

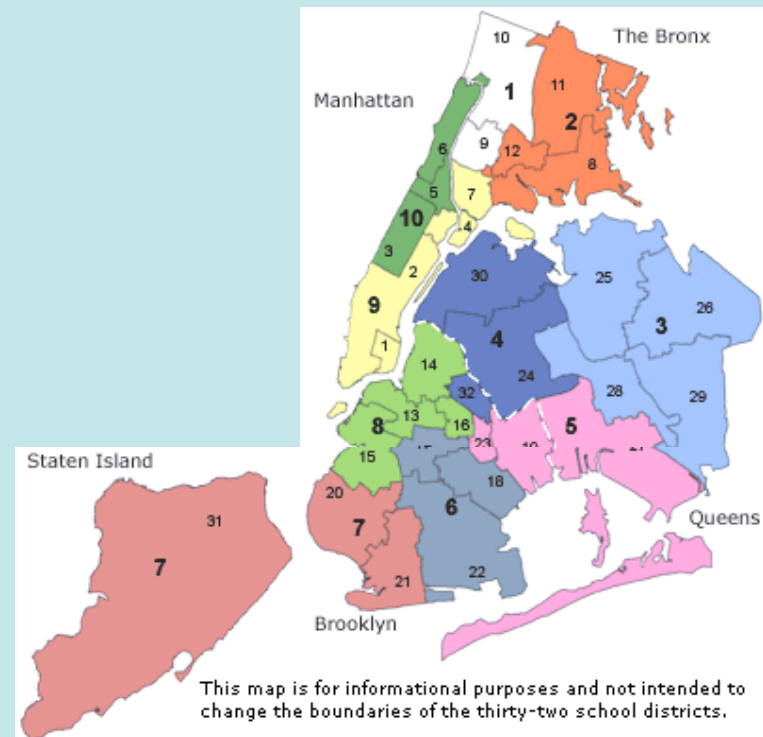
CHILDREN FIRST



Toward a System of Great Schools

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

- **New management structure.** Streamlined bureaucracy by creating 10 regions, each comprising three or four community school districts, headed by a regional superintendent.
- **Training new leaders.** Created Leadership Academy to train new principals. Today, nearly 200 graduates of the Academy's Aspiring Principals Program are now leading 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

- 100% of teachers certified
- 43% pay increase
- No more forced transfers and bumping
- Lead Teacher program
- Housing incentives
- Lowered class size

