

District Name: New York City Public Schools (NYCPS)
Date Submitted: August 5, 2025

Original Date:	August 5, 2025
Amended Date:	
Final Date:	

Contract for Excellence Category	Contract for Excellence Allocation Amount	Contract for Excellence Program Goal Description	Expected Outcome	Progress Indicators	District Goals			
Time on Task	\$ 166,324,335	<p><u>Dedicated Instructional Time:</u> Daily supplemental blocks of time during the regular school day to be used for research-based core instructional programs aligned with NYS learning standards. May include:</p> <ul style="list-style-type: none">•Response-to-intervention•Individualized intensive intervention.•“Micro-targeting” of groups of students to provide instruction at a reduced class size or pupil-teacher ratio (PTR) relative to the school or grade but that does not reduce class size or PTR at the grade or school level. <p><u>Supplementary Before- or After-School Programs:</u></p> <ul style="list-style-type: none">·Additional instruction emphasizing learning standards/subjects required for graduation.·New or expanded arts programs.·New or expanded CTE programs.·Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills. <p><u>Individualized Tutoring:</u></p> <ul style="list-style-type: none">·Targeted to students who are at risk of not meeting learning standards / not graduating.·Must be supplemental to regular curriculum.·To be provided by a certified teacher, paraprofessional, or qualified tutor <p><u>Summer School:</u> Supplementary summer school, which may include:</p> <ul style="list-style-type: none">·Additional instruction emphasizing learning standards or subjects required for graduation.·New or expanded arts programs.·New or expanded CTE programs.·Student support services, including guidance, counseling, attendance, parent outreach, behavioral support and study skills.	<p>Students will demonstrate improved skills toward meeting NYS learning standards in ELA and math, leading to a reduction in the number of students in grades 3-8 who perform at Level 1 on NYS ELA and math assessments, from 42% to 40% in ELA and from 22.8% to 19.8% in Math.</p> <p>Increased credit accumulation for high school students who are under-credited for their grade.</p> <p>Increase in the four-year (August) graduation rate for the All Students group, from 83.3% to 84.0%.</p>	<p>Student performance on interim assessments for ELA and math (e.g., unit tests, academic screeners, etc.)</p> <p>Credit accumulation data</p> <p>Student performance on NYS ELA and math assessments</p> <p>High school graduation rates</p>	<p>Increase the percentage of students in grades 3-12 performing at or above the state standards in ELA and Math.</p> <p>Increase the 4-, 5-, and 6-year high graduation rates for all students and historically under-performing student subgroups</p>			

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Class-Size Reduction	\$ 835,941,384	<p><u>New Classroom / Reduce Overall Class Size:</u> Schools may hire an additional teacher relative to the student population, teaching independently, to achieve class size reduction at the aggregate school level over FY2025 class size calculations.</p> <p><u>Additional Teacher in Existing Classroom to Reduce Pupil-Teacher Ratio (PTR):</u> Schools may add an additional teacher relative to the student population, teaching collaboratively with another teacher, to achieve a reduction in student-teacher ratio at the aggregate school levels over FY2025 class size calculations.</p> <p><u>Maintain FY2025 Class Size Reductions:</u> Schools that successfully reduced class size at the aggregate school level in FY2025 may continue to fund a teacher(s) necessary to maintain a similar class size in FY2026.</p> <p><u>Maintain FY2025 Pupil-Teacher Ratio (PTR) Reductions:</u> Schools that successfully reduced PTR at the aggregate school level in FY2025 may continue to fund a teacher(s) necessary to maintain a similar PTR in FY2026.</p> <p><u>Minimize Growth of Class Size in FY2026:</u> A school may fund a teacher to minimize the growth in class size that the school would have otherwise experienced due to grant funding expiration or changes.</p> <p><u>Note:</u> For additional information, please refer to NYCPS’s Class Size Plan submitted to NYSED.</p>	Schools will achieve the percentage of classes at or below the new statutory caps	Refer to NYCPS’s Class Size Reduction Plan	At least 60% of all classes systemwide will be below the caps in SY 2025-2026.			
HS/MS Restructuring	\$ 4,338,699	<p><u>HS/MS Restructuring:</u> HS/MS restructuring strategies targeting underserved student populations include instructional changes that improve student achievement or instructional changes paired with structural changes to the school’s organization designed to provide challenging academic and learning opportunities to students. Specific strategies include:</p> <ul style="list-style-type: none">•Changes to grade offerings, creation of “academies”, schools within schools, and/or different teams of teachers to deal with different needs of students•Advanced Placement (AP) programs•Career and Technical Education (CTE) programs•Work-Based Learning (WBL) programs•Early college high school/dual enrollment programs	<p>Students participating in CTE and WBL programs will graduate with 54 hours of work-based learning and a CTE endorsed diploma.</p> <p>Increase in the number of paid work experiences that students have access to.</p> <p>Increase in the number of students taking one or more AP exams, from 69,969 in SY’2024-25 to 70,969 in SY’2025-26.</p> <p>Increase in student achievement of early college credits and/or industry-recognized credentials.</p>	<p>Collection and monitoring of the number of hours of work-based learning students are engaged in.</p> <p>Monitoring student progress toward achieving the requirements for a CTE endorsed diploma.</p> <p>Collection of data related to the number of paid work experiences that students have access to.</p> <p>Collection of data related to student achievement of early college credits and industry-recognized credentials.</p>	<p>All NYCPS graduates have foundational skills for career readiness, digital fluency, and financial literacy; a strong postsecondary plan; and access to early college credits/career credentials. These skills and experiences will ensure students are prepared for economically secure and rewarding careers.</p> <p>At least 100,000 NYCPS high schoolers will be in high-quality, accelerated early college and career pathways; through these pathways students will get paid work experience in high-growth, high opportunity fields aligned to their career interests.</p>			

