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engage^{ny}

Our Students. Their Moment.

College & Career Readiness

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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 district

More than 1,800 non-public schools

More than 200 operating public charter schools

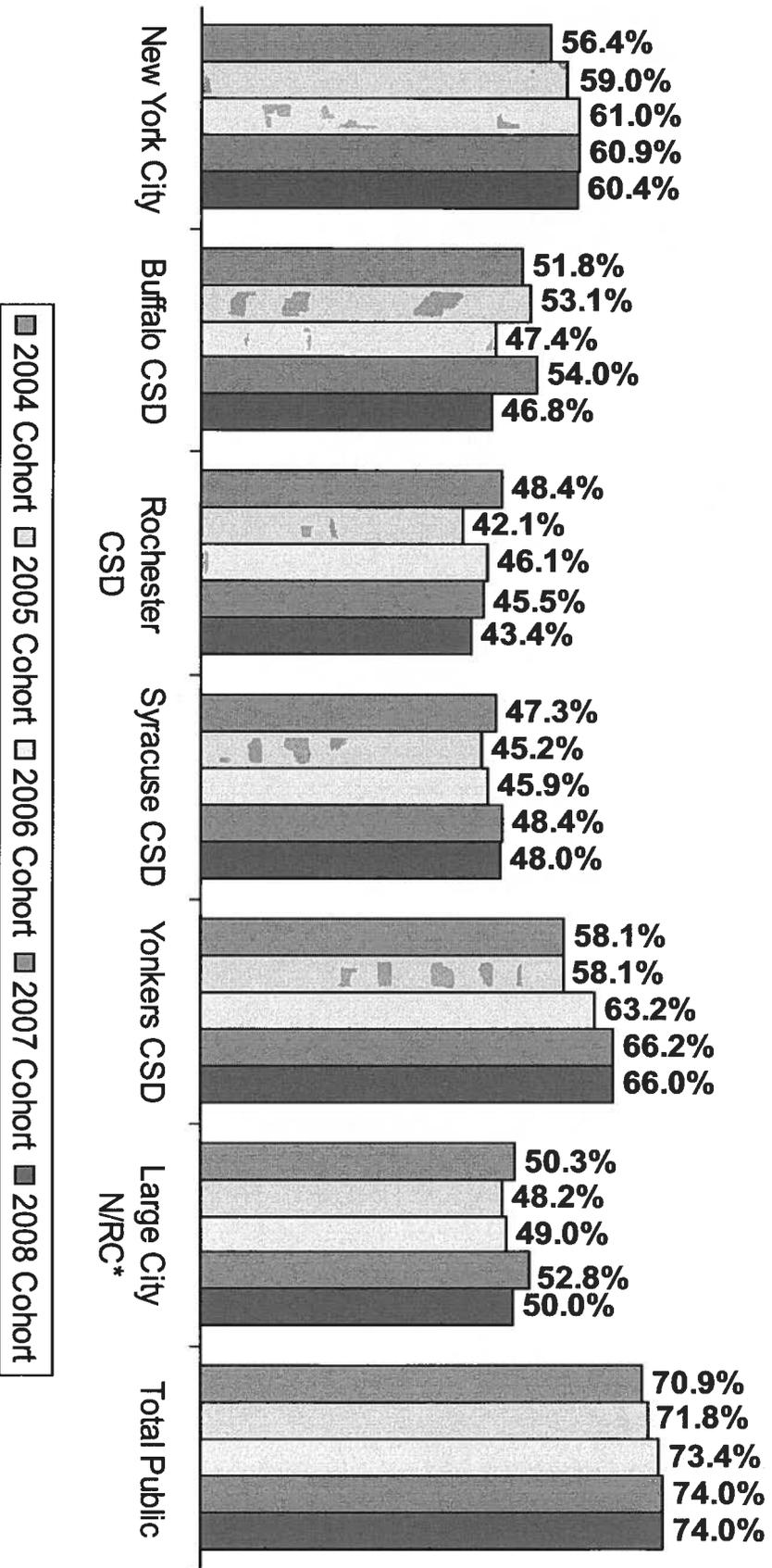
More than 3 million public and nonpublic students

