and exceeding standards in math and English. Since last year, the percentage of students in grades 3-8 meeting or exceeding standards in math has risen 7.5 percentage points from 74.3% to 81.8%. In English Language Arts, student scores in grades 3-8 have risen by 11.2 percentage points since last year, from 57.6% to 68.8%. Seven years ago, roughly half of fourth graders and a third of eighth graders were meeting State standards in math and reading. Today, 8 in 10 New York City public school students in grades 3-8 are meeting or exceeding standards in math and nearly 7 in 10 are meeting or exceeding standards in English Language Arts.

New York City students are making progress in closing the achievement gaps among racial/ethnic groups. In grades 3-8, the Black-White gap in English Language Arts performance has narrowed by 4.3 points since last year, while the Hispanic-White gap has narrowed by 5.5 points. In math, the Black-White gap has narrowed by 5.2 points and the Hispanic-White gap has narrowed by 5.0 points since last year for students in grades 3-8. From 2005 to 2008, the Black-White graduation rate gap narrowed by 16% and the Hispanic-White gap narrowed by 14%.

In 2009, the schools in the highest need C4E quartiles showed more growth in meeting state standards and in graduation rates than schools in any other quartile. In math, Quartile 4 schools increased the percentage of students meeting state standards in grades 3-8 by 11.4 points over 2008 performance, compared to a 3.2 point improvement for schools in Quartile 1. In English Language Arts, 55.8% of students in Quartile 4 schools met standard standards in grades 3-8, an improvement of 14.4 percentage points, while schools in Quartile 1 improved by 6.7 points. The graduation rate (including August graduates) for schools in Quartile 4 increased by 9.8 percentage points in 2008, compared to a 5.1 point increase for schools in Quartile 1.

Despite this considerable progress, New York City still faces great challenges.

- While the percentage of students graduating with Regents and Local Diplomas is up 14.2 points since 2005, nearly 4 in 10 students still don't earn a Regents or Local Diploma in four years.
- Though New York City's black and Hispanic students are progressing at a rate more rapid than Asian and white students, there is still a Black-White and Hispanic-White achievement gaps of more than 20 percentage points in English Language Arts and between 14.5 and 24.2 percentage points in math.
- 297 NYC schools, or just over 20%, are classified as in need of improvement status under the No Child Left Behind (NCLB) Act as a result of failing to meet annual student achievement targets as determined by New York State.
- While the schools in the highest need C4E quartiles showed the largest improvements in performance in math, ELA, and graduation rates, there are still large gaps in performance as compared to schools in the other quartiles.

The Department is committed to continuing to remove the barriers that have traditionally stood in the way of struggling students. Contracts for Excellence (C4E) funds - along with other strategic, supplemental funding sources including Title I-A and Title III funds - represent an opportunity for the Department to build upon its fundamental investment in our highest-need students. It is our goal to integrate C4E mandates seamlessly into our ongoing reform efforts and to deploy funding in support of school- and district-level initiatives that have a direct impact on achievement.



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Special Populations: The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

Raising achievement for all students is the primary goal of New York City's Children First reforms. Over the past three years, the Department has put extensive measures in place to hold empowered schools responsible for ensuring success among all students. We have created a set of accountability tools that help educators and families evaluate how much each child's school improves his or her learning each year, compare each school's performance to that of similar schools on important educational outcomes, identify each student's instructional needs, create a plan to improve each student's learning, and track student progress at several checkpoints during the year.

As a result of this accountability system, educators throughout the City have a far clearer picture of the students who are struggling to meet academic standards than they've ever had in the past. Along with NCLB accountability results, the data gathered via the Department's Progress Reports, Quality Reviews and Periodic Assessments and analyzed by in-school Inquiry Teams has allowed New York City's educators to gain tremendous insight not only into which students are most in need of intervention but also the types of targeted supports these students require in order to meet their full academic potential.

However, despite these advances in our identification and support of at-risk students, we still face considerable challenges. In a city where 84% of students are eligible for free or reduced price lunches, a student is more likely to fall into more than one special need category than none at all. The average New York City school has a concentration of need factor of 1.35, meaning that 100% of its students meet at least one C4E special need criteria (ELL, SWD, poverty, or low academic achievement), with 35% falling into multiple special need categories. For our City's most needy schools, this concentration of need factor can run as high as 2.71.

The Department is the recipient of over three-quarters of a billion dollars annually (in the form of Title I, Title II, and other funds) that allow us to develop and implement programs designed specifically to meet the needs of our special populations. Contracts for Excellence funds, in combination with other supplemental funding sources, will allow us to continue to build on existing citywide programs such as CTT classrooms and ELL summer school that help raise achievement among specific student groups at needy schools as well as to supply discretionary funding to schools to support homegrown initiatives that specifically address the needs of their own ELL, special education, free lunch, and low achieving populations.