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

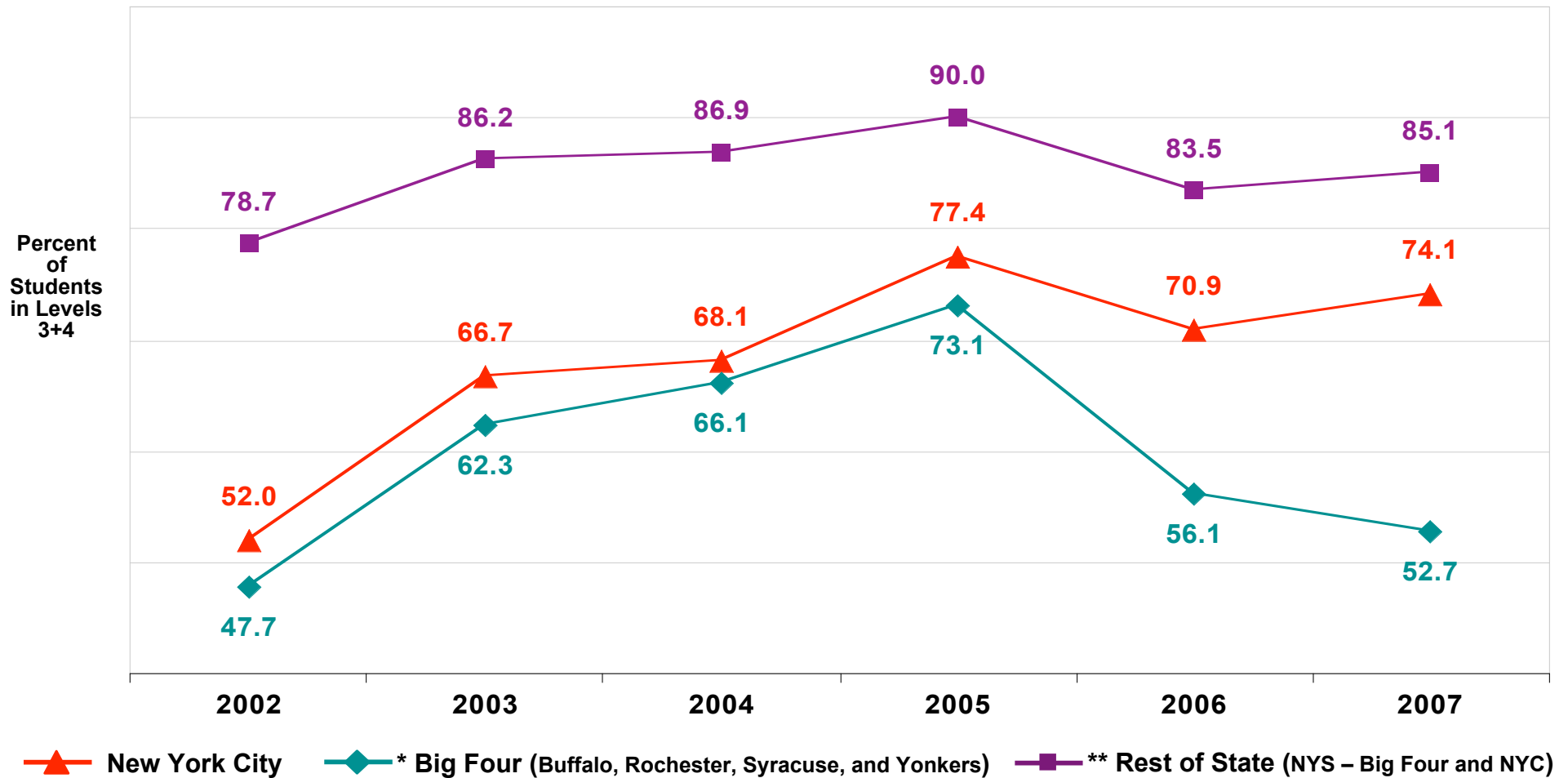
Math and Reading Performance On the Rise