- 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

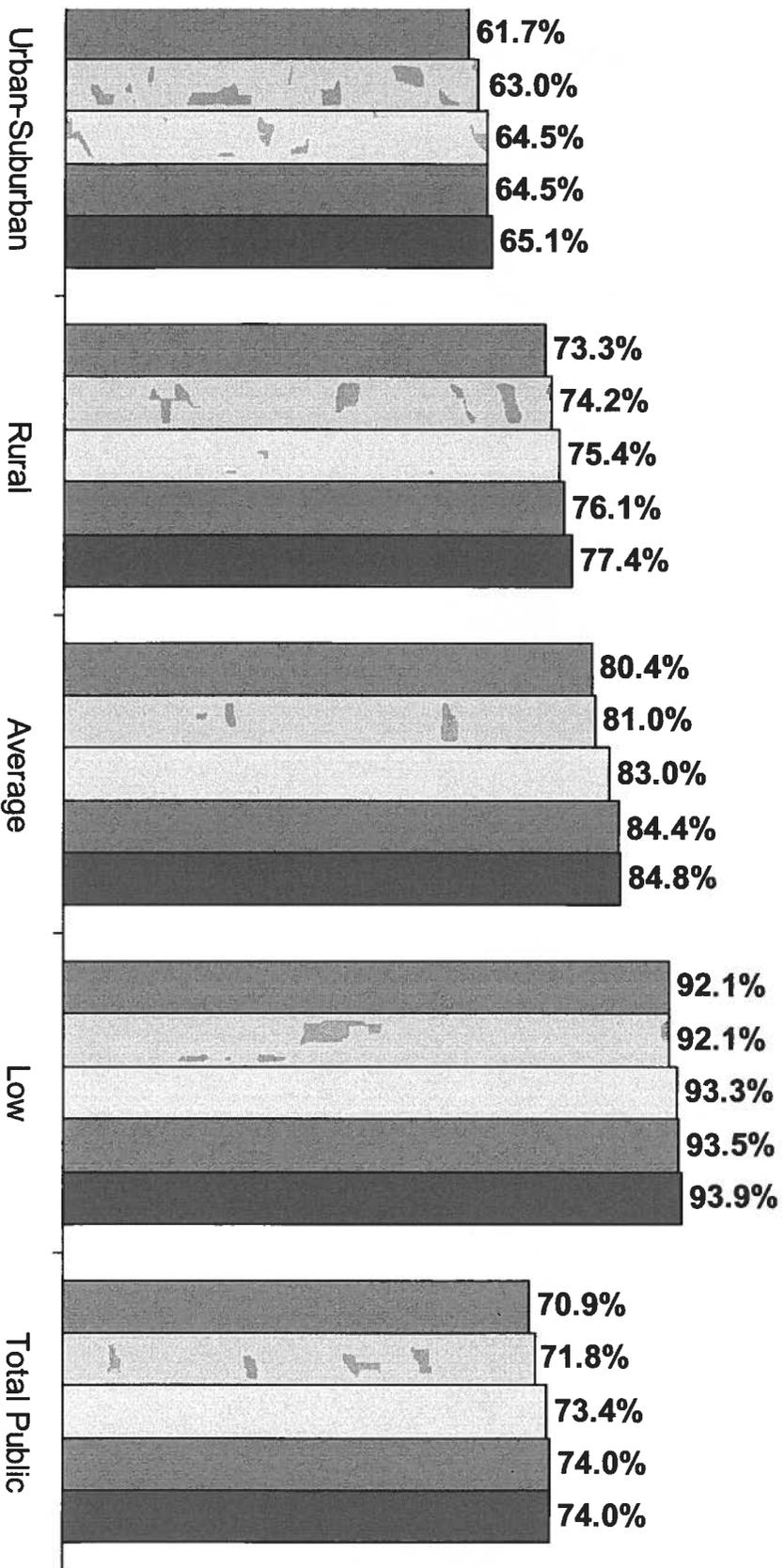
Results through June 2012, All Students



Statewide Graduation Rates

% Students Graduating After 4 Years

Results through June 2012, All Students



2004 Cohort
 2005 Cohort
 2006 Cohort
 2007 Cohort
 2008 Cohort

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	35.0
American Indian	18.0
Asian/Pacific Islander	56.0
Black	12.0
Hispanic	15.0
White	48.0
English Language Learners	7.0
Students with Disabilities	4.0

*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

Regents 2014-15 Proposal on 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

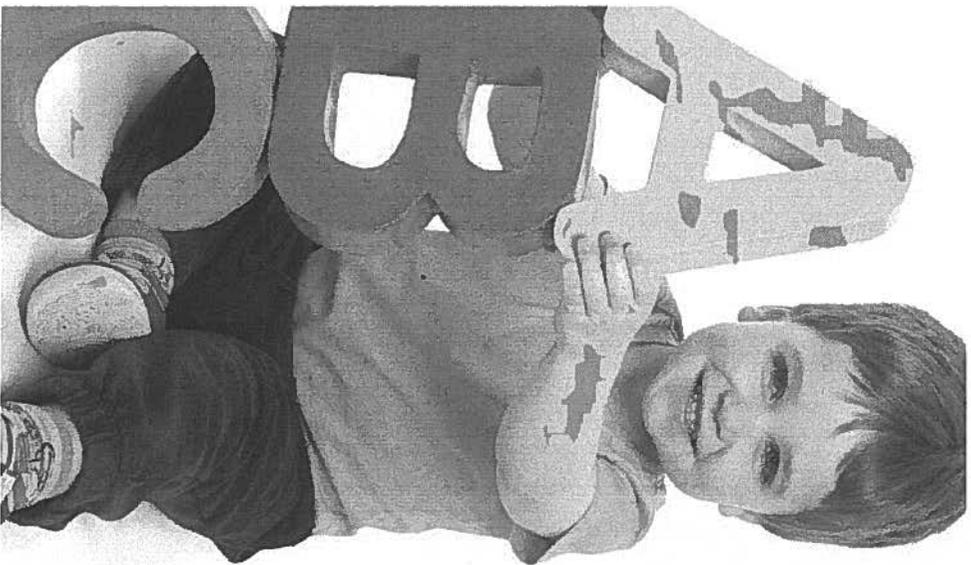
The Regents State Aid proposal recommends dedicating \$125 million to provide high quality full-day programming.

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.



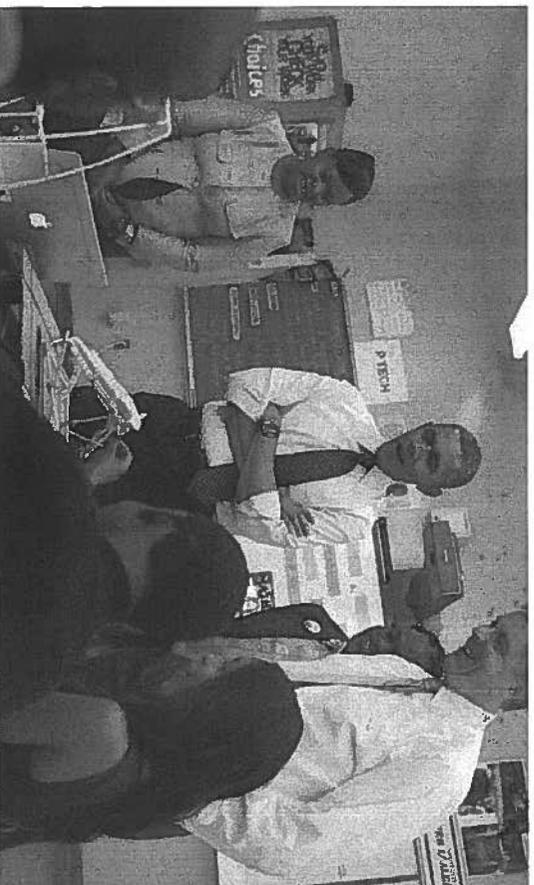
Expand QUALITYstarsNY



- 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.



