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

September 17, 2013

Graduating College and Career Ready - Statewide

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

Graduating College and Career Ready – Nassau and Suffolk

Long Island's 4-year high school graduation rate is 88% 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 (Long Island)	87.6
American Indian	74.0
Asian/Pacific Islander	94.1
Black	75.5
Hispanic	72.1
White	93.2
English Language Learners	32.9
Students with Disabilities	67.0

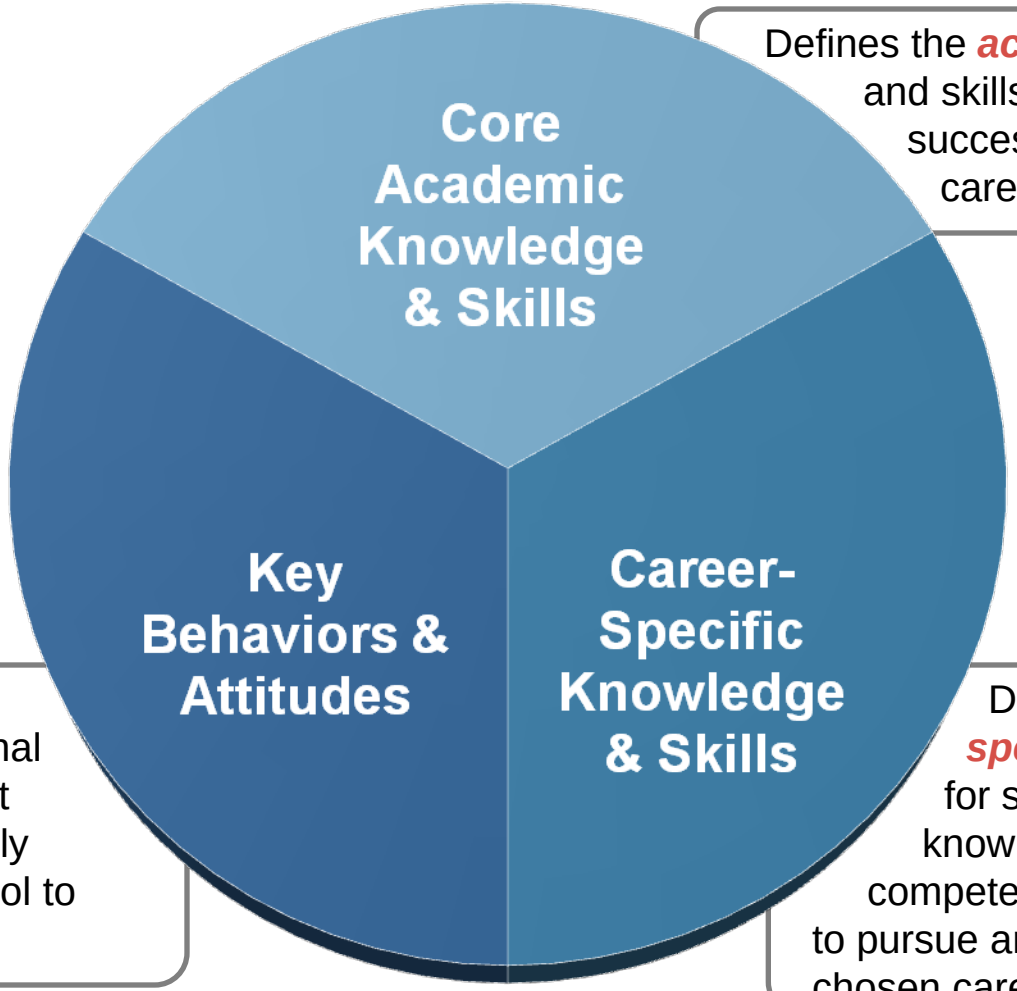
Calculated College and Career Ready*

	% Graduating
All Students (Long Island)	50.1
American Indian	20.5
Asian/Pacific Islander	73.2
Black	21.6
Hispanic	25.1
White	59.4
English Language Learners	4.5
Students with Disabilities	9.9

*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

Domains of College and Career Readiness



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

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

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

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:**
  - **38 percent of 12th graders scored at or above proficient in reading**
  - **26 percent reached proficiency in math**

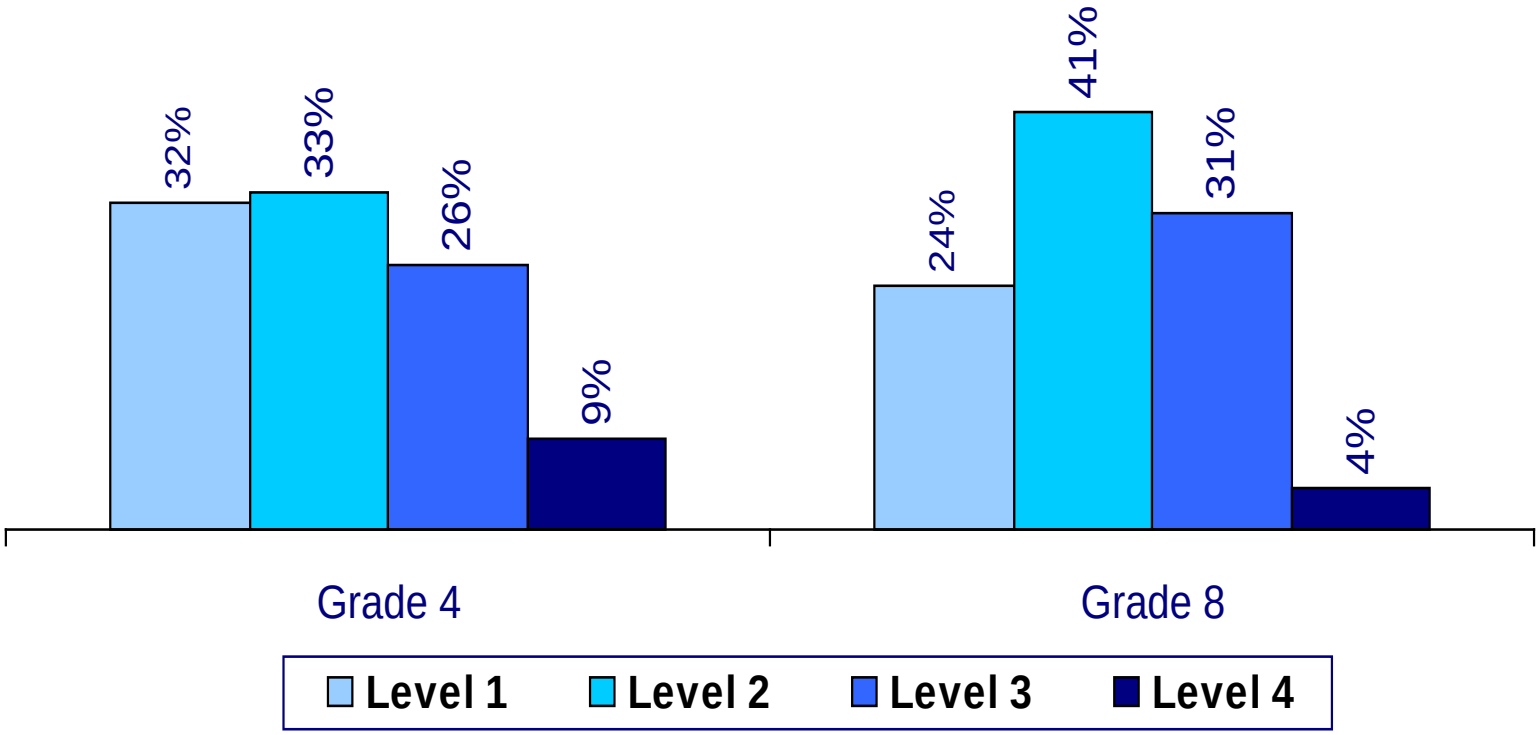
"When college and career readiness is on everyone's lips, ... lo and behold, the pretty-clear conclusion reached is NAEP 'proficient' comes pretty darn close to college preparedness"