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



MATHEMATICS

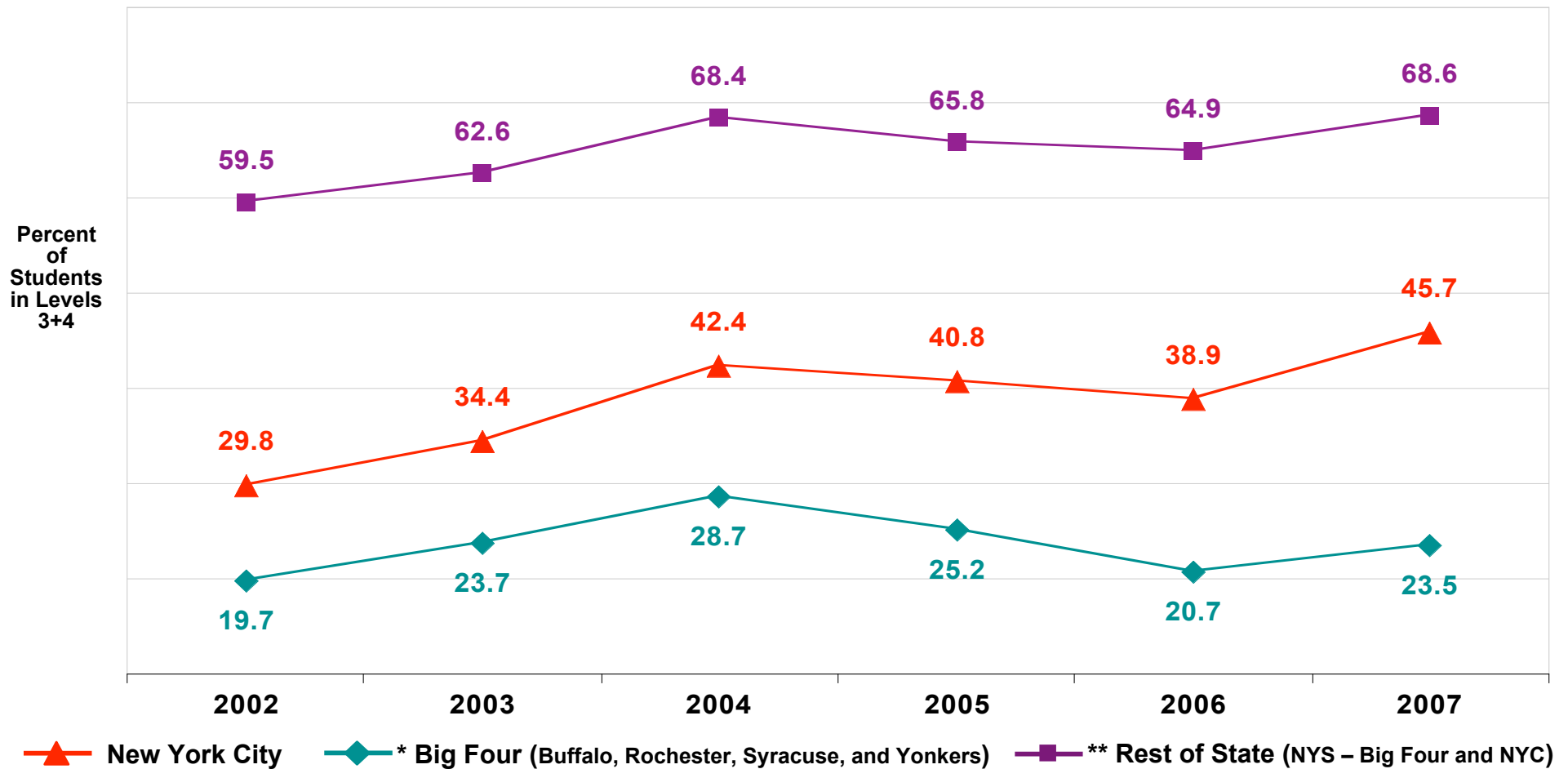
2002-2007

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

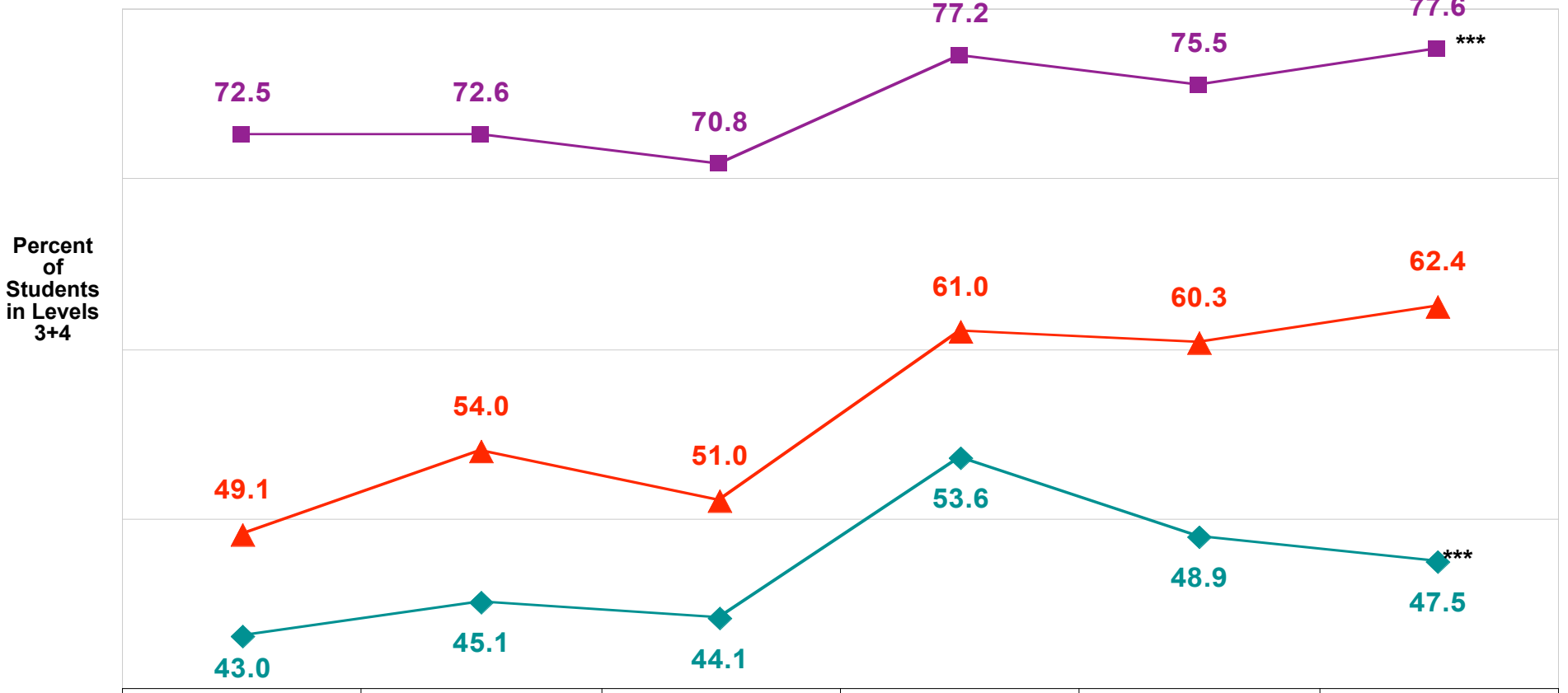


ENGLISH LANGUAGE ARTS 2002-2007

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

