engage^{ny}

Our Students. Their Moment.

College & Career Readiness

Dr. John B. King, Jr.

President of the University of the State of New York and
Commissioner of Education

January 28, 2014
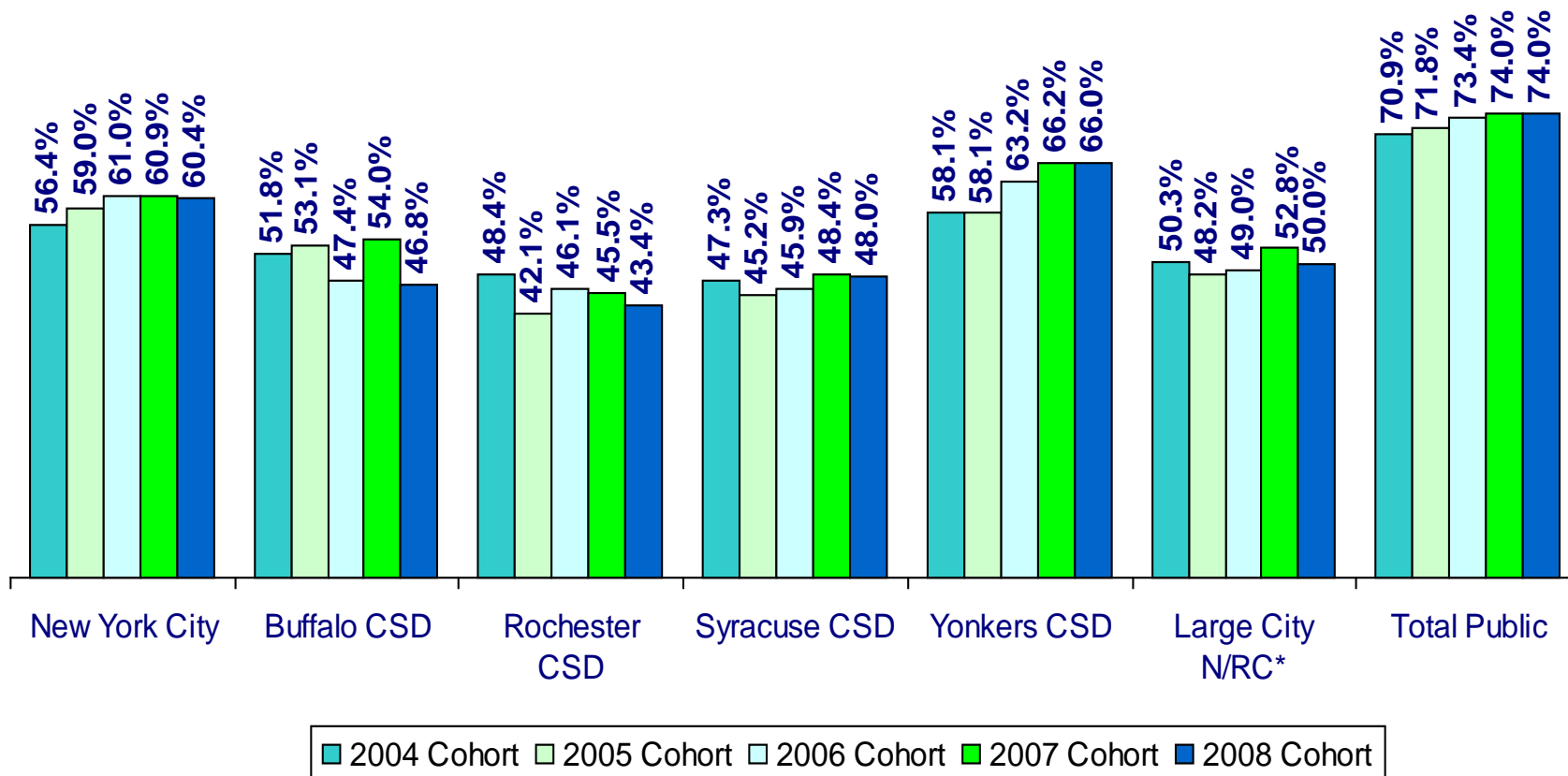
Fact Sheet of NY Schools

The scale of our responsibility:

- More than 4,500 schools in nearly 700 school districts
- More than 1,800 non-public schools
- More than 200 operating public charter schools
- More than 3 million public and nonpublic students
  - Of the approximately 2.7 million public school students:
    - 50% receive free and reduced price lunch
    - 8% are English language learners
    - 15% are students with disabilities

Statewide Graduation Rates

% Students Graduating After 4 Years
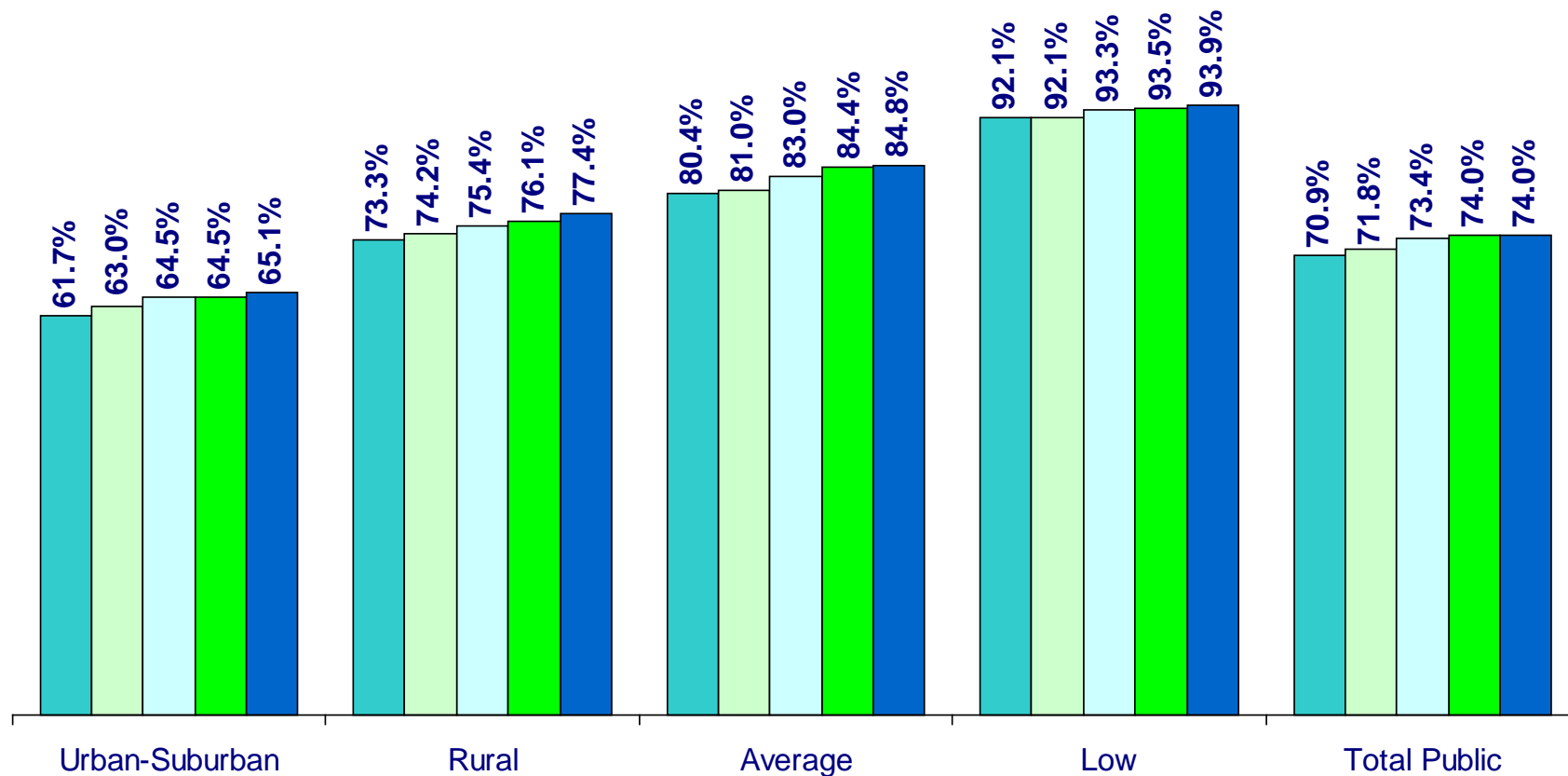### Results through June 2012, All Students

New York City
- 2004 Cohort: 56.4%
- 2005 Cohort: 59.0%
- 2006 Cohort: 61.0%
- 2007 Cohort: 60.9%
- 2008 Cohort: 60.4%

Buffalo CSD
- 2004 Cohort: 51.8%
- 2005 Cohort: 53.1%
- 2006 Cohort: 47.4%
- 2007 Cohort: 54.0%
- 2008 Cohort: 46.8%

Rochester CSD
- 2004 Cohort: 48.4%
- 2005 Cohort: 42.1%
- 2006 Cohort: 46.1%
- 2007 Cohort: 45.5%
- 2008 Cohort: 43.4%