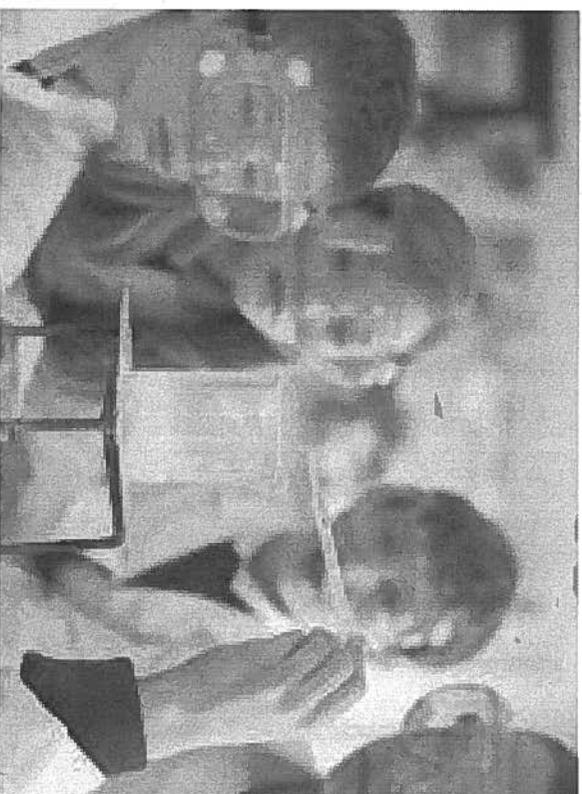
Protect Educational Opportunities Through Regional High Schools

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

Digitized Printing, Packaging and Distribution	\$5.1M
Enhanced Security Features	\$1.6M
Test Storage, Collection and Support	\$1.7M

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 standard 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% HE college graduation rate, compared w 12% graduation rate for low-income students nationally

Enhance the Achievement of English Language Learners

2014-15 \$10M Budget Request

**adopt new Native Language Arts exams for Grades 3-8 and High School \$8 \$2
s, resources, capacity, and professional development**

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

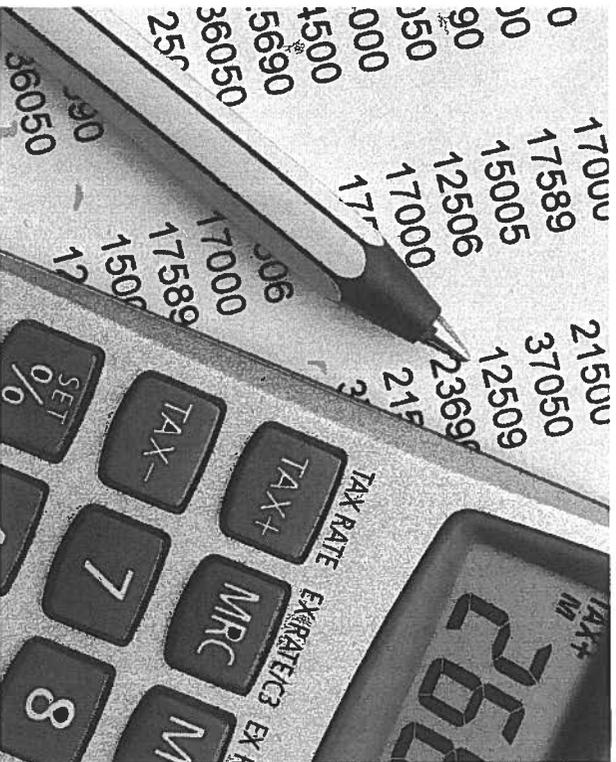


- Approximately 2.8 million out-of-school New Yorkers age 16 or older are economically at risk because they lack a high school diploma or equivalent.
- The Department is requesting funding to provide adult education to under-educatec out-of-school youth and adults with the skills and credentials required 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

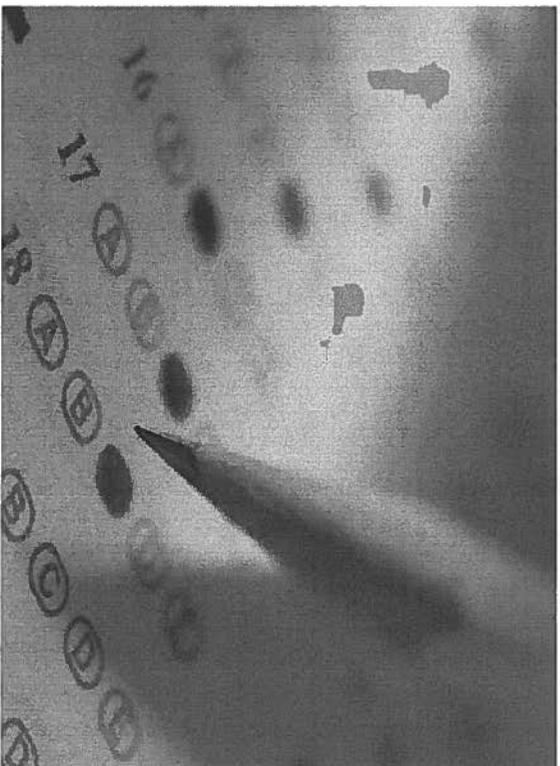


- The Department oversees the modeling of over \$21 billion in state aid to public school districts annually, and provides estimates of school aid throughout the budget process. While effective and accurate, the system is outdated and at risk of becoming obsolete.
- The Department is seeking funding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

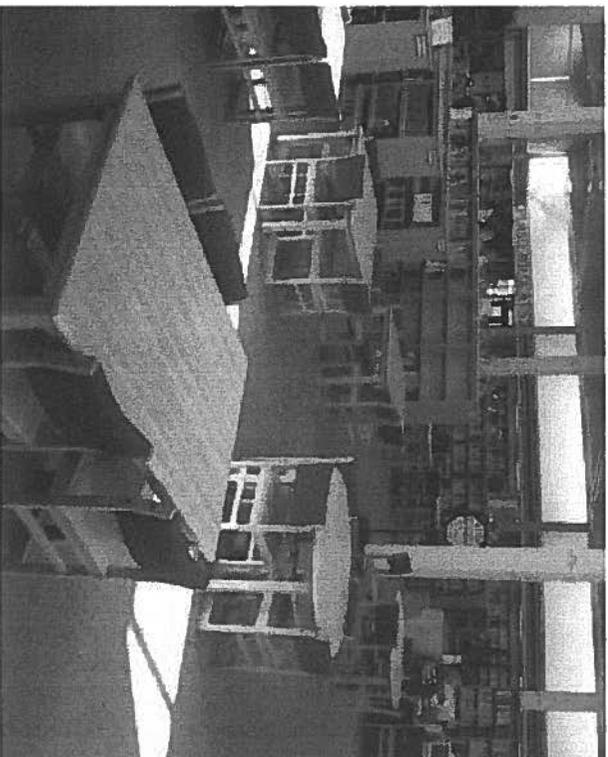


- The Department is seeking funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.
- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns: of changed responses, with a 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



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

SAT[®]



