



Reason

#426

12/2013



Weighted Student Formula Yearbook

New York City

by Katie Furtick & Lisa Snell

# New York City Department of Education

**Program Name:** Fair Student Funding  
**Implementation:** 2007–2008 School Year  
**Program Type:** District-Wide Program  
**Legal Authorization:** Mayor Control

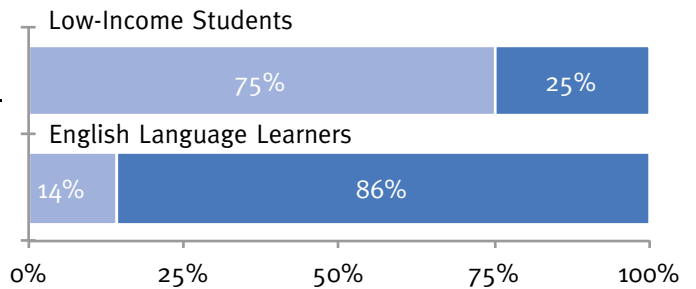
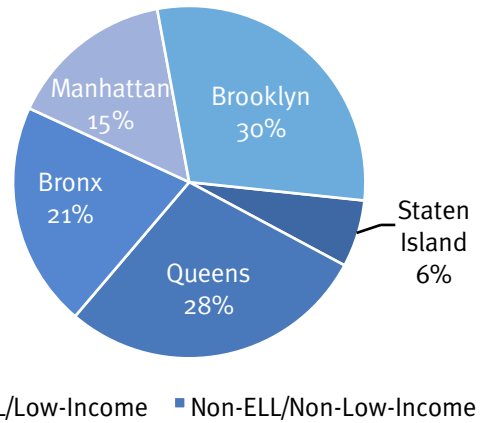
**Overall Grade: --**

Category	Grade	Rank*
Overall Grade **	N/A	N/A
Principal Autonomy	F	14
School Empowerment Benchmarks	A+	3
2011 Proficiency Rates	B-	5
Proficiency Rate Improvement	N/A	N/A
Expected Proficiency vs. Actual	A-	1
Expected Proficiency Improvement	A	1
2011 Graduation Rates	C	8
2011 Achievement Gaps	C-	11
Achievement Gap Improvement	N/A	N/A
Achievement Gap Closures:		
■ <i>Internal District</i>	N/A	N/A
■ <i>Internal District vs. Internal State</i>	N/A	N/A
■ <i>External Achievement Gaps</i>	N/A	N/A

\* Tied with San Francisco Unified for “2011 Expected Proficiency.”

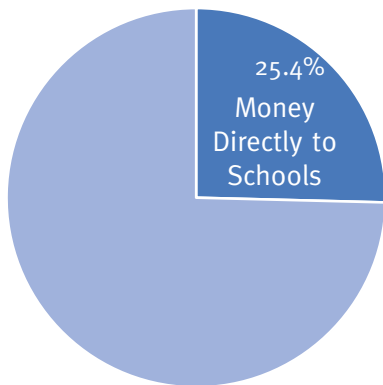
\*\* Overall grades and ranks may not equal the average of individual grades and ranks because categories are weighted differently to reflect their importance.

## Demographics



Source: NYC DOE Office of English Language Learners 2013 Demographic Report

## 2012–2013 Principal Autonomy



Source: NYC DOE FY 2013 School Budget Allocations & Student Funding Proposals

## School Empowerment Benchmarks

School budgets based on students not staffing	Yes
Charge schools actual versus average salaries	Yes
School choice and open enrollment policies	Yes
Principal autonomy over budgets	Yes
Principal autonomy over hiring	Yes
Principal training and school capacity building	Yes
Published transparent school-level budgets	Yes
Published transparent school-level outcomes	Yes
Explicit accountability goals	Yes
Collective bargaining relief, flat contracts, etc.	Yes

NYC Department of Education Met 10 out of 10 School Empowerment Benchmarks

## 1. Overview of New York’s Weighted Student Formula Program

In 2013 the New York City Department of Education served approximately one million students with 75 percent qualifying for the free or reduced-price lunch program and approximately 14 percent English language learners.<sup>1</sup> In 2002 the state legislature granted Mayor Bloomberg control of the schools and he appointed Schools Chancellor Joel Klein to run the schools.

In the first few years of mayor control, Bloomberg and Klein worked to stabilize and bring coherence to the city school system. Once the schools were stabilized, Bloomberg and Klein took steps to empower principals by giving them decision-making power and resources and holding them accountable for results.

In 2007 Schools Chancellor Joel I. Klein announced that the New York City public schools would receive unprecedented new levels of funding for the 2007–08 school year, and that the administration’s new “fair student funding” program would bring greater equity and transparency to those budgets.<sup>2</sup> As a result of the infusion of new state and city education dollars, as well as ongoing efforts to reduce bureaucracy, schools would receive roughly \$900 million in new aid, some of which was tied to specific programs and increased teacher salaries and benefits. Principals would have significantly greater discretion—to hire new teachers, buy supplies, or provide enrichment services for students and staff—over several hundred million dollars of new funds as well as greater discretion over funds that were previously on school budgets but tied to specific programs. One hundred ten million dollars of the \$900 million would go directly to 693 schools that had traditionally been receiving less than their fair share. Educators would now have substantially more funds, as well as the decision-making power they need to make informed decisions to help New York City public school students succeed in school.

Also included in the new funding going to schools was \$170 million that the Department of Education redirected to schools as new “Children First Supplemental Funds” for schools to purchase newly organized school support services and other goods, services and staff that they determine helps students succeed. The \$170 million came from cuts to central and regional budgets, bringing the total funds that DOE cut from the bureaucracy and sent to the school level to \$230 million since 2006. Along with new money schools received in 2007, principals and their teams were given additional discretion over hundreds of millions of dollars that were previously tied to specific programs. This autonomy allowed principals and their teams to choose the best programs and support services for their particular students and teachers. It also allowed them to purchase the materials, staff and services that are best aligned with their school’s specific needs.

The New York City Department of Education empowered all public schools through a school financing reform called “fair student funding” (FSF), so that principals had discretion over resources and educational decisions in their own schools.<sup>3</sup> New York City’s public school empowerment program builds on the

“empowerment schools” initiative pilot. In the 2006–07 school year, 332 New York City public schools took on greater decision-making power and resources in exchange for accepting accountability for results. These “empowerment schools” worked under performance agreements, committing to high levels of student achievement with clear consequences for failure. In exchange for this commitment, principals and their teams had the freedom to design educational strategies tailored to their students. These schools hand-picked their support teams, hired additional teachers, implemented creative schedules, designed tailored assessments, invested in professional development, and purchased both internal and external services to meet their needs and their students’ needs. Initial results were promising, with more than 85 percent of empowerment schools meeting the performance targets set by the Department of Education.

The expansion of school empowerment through fair student funding was based on extensive research and outreach by the leadership of the New York City schools.<sup>4</sup> The fair student funding plan is based on an inclusive, research-based process that involved more than 100 meetings with almost 6,000 people in all five boroughs. The city education department completed careful analysis of current budget practices and input from expert advisers, including leaders from other districts that have pioneered student-based budgeting systems.

Beginning with the 2007–08 school year, all 1,500 public schools were empowered. Their principals and their teams gained broader discretion over allocating resources, choosing their staffs and creating programming for their students. Under FSF schools have increased resources because the new formula allocates funds based on student need.

In New York City, fair student funding is based on simple principles:

- School budgeting should fund students fairly and adequately, while preserving stability at all schools.
- Different students have different educational needs, and funding levels should reflect those needs as accurately as possible.
- School leaders, not central offices, are best positioned to decide how to improve achievement.
- School budgets should be as transparent as possible so that funding decisions are visible for all to see and evaluate.

In New York public schools, FSF aims to achieve three major goals:

- **Improve student achievement:** School leaders and communities know best what their schools need for their students to achieve. Fair student funding eliminates restrictions on dollars and gives schools more opportunity to make the best choices for their students. It also creates new financial incentives for schools to enroll struggling students—and new rewards when schools succeed in improving students’ results.

- **Move toward equity: In the 2007–2008 school year**, FSF directed \$110 million in new funds toward schools that had not received their fair share of resources, without taking funds away from other schools. Going forward, fair student funding aims to bring all schools up to their fair funding level as soon as resources permit.

An April 2013 study by New York City’s Independent Budget Office has found that while fair student funding has distributed the available funds in a fairer manner, the funding formula has never been fully implemented because of fiscal constraints. In FSF’s first year 58 percent of schools got less through fair student funding than the full amount the formula said they needed. Last year, that number had risen to 94 percent. Among their findings from school years 2007–2008 through 2011–2012:<sup>5</sup>

- The fair student funding mechanism has moved the distribution of funding for basic instruction to more closely correspond to student needs.
  - Middle school students, who were historically funded below their formula amounts, and high school students, who were funded above their formula amounts, were funded closer to their formula amounts by 2011–2012.
  - For the first four years, most of the weights related to student achievement and need were not found to have a statistically significant effect on the allocations. By 2011–2012, however, all but one of the academic weights played a significant role in the allocations.
- **Make school budgets more transparent:** Fair student funding eliminated many complex funding streams, providing more than five billion dollars to schools in a single, simplified budget allocation. And while FSF isn’t perfect, it’s a big step forward in transparency and the accountability it brings, and a strong vehicle for improvement over time.