ENGLISH PROFICIENT STUDENTS

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



*** Estimated

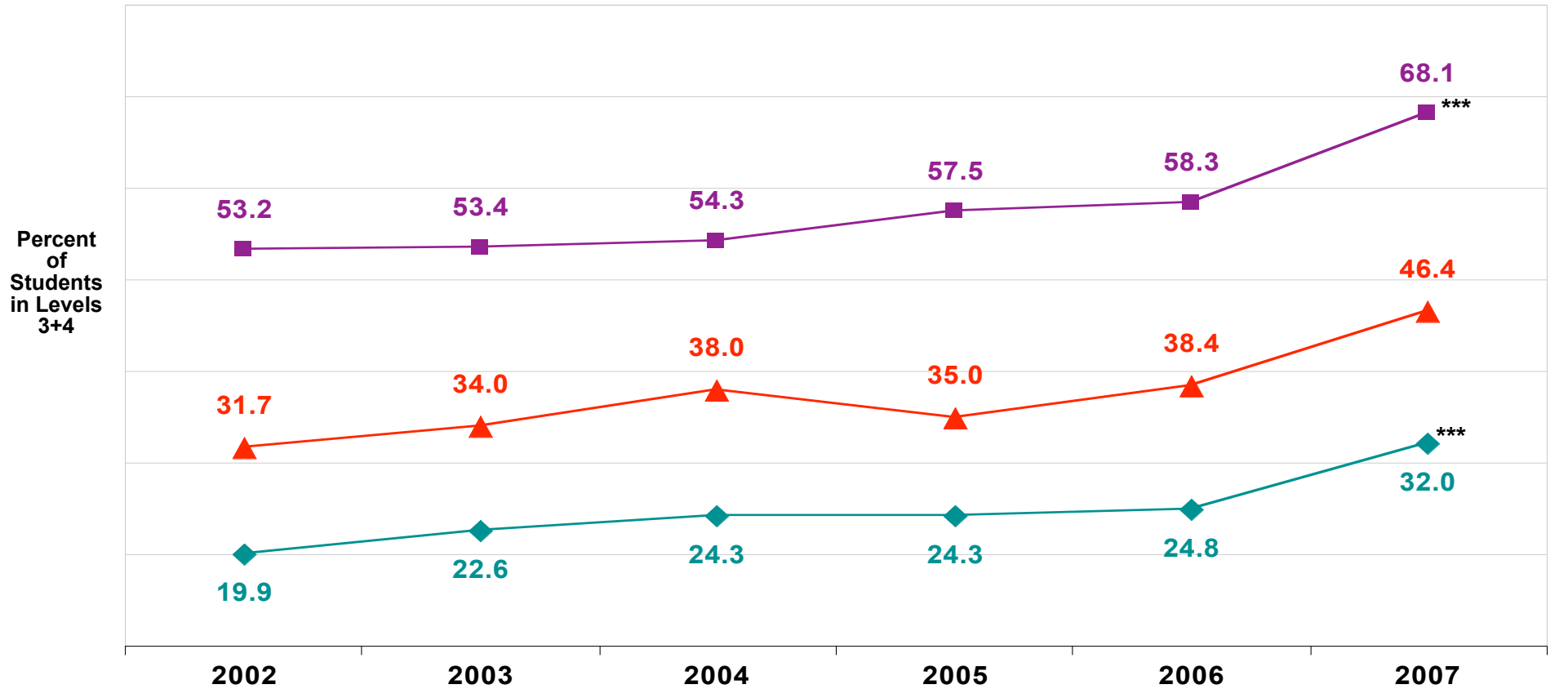
▲ **New York City**
 ◆ *** Big Four (Buffalo, Rochester, Syracuse, and Yonkers)**
 ■ **** Rest of State (NYS – Big Four and NYC)**

