

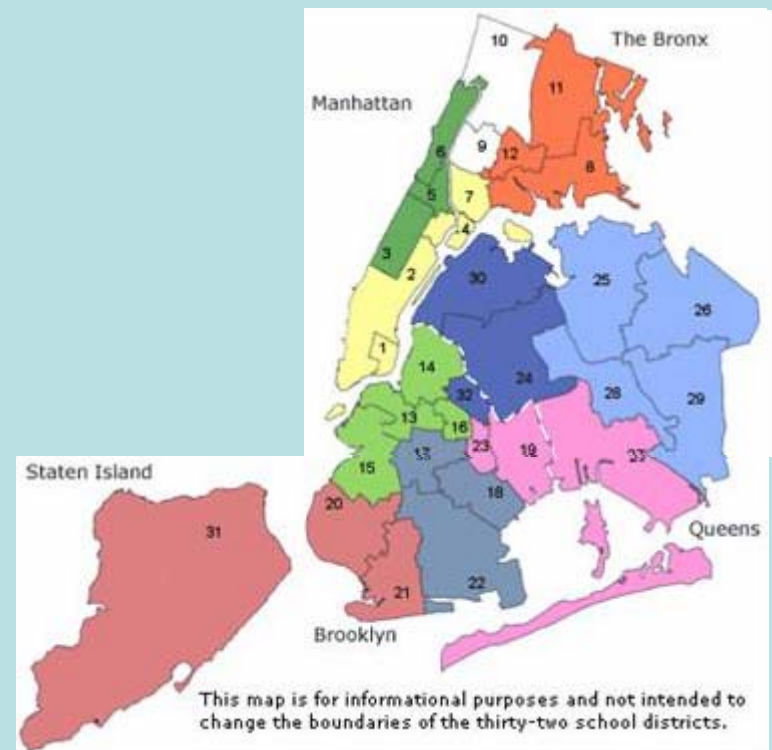
CHILDREN FIRST



**Toward a System of Great Schools
in New York City**

Where We Started

- No accountability
 - No one responsible for results
 - Lots of finger pointing
- No coherent standards
 - 40 distinct districts
- Stagnant results for NYC students
 - Generations of students were leaving school without the skills and knowledge they needed



PHASE 1:

Five Years of Progress

- **Mayoral Control.** Clear accountability aligned with authority.
- **New management structure.** Streamlined bureaucracy by creating 10 regions, each comprising three or four community school districts, headed by a regional superintendent.
- **Focusing on Leadership.** Created Leadership Academy to train and support new and existing principals. Today, nearly 200 graduates of the Academy's Aspiring Principals Program are now leading challenging City schools.
- **Curriculum.** Implemented uniform math and ELA curriculum. Introducing new science and social studies curriculum.
- **Parent Engagement.** Created new parent supports with a parent coordinator in every school.
- **Safer schools.** Reduced major crimes by 11.6% between 2002 and 2006, and reduced other by 10.6%.
- **Cutting bureaucracy.** Cut more than \$350 million from bureaucracy and sent it to schools where it can directly affect students.

Teacher Quality

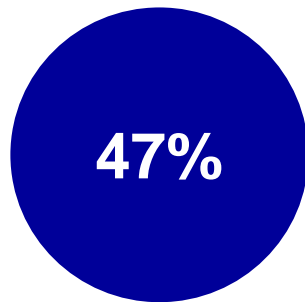
- Massive Alternative Certification Program
- 100% of teachers certified
- 43% pay increase
- No more forced transfers and bumping
- Lead Teacher program
- Housing incentives
- Lowered class size
- Now approximately five applicants for every vacancy

More Choices

- 286 new schools created
- 45 new charter schools
- 12 new transfer schools
- 10 new GED programs
- 21 young adult borough centers
- 39 Learning to Work programs
- Full High School Choice Program

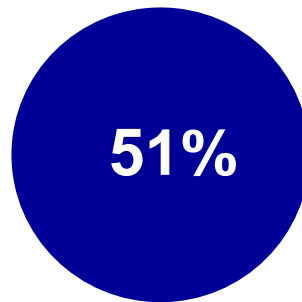
Results

More Students Graduating

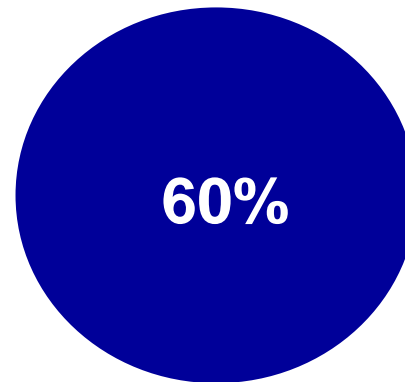


1986

(first year NYC tracked
four-year graduation rate)



