

2012-13 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 2010-11 spending in 2012-13. The only exception is the reallocation of approximately \$6 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, FY10 and FY11. 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 annual math and English exams, outpacing the rest of the state and showing that more students continue to make significant progress. The percentage of New York City students meeting the state's bar for proficiency in math increased by 2.7 points, from 57.3 to 60 percent, and by 3 points in English, from 43.9 to 46.9 percent. The measured improvements follow changes the New York State Education Department has made to the tests and how they are scored: in 2010, more correct answers were required for students to be graded proficient; and in 2011, additional questions lengthened the exam. Even so, New York City students made gains in all grade levels and across all student groups.

Consistent with the gains made by students overall, 46.1 percent of black students met the proficiency standards in math, up 1.9 points from 44.2 percent in 2011. In English, the percentage of proficient black students increased from 34.8 to 37 percent. Hispanic students showed similar improvement, with 52.3 percent of students meeting proficiency standards in math, up from 49.2 from last year. In English, Hispanic student proficiency grew from 34.7 to 37.5 percent. White students, Asian students, English Language Learners and students with disabilities all made gains in math, and all groups with the exception of English Language Learners made gains in English.

New York City's middle school students made significant gains this year in both math and English. The increases in grades 7 and 8 English scores are particularly striking, reversing a decline measured last year that prompted the Department of Education to introduce the Middle School Quality Initiative. The program focuses efforts on strengthening literacy instruction in all middle school grades. Though in its first year, 7th and 8th grade student proficiency increased at a higher rate than other grades: for 7th graders, from 36.5 to 43.3 percent; and for 8th graders from 35 to 39 percent.

Through the Middle School Quality Initiative, middle school leaders, teachers and networks have received professional development on Common Core-aligned literacy strategies as well as targeted funding for literacy-focused training and instructional materials. Over the next two years schools with the support of their networks will deepen and expand their literacy work to improve the reading abilities of all of their students with the goal of ensuring that many more students enter high school reading on grade level.

The progress reflects the work in schools across the city to align with the Common Core learning standards. Common Core standards defines what students need to learn each year in order to graduate from high school ready for either college or a career. New York City is leading the nation in aligning curriculum and instruction in the Common Core standards through the Citywide Instructional Expectations. Last fall, teams of teachers at every school analyzed student work to understand the gap between their current performance and the higher level of performance that the Common Core standards demand. In the winter, all students engaged in at least one unit in literacy and in math that met the tougher standards. The work introduced students to more challenging texts, writing and problem solving of open-ended questions.

City schools will further Common Core instruction in each grade. The 2012 exams were the last for grades 3-8 that will reflect New York State learning standards. The 2013 state math and English tests will reflect the Common Core and require students to read more complex texts, develop written arguments and problem solve. In math, the tests will focus on a narrower range of topics to allow students to master key foundational skills in each grade.

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 2012-13 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.

The existing accountability system, prescribed by the federal Elementary and Secondary Education Act (ESEA), had design challenges that caused large increases in the numbers of schools in negative accountability status. NYSED has discontinued the previous identification system of PLA, Restructuring, Corrective Action, In Need of Improvement, In Good Standing, Rapidly Improving, and High Performing Schools. The new accountability designations include Priority Schools, Focus Districts, Focus Schools, In Good Standing, Local Assistance Plan Schools, Recognition Schools, and Reward Schools. To assist improvement efforts for schools to yield improved student outcomes funding and programmatic requirements have changed. This is a transitional year for SED interventions; accountability, and corresponding documentation.

The former accountability system of mandated supports and interventions is being replaced with a more flexible system. The waiver provides latitude to direct federal funds to provide targeted and effective services for districts, schools and students based on their unique needs. The new accountability system will be evaluated using a newly developed diagnostic tool to assess school and district performance (DTSDE). The tool will assist districts to create District Comprehensive Improvement Plans (DCIP) and schools to create School Comprehensive Education Plans (SCEPs).

The purpose of the SCEPs are to:

- Detail a school's comprehensive improvement plan that specifies how the school plans to improve instruction
- Delineate their plans for annually increasing student performance through comprehensive instructional programs and services
- Enhance schools' plans for teacher and leader effectiveness
- Align funding allocations to program activities that have proven to be effective

Focus and Priority Schools must explicitly delineate their plans for annually increasing student performance through comprehensive instructional programs and services as well as their plans for enhancement of teacher and leader effectiveness.

Goals must be informed by the findings and recommendations from the most recent State review:

- School Quality Review (SQR)
- External School Curriculum Audit (ESCA)

- School Curriculum Readiness Audit (SCRA)
- Joint Intervention Team (JIT)

For schools that did not undergo an SED intervention, use data that is available to conduct needs assessment such as:

- NYCDOE Quality Review
- Progress Report data
- Learning Environment Survey
- NYS assessment data

As a part of a school's SCEP or CEP, a Comprehensive Needs Assessment must be conducted.

The needs assessment is based on:

- A comprehensive review of the school's educational program that is informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress.
- Root causes or barriers preventing the school's continuous improvement.
- Targeted areas of the educational program that need to be strengthened or redesigned.
- Subject areas (and student groups) for which the school has self-identified during professional learning communities.
- Recommendations from the DOE Quality Review, Progress Report and Learning Environment Survey.
- Alignment to Citywide Instructional Expectations (CIE)

There is also a budget and resources alignment section of the action plan that broadly reflects categories of funding resources, including C4E, which schools will use to fund the activities identified on the action plan. The annual goals and action plans help guide the allocation of these funds. Strategic resources include not only budgets but also staffing, training, and scheduling. Schools are encouraged to maximize the use of these resources by coordinating with other activities and programs, as indicated in the Service and Program Coordination sections of the SCEP/CEP.

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.