## 2. How Does New York City’s Student-Based Budgeting Process Work?










Under New York City’s fair student funding system schools receive more equity and transparency in two ways—first, by the weighting of the students based on their needs, and second by making school-level salaries transparent and moving to a system that charges schools the average cost of their particular employees. Principals are empowered by receiving money instead of resources from the central office that they can spend as best serves their particular schools.

## Weighting Students Based on Individual Characteristics

Under FSF, schools receive additional resources based on the needs of their students and the size of their student population. The Department of Education assigns “weights” to different types of students based on their grade level and need, determined by factors like how well they are doing in school, how poor their families are and whether they qualify for special education and English language learner services.

This funding covers basic instructional needs and is allocated to each school based on the number and need-level of students at the school. All money allocated through FSF can be used at the principals’ discretion. Table 1 below lists the weights in New York City’s fair student funding.

**Table 1: New York City Department of Education FY 2014 Fair Student Funding Weights**

	Grade Weights	K–5 <sup>th</sup>		6 <sup>th</sup> –8 <sup>th</sup>		9 <sup>th</sup> –12 <sup>th</sup>		
		\$4,122.55		\$4,452.68		\$4,245.83		
		1.00		1.08		1.03		
	Below Poverty Line	\$494.71						
		0.12						
	Special Education	<= 20% K–12 <sup>th</sup>	21–59% K–12 <sup>th</sup>	>= 60% (Self-Contained) K–8 <sup>th</sup>   9–12 <sup>th</sup>		>= 60% (Integrated) K   1 <sup>st</sup> –12 <sup>th</sup>		Post IEP Support
		\$2,309	\$5,156	\$4,868	\$2,408	\$8,609	\$7,174	\$500
		0.56	1.25	1.18	0.58	2.09	1.9	–
	English Language Learners	K–5 <sup>th</sup>		6 <sup>th</sup> –8 <sup>th</sup>		9 <sup>th</sup> –12 <sup>th</sup>		
		\$1,648.60		\$2,062.32		\$2,062.32		
		0.4		0.5		0.5		
	Portfolio Weights 9 <sup>th</sup> –12 <sup>th</sup>	Career/Technical						
		Nursing		Health/Trade/Tech		Business		Home Econ./Arts
		\$1,072		\$701.02		\$494.16		\$205.81
		0.26		0.17		0.12		0.05
	Portfolio Weights Continued	Specialized			Transfer			
		Academic	Audition	Heavy Graduation		Regular Graduation		
		\$1,030.11	\$1,442.79	\$1,648.60		\$859.18		
		0.25	0.35	0.400		0.21		
	Academic Intervention	4 <sup>th</sup> –5 <sup>th</sup>	Below 6 <sup>th</sup> –8 <sup>th</sup>	9 <sup>th</sup> –12 <sup>th</sup>	4 <sup>th</sup> –5 <sup>th</sup>	Well Below 6 <sup>th</sup> –8 <sup>th</sup>	9 <sup>th</sup> –12 <sup>th</sup>	
		\$1,030.11	\$1,442.79	\$1,030.11	\$1,648.60	\$2,062.32	\$1,648.60	
		0.25	0.35	0.25	0.40	0.50	0.40	
	Heavy Graduation Challenge	\$1,648.60						
		0.40						
	Foundation Grant (Per School)	\$225,000						

- **Grade Weight:** Every student receives a weight determined by his or her grade level. The Department chose to provide middle school students with the largest weights because these students experience the largest drop-offs in student achievement. They chose to fund grades 9–12 at a slightly higher level than grades K–5 for several reasons: older students tend to have higher costs for non-personnel (such as more costly science materials), they often take electives that break into smaller classes, and their schools often require more administrative personnel.
- **Poverty Weight:** Students enrolled at schools that begin before grade four (e.g., all K–5, K–8 and K–12 schools) qualify for the poverty weight if they also qualify for free or reduced lunch. The poverty weight is for students before grade 4 because there are no test score data available before entry to fourth grade.
- **Special Education:** FSF gradually shifts special education funding away from per class type and toward funding individual student needs. In doing this, FSF aims to help reinforce that special education students are an integral part of a school, not a separate subset of students. FSF aims to eliminate the view of special education as strictly prescriptive, immovable and segregated from the kind of innovative thinking that occurs in general education. The full continuum of services is available to serve students, as schools receive special education per-student funding based on the number of periods a day that a student requires special education services, rather than funding based on a specific service delivery model. This should increase schools' flexibility to develop service delivery models or a combination of models tailored to meet the individual needs of the students.
- **English Language Learners:** Experts recognize that English language learners (ELL) have higher needs. ELLs who have become proficient in English graduate at higher rates than all other students—more than 60 percent—while more than half of ELLs who never become English-proficient drop out of high school. Funding for ELLs is determined by grade level: a K–5 weight, a 6–8 weight, and a 9–12 weight. Students in higher grades will receive additional resources for two reasons: (a) as students age, the state requires them to receive additional periods of specialized education, and (b) it is more developmentally difficult for older students to master a new language.
- **Portfolio Weight:** At the high school level, NYC provides students with a portfolio of different education models. Students attending these schools will continue to be eligible for additional funding. Portfolio categories for the 2013–2014 school year are:
  - Career and Technical Education;
  - Specialized Academic;
  - Specialized Audition, and
  - Transfer (small high schools designed to re-engage students who have dropped out).

- **Academic Intervention Weight:** The Department also drives additional funds to students at the greatest risk of academic failure. It determines students with greater needs by looking at their past achievement. Therefore, to the extent possible, it relies on student achievement data—results on state math and English language arts exams—to identify students eligible for additional funding. Students receive additional weights based on their achievement at entry to a school. A school will receive additional funding for enrolling struggling students, but will not lose money for success in educating them. At schools beginning in fourth grade or later (e.g., all 6–8, 9–12 and 6–12 schools), students receive additional weights based on their achievement upon entering the school. There are two funding levels—a larger weight for students “Well Below Standards,” and a smaller one for students who are below grade level but closer to proficiency (“Below Standards”). As with the grade-level weights, these intervention weights are higher in grades 6–8 than in grades 9–12.
- **Heavy Graduation Challenge:** Both traditional high schools and transfer schools are provided extra resources for graduation challenges for over-aged and under-credited students.
- **Foundation Grant:** All schools regardless of size or type receive a lump-sum foundation grant of \$225,000. The dollars are not tagged to particular positions, and schools, not central administration, determine whether they need more core administrative staff and fewer teachers, or the reverse. The foundation grant also allows small schools to maintain a core administrative staff.

### Charging Teacher Salaries Using School-Wide Average Salaries

New York City used to allocate resources to schools based on the number of teachers at the school. Each school was charged an average district-wide teacher salary for each individual teacher—the same amount per teacher, whether the teacher was a high-paid veteran or a new entry-level teacher. This meant that schools with high-paid teachers were charged less for them than their actual salaries, and schools with entry-level teachers were charged more for them than their actual salaries. On the books, the schools were getting the same resources, but in reality the school with entry-level teachers did not get rewarded for costing less money in salaries. The inevitable consequence was that the Department gave the same resources to schools that had less experienced, lower-paid teachers and needed more resources as it did to schools with higher-paid experienced teachers. For example, at two schools with 100 teachers each, one with teachers earning an average of \$60,000 and one with teachers earning an average of \$70,000, the school with highly paid teachers uses \$1 million more resources from the Department than the school with new teachers with lower pay, yet they would be charged the same amount against their funding. Under the average district salary allocation used in the majority of school districts in the United States, each school is charged the average



district salary for each teacher. In the previous example the average would be \$65,000, so the schools would be charged the same amount against them for teacher salaries by the Department. In effect the school with lower salaries subsidized the school with higher salaries.

To address this inequity, the New York City Department of Education charges schools for the average salaries of their employees at their particular school rather than the district-average salary. Under this approach, a school will no longer be financially punished because it has trouble attracting experienced teachers. Schools now receive an allocation based on the individual needs of their students—their FSF allocation—and are responsible for paying their teachers out of that allocation. So the school with the greater resource of an experienced teacher pays for it, and the school with the entry-level teacher has money left over to use as it sees fit. New York City public schools still are not charged their teachers' actual salaries, but are charged the average actual salaries for the teachers of that particular school alone, which increases equity substantially. In the above example, the \$60,000 average salary school reaps the monetary remainder of costing the Department less money, and the \$70,000 average salary school pays for the resources it employs.