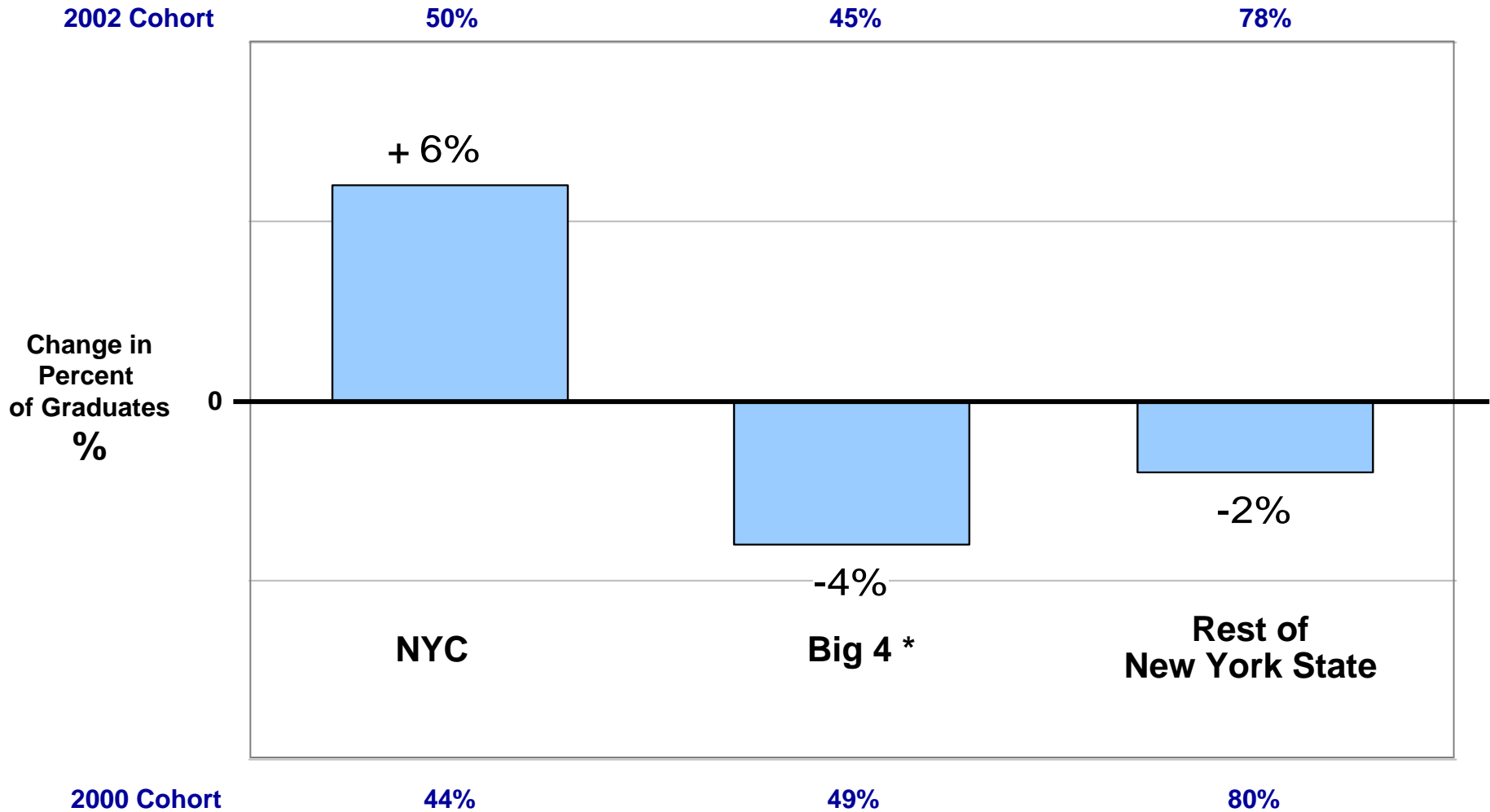
2002



2006

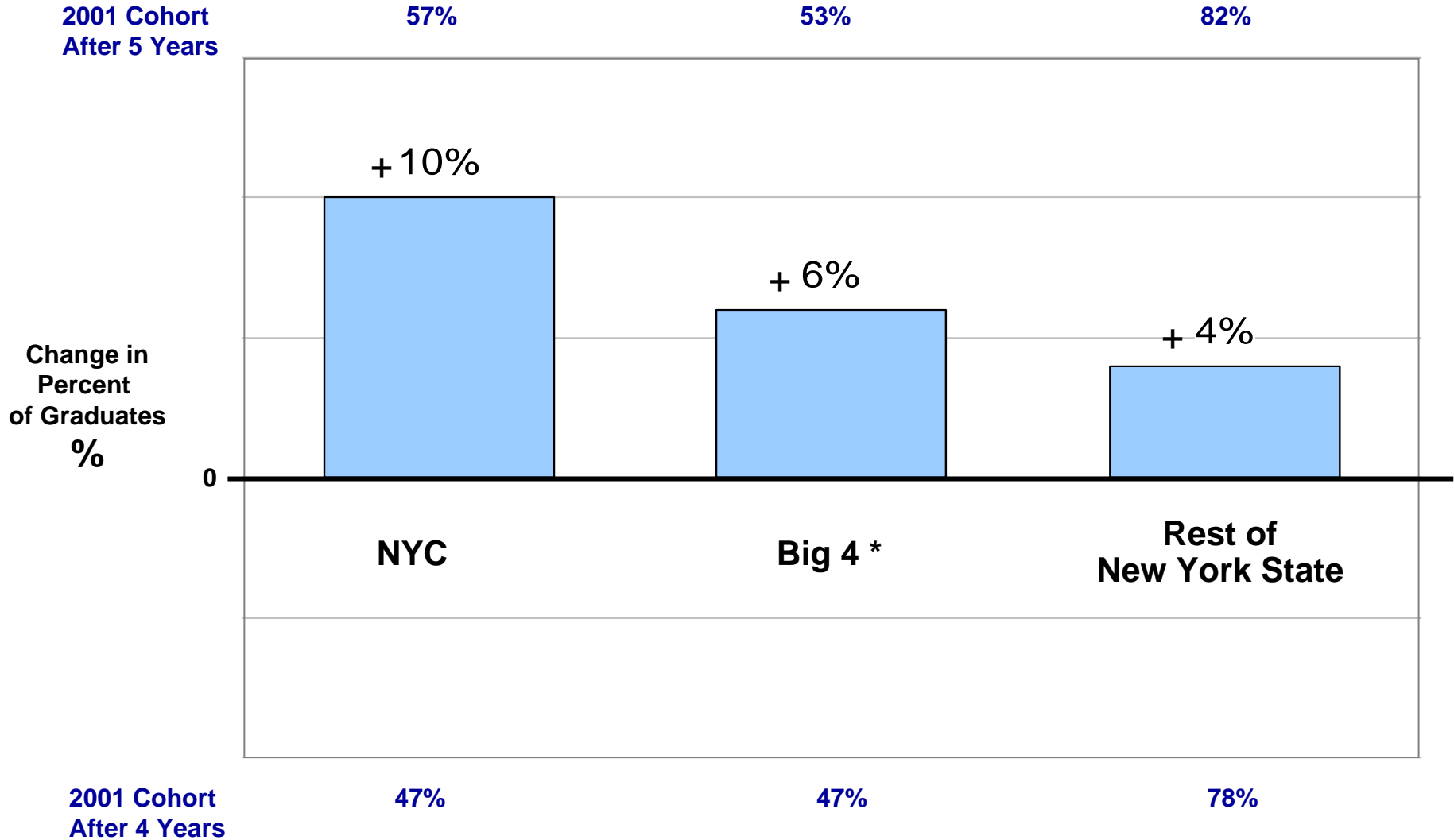
Highest rates in more than 20 years

NEW YORK STATE AND NEW YORK CITY GRADUATION RATES 4-year Results (2002-2006)



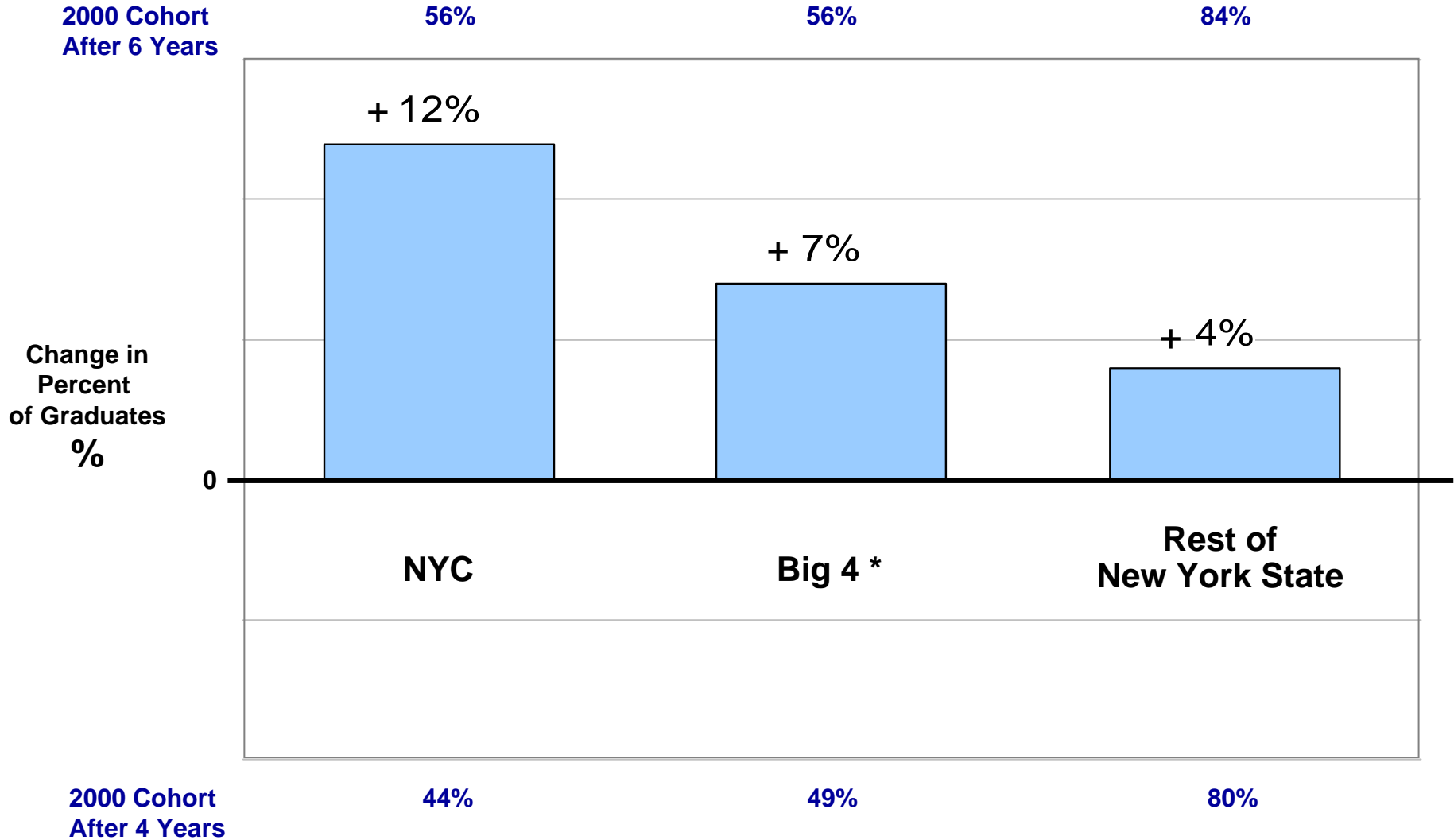
* Buffalo, Rochester, Syracuse, and Yonkers