Syracuse CSD
- 2004 Cohort: 47.3%
- 2005 Cohort: 45.2%
- 2006 Cohort: 45.9%
- 2007 Cohort: 48.4%
- 2008 Cohort: 48.0%

Yonkers CSD
- 2004 Cohort: 58.1%
- 2005 Cohort: 58.1%
- 2006 Cohort: 63.2%
- 2007 Cohort: 66.2%
- 2008 Cohort: 66.0%

Large City N/RC*
- 2004 Cohort: 50.3%
- 2005 Cohort: 48.2%
- 2006 Cohort: 49.0%
- 2007 Cohort: 52.8%
- 2008 Cohort: 50.0%

Total Public
- 2004 Cohort: 70.9%
- 2005 Cohort: 71.8%
- 2006 Cohort: 73.4%
- 2007 Cohort: 74.0%
- 2008 Cohort: 74.0%

Legend: ■ 2004 Cohort ■ 2005 Cohort ■ 2006 Cohort ■ 2007 Cohort ■ 2008 Cohort

Source: SED Office of Information and Reporting Services

Statewide Graduation Rates

% Students Graduating After 4 Years
Results through June 2012, All Students

Legend: 2004 Cohort, 2005 Cohort, 2006 Cohort, 2007 Cohort, 2008 Cohort

Category	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
Urban-Suburban	61.7%	63.0%	64.5%	64.5%	65.1%
Rural	73.3%	74.2%	75.4%	76.1%	77.4%
Average	80.4%	81.0%	83.0%	84.4%	84.8%
Low	92.1%	92.1%	93.3%	93.5%	93.9%
Total Public	70.9%	71.8%	73.4%	74.0%	74.0%

Source: SED Office of Information and Reporting Services

Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2012 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

Calculated College and Career Ready*

	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

State Aid to Schools

- Recommends a total increase in school aid of $1.3 billion for the 2014-15 school year
- Strategically invests $300 million as follows:
  - $125 million for high-quality, full-day universal prekindergarten
  - $125 million for a Core Instructional Development Fund to facilitate the 7-year transition to the Common Core
  - $50 million for enhanced Technology and Textbook Aid
- Provides $719 million through a Transitional Operating Aid formula that adheres to the original principles of the Foundation Aid formula and addresses the impact of several years of Gap Elimination Adjustments
- Proposes $281 million in aid increases for reimbursement-based programs, including Transportation Aid, Building Aid, and BOCES Aid.

Regents Propose Creation of a Core Instructional Development Fund

- **The Regents 2014-15 State Aid Proposal recommends a $125 million investment (growing to $200 million for 2015-16 and 2016-17) to support local implementation of the seven-year (2010-2017) transition to Common Core.**

- **The Fund would support the capacity-building work of districts with a willingness, along with their bargaining units, to commit to systemic change - including significantly more professional development and collaborative planning time in the school day/year**
  - **Activities to encourage and facilitate parent learning on CCSS**
  - **Costs incurred as teachers engage in professional development activities**
  - **Summer academies**
  - **Extra periods/after school programming for PD purposes**
  - **Local share of costs for PD provided by qualified BOCES**
  - **Costs of payments to approved professional development vendors**
  - **Teacher materials and curricular guides**

Expand Early Childhood Education

- The Regents State Aid proposal recommends dedicating $125 million to provide high quality full-day programming.

- Every dollar invested in prekindergarten programs produces savings to taxpayers of approximately $7 through reduction of remediation, special education, welfare and criminal justice services.[*]

- These investments have the greatest impacts on children from disadvantaged family backgrounds.

Belfield, Clive R. (2004) *Early Education: How Important Are the Cost Savings to the School System Research Briefing. New York, NY: Teachers College, Columbia University*

Expand QUALITYstarsNY

- **QUALITYstarsNY is the state's tiered quality rating and improvement system.**

- **In addition to QUALITYstarsNY being tested in over 200 early care and education programs, the Department invested $4 million of Race to the Top funds to implement it in the lowest-performing school districts throughout the state.**

- **Programs are evaluated using an environmental rating scale, and resources are made available to support continuous improvement.**

- **The state should provide sustainable resources to support implementation of QUALITYstarsNY to better ensure that the state's investments in universal pre-kindergarten are delivered in high-quality settings.**

Career and Technical Education

- According to Harvard's *Pathways to Prosperity* study, nearly two-thirds of job openings over the next decade will require workers to have at least some post-secondary education.[*]

- SED's Career and Technical Education (CTE) program approval process is a model for the nation and has raised the quality and rigor of courses that prepare students for employment and postsecondary study.

- The Regents State Aid Proposal recommends a substantial expansion in financial support for high-quality CTE programs that would be combined with longer-term curricular changes designed to enable more students to access these programs, develop the skills they need to find good jobs, and engage in rigorous academic coursework.

Protect Educational Opportunities Through Regional High Schools

- In light of fiscal constraints and declining enrollments, many school districts are facing educational insolvency or are at risk of not meeting their fiscal obligations.

- The Regents have proposed legislation to allow school districts to build collaborative secondary school partnerships that will provide greater educational services.

- Two models:
  - **Regional High School operated by a host district**
  - **Regional High School operated by a BOCES**

Expand Access to Higher Education

TAP for Early College High School Students

- Early College High Schools are an innovative strategy to increase access to post-secondary education for economically disadvantaged students
  - **Accelerate completion of high school coursework while earning transferable college credits**

Education Equity for DREAMers Act

- Give undocumented students the opportunity to access higher education by making state financial aid available
  - **Our economic growth depends on a vibrant, well-educated workforce**
  - **Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy**

Reduce Testing Time
2014-15 $8.4M Budget Request

Modified Printing, Packaging and Distribution	**$5.1M**
Increased Security Features	**$1.6M**
Test Storage, Collection and Support	**$1.7M**

The New York State testing program is critical to drive instructional improvement

- In order to address concerns from the public regarding the amount of testing time, the Department is requesting funds to implement state-of-the-art printing and distribution processes for the Grades 3-8 tests.
  - These upgrades will enable the Department to substantially reduce the number of questions that need to be field tested.
  - As a result, the number of schools and students that will be required to participate in stand-alone field tests will be greatly reduced.
- 5 exams required for Regents Diploma (English, Math, Science, Global History and Geography, US History and Government)
- 8 exams required for Regents Diploma with Advanced Designation.
- More than 2 million Regents exams taken annually
- Nearly 3 million grades 3-8 tests taken annually

More Higher Education Opportunities
2014-15 $4M Budget Request

Expand NY's Higher Education Opportunity Program   **$4.0 M**

Provide access to quality post-secondary institutions
for disadvantaged student populations.

- HEOP is currently available at 55 independent colleges and institutions

- Currently supports over 4,600 underrepresented and disadvantaged students annually

- A recent analysis reported a 58% HEOP college graduation rate, compared with a 12% graduation rate for low-income students nationally

Enhance the Achievement of English Language Learners
2014-15 $10M Budget Request

Develop new Native Language Arts exams for Grades 3-8 and High School $8.0M

Tools, resources, capacity, and professional development $2.0M

Provide educational opportunities for New York's diverse student population

- In order to provide English language learners (ELLs) with the opportunity to demonstrate achievement of the Common Core, the Department is seeking funding to create Native Language Arts (NLA) exams to provide districts the option of providing this assessment when it would best measure the progress of Spanish-speaking ELLs.

- Spanish-speaking ELLs who have been in the U.S. for less than 3 consecutive years would have the flexibility to be tested in their native language in lieu of the ELA assessment.

Online Test Delivery Pilot Program
2014-15 $4M Budget Request

Support local transitions to classrooms and schools with 21ˢᵗ Century educational technology

- The Department is seeking funding to pilot an online test delivery system of Regents exams to represent the first stages in the state's transition to online testing as a component of our overall strategy to use educational technology devices and connectivity to support effective teaching and learning.

- Currently, all Regents exams are offered solely in a paper and pencil format. The pilot would facilitate a readiness verification process and provide necessary training and support for schools to implement online test delivery systems.

Adult Education – Workforce Preparation
2014-15 $5M Budget Request

Keep New Yorkers competitive in the 21st Century global economy

- Approximately 2.8 million out-of-school New Yorkers age 16 or older are economically at risk because they lack a high school diploma or equivalent.

- The Department is requesting funding to provide adult education to under-educated, out-of-school youth and adults with the skills and credentials required for workforce success, including greater programming for a more rigorous high school equivalency diploma being implemented in 2014.

State Aid Modeling
2014-15 $2M Budget Request

Supporting the Executive and Legislature's role in budget-making

- The Department oversees the modeling of over $21 billion in state aid to public school districts annually, and provides estimates of school aid throughout the budget process. While effective and accurate, the system is outdated and at risk of becoming obsolete.

- The Department is seeking funding to develop a new system using a modern user interface and enhanced reporting.