In order to ensure alignment of C4E discretionary spending with special population performance and school-wide achievement, Contracts for Excellence planning is now included in schools' Comprehensive Educational Plan (CEP) process. This annual process, conducted in coordination with the State Education Department, requires that schools outline instructional strategies for addressing their areas of greatest need as identified through NCLB accountability. As an additional means of establishing a connection between C4E and the CEP special population targeting, the Department directly tied Contracts for Excellence performance targets to both sub-group improvement targets identified in the CEP.



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Targeting to Need: Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

New York City took the following approach to distributing its proposed 2009-10 Contracts for Excellence allocations:

Discretionary Funds: The Department used an allocation formula developed in conjunction with SED to distribute these funds, with 75% of all discretionary funds going to schools in the top 50% of need as designated by SED.

Targeted Funds: For each of the proposed targeted initiatives, the Department allocated Contracts funds based on individual schools' demonstration of need (e.g., growing population of special education students with IEPs calling for integrated settings, high population of ELLs with low academic performance) and capacity to carry out a program (e.g., space to open a new CTT classroom, community demand for a full-day Pre-K program). C4E funds were distributed according to the following hierarchy: 1) Top 50% of need schools as designated by SED; 2) SINI schools; and 3) other eligible schools.

District-Wide Initiative Funds: Since the proposed programs constitute district-wide initiatives maintained by the Department's Central administration, funds will not be distributed directly to schools for operational purposes. However, in order to allow SED to assess the Department's success in meeting the 75/50 test, we have allocated these funds on paper to reflect the populations and schools that we anticipate will be served.

Continuation of Effort: C4E funds were distributed according to the following hierarchy: 1) Top 50% of need schools as designated by SED and 2) SINI schools.

As a result of this targeted approach, New York City's proposed C4E plan meets the 75/50 rule as defined in the Contracts for Excellence regulations, with 76.5% of all funds going to schools in quartiles 3 and 4.

All related back-up documentation in support of this will be provided to SED.



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Performance Targets: You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

Each year, schools undertake an extensive Comprehensive Educational Plan (CEP) process in which they are asked to devise action plans aimed at addressing the specific needs of student groups who did not meet NCLB accountability targets. These action plans outline instructional strategies that the school will implement in order to raise achievement among targeted groups and take into account all supplemental resources available to principals.

As such, Contracts for Excellence performance targets have been directly tied to the overall school and student improvement targets addressed in the CEP. This alignment ensures that schools have a singular focus as they seek to raise achievement for groups who currently fall short of meeting state standards.

The methodology used for assigning targets was as follows:

Schools were assigned between one and three C4E performance targets depending on the total amount of their proposed 2009-10 C4E allocation. Specific performance targets for subject and student group were selected according to the following hierarchies:

Subject Area Hierarchy:

For 3-8 Schools: 1) ELA; 2) Math and 3) Science

For High Schools: 1) ELA; 2) Math and 3) Graduation rate

Student Group Hierarchy:

Priority #1: Groups that did not meet Safe Harbor targets in 2006-07

Priority #2: Groups that met Safe Harbor targets in 2006-07 but did not meet the EAMO

Priority #3: Groups that met EAMO or made Safe Harbor targets in 2006-07 but have an achievement gap relative to the All Students group

For schools with multiple student groups meeting these criteria and/or multiple performance targets, targeted groups were selected in the following order:

- Students with Disabilities
- English Language Learners/Limited English Proficient (ELL/LEP)
- Students in Poverty
- All Students
- Racial/Ethnic Groups (i.e., American Indian/Alaskan Native, Black, Hispanic, Asian/Pacific Islander, White)

Specific numeric performance targets will not be assigned to schools until 2007-08 accountability details are released by New York State. In the interim, target ranges have been defined as follows:

For Priority Groups #1 and #2 (designated in the Performance Matrix as X_i): Targeted groups are expected to make AYP via meeting EAMO or achieve a 10% gap reduction (Safe Harbor), whichever requires the lower Performance Index.

For Priority Group #3 (designated in the Performance Matrix as Y_i): Targeted groups are expected to meet or exceed the Safe Harbor target or EAMO or to increase performance by 1 index point over the prior year, whichever requires the higher Performance Index.

Please note that C4E performance targets only represent a subset of student achievement goals as identified in individual schools' Comprehensive Educational Plans. Schools are expected to make progress towards bringing all identified student groups to standards regardless of whether targets for a particular group have been included in the Contracts for Excellence Performance Matrix.



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New vs. Continuation of Existing Programs: Describe how funds will supplement and not supplant current programs, except where allowed.

Given that this is a maintenance of effort year, with no new C4E funds distributed, the DOE is largely supporting the continuation of programs initiated in FY08 and FY09, as described above. However, in the small number of cases where existing funds have been reallocated to different schools or programs from FY08 to FY09, the DOE is complying with all C4E requirements, including the requirement that funds must supplement, not supplant local funds.
