

SCOTT M. STRINGER BOROUGH PRESIDENT

# Testimony of Manhattan Borough President Scott M. Stringer

## Before the New York City Council Committee on Education

Hearing on the Department of Education's State Test Score Results for 2010

September 27, 2010

I would like to thank Chairman Jackson and members of the Committee on Education for holding today's hearing on the Department of Education (DOE)'s State test score results for 2010.

For the last eight years, the DOE has made State test scores the cornerstone for gauging their educational accomplishments, and used them to determine everything from student promotions to school report card grades, school closings, and teacher bonuses. During this time we watched students' Math and English Language Arts scores rise rapidly, and the DOE boast to New York City students and families of the immense measurable progress they had made.

Earlier this year, the New York State Education Department raised the bar that students must meet on Math and English Language Arts exams to be deemed "proficient" after testing experts determined that the exams were deeply flawed. As a result, more than 100,000 New York City students who believed they were on a path to success suddenly learned that they were instead woefully unprepared.

Eighty-two percent of students in grades 3-8 passed Math last year, compared with 54 percent this year. Last year 69 percent of these students passed reading – this year, 42 percent. Special education students and English Language Learners saw their proficiency levels in reading drop from an already distressing low of 35 percent to below 15. And the achievement gap thought to have been closing turned out to be as wide as it was eight years before.

These are difficult and extremely painful realities to absorb - particularly for the students and families who were assured that ever-rising test scores meant a new and promising future.

Of equal concern is that current plans offer little assurance that the DOE will provide students now suddenly deemed non-proficient to get the help they need to succeed. Nearly five times as many students this year in grades three through eight will be required to repeat a grade compared to last year. Yet, the DOE has proposed to suspend the requirement that students who scored

below a Level 3 be given Academic Intervention Services for 37 minutes a week. The DOE wants to take this time away from students and make it available to principals, to collaborate with a single intervention specialist who may serve as many as 60 different schools, around the construction of a "team based strategy" to address students' needs. The DOE has also announced that no further financial aid will be earmarked this year for the thousands of students who failed recent tests, due to budget cuts. These proposals are unacceptable in light of the increased city need for academic intervention.

The DOE's response, on the whole, has been underwhelming. Rather than acknowledge its role and take steps to address the serious challenges at hand, the DOE consistently reminds us that New York City is still making progress compared with the rest of the State, and that for years it has called upon the State Education Department to raise standards. The DOE has stated, repeatedly, "We know we are not where we need to be," which begs the critical question still unanswered, then how are we going to get to "where we need to be" and when are we going to get there?

Accountability in this administration has remained fixed at the school level alone. If a Wall Street firm issued exaggerated reports and purported artificial gains, misleading thousands of investors, state and federal authorities would launch serious investigations, as they have, and the people responsible would face severe punishment. We now face the educational equivalent: instead of lost funds, we are looking at students' lost potential, and the loss of their future achievement and success.

Now is the time for solutions, not spin. Parents deserve action from the DOE, including:

- 1. An effective, comprehensive and clearly laid out plan for struggling students, and schools with high concentrations of low performing students;
- 2. Support for struggling students by maintaining the requirement that students who scored below a Level 3 be given Academic Intervention Services for 37 minutes a week;
- 3. The names of central DOE staff who will be responsible for ensuring that students and schools receive adequate support and necessary remediation;
- 4. Specific names and contact information for staff at local schools whom families can contact for answers about the impact of test score results and appropriate next steps for their children;
- 5. A clear explanation of how the DOE will handle policy decisions based around flawed testing, including student promotions, school report card grades, school closings, and financial bonuses for school staff.

Many questions remain about how and whether the DOE will successfully rectify and remedy the significant setbacks students and educators currently face. Today is a notable day in the debate over education reform – leaders from across the country have descended upon New York for the "Education Nation" conference. Only through collaboration can we achieve the goals of this worthwhile summit. The DOE should recognize its responsibility to make meaningful changes and meet this challenge head on.



# THE CITY OF NEW YORK OFFICE OF THE PRESIDENT BOROUGH OF MANHATTAN

SCOTT M. STRINGER BOROUGH PRESIDENT

September 24, 2010

Chancellor Merryl H. Tisch 9 East 79th Street New York, New York 10075

Dear Chancellor Tisch:

I am writing to urge you to vote in opposition to the proposed amendment to Section 100.2(ee) of the Commissioner's Regulations, relating to Academic Intervention Services (AIS) scheduled for a vote by the Board of Regents on October 18th. As you know, the recently announced change in cut scores for English Language Arts and Mathematics assessments for grades 3-8, which determine student proficiency, has increased the number of students in New York City that are entitled to AIS by 109,427 (for English Language Arts) and 118,697 (for Mathematics). We cannot deprive these students of their current entitlement to tutoring and other academic supports. The resulting harm of students' lost potential and the loss of their future achievement and success would be too great to accept.

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Under this misguided plan, the current requirement that the city provide 37 minutes a week of tutoring for students who scored below Level 3 on recent state tests would be suspended for a year. Instead of providing such services, one intervention specialist for every 60 schools would work with principals to develop "team-based strategies" to address students' needs.

It is hard to understand why such a policy would be proposed, in light of this week's shocking revelation that nearly five times as many students this year in grades three through eight will be required to repeat a grade compared to last year. It is even more inexplicable given the DOE's announcement that no further financial aid will be earmarked this year to help the thousands of students who failed recent tests, due to budget cuts. It is indeed disappointing and unsound of DOE to endorse the proposed amendment in light of the increased city need for academic intervention.

The state's recent recalibration of student proficiency standards continues to generate tremendous confusion and anxiety for school communities. The fallout has been especially painful for students who believed they were proficient and suddenly discovered they were not. Teachers and principals who thought their students were prepared to move forward have been left scrambling to pick up the pieces.

I applaud the recent efforts made by the Board of Regents to create more appropriate standards of student knowledge and achievement. However, the standards have long been known to be insufficient, giving the city and state ample time to plan for the resources required to support the increased AIS needed. For the sake of the children who are still in school and need our help now--not years from now--I urge you to reject the proposed suspension of mandatory AIS in New York City schools.

Sineerely,

Scott M. Stringer

Manhattan Borough President

September 2/L 2010

## **Proficiency**

The new proficiency standards are conspicuous because of how they play with statistics, not because they show systemic failure. This was a play for Race to the Top, not academic excellence.

The questions raised are: Since comparisons between Regents and 8th grade tests are not possible due to the very low Regents cut scores, will NYSED re-calibrate Regents performance scores?

Per Everson, the NYSED researcher, Regents exam data indicate passing scores are set below college readiness standards in place at CUNY. This means we still have social promotion- in high school! How do we face that honestly?

Are the small increases on new math and ELA scores so profound, 4% and 2.5% respectively, that we should be so concerned students will not pass Regents exams at a higher rate? The problem of low expectations already exists. How do we meaningfully address this problem?

Why are we focusing on this new K-8 Proficiency data when 35% of these students will be gone by 11th grade due to drop out and another 10%-15% leave the state? Separately, why are we focusing on 5th graders and 9th graders with high absentee rates who have a 75% chance of dropping out when we know 35% of the 10th graders won't be in school NEXT year? Shouldn't we be even more accommodating so more kids feel good about being in their schools and communities as an alternative to the streets?

FIRST THINGS FIRST, do we really expect college graduation rates to rise above current with so many kids unprepared or never graduating?

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Why is college graduation so critical here? These are elitist values. Shouldn't the DOE first focus on 80% high school graduation rates?

But we shouldn't just focus on the new data. The Progress Reports and ARIS are still great because they have given us an institutionalized way to stop blaming the kids and give maximum attention to getting principals and teachers held accountable for results that can be tracked back to children who are not succeeding and for specific academic reasons, not just condemning them to mediocrity because they come from impoverished backgrounds.

Proficiency tests are a measure of basic progress, not quality. Schools with strong teachers and well-developed curriculum do not struggle with the "teaching to the test". This reflects broader educational problems in schools. The DOE can move past this latest public relations problem by demonstrating to the public that meaningful raw scores continue to rise against the rest of the state, and that Progress Reports and improved teacher training and accountability will continue to use raw scores not the more arbitrary 1,2,3,4 progress levels.

I ask the DOE to take the media and academic lead on focusing on dropout prevention as a way to keep kids in schools rather than letting another level of government create the agenda to seek the next federal pot of money.

Thank you.

For the Record

# Testimony of David C. Bloomfield Before the New York City Council Education Committee September 27, 2010

### TESTING-GATE

Thank you for this opportunity. My name is David Bloomfield, Professor and Chair of the Education Department at the College of Staten Island, CUNY and a former President of the Citywide Council on High Schools, an elected parent body. These remarks are my own and not necessarily the policy of either of these institutions.

I testify today under the title, "Testing-Gate," because the recent confirmation by Prof. Koretz that New York State test scores have long been inflated comes as no surprise to those who have followed the issue. Though the State and City have now publicly recognized, at least in part, the past and present problem, they are not absolved from the real harm caused by this practice nor of the need to implement institutional reforms to avoid similar disasters.

### Harm:

Testing-Gate has caused real harm to students, parents, and taxpayers. Thousands of students were denied access to remedial instruction because of the false positive of inflated test scores, incorrectly putting them over the threshold of proficiency. It is not enough to say they still made progress, since they, their parents, and the public were lulled into a false sense of complacency and even success. And since the test score inflation was not uniform, some schools unjustly suffered and others were unjustly rewarded through the DOE's system of test-based carrots and sticks. Finally, public policy was perverted as charter school students and Black and Latino students were disproportionally mis-categorized as proficient. Reparations should not be out of the question to help correct the damage already done.

### Reform:

Two sensible solutions are apparent to avoid future Testing-Gates. The first is to end the current over-reliance and reductionist dependence on State tests to determine student placements, progress report grades, school closures, merit-based compensation schemes, and other high stakes outcomes of the standardized testing culture. State and city officials must show restraint and humility in using these instruments and diversify the current testing monoculture.

Second, independent testing review boards made up of acknowledged experts, not political pawns, need to be created at the State and City levels. Standardized testing is appropriate and of long-standing utility. But in today's climate of high stakes utilization of test data, we need un-muzzled watchdogs to make sure that the tests, their scoring, and their applications are fair and appropriate.

Thank you.

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# For the Record ADVOCATES FOR CHILDREN

Helping children succeed in school

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## Testimony to be Delivered to the Education Committee of the New York City Council

Re: DOE's State Test Score Results for 2010

By: Kim Sweet, Advocates for Children of New York September 27, 2010

Good afternoon. Thank you for this opportunity to comment on the Department of Education's ("DOE's") state test score results for 2010.

My name is Kim Sweet, and I am the Executive Director of Advocates for Children of New York. For almost 40 years, Advocates for Children has worked in partnership with New York City's parents to speak out for the most vulnerable children in the school system -- children living in poverty, children with disabilities, children who are immigrants or learning English, children involved in the foster care or juvenile justice systems, and children who are homeless.

The 2010 test score results show a substantial need for reform on the systemic level. We need to change the way we teach our children, particularly our children who are really struggling, and we need to re-think the consequences we attach to test scores that can be easily manipulated. As to specific recommendations for change,

Advocates for Children supports the platform of the Save Our Schools Campaign – a broad, forward-thinking coalition that has put forth a smart and thoughtful agenda.

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For today's testimony, I would like to focus on the individual students who are being held over as a result of the recent test score recalibration. DOE's data shows that 11,481 students from third through eighth grade have been told they have to repeat a year. That is over 9,000 more than were held back last year, and notably, the number does not even include "grade 8 students who are over-age or previously retained in middle school."

These numbers are startling, but they tell only part of the story. What the numbers do not tell you is that many of these students were given diplomas or other written documents that said they were being promoted, only to find – sometimes after they had already started school this fall – that their promotion was annulled in light of the recalibration of test scores. These students and their families feel duped. They feel that they did everything they were supposed to do, and were told they had succeeded, only to have the rug pulled out from under them.

The situation is particularly bad for eighth graders, whose families account for the largest number of holdovers and the most holdover calls we have been getting at Advocates for Children this fall. These students went through the time-consuming high school application process and said good-bye to their middle schools. Now, they are being told they have to give up that high school placement and return to the same middle school where they did not learn enough to pass their state exams. They are devastated and humiliated, and some say they will not go back.

<sup>&</sup>lt;sup>1</sup> NYC Department of Education, 2010 Summary Grades 3-8 Promotion Process, released Sept. 23, 2010.



The DOE's response to these students is that promoting them with such low test scores does not do them any favor. But sending them back to the eighth grade, in middle schools that have not met their needs, is no favor, either.

We urge the City Council to call upon the DOE to do the following:

- 1. For students who were denied an opportunity to attend summer school, or who were given a diploma or a letter promoting them to middle school or high school, allow them to move up to the next level of schooling, but provide them with intensive, targeted academic supports once they get there.
- 2. Ensure that all students who are retained receive intensive academic support to build their skills.
- Guarantee that students who are retained do not lose their middle school or high school placement, or have to re-do the middle school or high school application process.

Thank you for this opportunity to submit testimony today. I would be happy to answer any questions you may have.

# Testimony of

# Michael Mulgrew, President United Federation of Teachers

## before

The New York City Council Education Committee

on

**Test Scores in NYC Public Schools** 

**September 27, 2010** 

Good afternoon, Chairman Jackson and distinguished members of the Education Committee. I am Michael Mulgrew, President of the United Federation of Teachers. I want to thank you for the opportunity to share our views and deep concerns about the testing program in New York City public schools.

This issue strikes at the heart of what it takes to successfully educate our 1.1 million students. When I say educate, I mean provide them with a holistic curriculum, engage their minds and provide them with the tools needed for them to become critical thinkers who can problem solve and accrue real knowledge. I'm talking about assessment measures that go beyond a 3-hour window on test day. As true educators know, children's progress and achievement are evidenced through their class participation, school book reports, science projects and a host of indicators beyond the standardized high stakes test.

Worse – what this test score issue has shown us is that over the past eight years the Department of Education (DOE) has executed a failed educational strategy. With dogged determination and against the advice of educators and experts, the DOE decided to build its entire educational philosophy and instruction plan on standardized test scores. Dr. Pedro Noguera, renowned authority on education issues, has denounced the over-reliance on standardized test scores for measuring achievement as "the lowest common denominator when it comes to looking at school effectiveness."

It also squarely places a critical spotlight on the DOE's accountability measures. The study, "Problems with the Use of Student Test Scores to Evaluate Teachers," released this past August and authored by a distinguished team of education experts including Richard Rothstein, Linda Darling-Hammond and Diane Ravitch, strongly advocates multiple measures in making high stakes accountability decisions. As critiqued by the Education Policy Institute:

"The co-authors make clear that the accuracy and reliability of analyses of student test scores, even in their most sophisticated form, is highly problematic for high-stakes decisions regarding teachers. Consequently, policymakers and all stakeholders in education should rethink this new emphasis on the centrality of test scores for holding teachers accountable."

How can we view school progress reports or any evaluation system that relies disproportionately on tests that Harvard University scholar David Koretz has deemed ineffective?

In an interview given to the New York Daily News concerning the dramatic drop in New York student test scores, Dr. Koretz said, "There's an awful lot of noise in the system. The ranking of schools will likely be wrong if these rankings are based solely on these scores." Also commenting on whether reliable conclusions on student achievement or other measures can be drawn from the state test data, Koretz said, "it doesn't appear that the big gains on the state tests generalize to anything else."

What do we say to parents when, by the stroke of a scoring pen, they're told that their children really did not achieve proficiency? What measures have we put in place to address the disappointment of students who thought they were a part of a major education success story, but who've found out their success is tainted?

The UFT is on the same page with the parents, education advocates and several elected officials who've sounded the alarm on how test prep had become a substitute for true teaching and learning in New York City public schools. Just the other day, we gathered outside of Tweed because we can't stand by while the DOE applies spin to this testing debacle. We can't play games with our children's lives and their futures. This is a serious issue for the Save our Schools campaign. We will not relent here – this issue is not going away.

This is not about an "I told you so." It's about taking a hard look at teaching and learning and devising a sane and educationally sound platform to get us from where we are today to where we need to be to guide our children in the future. Our children can't afford to settle for rhetoric or Band-Aid approaches. We need to address the testing issue head on.

There has been a lot of confusion about the new test scores and what they mean. Some of our officials seem to think they don't mean much at all—there was just some technical readjustment that made scores go down. Many parents fear the lower results mean their children, after studying hard all year, somehow slipped backwards, And some of our educators have said the new results prove that standardized tests have no value and should be eliminated.

Well we say: none of the above.