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

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

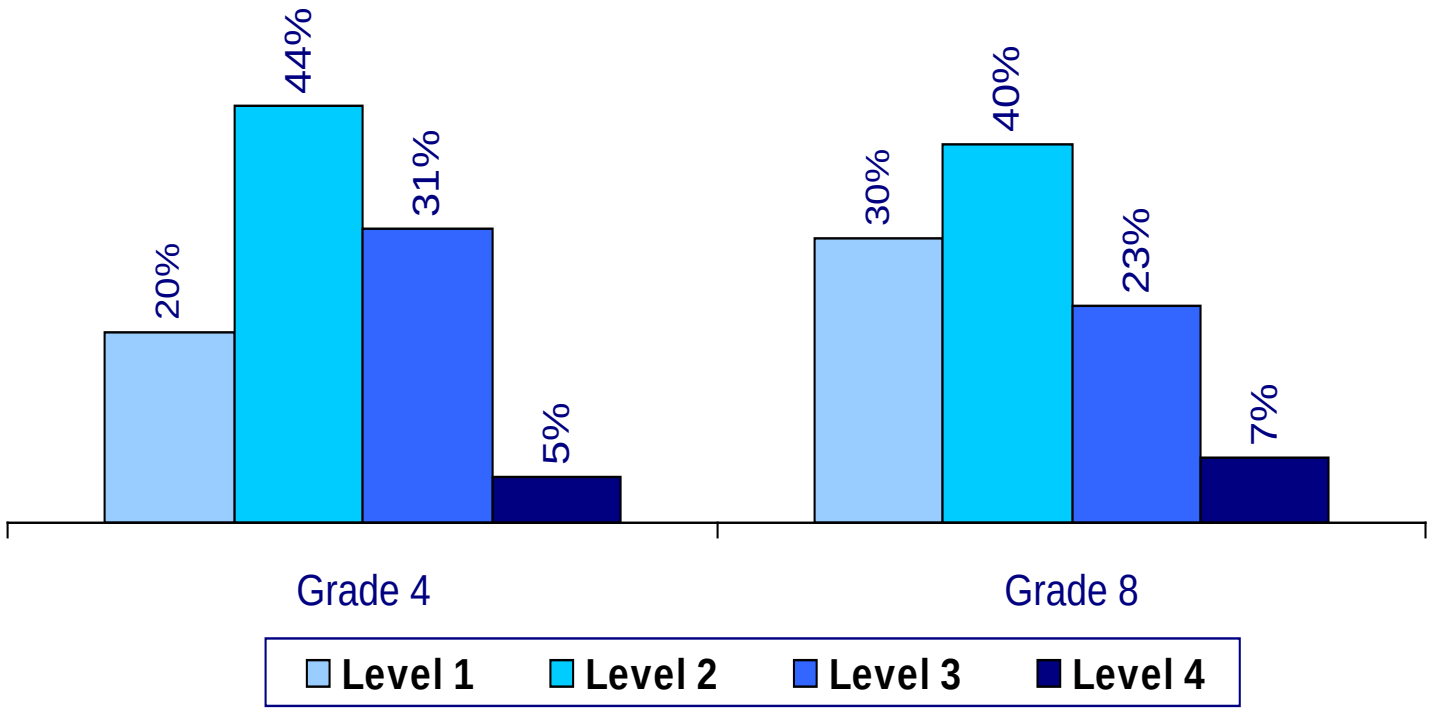
New York 2011 NAEP Reading

Grades 4 and 8



New York 2011 NAEP Math

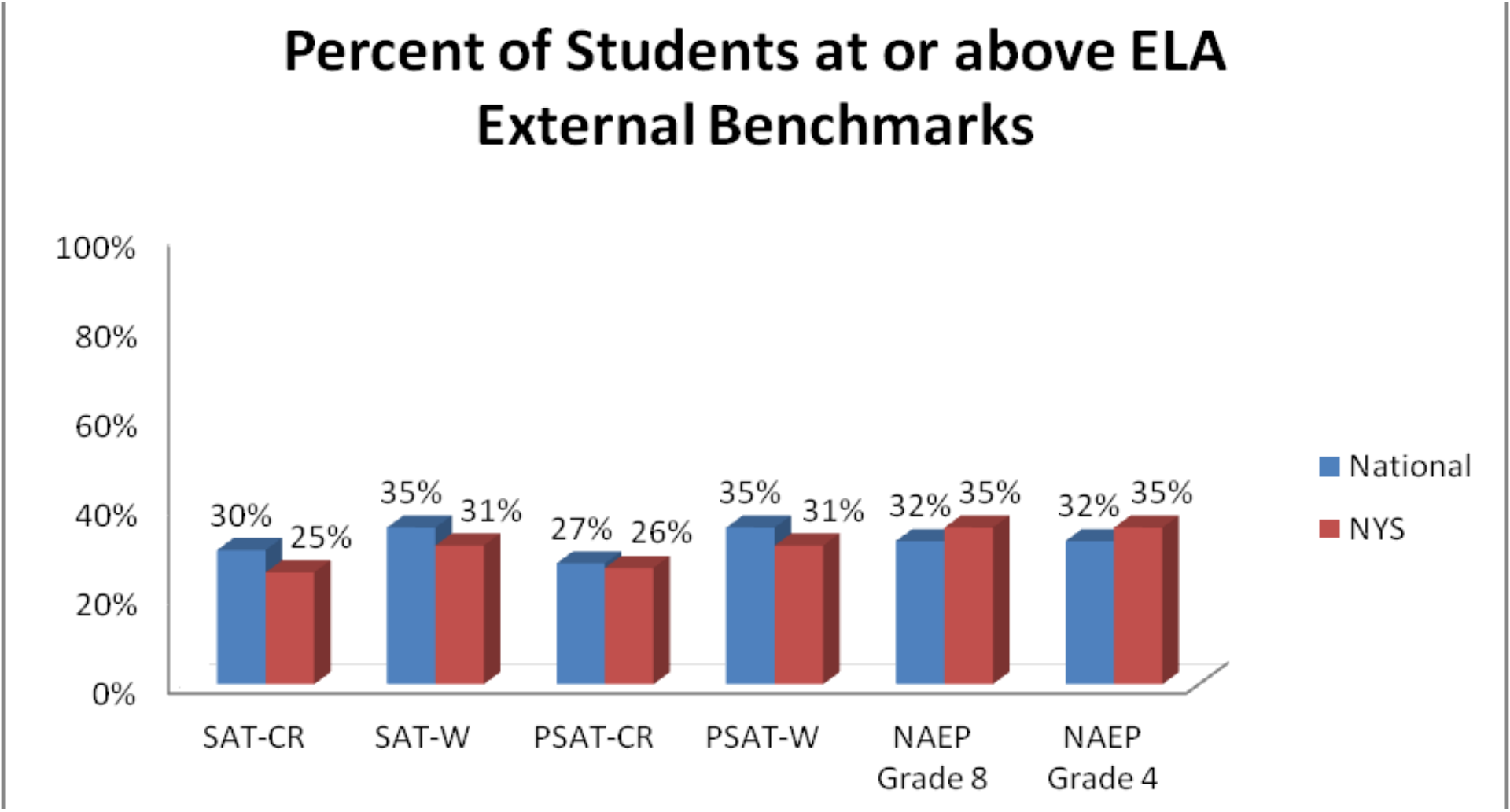
Grades 4 and 8



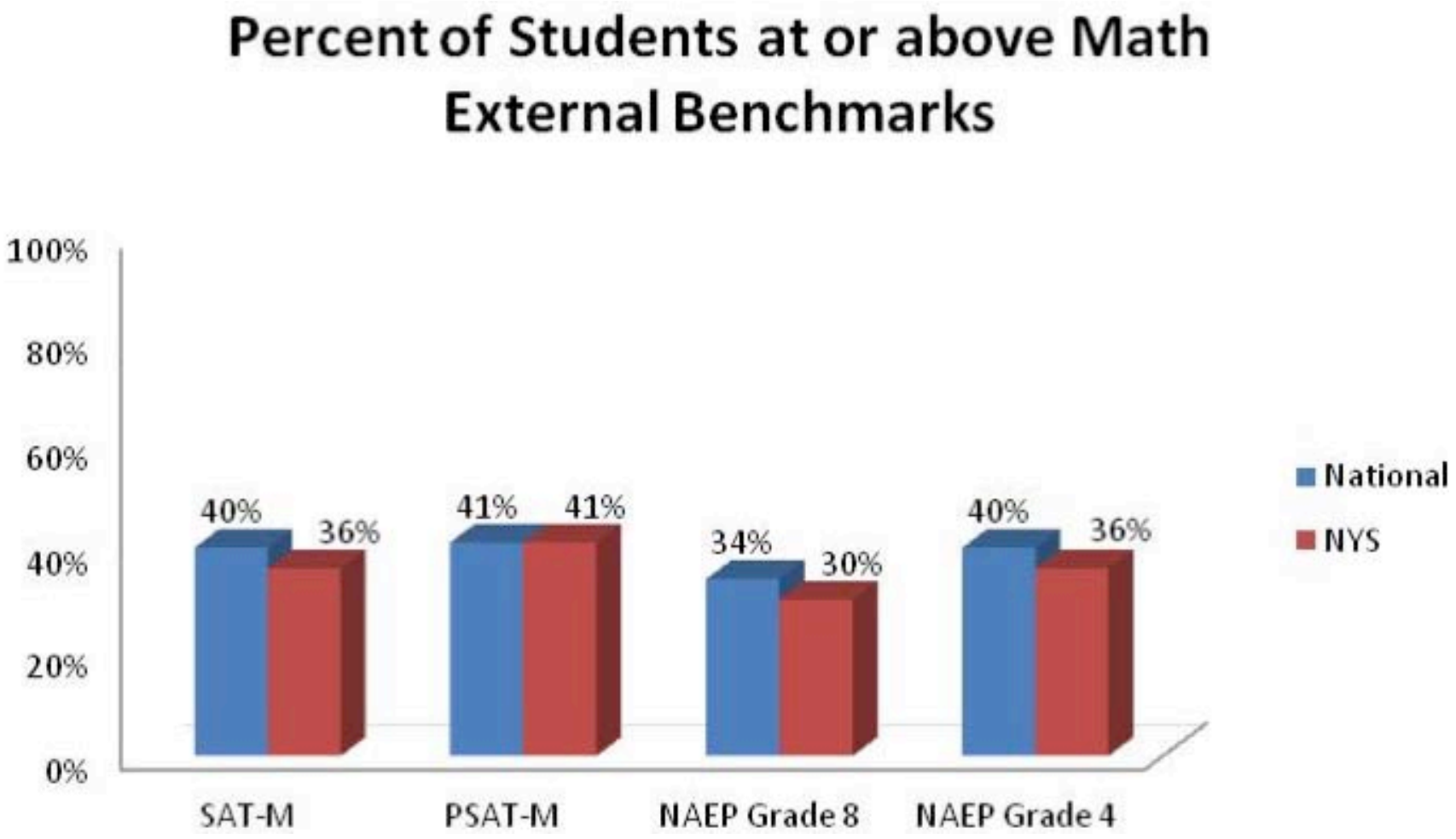
SAT and PSAT Benchmarks for New York Students