The City
University
of
New York



The State University
of New York



NAEP & College Readiness

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

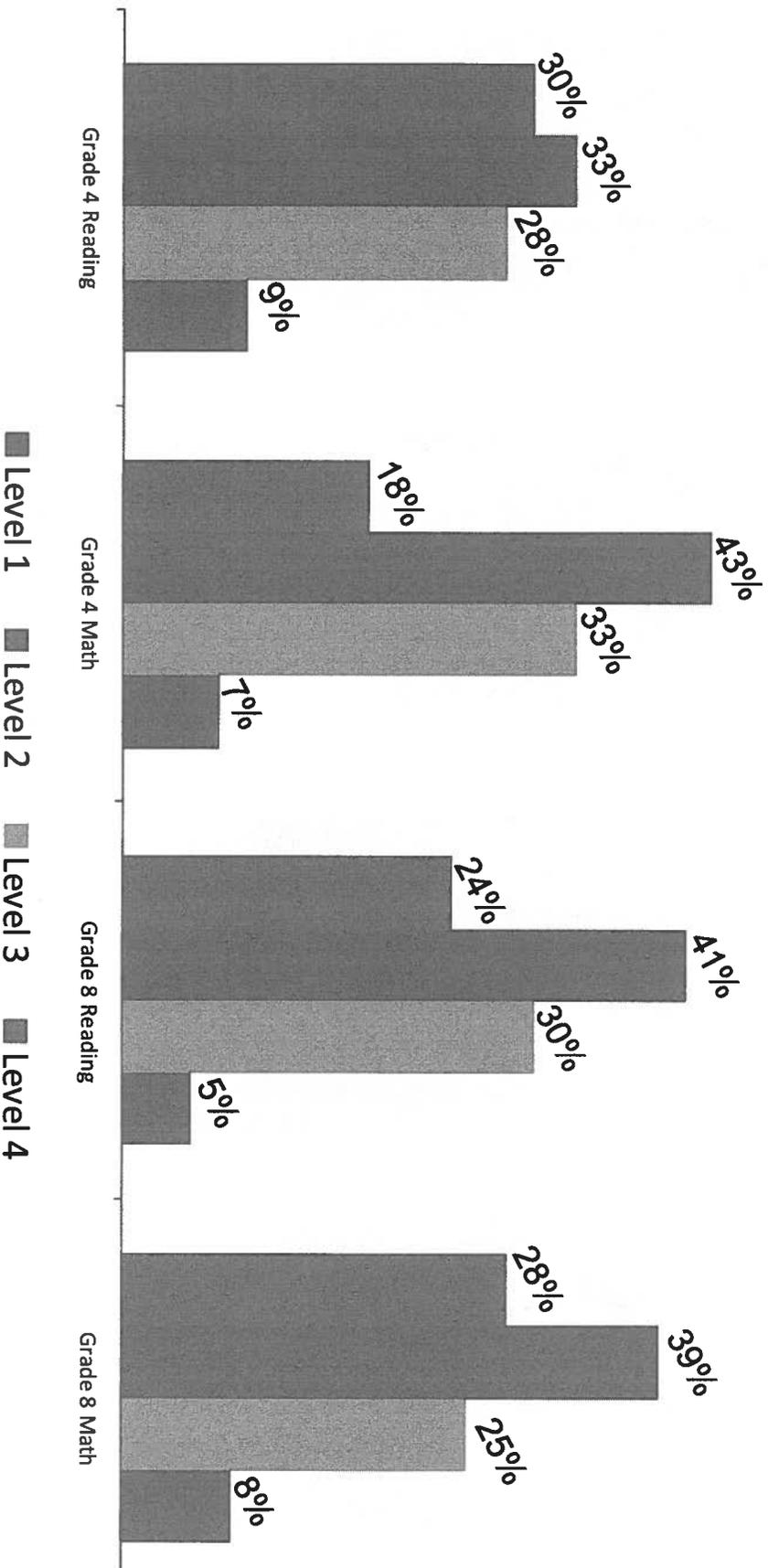
Nationally, in 2009:

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

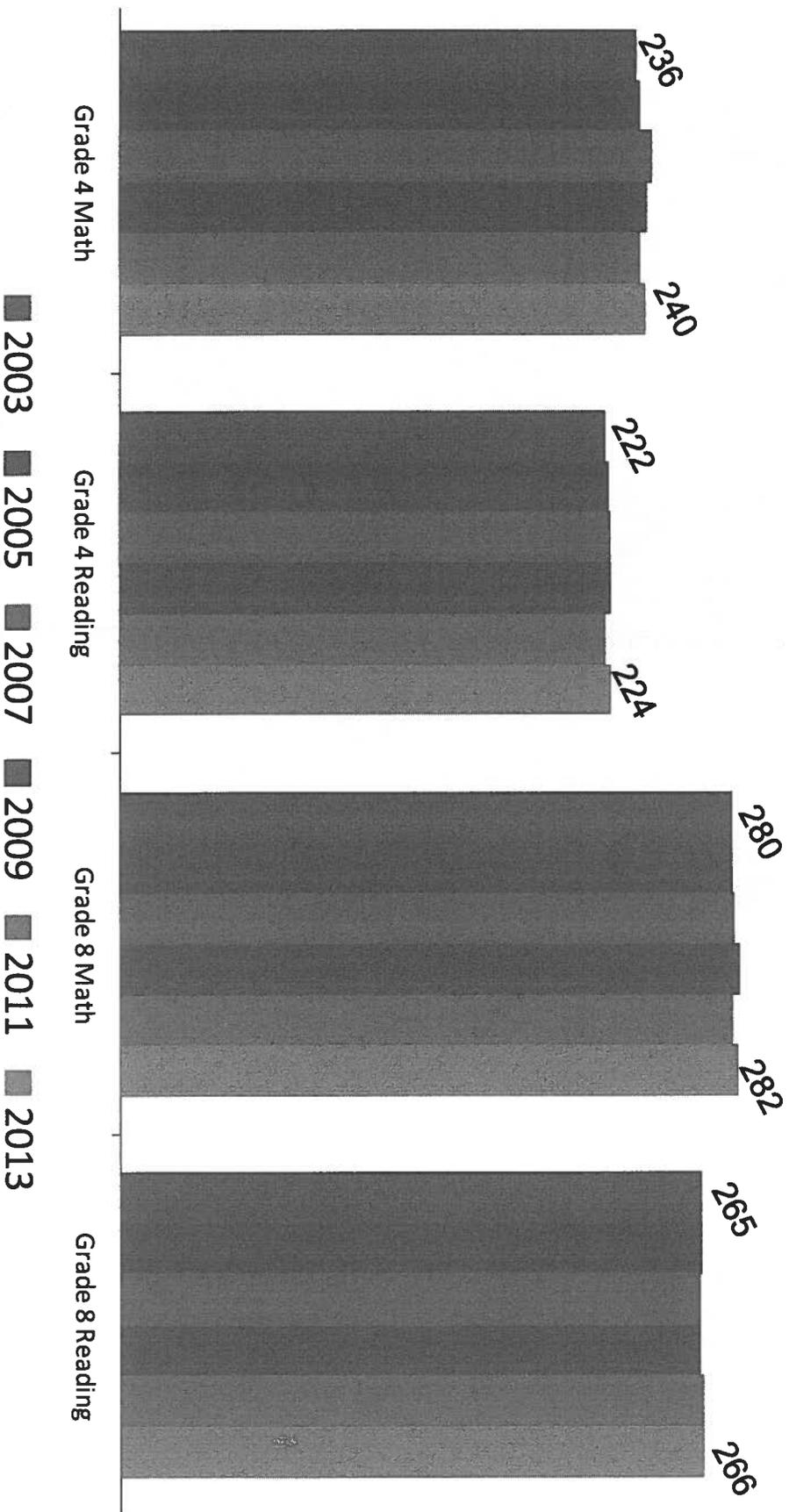
- Chester Finn, Former Chair, National Assessment Governing Board; Current President, Thomas B. Fordham Institute