Yes, in a sense, all that happened this year was the state reported test scores using a higher cut-off, so more children fell below the proficiency bar. That is true. The state raised the bar, and New York City 3-8th graders went from 82 percent proficient in math last year to 54 percent proficient in 2010. In ELA, they dropped from 69 percent proficient to 42 percent.

But that's the tip of the iceberg. A lot more happened than that.

First, one of the top testing experts in the country reviewed our state tests, and in June he reported to the New York State Education Commissioner that there was substantial evidence of test score inflation. Students needed to get fewer questions correct in one year to get the same score as last year, for example. That means the scores have been going up when there was little genuine increase in student learning.

Next, Regents Chancellor Merryl Tisch and Commissioner David Steiner put together an advisory group to work with the state's testing contractor, CTB/McGraw Hill, to reset the proficiency bars, this time using more educationally valid measures. Whatever

happened to allow this score inflation—politics, negligence, whatever it was -- may be the subject of state hearings this year.

But elementary and middle school students are no longer going to be rated proficient when they stand only a small chance of scoring well enough on their high school Regents exams to pass freshman year in college. The advisory group has redefined proficiency. Starting with the 2010 tests, proficiency now means that a student has a 75 percent chance of scoring at a college-ready level (a 75 or higher on the English Regents and 80 in math), not a one-in-three chance as they did with the 2009 math benchmarks.

Finally, the chancellor and commissioner launched a four-year process to redesign the tests and overhaul standards and curriculum. Going forward, the tests will test more performance indicators, include more writing, have more open-ended questions and require more thinking.

Teachers have been saying this for years: the big test score gains the city and state have been reporting do not reflect quality education. The tests have not only been too easy. At some point they became bad tests. They have been assessing only a narrow band of standards and ignoring many other areas of knowledge. They have the same questions from year to year. They mostly ask students to find information and repeat it, not use it or think about it. They do not test what students need to succeed in college or technical careers.

I want to take a few minutes to look at this year's tests results for groups of our students who have traditionally had the hardest time succeeding in college and careers.

African American and Hispanic students lost much more ground as a group than did whites or Asians on this year's tests. African American proficiency levels fell 35 points in math and 30 points in ELA. Compare that with whites and Asians, who lost 17 and 13 points, respectively in math, and 21 points in ELA. Hispanic students lost 33 points in math and 28 points in ELA.

We have been assured that the racial performance gaps in the city have narrowed in the last few years. But with this year's results the performance gap doubled in math. It increased by half in ELA. It is wider now in 2010 than it was in 2006 in both subjects. What happened?

Many minority students, who have made very legitimate performance gains over the last several years, were shown to be hovering just over the Level 3 line. When the cut score went up, it snared a disproportionate number of those students, pushing them down to Level 2.

What that tells me is they had received just enough test preparation but not enough high-quality education. When the bar was raised, their lack of mastery over grade-level knowledge and college-preparatory skills was revealed.

English language learners, who have made steady performance gains over the last several years, fell back to just 13 percent meeting ELA standards from 35 percent in 2009 while English-proficient students lost only about a third of their gains. Special education students declined almost twice as much as their general education peers. Same problem.

I want to emphasize that students themselves didn't go backwards. Their scale scores—the number correct and incorrect that the students got on the tests this year -- were about the same as last year. They in no way lost knowledge. But the state's analysis of the tests show that what had been the key marker of success, a 650 scale score that put a student at Level 3, actually gives an 8th grade student only a slim chance of earning an 80 on their Math Regents and about a 50-50 chance of scoring a 75 on their English Regents. Anything under an 80 or 75 and you won't get into a four year college. Instead, you'll take remediation classes in a two-year program.

That's not what we want for our students. We don't want to lie to them or their parents. And we believe that with better curriculums, our students can master higher standards.

I don't need to repeat what you all know: that prepping for these bad tests has taken up the bulk of the school day in many schools. Incessant test prep like that robbed students of the chance to develop their skills and interests, to discover the excitement in learning and use their minds well. We want to fix that, and raising the test bar is one part of the solution.

You may be surprised to hear it from me, but a good test can be a valuable tool for educators. Teachers aren't against testing. They're against letting Mickey Mouse test prep substitute for curriculum. A good test can help teachers strengthen curriculum. And a good standardized test can be a pretty valid measure of school accountability. As long as they're good tests and they're used to reinforce curriculum and not replace it, you won't hear us opposing them.

Now, how the new curriculums will be written, what the new tests will look like, what kind of professional development will be offered in support of new testing standards, these are all questions that we cannot answer sitting here today. We'll have to see how this unfolds over the next couple of years. But what we can do right now is let teachers teach so students can learn what they need to succeed in college and careers. That's our mission and it should be the city's mission as well.

# Minerva Morales Parent Leader with NYCPP and NYC Coalition for Educational Justice Testimony to City Council Education Committee September 27, 2010

My name is Minerva Morales and I am the mother of Kirstian Reyes, a 6<sup>th</sup> grader at Mott Hall Science and Technology Academy. Last year, Kirstian was a student at PS 306. In 2008, my son had a Level 3 score on his English Language Arts and Mathematics exams. In 2009, we were very excited when all his hard work paid off and his Math score went up to a Level 4. This year, after the change in the way the tests are scored, Kirstian's scores have gone down on both the English and Math exams. He's down to a Level 2 in English and a Level 3 in Math. I heard a DOE Deputy Chancellor tell us at a PEP meeting that "children shouldn't be upset if their scores went down, that they should just be more motivated to do better." Well, he was very upset when he learned about his test scores. Imagine thinking all is well and then finding out that isn't true. Parents and children all around the City are in this position now. At least those of us in organizations who knew to go on ARIS.

We keep hearing that the DOE is not releasing scores to families. Maybe they think if we don't know the truth, we won't be upset. City Council must demand that parents receive their children's recalibrated scores immediately.

My son and I are both really worried about his education. He's been asking me how he will be able to know that he's making progress if his school isn't giving him the help that he needs to be at a Level 3 or 4. He's already been a little worried about moving into

middle school from elementary school and now he has this extra stress of just not being sure what kind of education he's getting in NYC public schools. As a parent, I'm trying really hard to get him the extra services he needs—I'm trying to get him into an after-school program, maybe get him some tutoring. But I don't think I should have to do this alone.

The Department of Education should really be taking this more seriously and helping students like my son, whose self-esteem has been affected by this test score crisis. I'm doing everything I can do to help my son, but we need the Department of Education to help us too!

Jose Gonzalez Testimony at City Council Education Committee Hearing on 2010 Test Scores September 27, 2010

Hi my name is José Gonzalez, I have 2 children in P.S 73 in District 9 in the Bronx. I'm a former PTA President of that school, and I'm part of United Parents of Highbridge and NYC Coalition for Educational Justice.

I'm very disappointed in the low quality education that my children are receiving in NYC public schools, not because of my principal, but because of the way that Mayor Bloomberg and Chancellor Klein are conducting public education.

The NYC test scores are a clear signal that the Department of Education has failed to give a well-rounded education to our children.

I saw the test scores of my two children and I was very shocked to see how their test scores went down in 2010. Also one of my sons is one of the 11,000 children who didn't pass the grade and has to repeat the third grade. My child was in 4th grade last year. In 2009 his performance level in ELA was close to level 3, but this year it fell to level 1. And in Math his score fell from close to level 4 down to level 2.

My school is also on the Joint Intervention Team list, which means it is at risk of being closed. My school is working hard – parents, teachers, and the principal together – to make a better education for our children. But it shouldn't be all on our shoulders - we need more support and help from the DOE to make it work. That is why the Save Our Schools or SOS coalition is asking the Department of Education to ensure academic supports for all students at Level 1 and 2 like my son. Also we want comprehensive supports for the most struggling schools like PS 73 so we can have college preparatory curriculum, the best teachers, social and emotional counseling, and other supports. We also want the DOE to stop all policies based on test scores – like closing schools and giving out school bonuses – until we create a better accountability system that is more reliable and balanced.

These test scores are a disaster, but the DOE seems to not take responsibility for it. They should be accountable and open a serious conversation about this topic that is so important in the life of our children.

# Testimony of Evelyn Feliciano Parent Leader, New York Civic Participation Project and NYC Coalition for Educational Justice NYC Council Education Committee Hearing on 2010 State Test Scores September 27, 2010

My name is Evelyn Feliciano. I am a single parent and an active parent leader with the Coalition for Educational Justice.

I'm very disappointed with the new test scores because my son John Feliciano is not on track for success in life. I immediately checked the ARIS site and was horrified to discover that my son's grade level had dropped to a Level 1 from a 2 reaching a Level 3.

He attends the THE BRONX SCHOOL OF SCIENCE INQUIRY & INVESTIGATION which dropped from having 81% of students on level in Math to 26%!

He hasn't received the support he desperately needed in school. He has no official Special Education teacher. He was placed with 6th, 7th, and 8th-graders in one classroom. My son received Test Quest Home Tutoring twice a week this year. My son said, "The test given was not based on anything I learned".

The number of special education students citywide who met state standards for English Language Arts went from a depressing 35% to 13%! I am so angry.

Accountability begins with Chancellor Klein. His legacy has been built on inflated test scores while our children were not learning. I am here today to speak about

changes, because the DOE needs an emergency action plan to help kids like my son.

Why do we need an emergency plan? To make sure that the more than 100,000 additional students who did not meet state standards this year get tutoring and other support services. To make sure that the 50,000 additional students who, like my son, are in Level 1 this year, get intensive supports so that they can get on track to graduate high school and go to college. To help the 369 schools, like my school, where more than two-thirds of students are below grade level, and the 150 schools where more than a quarter of students are at Level 1.

I am part of a coalition of parents, education advocates and elected officials called Save Our Schools – SOS – that has proposed three important actions. First, we need intensive services to help all Level 1 and Level 2 students. Second, the DOE should suspend for one year all policies based on these test scores, until we can create a better accountability system. Third, we need comprehensive support for the most struggling schools so that they can provide the rigorous curriculum, excellent teaching, and social and emotional supports that kids need.

This is an emergency, it's a crisis and Chancellor Klein acts like its business as usual. This is our plan. Chancellor Klein, what's your plan?

For the Record

# Testimony of Esperanza Vasquez Parent Leader, New Settlement Apartments Parent Action Committee and NYC Coalition for Educational Justice NYC Council Education Committee Hearing on 2010 State Test Scores September 27, 2010

My name is Esperanza Vasquez, and I have two children in schools in the Bronx. I think that the Department of Education has the responsibility to implement a rigorous educational plan for children in the lowest performing schools in New York City.

As a mother, I have personally lived this problem with my son Alexis. He had a 4 in Math and a 3 in ELA in MS 22, but the reality is that he was at a much lower level. Although he was a good student at MS 22, when he started a Catholic school this summer, I realized that he couldn't compete with his classmates because he hadn't had access to the same preparation that they did, and he just didn't have the skills that he needed. He felt frustrated because he didn't feel equal to his classmates, and he had to take remedial courses in order to be comfortable in his new school

I want the DOE to make a plan to resolve the problems of low-achieving schools. We need systematic changes like expanded learning time, rigorous curriculum, support for teachers and parents to work together, and programs to attract and keep excellent teams of teachers and principals, like the urban teacher residency program. To supervise these changes, the DOE should appoint an expert to support the transformation of struggling schools.

Now, instead of extra support for the lowest performing schools, the DOE gives us more challenges. In the last week, MS 22 has been forced to accept 90 more students in 6<sup>th</sup> grade, without the funds, teachers, classrooms or capacity to serve them. This – in a school where 37% of the students scored in Level 1 this year. This is an impossible situation.

We say no more business as usual. We need a plan to address this crisis, so that our children can have the futures they want.

For the Record

Testimony of Luisa Ponce, Parent NYC Council Education Committee Hearing on 2010 State Test Scores September 27, 2010

Hi my name is Luisa Ponce.

I'm here to represent parents from PS89 in Brooklyn, Cypress Hills Advocate for Education (CHAFE) and the Coalition for Educational Justice (CEJ).

I'm the parent of two wonderful children Jessie and Andres. I am very proud of Jessie because he graduated from high school and is about to start college despite all the barriers he encountered in his way. I am proud of Andres who is entering 7<sup>th</sup> grade this upcoming school year and trying to do his best with the little support he's getting from the system.

Our school system has adopted the policy of rating our schools to give them grades for their performances, and now we know that system was wrong. The Department of Education was lying to the parents, saying that my school was rated A and doing great, but in reality it wasn't an A because the test results weren't real.

Because my school was supposedly doing so well, it didn't offer extra help to the small amount of students who are not doing so great. My son Jessie, who has been a brilliant student in most of his subject areas, struggled in one, and he fought his way to college. I looked for afterschool programs for him to pay out of my pocket - some did not help him, others were too expensive. Today he's suffering the consequences because despite all his hard work, he did not make it to his desired college for his higher education. On his first day of college, he told me that he felt totally unprepared and naked. Because the work is so hard for him, he is taking remedial courses and we are paying \$1,300 for coursework he should have gotten for free in high school.

The grading system shows that our children are doing better than they are. But we are not preparing our children for college. We know the harm this system of grading schools is leaving on our children, I demand to stop it. It does not work. We need a plan for the most struggling students and the most struggling schools. We need more tutoring and support for children like mine who are behind, not more school grades. Our children deserve more after spending so many years in an inadequate classroom. Our country deserves more for its future.

I'm talking about my Jessie, but how many Jessies are out there now? Thousands? Tens of thousands? And what to expect for Andres, who is coming behind his brother? We need to stop this injustice, and I want to know what the Department of Education is going to do.

Proposal for a New York City Council Resolution Calling for an End to the Test-Score Based Accountability System and for the Development of a New Accountability System for Our Students, Teachers and Schools.

WHEREAS the New York City Department of Education's current accountability system relies predominantly (85% of the school report card) on standardized test scores in English Language Arts and Mathematics and the scores from consecutive years are used to measure "Annual Yearly Progress (AYP)";

WHEREAS the standardized test scores are the primary means by which determinations on students' grade promotion, teacher performance, and principal's bonuses are made;

WHEREAS the standardized tests currently in use are NOT designed to assess students' academic progress or to evaluate teacher effectiveness, and experts say that one year's tets scores at the school level are primarily random,

WHEREAS it is difficult to determine whether an increase in state test scores is due to an increase in efforts spent on test preparation, to tests becoming easier, or to students' learning;

WHEREAS the recent attempt by the NYS Department of Education to counteract test score inflation resulted in a drastic shift in the number of students reported as performing below grade level, grade level, with 58% below proficiency in English Language Arts (ELA), down from 31% the prior year and 46% below proficiency in Math, down from 18% the prior year;"

WHEREAS the number of students who tested in Level 1 on the ELA test increased from 12,000 to 63,000 citywide from 2009 - 2010;

WHEREAS in 36% of elementary and middle schools, two thirds of the students are not meeting standards in ELA;

WHEREAS according to the more reliable National Assessment of Educational Progress (NAEP) exams, New York City has not narrowed the achievement gap significantly in any subject or grade since 2003;

WHEREAS many cities have outpaced New York City in gains on the NAEP scores during this time period, revealing how Klein and Bloomberg's claims of exceptional progress are exaggerated; WHEREAS according to the NAEPs, NYC's rankings in student achievement have fallen further behind those in other cities since2003 among all groups, including Black, Hispanic, poor and non-poor students;

WHEREAS according to the NAEPS, NYC is the only city tested in which the average scores of non-poor students' scores have declined since 2003;

WHEREAS there are a large number of families in the City who were led to believe their children

were proficient when they were not;

WHEREAS at a third of New York City high schools, a majority of the graduates who go onto one of the City University of New York colleges require remedial work;

WHEREAS there is a dire and urgent need for an assessment system that truly measures our students' achievement, our teachers' performance, and our schools' quality;

WHEREAS such an assessment system must be comprehensive and holistic and must not rely on any one particular metric as the major indicator of success;

THEREFORE BE IT RESOLVED that the New York City Council join with the Campaign to Save Our Schools in calling upon the NYC Department of Education to respond quickly and concretely to this crisis by:

immediately developing and implementing a plan for intensive academic services for all students who scored at Level 1 and Level 2, including those now in high school;

providing comprehensive support and guidance to the city's most struggling schools, working with parents and school communities to implement these proposals by prioritizing and targeting financial and program resources to serve the students and schools of greatest need, and take forward steps with the students and schools it serves to make this right a reality;

BE IT FURTHER RESOLVED that the City Council join with the Campaign to Save Our Schools to demand that the DOE suspend all high-stakes policy decisions based on standardized test scores and overhaul the current accountability system and develop a more holistic and comprehensive system that does not rely on any one particular metric, such as standardized test scores;

BE IT FURTHER RESOLVED that the new accountability system must be inclusive, drawing on resources and expertise available among teachers, administrators, education experts and parents.