NEW YORK STATE AND NEW YORK CITY GRADUATION RATES 5-year Results (2001-2006)



* Buffalo, Rochester, Syracuse, and Yonkers

NEW YORK STATE AND NEW YORK CITY GRADUATION RATES 6-year Results (2000-2006)



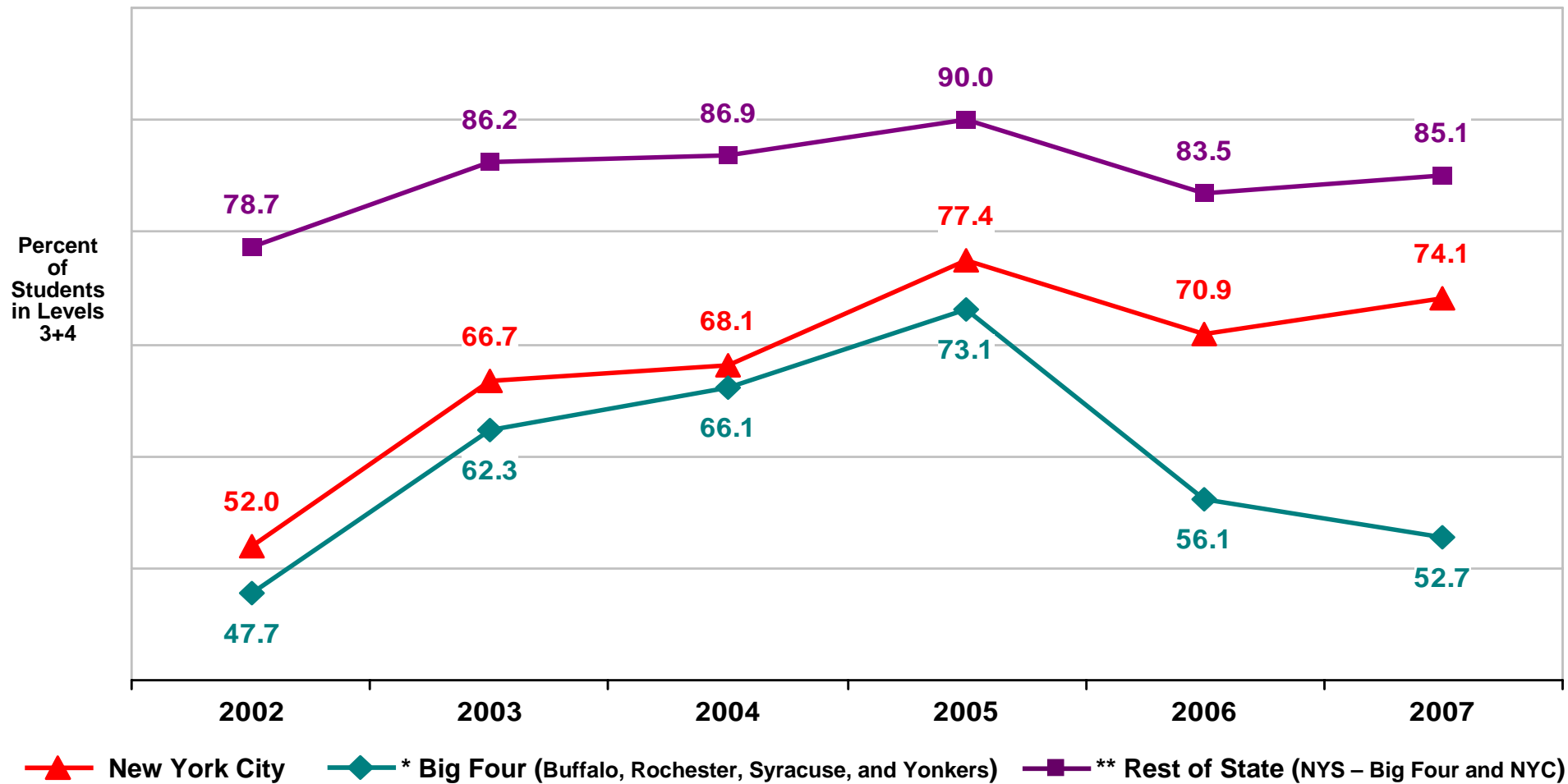
* Buffalo, Rochester, Syracuse, and Yonkers

MATHEMATICS 2002-2007

Percent of Students in Performance Levels 3 + 4 New York City, Big Four*, and Rest of State** GRADE 4

ALL STUDENTS

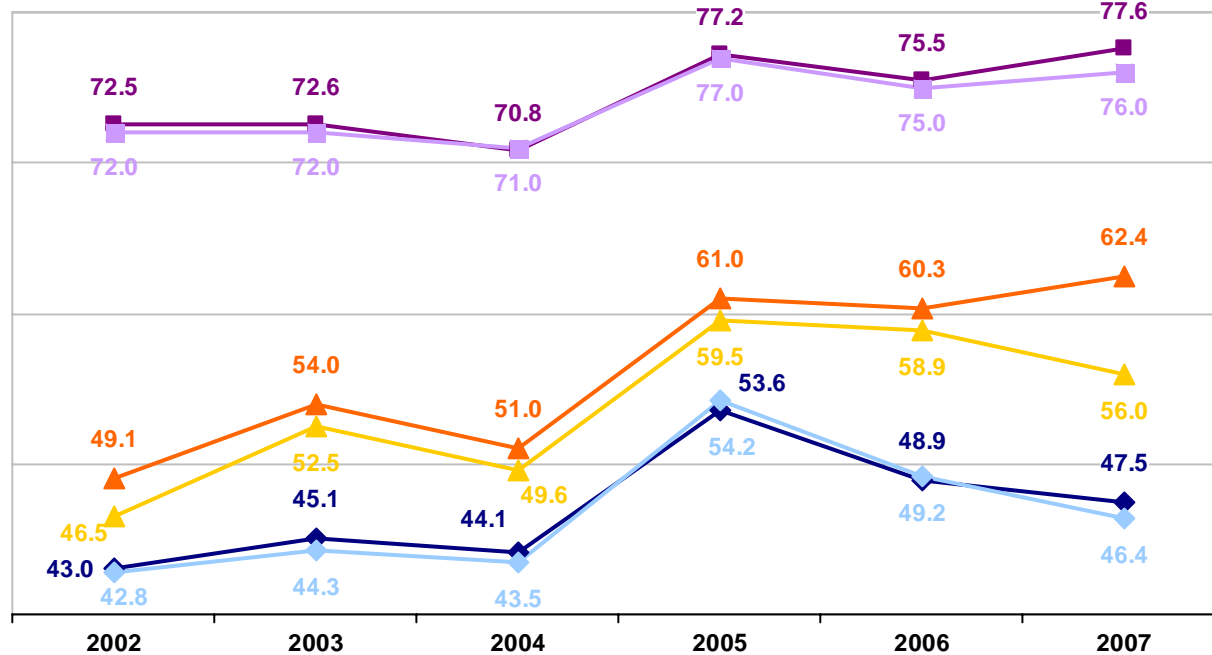
2002-2007 Change: **New York City** +22.1
 Big Four +5.0
 Rest of State +6.4



