



New York City Department of Education

Overview of the District

Rank Among U.S. School Districts (by size):	1
Number of Schools:	1,225
Number of Students:	1,023,674
Number of Teachers:	78,680
Annual Budget	\$13.5 billion

Chancellor: Joel I. Klein was appointed in 2002. Prior to his appointment, Klein served as chairman and chief executive officer of Bertelsmann, Inc., and was assistant attorney general in charge of the U.S. Department of Justice’s antitrust division.

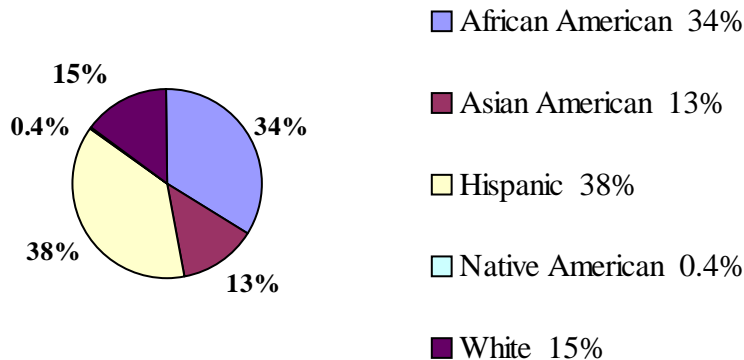
Governance: Appointed board. Thirteen-member Panel for Educational Policy. Eight members are appointed by the Mayor, chancellor included. The other five members are appointed by borough presidents.

Teacher Unions: United Federation of Teachers, American Federation of Teachers

Student Characteristics

Percent of Students Eligible for Free/Reduced School Lunch:	82%
Percent of Students Designated as English Language Learners:	12%
Graduation Rate (based on Manhattan Institute methodology):	60%

Student Demographics



STUDENT ACHIEVEMENT

Meeting Federal No Child Left Behind Requirements

- ✓ In 2004, 58% of New York City's schools met their Adequate Yearly Progress (AYP) targets as identified by the federal No Child Left Behind legislation, which requires that schools meet performance targets for students in all significant subgroups (e.g. ethnicity, income, language, and disability).

Consistent High Performance in Reading and Math while Reducing Achievement Gaps across Income Groups

- ✓ New York City is a consistent high performer (2001-2004) among demographically similar districts in the state. Using The Broad Prize methodology, New York City outperformed similar districts in New York State in six of six areas (elementary, middle and high school; reading and math), and also demonstrated greater improvement in those areas. This is New York City's first year as a Broad Prize finalist.
- ✓ New York City has income achievement gaps that are smaller than the state average and these gaps are closing faster than the state in both reading and math.
- ✓ Reading: The percentage of elementary students who reached proficiency in reading increased by eight percentage points in the past four years, while high school reading improved by five percentage points.
- ✓ Mathematics: The percentage of elementary students who reached proficiency in math increased by 15 percentage points in the past four years, while middle school math improved by 12 percentage points.

Graduation Rates

- ✓ New York City's current graduation rate is 60%, based on the Manhattan Institute methodology of calculating graduation rates.

RESEARCH-BASED BEST PRACTICES

Curriculum and Academic Goals

- ✓ The New York DOE uses the state standards as the base for its curriculum and further articulates them through local standards and units of study. The department has sought assistance from the University of Pittsburgh's Principles of Learning, the University of Chicago, and the Teachers College at Columbia University to define literacy goals and specific outcomes for each grade level. The DOE also works with local cultural institutions on social studies and science content areas and with a consortium of university deans who meet regularly with the chancellor and deputy chancellor for teaching and learning.

- ✓ Curriculum is written and revised by teams of teachers and instructional specialists from each region. The teams are paid to write or revise curriculum after school hours and during summer breaks. The goal is to develop units of study for each grade level and for each subject. Each unit of study consists of a scope and sequence map detailing instruction segmented into six-week blocks.
- ✓ Curriculum implementation is monitored by the deputy chancellor for teaching and learning, the 11 regional superintendents, and the ten to 12 local instructional superintendents in each region who meet monthly to talk about curriculum and instruction and to conduct walk-throughs of schools. Most monthly meetings are held in “model schools” to demonstrate high quality instruction and learning. The department also provides professional development for each region to help unify the curriculum process.
- ✓ The chancellor, deputy chancellor, and the regional superintendents plan DOE-wide goals through a Comprehensive Educational Plan (CEP). Each school also writes a CEP, which is coordinated with its local instructional superintendent and regional directors of school improvement to align with the department’s CEP.