BE IT FURTHER RESOLVED that students throughout the system be provided with more individualized attention, including smaller classes particularly in the city's most struggling schools;

Submitted by:
Lisa Donlan,
President
Community Education Council
District One

September 27, 2010

### NEW YORK'S GREAT TEST FIASCO

The alarm bells have sounded. The New York City Department of Education -- the poster child for one-size fits all testing and data-driven instruction-- where bonuses, tenure, school closings, graduation, promotion, added family income and mayoral control are inextricably tied to test scores, has been exposed as a fraud.

For eight years New Yorkers have been inundated with pronouncements by Mayor Bloomberg, his Schools Chancellor Joel Klein, and members of the State Board of Regents extolling the so-called miraculous increases in city and state test scores. As Regent Merryl Tisch commented in 2006 to the Daily News denying a failing trend noted by some, "New York City rocks." Now the house of cards has come tumbling down.

And, as the myth has imploded, so have the inflated claims by Klein/Bloomberg that they had "closed the achievement gap (the 4<sup>th</sup> grade gap has increased from 26,9 to 31.7)," raised standards, treated teachers, principals and students with respect and fairness, and spent money wisely (e.g. awarded an \$80 million no bid contract to test-maker McGraw Hill for interim assessments).

Let's Face It -we've been had

So where do we go from here? Time Out From Testing, a coalition of parent and community groups from across NY State has called for an end to high stakes testing policies. We argue that standardized test scores should never be used primarily or alone to determine promotion, graduation, school grades, tenure, job loss, teacher or principal bonuses, or school closings. (even test company manuals eschew the use of a single instrument for such purposes).

Others argue that standardized tests should count for *no more* than 10% towards a final mark and several organizations have called for a prohibition entirely of standardized testing for children in K-2 (in keeping with recommendations of early childhood researchers who argue that the use of standardized tests with children so young is totally inappropriate.)

Clearly the solution is not to call for "harder" tests as NY State Commissioner David Steiner has done. In the context of NY State,

"harder" tests simply means further manipulation of cut scores to determine how many children it is politically acceptable to "fail."

Furthermore, we must stop referring to our children as numbers. It is not educationally sound to refer to children as one's and twos – when these designations are based on flawed and manipulated test scores. How can anyone have faith in a system of education when we are told that on one day 81 percent of the children in one school are be regarded as "proficient" and one day later- the number has been reduced to 18 percent. Doesn't this tell us more about the deficiencies of the assessment system than what the children actually know and can do?

It's time to tell the DOE and the SED that we hold THEM accountable for relying on highly flawed instruments and for continuing their PR blitz to convince the public at the expense of the children.

WHAT CAN WE REPLACE HIGH STAKES TESTING WITH? PLEASE SEE ATTACHED SHEET.

We want schools that are engaging and motivating places for children where they read books they enjoy, grapple with challenging math problems, do science, learn to communicate effectively, take field trips and develop a capacity to think deeply. In short, parents and practitioners are demanding nothing less than a fundamental reassessment of what public education is for and how best to achieve its mission.

Jane Hirschmann, chair www.timeoutfromtesting.org

## TIME OUT FROM TESTING

# HIGH STAKES TESTING AND THE TEST PREP CURRICULUM MUST GO IF WE WANT HIGH QUALITY EDUCATION FOR OUR CHILDREN.

Standardized test scores should never be used primarily or alone in determining grade promotion, graduation, school grade, merit pay, tenure, teacher or principal bonuses, or school closings.

## Instead, multiple measures must be used.

These include:
class work
teacher observations
homework
class grades
teacher-developed assessments,
school-based assessments
projects
portfolios
participation
standardized tests

Standardized tests (or standardized "assessments") should not count more than 10% of any final grade.

Standardized tests must **NOT** be used in kindergarten through second grade. Research shows that such testing is completely inappropriate for young children.

Use the NAEP or other sampling techniques to monitor educational progress.

Change the conversation about education. The state's idea of reform is to make "harder" tests.

We want quality assessments that measure meaningful learning!

Time Out From Testing
<a href="https://www.timeoutfromtesting.org">www.timeoutfromtesting.org</a>
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WWW.TIMEOUTFROMTESTING.ORG 917-679-8343

# Klein's Test Score Spin

Schools Chancellor Joel Klein and Mayor Michael Bloomberg, faced with the fiasco of plummeting state test scores, have reverted to spin and distortion to defend their crumbling education record. We now uncover their deceptions.

Spin #1: New York City has made more progress on state tests compared to the rest of New York State's big cities. First, as Dan Koretz, Harvard researcher and author of the report exposing New York State's test score manipulation, points out, it is impossible to know whether New York City did better on the tests because of improved learning or because the tests became easier over time and test prep grew out of control. Therefore, when Klein boasts that NYC's test score progress is superior to other cities in NYS, he is making a worthless comparison.

However, when one does compare the change in the percentage of students in grades 3-8 who met or exceeded proficiency in ELA and math from 2006 (when the exams were introduced) to 2010 (when the scores were adjusted), it is interesting to see that it is Buffalo that had the smallest drop in proficiency levels. Furthermore, Syracuse rates very closely to New York City in ELA proficiency changes and not too far behind in math:

Here are the changes in the percentage of students in grades 3-8 who met or exceeded proficiency in New York State ELA and math tests from 2006 - 2010:

<u>ELA</u>	<u>Change</u>	Math	Change
Buffalo	- 2.4 %	Buffalo	+1.2 %
New York City	- 8.3 %	New York City	3.0 %
Syracuse	- 8.5 %	Syracuse	3.0 % - 4.5 %
Yonkers	- 11.9 %	Rochester	- 4.3 % - 5.2 %
Rochester	- 13.1%	Yonkers	- 3.2 % - 11.6%

And, while New York City's overall performance on the grades 3-8 ELA and math tests may be higher than these other cities in New York State, it is important to pay attention to the much higher child poverty rates that exist in most of these cities according to the US Census Bureau (2008):

Yonkers 20,29	/^
	2
New York City 27.49	1/
	V.
Rochester 41.89	1/
.1.0	′0
Syracuse 42.29	7.2
Syracuse 42.29	0
Buffalo 42 40	
Buffalo 42.49	0

While Klein and Bloomberg may speak of New York City's disadvantaged school population, it is Rochester, Syracuse and Buffalo that have significantly greater proportions of children in poverty, and thus would be expected to have lower test scores.

Spin #2: New York City, during the Klein and Bloomberg years, has made more progress on the NAEP exams than other cities in the United States, evidence of its educational progress. Actually, there are several cities that have outpaced New York City on the NAEP scores during this time period. Specifically, in 8<sup>th</sup> grade math, Atlanta, Boston, Houston, Los Angeles, and San Diego have all made significantly more progress than New York City and no city has done significantly worse. In 4<sup>th</sup> grade math, Boston and the District of Columbia have made significantly more progress, though New York City did do significantly better than Charlotte, Cleveland, and Los Angeles and so ended up in the middle of the pack, better than some and worse than others. In 8<sup>th</sup> grade reading, Atlanta and Los Angeles have made significantly more progress than New York City; only Cleveland scored significantly worse. And in 4<sup>th</sup> grade reading, the District of Columbia has made significantly more progress while Cleveland again did worse.

Yes, it is true that New York City has made progress on the NAEP during the Klein and Bloomberg years, but several other cities have done much better in the differing categories and many have fared about the same. It is far from the beacon of progress that Klein and Bloomberg claim.

(Note: All comparisons come from NAEP scores reported by NCES on the Nation's Report Card website.)

Spin #3: New York City has made great progress in closing the achievement gap. Sadly, the glaring achievement gap remains as large as ever. Looking at the scores on the NAEP, a reliable indicator of student progress, it is clear that the Black-White achievement gap has remained the same since the beginning of the Klein/Bloomberg years, while the Hispanic-White gap has remained the same in 4<sup>th</sup> grade and worsened in 8<sup>th</sup> grade.

New York City Reading and Math NAEP Scores by Demographic Subgroups

	4 <sup>th</sup> Grade Reading 2002	4 <sup>th</sup> Grade Reading 2009	Change in scores	8 <sup>th</sup> Grade Reading 2003	8 <sup>th</sup> Grade Reading 2009	Change in scores
White	226	235	+9	270	271	+1
Black	197	208	+11	245	246	+1
Hispanic	201	208	+7	247	243	-4
	4 <sup>th</sup> Grade Math 2003	4 <sup>th</sup> Grade Math 2009	Change in scores	8 <sup>th</sup> Grade Math 2003	8 <sup>th</sup> Grade Math 2009	Change in scores
White	244	254	+10	289	295	+6
Black	219	227	+8	253	261	+8
Hispanic	220	230	+10	260	261	+1

Furthermore, though Klein often points to the increasing graduation rates of NYC's Blacks and Hispanics as evidence of the closing achievement gap, these numbers are not to be trusted due to the pressure on schools to produce good results. This pressure has led to an increased use of credit recovery, an enlarged number of students who are officially "discharged," and the growth of "scrubbing," the practice of reviewing test papers to find a few more points that will increase final scores.

### Don't be fooled!



#### class size matters

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# Testimony of Leonie Halmson, Executive Director of Class Size Matters Hearing on DOE's State Test Score Results for 2010 Before the NYC Council Education Committee September 27, 2010

Hello, I am Leonie Haimson, Executive Director of Class Size Matters. Thank you for holding these important hearings and inviting me to testify today.

Department of Education officials in their presentations to the City Council and to parent and community groups have emphasized three points, in claiming great progress in student achievement, even in the face of the collapse of the state test score bubble and the dismal results for NYC students.

First, they argue, the rise in NYC student state scale scores shows improvements, even if the change in the cut scores have resulted in fewer students testing at proficiency. Two, that the city's results on the national exams known as the NAEPs have outpaced the rest of the nation. Three, that our rising graduation rates show that more real learning is happening in our schools.

## Yet all three points are highly debatable, and largely untrue.

As widely recognized, the state tests themselves have gotten easier over time, having simpler questions and those that are narrower in focus. This, combined with the increasingly high stakes attached for students, teachers and administrators, has led to more test prep and even cheating, with the expected result of increased scale scores.

Thus, we cannot look at the state test scores for any evidence of progress. Instead, the only semi-reliable source of information on the actual level of student achievement in New York City over time is the results on the national exams known as NAEPS. Why are these exams more reliable?

- These are "low stakes" tests, given only to 4th and 8th graders in reading and math, every two years throughout the nation, with no consequences for schools or students;
- Only a statistical sample of students take NAEPs each year; with little or no test-prep:
- They are very carefully "scaled," meaning the difficulty level is maintained from year to year, which allows reliable tracking of trends over time.

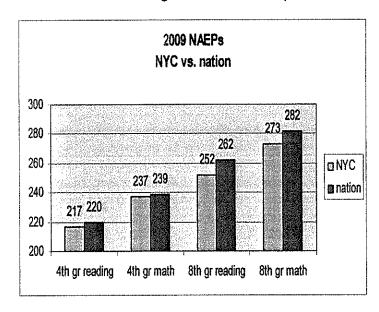
So let us compare NYC to other large cities in the NAEPs, to see how we are doing since Chancellor Klein's policies first imposed in 2003. Here is one of the Chancellor's recent claims about NYC's performance on the NAEPs:

In fourth grade, NYC's performance [on the NAEPs] now matches that of the nation as a whole, even though NYC serves a much more challenging population." "That's called "closing the achievement gap."

Neither of these claims is true. NYC 4th grade NAEP scores do not match those in the nation as a whole.

- The average NYC score of 217 for reading in 2009 was at the 44th percentile for the nation.
- The average score of 237 for math was at the 46th percentile for the nation.2

Here is a chart showing NYC scores compared to those nationally:



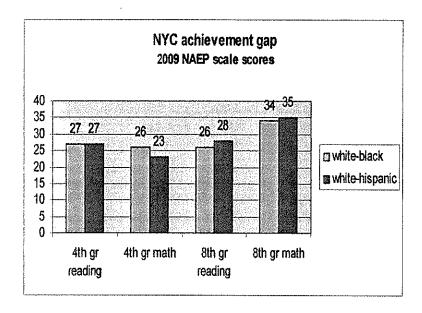
Moreover, this is not what is called "closing the achievement gap", which really means the gap in test scores between ethnic and racial groups.

Reality: According to the NAEPs, NYC has not significantly narrowed the achievement gap in any category or grade since 2003, either Black/white or Hispanic/white.

<sup>&</sup>lt;sup>1</sup> Joel Klein, letter to principals, Sept. 3, 2010.

<sup>&</sup>lt;sup>2</sup> The Nation's report card; Reading and Math 2009, Trial Urban District Assessment, National Center for Education Statistics.

Here is a chart, which shows the substantial gap in all categories between white, black and Hispanic students in all categories tested in the NAEPs in 2009, ranging from 23 to 35 points:



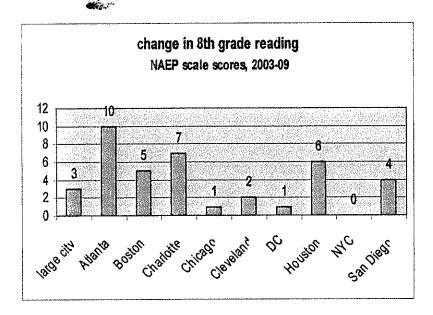
Another false claim that the Chancellor has recently made: "For all students citywide, fourth-grade NAEP scores have [been] substantially outpacing students ... around the nation."

### Reality:

- Since 2003, in 4th grade reading, NYC students have made significantly smaller gains than one city (DC) significantly larger gains than another (Cleveland) with no significant difference than the seven other cities tested over this period.
- In 4th grade math, NYC students have made significantly smaller gains than two cities (DC and Boston), larger gains than three (Charlotte, Cleveland and LA) with no significant difference than the four other cities tested over this period.
- Since 2003, in 8th grade reading, NYC students have seen less growth in test scores than two cities (LA and Atlanta) and no significant difference than 7 other cities.
- In 8th grade math, NYC students have seen less growth than five other cities (Atlanta, Boston, Houston, LA and San Diego) and no significant difference in four more.

In fact in 8<sup>th</sup> grade reading, NYC only city among ten tested over this period to have totally static test scores:

<sup>&</sup>lt;sup>3</sup> Joel Klein, "Shrinking gaps; NYC students all gaining," NY Post, August 20, 2010.



Moreover, whatever subgroup one examines, whether black, Hispanic, poor or non-poor, NYC students have fallen behind the same subgroup in other cities in their average NAEP scores since 2003.

For example, the relative ranking of average NYC black student scores fell in every grade and subject from 2003-2009, compared to those in other large cities:

- 4th grade math; NYC black students were in 2nd place in 2003; by 2009, were tied for third place.
- 4th grade reading; NYC black students were tied for 3rd place, by 2009, they had fallen to 4th place.
- 8th grade math: NYC black students were in 3rd place in 2003, had fallen to 5th place by 2009.
- 8th grade reading: NYC black students tied for 2nd place in 2003; tied for 3rd place by 2009

The relative rankings for NYC Hispanic students all fell in every grade and subject, from 2003-2009, compared to those in other cities.

- In 4th grade math: in 2003, NYC Hispanic students were tied for third place among large cities; in 2009, they fell to 4th place.
- In 4th grade reading, NYC Hispanics were in 1st place in 2003, fell to 3rd place.
- In 8th grade math: Hispanics were in 3rd place in 2003; fell to 7th place.

In 8th grade reading: Hispanics were in 2nd place and fell to 6th place.

DOE claims great progress for low-income students but the reality is different.

Actually, our free lunch students already ranked #1 in their average NAEP scale scores in 2003 among all cities tested; but had fallen behind in three categories out of four categories by 2009:

- By 2009, in 4th grade reading, NYC low-income students still first among cities tested since 2003, but had made smaller gains than DC, Charlotte & Atlanta;
- In 8th grade reading, NYC low-income students fell from #1 to #2; and had made smaller gains than LA, Houston, Boston, & Atlanta;
- In 4th grade math, NYC low-income students were still #1, but had made smaller gains than Boston;
- In 8th grade math, NYC low-income students had fallen from #1 to #3, and made smaller gains than SD, LA, Houston, Charlotte, Boston, and Atlanta.

# For non-poor students, NYC has the worst record of any city in the nation in math and reading since 2003, when Klein's policies were first implemented.