ENGLISH LANGUAGE ARTS 2002-2007

Percent of Students in Performance Levels 3 + 4 New York City, Big Four*, and Rest of State** GRADE 4

Percent
of
Students
in Levels
3+4



*** Estimated

English Proficient Grade 4

▲ New York City
 ◆ * Big Four (Buffalo, Rochester, Syracuse, and Yonkers)
 ■ ** Rest of State (NYS – Big Four and NYC)

All Students Grade 4

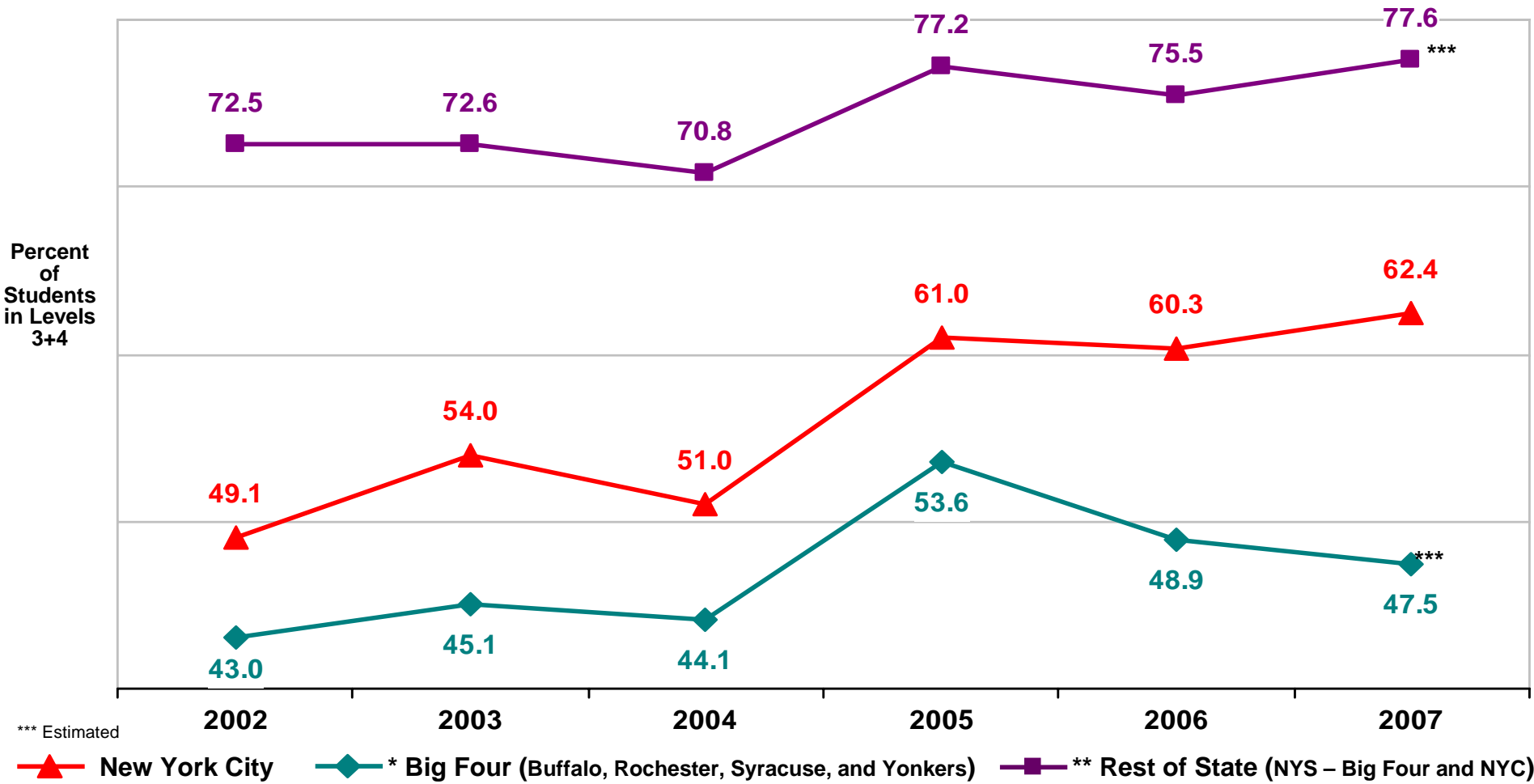
▲ New York City
 ◆ * Big Four (Buffalo, Rochester, Syracuse, and Yonkers)
 ■ ** Rest of State (NYS – Big Four and NYC)

ENGLISH LANGUAGE ARTS 2002-2007

Percent of Students in Performance Levels 3 + 4 New York City, Big Four*, and Rest of State** GRADE 4