As of April 2007, principals were given autonomy over the hiring of teachers, thus principals can choose whether they want an experienced teacher at a higher price or an entry-level teacher who will save the school, not the Department, more money. And with this autonomy, principals are held to account for the achievements of their schools. Yet, since principals do not have autonomy over the hiring of teachers already at the school who were hired prior to April of 2007, the Department offers a gradual financial transition. Principals are only responsible for the increased salary of the teachers hired after April 2007. For teachers hired prior to the change, the Department covers the funding gap of collective bargaining or other pay increases earned by that particular teacher, and will cover those increases of those staff members for as long as they teach at that school.

Thus, the 2012–13 school-wide average salary is calculated by taking a snapshot of all active teachers at a school as of February 2012. The salaries of those teachers are forecasted for their amounts as of June 30 to capture longevity, differentials and collective bargaining increases. The forecasted salaries for the teachers at that school alone are totaled and then divided by the number of active teachers as of February 2012. The school-wide average salary is charged for all teachers for the entire 2012–2013 school year. In addition, a school receives a supplement to cover a portion of the amount that teachers on schools' budgets prior to April 2007 contribute to the annual increase of the school's average each year because of longevity, steps and differential increases. This funding will be given to schools as a separate allocation. It is intended to help ease the transition to charging actual salaries for teachers, which will occur when all teachers at a school are hired after April of 2007. Because the school-wide average salary charged for all teachers in the 2012–13

school year is based on a snapshot of teachers' salaries the previous spring, principals have a year to adjust for hiring decisions before their budgets are affected.

For example, if a school hired either a \$60,000 teacher or an \$80,000 teacher *last* school year, the school was charged the same amount, whatever its current average salary was last year. However, *this* school year, the school's average salary will rise or fall based on the costs of the teachers hired this past year. The school will have roughly \$20,000 more or less left to spend on other priorities this year, depending on whether the school hired the \$60,000 or the \$80,000 teacher.

The policy of lagging the salary impact of hired, transferring and exiting teachers was made in direct response to principals' requests for planning time to manage the effects of their decisions. For example, if a principal wants to bring on a more experienced teacher, he or she will have a year to plan for any salary increases that teacher's salary affects.

**Table 2: School –Wide Average Salary Process**

	School A	School B
Spring 2011 <i>Salary Snapshot</i>	50 Teachers Average salary through June 2011: \$64,000	50 Teachers Average salary through June 2011: \$68,000
June 2011– April 2012	5 teachers retire. Replaced with 5 relatively lower-salary teachers, school is charged \$64,000 for them.	5 teachers retire. Replaced with 5 relatively higher-salary teachers, school is charged \$68,000 for them.
Spring 2012 <i>Salary Snapshot</i>	50 Teachers New average salary charged for all teachers through June 2012: \$61,000	50 Teachers New average salary charged for all teachers through June 2012: \$71,000
June 2012– April 2013	3 relatively higher-salary teachers hired, no teachers leave. School is charged \$61,000 for them.	4 relatively lower-salary teachers hired, no teachers leave. School is charged \$71,000 for them.

Source: New York City Department of Education Resource Guide to School Budgets

The bottom line for future budgets is that a school experiences changes in purchasing power based on both attrition and hiring decisions made by the school. Schools that have lowered their school-wide average salaries experience an increase in purchasing power; schools that have increased their school-wide average salaries experience a decrease in purchasing power.

Moving from charging a school salaries based on district-wide averages to charging a school salaries based on a school-wide average gives principals control over their own schools. It also increases the equity between schools within a school district and offers parents and the community a more transparent method to judge spending at the school level and to make comparisons between schools.

### 3. How Much Autonomy Do New York City's Public Schools Enjoy?

There are two ways to view school-level autonomy. First, autonomy at the school site can be evaluated by budget discretion—what proportion of funds sent to the schools versus retained at the district level? Second, one can evaluate by planning discretion—how much control over staffing and programmatic offerings do principals have?

The letter grade given to school districts in the *Weighted Student Formula Yearbook* indicating the level of autonomy over school budgets is based on the percentage of yearly operating funds that are allocated to the school level. The higher the percentage of operating funds allocated to the school level, the greater budget autonomy the principal enjoys.<sup>6</sup>

Principals have more control over resources under New York City's fair student funding plan. Before 2007 principals controlled just six percent of their schools' budgets. Since 2007, this figure has increased substantially, and in the 2012–2013 fiscal year NYC principals controlled over 25.4 percent of their schools' budgets. Even with this significant increase in principals' budget autonomy, NYC has little budget autonomy relative to other school districts that use weighted student formula. Compared to other school districts highlighted in the *Weighted Student Formula Yearbook*—which in some cases give principals control over 50 percent of their schools' budgets—principal autonomy over 25 percent of school budgets is small, giving New York an “F” in principal autonomy.

Although New York City public schools principals have a relatively smaller amount of autonomy over school budgets, they do have a high level of autonomy over staffing decisions.

The Department of Education negotiated with the United Federation of Teachers to reach a historic agreement that gave principals more control over staffing. The new contract gave principals the power to make final decisions regarding hiring for all vacancies. There is no more “bumping” by more senior teachers and no more involuntary placements of teachers in any school. This means that, principals are able to choose the teachers they think are best for their unique student populations. The contract also allows principals to assign teachers to professional activities such as hall, lunchroom and schoolyard duty, tutoring and advising student clubs. Finally, the discipline and grievance procedure has been streamlined and teachers who engage in sexual misconduct with students or other minors can now be suspended without pay pending a hearing and face automatic termination once charges are sustained. The contract also gave the Department of Education the ability to create Lead Teacher positions, with a \$10,000 salary differential, giving principals a powerful tool to recruit experienced, talented teachers to high-need schools.

## 4. How Does The New York City Department of Education Support Principals?

The New York City Department of Education provides extensive support for school principals. The NYC Leadership Academy is the primary provider of training to prospective New York public school principals and professional development to principals already working in City schools.<sup>7</sup> In 2008 the Academy won a new contract to provide principal training. It has trained principals for City schools since 2003 through a private funding agreement that ended at the close of the 2008 fiscal year. Under the new contract, the NYC Leadership Academy will provide several services to the DOE, including residency-based training for educators who want to become principals, on-the-job training for aspiring school leaders already working in City public schools, professional development for principals opening new schools, mentoring for all first-year principals, coaching for experienced principals, workshops and Web-based training for principals and their teams, and consulting to senior DOE staff on policy matters regarding school leadership.

In addition, schools utilize an innovative network support system called the Children First Network. Support Funds come from funds formerly controlled by field and central offices and are allocated on a per-school basis. Schools use these funds to purchase their Children First Network Support Team services each year.

Schools are required to pay for services provided by their Children First Network. The level of support varies by network, but they all include instructional supports and coaching, help in using accountability tools, organizational and professional support, and other dimensions of support that relate to a school's educational mission and goals. Each Children First Network offers schools assistance with mandated and operational services related to human resources, payroll, budget and procurement, transportation, food, facilities, safety, extended use, grant management, technology, health, youth services, student suspensions and some elements of special education.

Any remaining funding is flexible and can be used by principals to meet the needs of their students by purchasing additional services or materials such as academic intervention services, professional development, textbooks, supplies and other equipment.

Principals can partner with one of nearly 60 networks that best meet the needs of their students and school communities.<sup>8</sup> Some networks focus on instructional models that support particular groups of students, such as high school students who are over-aged and under-credited. Others are organized around a particular area of expertise or philosophy, such as project-based learning or leadership development. Networks offer school communities an array of high-quality school support options and let them determine which will best serve their students, staff and entire community.

Networks are organized into five clusters of about 11 networks each. Cluster teams oversee and support networks and work closely with the Department of Education’s central leadership. Some networks are managed by a small group of Partnership Support Organizations, including New Visions, FHI 360, Fordham University, CUNY, and the CEI-PEA. The Office of School Support oversees all clusters and networks. Networks are evaluated annually.<sup>9</sup>

## **5. The Site-Based Management of New York City Public Schools**

“School leadership teams” are school-based organizations comprised of an equal number of parents, teachers and administrators to make important decisions about their schools. They meet at least once a month and determine the structure for school-based planning and shared decision-making. The team’s core responsibility is developing the school’s “comprehensive educational plan” and aligning it with the school-based budget. Principals also turn to school leadership teams for advice when making important decisions. Teams must include as mandatory members: the school principal, the PA/PTA president (or designated co-president), the United Federation of Teachers’ chapter leader and an equal number of parents and staff. High school teams must also include at least two students. School leadership teams may choose to include representatives from community-based organizations.

## **6. The School Choice Component of New York City’s Weighted Student Formula Program**

New York City elementary schools and middle schools are moving toward open-enrollment policies. Elementary and middle school students have choices within their districts (which are based on geographic boundaries) and can attend City-wide open enrollment schools. Kindergartners can apply directly to individual school locations while middle school students rank their choices of district and City-wide middle schools and are placed into one of their choices.