Staff Selection and Capacity Building

- ✓ The primary system for recruiting principals is the Leadership Academy, which involves a formal application process, interviews and regional recommendations. Principals are given an incentive to stay in the system through a bonus negotiated with the administrators’ union. Principals are supported by mentors, professional development, opportunities to move up to higher leadership positions, and supports attached to the Leadership Academy.
- ✓ New York City hired 7,000 new teachers this year. Recruiting extended to the Philippines, Spain, Canada, and other parts of the world to find certified teachers for hard-to-fill areas. The department also recruits from the Teaching Fellow Program and Teach for America.
- ✓ New teachers are supported through a formal teacher mentor program (the Santa Cruz model) that assigns experienced teachers as full-time coaches or mentors. This relatively new program is working to incorporate a Regional Director to work with the NYCDOE and the union to align professional growth and development programs for all new teachers.
- ✓ Teacher professional development is implemented by coaches and through partnerships with outside organizations such as Teachers College at Columbia University. To ensure ample time for professional development, 90 minutes are set aside each week for all schools to engage in professional development activities beyond school hours.

Instructional Programs, Practices, and Arrangements

- ✓ The NYCDOE has adopted the balanced literacy curriculum, which includes a reading and writing workshop, teacher demonstration of effective literacy strategies, and time for teachers to coach individuals or small groups of students. The department also has adopted a balanced mathematics curriculum that includes Everyday Mathematics in the elementary schools, Impact Mathematics in the middle schools, and Math A in the high schools.

- ✓ All schools in the NYCDOE have 120 minutes of literacy instruction, which is scheduled according to school level and the needs of the students. Schools are encouraged to schedule math for at least one hour per day.

Use of Data

- ✓ The NYCDOE uses several tools to assess student achievement throughout the year. The ECLAS II is an individual diagnostic assessment given to all K-3 students twice a year to provide in-depth information about literacy development. The NYCDOE also has benchmark assessments for grades 3 through 8 and an Interim Assessment Program conducted by the Princeton Review for English Language Arts and Math. The interim assessments are short diagnostic assessments that are given three times a year to gain an additional measure of student performance. In Spring 2005, the department also began providing interim assessments to English Language Learners in grades 3 through 8 to measure English and Spanish language proficiency.
- ✓ State tests are given in grades 4 and 8, and city tests are given in grades 3, 5, 6, and 7. The NYCDOE has aligned city tests with state tests to provide a consistent measure of student performance from grades 3 through 8.
- ✓ School performance is monitored by local instructional superintendents through a data review with the principal. Regional superintendents meet weekly or biweekly with the deputy chancellor for teaching and learning to review school performance and progress toward their Campus Educational Plan (CEP). CEPs are also reviewed by regional staff and, depending on the status of the school, by the NYCDOE.

Interventions and Adjustments

- ✓ A key strategy for addressing low-performing schools is to transform historically underperforming large high schools (many with multiple years of graduation rates below 35%) into campuses of autonomous small schools or small learning communities. To date, the department has phased out 16 large schools and developed nearly 150 small secondary schools. The new smaller schools have less than 500 students to promote a more personalized learning environment for students.
- ✓ To address the large numbers of older students who have been held back, the NYCDOE has expanded the ways in which students can work toward a diploma. Young Adult Borough Centers offer students who have been in high school for four or more years an evening academic program with high levels of support from a community-based organization that includes counseling, tutoring, jobs and internships. Flexible course offerings also help teenagers pick up missed courses. The NYCDOE also has expanded the number of “second chance” or transfer schools, which offer intensive academic and youth development support for students who have dropped out or failed to earn credits in traditional high schools.
- ✓ Students are identified for interventions in reading through the ECLAS system, which collects assessment information on every student in grades K-3 in specific areas such as decoding, phonemic awareness, fluency, and comprehension. Students who are struggling in one or more areas are paired with a particular intervention program depending on their development area and grade-level.

- ✓ Every elementary school has an intervention team that provides a Personal Intervention Plan to struggling students based on their area of need. This practice will be extended to middle schools next year. Additionally, every region has an intervention team that meets monthly to discuss and evaluate school intervention programs.

Stability of Leadership

- ✓ Joel I. Klein was appointed as the first chancellor of the newly reorganized Department of Education in 2002 by New York City Mayor Michael Bloomberg.

Other Factors

- ✓ The New York City Board of Education is called the Panel for Educational Policy. Its members are appointed by the mayor and provide general oversight and counsel for citywide school operations. The mayor also moved the New York City Department of Education to the historic Tweed Courthouse across the street from City Hall, to further symbolize that the mayor is accountable for the city's schools.
- ✓ The NYCDOE has added a parent coordinator in every school, and improving communication with parents is a major priority for the department. Part of this initiative includes working with the Community Education Councils and the Citywide Councils for High Schools and Special Education, which gives parents direct access to the chancellor, his senior leadership team and local administrators.
- ✓ New York City has actively solicited the help and participation of community-based organizations and businesses. Contributions and in-kind support from the business community have significantly increased under Chancellor Klein's leadership.