ENGLISH PROFICIENT STUDENTS

2002-2007 Change: **New York City** +13.3
 Big Four +4.5
 Rest of State +4.1

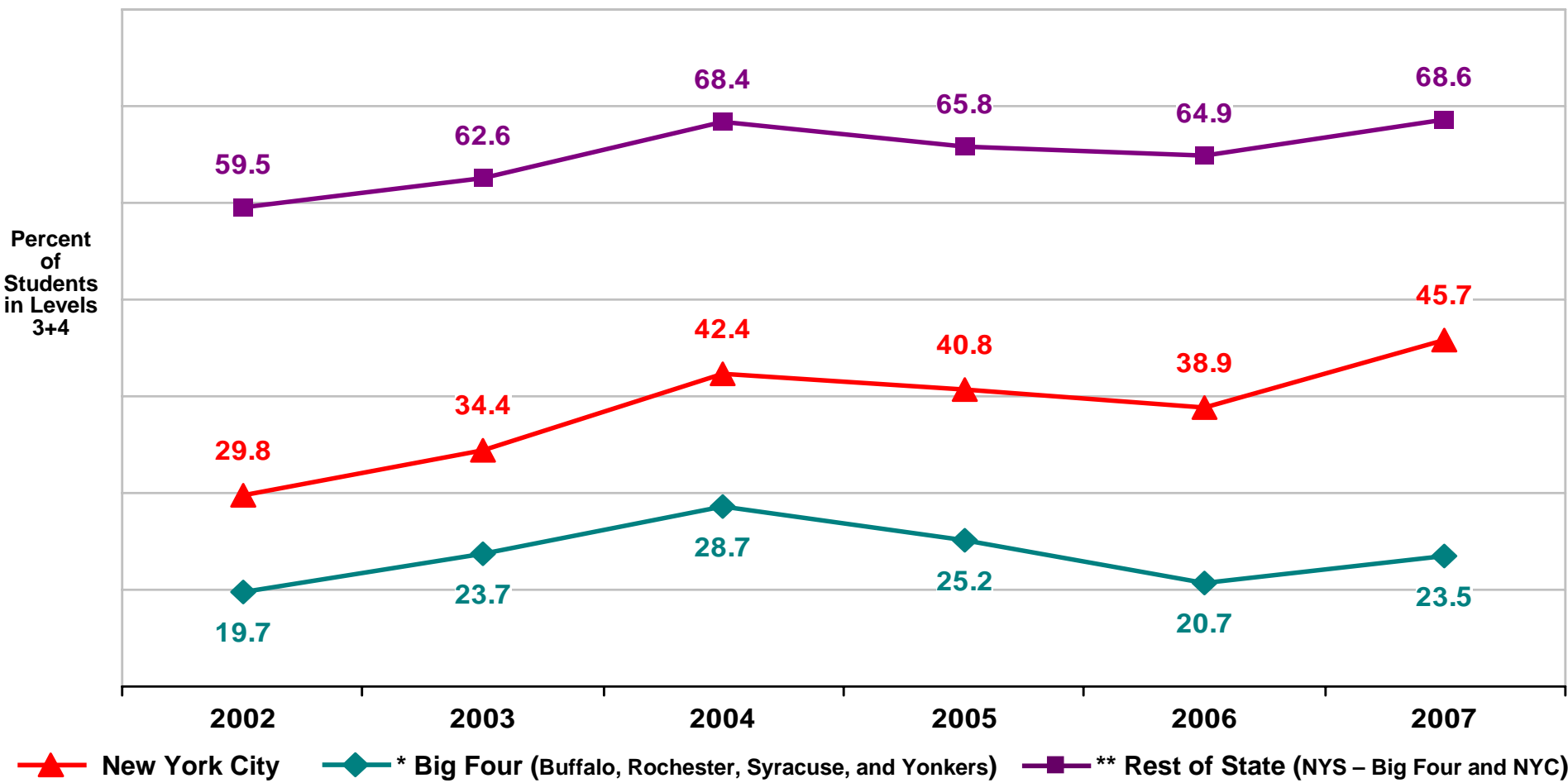


MATHEMATICS 2002-2007

Percent of Students in Performance Levels 3 + 4 New York City, Big Four*, and Rest of State** GRADE 8

ALL STUDENTS

2002-2007 Change: **New York City** **+15.9**
 Big Four **+3.8**
 Rest of State **+9.1**

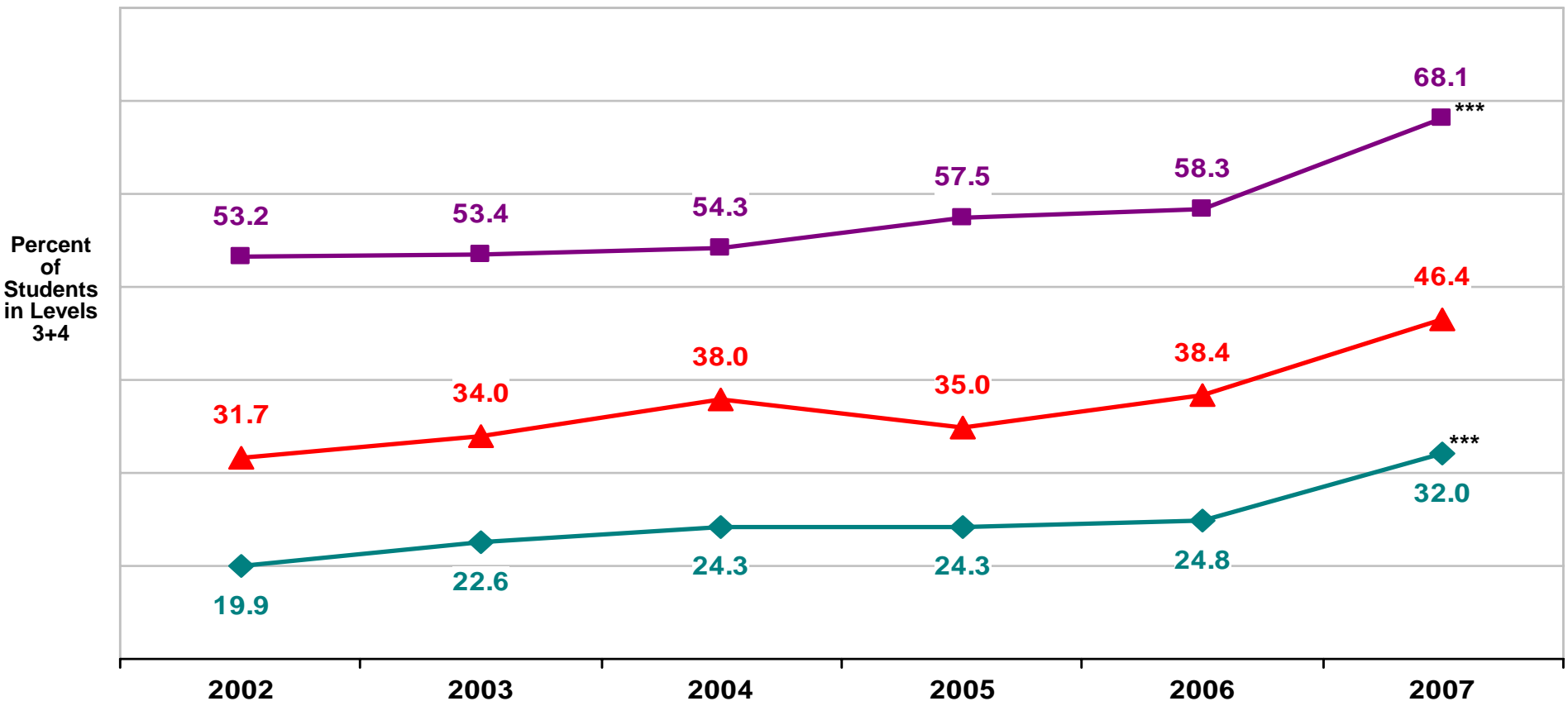


ENGLISH LANGUAGE ARTS 2002-2007

Percent of Students in Performance Levels 3 + 4 New York City, Big Four*, and Rest of State GRADE 8

ENGLISH PROFICIENT STUDENTS

2002-2007 Change: **New York City** **+14.7**
 Big Four **+12.1**
 Rest of State **+14.9**



*** Estimated

▲ **New York City**
 ◆ *** Big Four (Buffalo, Rochester, Syracuse, and Yonkers)**
 ■ **** Rest of State (NYS – Big Four and NYC)**