The City’s high schools are all open-enrollment schools. The student-driven process enables students to rank schools and programs in an order that accurately reflects their preferences. Students can rank up to 12 programs from more than 600 high school programs City-wide. The Department of Education conducts workshops and fairs to help parents and students learn about the high school admissions process and make informed choices about which schools best fit their educational needs.

New York City also offers parents in low-performing schools transfer options. The New York State Education Department (NYSED) and the New York City Department of Education (NYCDOE) determine which students can participate in the Public School Choice (PSC) Program. In 2013, students are eligible for a PSC transfer if their school is in the following categories:

1. **Phase Out:** NYCDOE decides which schools should phase out due to low performance and/or low demand. Phase out is a process of gradual closure over a two- to three-year period.
2. **Priority or Focus:** NYSED identifies schools as Priority or Focus if they are among the lowest performing statewide in terms of overall performance, graduation rate, and/or other criteria.

## 7. Initiatives to Increase School-Level Accountability in New York City

The Office of Accountability’s mission is to improve academic outcomes for all New York City public school students. There are several mechanisms to hold schools accountable:

- Progress reports grade each school with an A, B, C, D or F to help parents understand how well their school is doing and compare it to other, similar schools.<sup>10</sup> These progress reports are the centerpiece of the City’s effort to arm educators with the information and authority they need to lead their schools and to hold them accountable for student outcomes. The reports also provide parents with detailed information about school performance, both to hold their schools accountable and to inform family decisions.
- School surveys gather information from the people who know most about how well schools are serving the learning needs of students: teachers, parents and students.
- Quality reviews provide more in-depth profiles of each school, based on two- to three-day visits by experienced educators who talk to parents, students and staff, observe classrooms and review how schools use information and set goals to improve learning for all students. Quality Reviews assess how well a school is organized to help raise student achievement, with a focus on how effectively the school uses data to identify and meet students’ individual needs and how well schools adjust to evidence of success or failure in improving student learning.<sup>11</sup> The quality review rating scale includes five ratings—outstanding, well-developed, proficient, underdeveloped with proficient features, and underdeveloped.

The New York City Department of Education has also invested in the technology and data systems necessary to allow schools to use evidence from student performance to inform their strategic planning and accountability goals. The “achievement reporting and innovation system” (ARIS), is a groundbreaking tool

introduced in 2007 to principals and small teams of teachers to help them raise student achievement. As of 2008 it has been available to all New York City classroom teachers.<sup>12</sup> ARIS gives educators access in one place to critical information about their students—ranging from enrollment history, diagnostic assessment information, credits accumulated toward graduation, and test scores to special education status and family contact information. ARIS combines this information with an online library of instructional resources and with collaboration and social networking tools that allow users to share ideas and successes with other educators in their school and across the City.

The student data available in ARIS include current and past scores on state reading, math, social studies and science tests; scores on Regents exams; scores on no-stakes periodic assessments in reading and math; high school credits earned; enrollment history; family contact information; English language learner and special education status, and other biographical information.

Teachers can use ARIS to diagnose their students' learning needs and measure their success in meeting those needs. They can see an overview of the academic progress of every student in each class. With just a few clicks, they can view more detailed information about individual students or groups of students. Principals can view information about any student or class in their schools. Teachers and principals can also create customized reports based on these data so they can monitor the specific skills, or analyze the trends in their students' progress, that matter most to them.

New York City has also used school closure as a form of accountability. Each principal signs a detailed statement of performance terms that clearly delineates accountability consequences and rewards.<sup>13</sup> For example, the contract states that “the Chancellor will consider immediate closure of any school with a Progress Report grade of F and a Quality Review score of less than Proficient.”

## 8. Performance Outcomes in New York City Public Schools

While compiling this *Weighted Student Formula Yearbook*, Reason Foundation conducted an analysis to determine how the school districts that have adopted a Weighted Student Formula are performing relative to other districts in their state, and relative to each other.

Reason's analysis grades 10 performance metrics. Scores are determined by comparing the school district in question—in this case New York City—with other school districts in the same state, and sorting them into a decile ranking. Based on the school district's decile rank within its own state, the analysis then compares it with the other districts studied in this *Weighted Student Formula Yearbook*. Finally, this analysis assigns the studied school districts a grade based on how they measure up against one another. The analysis also grades

and ranks studied school districts on two other measures: the number of school empowerment benchmarks the district has reached, and the degree of autonomy principals have over school budgets. In determining the grades on these two measures, districts are compared only with the other districts covered in this *Yearbook*. A detailed explanation of the methodology used to determine performance metrics and grading can be found in the methodology chapter of the *Weighted Student Formula Yearbook*.

Student proficiency rates, as determined by standardized state tests, and student enrollment data were used to calculate the following:

- 2011 proficiency rates;
- Improvement (average change) in proficiency rates from 2008 to 2011;
- Expected versus actual proficiency rates;
- Improvement in expected proficiency from 2008 to 2011;
- Achievement gap, and
- Each of three achievement gap closure metrics.

NYC proficiency rate data were obtained from the Broad Prize for Urban Education 2012 District Data Reports.<sup>14</sup> Elementary and middle school student proficiency rates in reading, mathematics and science are derived from New York State Testing Program (NYSTP) results. High school students' proficiency rates in reading, mathematics and science are derived from the Regents Examinations test results.

In 2010 and 2011 the NYSTP was changed, therefore results at the elementary and middle school level were not comparable to prior years and were excluded from the analysis. Also, the mathematics portion of the Regents Examination was changed each year from 2008 to 2011. Because of these changes trends could not be calculated for high school mathematics performance.

Student achievement including 2012 proficiency rates are discussed, but 2012 data were not included in the analysis because in many school districts the data were not yet available at the time of analysis. Therefore, 2012 student achievement is mentioned, but not compared relative to other school districts in New York and in the *Weighted Student Formula Yearbook*.

Graduation rates were collected from Data.gov based on adjusted cohort graduation rates at the school level for school year 2010–11 (most recent data available).<sup>15</sup> Four-year adjusted cohort graduation rates are calculated by state education agencies in accordance with U.S. Department of Education regulations on ESEA, Title I, published in 2008. Adjusted cohort graduation rates are reported for each school as a whole and for key sub-groups of students.



The grade given for school empowerment benchmarks is based on 10 benchmarks determined to be best practices within existing weighted student formula programs, and recommendations of other studies on student-based budgeting.

The following sections expand upon each graded category by highlighting areas in which New York City performed exceptionally well relative to other districts in New York, and to other districts in the *Weighted Student Formula Yearbook*. This analysis also discusses areas in which NYC has fallen behind or could use improvement.

### Student Achievement

**New York City Public Schools had above average mathematics proficiency rates among the district’s elementary school students in 2011, shown in Figure 1.**

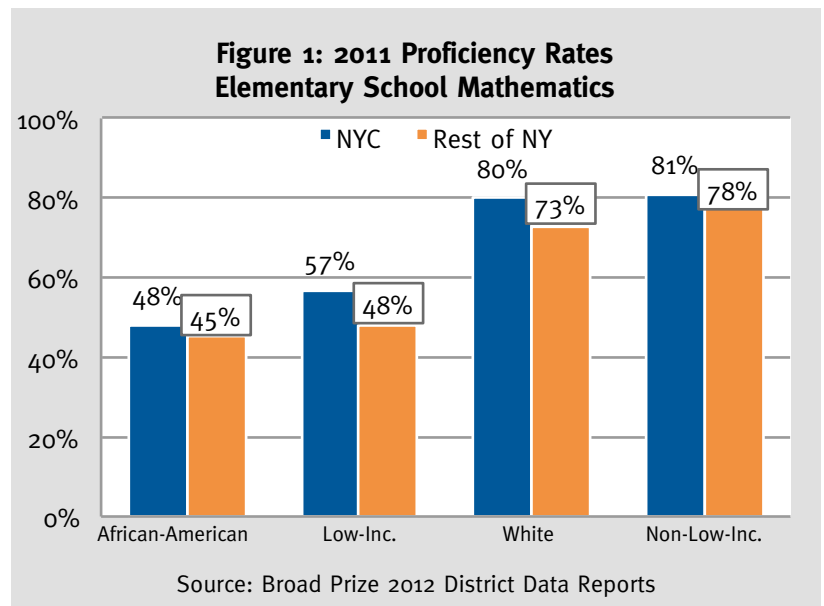
Category	Grade
2011 Proficiency Rates	B-
Proficiency Rate Improvement	–
Expected Proficiency vs. Actual	A-
Expected Proficiency Improvement	A
Graduation Rates	C

1. NYC’s African-American and low-income elementary school students had 2011 mathematics proficiency rates

that were among the top 40 percent of all New York school districts. White and non-low-income elementary school students were also high performing relative to other New York school districts, with elementary school mathematics proficiency rates among the top 30 percent of all New York school districts.