- 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



SAT and PSAT/NMSQT CCR Benchmark Data: Math



Why Readiness Matters – Labor Market Is More Demanding

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

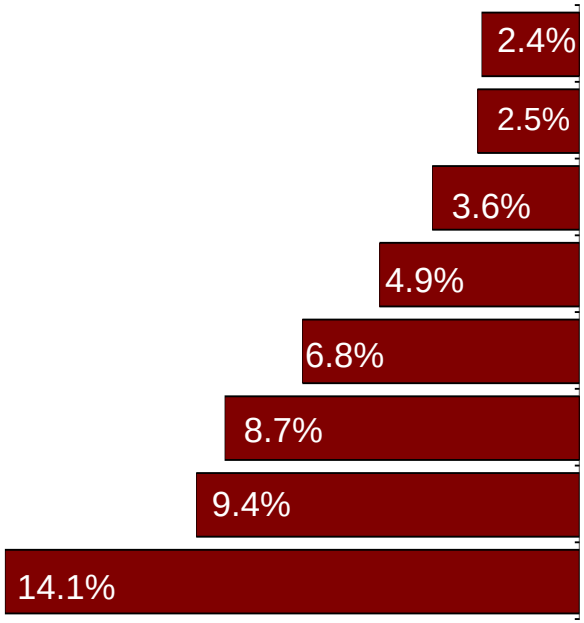
- **Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.**

- **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.**

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.

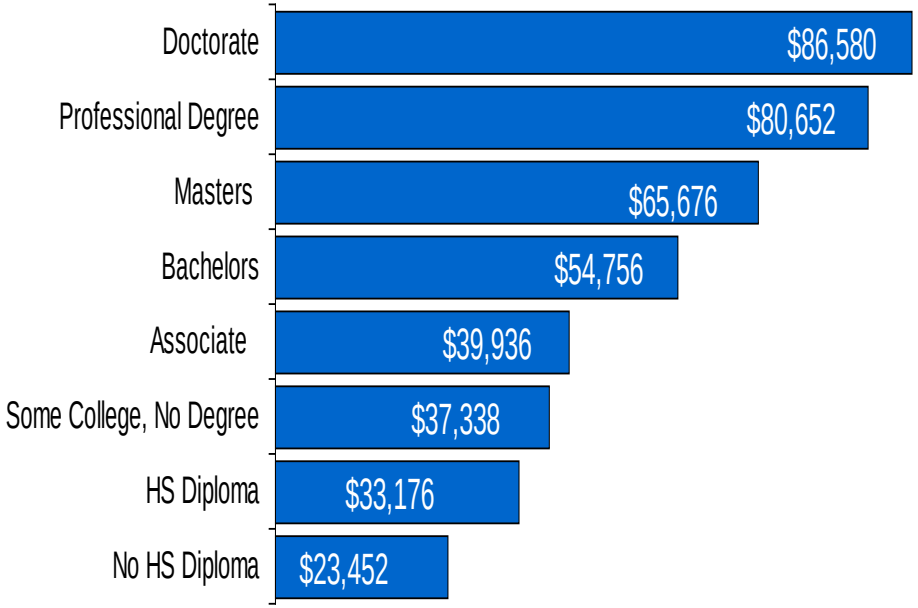
Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2011



Average 7.6%

Median Annual Earnings by Educational Degree: 2011

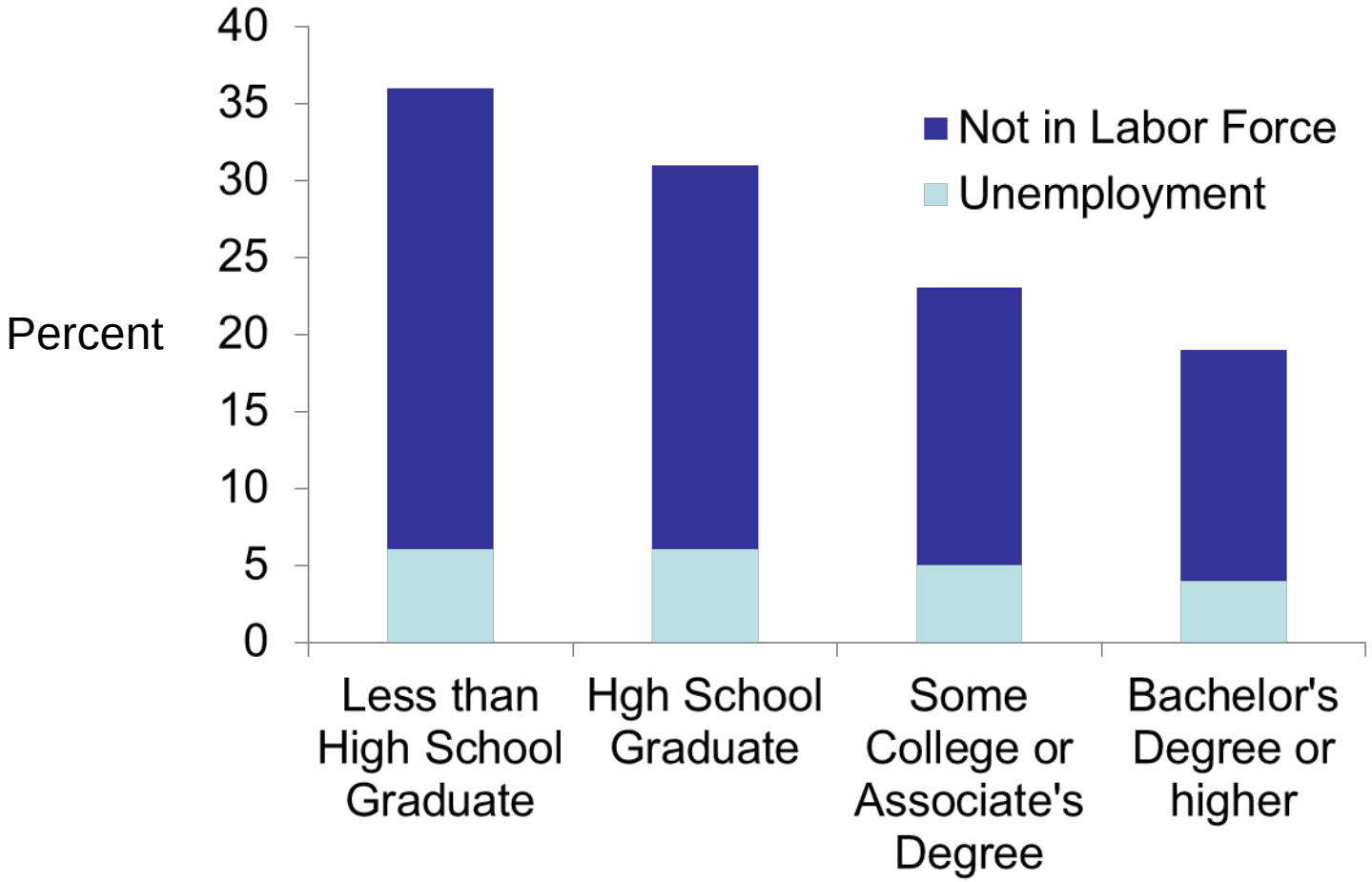


Average $41,444

Education pays in higher overall earnings and lower unemployment rates.

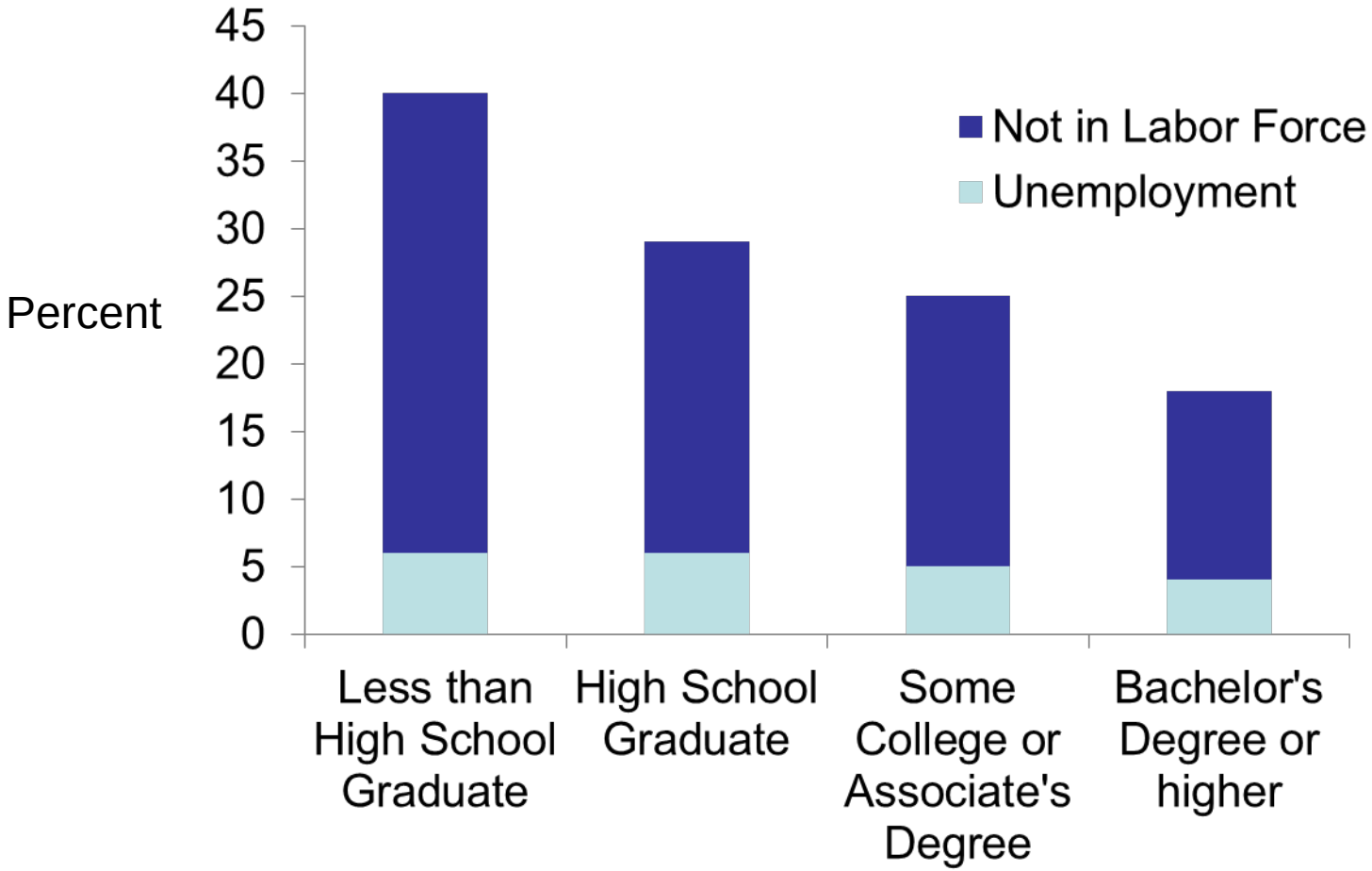
SOURCE: 2011 Bureau of Labor Statistics, Current Population Survey