Indeed, NYC is the <u>only city</u> in which non-poor student NAEP scores were lower in 2009 than in 2003:

- In 4th grade reading, NYC was <u>only city</u> in which non-poor students had lower average scores in 2009; and fell from 1st to 3rd place in this category;
- In 8th grade reading, NYC was only city in which non-poor students had lower average scores in 2009, and had fallen from 1<sup>st</sup> to 6<sup>th</sup> place!
- In 4th grade math, NYC non-poor students started out as #2 among all cities tested in 2003, but had fallen to #5 by 2009;
- In 8th grade math, NYC non-poor students started out as #1, but had fallen to #5 by 2009. NYC was the <u>only city in the country</u> in which average 8th grade math scores for non-poor students fell between 2003- 2009; and their average score fell 10 points!

The third claim that the DOE makes in trying to show progress are the rising graduation rates. And yet this conveniently ignores several factors. First of all, the questions on the state Regents exams and passing scores needed for graduation have become much far easier over time, just like K-8 exams. In addition:

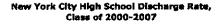
 High school staff scores their own Regents exams; the practice of "scrubbing" to raise scores to passing level openly encouraged, and principals are allowed to change scores if teachers do not pass their students.

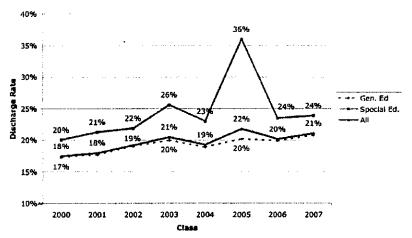
- The more students a teacher/principal passes, the higher the grade your school receives; and the more likely you are to receive a bonus and/or keep your job;
- The practice of "credit recovery" spreading like wildfire in city schools, especially
  programs of online learning, in which students can gain credits needed to graduate in a
  few weeks, despite failing all their courses and/or not attending class,
- Students commonly answer multiple choice questions while looking up responses online;
   and cut and paste in answers.
- No "seat time" is required and all this can be done at home w/ no adult supervision.

## The effect: many NYC high schools becoming "diploma mills".

Finally, thousands of students are still being discharged each year from NYC schools and not counted as dropouts, with the discharge category the "black hole" of DOE accounting.

- The higher the discharge rate, the higher the school's graduation rate, as all such students are removed from cohort for the purpose of calculating the rate.
- The number and rate of NYC students "discharged" to other schools and/or GED
  programs (or perhaps nowhere at all) has been rising, with the percent of students
  discharged in their first year of high school <u>doubling.</u>
- The last year for which we have <u>complete</u> data (the class that should have graduated in 2007) there were 20,488 students discharged from NYC high schools.<sup>4</sup>





<sup>&</sup>lt;sup>4</sup> Jennifer L. Jennings and Leonie Haimson, "High School discharges revisited: trends in NYC's Discharge Rates, 2000-2007," April 2009.

Clearly, test-based accountability systems do not improve schools; so what should we do instead?

We should use implement proven reforms, including class size reduction, which would also have following the effect of lowering teacher attrition, leading to more experienced and effective workforce.

## We should also increase parental involvement and input at the school level;

Unfortunately, DOE is implementing neither of these reforms.

This year, with approximately 18,000 more students and 2,000 fewer teachers, many Kindergartens are at 25 students per class or higher; many 1<sup>st</sup>-3<sup>rd</sup> grades are at 32 or more, and the administration is going backwards fast on its promise to reduce class size. Class sizes have been sharply rising in recent years, with no end in sight, despite the city's legal and moral obligations under the Contracts for Excellence to be lowering class size in all grades.

Even so, DOE refuses to use \$200 million provided in federal edujobs funds to address this problem. The city has also essentially wasted nearly \$1 billion in state C4E funds, since 2007, provided in exchange for their promise to reduce class size in all grades.

What does this mean? That rising class sizes will likely result in even lower achievement levels in the future for NYC students, causing them to fall even further behind other cities. This is because class size reduction is one of only four K-12 reforms proven to lead to higher achievement, through "rigorous evidence", according to the Institute of Education Sciences, research arm of US Dept. of Education.<sup>5</sup>

Thank you for the opportunity to speak to you today.

<sup>&</sup>lt;sup>5</sup> U.S. Department of Education Institute of Education Sciences, "Identifying and Implementing Educational Practices Supported by Rigorous Evidence: a User Friendly Guide," December 2003 at: <a href="http://www.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf">http://www.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf</a>. The other three reforms that are evidence-based are one-on-one tutoring by qualified tutors for at-risk readers in grades 1-3rd; life-skills training for junior high students, and instruction for early readers in phonics.



## OFFICE OF THE BRONX BOROUGH PRESIDENT

THE BRONX COUNTY BUILDING 851 GRAND CONCOURSE BRONX, NEW YORK 10451

RUBEN DIAZ, JR. BOROUGH PRESIDENT

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September 27, 2010

## Testimony at the New York City Council Education Committee

Good Afternoon Chairman Jackson and the members of the New York City Council Education Committee.

My name is Ruben Diaz Jr. and I am the Borough President of what I call "God's country," the beautiful borough of the Bronx. I want to commend Chairman Jackson and all on the committee for holding this very important hearing today to discuss this past year's shocking results on the New York State Reading and Math tests. I am hopeful that this will be the beginning of a process that gets to the truth on what caused the drop in scores and also examines what has happened both at the State and City level over the past several years.

Last year in Math, 82 percent of 3rd through 8th grade students in New York City were deemed proficient. However, this year that number has fallen by 28 points to an alarming 54 percent. Reading scores also suffered the same dramatic drop, as last year's 69 percent proficiency rate fell by 27 points to just 42 percent this year. Recently the State Education Department has requested that the New York City Department of Education develop a corrective action plan for our English Language Learners (ELLs). The Bronx numbers for ELL students on both the State Math and ELA tests are at crisis proportions:

44.1 percent of Bronx ELL students scored at Level 1

44.9 percent at Level 2

10.2 percent at Level 3 and only .8 percent at the highest level of proficiency, Level 4.

In Math, 26.8 of Bronx ELL students are at Level 1,

49.3 percent are at Level 2

19.7 percent are at Level 3 and 4.2 percent are at Level 4.

The general response that has been given by both the New York City Department of Education and the New York State Department of Education is that students are still doing as well as they did last year, but that the measurement used by the State has become more rigorous.

However, education experts have questioned whether we are now reverting back to standards that were lowered over the past several years. These experts feel that there was a deliberate reduction in scoring which lead to "astronomical" gains in both Reading and Math in recent years.

Plain and simple, in the short answer portion of the test the raw scores were lowered, in some cases dramatically, and we need to understand how and why this happened.

I included with my testimony to the committee a sheet that contains the entire Grade 3-8 ELA cut score/raw score comparisons from 2006-2009. On this sheet you will see dramatic drops in the raw scores, where in some cases the score is almost halved.

For instance, in 2006 the Grade 5 ELA Level 2 raw score was 12, in 2008 that number was dropped to 9.

In 2006, the Math Grade 3 Level 2 raw score was 17, in 2009, that number was dropped to 11.

I have many questions regarding this issue that I urge this committee to pursue:

Why did former State Education Commissioner Mills lower these cut scores?

Did the Regents approve this decision?

It has been stated to me and my staff that the New York City Department of Education was aware of these reductions as early as 2008. If so, then why did they continue to promote these tremendous gains when they knew that the State had in essence lowered the bar?

In New York City schools have been closed, bonuses have been awarded and students have received or not received additional help as direct consequence of these tests. The results of these tests raise the core question, "What is the state of our education system?"

Many have argued that we should not play the blame game or look into the past, but instead move forward. I feel that this type of rhetoric is hypocritical, especially when over the past eight years we have had an education system that has prided itself on accountability, and we have based major reforms on this premise. You cannot just have a select few accountable and give those in positions of power a free pass. This is unjust and I urge this committee to not allow that to happen.

I was happy that Senate Education Chair Suzi Oppenheimer has agreed to hold a hearing on this issue as well, but I believe that the magnitude of these findings requires that hearings not only occur in Manhattan, but throughout the State and have written her a letter with this request. I urge this committee to also join me in that request. Chairman Jackson and members of the committee I would also ask that you consider holding hearings throughout the City so that in all Boroughs every single parent, student, community member and educator has the opportunity to voice their concerns and get to the truth of this situation so that we can truly move forward.

### PRESIDENT OF THE BOROUGH OF THE BRONX

Members of the committee with more students scoring at Level 1 and 2 than reported in previous years we also need to have a detailed plan from the New York City Department of Education as to when, where and how these children will be receiving the services needed to get up to grade level and beyond.

The borough of the Bronx, as well as all of the residents of entire State of New York, deserves a full and detailed response as to what truly occurred here. I am confident that this committee will aggressively examine these issues. Chairman Jackson, I urge that you and the members of this committee join me in calling for not only former State Education Commissioner Richard Mills to testify but also the members of the Board of Regents, our New York City Schools Chancellor, Joel Klein, and Deputy Mayor of Education Dennis Walcott .

I thank you for the opportunity to share my concerns.

Grades 3-8 ELA Cut Score Comparisons (2006-2009)

		20	06		07	20	008	20	09
	Achievement	Raw	Scale	Raw	Scale	Raw	Scale	Raw	Scale
	Level	Score							
Grade 3	Level 2 Cut	16	617	16	618	15	618	14	618
	Level 3 Cut	24	653	24	652	25	653	24	651
	Level 4 Cut	32	744	32	732	32	720	32	720
Grade 4	Level 2 Cut	19	616	19	615	18	613	16 ·	614
	Level 3 Cut	28	652	30	652	28	650	27	650
	Level 4 Cut	39	711	41	721	41	723	41	721
Grade 5	Level 2 Cut	12	609	12	612	9	609	9	613
	Level 3 Cut	20	650	22	654	20	650	21	652
	Level 4 Cut	28	712	30	727	30	718	30	713
Grade 6	Level 2 Cut	16	601	12	599	11	602	7	590
	Level 3 Cut	26	650	28	653	28	652	27	651
	Level 4 Cut	35	706	37	708	38	715	38	696
Grade 7	Level 2 Cut	17	601	16	600	12	601	9	602
	Level 3 Cut	29	650	31	653	28	651	28	650
	Level 4 Cut	38	713	39	716	40	729	_ 40	705
Grade 8	Level 2 Cut	21	602	19	602	19	604	13	602
	Level 3 Cut	33	652	33	650	34	653	31	650
	Level 4 Cut	42	728	43	726	43	726	43	717

Grades 3-8 Math Cut Score Comparisons (2006-2009)

		20	06	20	07	20	008	20	09
		Raw	Scale	Raw	Scale	Raw	Scale	Raw	Scale
		Score							
Grade 3	level 2 cut	17	624	16	625	13	624	11	624
	level 3 cut	25	650	24	651	23	652	21	650
	level 4 cut	36	704	36	706	37	710	38	710
Grade 4	level 2 cut	25	622	23	622	23	623	22	623
	level 3 cut	40	650	39	651	38	650	37	651
	level 4 cut	62	702	63	702	63	703	62	704
Grade 5	level 2 cut	17	619	15	619	15	619	13	620
	level 3 cut	27	650	26	651	24	650	23	652
	level 4 cut	41	700	41	702	41	701	40	699
Grade 6	level 2 cut	16	616	16	619	13	618	13	620
	level 3 cut	28	650	27	651	25	650	24	652
	level 4 cut	44	698	43	700	43	698	43	699
Grade 7	level 2 cut	17	612	16	613	14	615	11	616
	level 3 cut	28	650	28	651	26	650	22	651
	level 4 cut	41	696	43	696	43	695	43	695
Grade 8	level 2 cut	19	617	19	617	18	616	15	616
	level 3 cut	38	650	38	650	38	650	35	651
	level 4 cut	63	701	64	702	63	702	64	704



## Testimony of the New York City Department of Education on the 2010 New York State English Language Arts and Math Test Results

## Before the New York City Council Committee on Education

September 27, 2010

Testimony of Shael Suransky, Deputy Chancellor, Division of Performance and Accountability and Josh Thomases, Deputy Chief Schools Officer for Academics, Division of School Support and Instruction

Good afternoon Chair Jackson and members of the Education Committee. My name is Shael Suransky, and I am Deputy Chancellor for the Division of Performance and Accountability at the New York City Department of Education. Thank you for inviting me to discuss the results of the 2010 New York State Math and English Language Arts (ELA) exams, as well as the Department's ongoing efforts to ensure that all students graduate from high school ready to succeed in college and careers. Joining me today is Josh Thomases, Deputy Chief Schools Officer for Academics in the Division of School Support and Instruction.

I began my career as a sixth-grade math teacher. After working as an assistant principal, I had the opportunity to found and lead my own school as principal of Bronx International High School on the Morris Campus in the South Bronx. At Bronx International, a high school for newly arrived immigrants, every student arrived speaking no English. Our mission was to both teach them English and prepare them to graduate, and I am proud to say that we succeeded with most of our students. It is my direct experiences with students, parents, teachers, and other school leaders that inform my perspective as Deputy Chancellor, as well as the mission of the Division of Performance and Accountability as we work with our schools to raise the bar for our students.

As you know, New York State requires all students in third through eighth grade to demonstrate their mastery of State math and English Language Arts standards on annual exams. Based on each child's score on these exams, he or she is designated as achieving at Level 1 (below standard), 2 (meets basic standard), 3 (meets proficiency standard), or 4 (exceeds proficiency standard).

### [SLIDE 1]

This summer, the New York State Education Department (NYSED) decided to redefine what it means to pass the test by making the proficiency requirements significantly more demanding. This was done by raising the "cut scores" needed to meet or exceed grade-level standards. The State's goal was to make their proficiency standards more meaningful and to better align the results with being on track to college-readiness.

To be clear, we support the State's decision and commend Regents Chancellor Merryl Tisch and Commissioner David Steiner for their bold actions in raising standards. As early as 2006, Mayor Bloomberg advocated for "a uniform measuring stick" to evaluate school performance, suggesting that all states that accept federal education money should be required to adopt proficiency standards aligned with NAEP—the National Assessment of Educational Progress—often called "the gold standard" of educational testing. In addition, Chancellor Klein has testified many times before this Committee about the need to raise State standards.



Naturally though, if you increase the score required to pass a test, fewer people will pass. And while raising the bar is the right thing to do, parents who have recently heard for the first time that their children are not performing at grade level are understandably upset and worried. We know that we have much work ahead of us.

At the same time, it is both inaccurate and unfair to dismiss the real progress our students have made over the past several years. In fact, had it not been for that progress, it would be hard to conceive how our schools could meet this new, higher bar. Some school districts in the State now have proficiency rates in the 20s. Thanks to the hard work of our teachers, principals, and students over the past eight years, we are not in that position; instead, we have a strong foundation on which to build. My colleague and I therefore welcome and appreciate this opportunity to clarify exactly how far our students have come under this Administration, to discuss some of the strategies we've already adopted to increase students' college and career readiness, and to share our plans to build on that work going forward.

## [SLIDE 2]

With that as an introduction, please join me now on slide two of the PowerPoint presentation provided to the Committee. This slide is not our data, but it's important in framing the context for today's conversation. Back in 1960, the U.S. job market was a real mix of routine manual labor, more sophisticated manual labor, and more cognitive tasks. And as you look across on the graph, you can see that over the last 40 years there are far fewer straight manual labor types of jobs available, and therefore the skills that individuals need to be successful in the job market have changed significantly.

For that reason, we need to build into our curriculum and assessments both the basic skills *and* the higher-order skills that students need to be successful in today's world—skills such as critical thinking, problem-solving, and teamwork that 21<sup>st</sup> century employers increasingly demand, and that current State tests simply do not assess.

Rather than focusing on basic proficiency in English and math, our goal is for all of our students to graduate from high school ready to start college or a career. And earlier today at NBC's Education Nation Summit, Mayor Bloomberg unveiled a bold, new plan for achieving that goal. In his speech, the Mayor outlined four key strategies: creating new public-private partnerships, ensuring a great teacher in every classroom, leveraging technology and innovation to empower teachers to tailor instruction to individual student needs, and providing more top-quality school choices for our children. We look forward to talking more about some of those strategies with you today.

So while the State has taken an important first step in recalibrating what it means to be proficient, the overall goal, content, and curriculum of State tests also needs to fundamentally change to reflect the skills and knowledge required for students to succeed in today's economy.

Over the course of this Administration, we have implemented several policies designed to help prepare our students to meet these rising expectations. Early on, we began eliminating social promotion, which had allowed unprepared students to move on to the next grade. Three years ago, we introduced our Progress Reports, which incorporate a growth measure in part to challenge schools to push their students beyond mere proficiency. Two years ago, we initiated a nationally recognized partnership with



CUNY focused on ensuring that our graduates are prepared to succeed in college. And this year, we're piloting college-readiness measures on the Progress Report to evaluate whether schools are meeting that standard. Most importantly, we are beginning to introduce the Common Core standards into our curriculum, which my colleague will speak to in greater depth shortly.