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



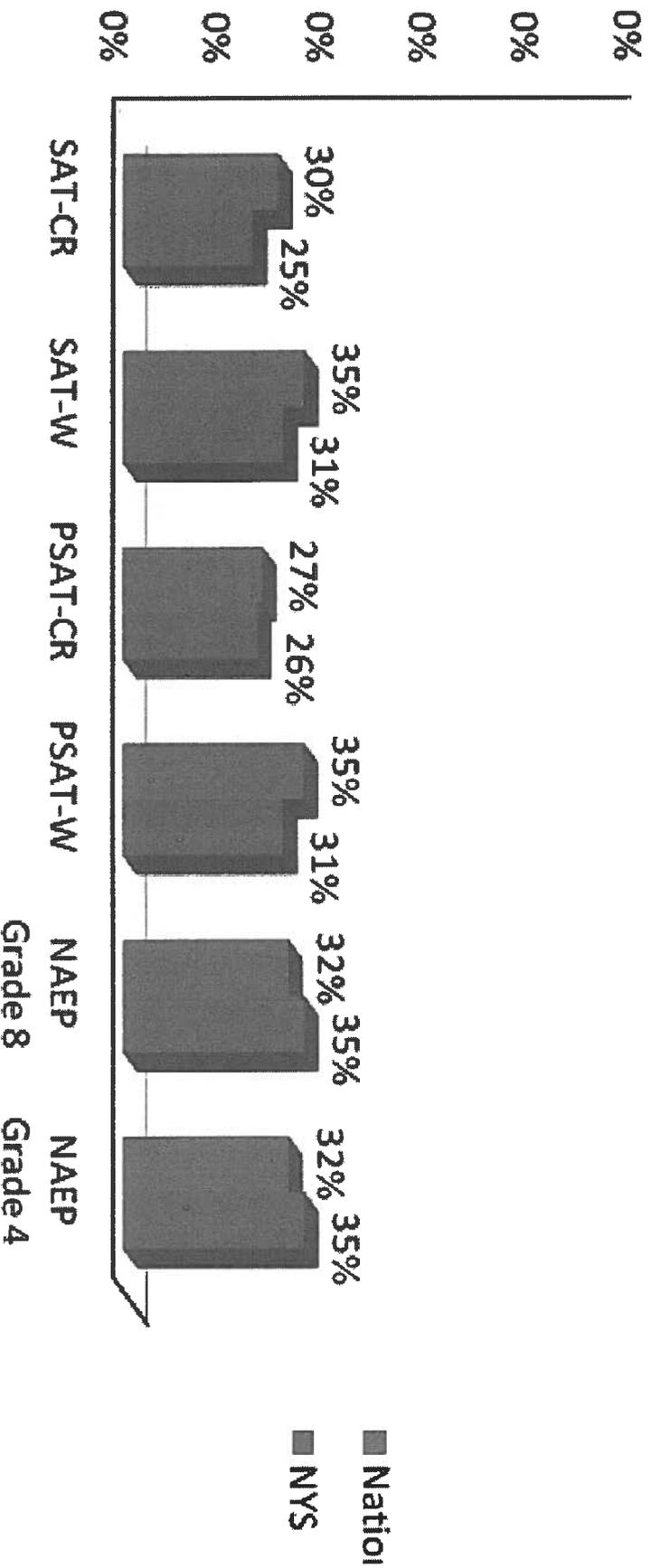
Source: <http://nces.ed.gov/nationsreportcard/states/Default.aspx>

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.