Why Readiness Matters – Unemployment in Nassau



Source: US Census Bureau

Why Readiness Matters – Unemployment in Suffolk



Source: US Census Bureau

Why Readiness Matters – Underperformance Costs $1 Trillion

- **America's urban school districts underperform compared with their suburban counterparts.**
- **America's suburban school districts underperform compared with their international counterparts.**
- **If American students performed at the same level in math as Canadian students, we would add $1 trillion annually to the economy.**

Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal.* 2012

Why Readiness Matters – Talent Dividend

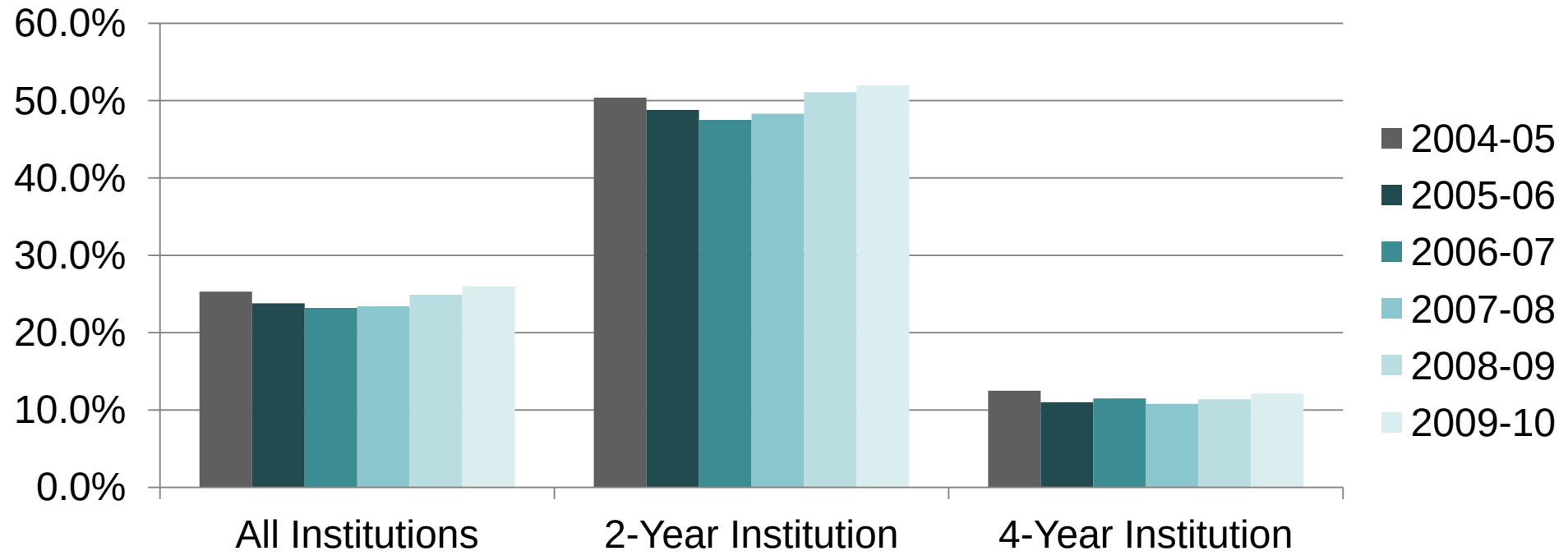
- **If New York increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the state would capture a $17.5 billion Talent Dividend.**

Source: CEOs for Cities

Why Readiness Matters – College Remediation in NYS

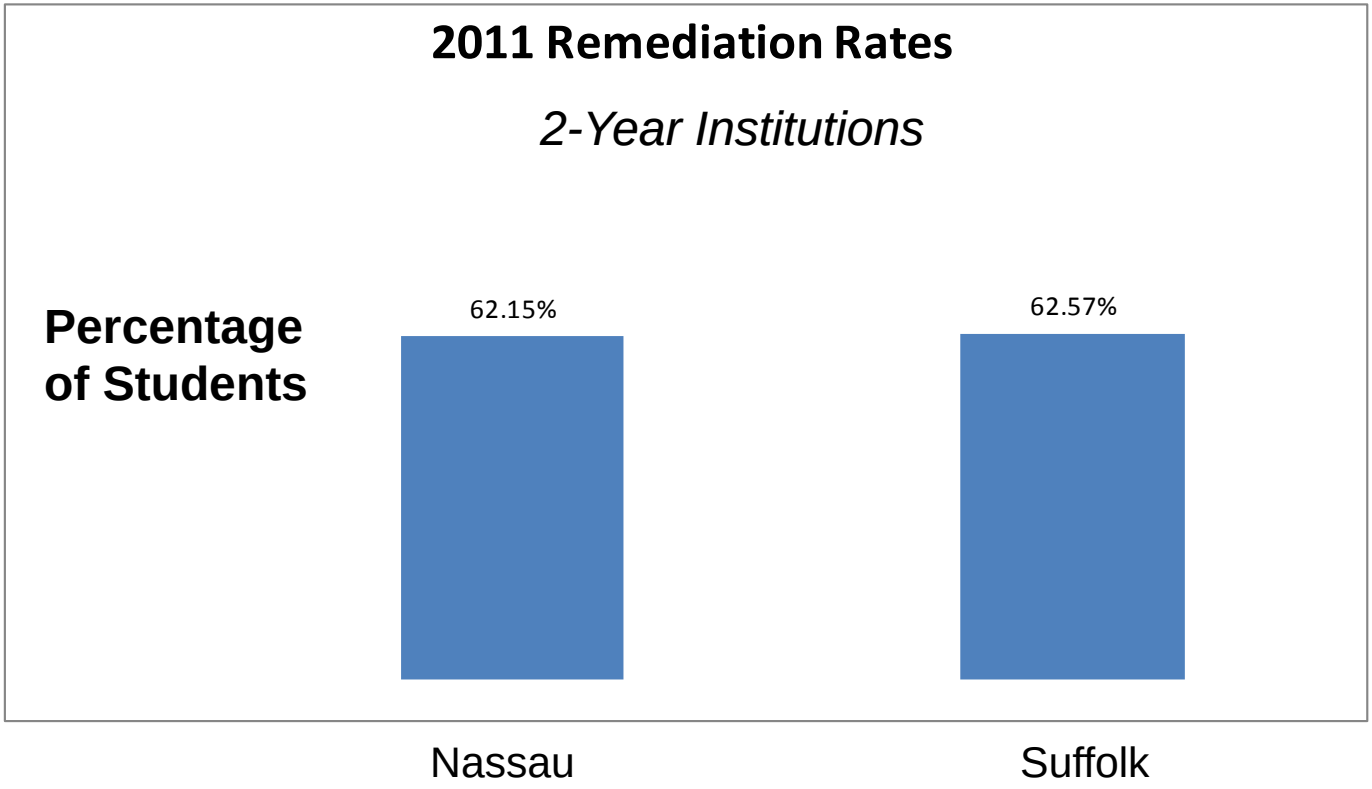
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