Erasure Analysis of Test Results
2014-15 $500,000 Budget Request

Ensure the integrity of the Assessment Program
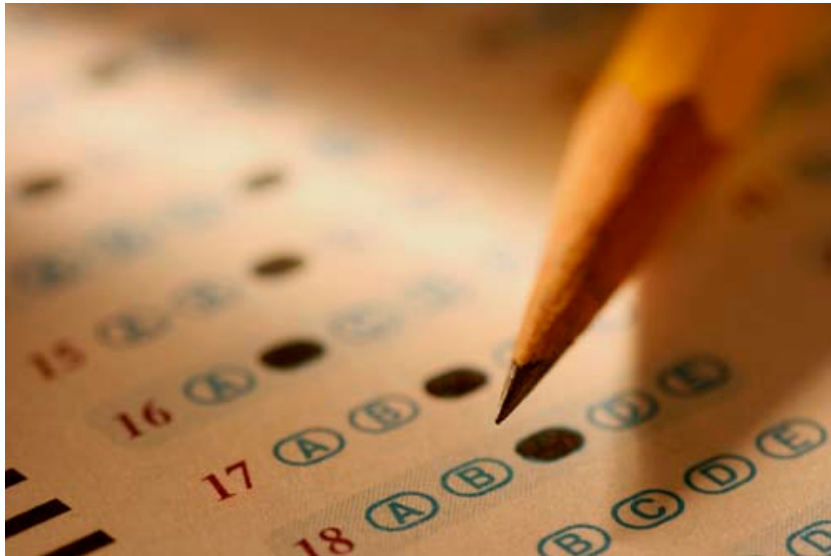
- The Department is seeking funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.

- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns of changed responses, with a focus on whether there is a statistically unlikely frequency of incorrect-to-correct answer changes within a sample of students.

Support Public Library Construction
2014-15 $1.4M Budget Request

Ensure that all New Yorkers continue to have access to state-of-the art libraries

- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.

- Despite the successes of the library construction program, there is still a need for new construction, renovation, and expansion of existing public libraries throughout the state.

Converging Evidence about College Readiness

College and Career Readiness

Whether the measure is national or New York-specific, at the elementary/middle or secondary level, there is converging evidence about student preparedness for college and careers.

NAEP & College Readiness

- **New studies on a 12th grade NAEP assessment, administered in 2009, suggest NAEP proficiency predicts 'college preparedness.'**

- **Nationally, in 2009:**

  o **38 percent of 12th graders scored at or above proficient in reading**

  o **26 percent reached proficiency in math**

"When college and career readiness is on everyone's lips, ... lo and behold, the pretty-clear conclusion reached is NAEP 'proficient' comes pretty darn close to college preparedness"

~ Chester Finn, Former Chair, National Assessment Governing Board; Current President, Thomas B. Fordham Institute

Source: EdWeek, 8/15/2013 http://www.edweek.org/ew/articles/2013/08/15/01nagb.h33.html

New York's 2013 NAEP Results

Source: http://nces.ed.gov/nationsreportcard/
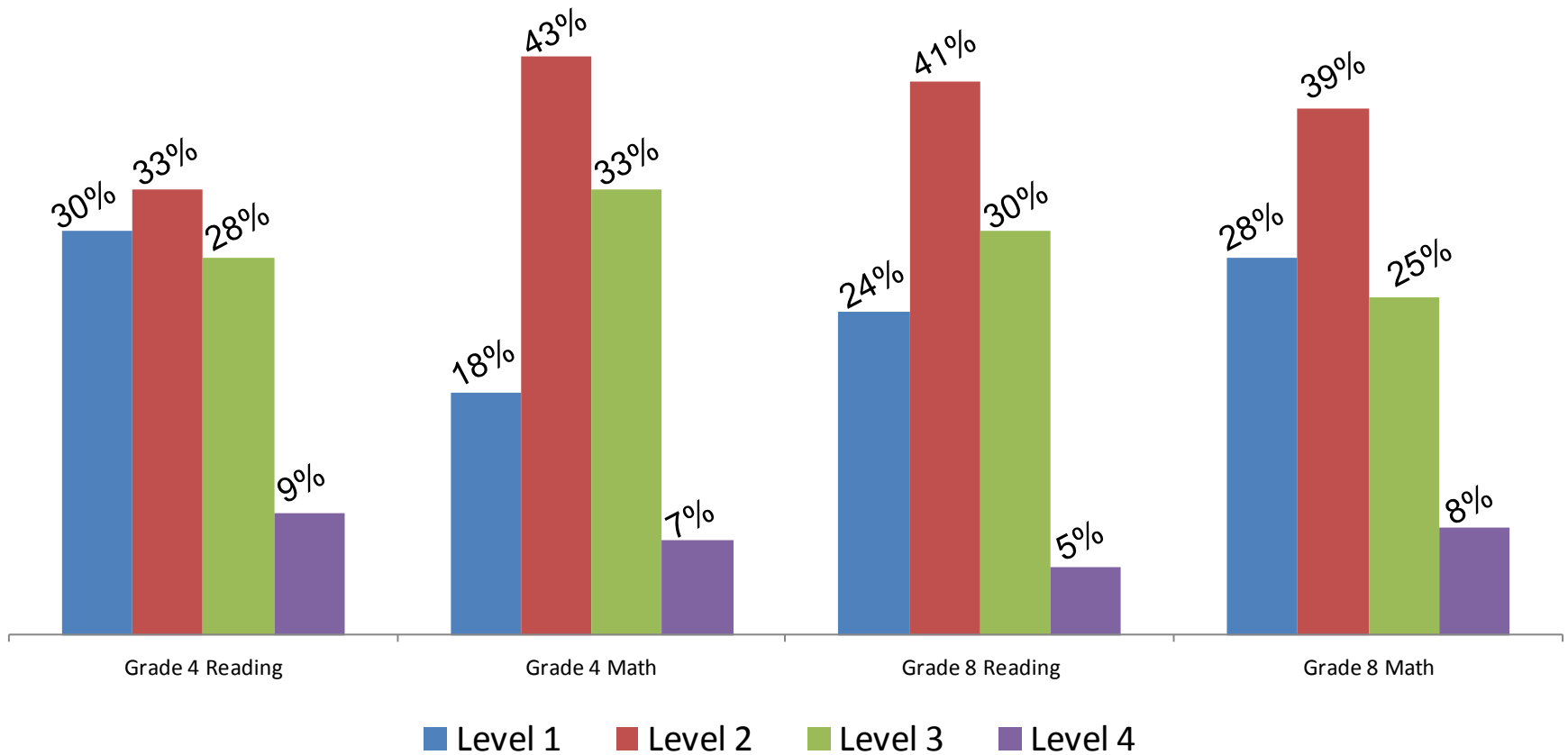
New York's Performance on NAEP has been flat over the last decade

Source: http://nces.ed.gov/nationsreportcard/states/Default.aspx
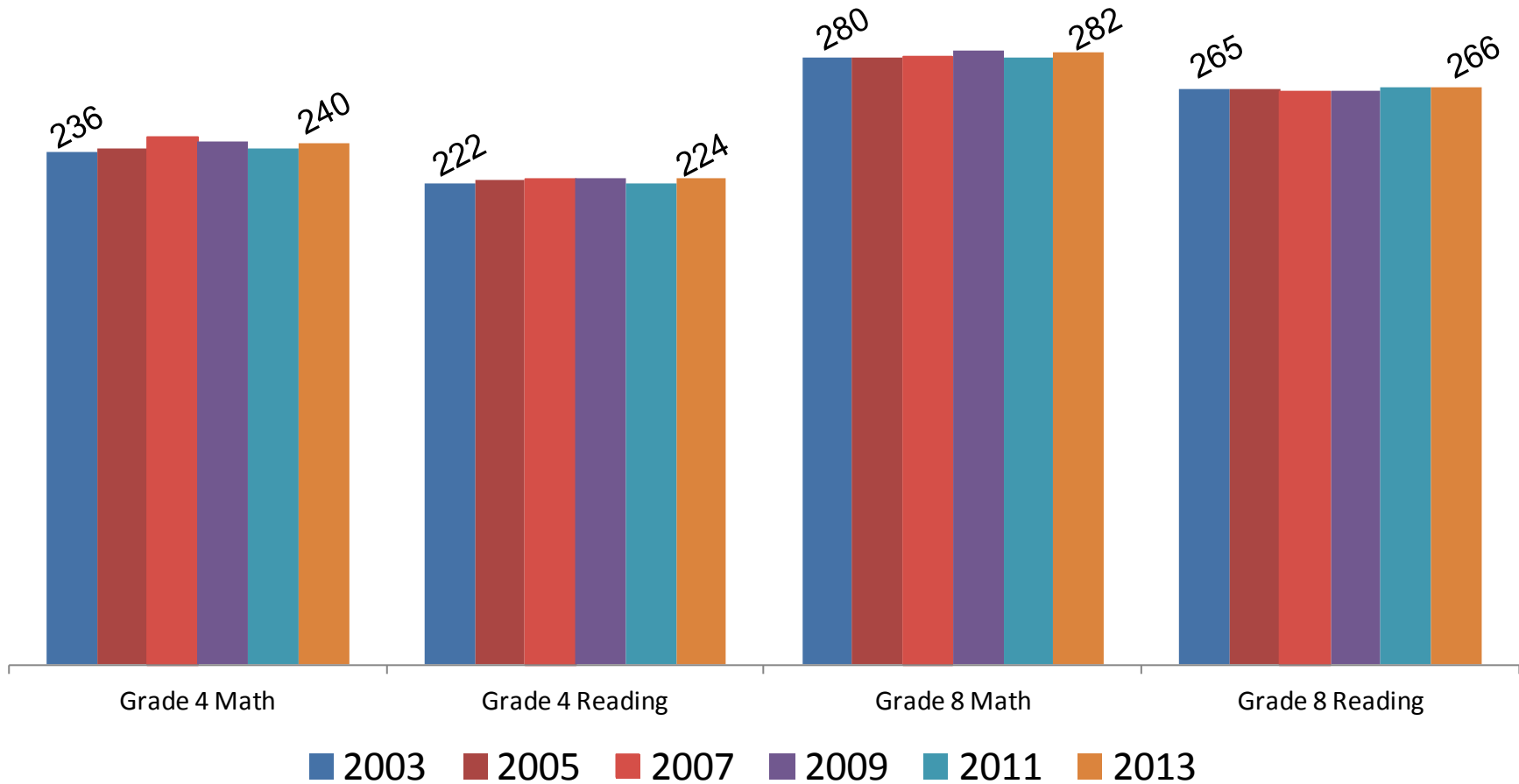
SAT and PSAT Benchmarks for New York Students