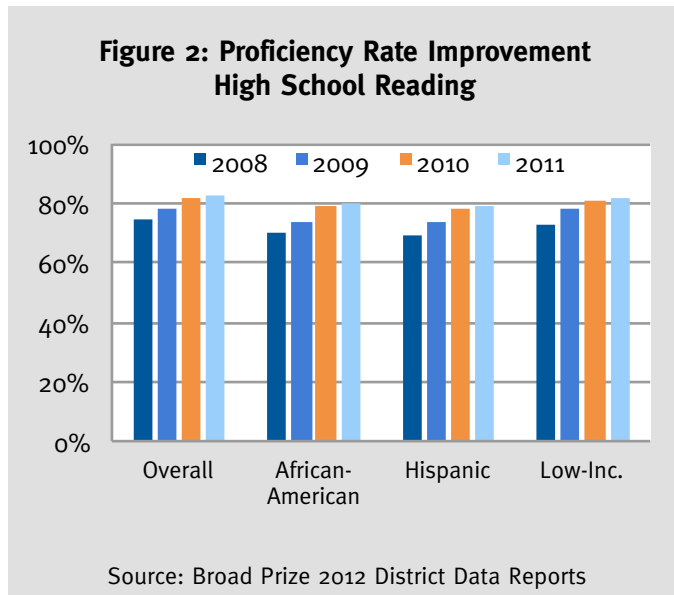
New York City is among the highest ranked *Yearbook* school districts for 2011 mathematics proficiency rates among African-American and low-income elementary school students.

The New York State Testing Program, administered to elementary and middle school students to test reading, mathematics and science proficiency, changed in 2010 and 2011. Also, the mathematics portion of the Regents Examination, administered to high school students, changed each year from 2008 to 2011. Because of the test changes, improvement in proficiency rates among elementary and middle school students, and mathematics proficiency rates among high school students could not be measured. This



left only five out of 36 possible categories available to measure in determining New York City’s letter grade relative to the other districts highlighted in the *Weighted Student Formula Yearbook*. Although these

categories are mentioned, we deemed the small number of available categories unreliable to give New York City a letter grade for proficiency rate improvement. This is also the case with “Achievement Gap Improvement” and the three measures of “Achievement Gap Closure.”



**Overall, NYC high school students were among the top New York school districts for fastest improvement in science and reading proficiency.**

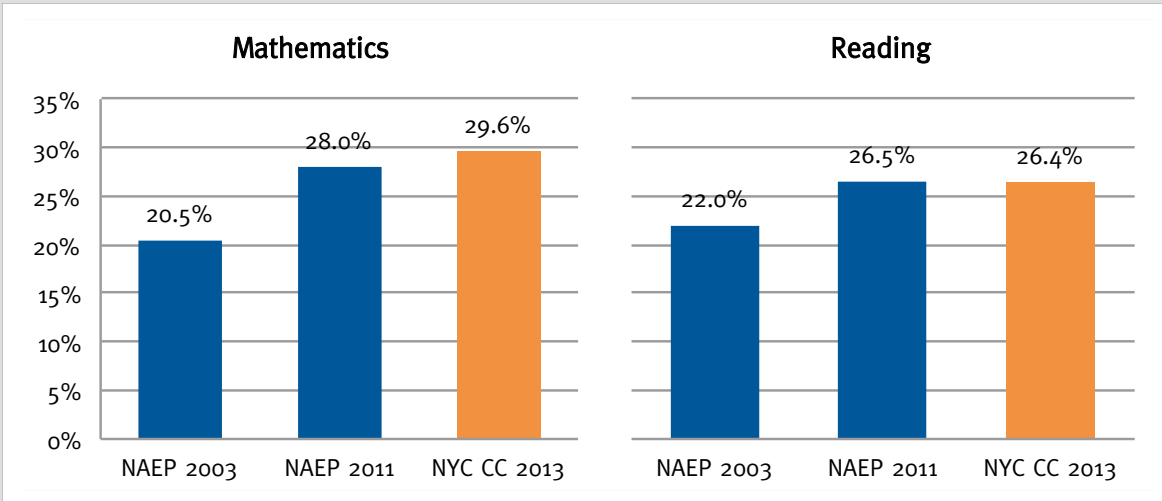
For the aggregate student population and among each student group, NYC high school students were among the state’s districts with the smallest share of their students proficient in science and reading in 2011. More importantly though, is that these students have shown exceptional improvement in their proficiency each year from 2008 to 2011. The district’s high school students were among the top 30 percent of all

New York districts for fastest improving science proficiency, and among the top 20 percent of all districts for fastest improving reading proficiency.

Disaggregated by student sub-group, NYC’s high school students outperformed more than half of all New York school districts for fastest improving reading proficiency, shown in Figure 2. African-American, Hispanic, and low-income high school students were among the top 40 percent of New York school districts, and White high school students were among the top 30 percent of New York school districts for fastest improvement in reading proficiency.

**New York State implemented Common Core Tests in 2013, which showed that the state overall, as well as New York City’s students performed poorly relative to other states in mathematics and English proficiency.** Because the NYS Common Core test only gives one year of data, it is difficult to determine if NYC’s low performance is improving or getting worse over time. To better gauge performance trends, the NYC Department of Education compared NYS Common Core test results with the similarly rigorous National Assessment of Educational Progress (NAEP) results from 2003 and 2011, shown in Figure 3.

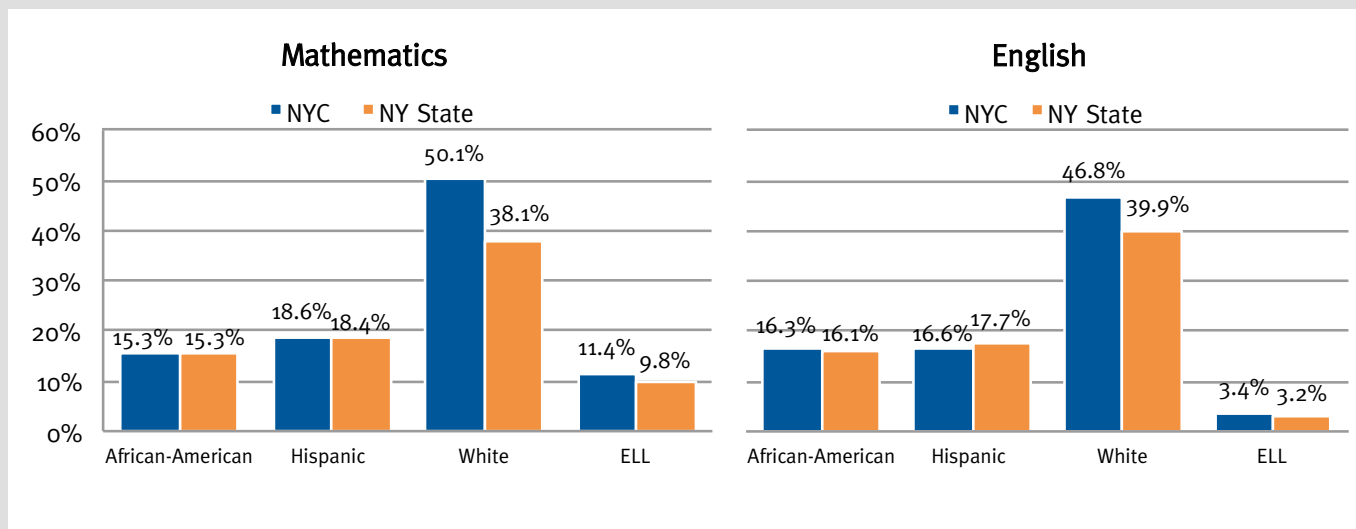
**Figure 3: Percent of All NYC Students At or Above Proficiency on the New NYS Common Core Tests and NAEP: 3<sup>rd</sup>–8<sup>th</sup> Grade**



Source: New York City Department of Education, 2013 New York State Common Core Test Results: New York City Grades 3 – 8

According to their comparison, NYC students in 3<sup>rd</sup>–8<sup>th</sup> grade improved student proficiency rates in mathematics since 2011 but maintained proficiency rates in English. In addition, NYC students outperformed students in NYS across most student groups in 3<sup>rd</sup>–8<sup>th</sup> grade English and mathematics, shown in Figure 4.<sup>16</sup>

**Figure 4: Percent of All NYC and NYS Students at or Above Proficiency on the New NYS 2013 Common Core Tests: 3<sup>rd</sup>–8<sup>th</sup> Grade**