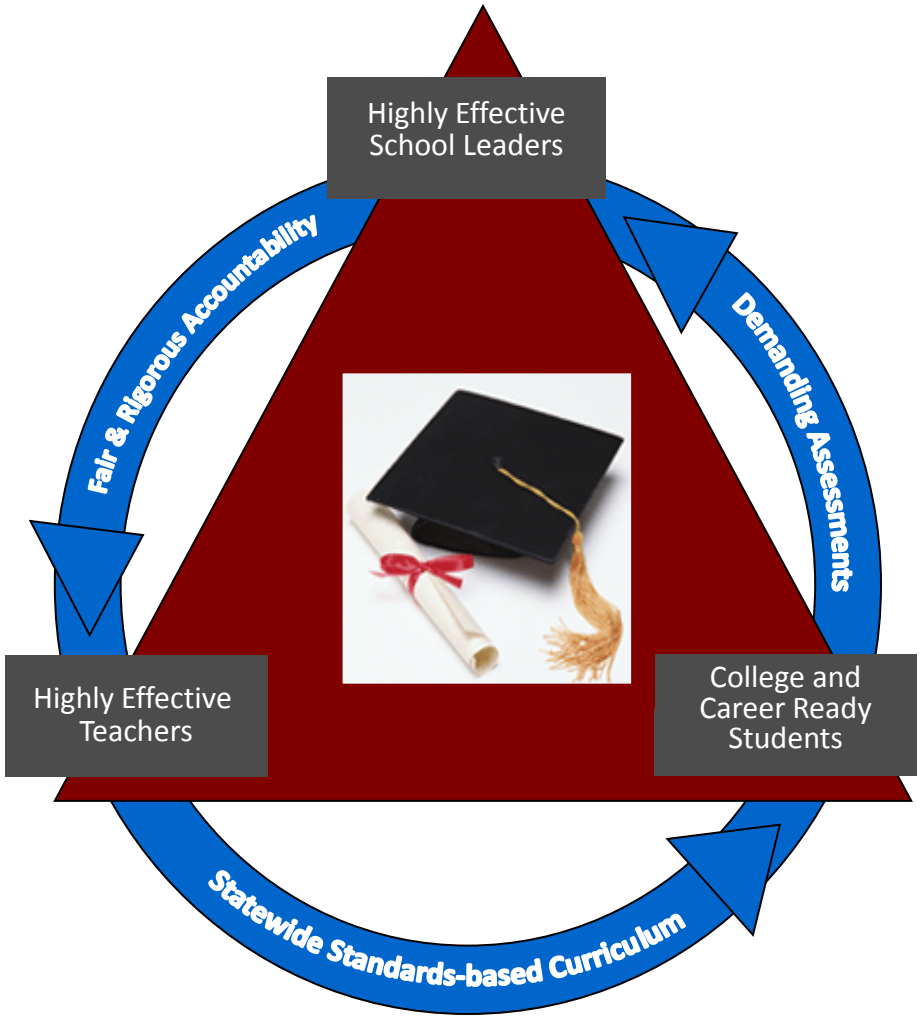
Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

Why Readiness Matters – College Remediation in Nassau and Suffolk Counties



Source: NYSED Office of Research and Information Systems

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**.

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

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

- June 2014: ELA and Algebra I
- June 2015: Geometry
- June 2016: Algebra II

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

Curricular Resources

- Professional Development Videos developed with authors of Common Core and PBS
- Tri-State Rubric developed with Massachusetts and Rhode Island to evaluate district curricular materials against the Common Core
- Curricular Exemplars (sample lessons and instructional materials) developed with feedback from the authors of Common Core
- Sample Assessment Items developed with feedback from the authors of Common Core

Curriculum Modules

- Comprehensive, optional, free
- High-quality, rigorous, deeply aligned to the Common Core
- Includes performance tasks and other assessments which measure student growth – daily, weekly, at the end of each unit/module
- Ensures diversity of voices and perspectives in text selection
- Contains notes for teachers, templates, handouts, homework, problem sets, overviews
- Innovative creative commons license approach

EngageNY.org

Resources for Professional Development

New and updated Parent and Family Resources

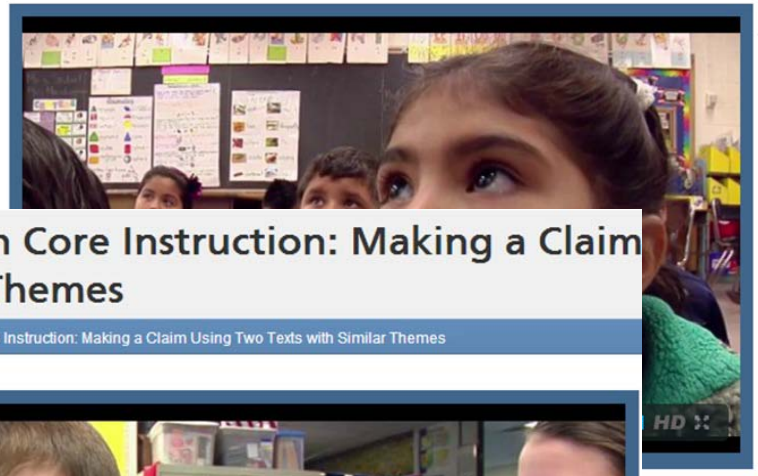
Most relevant and current information, and newest materials highlighted for easy access.

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

Common Core Instructional Videos

Teaching is the Core

Home » Teaching is the Core



A Portrait of a District Getting Smarter ab
Central School District

Home » A Portrait of a District Getting Smarter about the Core: Webster Central School District

Common Core Instruction: Making a Claim
Similar Themes

Home » Common Core Instruction: Making a Claim Using Two Texts with Similar Themes

Common Core Instruction: Use Modeling an
Digit Subtraction Problems

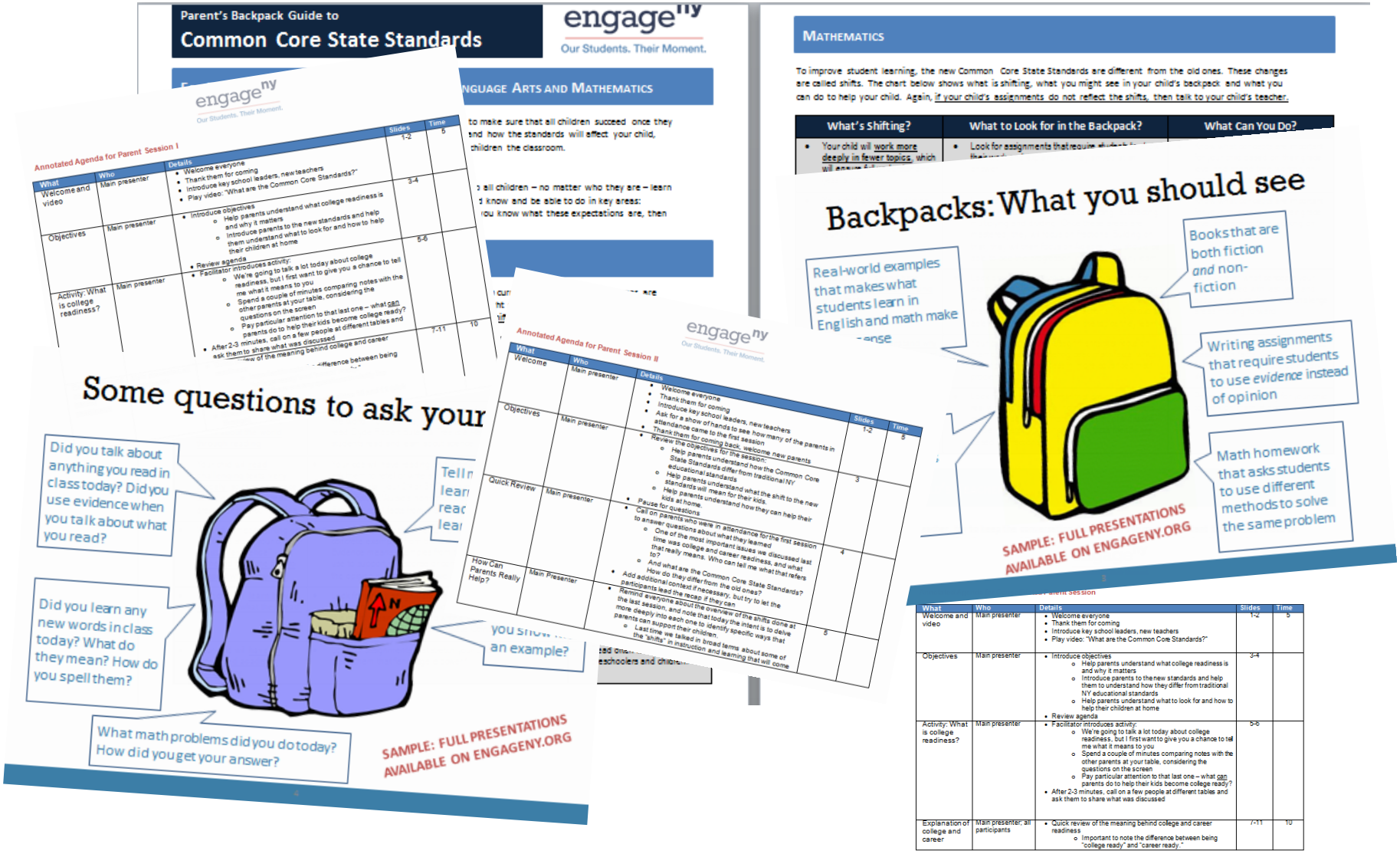
Home » Common Core Instruction: Use Modeling and Tools to Solve Three Digit Subtraction Problems

Network Team Institutes

Professional Learning Experiences for:

- Teacher and Principal “Ambassadors”
- District Staff
- Coaches
- Network Teams

Toolkit for Parent Engagement



Myths about the Common Core

Myth	Reality
The Common Core are national standards being imposed by Washington.	The Common Core began as a collaborative effort of the National Governors Association and the Council of Chief State School Officers. Teachers, parents, school administrators and experts from across the country together with state leaders provided input into the development of the standards.
The Common Core are too challenging and rigorous.	We have an obligation to prepare students for success in college and careers in the 21st Century global economy. We need to challenge students and provide feedback on progress beginning in the early grades, while there is still time to intervene.
The Common Core were rushed and districts and teachers were unprepared for implementation.	The Board of Regents first adopted the Common Core in 2010. Educators throughout the state have worked hard to prepare teachers and students for the new standards, and they are rising to the challenge.