- College Board and NAEP study determined scores on SAT and PSAT/NMSQT that correspond with college readiness for the nation.

- Criteria were adapted slightly to accommodate New York students' course-taking patterns.

- The results for all New York students who graduated in 2010 and who took the SAT and PSAT/NMSQT are on the following slide.

SAT and PSAT/NMSQT CCR Benchmark Data: ELA

Percent of Students at or above ELA External Benchmarks
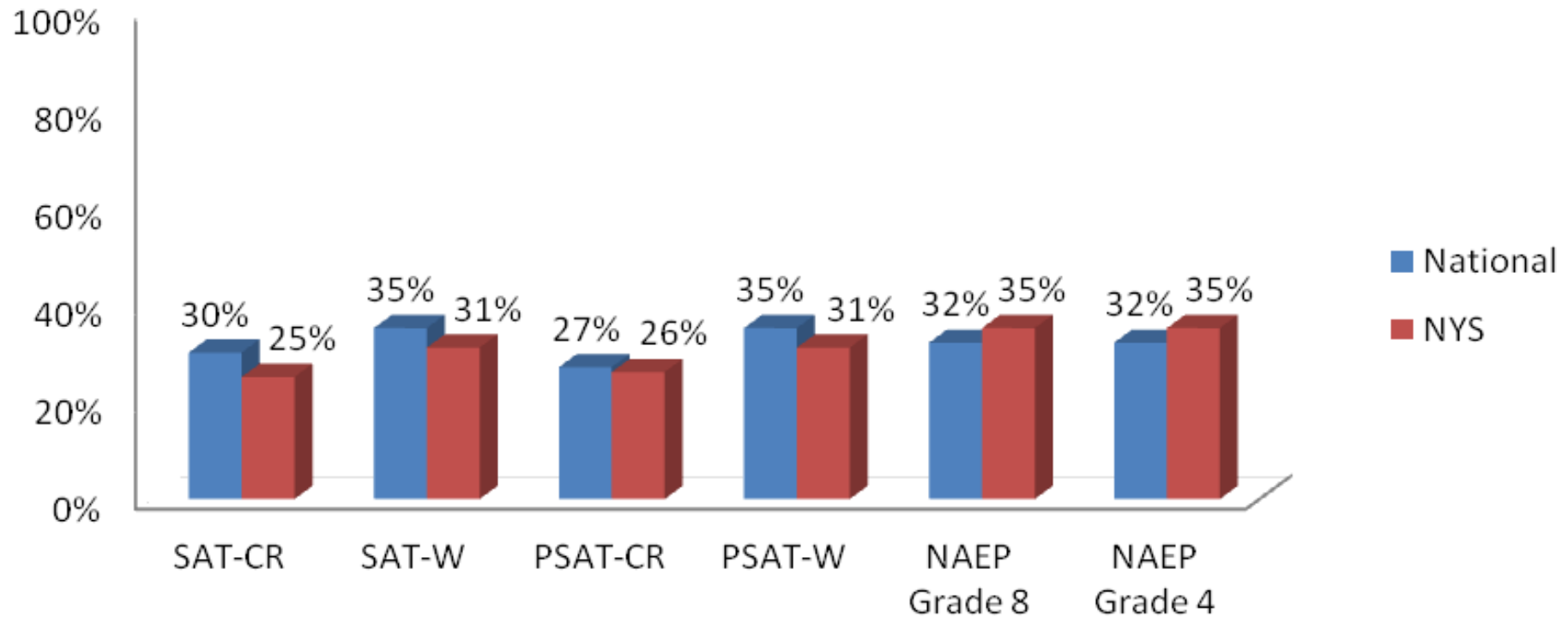
SAT and PSAT/NMSQT CCR Benchmark Data: Math

Percent of Students at or above Math External Benchmarks

Legend: ■ National ■ NYS

- SAT-M: National 40%, NYS 36%
- PSAT-M: National 41%, NYS 41%
- NAEP Grade 8: National 34%, NYS 30%
- NAEP Grade 4: National 40%, NYS 36%
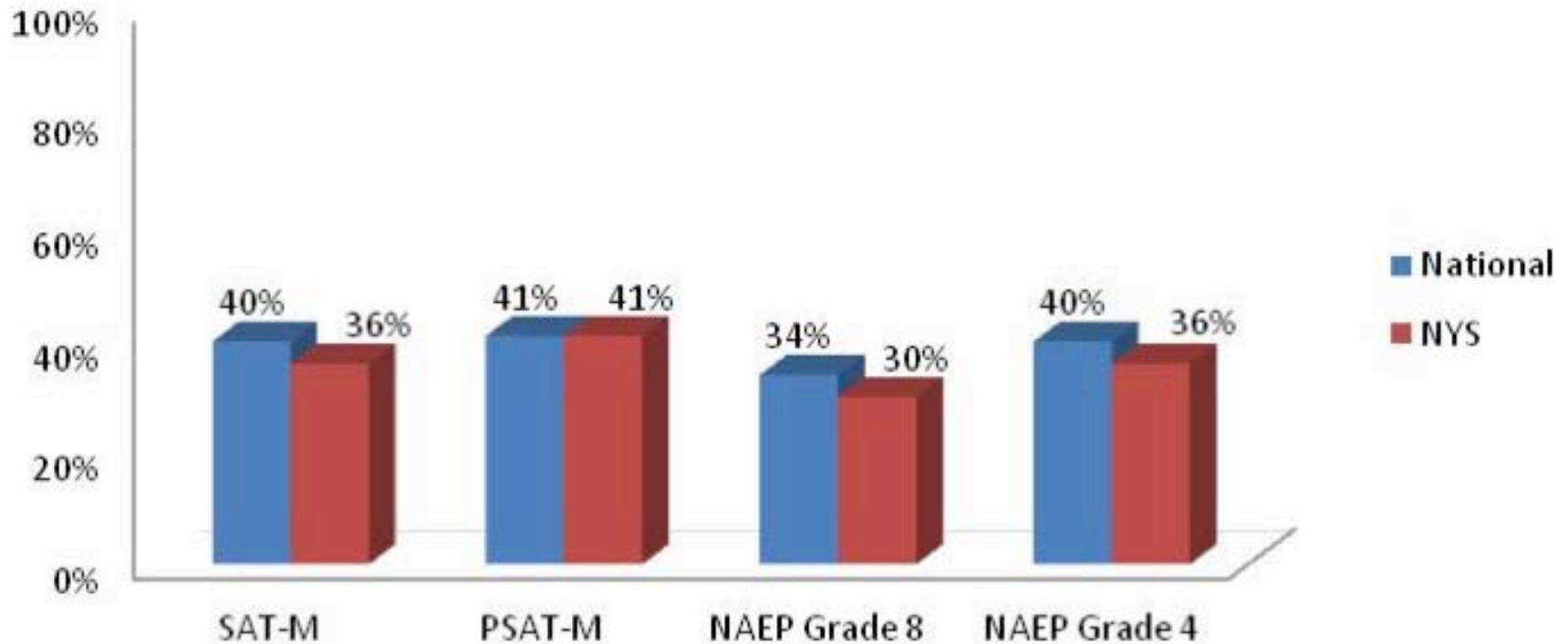
US PISA Results - Reading

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science

Table 3. Average scores of 15-year-old students on PISA reading literacy scale, by education system: 2012