### [SLIDE 3]

As you can see on slide three, our reforms over the past several years have already borne fruit. Whether we apply new or old cut scores to define proficiency, New York City students have demonstrated real progress. If we were to apply the new State proficiency standards retroactively, our overall proficiency rate would still have gone up since 2006: by 22 points in math (from 32 percent in 2006 to 54 percent today) and by more than 6 points in ELA (from 36 percent in 2006 to more than 42 percent today).

### [SLIDE 4]

Given the State's adjustment to proficiency cut scores this year, the best way to compare students' scores over time is to look at students' scale score performance. Because scale scores are based on the number of questions kids get right, and adjusted for the difficulty of the test, they can be compared from year to year (within the same grade level), even when the passing score changes. Here too, the trend is positive, with a 23-point increase in math (the average student's scale score has gone from 656 in 2006 to 679 today) and a 13-point increase in ELA (from an average of 649 in 2006 to an average of 662 in 2010).

This is the purest data about what actually happened—the average score of all our kids. Proficiency is choosing a line and asking how many kids are above it. When you move the line, it affects the number of kids who make it. Instead, scale scores show the gains we actually did make, which are substantial.

We unquestionably still have a long way to go, but whichever way you look at it, we have made real progress.

### [SLIDE 5]

Furthermore, when you compare New York City with the rest of the State, you can see that the gains we have made in scale scores are significant and much higher than those of kids taking the exact same test in the rest of the State.

### [SLIDE 6]

Of course, we recognize that far too many students are still struggling and not performing at the levels they should. Nothing demonstrates that fact more clearly than the unacceptable racial achievement gap that exists both here in New York City and across the country, along with the low proficiency rates for students with disabilities and English Language Learners. Proficiency rates for these groups have dropped significantly now that students are being held to a higher standard.

### [SLIDE 7]

However, as I have already explained, it's problematic to just look at proficiency rates because you miss actual changes in students' performance. Looking at black and Hispanic students, where you saw the biggest drop in proficiency rates on the previous slide, absolute scale score gains were actually greater than those of their white and Asian peers. Using scale scores, you can see that we have narrowed the



achievement gap substantially since 2006—representing a 37 percent reduction of the gap in English and 18 percent in math for black students, and a 36 percent reduction in the gap in English and 22 percent in math for Hispanic students.

And while it is unacceptable that so many black and Hispanic students are performing below the new proficiency threshold, it is important to note that many of them are very close to that threshold. In fact, the percentage of black and Hispanic students labeled "Proficient" in math this year would be 16 percentage points higher if borderline students had answered only five more questions correctly. Similarly, we would have seen a 14 percentage-point gain in proficiency rates for Black and Hispanic students on ELA if they had answered just two more questions correctly.

Again, we aren't nearly where we'd like to be – closing the achievement gap is a nationwide challenge—but we are hopeful, given the progress we've seen thus far. Making sure that students' zip code, race, and income don't determine their experience in City schools will remain a top priority of this Administration.

### [SLIDE 8]

We see a similar story with our English Language Learners (ELLs) and students with disabilities: significant progress, but still much more work to do. Since 2006, our English Language Learners' average scale scores have increased by 37 points in ELA and 30 points in math.

## [SLIDE 9]

Students with disabilities have seen their mean scale scores increase on State tests in English and math by 32 points and 34 points, respectively. As with ELL students, while absolute performance has increased, proficiency rates are unacceptably low. Improving achievement among our students with disabilities is a major focus of the Department's work this year. As many of you are aware, we have introduced a set of bold special education reforms centered on inclusion and increased rigor, which my colleague will speak to in greater detail shortly.

### [SLIDE 10]

Beyond State test scores, there are other metrics that clearly demonstrate our students' progress, chief among them is NAEP. On our watch, New York City student progress on NAEP has outpaced both the rest of the State and the nation-as-a-whole in three of four categories. Fourth graders have achieved 11-point gains in both math and reading—representing a full year of additional learning—while our eighth graders have achieved a seven-point gain in math. Our eighth-grade reading scores mirror trends in other districts, but our most recent eighth-grade reading scores increased by three points over the previous exam, boding well for the future.

It's no coincidence that our students struggle most with eighth-grade reading, a test that focuses heavily on informational texts. Literacy across the content areas is a central focus of the new Common Core standards that my colleague will discuss in his testimony.

### [SLIDE 11]

New York City students have also made great gains in high school graduation rates. For a decade—from 1992 to 2002—the City's graduation rate was stagnant at fifty percent. Under this Administration, by



contrast, our graduation rate has climbed steadily, reaching 63 percent in 2009 according to the State's new calculation method. In real terms, 8,897 more kids graduated from NYC public high schools this year than in 2002. We are by no means satisfied with a 63 percent graduation rate, but this represents enormous progress.

## [SLIDE 12]

In addition, the number of high school students earning Regents diplomas, which will become the new minimum high school graduation standard in just two years, has also steadily increased. In 2005, just 30 percent of students received a Regents diploma. In 2009, that number was 46 percent — a 16-point increase that mirrors the growth of our overall graduation rate.

### [SLIDE 13]

Importantly, we are also seeing a narrowing of the achievement gap in our graduation rates. The percentage of black students graduating high school in four years increased from 40 percent in 2005 to 58 percent in 2009, closing the gap with white students by more than five points. Among Hispanic students, the graduation rate improved from 37 percent in 2005 to 56 percent in 2009—closing the gap by six points, and representing the first time since the City began tracking graduation rates that the rate for Hispanic students topped 50 percent.

## [SLIDE 14]

As I said at the beginning of my testimony, however, merely graduating from high school is not enough: students need to graduate prepared for success in college and their careers. Evidence that we're headed in the right direction can be gleaned from the rising number of students taking and passing Advanced Placement exams in NYC from 2002 to 2010 as well as from our students' performance on this year's SAT.

Since 2002, the student participation rate on AP exams has increased by over 60 percent, while performance on AP exams has increased almost 55 percent. As the Chancellor recently announced, gains achieved by New York City students' on the most recently released SAT examination outpaced the nation. These are both significant achievements, as the AP and SAT exams are nationally-recognized measures of college readiness.

### [SLIDE 15]

Finally, more New York City high school graduates are now attending college than ever before. From 2002 to 2009, the number of NYC graduates starting at City University of New York (CUNY) colleges each year has increased from 16,000 to more than 25,000—a 57 percent increase, with CUNY enrollment among black and Hispanic students increasing significantly more than is the case among white students. It is also notable that, even as enrollment has climbed, the percentage of students requiring remediation at CUNY has declined from 56 percent to 50 percent over the past seven years.

I would now like to turn the floor over to my colleague Josh Thomases, who will share what we're doing to help our school communities meet these new expectations and raise the bar even further.



## Testimony of Josh Thomases, Deputy Chief Schools Officer for Academics, Division of School Support and Instruction

Good afternoon Chair Jackson and members of the Education Committee. My name is Josh Thomases. I spent the first 12 years of my career as a founding teacher and leader at one of our strongest small schools: El Puente Academy for Peace and Justice. Since then, I have helped lead the Department's work around developing the hundreds of new small schools that have opened under this Administration. Now, in my current role as Deputy Chief Schools Officer for Academics, I have the responsibility to guide instructional work at schools across the City.

Today, I would like to share the work we are doing to improve student learning and student outcomes. As Deputy Chancellor Suransky indicated, we are focused on changing the target. Our national challenge is that a high school diploma is no longer sufficient for success in America. And as the Mayor explained this morning, we have set a higher goal for our schools: that we graduate our students college and career ready. This is no easy task, but one that we must take on, and one that we are ready to take on given the progress of the past decade.

## [SLIDE 17]

An important component of this work was launched last April when we introduced the Common Core Standards to our superintendents and network leaders. New York State has committed to implementing these K-12 standards over the next few years, and they represent a useful tool in challenging our schools to raise the bar even further.

For example, the Common Core standards shift the focus from fiction reading to non-fiction reading, and from narrative writing to analytical writing. Too many of our students spend too much of their time telling personal stories. While this is important, it has become increasingly clear that when students get to college they are not asked to tell their stories. They are asked to read complicated texts and analyze them. They are asked to make an argument and defend it. Our students need to graduate ready to do this work and so it needs to be a focus in our schools.

In Math, the shift is towards tackling real-world problems. Students will be expected to do more than memorizing formulas. Instead, they will need to think critically, defend their ideas, and apply math skills in a variety of contexts.

New York City is among the first districts in the entire country to launch the Common Core work. We are preparing our schools for the new standards now, even before they have been fully integrated by New York State into its exams, because they are a terrific way to hold our schools to a higher bar, and thereby better prepare our students for college and careers.

We also introduced the Common Core early because we know it will take a tremendous amount of work to adapt our K-12 teaching practices to meet this new challenge. We can't afford to wait for New York State's final implementation of the Common Core into State standards and assessments. This summer, all of our superintendents, network leaders and principals began engaging their staff, especially assistant



principals and lead teachers, on how to begin integrating Common Core standards into classrooms. With support from the Department, they will continue this work throughout the school year.

We are also deepening our college-readiness partnership with CUNY, which enrolls over one third of our graduates. We now have a unique data sharing agreement with CUNY so that our high schools can see how their students perform when they arrive in college. This is a critical new tool, and an eye-opening one. It used to be that we were blind to how our graduates performed beyond high school. Now we have a much clearer sense of what we are doing right, and what we must do better, and we can use that knowledge to prepare students for college success.

I am also pleased to share that today the Bill and Melinda Gates Foundation and the National League of Cities awarded four cities individual \$3 million grants, including New York City, for innovative proposals to boost college completion rates. New York City will use our grant to help launch Graduate NYC: The College Readiness and Success Initiative, with the overall goal of doubling the number of students receiving CUNY associate degrees in the next 10 years. Specifically, this initiative will focus on:

- Aligning academic standards and curriculum across high schools and CUNY colleges;
- Improving academic advisement and counseling in our schools and communities;
- Strengthening our data system to track student outcomes from kindergarten through college,
   while engaging parents and families in this common effort.

The Mayor also announced this morning an important example of what this work will look like—a groundbreaking, new partnership between the DOE, CUNY, and IBM, which will create a school that runs from grades nine to fourteen, including two years of college work. In addition to learning the traditional core subjects, students will also study computer science. And when they graduate from grade fourteen with an Associate's degree, they will be guaranteed a job at IBM.

I hope this gives you a sense of the big picture. Now, I would like to quickly focus on some important school-based supports that will clarify what this means for schools.

### [SLIDE 18]

First, our schools are making time for teachers to meet in teams to collaboratively examine student work and their teaching practices with the specific goal of improving student outcomes. Three years ago, we asked every school to have at least one such team in their school. This year, we expect the vast majority of teachers to consistently meet in teams to reflect upon and improve their teaching practices to better support student learning.

### [SLIDE 19]

Second, our principals and teachers are working to ensure that all students receive appropriate supports, but focusing extra attention on those students who scored at a Level 1 or 2 on the 2010 State tests. Every school will implement a diverse range of student-level and classroom-level supports, including individualized instruction plans for students, small-group work, targeted after-school tutoring, and team teaching.



We have mobilized our superintendents, cluster and network teams to assist schools with this work, placing an additional instructional staff member into each network to closely support schools. Each network also includes a Coordinator of Early Intervention Services whose job is to make sure that struggling students get the support they need as efficiently as possible.

In addition, we are asking every school to develop and share a plan to raise the bar and support struggling students. Where plans are insufficient, network teams and superintendents will provide additional coaching and support. Schools are engaged in this critical work as we speak, and we expect to have the plans in place by October 2010.

### [SLIDE 20]

Finally, there are a series of critical pilots designed to transform teaching and learning in our schools. Through this work, our schools will be on the leading edge of schools adapting instructional practices for the 21<sup>st</sup> century, and the results of the most effective programs will be shared citywide:

- Phase I of our special education reform is focused on ensuring that as we raise the bar, students with disabilities receive targeted supports and instructional programs to meet that new standard. Our reform efforts are focused on making sure that students with disabilities receive the type of support that is most effective for them. For some students, it's best to be in a self-contained setting, but for most students, it is not. Those latter students need a setting that combines time with their peers with time getting targeted individual or small-group instruction. Every network that is part of Phase I has a team member dedicated to this work.
- Our Innovation Zone pilots focus on strengthening the ability of schools to more effectively individualize instruction, leveraging technology to better meet student needs.
- In our Common Core assessment pilots, 100 schools are working on developing assessment systems in their schools that meet the new standards.
- Our teacher-effectiveness pilots are reframing and strengthening the support and evaluation of teachers to ensure there is an effective teacher in every classroom for every student.

## [SLIDE 21]

As you know, New York State recently won the Race to the Top Competition that will support much of this work.

We have made great strides in this City. We have schools across the City that demonstrate what we in this room know to be true: that all of our children can learn and perform at the highest levels. These schools show us that we can close the achievement gap because they have already done so.

They are schools like Manhattan Village Academy or PS 172 in Brooklyn that are mostly poor or working class, mostly black and Latino, and have significant numbers of English Language Learners and Special Education students. At both, more than 9 out of 10 students are graduating with a Regents endorsed diploma or scoring above proficiency levels on the State exams – even with the new cut scores. These schools are leading the way and making no excuses. And if these schools can do it, then it is our challenge to ensure that all schools do it.



I know that across the City, parents and students are struggling to make sense of the new proficiency standards and that you are likely hearing frustration and surprise from your constituents. This isn't easy and I do not in any way want to minimize or underestimate the challenges for students and families. At the same time, we have shown that it is possible for a large urban school district to narrow the achievement gap and raise a graduation rate that had been stagnant for decades. Now, we must build on that progress while aiming toward a new, higher goal: ensuring that all of our students graduate college and career ready. Achieving that goal will require all of us working together—students, parents, teachers, principals, communities, and our civic and political leadership. Our students are counting on us to help prepare them for higher learning, rewarding careers, and bright futures. We must not let them down.

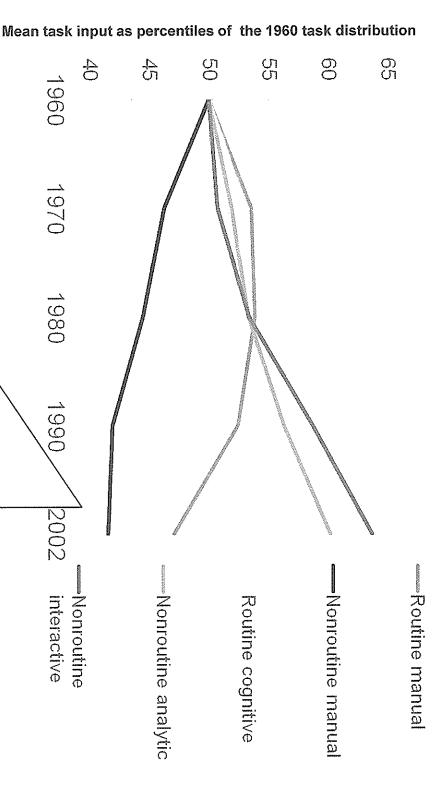
## 2010 NYS ENGLISH LANGUAGE ARTS AND MATH TEST RESULTS

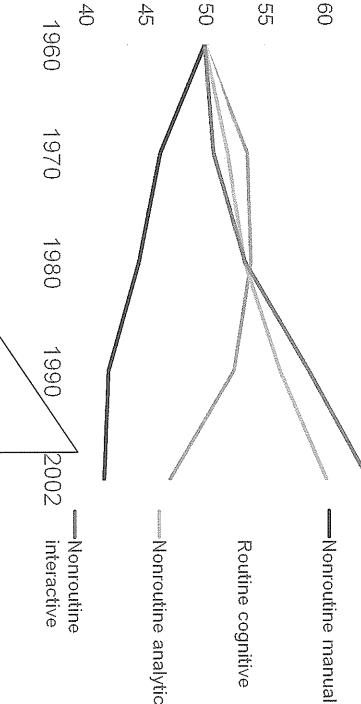
New York City Council Committee on Education September 27, 2010