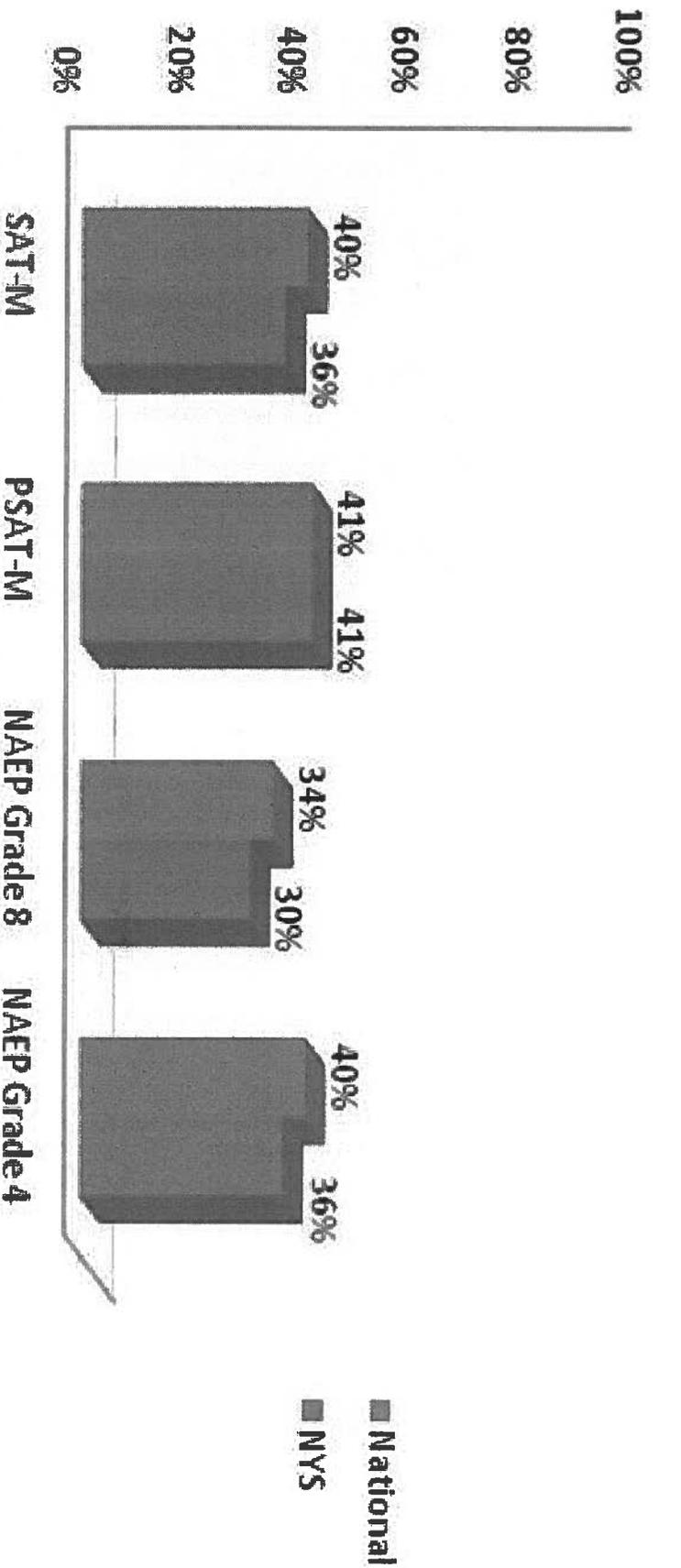
SAT and PSAT/NMSQT CCR Benchmark Data: ELA

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



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	Iceland	483
<i>Shanghai-China</i>	570	Slovenia	481
<i>Hong Kong-China</i>	545	Lithuania	477
<i>Singapore</i>	542	Greece	477
Japan	538	Turkey	475
Korea, Republic of	536	<i>Russian Federation</i>	475
Finland	524	Slovak Republic	463
Ireland	523	Cyprus	449
<i>Chinese Taipei</i>	523	<i>Serbia, Republic of</i>	446
Canada	518	<i>United Arab Emirates</i>	442
Poland	516	Chile	441
<i>Estonia</i>	516	<i>Thailand</i>	441
<i>Liechtenstein</i>	512	Costa Rica	441
<i>New Zealand</i>	512	<i>Romania</i>	438
Australia	511	Bulgaria	436
Netherlands	509	Mexico	424
Belgium	509	<i>Montenegro, Republic of</i>	422
Switzerland	509	Uruguay	411
<i>Macao-China</i>	509	Brazil	410
<i>Vietnam</i>	508	Tunisia	404
Germany	508	<i>Colombia</i>	403
France	505	Jordan	399
Norway	504	<i>Malaysia</i>	398
United Kingdom	499	<i>Indonesia</i>	396
United States	498	<i>Argentina</i>	396
Denmark	496	Albania	394
Czech Republic	493	<i>Kazakhstan</i>	393
Italy	490	<i>Qatar</i>	386
Austria	490	<i>Peru</i>	384
Latvia	489		
Hungary	488		
Spain	488	U.S. state	
Luxembourg	488	educational systems	
Portugal	488	Massachusetts	527
Israel	486	Connecticut	521
<i>Croatia</i>	485	Florida	492
Sweden	483		

○ 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 average 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/ipeds/data/ipedsdatatools/datafiles/ipeds2012tableR2.pdf>.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012

US PISA Results - Science

Table 2. Average scores of 15-year-old students on PISA science literacy scale, by education system: 21

Education system	Average score	Education system	Average score
OECD average	501		
Shanghai-China	580	Russian Federation	41
Hong Kong-China	555	Sweden	41
Singapore	551	Iceland	41
Japan	547	Slovak Republic	41
Finland	545	Israel	41
Estonia	541	Greece	41
Korea, Republic of	538	Turkey	41
Vietnam	528	United Arab Emirates	41
Poland	526	Bulgaria	41
Canada	525	Chile	41
Liechtenstein	525	Serbia, Republic of	41
Germany	524	Thailand	41
Chinese Taipei	523	Romania	41
Netherlands	522	Cyprus	41
Ireland	522	Costa Rica	41
Australia	521	Kazakhstan	41
Macao-China	521	Malaysia	41
New Zealand	516	Uruguay	41
Switzerland	515	Mexico	41
Slovenia	514	Montenegro, Republic of	41
United Kingdom	514	Jordan	41
Czech Republic	508	Argentina	41
Austria	506	Brazil	41
Belgium	505	Colombia	31
Latvia	502	Turkmenistan	31
France	499	Albania	31
Denmark	498	Qatar	31
United States	497	Indonesia	31
Spain	496		
Lithuania	496		
Norway	495	U.S. state education systems	
Hungary	494	Massachusetts	51
Italy	494	Connecticut	51
Croatia	491	Florida	41
Luxembourg	491		
Portugal	489		

○ 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 average 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 S2 available at <http://nces.ed.gov/ipeds/data/pubs/informs/tables/pub022.asp>.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2012.