ENGLISH LANGUAGE ARTS 2002-2007

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

ENGLISH PROFICIENT STUDENTS

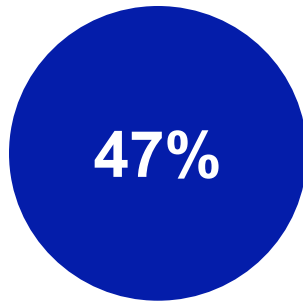
2002-2007 Change: **New York City** **+14.7**
 Big Four **+12.1**
 Rest of State **+14.9**



*** Estimated

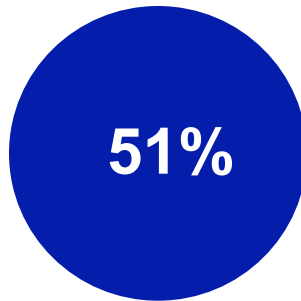
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More Students Graduating

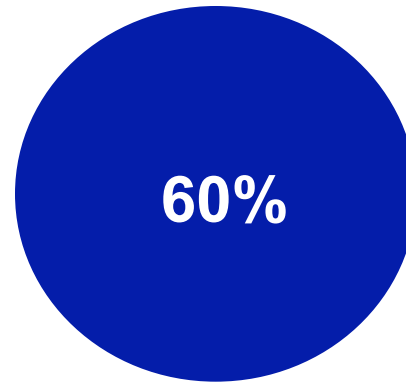


1986

(first year NYC tracked
four-year graduation rate)