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.**

Testing Under NCLB

- The federal No Child Left Behind (NCLB) Act requires, among other measures, administration of 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
- The Grades 3-8 ELA and Mathematics, Grades 4 and 8 Science, and High School English and Mathematics assessments were used by New York, together with graduation rates, to hold schools and districts accountable for student results.
  - Schools and districts were identified as being in Good Standing, In Need of Improvement, Corrective Action, or Restructuring based upon whether they achieved Adequate Yearly Progress (AYP) on assessments.

ESEA Waiver

- **The Department's ESEA Waiver was accepted by USED in May 2012.**
- **Key components of the Waiver include:**
  - **Implementation of College and Career Ready Standards;**
  - **Teacher and principal evaluations that incorporate measures of student growth;**
  - **Use of growth in addition to absolute performance to make accountability decisions; and**
  - **Designation of the highest-performing schools in the state as Reward Schools.**

Testing Schedule – ELA

2012			2013		
English Language Arts			English Language Arts		
Grades	**Estimated Time for Completion***	**Time Scheduled**	**Grades**	**Estimated Time for Completion***	**Time Scheduled**
3-5	70, 60, 45 minutes	90, 90, 90 minutes	3-4	50, 50, 50 minutes	70, 70, 70 minutes
6-8	70, 60, 50 minutes	90, 90, 90 minutes	5-8	70, 70, 50 minutes	90, 90, 90 minutes

The Department has designed testing times to allow students sufficient time to demonstrate what they have learned. This brought New York closer to the schedules issued by other highly-regarded assessment systems which ask schools to schedule longer blocks than the expected testing time.

Note: Estimated Time for Completion and Time Scheduled per book.

Testing Schedule - Mathematics

2012			2013		
Mathematics			Mathematics		
Grades	**Estimated Time for Completion**	**Time Scheduled**	**Grades**	**Estimated Time for Completion**	**Time Scheduled**
3	60, 60, 50 minutes	90, 90, 90 minutes	3	50, 50, 50 minutes	70, 70, 70 minutes
4-8	60, 60, 60 minutes	90, 90, 90 minutes	4	50, 50, 70 minutes	70, 70, 90 minutes
			5-8	50, 50, 70 minutes	90, 90, 90 minutes

The Department has designed testing times to allow students sufficient time to demonstrate what they have learned. This brought New York closer to the schedules issued by other highly-regarded assessment systems which ask schools to schedule longer blocks than the expected testing time.

Note: Estimated Time for Completion and Time Scheduled per book.

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 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.**

- **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**

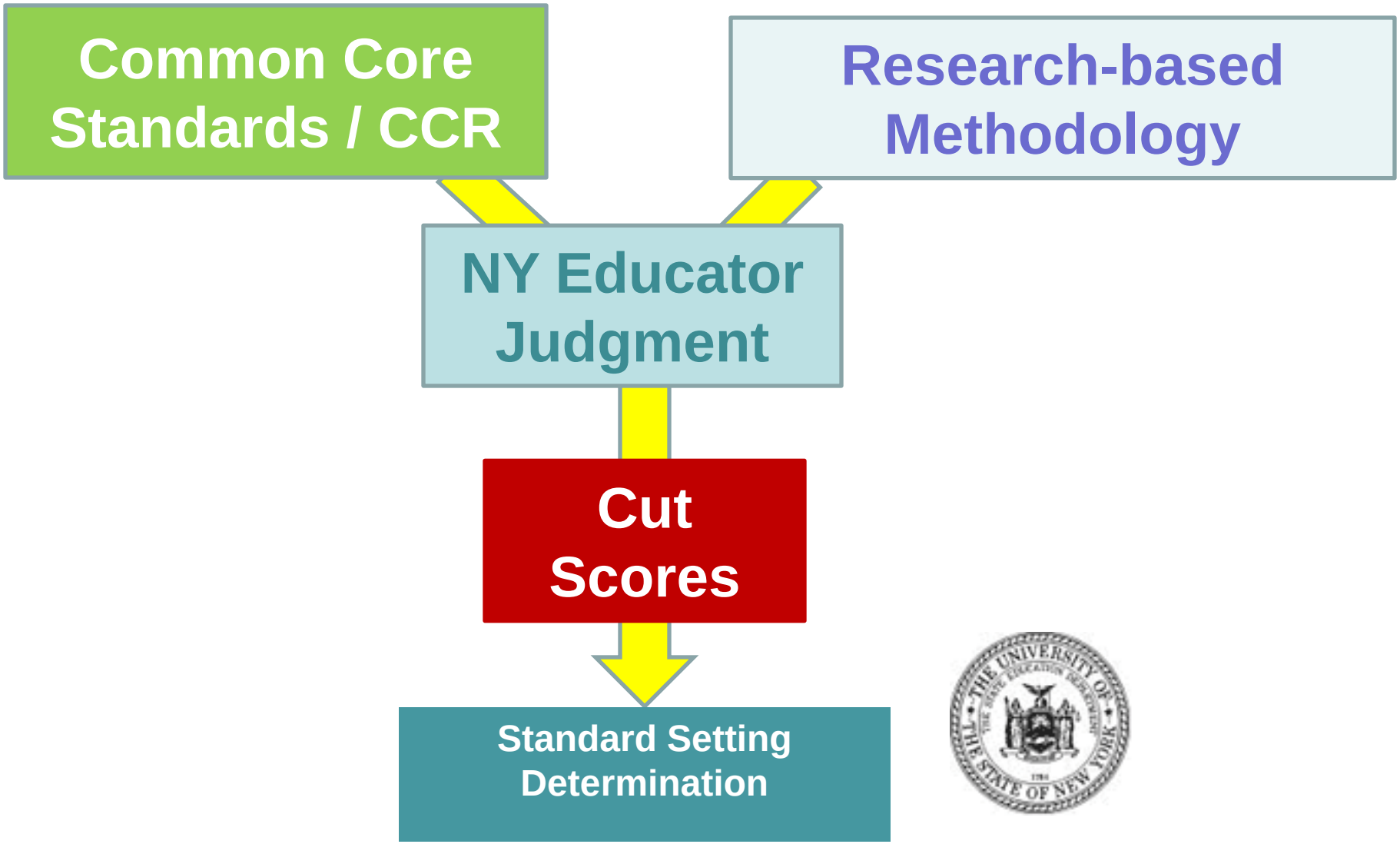
These panels are informing:

- **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

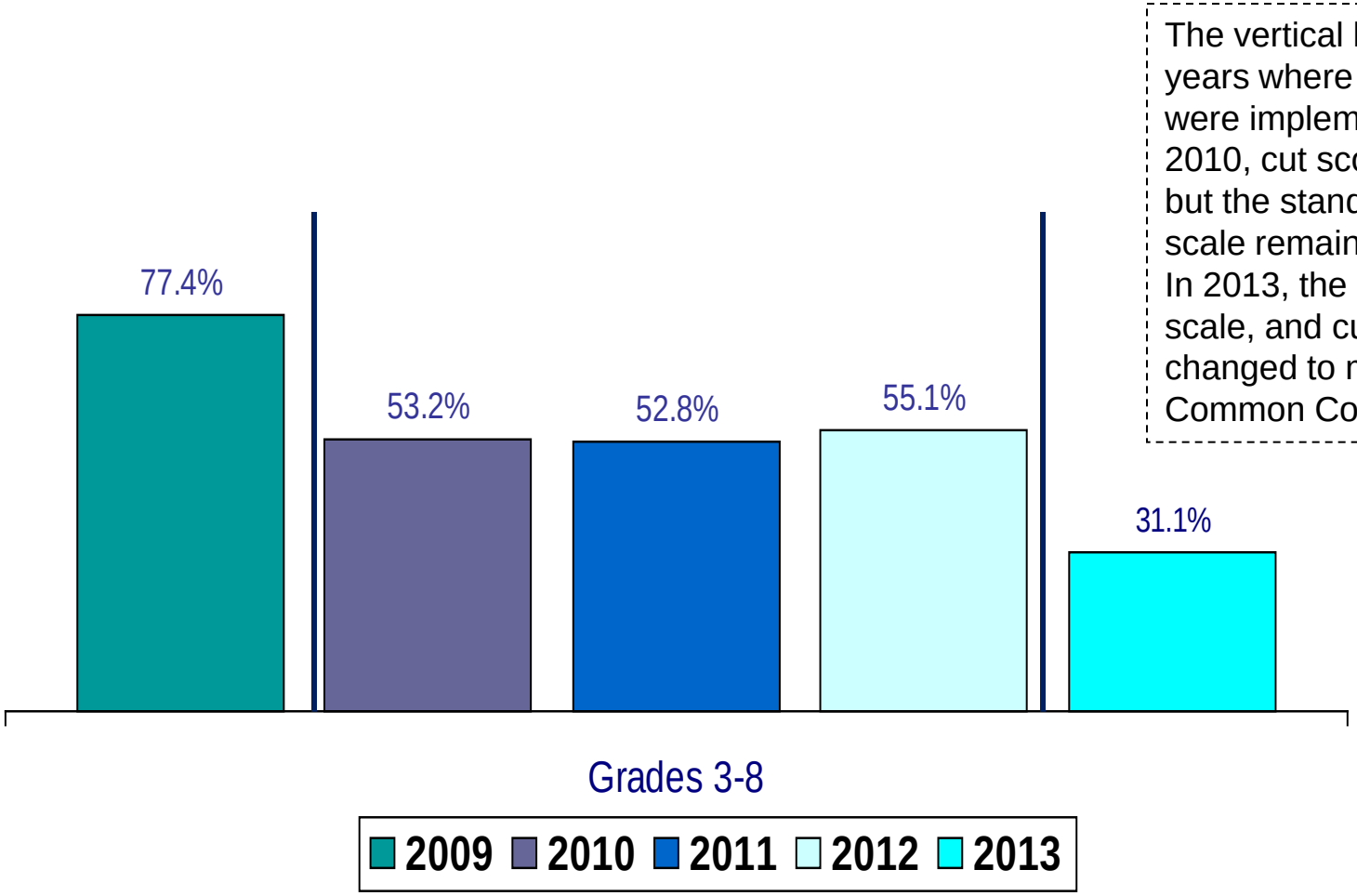
Setting Performance Standards for Common Core Assessments