## Department of Education Joel I. Klein, Chancellor Solunce MeMy sintell Willing sinte

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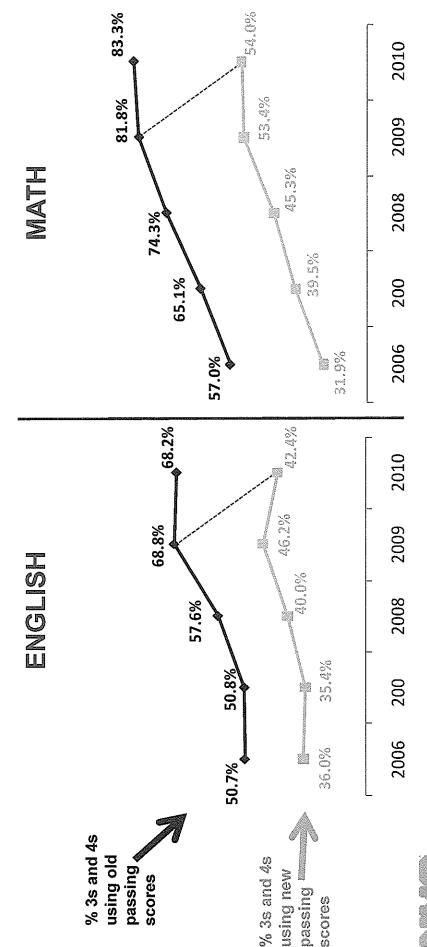


The dilemma of assessments

automate, and outsource are also the ones that are easiest to digitize, The skills that are easiest to teach and test

# WHEN THE SCORE USED TO DEFINE 'PROFICIENCY' REMAINS CONSTANT OVER THE YEARS, NYC STUDENTS CONTINUE TO SHOW PROGRESS

Percent of Students Meeting or Exceeding State Standards (Scoring at Level 3 or 4) in Grades 3-8 by 2009's and 2010's Cut Scores



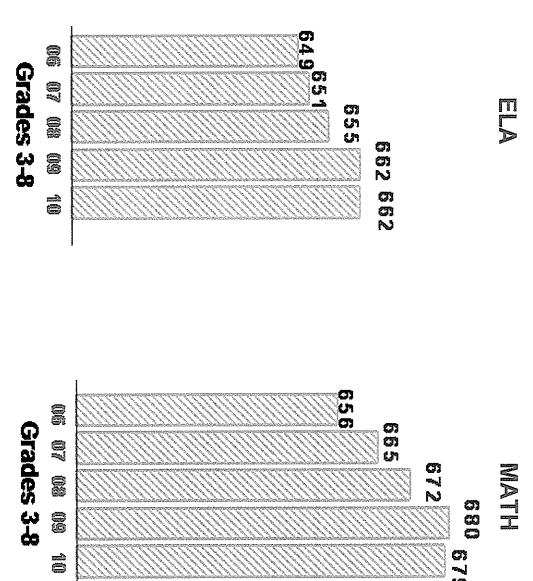


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Starting in 2010. NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of variations sinconication of which and service was the sinconic straight

## GRADES 3-8 ENGLISH AND MATH 2006-2010 NYC MEAN SCALE SCORES:

Note: scale scores are based on the number of questions a student answers correctly on the test – so they can be compared from year to year even when the passing score changes.





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## GRADE 4 AND 8 ENGLISH AND MATH 2006-2010 NYC COMPARED TO REST OF STATE:

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Department of Education

## DESPITE SIGNIFICANT PROGRESS, ABSOLUTE PROFICIENCY LEVELS\* UNDER THE NEW STATE CUT SCORES ARE NOT WHERE WE WANT

## ZYO PERCEZE PROTOTEL BY SCHOROCE 2010 NEW YORK STATE TESTS

			5	
(92% '09)	75%	(85% '09)	64%	White Students
(95% '09)	82%	(85% '09)	64%	Asian Students
(75% '09)	40%	(63% '09)	33%	Black Students
(79% '09)	46%	(62% '09)	34%	Hispanic Students
(55% '09)	32%	(35% '09)	13%	English Language Learners
(68% '09)	23%	(35% 09)	13%	Students with Disabilities

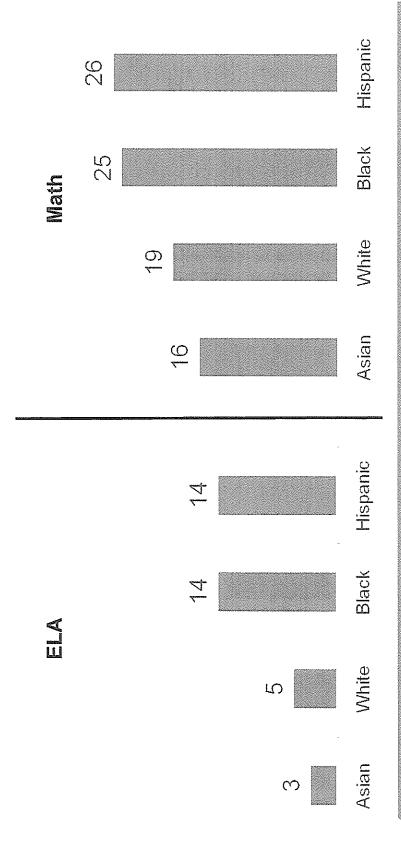


# SINCE 2006, BLACK AND HISPANIC STUDENTS HAVE MADE MORE PROGRESS ON NY STATE TESTS IN ELA AND MATH

MEAN SCALE SCORE CHANGE BY ETHNICITY, 2006-10 GRADES 3-8

# Only a couple of questions can make a big difference.

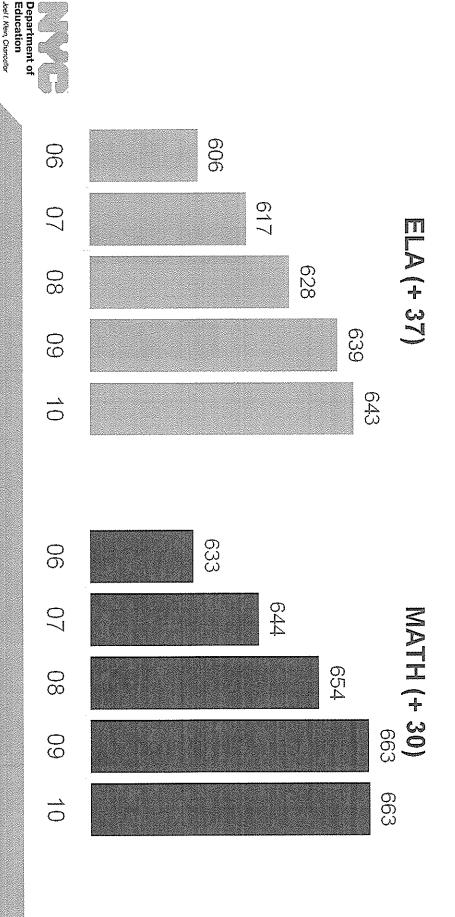
- The percentage of Black and Hispanic students labeled "Proficient" in math this year would be 16 percentage points higher if borderline students had answered only 5 more questions right.
- In ELA, only 2 more questions right would have resulted in a 14 percentage-point gain in Black and Hispanic students labeled "Proficient."\*





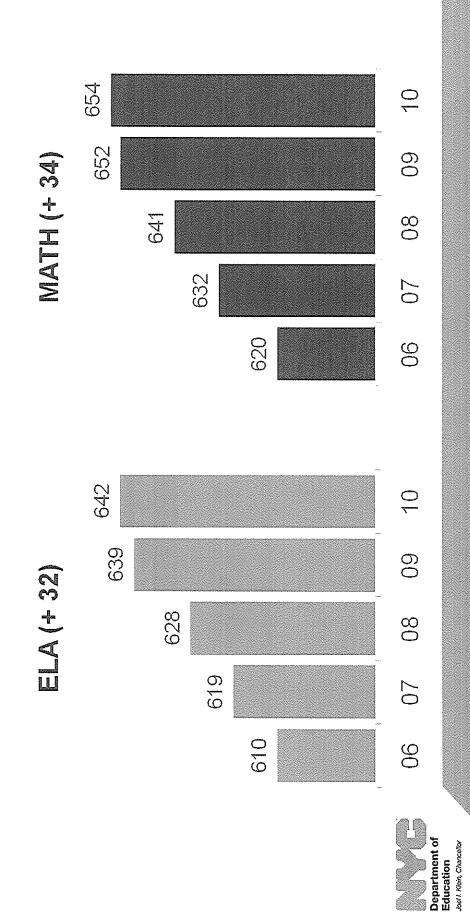
# SINCE 2006, ENGLISH LANGUAGE LEARNERS HAVE MADE MORE PROGRESS ON NY STATE TESTS IN ELA AND MATH

# NO ENGLISH LANGUAGE LEARNERS MEAN SCALE SCORES



# MORE PROGRESS ON NY STATE TESTS IN ELA AND MATH SINCE 2006, STUDENTS WITH DISABILITIES HAVE MADE

# NAC STUDENTS WITH DISTRICT HOS SET OF SCOTHS



# NATIONAL STANDARIZED TESTS SHOW THAT NYC STUDENTS CONTINUE TO MAKE PROGRESS

(GREATER THAN PROGRESS SEEN IN THE REST OF THE STATE AND ACROSS
THE NATION)

## 

2003 TO 2009

(Reading, Grade 4: 2002 to 2009)

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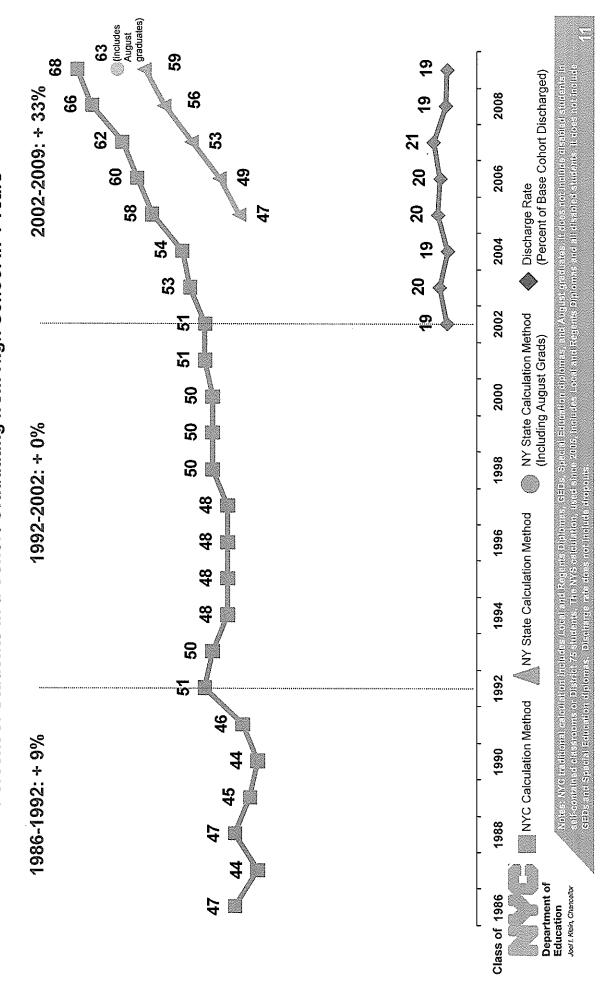
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# WHICHEVER WAY YOU MEASURE IT, GRADUATION RATES HAVE GONE UP

BY NYC WEASUREMENTS, 33% SINCE 2002

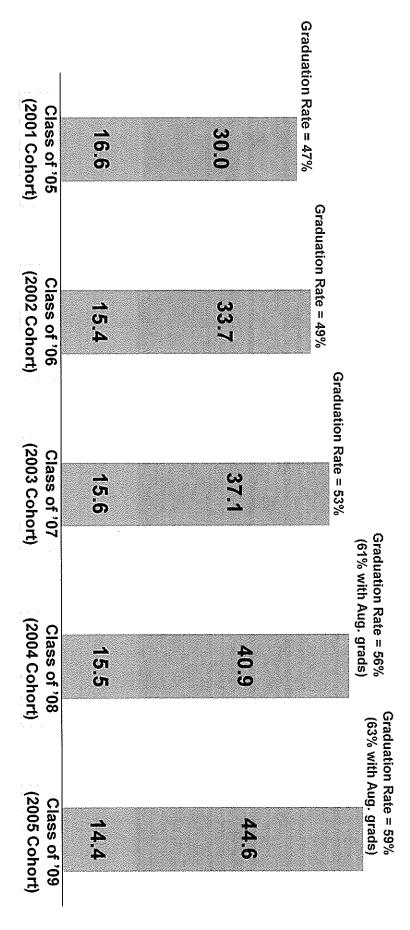
Percent of Students in a Cohort Graduating from High School in 4 Years



# MORE STUDENTS ARE EARNING REGENTS AND ADVANCED REGENTS DIPLOMAS AFTER FOUR YEARS

## NY STATE CALCULATION METHOD

Percent of Students in a Cohort Graduating from High School in 4 Years (excluding August graduates)





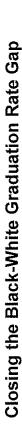
earn a 65 or above on 2 out of 5 Regents exams In order to receive a Local Diploma, a student must Local Diploma

and a 55 or above on 3 other Regents exams.

must earn a 65 or above on 5 Regents exams. In order to receive a Regents diploma, a student Regents Diploma

# NYC IS CLOSING THE ACHIEVEMENT GAP IN GRADUATION RATES

PERCENT OF STUDENTS GRADUATING BY ETHNOTY (NY STATE CALCULATION METHOD)



Closing the Hispanic-White Graduation Rate Gap





## 8 YEARS (2002-10) WHILE PERFORMANCE ON AP EXAMS HAS AP PARTICIPATION HAS INCREASED OVER 60% IN THE PAST NCREASED OVER 50%

## # of Students Taking AP Exams

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15,079	9,736	Total	61.6%	27,744	17,165 27,744	Total
3,286	2,854	White	10.3%	5,021	4,552	White
3,424	2,251	Hispanic	90.7%	7,015	3,679	Hispanic
1,200	722	Black	76.8%	4,324	2,446	Black
5,648	3,011	Asian	74.8%	8,135	4,655	Asian
2010	2002		2002-2010	2010	2002	COLUMN TO THE PROPERTY OF THE
ents with of 3 or	# of Students with Scores of 3 or Higher on AP Exams		% Increase	udents One or Exams	# of Students Taking One or More AP Exams	

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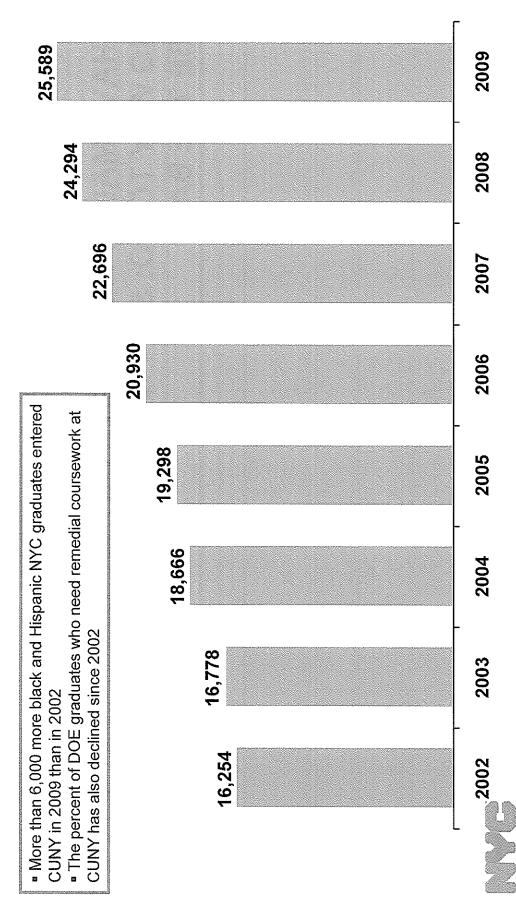
White Total	Hispanic	Black	Asian		
2,854 <b>9.736</b>	2,251	722	3,011	2002	Higher on AP Exams
3,286 <b>15.079</b>	3,424	1,200	5,648	2010	ΛP Exams
15.1%	52.1%	66.2%	87.6%	2002-2010	

- NYC students' SAT scores increased from 2009 to 2010; our gains on all sections were greater than the nation's
- SAT participation increased from 2009 to 2010 for black (3.8%) and Hispanic (2.1%) students



# IN 2009 THAN IN 2002, REPRESENTING AN INCREASE OF 57% OVER 9,000 MORE NYC DOE STUDENTS ENROLLED AT CUNY

Total Number of DOE Graduates\* Enrolling in CUNY as First-time Freshman



Department of Education

Source CBNN Office of Institutional Research and Assessment Includes all Students who report to CBNN hat they have graduated from a NNC high school (at any point in time) includes both commining and senior colleges