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Teacher/Principal Quality	\$ 22,150,950	<p><u>Teacher Coaches:</u> High-impact instructional coaching for teachers that:</p> <ul style="list-style-type: none">•Improves new teachers’ instructional practice and their students’ learning•Supports teacher practice and growth and elevates the conditions that students need to succeed and thrive.•Develops teacher practice with analyzing evidence of student learning and using that analysis to plan for engaged student learning <p><u>Leadership Coaches:</u> High-impact leadership coaching for principals to support their professional practice and growth and help them remove barriers to success for underestimated and underserved students and create learning environments in which everyone thrives.</p> <p><u>Mentoring for New Staff:</u></p> <ul style="list-style-type: none">•Professional mentoring for beginning teachers and principals to provide a strong induction experience that will advance their instructional and leadership practices.•Development of high-leverage processes, tools, strategies, and systems to support instructional mentoring. <p><u>Recruit & Retain HQT:</u> Programs to recruit and retain highly qualified teachers (HQT), prioritizing underserved communities to ensure all schools have access to a robust and diverse teacher talent pool for positions.</p>	<p>Bolstered teacher induction support ensuring that every child who is assigned a beginning teacher has access to a high-quality educational experience that meets their needs.</p> <p>Increased capacity of principals, instructional leadership teams, and district superintendents to develop and implement plans, structures, and strategies that support the efficacy of new and early career teachers</p> <p>Improved instructional leadership capacity of school leaders to meet the social-emotional and academic learning needs of students and educators while leveraging the New York State standards and the district’s curricula as tools for educational equity.</p> <p>Marked improvements in teacher and school leader data across several of the tenets identified by Learning Forward in their Standards for Professional Learning.</p> <p>Increase in the number of highly qualified teachers that are hired and retained in hard-to-staff schools in underserved communities.</p> <p>Increase in the number of skilled Career and Technical Education (CTE) teachers within existing CTE programs throughout New York City.</p>	<p>Teacher and principal stability and turnover rates</p> <p>Rubrics aligned with the Danielson Framework for Effective Teaching and the Culturally Responsive-Sustaining Education Framework</p> <p>Quality Review Rubric</p> <p>Analyzing Student Learning (ASL) Tool & Protocol</p> <p>School Professional Development Plan</p> <p>Learning Forward’s Standards for Professional Learning</p> <p>New Leaders' Transformational Leadership Framework</p>	<p>Cultivate, sustain, and retain new educators in NYC public schools</p> <p>Reduce teacher and school leader turnover rates, particularly in underserved communities that disproportionately experience the devastating effects of teacher and leader churn.</p> <p>Increase in the number of skilled Career and Technical Education (CTE) teachers within existing CTE programs throughout New York City</p> <p>Accelerate our efforts to advance instructional excellence, create school cultures focused on increasing equity, and dramatically improve student outcomes.</p>			
Full Day K or Pre-K	\$ 9,235,416	<p><u>Full Day Pre K, Reduced Class Size:</u> Supporting classes and/or costs related to implementing full-day pre-kindergarten.</p> <p><u>Full Day Pre K:</u> Providing opportunities for the integration of students with disabilities into existing full-day pre-kindergarten programs.</p>	<p>Increased access to high-quality, full-day pre-kindergarten programs that provide developmentally appropriate care and learning to foster a bright start for every child so that they have bold futures.</p>	<p>Year-over-year data showing the number of full-day pre-kindergarten classes added.</p> <p>Year-over-year data showing the number of students with disabilities integrated into existing full-day pre-kindergarten programs.</p>	<p>Ensure all NYC children, four-years-old, have the opportunity to build strong foundations in knowledge and curiosity with approaches to learning that are necessary to succeed in school and in life through a nurturing, safe, high-quality, culturally responsive early childhood education.</p>			