Education system	Average score		Education system	Average score	
OECD average	496				
Shanghai-China	570	▲	Iceland	483	▼
Hong Kong-China	545	▲	Slovenia	481	▼
Singapore	542	▲	Lithuania	477	▼
Japan	538	▲	Greece	477	▼
Korea, Republic of	536	▲	Turkey	475	▼
Finland	524	▲	Russian Federation	475	▼
Ireland	523	▲	Slovak Republic	463	▼
Chinese Taipei	523	▲	Cyprus	449	▼
Canada	523	▲	Serbia, Republic of	446	▼
Poland	518	▲	United Arab Emirates	442	▼
Estonia	516	▲	Chile	441	▼
Liechtenstein	516	▲	Thailand	441	▼
New Zealand	512	▲	Costa Rica	441	▼
Australia	512	▲	Romania	438	▼
Netherlands	511	▲	Bulgaria	436	▼
Belgium	509	▲	Mexico	424	▼
Switzerland	509	▲	Montenegro, Republic of	422	▼
Macao-China	509	▲	Uruguay	411	▼
Vietnam	508		Brazil	410	▼
Germany	508	▲	Tunisia	404	▼
France	505		Colombia	403	▼
Norway	504		Jordan	399	▼
United Kingdom	499		Malaysia	398	▼
United States	**498**		Indonesia	396	▼
Denmark	496		Argentina	396	▼
Czech Republic	493		Albania	394	▼
Italy	490		Kazakhstan	393	▼
Austria	490		Qatar	388	▼
Latvia	489	▼	Peru	384	▼
Hungary	488				
Spain	488	▼			
Luxembourg	488	▼	**U.S. state education systems**		
Portugal	488				
Israel	486		Massachusetts	527	▲
Croatia	485	▼	Connecticut	521	▲
Sweden	483	▼	Florida	492	

▲ Average score is higher than U.S. average score.
▼ Average score is lower than U.S. average score.
NOTE: Education systems are ordered by 2012 average score. The OECD average is the average of the national averages of the OECD member countries, with each country weighted equally. Scores are reported on a scale from 0 to 1,000. All average scores reported as higher or lower than the U.S. average score are different at the .05 level of statistical significance. Italics indicate non-OECD countries and education systems. Results for Connecticut, Florida, and Massachusetts are for public school students only. The standard errors of the estimates are shown in table R2 available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

Source: PISA Report,
http://nces.ed.gov/pubs2014/2014024.pdf

US PISA Results - Mathematics

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science

Table 1. Average scores of 15-year-old students on PISA mathematics literacy scale, by education system: 2012

Education system	Average score		Education system	Average score
OECD average	494 ⊘			
Shanghai-China	613 ⊘		Lithuania	479
Singapore	573 ⊘		Sweden	478
Hong Kong-China	561 ⊘		Hungary	477
Chinese Taipei	560 ⊘		Croatia	471 ⊗
Korea, Republic of	554 ⊘		Israel	466 ⊗
Macao-China	538 ⊘		Greece	453 ⊗
Japan	536 ⊘		Serbia, Republic of	449 ⊗
Liechtenstein	535 ⊘		Turkey	448 ⊗
Switzerland	531 ⊘		Romania	445 ⊗
Netherlands	523 ⊘		Cyprus	440 ⊗
Estonia	521 ⊘		Bulgaria	439 ⊗
Finland	519 ⊘		United Arab Emirates	434 ⊗
Canada	518 ⊘		Kazakhstan	432 ⊗
Poland	518 ⊘		Thailand	427 ⊗
Belgium	515 ⊘		Chile	423 ⊗
Germany	514 ⊘		Malaysia	421 ⊗
Vietnam	511 ⊘		Mexico	413 ⊗
Austria	506 ⊘		Montenegro, Republic of	410 ⊗
Australia	504 ⊘		Uruguay	409 ⊗
Ireland	501 ⊘		Costa Rica	407 ⊗
Slovenia	501 ⊘		Albania	394 ⊗
Denmark	500 ⊘		Brazil	391 ⊗
New Zealand	500 ⊘		Argentina	388 ⊗
Czech Republic	499 ⊘		Tunisia	388 ⊗
France	495 ⊘		Jordan	386 ⊗
United Kingdom	494 ⊘		Colombia	376 ⊗
Iceland	493 ⊘		Qatar	376 ⊗
Latvia	491 ⊘		Indonesia	375 ⊗
Luxembourg	490 ⊘		Peru	368 ⊗
Norway	489			
Portugal	487			
Italy	485		**U.S. state education systems**	
Spain	484			
Russian Federation	482		Massachusetts	514 ⊘
Slovak Republic	482		Connecticut	506 ⊘
United States	**481**		Florida	467 ⊗

⊘ Average score is higher than U.S. average score.
⊗ Average score is lower than U.S. average score.
NOTE: Education systems are ordered by 2012 average score. The OECD average is the average of the national averages of the OECD member countries, with each country weighted equally. Scores are reported on a scale from 0 to 1,000. All average scores reported as higher or lower than the U.S. average score are different at the .05 level of statistical significance. Italics indicate non-OECD countries and education systems. Results for Connecticut, Florida, and Massachusetts are for public school students only. The standard errors of the estimates are shown in table M4 available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024 .
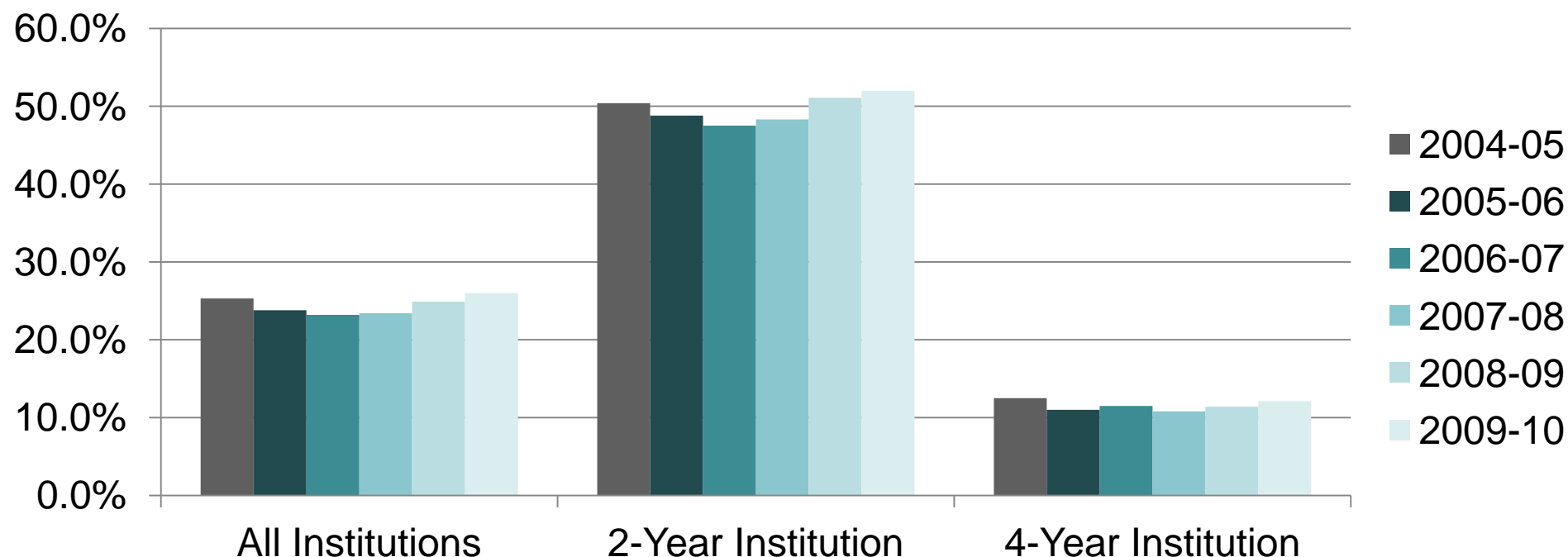SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

Source: PISA Report,
http://nces.ed.gov/pubs2014/2014024.pdf

US PISA Results - Science

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math and Science

Table 2. Average scores of 15-year-old students on PISA science literacy scale, by education system: 2012

Education system	Average score	Education system	Average score
OECD average	501		
Shanghai-China	580 ⬆	*Russian Federation*	486 ⬇
Hong Kong-China	555 ⬆	Sweden	485 ⬇
Singapore	551 ⬆	Iceland	478 ⬇
Japan	547 ⬆	Slovak Republic	471 ⬇
Finland	545 ⬆	Israel	470 ⬇
Estonia	541 ⬆	Greece	467 ⬇
Korea, Republic of	538 ⬆	Turkey	463 ⬇
Vietnam	528 ⬆	*United Arab Emirates*	448 ⬇
Poland	526 ⬆	*Bulgaria*	446 ⬇
Canada	525 ⬆	Chile	445 ⬇
Liechtenstein	525 ⬆	*Serbia, Republic of*	445 ⬇
Germany	524 ⬆	*Thailand*	444 ⬇
Chinese Taipei	523 ⬆	*Romania*	439 ⬇
Netherlands	522 ⬆	*Cyprus*	438 ⬇
Ireland	522 ⬆	*Costa Rica*	429 ⬇
Australia	521 ⬆	*Kazakhstan*	425 ⬇
Macao-China	521 ⬆	*Malaysia*	420 ⬇
New Zealand	516 ⬆	*Uruguay*	416 ⬇
Switzerland	515 ⬆	Mexico	415 ⬇
Slovenia	514 ⬆	*Montenegro, Republic of*	410 ⬇
United Kingdom	514 ⬆	*Jordan*	409 ⬇
Czech Republic	508 ⬆	*Argentina*	406 ⬇
Austria	506	*Brazil*	405 ⬇
Belgium	505	*Colombia*	399 ⬇
Latvia	502	*Tunisia*	398 ⬇
France	499	*Albania*	397 ⬇
Denmark	498	*Qatar*	384 ⬇
United States	**497**	*Indonesia*	382 ⬇
Spain	496	*Peru*	373 ⬇
Lithuania	496		
Norway	495		
Hungary	494	**U.S. state education systems**	
Italy	494		
Croatia	491	*Massachusetts*	527 ⬆
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SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