2002

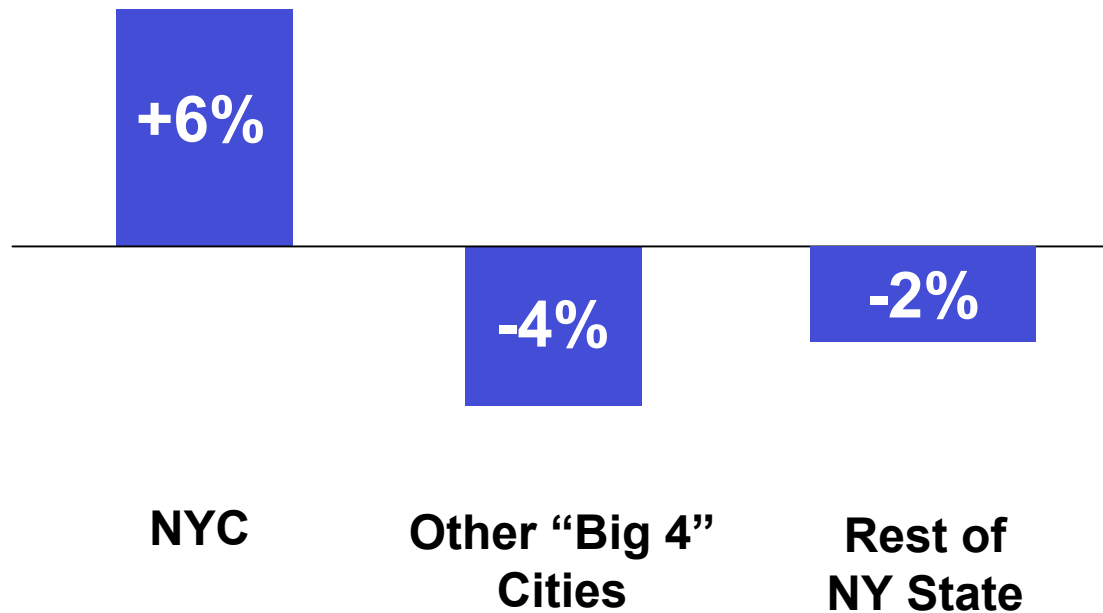


2006

Highest rates in more than 20 years

NYC graduation rates outpace the state

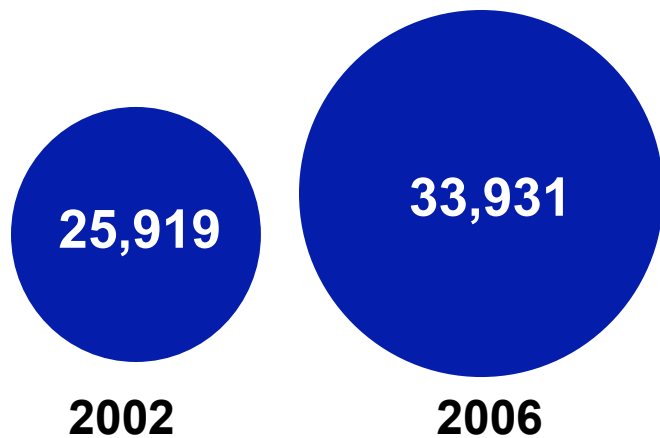
% change in graduation between students entering 9th grade in 2000 and 2002



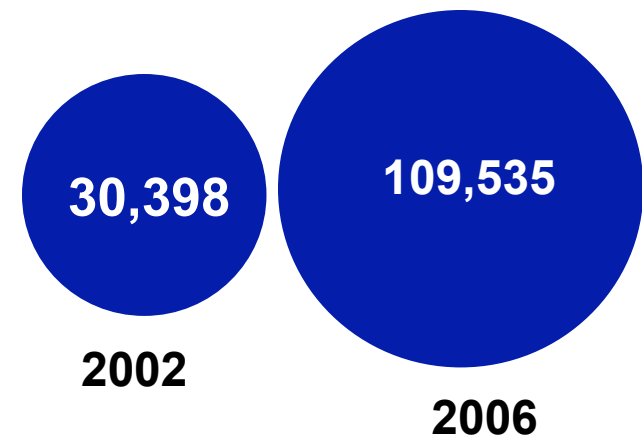
*Based on state-calculated graduation rate