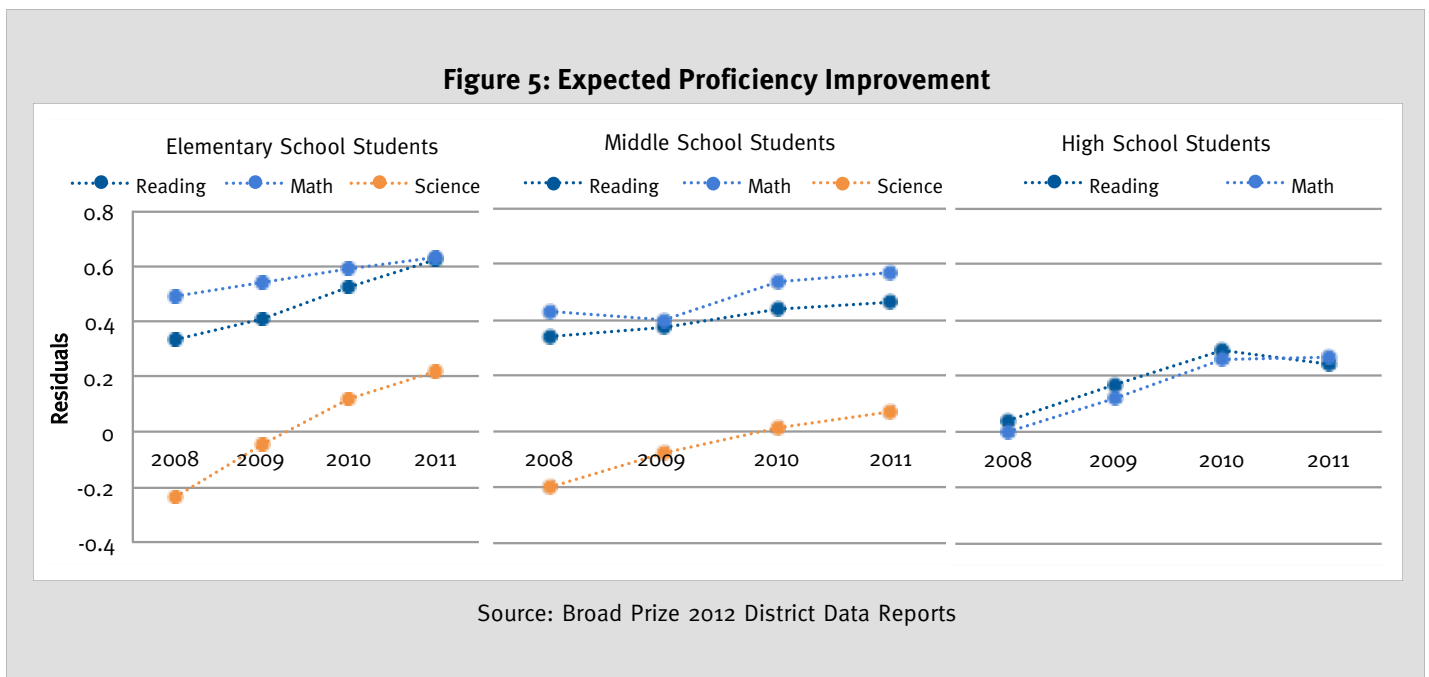


Source: New York City Department of Education, 2013 New York State Common Core Test Results: New York City Grades 3 – 8

Predicted or expected proficiency rates are calculated relative to all other school districts in New York, controlling for the percentage of low-income students at each grade level. Generally, a large low-income student body is an indicator of low performance. By controlling for, or taking into account, the percentage of low-income students in each grade level across school districts this analysis can determine how well a given school district should be performing relative to others in their state.

If the predicted proficiency rate is higher than the actual proficiency rate, then a school district is under-performing. In other words, the school district is not reaching its potential achievement level. If a school district's actual proficiency is above its predicted proficiency, the district is over-performing what is expected given the low-income student population.

**New York City was among the top 20 percent of New York school districts for having higher than expected proficiency rates in reading and mathematics among elementary school students and among the top 30 percent of districts among middle school students.** High school students' expected reading and mathematics proficiency rates were also higher than anticipated. In these subjects, NYC high school students were among the top 50 percent of New York school districts for 2011 expected proficiency, shown in Figure 5.



NYC also is among the top 40 percent of New York school districts for fastest improvement in expected proficiency rates in nearly every category. Among elementary school students, the district is among the top 30 percent of New York school districts for expected science proficiency improvement. This means that NYC students are reaching levels of proficiency that are much higher than those predicted, given the

percentage of low-income students in the district. And not only are they higher, they are quickly improving, far surpassing expected proficiency by a greater amount each year.

NYC is among the highest ranked school districts in the *Yearbook* for 2011 expected proficiency in elementary mathematics and reading, as well as middle school reading. New York City is also among the highest ranked districts for improvement in expected proficiency for elementary and middle school science and elementary school math.

**New York City was among the middle of all New York school districts for 2011 graduation rates among African-American and Hispanic students.** Low-income students slipped below average, falling into the bottom 40 percent of New York school districts for 2011 graduation rates. Overall, the school district has very poor graduation rates, falling into the bottom 10 percent of all school districts for relative 2011 four-year cohort graduation rates.

## Achievement Gaps

The following three achievement gaps are measured across all grade levels (elementary, middle and high school) and school subjects (reading, mathematics and science):

- African-American versus White student proficiency;
- Hispanic versus White student proficiency, and
- Low-income versus non-low-income student proficiency.

Internal district achievement gaps (IDG) are measured as proficiency gaps between disadvantaged and non-disadvantaged student groups within a given district. Because internal district achievement gaps are measured for each district in the state, this analysis can rank relative size of achievement gaps across districts in the state, and assess how quickly those achievement gaps are closing from 2008 to 2011.

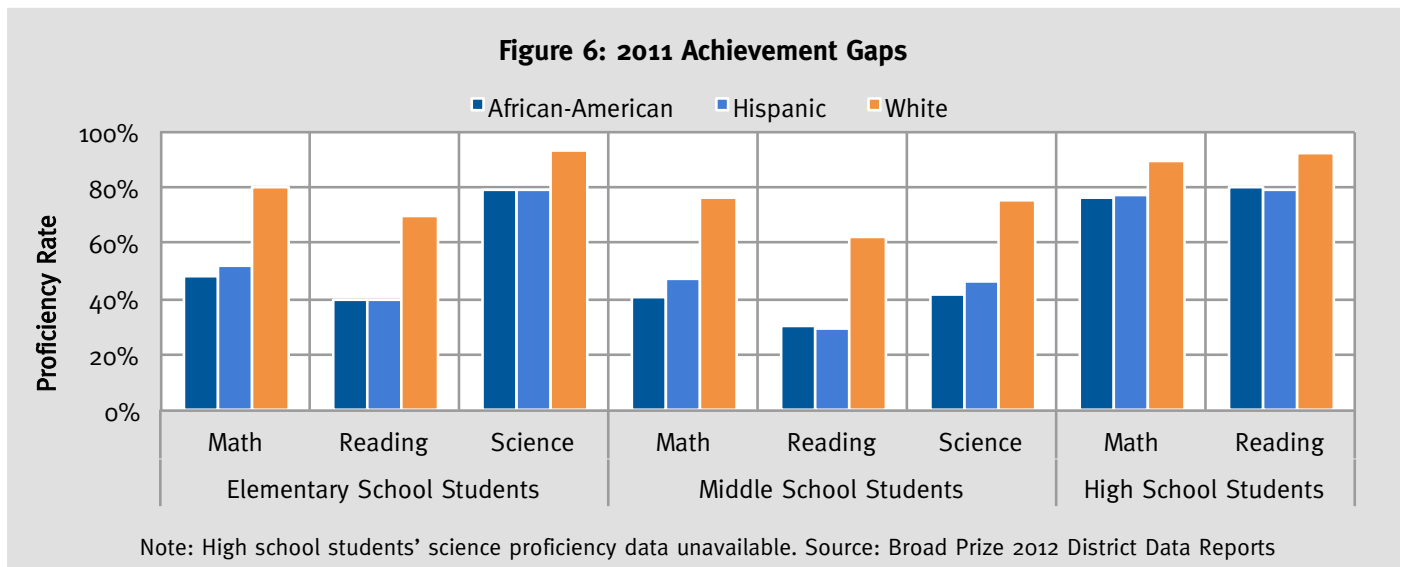
An achievement gap is considered to be closing if the disadvantaged student group proficiency rate is increasing faster than the advantaged student group proficiency rate.

The New York State Testing Program (NYSTP)—which is administered to elementary and middle school students to measure proficiency in mathematics, reading and science—changed in 2010 and 2011. Also, the mathematics portion of New York’s Regents Examination, which is administered to high school students, has changed each year from 2008 to 2011. Due to these changes, trends in proficiency rates—and therefore achievement gaps—could not be measured. Because of the lack of data available, New York City

Category	Grade
2011 Achievement Gaps	C-
Improvement in Achievement Gaps	–
Achievement Gap Closures:	
<i>Internal District</i>	–
<i>Internal District vs. Internal State</i>	–
<i>External Achievement Gaps</i>	–

was not given a letter grade for improvement in achievement gaps, or any of the three achievement gap closure measures.

**New York City has large achievement gaps at every school level and in every subject relative to other school districts in New York.** In 2011, NYC fell into the bottom 10 to 40 percent of all school districts in the state for the size of their achievement gaps. Achievement gaps were widest relative to the rest of New York school districts between African-American and White and Hispanic and White students, shown in Figure 6.