Source: PISA Report,
http://nces.ed.gov/pubs2014/2014024.pdf

Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates

Legend: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10

Categories: All Institutions, 2-Year Institution, 4-Year Institution

Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education
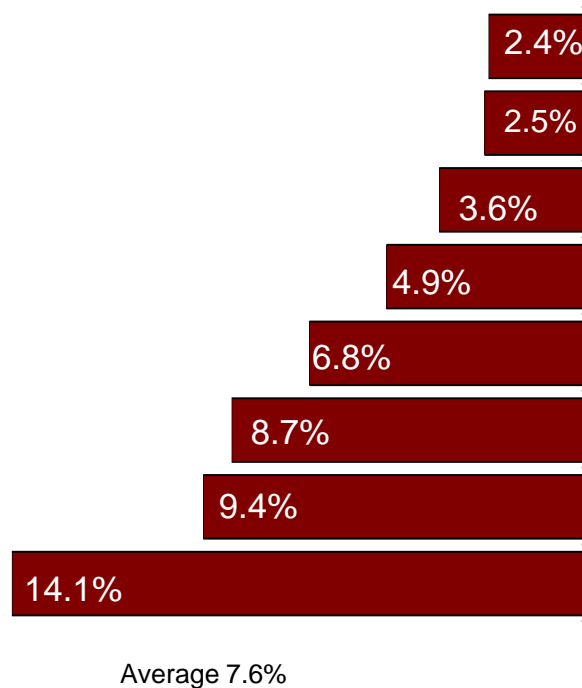
Why Readiness Matters – Labor Market Is More Demanding

A post-secondary education is the "Passport to the American Dream"

- 14 million job openings will go to people with an associate's degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

- Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018,* June 2010.

Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2011

- 2.4%
- 2.5%
- 3.6%
- 4.9%
- 6.8%
- 8.7%
- 9.4%
- 14.1%

Average 7.6%

Median Annual Earnings by Educational Degree: 2011

Degree	Earnings
Doctorate	$86,580
Professional Degree	$80,652
Masters	$65,676
Bachelors	$54,756
Associate	$39,936
Some College, No Degree	$37,338
HS Diploma	$33,176
No HS Diploma	$23,452

Average $41,444
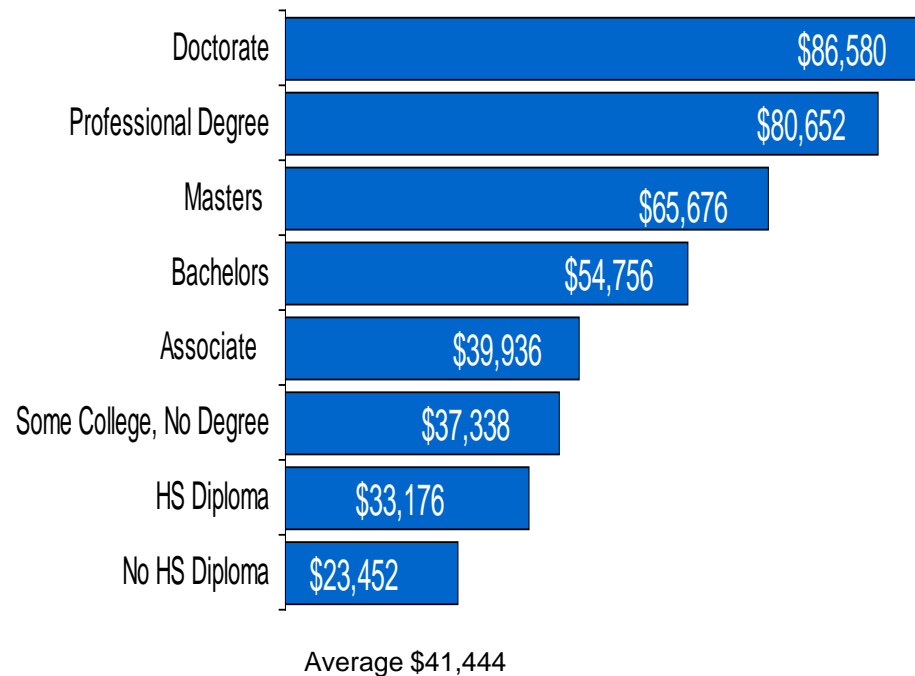
Education pays in higher overall earnings and lower unemployment rates.

SOURCE: 2011 Bureau of Labor Statistics, Current Population Survey

Why Readiness Matters – US Adult Skills Lagging

- A recent international study by the Program for International Assessment of Adult Competencies (PIACC) shows that in key work-related skills – such as literacy, numeracy, and problem-solving skills – US adults scored below international averages.

- Only 12 percent of US adults scored at the highest level of proficiency in literacy, compared with 22 percent in Finland and 23 percent in Japan.

- In numeracy, US adults outscored only their peers in two countries—Italy and Spain—of the 23 in the study, with only 9 percent of adults rated at the highest proficiency level.

- Only 6 percent of US adults scored at the highest proficiency level on problem-solving.

Sources: http://www.edweek.org/ew/articles/2013/10/16/08report-b1.h33.html

Regents Reform Agenda

Highly Effective School Leaders

Fair & Rigorous Accountability

Demanding Assessments

Highly Effective Teachers

College and Career Ready Students

Statewide Standards-based Curriculum
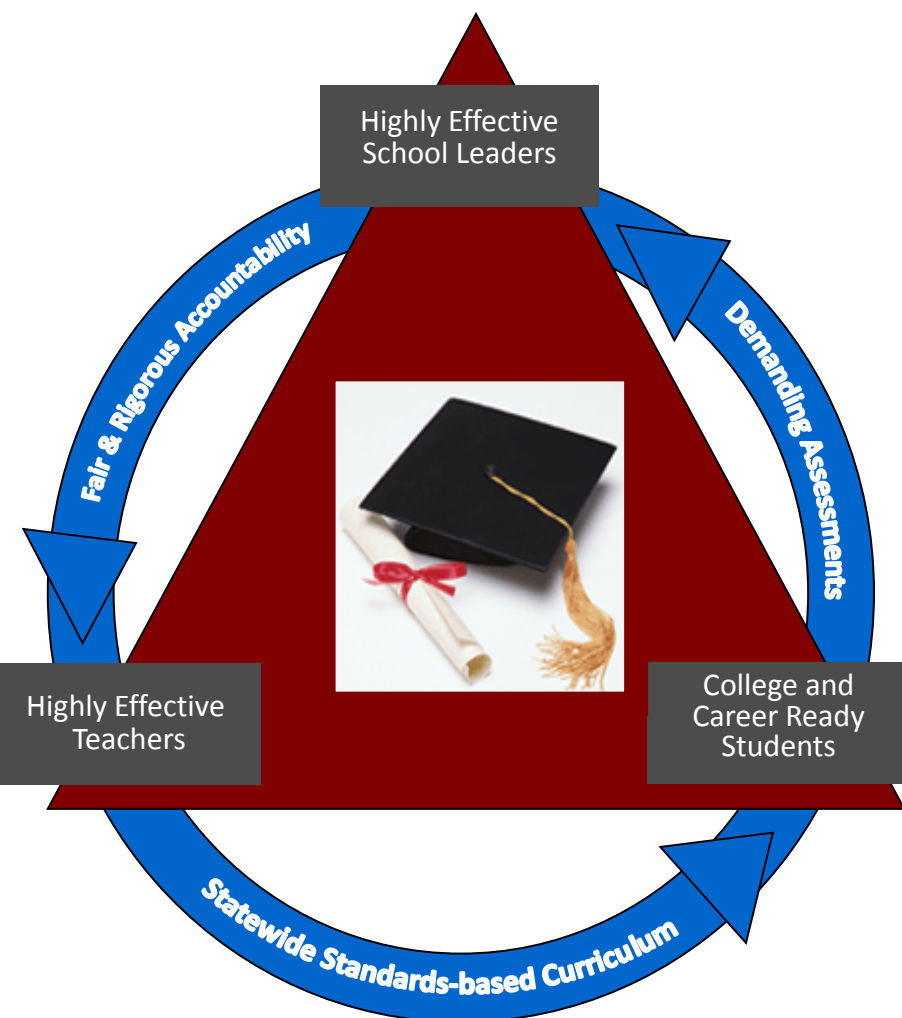
- Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.