2007 Trial Urban District Assessment

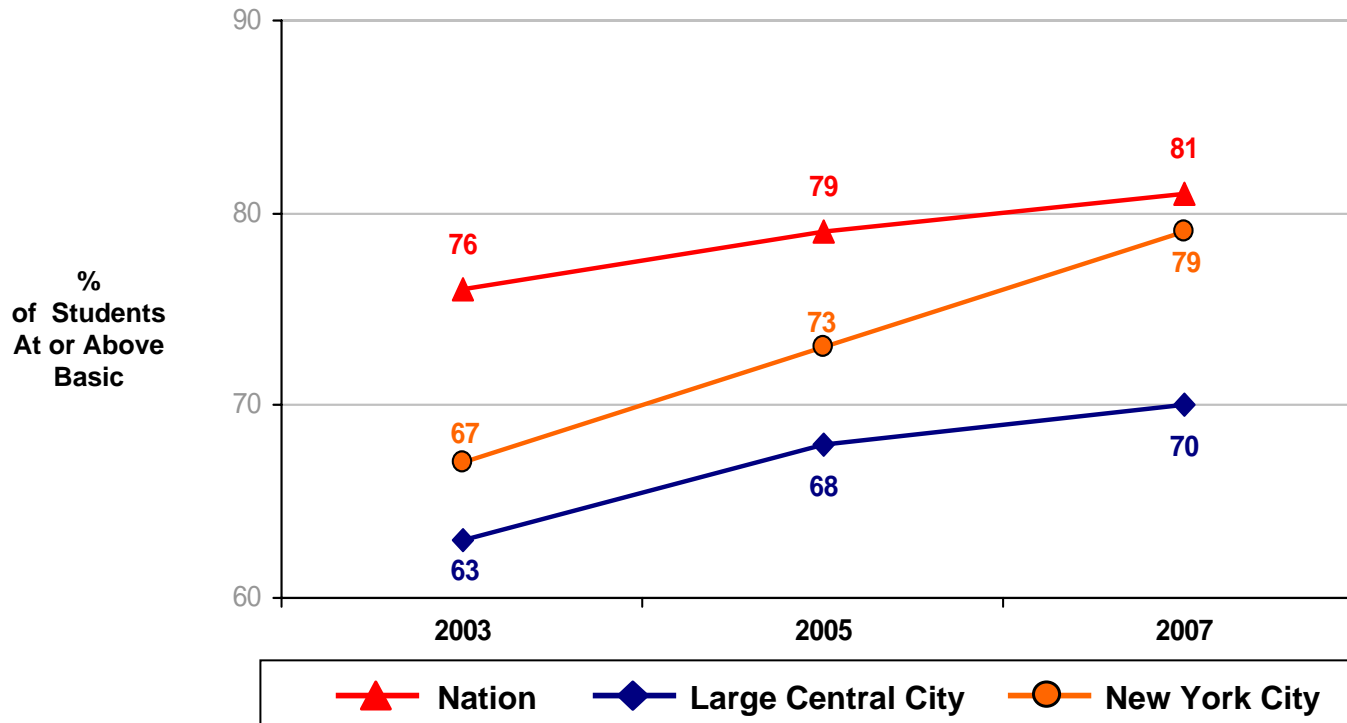
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

All Students

2003-2007 Change:

New York City	+ 12
Large Central City	+ 7
Nation	+ 5



2007 Trial Urban District Assessment

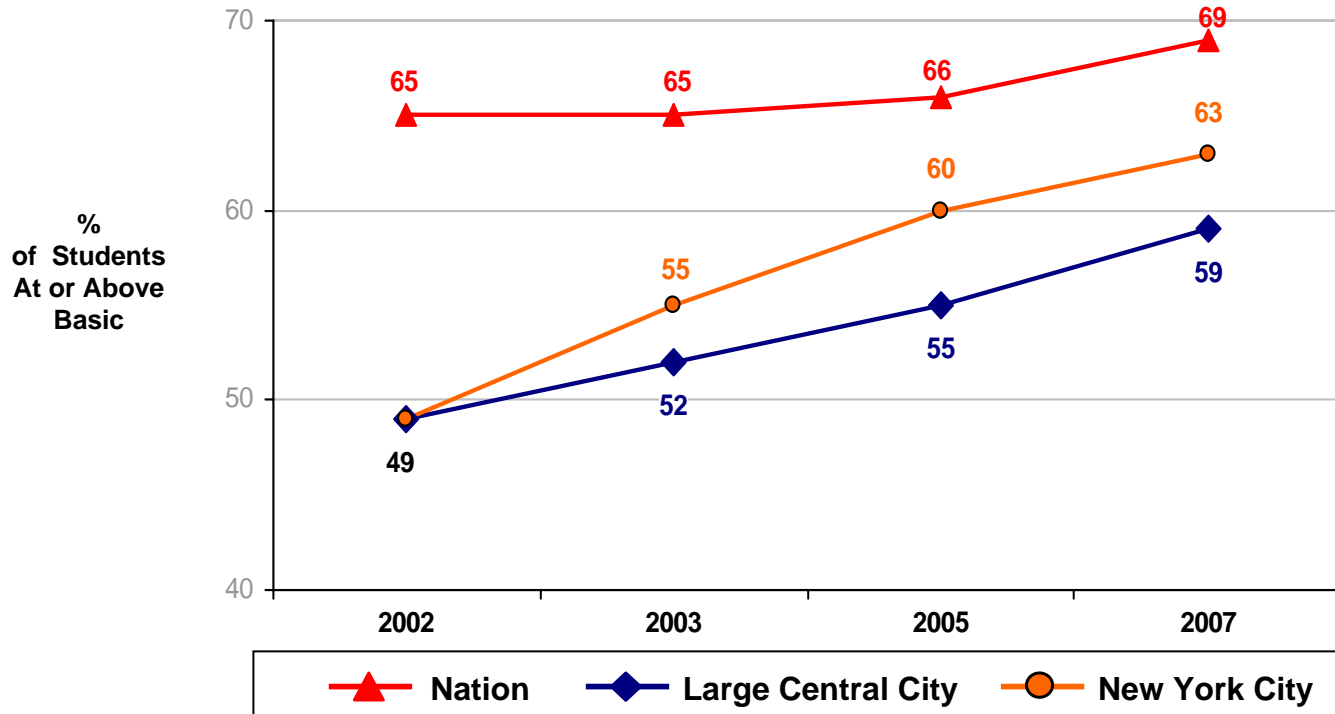
Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

All English Proficient Students

2002-2007 Change:

New York City	+ 14
Large Central City	+ 10
Nation	+ 4



2007 Trial Urban District Assessment

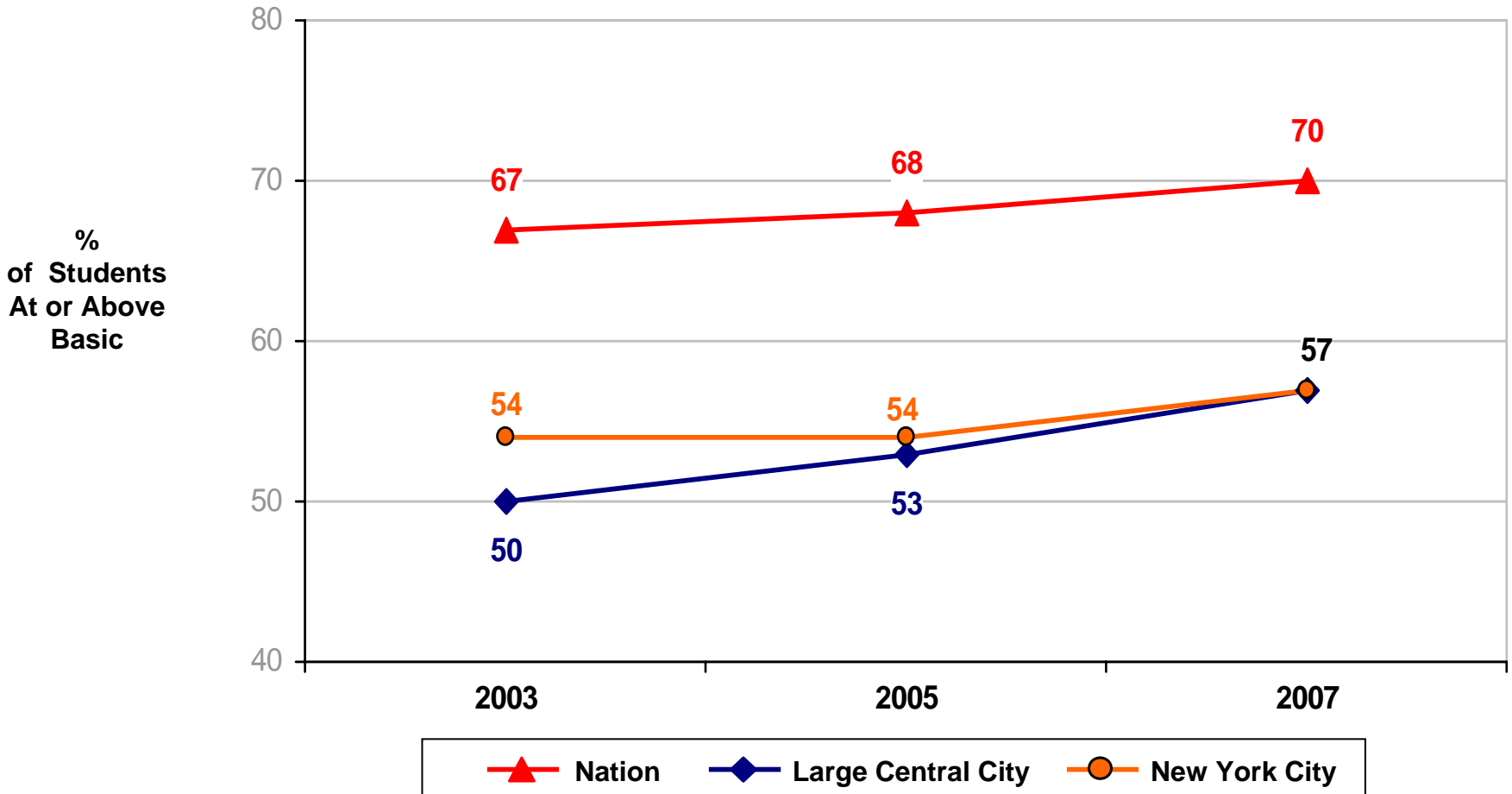
Achievement-Level Results in Grade 8 Mathematics

Percent At or Above Basic

2003-2007 Change:

New York City	+ 3
Large Central City	+ 7
Nation	+ 3

All Students



2007 Trial Urban District Assessment

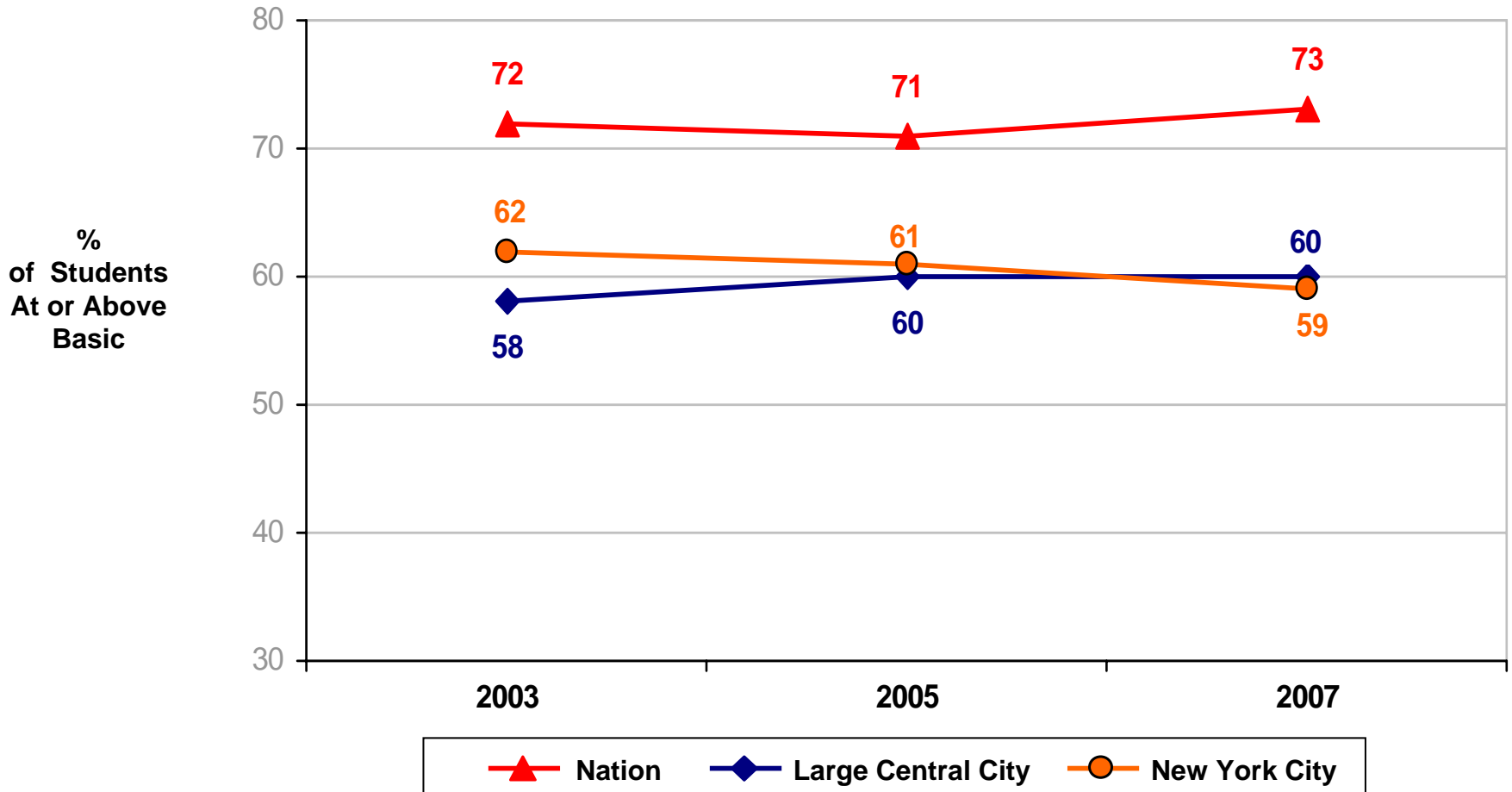
Achievement-Level Results in Grade 8 Reading

Percent At or Above Basic

2003-2007 Change:

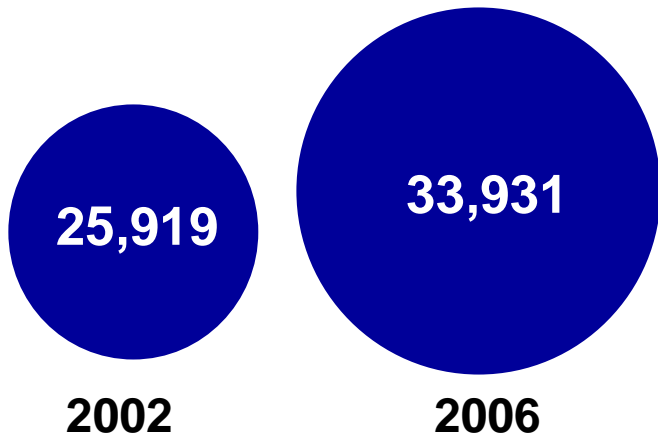
New York City	- 3
Large Central City	+ 2
Nation	+ 1