A New Baseline

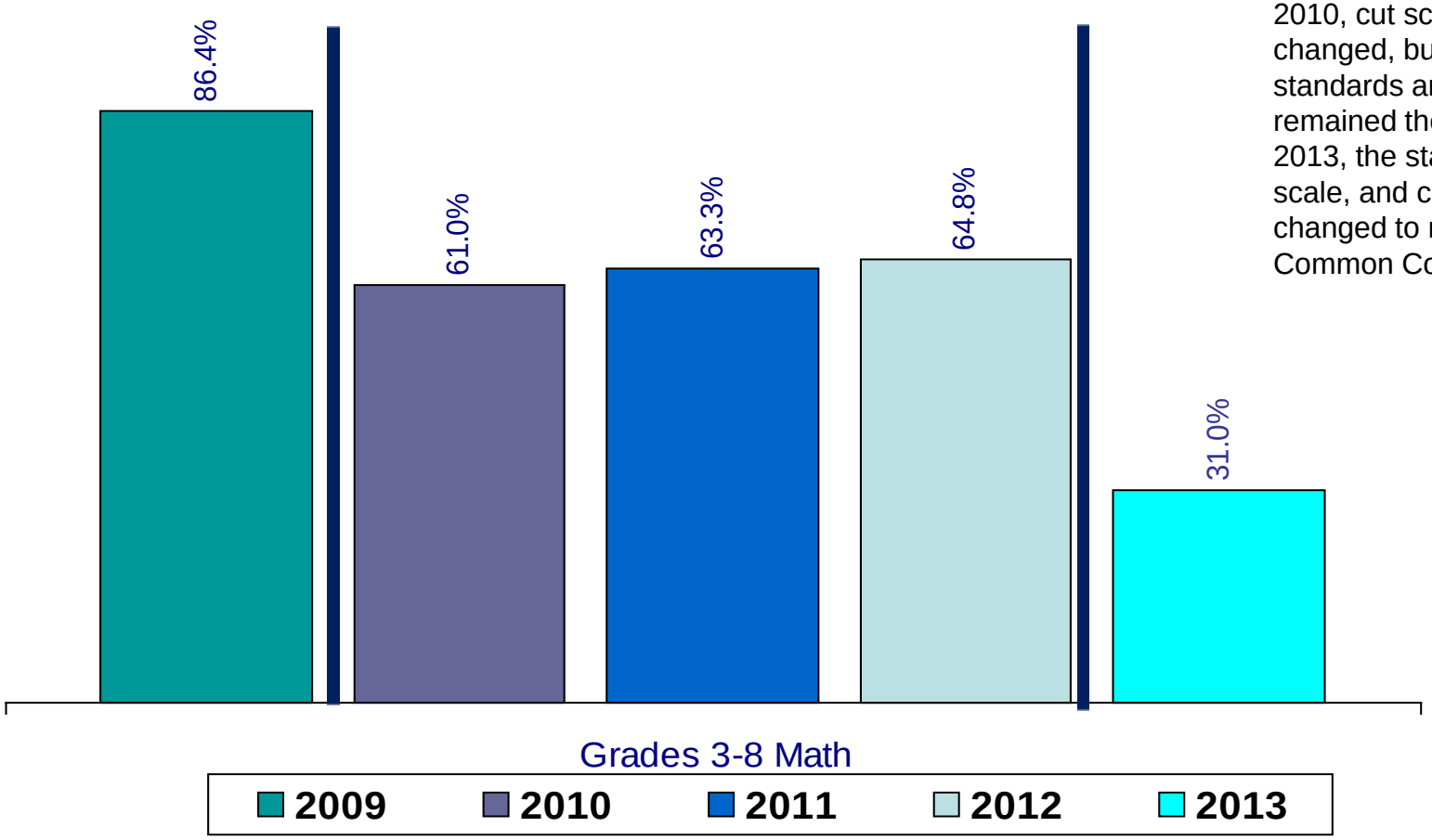
- This year's grades 3-8 ELA and math proficiency percentages should not be compared directly with prior-year results.
  - Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers.
- These results present a new and transparent baseline from which we can measure student progress and preparedness for college and careers.
- School and district leaders are urged to be thoughtful to ensure these proficiency results have no negative impact on students, schools, districts, or teachers.
- No new districts will be identified as Focus Districts and no new schools will be identified as Priority Schools based on 2012-13 assessment results.

In **ELA**, 31.1% of students in grades 3-8 across the State met or exceeded the proficiency standard (NYS Levels 3 or 4), reflecting a new baseline relative to the Common Core Standards



The vertical lines indicate years where changes were implemented. In 2010, cut scores changed, but the standards and scale remained the same. In 2013, the standards, scale, and cut scores changed to measure the Common Core.

In **math**, 31.0% of grades 3-8 students across the State met or exceeded the proficiency standard (NYS Levels 3 or 4) in math, reflecting a new baseline relative to the Common Core Standards



The vertical lines indicate years where changes where implemented. In 2010, cut scores changed, but the standards and scale remained the same. In 2013, the standards, scale, and cut scores changed to measure the Common Core.

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

Also…

- Key background information for principals and teachers to share when talking with families and the community about the results
- Letter to Parents and Families about the 2013 scores as a new baseline
- Resources for Parents and Families (including materials for workshop on Common Core)

Assessment Resources on EngageNY.org

- **Test Guides**
  - One for each grade and subject
- **Sample Questions**
  - Annotated for educator use in classroom
- **Assessment design criteria**
  - Passage-selection criteria
  - Design criteria for Common Core questions

New York State has never been more transparent about what content and skills are measured on our assessments… and how they are measured.

Common Core Regents Exams

SUNY The State University of New York

CUNY The City University of New York

clcu

Rigorous Standards, Curriculum, Instruction and Assessments Pre-K to 12

→

NY Graduates are College and Career Ready

→

NY HS Grads Have Skills To Enroll in and Pass Credit-bearing Courses in 1st Semester and/or Embark on Careers

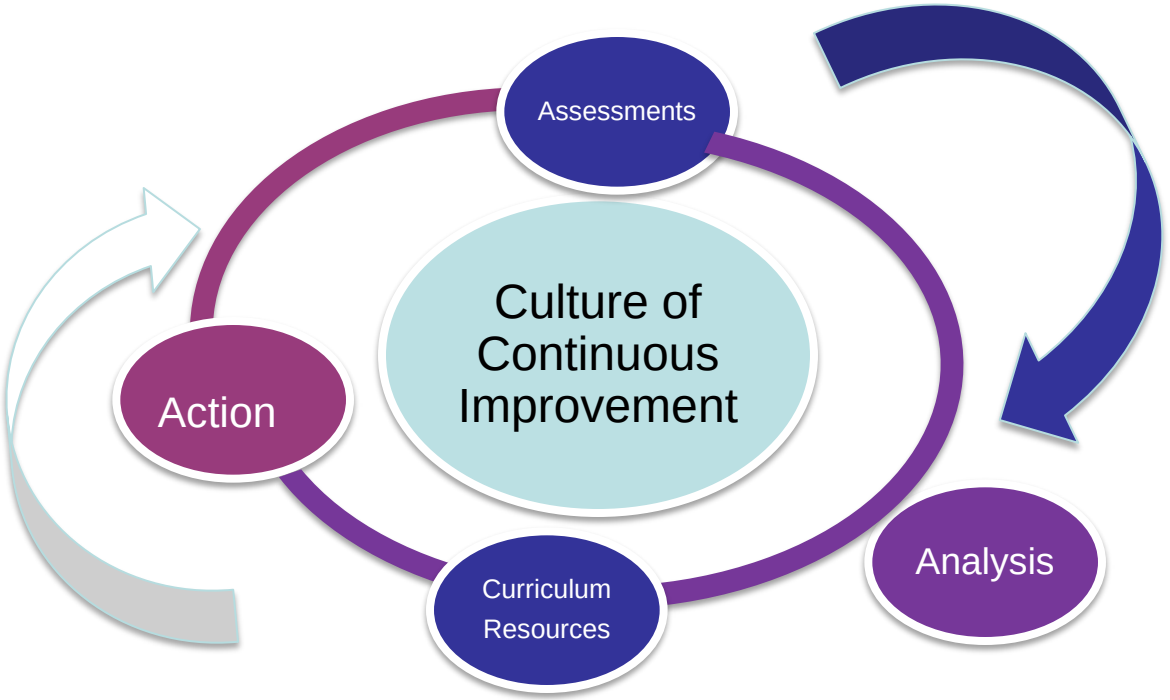
Myths about Assessments

Myth	Reality
The new assessments have led to “teaching to the test.”	To the extent that there has been any teaching to the test, it has been against the guidance of the Department, which has advised districts against rote test prep practices.
Tests do not contribute to instruction.	When results are properly analyzed and applied, they can be one of multiple measures to help teachers provide tailored supports and instruction.
We have more tests than ever before.	Much of the assessment program is mandated by NCLB and has been in place for many years. There may have been additional assessments negotiated locally as part of the implementation of evaluation systems.