- Building **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.

- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.

- **Turning around the lowest-achieving schools**.

Domains of College and Career Readiness

Core Academic Knowledge & Skills

Defines the *academic* knowledge and skills students need to be successful in college and careers.

Key Behaviors & Attitudes

Specifies the *non-cognitive,* socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Career-Specific Knowledge & Skills

Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

What is the Common Core?

- **The development of the Common Core was a nationwide, state-led effort to establish a shared set of clear educational standards.**
  - o **45 states and the District of Columbia have adopted the Common Core**[*]

- **The Common Core Standards are the first learning standards to be *backmapped* from the skills and knowledge students need to succeed in college and careers, grade-by-grade all the way back to kindergarten.**

- **The Common Core Standards are benchmarked to international standards and informed by the best evidence and research.**

* In addition to the 45 states that fully adopted the Common Core, Minnesota adopted the Common Core English Language Arts standards.

Common Core in New York

2010: Board of Regents adopts Common Core

2013: Common Core Assessments in Grades 3-8 and math are administered

2014: Roll-out of Common Core Regents Exams begins

- o June 2014: Algebra I
- o June 2015: Geometry
- o June 2016: Algebra II and English language arts (required for 1st time)

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation.

Transition to New York Common Core Assessments is a seven-year phase in.

Aligning Curriculum, Instruction, and Assessments to the Common Core

- **Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College and Career Readiness.**

6 *Shifts* in ELA/Literacy

Read as much non-fiction as fiction
Learn about the world by reading
Read more challenging material closely
Discuss reading using evidence
Write non-fiction using evidence
Increase academic vocabulary

6 *Shifts* in Mathematics

Focus: immersion in important topics
Build skills across grades
Develop fluency and accuracy
Really know it, Really do it
Use it in the real world
Efficiently solve complex problems

Professional Development Decisions Are Local

- **Although state and federal funding is available to support local professional development the amount of professional development and the content of the trainings has always been and remains locally determined.**

- **Districts have chosen a variety of strategies for professional development:**

  - **Participation at NTI and local turn-key training**

  - **Participation at NTI and alternate local professional development**

  - **Non-participation at NTI and alternate local professional development**

EngageNY.org

Resources for Professional Development

New and updated Parent and Family Resources

Most relevant and current information, and newest materials highlighted for easy access.

One-stop location for resources and materials to support implementation of the Regents Reform Agenda

Professional Development Sponsored by SED

Network Team Institutes

- o Turnkey training for over 10,800 NYS educator attendees and ongoing
- o Comprehensive professional development kits for adaptation/use
- o Training on Common Core instruction in P-12 ELA & Math
- o Support for integrating APPR & Common Core
- o Workshops on Change Management & Adult Learning Parent Engagement, Implementation Planning, Assessment Design

Diagnostic Training for Focus Districts

- o Turnkey training for 1000+ educators from the 70 Focus Districts
- o Professional development on the use of the Tri State Rubric (developed with Massachusetts and Rhode Island) to evaluate written curriculum
- o Training on the use of evidence collection tools to support teaching using the Common Core shifts in Math & ELA
- o Support for the integration of Common Core & structures of APPR

Uncommon Approaches to the Common Core

- o In August 2014, 275 representatives from libraries, library systems, museums and archives participated in a two-day conference to provide professional development and best practice examples on how cultural institutions can support implementation of the Common Core.

Professional Development Sponsored by SED, continued

Regional Special Education Technical Assistance Support Centers

- o Provide directed technical assistance and professional development to those school districts determined by SED as at risk of or needing assistance or intervention to improve results for students with disabilities.

- o Trainings include: Assistance in aligning Individualized Education Programs (IEPs) with the Common Core, Strategies for how the Response to Intervention framework can support the teaching and learning of Common Core in ELA/Literacy, Embedding Supports and Using Explicit and Specially Designed Instruction.

The Career and Technical Education Technical Assistance Center

- o Offers professional development opportunities in traditional as well as self-paced tutorials in Career and Technical Education best practices, including webinars relating to Common Core literacy in CTE, Workshops on Common Core for CTE instructors and administrators, presentations and workshops.

K-8 ELA and K-9 Math Curriculum Modules Currently on EngageNY.org

- A full year of comprehensive literacy curriculum for grades K-2*
- A full year of curricular modules for 3-8 English Language Arts
- A full year of curricular modules for K-9 in mathematics**

*A full year of pre-kindergarten comprehensive literacy curriculum will be available in June 2014. Pre-kindergarten mathematics curriculum is anticipated by Summer 2015.
**The final modules in grades 6-8 Math will be added in February 2014

9-12 ELA and 10-12 Math Curriculum Modules Currently on EngageNY.org

- ¾ of a year for 9th grade English Language Arts
- ¼ of a year for 10th grade Geometry
- All modules will be completed prior to the year in which the Common Core Regents exam is required (June 2015 for Geometry; June 2016 for Algebra 2 and ELA)

Toolkit for Parent Engagement

Regents Common Core Transition Flexibility

Common Core rollout in high school contains three features to ensure that students have every opportunity to earn credit and graduate during this transition period.

o **The initial group of students required to pass a Common Core Regents Exam (this year's 9th graders in ELA and any student first enrolled in Algebra this year) is not expected to graduate until June 2017 or later, seven years after the standards were adopted in 2010;**

o **During the first year of rollout, students enrolled in Common Core courses will have the option to take the old test in addition to the new test and have the higher score count for grading and other purposes; and**

o **The Department intends to maintain distinct performance standards (or cut scores) that are comparable to the current 65 Regents Exam cut score for course credit and graduation purposes and the current 75/80 Regents Exam cut score for aspirational college-readiness purposes. As a result, we expect that the percentage of students passing (for credit and graduation purposes) the new Common Core Regents Exams will likely be similar to the pass rates on existing Regents Exams at a score of 65.**

Teachers, Students, and Parents Need Clear Expectations and Measures of Progress

- **The assessment program is a key tool to support improved teaching and learning**
  - Key measure of how students are doing on NYS Learning Standards
  - Critical component of the State's accountability system
  - Contribute to our evaluation of teacher and principal effectiveness

- **The assessment program helps us demonstrate to parents that their children are meeting rigorous expectations as they progress through our education system.**
  - The assessment program provides a continuous feedback loop to parents and educators so they can better support student learning.

Only Two Required State Tests Are Not Federal Mandates

- Federal law requires the following assessments:
  - Grades 3-8 English Language Arts (ELA) & Mathematics exams;
  - At least one Science exam in Grades 3-5, 6-9, and 10-12;
  - At least one High School ELA and Mathematics exam;
  - Additional assessments for English Language Learners;
  - Alternate assessments for students with severe disabilities.

- There are only two required State tests that are not federal mandates*:
  - Regents Exam in US History & Government;
  - Regents Exam in Global History & Geography.

* Some students may also be required to participate in field testing.

Most other State and Local Tests Are Optional*

- Optional State tests for advanced diploma and coursework purposes:
  - **Additional Regents exams in mathematics and science.**

- Optional local tests for instructional purposes:
  - **Locally-selected interim, periodic, and benchmark assessments.**

- Optional local tests for APPR purposes*:
  - **Locally-selected summative assessments.**

* A locally developed or third-party assessment is required for APPR purposes for teachers of Grades 6-7 science and 6-8 social studies only.

Teacher & Principal Evaluation:
Building a System for Improving Student Achievement

| **Annual Evaluations** | ● Required for all teachers and principals |

| **Clear, Rigorous Expectations** | ● New York State Teaching Standards
● Interstate School Leaders Licensure Consortium Standards |

| **Multiple Measures** | ● 20% Student Growth on State Tests or Comparable Measures*
● 20% Locally Selected Measures of Student Achievement
● 60% Observations, student feedback, other measures |

| **Differentiated Rating Levels** | ● Highly effective, Effective, Developing, Ineffective |

| **Regular Feedback** | ● Frequent, ongoing, and linked to professional development opportunities |

| **Significant Factor** | ● In employment decisions, supplemental compensation |

* Student growth on state tests counts as one-fifth of the composite score for only approximately 18% of teachers (grades 4-8 English language arts and mathematics teachers). For these teachers, the balance of the composite score is negotiated locally.

Common Core Assessment Development

Every item:

- Designed from scratch to measure Common Core

- Field-tested

- Reviewed multiple times in development cycle by multiple New York State Certified Teachers

- Meets industry best practice for item quality, fairness and accessibility

- Meets rigorous criteria developed by NYSED

Processes and quality of the Grade 3-8 tests assured by HumRRO, a third-party evaluator also used for the NAEP.