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

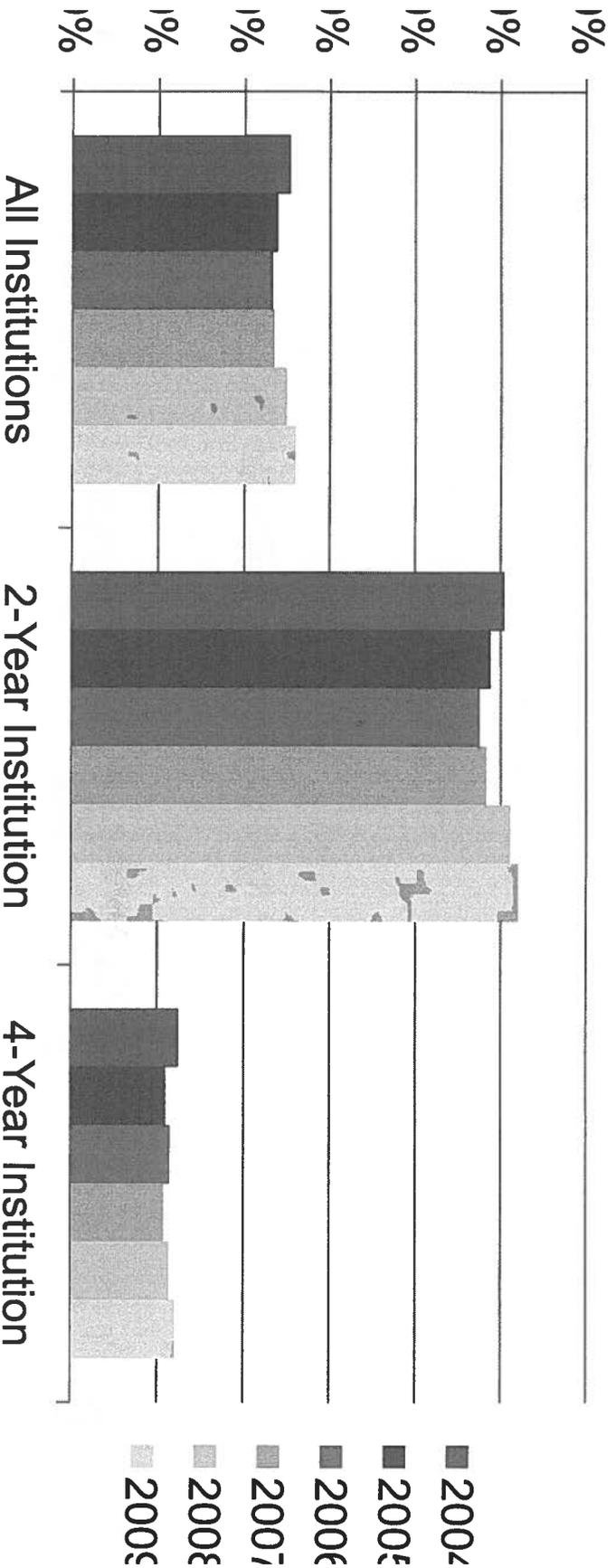


Source: PISA Report, [p://nces.ed.gov/pubdocs2014/2014024.pdf](http://nces.ed.gov/pubdocs2014/2014024.pdf)

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



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

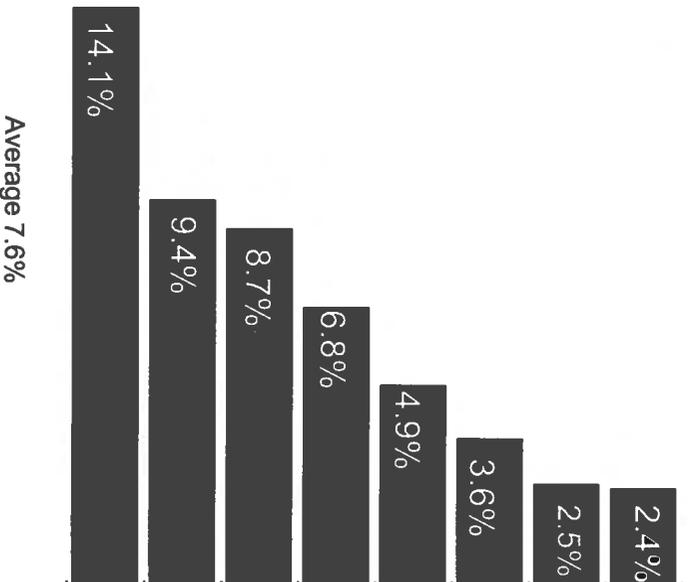
*A post-secondary education is the
“Passport to the American Dream”*

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.

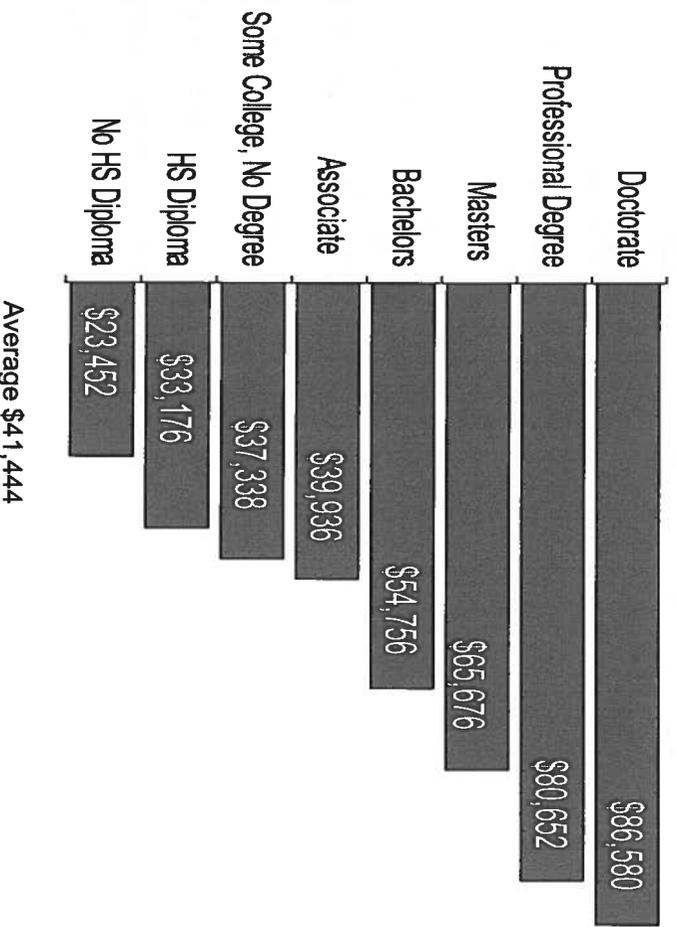
Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2011