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ELL Programs	\$ 50,662,188	<p><u>Programs for Multilingual Language Learners:</u> Expansion of innovative programs for underserved ELL/MLL populations, including:</p> <ul style="list-style-type: none">•Dual Language Bilingual Education (DLBE) programs, which offer opportunities for multilingual learners to become bilingual and biliterate.•Transitional Bilingual Education (TBE) programs, which are designed so that ELLs who share one common home language receive instruction in their home language with intensive support in English.•English as a New Language (ENL) instruction in English with support in ELLs’ home language to learn to read, write, and speak English.•Support for Students with Interrupted/Inconsistent Formal Education (SIFE): SIFEs are ELLs who have attended schools in the U.S. for less than one year and who are two or more years below grade level in literacy or math due to inconsistent schooling prior to arrival in the U.S.•MLL Parental Involvement and Instruction initiatives•MLL Teacher Development, Recruitment, and Retention programs	<p>Increase in the number of ELL/MLL students who achieve the English language proficiency levels of Expanding and Commanding on the NYS NYSESLAT exam.</p> <p>ELL/MLL students will demonstrate improved skills toward meeting NYS learning standards in ELA and math, leading to a reduction in the number of ELL/MLL students in grades 3-8 who perform at Level 1 on NYS ELA and math assessments, from 68.5% to 60.5% in ELA and from 42.7% to 35.7% in math.</p> <p>Increased credit accumulation for high school ELL/MLL students who are under-credited for their grade.</p> <p>Increase in the four-year (August) graduation rate for the ELL/MLL student group, from 54.9% to 60.0%.</p>	<p>NYSITELL screener results</p> <p>NYSESLAT exam results</p> <p>ELL/MLL student performance on interim assessments for ELA and math (e.g., unit tests, academic screeners, etc.)</p> <p>ELL/MLL credit accumulation data</p> <p>ELL/MLL student performance on NYS ELA and math assessments</p> <p>ELL/MLL graduation rates</p>	<p>Increase the percentage of ELL/MLLs who perform at or above the state standards on NYS ELA and math assessments</p> <p>Increase the percentage of ELL/MLL students who achieve the NYS Seal of Biliteracy</p> <p>Increase ELL/MLL graduation rates</p>			
TOTAL AMOUNT=	\$ 1,088,652,972	<p><u>DESCRIPTION</u></p> <p>Contract for Excellence Allocation Amount: Amount from your Contract for Excellence budget for this specific category.</p> <p>Contract for Excellence Program Goal Description: a detailed description of what programs and goals have been developed with the Contract for Excellence funds.</p> <p>Expected Outcomes: What are the outcomes the school will expect to see based on the Program Goals.</p> <p>Progress Indicators: What assessments/ data collection, will the school use to monitor the progress of the Program Goals.</p> <p>District Goals: How do the school/district goals align with the Contract for Excellence goals.</p> <p>Final Outcomes/ROI: This column is to be completed at the end of the year and submitted with your Final Expenditure Report</p> <p>Source of Additional Funds: All other funding sources being used for this category.</p> <p>Additional Funding Amount: Amount of all other funding sources.</p>						

****Districts should take the opportunity to add rows in Column A to include more specifically outlined programmatic information (i.e., additional rows for ELL Programs)****