As previously mentioned, due to changes in New York state tests only two internal district achievement gap improvement rates could be measured: reading proficiency gap improvement among high school students between African-American and White, and Hispanic and White students. Both of these achievement gaps fall into the bottom 20 percent of New York school districts for the size of the achievement gaps in 2011. Also, these achievement gaps are closing at an average rate relative to the rest of the state. This means that NYC's Hispanic and African-American high school students are reaching higher levels of reading proficiency each year than White students, but at a relatively slow pace.

In addition to internal district achievement gaps (IDG) discussed above, this analysis also measures internal district versus internal state (ID vs. IS) achievement gaps and external district achievement gaps (EDG).

Internal district achievement gaps (IDG) are measured between student groups within the district. Internal district versus internal state (ID vs. IS) achievement gaps are measured as the district's achievement gap versus the average achievement gap of every other district in New York (excluding New York City Public Schools). If a given NYC achievement gap is closing faster than that of the rest of the state, the ID vs. IS gap is considered to be closing. Finally, external achievement gaps (EDG) are measured by the difference

between the district's disadvantaged student group proficiency rate and the advantaged student group average proficiency rate of all other districts in the state. External achievement gaps are considered to be closing if the district disadvantaged group proficiency rate is increasing faster than the state advantaged group. The table below shows which achievement gaps NYC is closing, and which achievement gaps are not closing given the available data.

**Table 3: All Achievement Gap Closures**

Achievement Gap	School Level	Subject	IDG	ID vs. IS	EDG
African-American vs. White	Elementary	Math	‡	‡	‡
Hispanic vs. White	Elementary	Math	‡	‡	‡
Low-income vs. Non-low-income	Elementary	Math	‡	‡	‡
African-American vs. White	Elementary	Reading	‡	‡	‡
Hispanic vs. White	Elementary	Reading	‡	‡	‡
Low-income vs. Non-low-income	Elementary	Reading	‡	‡	‡
African-American vs. White	Elementary	Science	‡	‡	‡
Hispanic vs. White	Elementary	Science	‡	‡	‡
Low-income vs. Non-low-income	Elementary	Science	‡	‡	‡
African-American vs. White	Middle School	Math	‡	‡	‡
Hispanic vs. White	Middle School	Math	‡	‡	‡
Low-income vs. Non-low-income	Middle School	Math	‡	‡	‡
African-American vs. White	Middle School	Reading	‡	‡	‡
Hispanic vs. White	Middle School	Reading	‡	‡	‡
Low-income vs. Non-low-income	Middle School	Reading	‡	‡	‡
African-American vs. White	Middle School	Science	‡	‡	‡
Hispanic vs. White	Middle School	Science	‡	‡	‡
Low-income vs. Non-low-income	Middle School	Science	‡	‡	‡
African-American vs. White	High School	Math	‡	‡	‡
Hispanic vs. White	High School	Math	‡	‡	‡
Low-income vs. Non-low-income	High School	Math	–	–	–
African-American vs. White	High School	Reading	√	X	√
Hispanic vs. White	High School	Reading	√	X	√
Low-income vs. Non-low-income	High School	Reading	–	–	–
African-American vs. White	High School	Science	–	–	–
Hispanic vs. White	High School	Science	–	–	–
Low-income vs. Non-low-income	High School	Science	–	–	–
Total Gaps Closing out of Total Available:			2/2	0/2	2/2

– Data were unavailable. ‡ Data were suppressed due to change in state test from year to year.

The only achievement gaps suitable for analysis were those between African-American and White and Hispanic and White high school students' reading proficiency. Internal achievement gaps are closing in these categories, meaning that NYC African-American and Hispanic students are increasing their reading proficiency rates at a faster pace than White high school students in the district. Also, external achievement gaps are closing in these categories, meaning that the district's disadvantaged students are increasing their reading proficiency at a faster pace than the state average White students' increase in high school reading proficiency.

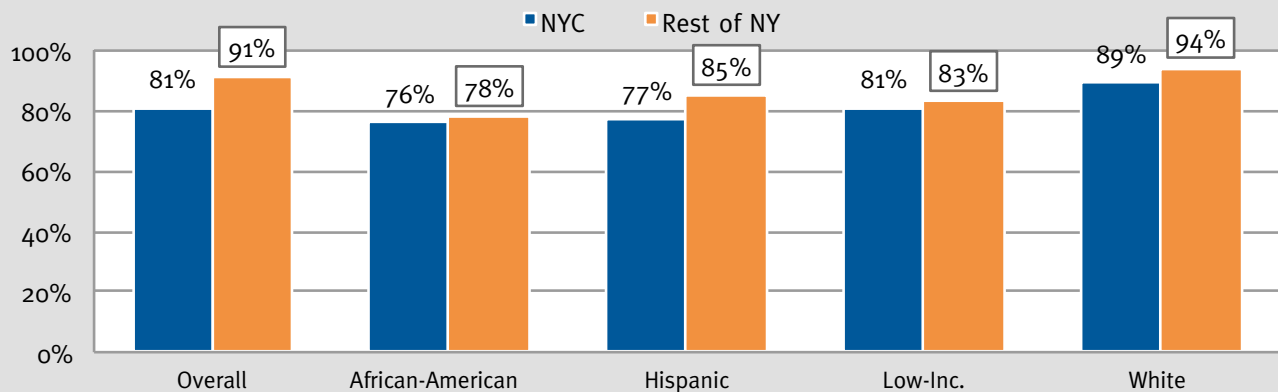
Internal district versus internal state gaps are not closing in either category, which indicates that, on average, other New York school districts are closing these achievement gaps more quickly than New York City.

### **Areas for Improvement**

**New York City public schools were among the lowest performing school districts in 2011 for proficiency in reading and science at every grade level.** Data show that the district's reading proficiency rates are quickly improving, among high school students. Among elementary and middle school students data were not available at the time of our analysis to determine if they too were increasing proficiency at a similar pace as high school students. Also, science proficiency rates were in the bottom 30 to 10 percent of New York school districts in 2011. Trend data was only available for the aggregate high school student population, which showed promising gains. If the rest of the school district is improving at a similar pace, the fact that proficiency rates are below average is less worrisome, as long as students are making solid gains in improvement.

NYC's percentage of high school students proficient in mathematics is also small relative to the rest of New York school districts. In 2011, overall and at each grade level the district's high school students were among the bottom 10 to 40 percent of all school districts, shown in Figure 7. Due to changes in testing year to year, there were no data at the time of our analysis to find whether or not proficiency rates are improving over time.

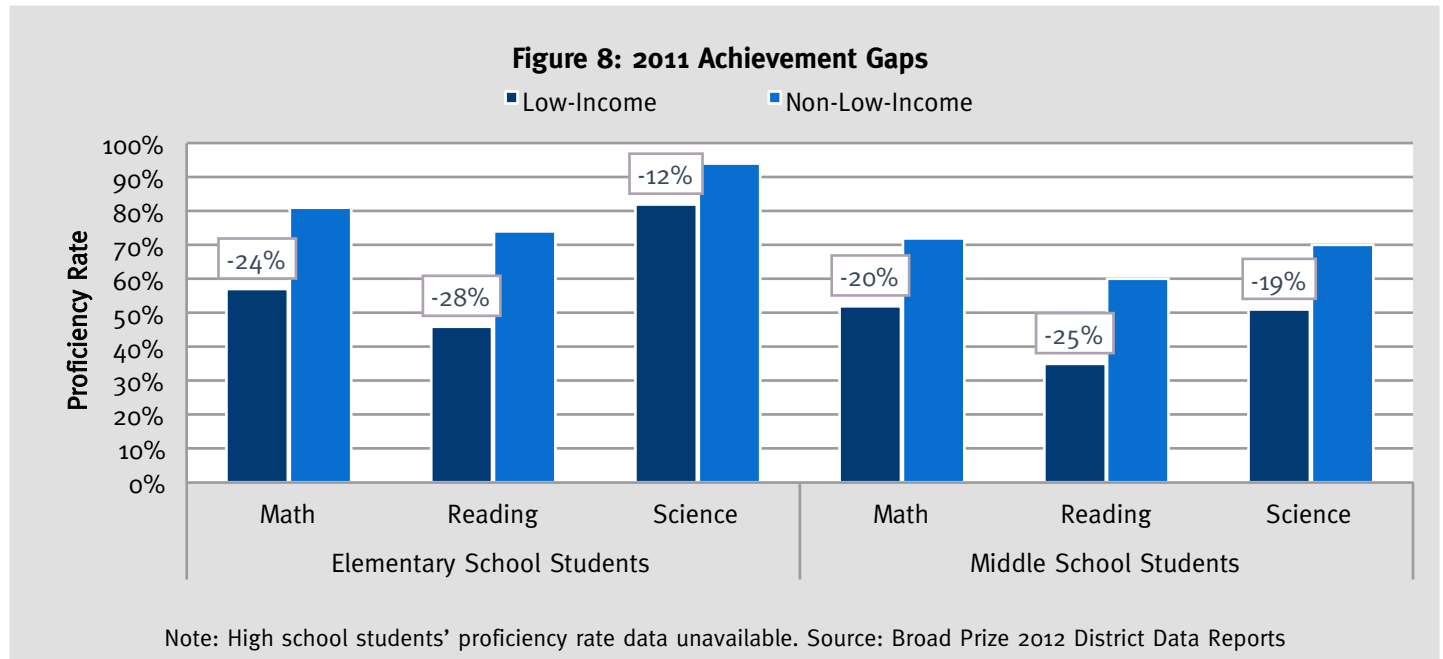


**Figure 7: 2011 Proficiency Rates High School Mathematics**

Source: Broad Prize 2012 District Data Reports

**Overall, New York City had 2011 graduation rates that were very low relative to other New York school districts.** The percentage of students that graduated within four years district-wide, 69.2 percent, fell into the bottom 10 percent of New York school districts.