All Students

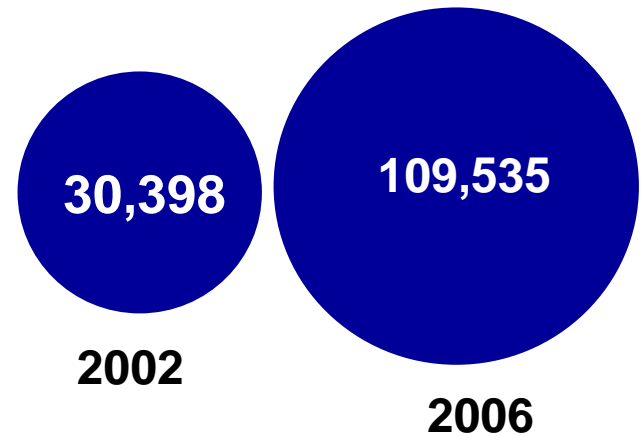


Students Taking Advantage of Opportunities to Excel

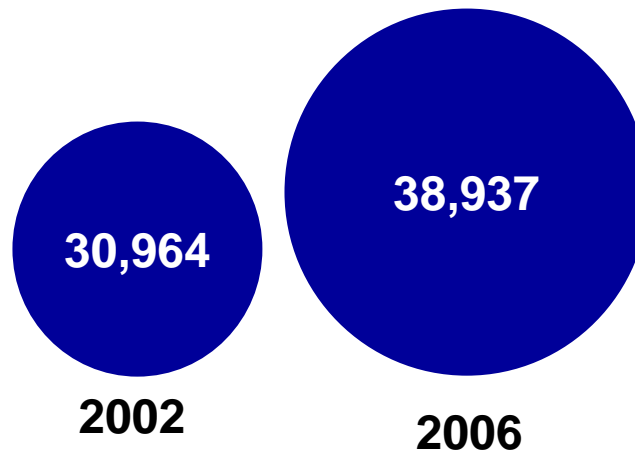
AP Exams taken



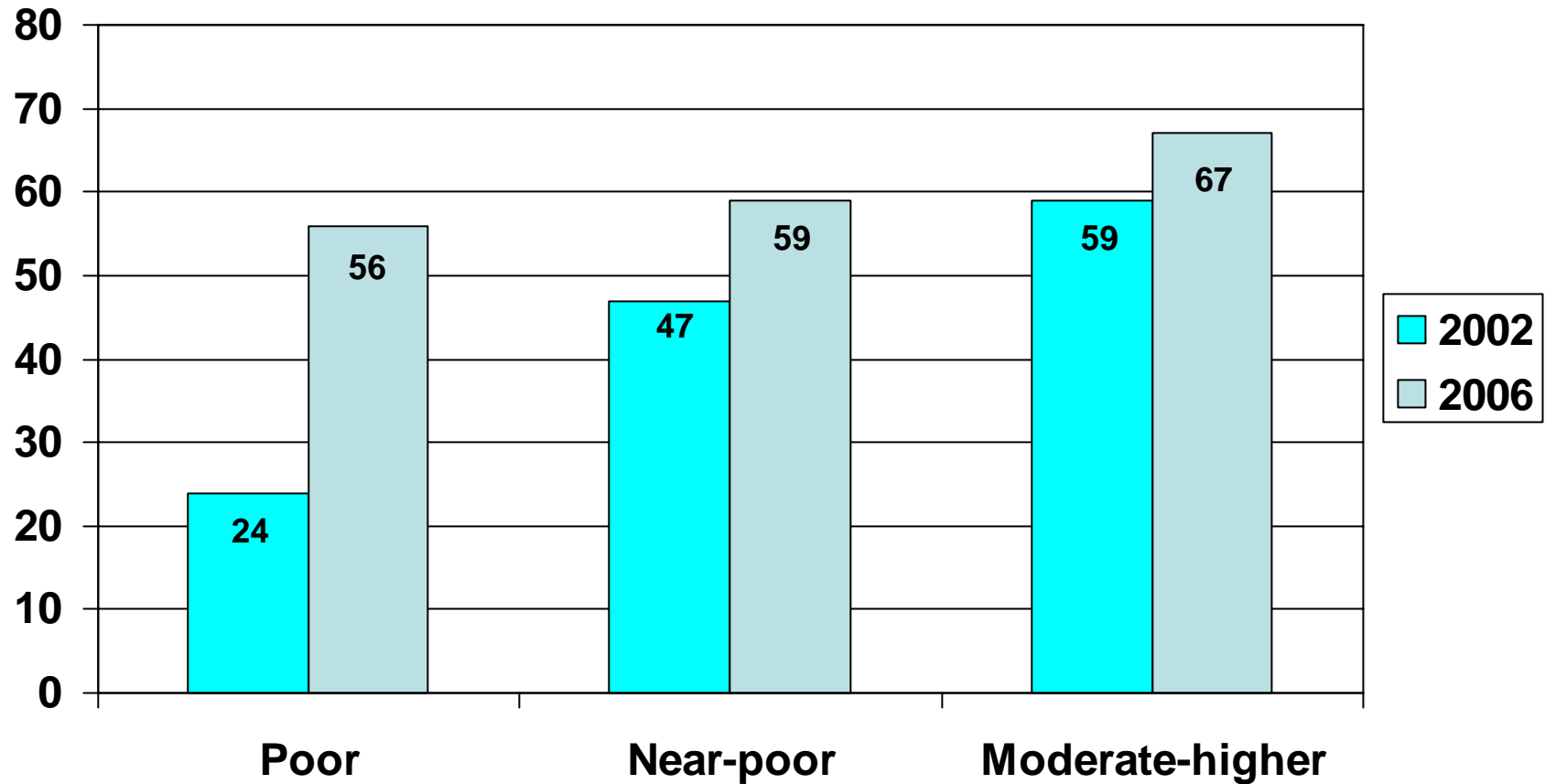
PSAT Exams Taken



SAT Exams Taken



More Satisfied Parents



Percent of public school parents who give their child's school a "Grade B" or higher

2007 Broad Prize Winner

- Awarded to school district that made greatest overall academic improvement while reducing achievement gaps
- Finalist previous two years
- \$500,000 in college scholarships will be awarded to students

PHASE 2: Leadership

Empowerment ↔ Accountability

- **School-Based Decisions.** Decisions are *best for students* when they're happening *close to students* at the school level.
 - **Individualized Support Options.** Principals used to get “support” from Regions. Now, they choose what's best for them from a dozen public and private options.
 - **Schools have:**
 - More money and more power over budgets and programs to tailor expenditures and programs to the specific needs of their schools.
 - New Funding
 - Fair Student Funding
- Progress Reports (Grades A-F)
 - Learning Environment Surveys
 - Quality Reviews
 - ARIS
 - Periodic Assessments

Rewards and Consequences:

Rewards

- Principals can earn up to \$25,000 for achievement on progress report and quality review
- Principals can earn \$25,000 annually for agreeing to take over a high-needs school for at least three years
- Reached historic deal with UFT to reward teachers for raising achievement at 200 high-needs schools
 - Teachers can earn \$3,000 bonus or more depending on how money is dispersed
 - Four-member compensation committee at each school will determine how to hand out rewards.

Consequences

- Schools receiving a “D” or “F” on annual progress report could face restructuring, leadership change, or closure
- Implementing meaningful tenure process and criteria
- Created Teacher Performance Unit to lend support to struggling teachers and to assist principals in removal of incompetent educators when supports are not effective