Partnership for Assessment of Readiness for College and Careers (PARCC)

- Technology readiness is a challenge, but schools are already making investments in technology to support instructional goals.
- PARCC will offer a computer-based, innovative assessment system to measure student performance on the Common Core standards.
- The assessments will provide data to inform instruction, interventions, and professional development.
- The assessments will determine whether students are on track to college and career readiness in math and ELA/Literacy.
- PARCC adoption is dependent on Board of Regents approval.

Educational Technology
That Supports Teaching and Learning



Educational Technology - Guiding Questions

- Can educational technology tools help support teaching and student learning?
- Can we invest in a system that provides districts and schools with more educational technology options at lower costs and allows them to improve the system to meet local needs?
- How do we improve data security and privacy protocols when districts, schools and BOCES/RICs contract with third party educational technology vendors?

Current and Past Practices

- **Data systems support our core mission to provide high quality education services.**
- **Consistent with FERPA, New York has a statewide student database in place and provides this information to third parties as necessary to meet its program evaluation and improvement responsibilities (e.g., school report cards)**
- **Consistent with FERPA, districts and schools provide data to third parties to meet their instructional and organizational responsibilities**
  - **Student enrollment, schedules, report cards, transcripts**
  - **Special education services**
  - **School lunch and transportation**
  - **Online learning and formative assessment**

Goals of the EngageNY Portal (ENYP):

- 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, NYSED, or third-parties to more effectively improve and add to the system following initial State investments

Data Privacy and Security

- Improving data security and privacy is a primary goal
- The biggest risks to data security and privacy include: unattended paper records, unattended computers, weak passwords, data sent via plain text email, etc.
- Local and State data stored through inBloom receive double protection – intrusion protection (firewall) and encryption protection
- ENYP will leverage statewide security protocols to ensure only the right people view the right data

Data Privacy and Security

- As is currently the case, states/districts retain ownership of all data
- As is currently the case, data are never re-disclosed to a third-party, including vendors, without state/district approval
- As is currently the case, data will be receive all federal and state security protections, including FERPA
- As is currently the case, data are separate from other states and districts (no national database)

inBloom

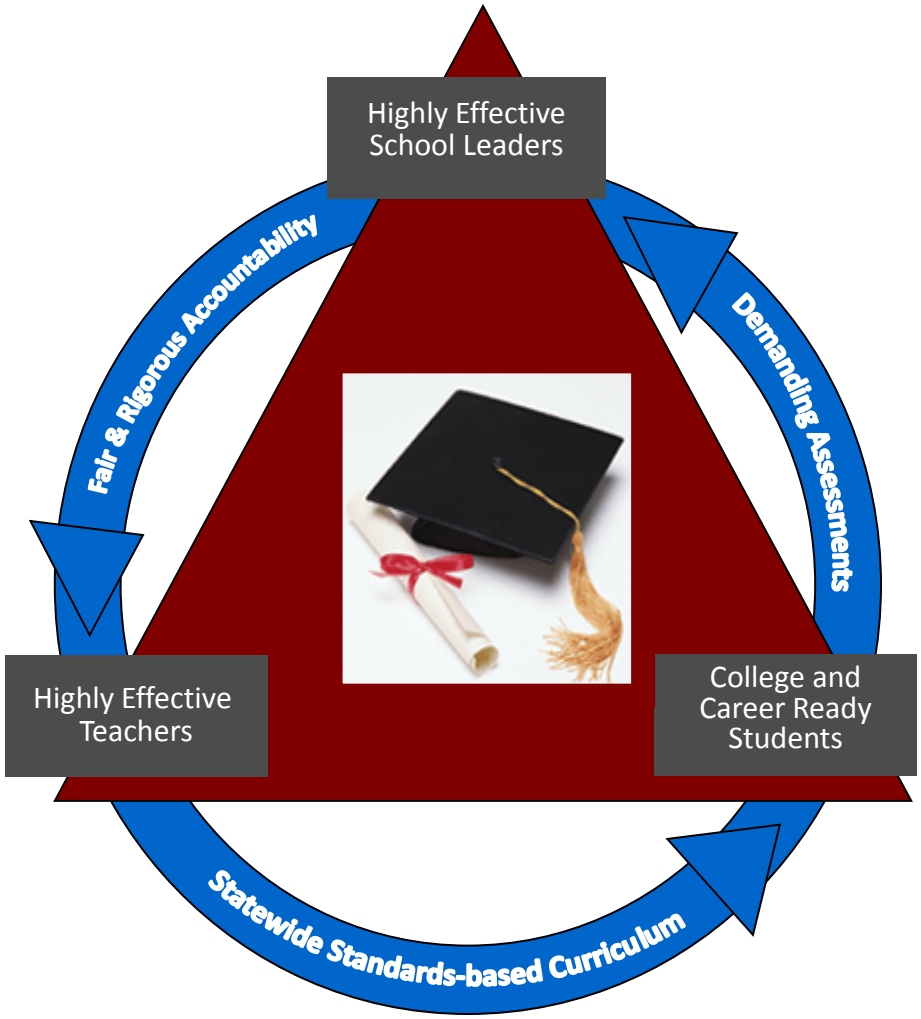
- inBloom is a non-profit provider of open, non-proprietary, and standardized services to support data security, storage, access, and transport
- Without a service like inBloom's, security protocols vary, and districts pay twice for educational technology tools – once for the tool and once to make the tool work with local district systems
- inBloom services allow tools to be built to standard (will work "out of the box"), increasing security, options and lowering costs
- Because all is open and non-proprietary, inBloom could be replaced with different service providers in the future

Myths about Education Technology Supports

Myth	Reality
My student's data is being sold to private companies.	School districts routinely contract with private vendors for data supports critical to the districts mission, consistent with FERPA.* These data are not sold to private companies. Districts are required to have notification and opt-in/out policies if data are to be shared for non-mission critical purposes.
Social security numbers are collected.	The Department does not – and does not intend to – collect social security numbers.
Confidential records will be disclosed and it will prevent my child from getting into college or getting a job.	Student or parent consent is required for the transfer of transcript data. Electronic transfer of authorized transcript data holds the potential to help facilitate the college admissions process for students and families.

*The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. FERPA allows schools to disclose records without consent under certain conditions, including but not limited to, school officials with legitimate educational interest.

Regents Reform Agenda

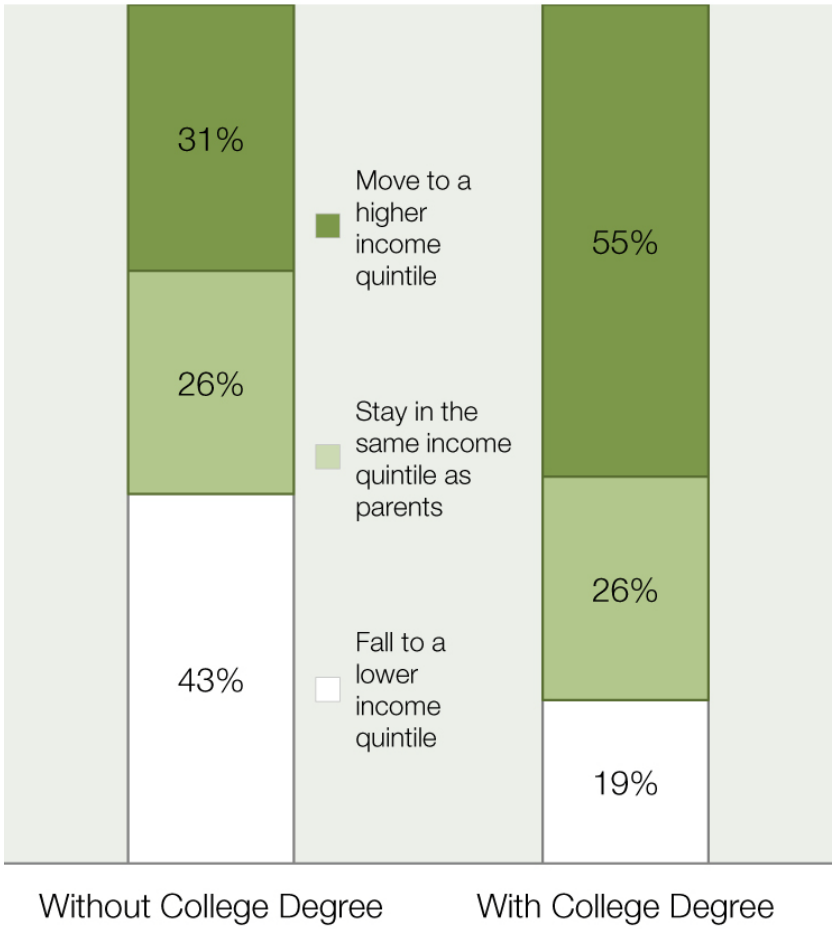


- Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.
- Building **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- **Turning around the lowest-achieving schools**.

More Education = More Opportunity

- **Having a college degree means that children born into the middle three income quintiles are more than 75% more likely to advance to a higher income quintile as adults than those who do not get a college degree.**

Probability that a child born into the 2nd, 3rd, or 4th income quintile moves to a different relative income position as an adult



Source: Brookings analysis of the Panel Study of Income Dynamics. Retrieved from The Economic Case for Higher Education, Ed.gov Blog

engage^ny

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Thank You.

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