Independent Review

- **In order to better ensure the quality of our assessments, the Department asked HumRRO to conduct a number of independent analyses to review and improve the quality of test questions and scores for the Grade 3-8 tests.**

- **The study's overall conclusion is that the processes used by our contractor to develop and review items are thorough and fully meet or exceed industry standards.**

Just as New York Educators are Essential to Test Development…

New York educators are represented on the following panels:

- New York State Content Advisory Panels
    - Spans early childhood and P12 through CUNY, SUNY and cIcu faculty
- Item Development, Item Review, Final Form Review

These panels are informing:

- College and Career Ready Determinations
- Test specifications, policies, and items
- Policy-level and grade-level performance level descriptions

…New York Educators are Essential to Setting Standards

- 95 New York educators for Days 1 to 4

- 34 stayed for Day 5

- Variety of educators nominated and represented:
  - **K-12 ELA and Math Teachers**
  - **BOCES**
  - **ELL and SwD specialists**
  - **Higher Education**
  - **K-12 Administration**

- Panelists represented New York's geographic and demographic diversity

2013 – A New Baseline

- Last year's grades 3-8 ELA and math proficiency percentages should not be compared directly with prior-year results.
  - Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers.

- These results presented a new and transparent baseline from which we can measure student progress and preparedness for college and careers.

- School and district leaders were urged to be thoughtful to ensure these proficiency results have no negative impact on students, schools, districts, or teachers.

- No new districts were identified as Focus Districts and no new schools were identified as Priority Schools based on 2012-13 assessment results.

Materials to Support Score Interpretation and Use

Released Annotated Items
- Select Items from 2013 Tests with annotations

Performance Level Descriptions
- Descriptions of the knowledge and skills required for each performance level

Appropriate Use of Test Score Data
- Suggested analysis of test score data to further interpret student performance

Annotated Score Report
- Annotated score report to help parents and students interpret scores

Goals of the EngageNY Portal:

- **Secure and private data tools for educators, students, and families**

- **Easy access to Common Core curriculum and instruction resources (EngageNY.org)**

- **Online communities for educators**

- **Ability for LEA's, BOCES, SED, or third-parties to more effectively improve, add to, and sustain the system following initial State investments**

- **Accessible statewide data are needed for SED to meet its statewide program monitoring and improvement responsibilities**

Existing Data System Practices

- **Data systems support our core mission to provide high quality education services**

- **Consistent with the Family Educational Rights and Privacy Act (FERPA), New York has had a statewide student database in place since 2004 and provides this information to third parties as necessary to meet its program evaluation and improvement responsibilities (e.g., school report cards)**

Existing Data System Practices

- **Consistent with FERPA, districts and schools provide data to third parties to meet their instructional and organizational responsibilities**

  - Student enrollment and attendance
  - School schedules
  - Special education service coordination
  - School lunch and transportation
  - Report cards and transcripts
  - Online learning
  - Emergency parent contact services

Existing Data System Practices

- **When schools and districts provide their data to third-party vendors of educational technology tools, they are <u>paying twice</u>:**
  - o **Paying for the vendor's tool**
  - o **Paying for data standardization (to make the tool work with local data)**

- **Because of this, schools and districts, parents and students have fewer educational technology options and higher costs**

- **Separate systems are <u>not coordinated</u>, meaning that teachers spend more time integrating data and less time teaching**

- **Data security and privacy protocols are not standardized across schools and districts**

Biggest Risks to data security and privacy right now:

- **Student paper records left unattended**
- **Unattended computer workstations**
- **Weak passwords**
- **The same password used over and over**
- **Lists of passwords left unattended and in plain view**
- **Student information sent through email**
- **Computers connected to internet without latest security patches**

ENYP: Data Privacy and Security

- **Data security and privacy is a primary goal**
- **Data are shared with third parties only for educational purposes, consistent all federal and state requirements, including FERPA**
- **Data can only be used for specific contract purposes**
- **Data are not sold or used for other commercial purposes**
- **Third parties must maintain rigorous and continuous data security and privacy protections**
- **Data must be destroyed upon termination of the contract**

ENYP: Data Privacy and Security

- **ENYP data categories are posted at http://usny.nysed.gov/rttt/data/engageny-portal-data-dictionary.pdf**

- **These data are provided to the State:**
  - **Biographic**
  - **District, school, and course enrollments**
  - **Program services**
  - **State assessments**
  - **Attendance and suspension information**

- **Schools may include additional local data**

- **SED does not and will not collect Social Security Numbers**

ENYP: Data Privacy and Security

- **Statewide data are needed for schools to compare their achievement to local, regional, statewide results**

- **Statewide data are needed for K-12 electronic educational records exchange to support timely services following student transfer**

- **Statewide data are needed for SED to meet its statewide program monitoring and improvement responsibilities**

- **If districts elect to provide optional local data to the ENYP, they must do so consistent with their local data privacy policies and all applicable laws and regulations, including FERPA**

Data System Enhancements

- **Develop a platform of services and standards that allow tools to be built to standard (will work "out of the box") so**
  - Schools pay less for tools
  - Schools have more options
  - Teachers and parents have access to integrated data and content
- **Develop statewide security protocols for educators, students, parents to ensure only the right people view the right data**

inBloom

- **Non-profit organization that provides services for data security, storage, access, and transport**
- **All service standards are open and non-proprietary**
- **These "platform" services allow for more secure, efficient, and cost effective data display options for educators, students, and families**
- **Two levels of protection: <u>intrusion protection</u> and <u>encryption</u> (at rest and in motion). Even in the unlikely event of a breach, the encrypted data would be unreadable and unusable.**

inBloom

- **Did not create the sharing of data with vendors – that has been happening in New York and across the country for many years**

- **Provides non-proprietary data services to help make it more secure and more efficient for school districts to do what they are already doing**

- **Could be replaced with different service providers in the future**

inBloom

- **Although other providers could begin to offer services similar to inBloom, school districts cannot match this capacity on their own**

- **Without a similar service, security protocols vary, schools pay more for educational technology tools, and schools have fewer instructional options**

- **Without a similar service, teachers must spend more time integrating data and less time teaching**

Cloud Storage

- **Cloud storage means that data are stored on computers in shared data centers**

- **Best-in-class cloud storage is likely more secure than data stored on school or district computers with fewer resources for privacy protection**

- **ENYP requires that all cloud storage comply with the federal FedRAMP security standards (www.FedRAMP.gov)**

Cloud Storage

- **States/districts retain ownership of all stored data**

- **Local and State data are separated from other states and districts (there is no national database)**

Adult Career and Continuing Education Services (ACCES)

- ACCES-VR helped more than 11,900 individuals with disabilities get a job, helping those individuals achieve combined annual earnings of over $200 million.

- Adult education served 116,000 students with a higher educational gain and contact hour average.

- Independent Living Centers supported approximately 91,000 people with disabilities.

- Provided oversight for 451 non-degree proprietary schools serving nearly 200,000 students.

Cultural Education

- SED operates the State Museum, Archives, and Library.
  - **More than 600,000 on-site visitors to view exhibits, do on-site research and participate in classes**
- Statewide programming
  - **40.5 million users of NovelNY, Archives, and Library online databases**
  - **Co-sponsorship of Conference on New York State History**
  - **40,000 research reference requests**
- Key 2014 Statewide Actions
  - **Shaker Exhibition with partner institutions, Fall 2014**
  - **Statewide workshop for educators in cultural institutions**
  - **1.8 million participants in statewide summer reading**
  - **Continued focus on digitizing collections**
  - **Support for 750 public libraries and 26 public broadcasters**
- Preservation, Research and Exhibitions continue
  - **Continued short-term and online exhibits and public programs**
  - **Multiple New York-focused research initiatives**
  - **Programs for, and outreach to, K-12 remain a key focus**
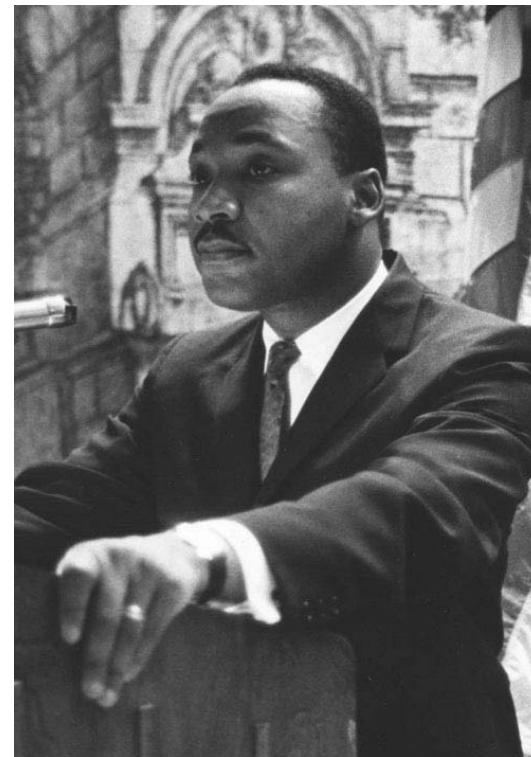
In January, the Department announced a new online exhibition on the New York State Museum's website featuring the only known audio recording of Dr. Martin Luther King Jr.'s 1962 speech commemorating the centennial anniversary of the Preliminary Emancipation Proclamation.

Thank You.

Follow me on Twitter:

@JohnKingNYSED