Median Annual Earnings by Educational Degree: 2011

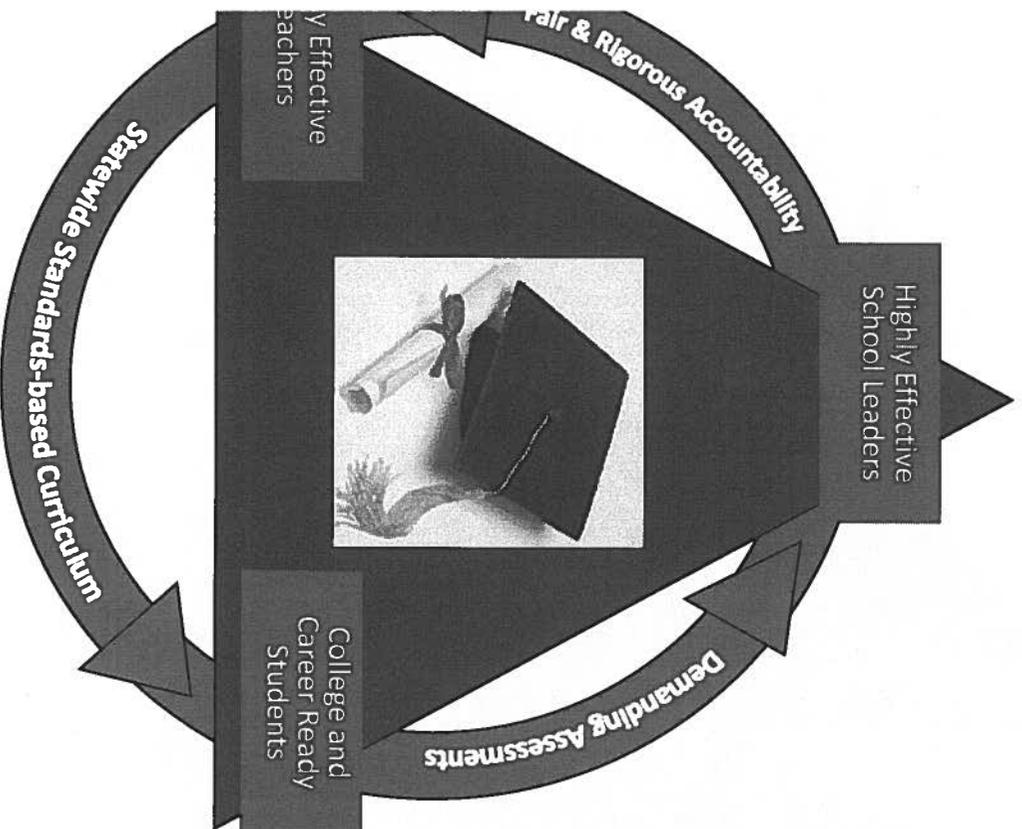


Education pays in higher overall earnings and lower unemployment rates.

Why Readiness Matters – US Adult Skills Lagging

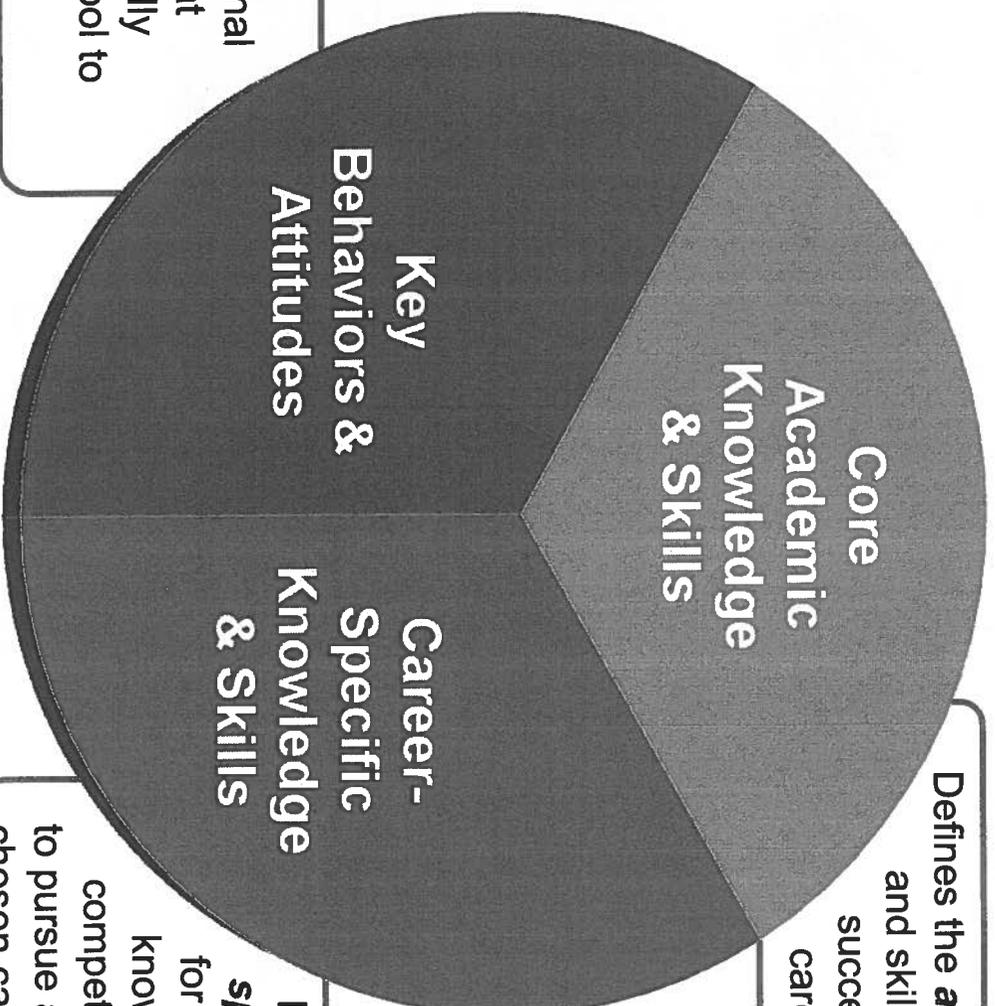
- A recent international study by the Program for International Assessment of Adult Competencies (PIAAC) shows that in key work-related skills – such as literacy, numeracy, and problem-solving skills – US adults scored below international averages.
- Only 12 percent of US adults scored at the highest 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.

Regents Reform Agenda



- 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



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

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

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

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.
 - 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.

Common Core in New York

110: Board of Regents adopts Common Core

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

114: Roll-out of Common Core Regents Exams begins

- June 2014: Algebra I
 - June 2015: Geometry
 - 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