Students Taking Advantage of Opportunities to Excel

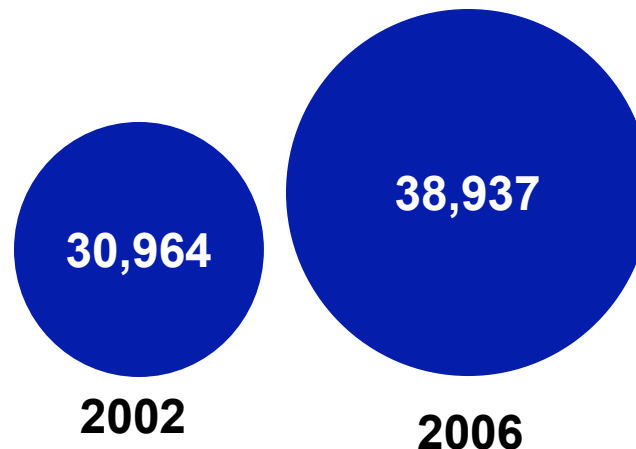
AP Exams taken



PSAT Exams Taken

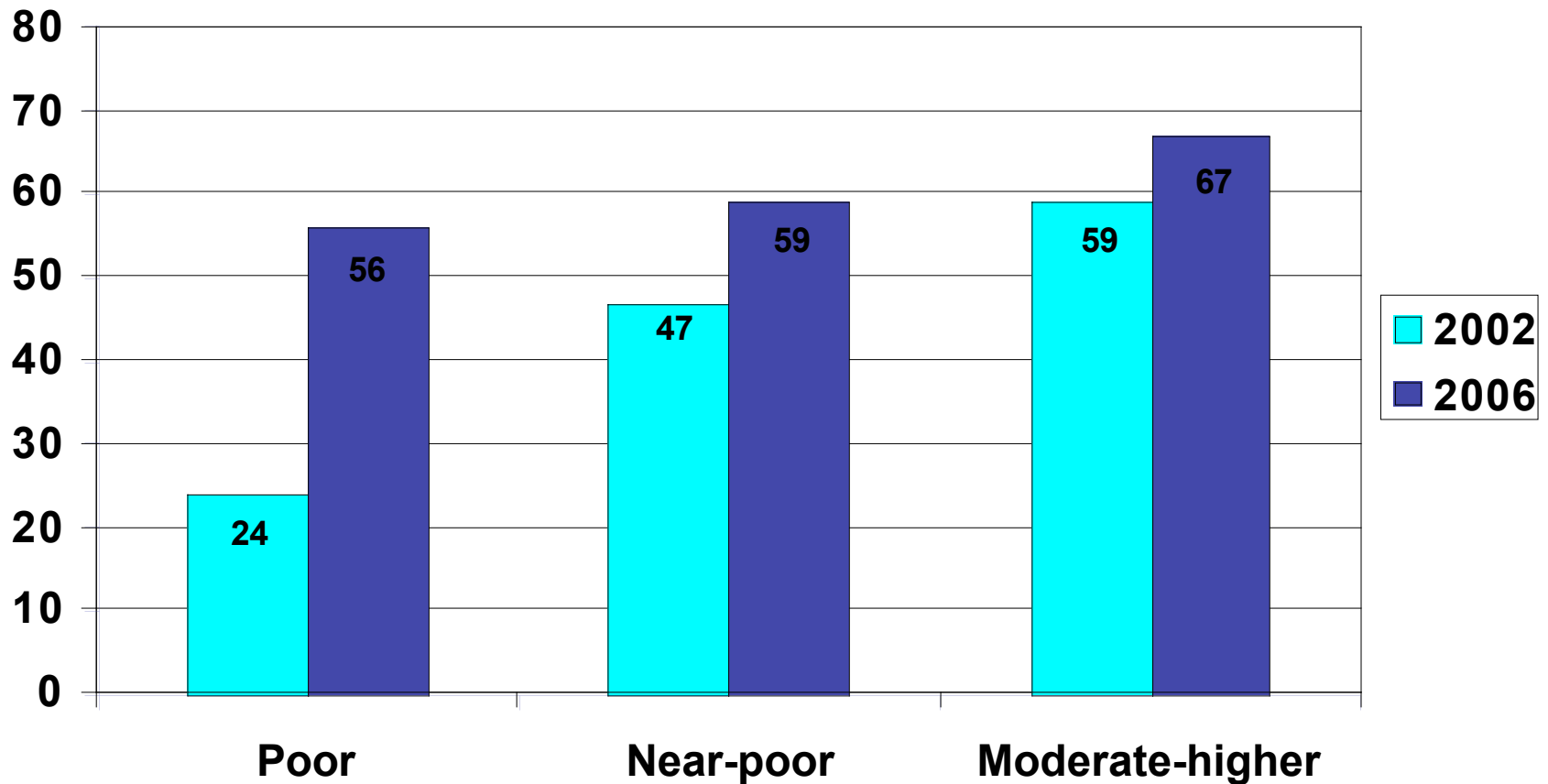


SAT Exams Taken



Source: College Board

More Satisfied Parents



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

Source: Community Service Society survey February 2007

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.
 - **Schools will also have:**
 - More power over budgets and programs.
 - Access to more money with which they can hire new teachers and guidance counselors
- Progress Reports (Grades A-F)
 - Quality Reviews
 - Learning Environment Surveys
 - Periodic Assessments
 - ARIS
 - Principal Bonuses

Performance Bonuses:

Principals Teachers

- 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.