**NYC had large achievement gaps relative to other New York school districts in 2011 in every category.** Due to test changes, data were deemed unreliable to measure trends in achievement gaps from 2008 to 2011, which limited the extent to which this analysis could determine whether or not achievement gaps are actually closing. As data become available, it will be clearer whether or not NYC is making progress in closing achievement gaps. Achievement gaps between low-income and non-low-income students were not as great as those between African-American and White and Hispanic and White students, relative to achievement gaps in other New York school districts. However, the district still ranked below average for having large achievement gaps between low-income and non-low-income students. Figure 8 shows proficiency rates of low-income students compared to those of non-low-income students in New York City in 2011.



### School Empowerment Benchmarks

New York City reached all school empowerment benchmarks. The benchmarks measure whether a district has put in place a specific policy such as principals receiving student-based budgets and whether or not they have autonomy over budgets or hiring. However, the specific “principal autonomy grade,” which is separate from the “benchmark grade,” measures the strength of

Category	Grade
School Empowerment Benchmarks	A+
School budgets based on students not staffing	Yes
Charge schools actual versus average salaries	Yes
School choice and open enrollment policies	Yes
Principal autonomy over budgets	Yes
Principal autonomy over hiring	Yes
Principal training and school capacity building	Yes
Published transparent school-level budgets	Yes
Published transparent school-level outcomes	Yes
Explicitly accountability goals	Yes
Collective bargaining relief, flat contracts, etc.	Yes

principal autonomy based on the amount of money from the district budget that reaches the school level. If the district devolves a small percentage of funding to the school level, it is possible for a school district to technically meet all of the benchmarks and receive an “A” for benchmarks yet still have a very low “principal autonomy” grade. Conversely, a school district could not meet some of the benchmarks and have a lower “benchmark” grade but devolve a larger amount of money to the schools and have a higher “principal autonomy” grade.

## 9. Lessons Learned in New York City

1. Use technology to provide principals and teachers one-stop data information about students. In New York schools teachers can use ARIS to diagnose their students' learning needs and measure their success in meeting those needs. They can see an overview of the academic progress of every student in each class. With just a few clicks, they can view detailed information about individual students or groups of students.
2. Give schools the resources in actual dollars to purchase central office services and let them choose between competing support systems, and decide which central office support functions are necessary for their individual schools.
3. Give schools individual progress reports that measure overall achievement and achievement gains, and grade schools the same way students are graded on a A–F scale, linking rewards and consequences to school grades.
4. Give every school a foundation grant to cover the basic administrative costs of running a school. This allows schools of every size to cover the basics and it does not work against small schools. It allows New York City to continue to embrace small schools even under a system that funds schools on a per-pupil basis.
5. Reduce the central office and redirect resources to individual schools. Charter schools in the United States demonstrate that schools can function with much leaner support services than most urban districts.
6. Negotiate collective-bargaining agreements to give principals control over staffing decisions. Principals should not be forced to select teachers based on seniority or forced-placement by the school district.

## Resources

- *Fair Student Funding: Budgets that Put Students First*, New York City Department of Education, June 2007. [http://schools.nyc.gov/Documents/FSF/FSF-Public-Overview-6.11\\_FINAL.pdf](http://schools.nyc.gov/Documents/FSF/FSF-Public-Overview-6.11_FINAL.pdf).
- “Fair Student Funding & School Budget Resource Guide,” New York City Department of Education, Division of Finance, May 2013.  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/FSF_Guide.pdf).
- “Fair Student Funding Key Elements,” New York City Department of Education,  
<http://schools.nyc.gov/AboutUs/BudgetsFairStudentFunding/FSFKeyElements/default.htm>.
- For individual school level budgets in New York City go here:  
<http://schools.nyc.gov/AboutUs/funding/schoolbudgets/default.htm>.

## Contact Information

**Fair Student Funding Team**  
**[fairstudentfunding@schools.nyc.gov](mailto:fairstudentfunding@schools.nyc.gov)**  
**Phone: (212) 374-7929**

## Endnotes

- <sup>1</sup> NYC Department of Education Division of Students with Disabilities and English Language Learners, *Office of English Language Learners 2013 Demographic Report*, New York City Department of Education.
- <sup>2</sup> “Chancellor Klein Announces Substantially Larger, More Equitable, and More Flexible School Budgets, Giving Educators Greater Spending and Decision-Making Authority,” New York City Department of Education, Press Release, May 8, 2007, [http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2006-2007/20070508\\_fsf.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2006-2007/20070508_fsf.htm).
- <sup>3</sup> For detailed information about school empowerment and fair student funding in New York City, including the budget of every school in New York City in terms of actual dollars, go to New York City Department of Education here: <http://schools.nyc.gov/AboutUs/funding/default.htm>.
- <sup>4</sup> *Fair Student Funding: Budgets that Put Students First*, New York City Department of Education, June 2007. [http://schools.nyc.gov/NR/rdonlyres/C96FE1B6-FC24-4B99-B205-F3F4E3A2F0E8/24800/FSFPublicOverview611\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/C96FE1B6-FC24-4B99-B205-F3F4E3A2F0E8/24800/FSFPublicOverview611_FINAL.pdf).
- <sup>5</sup> New York City Independent Budget Office, “Is it Getting Fairer? Examining Five Years of School Funding Allocations Under Fair Student Funding, April 2013. <http://www.ibo.nyc.ny.us/iboreports/fsf2013.html>.
- <sup>6</sup> The methodology used for determining principal autonomy is explained in detail in section 2 of the methodology chapter of the *Weighted Student Formula Yearbook*.
- <sup>7</sup> “DOE Selects NYC Leadership Academy to Provide Principal Training and Development Services,” New York City Department of Education, Press Release, June 27, 2008, [http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20080627\\_nycla.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20080627_nycla.htm)
- <sup>8</sup> <http://schools.nyc.gov/NR/rdonlyres/FA94D9B1-FEB8-40B2-AFF5-4B52384E3262/142047/201213NetworkDirectory.doc>.
- <sup>9</sup> <http://schools.nyc.gov/NR/rdonlyres/FA94D9B1-FEB8-40B2-AFF5-4B52384E3262/146228/NetworkPerformanceRatingsforDistributionFINAL.pdf>.
- <sup>10</sup> “Mayor Bloomberg and Chancellor Klein Release First-Ever Public School Progress Reports,” New York City Department of Education, Press Release, November 5, 2007, [http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20071105\\_progress\\_reports.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20071105_progress_reports.htm).
- <sup>11</sup> “Chancellor Klein Launches Second Year of Public School Quality Reviews,” New York City Department of Education, Press Release, October 1, 2007, [http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20071001\\_quality\\_reviews.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2007-2008/20071001_quality_reviews.htm).

- <sup>12</sup> “Achievement Reporting and Innovation System is Now Available to All Principals and Classroom Teachers,” New York City Department of Education, Press Release, November 17, 2008, [http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2008-2009/20081117\\_aris.htm](http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2008-2009/20081117_aris.htm).
- <sup>13</sup> Children First Statement of Performance Term, New York City Department of Education, [http://schools.nyc.gov/NR/ronlyres/D0620D76-156C-42B6-9422-B8E1A39035DB/24798/CHILDRENFIRSTSTATEMENTOFPERFORMANCETERMS\\_FINAL\\_Jun.pdf](http://schools.nyc.gov/NR/ronlyres/D0620D76-156C-42B6-9422-B8E1A39035DB/24798/CHILDRENFIRSTSTATEMENTOFPERFORMANCETERMS_FINAL_Jun.pdf).
- <sup>14</sup> MPR Associates, Inc., *2012 Broad Prize District Data Reports*, (Los Angeles: The Eli and Edythe Broad Foundation, 2012), [http://www.broadprize.org/resources/75\\_districts.html#using](http://www.broadprize.org/resources/75_districts.html#using), June 2013.
- <sup>15</sup> U.S. Department of Education, ED Facts, *Adjusted Cohort Graduation Rates at the School Level: School Year 2010-11*, <https://explore.data.gov/Education/School-graduation-rates/5vtz-kvrk>, April 17, 2013.
- <sup>16</sup> New York City Department of Education, *2013 New York State Common Core Test Results: New York City Grades 3 – 8*, August 2013.