

2011-12 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

The DOE is not proposing changes to its 2009-10 spending in 2011-12. The only exception is the reallocation of approximately \$4.2 million that had been distributed to sites that closed at the end of the 2010-11 school year. The DOE has proposed to use these funds to support an increase in Collaborative Team Teaching (CTT) to eligible schools.

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 FY09 and FY10. However, in the small number of cases where existing funds have been reallocated to different schools or programs, the DOE is complying with all C4E requirements, including the requirement that funds must supplement, not supplant local funds.

Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program. (See 2011 Accountability Status: <http://www.p12.nysed.gov/irs/accountability/designations/home.html>)

New York City public school students in grades 3 through 8 made gains on the State's annual Math and English exams, outpacing the rest of State and showing that, despite large changes to the tests, significant progress is being made in New York City schools. The percentage of New York City students meeting the State's bar for proficiency increased by 3.3 points in Math – from 54 percent to 57.3 percent – and 1.5 points in English – from 42.4 percent to 43.9 percent. Beginning with last year's test, the State increased the number of correct answers required for a student to be labeled proficient – as a result, the percentage of students meeting standards fell across the State last year, although City students expanded their actual progress by all other measures. This year, the exams themselves were made longer and more challenging. Even so, City students made significant gains in nearly every grade and subject.

Across all groups this year, more New York City students met the State's bar for proficiency. In Math, the percentage of proficient black students went from 40.4 percent in 2010 to 44.2 percent in 2011, and the percentage of proficient Hispanic students went from 46.2 percent to 49.2 percent. In English, the percentage of proficient black students went from 32.6 percent to 34.8 percent, and the percentage of proficient Hispanic students went from 33.7 percent to 34.7 percent. White students, Asian students, English Language Learners and students with disabilities all made gains in Math, and all groups except English Language Learners made gains in English. The mean scale scores stayed roughly the same, going from 679 to 680 in Math and 662 to 660 in English.

These gains mirror those seen across all groups on four-year graduation rates. The graduation rate reached 60.6 percent for black students and 58.2 percent for Hispanic students, both increases of more than 20 points since 2005. Across all ethnic groups, more students also earned Regents and Advanced Regents diplomas – crucial measures of college readiness, and increasingly important, as the City now holds schools accountable for how well they prepare students for life after high school.

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

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.

New York City took the following approach to distributing its proposed 2011-12 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.

Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for which the school has failed to make Adequate Yearly Progress (AYP) in the past year.

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 2011-12 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 2009-10

Priority #2: Groups that met Safe Harbor targets in 2009-10 but did not meet the EAMO

Priority #3: Groups that met EAMO or made Safe Harbor targets in 2009-10 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)

Target ranges have been defined as follows:

For Priority Groups #1 and #2: 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: 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.

Experimental or District-wide Programs Narrative - If applicable.

Multiple Pathways to Graduation Initiatives

C4E Program Area: Middle & High School Restructuring

C4E Program Strategy: Instructional/Structural Changes

Program Description

The Department's Office of Multiple Pathways to Graduation (OMPG) works to support the development of schools and programs designed specifically for older students who may be truant, thinking about dropping out, or looking for another educational option. OMPG's programs enhance the traditional high school models for such students by supporting alternate learning environments:

- Transfer Schools: small, academically rigorous high schools designed to re-engage students who have dropped out or are over-age and under-credited for their grade level. These schools are designed to create a personalized learning environment and provide connections to college. Students graduate with a high school diploma from their Transfer High School.
- Young Adult Borough Centers (YABCs): evening academic programs designed to meet the needs of high school students who might be considering dropping out due to being behind or because of adult responsibilities that make attending school in the daytime difficult.
- Learning to Work (LTW) programs: in-depth job readiness and career exploration, the goals of which are to assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences.

Contracts for Excellence funds in the amount of approximately \$6.5 million will go towards funding Learning to Work components of transfer schools located throughout the city. These schools and programs will provide services over and above the basic education that comprehensive high schools offer to help re-engage students. These services include intensive Regents bound academic recuperation, wrap-around support services and more than 700 stipends for student internships.

Principal Training Initiatives

C4E Program Area: Teacher and Principal Quality Initiatives

C4E Program Strategy: School Leadership Coaches for Principals

Program Description

In April 2008, the Department issued a request for proposals from vendors providing a comprehensive principal training program. The NYC Leadership Academy, a nonprofit organization that has trained principals for City schools since 2003 through a private funding agreement that ended at the close of FY08 was selected from among multiple vendors through a competitive procurement process and began providing services to the Department of Education (DOE) on July 1, 2008.