# WE HAVE MADE PROGRESS – BUT WE STILL HAVE A LONG WAY TO GO: SUPPORT FOR SCHOOLS TO RAISE THE BAR



# INTEGRATING THE COMMON CORE STANDARDS SUPPORT FOR SCHOOLS TO RAISE THE BAR:

Ultimate goal: All students graduate from NYC high schools prepared for success in college and careers

## 2010-11 school year:

- Prepare all schools for the transition to the Common Core standards
- Training for superintendents, network teams, teachers, and principals on increasing the rigor of curriculum & assessments
- 1,000 teachers in 100 schools across NYC are piloting college-readiness assessments and participating in intensive professional development in 2010-11
- Resources developed through pilots will be shared citywide
- Prepare all students for 21st century college and careers
- Partnership with CUNY focusing on raising standards, sharing data, and measuring the success of students who graduate from City high schools
- College-readiness metric for the Progress Report that shows how well a school prepares its students for college-level work
- Expanded access to AP classes
- > Increased SAT preparation

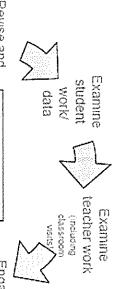


## SUPPORT FOR SCHOOLS TO RAISE THE BAR: TEACHER TEAMS

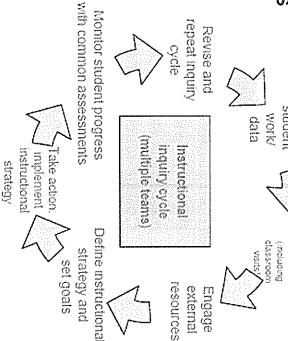
professional morale in virtually any setting." teaching and pays big, often immediate, dividends in student learning and kind of continuous, structured teacher collaboration improves the quality of "If there is anything that the research community agrees on, it is this: The right

-Schmoker, Results Now (2006)\*

Focus on struggling students, while planning supports and improving instruction for all students



- Goal of 100% of teachers on teams in 2010-11
- 2008-09: 33% of teachers on teams
- 2009-10: 65% of teachers on teams





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- Principals and teachers are working to ensure support for each student, particularly those who scored Level 1 or 2 on 2010 state tests
- day, including individual instruction, small-group work, and team teaching Implement a diverse range of classroom-level supports during the school
- Provide targeted, well-planned after-school tutoring during extended day Λ
- Additional 2-3 instructional staff on each network team, including Coordinator of Early Intervention Services
- Network staff work intensively with principals and teachers to strengthen curriculum and teaching in ways that will meet the needs of struggling
- Each school is documenting strategies to support struggling students
- > Plans currently being developed and reviewed
- All schools will have a final plan in place by October 2010
- Where plans are insufficient, networks will engage schools and provide additional coaching and support



## KEY CITYWIDE PILOTS SUPPORT FOR SCHOOLS TO RAISE THE BAR:

## Special education reform

- 245 schools are participating in Phase 1 in 2010-11
- Keep the overwhelming majority of students with disabilities in the school they would attend if they did not have an IEP
- Educate students with disabilities in the least restrictive environment
- Make the Common Core standards accessible to students with disabilities; develop IEPs that reflect the Common Core
- NYC is also working to raise the bar for students with disabilities by policies aligned with reform creating accountability measures, funding formulas, and enrollment

## Other key pilots

- Common Core
- Innovation
- > Teacher effectiveness



## Ξ

# THIS SUMMER, NYS WON THE RACE TO THE TOP COMPETITION - EARNING \$240M FOR NYC

## Standards and assessments

- Realign high school diploma and assessment policies with college and career readiness
- Implement more rigorous Common Core State Standards in all schools Λ
- Align state tests to Common Core (by spring 2012)

## Data systems

- Draw on best practices information and data to differentiate instruction
- Develop an Early Warning System to keep at-risk students on track to

## Great teachers and leaders

- Provide rich preparation for teachers and school leaders
- Give incentives to mentor colleagues and transfer to high-need schools
- Additional weekly time for teachers and school leaders to collaborate
- Evaluate teachers and principals based on student growth

# Turn around low-achieving schools





#### FOR IMMEDIATE RELEASE

September 27, 2010 No. 405 www.nyc.gov

## MAYOR BLOOMBERG OUTLINES NEW REFORMS TO PREPARE STUDENTS FOR COLLEGE AND CAREERS IN A GLOBAL ECONOMY IN "EDUCATION NATION" SUMMIT'S KICKOFF ADDRESS

Announces Plans to Champion Innovation, Reward Excellence in Teaching, Raise Standards in the Classroom and Implement a Rating System for Tenure

Partnerships with IBM and Gates Foundation Support City's Goal of Doubling College Completion Rates for Graduates

Mayor Michael R. Bloomberg kicked off NBC's "Education Nation" summit today by announcing plans to prepare every New York City student for college and careers in an increasingly competitive global economy. To ensure that every child has access to an effective teacher, the City will use a \$36 million Teacher Incentive Fund grant from the US Department of Education (USDOE) to enlist highly-skilled teachers to work in low-performing schools and mentor fellow instructors. New technology and strategies that help personalize learning for every child will lead to the creation of 400 Innovation Schools over the next three years. The City will also change the way it grants tenure, moving to a rating system that will ensure tenure is linked to classroom performance. The City will also launch new partnerships with the private sector, including one with IBM and the City University of New York. Working together, the partnership will open a new school that runs from grades 9 through 14, allowing students to earn an Associate's Degree and be first in line for a job at IBM. The City will also create a joint task force, supported by a \$3 million award from the Gates Foundation, to focus on aligning standards between the City's K-12 public schools and community colleges in an effort to double college completion rates by the end of the decade.

"Each and every one of us has a role to play in taking an education system that has fallen far behind the times, and moving it into the 21<sup>st</sup> century," said Mayor Bloomberg. "New York City is stepping up to that challenge and laying the foundation to ensure that every child who graduates high school is ready to start college or a career. By rewarding teachers who make a real difference, bringing technology into our classrooms and creating partnerships with the private sector, we will build upon the improvements we have made over the last eight years and give New York City children the future they deserve."

Intensifying its focus on teacher quality and effectiveness, the City plans to redouble its efforts to place a high-quality teacher in every classroom. Last week, New York City received a \$36 million grant as part of the USDOE's Teacher Incentive Fund (TIF) competition, which it will use to target struggling students by placing a cohort of "master teachers" and "turnaround teachers" in

low-performing schools. The money will be directed toward added compensation for both types of instructors – an additional 30 percent salary bonus for master teachers, and 15 percent for turnaround teachers – who have demonstrated significant gains in student achievement. The City will also expand its "executive principal" program, deploying ten additional principals to improve outcomes for students in struggling schools.

The City will also implement a four-tier rating system for determining whether a teacher should be awarded the lifetime job protections that come with tenure. Beginning this year, only teachers rated "effective" or "highly effective" will be eligible for tenure. This will transform the tenure system from one in which tenure is taken for granted, to one in which it must be earned through effective performance in the classroom. Tenure may be awarded in the third year, or any time thereafter, always contingent on whether a teacher has made a significant impact on student achievement.

"The crisis in our schools is urgent, but not dire," said Chancellor Klein. "If we take bold steps – challenge traditional classroom models and hiring practices, raise standards and create a bridge to college and employment – then we can truly make a difference in our nation's future."

"Too many of our children are falling through the cracks and not getting the education they need," said Deputy Mayor Walcott. "By implementing a combination of public investments and partnerships with private foundations, the City will be able to advance bold reforms, redefine common practices in public education and give children the education they deserve."

To empower teachers to meet the needs of every individual child, the City has begun to pilot a range of innovations in 80 schools – in technology, time spent in the classroom, and instructional delivery. Forty schools will pilot a "virtual school" model that integrates online learning with face-to-face classroom instruction, allowing students to learn at their own pace. Seven schools will pilot innovations in the way schools use time and staffing, implementing new ways to extend the school year and increase time spent in the classroom. And, 30 schools will be introducing technology that helps teachers evaluate student progress in real time. By increasing the number of Innovation Schools to 400 over the next three years, New York City will fundamentally change the way teachers are able to support student learning. Rather than spending the day lecturing to a room full of students, teachers will be able to use technology to tailor assignments to students' learning styles and needs by working with them as individuals, in small teams, or on projects specifically designed for them.

In the midst of an increasingly competitive global economy, the City will also continue its move toward raising standards to prepare students for college or careers in the 21<sup>st</sup> century. In 2008, the City University of New York and the Department of Education, supported by a range of community organizations, initiated a partnership focused on raising standards, sharing data, and measuring the success of students who graduate from City high schools. Today, the Bill and Melinda Gates Foundation and the National League of Cities announced that they would recognize this partnership with a \$3 million grant, making New York City one of four recipients of the foundation's Communities Learning in Partnership (CLIP) Implementation Grant; the other recipients are San Francisco and Riverside, California, and Mesa, Arizona. New York City will use the award to align academic standards between high schools and City community colleges; better coordinate academic counseling; and work to develop a common benchmark for measuring college readiness, which may be used in the City's accountability system for grading schools at all levels.

"We are deeply grateful to the Gates Foundation for its generous support of CUNY and its partners as we seek to prepare students for the extraordinary challenges of the 21st Century," said City University of New York Chancellor Matthew Goldstein. "All of us know that without proper preparation and support in grades K-12, followed by strong academic programs in college, earning a degree will be a challenge for any student. All K-16 educators must work together – consistently and openly – to reach every student. While we have forged a strong collaboration with the City Department of Education, the purpose of this grant is to further align our two systems, to insure that high school students, upon graduation, are college ready for college work. Only then can we maximize college success as defined by increased graduation rates. With the help of this generous grant, we are well on our way to not only enhance our partnership, but also to move closer to our goal of doubling the numbers of students graduating from all of our community colleges over the next ten years."

With the generous support of IBM, the Department of Education and City University of New York will also work jointly to develop a school that runs from grade 9 through the equivalent of grade 14. Students will receive instruction in the traditional core subjects, while also learning the basics of computer science. All students will have the opportunity to graduate from grade 14 with an Associate's Degree and possible job placement with IBM.

The City will also work with state legislators to remove antiquated laws that require schools to purchase printed textbooks and force students to study subject matter even after they have mastered the material.

Over the last 8 years, New York City's 1.1 million students have made progress. Graduation rates have gone up 16 percentage points, and our African American and Hispanic students have closed the ethnic achievement gap on state tests by 37 percent in reading and 18 percent in math. The proposals outlined today will look to improve student proficiency in grades K-12 and double the CUNY 4-year graduation rate by 2020.

-30-

Contact: Stu Loeser/Jessica Scaperotti (Mayor) (212) 788-2958 Natalie Ravitz/Matt Mittenthal (Education) (212) 312-3523

Michael Arena (CUNY) (212) 794-5685



#### FOR IMMEDIATE RELEASE

September 27, 2010 No. 406 www.nyc.gov

### REMARKS OF MAYOR MICHAEL R. BLOOMBERG AT NBC NEWS' "EDUCATION NATION" SUMMIT

Plans to Champion Innovation, Reward Excellence in Teaching, Raise Standards in the Classroom and Implement a Rating System for Tenure

Partnerships with IBM and Gates Foundation Support City's Goal of Doubling College Completion Rates for Graduates

Below are Mayor Bloomberg's Remarks as Delivered Today at 30 Rockefeller Center

"Tom, thank you, and good morning to everyone. Sorry about the weather, but it's all part of the Mayor's program to eliminate the drought. Nevertheless, rain or shine, I want to welcome everyone to New York City – birthplace of four Supreme Court Justices, and one on American Idol. And I especially want to welcome the 50 teachers and principals who have been named 'Education Champions.'

"It really is important to listen and learn from our best educators when we talk about reform – and there are so many of them around this country. But the reality is, all of us are here because the American education system – once the best in the world – is now far from it.

"Let me give you some statistics, today our students ranked 20<sup>th</sup> in the world in high school graduation rates, 21<sup>st</sup> in science, 24<sup>th</sup> in problem-solving, and 25<sup>th</sup> in math. And while other nations were racing ahead – expecting more of their students and teachers – America was standing still, I'm sorry to say, even though we've been spending far more than anyone else, and cutting class size far below what it used to be.

"By losing ground in our schools, we've also lost ground in our economy. In fact, the economic challenges facing the middle class in this country – especially stagnating wages and the growing income gap – are directly related to the educational challenges facing our students.

"Unemployment in America today is too high today and part of the reason, unfortunately, is that many companies cannot fill the high-skill jobs, which are increasingly at risk of going overseas. The only way that we can reverse this course and remain the world's economic superpower is to modernize our education system – and do it right now. We owe that to our kids, and we owe it to our country.

"President Obama and Education Secretary Duncan, I think, understand how important this challenge is – and their leadership has helped drive changes in statehouses across the country, including here in New York.

"I'm optimistic that we can succeed – partly because we've seen here in New York what a difference reform can make, and partly because I believe the country is reaching a tipping point in terms of recognizing the severity of this problem and demanding action.

"The new film *Waiting for Superman* has sparked a national controversy on education reform that is badly needed and long overdue. I think it's touched a nerve because it shows—through the heart-wrenching stories of children and their parents—exactly what is at stake.

"We should never forget that every morning in this city – and all across our country – moms and dads wake up at 5:30 to prepare breakfast for their children. They dress them and get them ready for school. They grab their little hands as they cross the street, they take them to our doorstep, and then they leave them in our trust.

"Their children are our future – and I work for them. And I make this promise to them and to their parents: We will work just as hard as you do to provide a better future for your children.

"Here in New York City, we've spent the last eight years transforming a broken and dysfunctional school system and reversing decades of educational neglect. As a result, our 1.1 million students – no matter how you measure it, or who you compare them to – have taken big steps forward.

"Since winning control of the school system when I came into office in the year 2002, our graduation rates have gone up 16 percentage points, while in the rest of the state, with the same requirements and the same test, graduation rates have gone up only 3 points. Our African-American and Hispanic students have closed the ethnic achievement gap on state tests by 37 percent in reading, and 18 percent in math. And we've made significant progress compared to the rest of the country on the National Assessment of Educational Progress.

"Progress really is possible – no matter how much the naysayers try to diminish the gains our children are making for political or ideological reasons. For us, the criteria for every decision is simple: Is it good for our children? Not politicians or unions, but children.

"By putting children first, we've made huge strides, but we know how much work still remains. The challenge we face is nothing less than transforming our schools from assembly line factories into centers of innovation, and preparing our students to lead the 21<sup>st</sup> century economy.

"Our goal here in New York is to ensure that every child who graduates high school is ready to start a career or start college, and to dramatically increase the number of students who graduate from college.

"To achieve that goal, we'll build on the progress we've made by expanding our efforts in four key areas: first, we'll form new partnerships with businesses, nonprofits, and universities to more directly connect our kids to college and careers. We've created very successful public-private partnerships to support innovative initiatives like our principal training academy, but we'll now ask

the private sector to do more than give money; we'll ask them to see our students as their future workforce – and invest directly in them.

"Second, we'll do more to support teachers and reward great teaching – and that includes ending tenure as we know it so that tenure is awarded for performance, not taken for granted.

"I honor our teachers – and I think we have the best teachers in the country: they're smart, they're tough passionate men and women who give their all, with all their heart. They deserve our support and they deserve our respect. They deserve to be paid, and they deserve to be paid well. They deserve high quality professional development. They deserve to be recognized and rewarded for their success, but the truth is, not every single one of them deserves a lifetime job.

"There is no business in America that would be prevented from taking results into account when making personnel decisions, and that's exactly what happens in our school system across the country. It is wrong. It must stop. And in New York City, I promise you it will stop.

"Our third strategy for making our kids college and career ready involves fundamentally redesigning classroom learning. By empowering teachers to use cutting edge technology, we'll help them tailor lesson plans around the individual learning needs of students – and give every student more personal attention.

"And fourth, we'll continue giving parents more top-quality college and career prep school options by creating 200 new schools over the next three years – including 100 new charter schools.

"These four strategies will help us completely recast the relationship between public schools, higher education, and the workplace. That is critical because other countries do a much better job of preparing and connecting students to colleges and careers long before they leave secondary schools.

"In America, the situation is more sink-or-swim – and too many students sink. We can change that with these strategies, and the first one – partnering with the private sector – is already, you'll be happy to know, bearing fruit.

"Today, I'm excited to announce a new partnership we've entered into with IBM and the City University of New York, and it's the first of the kind in the country. Together, we'll create a school that runs from grades nine to grade 14 – yes, grade 14. All students will learn the traditional core subjects, but they'll also receive an education in computer science and complete two years of college work.

"When they graduate from grade 14 with an Associate's Degree and a qualified record, they will be guaranteed a job with IBM and a ticket to the middle class, or even beyond.