Via its leadership development contract with the Department, the NYC Leadership Academy will support aspiring and current school leaders throughout the DOE, with a focus on fulfilling the specific needs of the highest need students and schools.

- Graduates from the Leadership Academy's Aspiring Principals Program fill 20-38% of DOE principal vacancies in any given year. The majority of graduates from the Aspiring Principals Program lead schools that serve high-need student populations and are eligible for Title 1 funding, and over 20% of the 4th cohort was hired to turn around schools assigned SINI status or designated as needing academic improvement.
- Participants in the New School Intensive open schools that enroll traditionally underserved students at greater rates than schools citywide. In 2007-08, the new schools' incoming 9th grade student population enrolled higher percentages of African-American and Latino students, English Language Learners, and students who performed below grade level standards on 8th grade exams than schools citywide. These new schools have demonstrated better results with these students.
- Added services under the new contract will provide competency-based training opportunities for school leaders in high-needs schools that have not participated in one of the original Leadership Academy programs.

College Readiness Initiative

C4E Program Area: Middle & High School Restructuring

C4E Program Strategy: Instructional/Structural Changes

Program Description

The Office of Post Secondary Readiness is providing support for a Middle School bridge program and college advising. The Office of School Programs and Partnerships will also continue working with College Board to offer online SAT preparation for students and broaden the access to advanced placement classes. In addition, programs that support college and career advisement will be expanded.

ELL Youth Institute

C4E Program Area: Model Programs for Ells

C4E Program Strategy: Innovative Programs for Ells

Program Description

The Puerto Rican/Hispanic Youth Leadership Institute is an innovative program sponsored by the NYS Senate/Assembly Puerto Rican/Hispanic Task Force in conjunction with the annual *Somos El Futuro Legislative Conference*. This institute is co-sponsored by the NYS Education Department Office of Bilingual Education and Foreign Studies, NYC Department of Education, Aspira of New York, Inc., The College Board, and the Bilingual Education Technical Assistance Centers (BETACs).

The overall purpose of the PR/HYLI is ELL student empowerment. To this end the Institute has the following goals for its student delegates:

- to develop leadership skills
- to gain an understanding of the NYS legislative process by participation in research and the development of legislative proposals
- to gain an understanding of responsible citizenship
- to create opportunities for interaction with positive role models such as elected officials and other adult professionals
- to promote a dialogue between youth and community leaders concerning issues that affect Hispanic youth

The Puerto Rican/Hispanic Youth Leadership Institute consists of 3 main phases:

1. Training in regional delegations: selected student delegates focus on identification and research of local issues, study of the NYS legislative process, parliamentary procedure and selected bills, preparations of issue papers with recommendations.
2. Participation in the 3-day PR/HYLI weekend: 200 students from 12 delegations statewide take part in key activities which include team-building exercises to develop inter-regional relationships, college and career development workshops, a youth rally, a student delegate recognition dinner where winners of the PR/HYLI scholarships and other awards are announced, a Youth Forum with NYS legislators, and the Mock Assembly session which is conducted in the NYS Assembly chamber.
3. Extension and refinement of leadership skills: back in their local communities, student delegates continue to work on skills acquired during phases 1 and 2.

School Leadership and Teacher Quality

C4E Program Area: Teacher and Principal Quality Initiatives

C4E Program Strategy: School Leadership Coaches for Principals

Working with data driven strategies, the Office of Performance Management is reviewing how NYC DOE can hire, train, develop, support, and retain the highest quality school leaders. The office is working to develop and implement strategies to ensure that all schools are staffed by world-class teachers and school leaders. By working across divisions (Talent, Labor Relations, Human Resources, DAPS), the office will ensure that priority strategies reflect a cross-functional perspective in both strategy development and implementation planning phases. Projects include, but are not limited to, teacher evaluation pilot and teacher tenure.

The Office of School Leadership will continue to work with a team of external experts who are helping to analyze the efficiency and effectiveness of the Principal Candidate Pool, a centralized selection process that discerns candidates' readiness for the principalship and proficiency in the DOE's five School Leadership Competencies. The goal is for the Pool vetting process to yield the highest quality principal-ready candidates to lead our schools and increase student achievement

ARIS Learn

C4E Program Area: Teacher and Principal Quality Initiatives

C4E Program Strategy: School Leadership Coaches for Principals

ARIS Learn is an the adult learning management system (LMS) that delivers learning content to all schools to directly support the development of teachers and school leaders as well as support school leaders in the professional development of their staff.