"We'll also join with the City University of New York to match academic standards in high schools with those in college, and to hold our high schools accountable for their graduates' performance in college.

"That work is being made possible by a generous grant from the Gates Foundation, which is also funding similar efforts in three other cities: San Francisco and Riverside, California; and Mesa, Arizona.

"Our goal is to replace the number of students who need remedial help in college and to double the number of students receiving associate degrees from the City University of New York by the end of the decade.

"Of course, ensuring our students are college-and career-ready doesn't start in high school; it starts in kindergarten, and it starts with supporting and rewarding great teaching, which is our second strategy.

"Last week, we received a \$36 million Teacher Incentive Fund grant from the U.S. Department of Education to increase the number of 'master teachers,' who mentor and support their colleagues, including our newest teachers, and to increase the number of 'turnaround teachers,' highly effective teachers who agree to serve in our lowest-performing schools. Master teachers will receive a 30 percent salary increase, and turnaround teachers will receive a 15 percent salary increase, which can mean a raise of tens of thousands of dollars for each.

"Teachers and principals are professionals. They deserve to be paid like professionals, treated like professionals, and evaluated like professionals. But for too long, the tenure evaluation process for both principals and teachers has been a formality – a rubber stamp. It used to be that 99.1 percent of teachers received tenure. That's right, 99.1 percent. But last year, we started using data to make tenure decisions, and the tenure number dropped to 89 percent. For the other 11 percent, they were just not ready to receive a lifetime job protection.

"Beginning this year, our policy will be very simple. Only teachers who help students and schools move ahead significantly for at least two consecutive years will earn tenure. And just as we are raising the bar for our students through higher standards, we must also raise the bar for our teachers and principals – and we are.

"It's time for us to end the 'last-in, first out' layoff policy that puts children at risk here in New York – and across our wonderful country. With more budget cuts looming, principals across the country will have no choice but to make layoffs based only on seniority – so their newest teachers would be the first ones to go, even if they happen to be the best teachers. That makes no sense. Remember our one and only question: is it good for children?

"How could anyone argue that this is good for children? The law is nothing more than special interest politics, and we're going to get rid of it before it hurts our kids.

"Our work to connect students to college and careers, our third strategy, is nothing short of revolutionary. Imagine, for a minute, looking into a classroom, and instead of seeing some kids raising their hands to every question, and others just daydreaming, you see a small group working with a teacher in one corner, other kids working individually on their portable computers, and other kids working together on the same project, online.

"Everywhere you go in this school, rather than lecturing at students as a class, teachers will be working with students as individuals or small teams on projects and lessons specifically tailored to their own learning styles and needs.

"Well, those scenes are playing out more and more every single school day here in New York City I'm happy to say. We've created 80 Innovation Schools that have started down the

ground-breaking path of using technology to design individual learning plans for each child. In an iPad world, our students shouldn't be stuck looking at overhead projectors.

"With funding help from our State, we can make every single school in New York City ready for this high-tech program, and we can work with teachers to transform 400 of our schools into Innovation Schools over the next three years. But to make them fully functional, we'll also need the State to take two other steps.

"First, an old State law requires schools to buy printed textbooks rather than the digital content. That may be good business for the textbook industry, but it really is a bad deal for our students in this day and age. Second, we'll work with the State to end what is called 'seat time,' which requires that all students spend a certain number of hours in their seats on every subject – even if they've already learned what's expected of them.

"What if Maria has mastered 10th grade biology by April, instead of June? Why not let her jump-start on chemistry? Technology can empower our teachers and students – and we must take advantage of it.

"The 400 Innovation schools we are planning reflect our determination to give parents more top-quality school choices – and that's our fourth and final strategy for connecting students to college and careers.

"We've already created 500 new schools over the past eight years, including 127 new charter schools. They're a big reason why student achievement levels have gone up so significantly – and to keep them going up further, we'll create another 100 new small schools, on top of another 100 charter schools. At the same time, we'll continue replacing the lowest-performing 10 percent of schools with schools of excellence, as the Obama Administration has urged.

"For too long, families moved out of New York in search of better schools and safer streets. Today, families are coming here for exactly those reasons. And some families in the suburbs are even lying about where they live so they can send their kids to City schools.

"And just as the safety of New York's schools is known world-wide, we're going to do the same for the quality of our schools and we're not going to let up until it is done. We are going to work to convince legislators to pass our agenda, and we'll mobilize the public to join us — with their votes and their checkbooks. We've got to elect candidates who put children first — and throw out those who don't. That's the revolution we need — it's a revolution all of us must lead.

"And together, we can give every single child a first-rate education, and keep America the strongest, most prosperous country in the world. Thank you, and God bless."

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Contact:

Stu Loeser/Jessica Scaperotti

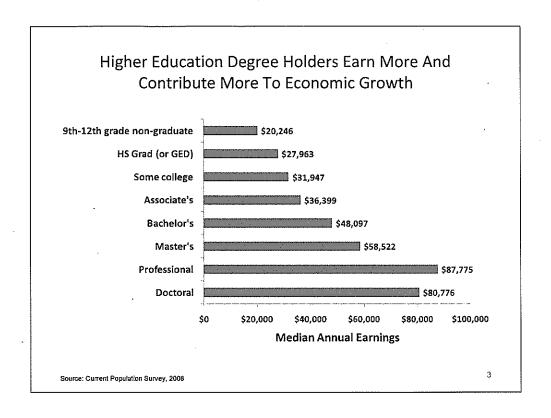
(212) 788-2958

### A New Standard for Proficiency: College Readiness

Testimony by
Ira Schwartz
Assistant Commissioner for Accountability
New York State Education Department
to the New York City Council Committee on Education
September 27, 2010

#### Introduction

Good afternoon, members of the New York City Council Education Committee. I am pleased to be here today on behalf of Chancellor Merryl Tisch, the Board of Regents, and Commissioner David Steiner to talk about the Board of Regents' recent action to reset cut scores for the State Grades 3-8 English language arts and mathematics assessments so that proficiency now is defined as a student being on track to meet college and career ready standards. My testimony today will describe why the Regents took this step, how we're improving the quality of state assessments and how this fits into the Board of Regents education reform agenda.



Higher education is essential to economic competitiveness, citizenship and lifelong learning. Individuals who complete more education earn more over the course of their careers and pay more in taxes.

Harvard economists Larry Katz and Claudia Goldin, in their 2008 book, *The Race Between Education and Technology*, demonstrate the effect of education on lifetime earnings which has, in turn, contributed to American global economic competitiveness and to the well being of our state.

"In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school.... Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training. Forty-five percent will be in 'middle skill' occupations, which require at least some postsecondary education and training, while 33% will be in high skilled occupations for which a Bachelors degree or more is required. By contrast, only 22% of future job openings will be 'low skill' and accessible to those with a high school diploma or less."

-Achieve, http://www.achieve.org/files/CollegeandCareerReady.pdf

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## 7 Of The Top 10 Fastest-growing Occupations Require A Postsecondary Degree

cuucati	on or training level for fastest g	rowing occupations, 2008 to 2018
Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job training
5	Financial examiners	Bachelor's degree
6	Medical scientists	Doctoral degree
7	Physician assistants	Master's degree
, 8	Skin care specialists	Postsecondary vocational award
9	Biochemists and biophysicists	Doctoral degree
10	Athletic trainers	Bachelor's degree
Source: Emplo	syment Projections Program, U.S. Department	of Labor, U.S. Bureau of Labor Statistics

5'

More and more, a postsecondary degree is a prerequisite for employment. The U.S. Department of Labor projects that between 2008 and 2018 seven of the 10 fastest growing occupations will require a bachelor's degree or higher.

## Entry-level and manufacturing jobs require higher skill levels than ever before

- The material that many entry-level blue-collar workers must read – technical manuals and installation instructions – is complex and critical to job performance. (Daggett 2003)
- During the current recession, U.S. manufacturers are eliminating lower-skilled jobs and moving towards automation. They need people who can operate sophisticated computerized machinery and follow complex blueprints. (NYT front-page article 7/1/10)

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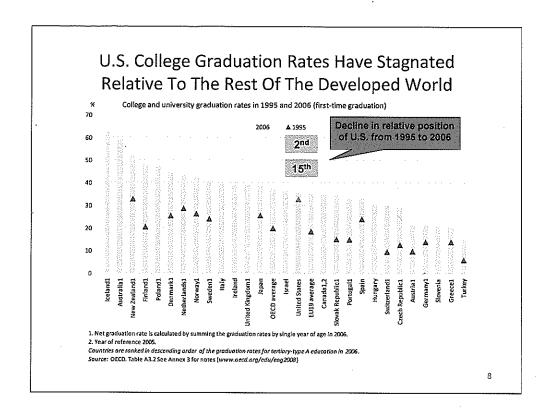
Even as corporations in the US have been downsizing manufacturing jobs, they have been having difficulty finding persons to employ to operate the next generation of sophisticated machinery. Just think how much the job of repairing autos has changed over the last few decades. What once was a mechanical job is now largely a technical one dealing with computerized systems, requiring a much higher level of literacy.

"ACT research shows that career readiness requires the same level of foundational knowledge and skills in mathematics and reading that college readiness does. According to our research, the majority of the jobs that require at least a high school diploma, pay a living wage for a family of four, are projected to increase in number in the 21st century, and provide opportunities for career advancement require a level of knowledge and skills comparable to those expected of the first-year college student."

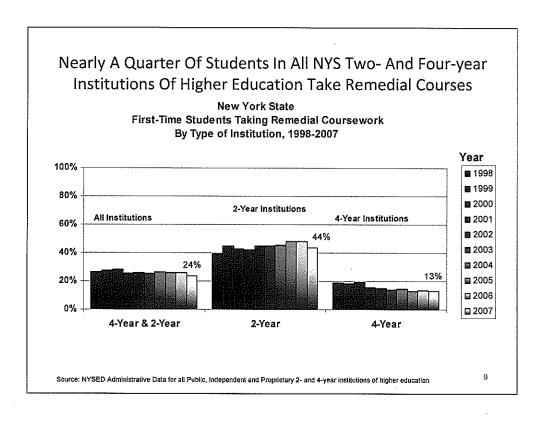
 Cynthia Schmeiser, president and chief operating officer of ACT's Education Division, <a href="http://voices.washingtonpost.com/answer-sheet/no-child-left-behind/what-is-being-college-and-care.html">http://voices.washingtonpost.com/answer-sheet/no-child-left-behind/what-is-being-college-and-care.html</a>

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In other words, even the good jobs that don't require a post-secondary degree require college reading knowledge and skills.



The United States has lost its international position in recent years in producing college graduates. Between 1995 and 2006 the US college and university graduation rate increased only marginally while many of our main economic competitors' rates have soared. This evidence is supported by a recent report from The College Board that found the proportion of 25- to 34-year-olds with college degrees in the US was only 12th among all developed countries. Also, Gary Williamson of Metametrics found in 2006 that the demands of community college reading were approximately at the same level as entry-level workplace requirements. We conclude that the nations that out-educate us today will out-compete us economically tomorrow.



One reason why our postsecondary graduation rates are lagging other nations is that many of our high school graduates enter college under-prepared to do college work. A large proportion of students in two- and four-year institutions take remedial coursework. Nearly 33 percent of students in two-year colleges require remediation in math and 20 percent of two-year students require remediation in reading or writing. In some institutions nearly 75 percent of entering students are not ready for college and require some type of remediation. These figures are for students who enroll in college. There are many more who graduate high school and do not enroll in college because they are not college-ready at graduation. We know that the more remedial courses a student must take upon enrollment in college the less likely that student is to persist in college and graduate.

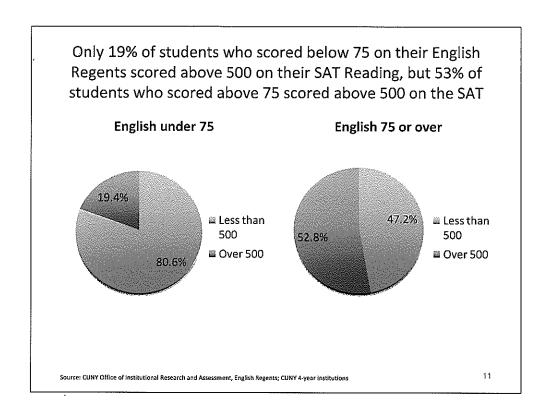
Institutions Of Higher Education Consider A Regents Exam Score of 75 to 85 The Bare Minimum For College Readiness

Admissions directors of two- and four-year public and private colleges in the Western NY, Central NY, Hudson Valley and New York City metropolitan regions say that:

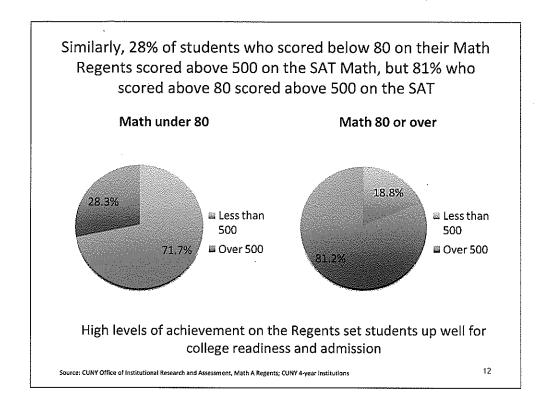
- 75 to 85 on Regents exams is considered by selective schools (as part of their holistic review of applicants) the lower threshold for admissions
- SUNY campuses use 85 as a mark of solid competence; below 75 is a mark of "inadequately prepared"
- 75 on Regents exams is a threshold for placement in remediation for CUNY
- 75 on Regents is considered roughly equivalent to a 500 on the SAT and serves as a threshold for remediation

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Given the data on the previous slide, the Board of Regents asked SED staff to determine the level of performance that students must achieve to be well prepared to take and pass first-year English and mathematics courses without the need for remediation. Department staff spoke with admissions directors in many parts of the state. A clear consensus was evident: students who score below a 75 on the Regents examinations in English language arts and mathematics are typically not prepared to succeed in first-year college courses.



Admissions directors indicate that a score of 500 is often considered a benchmark for matriculation without remediation. However, only 19% of students who scored below a 75 on their English Regents scored above 500 on the SAT Reading. On the other hand, over half of students who scored above 75 scored above 500 on the SAT.



Similarly, 28% of students who scored below 80 on their Math Regents scored above 500 on the Math SAT, but over 4/5ths of those who scored above 80 on the Regents scored above 500 on the SAT. We would expect that more students would score above 500 on the Math than the Reading SAT because average SAT scores are higher in Math both nationally and in New York state.

Students who succeed at high levels on their Regents are well-positioned for college admission and success without remediation in colleges and universities across the state.

How do we ensure that more students are well-prepared for college? One answer is to provide the proper signal that students are on-track for college success to the students, their families, and their schools. As I will discuss, the Regents have done this by aligning the standards for proficiency on the State assessments in grades 3-8 English language arts and mathematics examinations with the college readiness standard on the Regents examinations in these subjects.

### Students who score below an 80 on their Math Regents have a much greater likelihood of being placed in a remedial college course

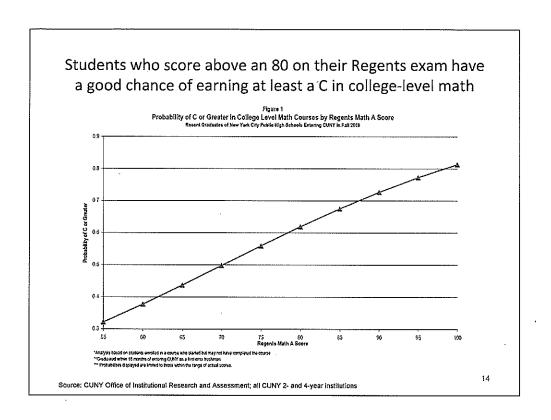
	Arithmetic	Elementary Algebra		nediate bra**	College Algebra	Pre- Calculus	Calculus
Less than 55	68.3%	29.7%	0.0%	1.4%	0.7%	0.0%	0.0%
55 to 64.9	61.4%	33.7%	0.6%	3.2%	0.8%	0.3%	0.0%
65 to 69.9	38.9%	44.7%	1.8%	8.0%	4.8%	1.8%	0.7%
70 to 79.9	14,7%	24.6%	5.9%	23.5%	21.3%	8.1%	1.8%
80 to 89.9	0.8%	2.8%	4,3%	17.3%	30.6%	32.3%	12.0%
Above 90	0.0%	0:2%	0.5%	3.4%	12.7%	39.2%	44.2%

\*\*Intermediate Algebra is considered a remedial course in some schools in the CUNY system and a credit-bearing course in others.

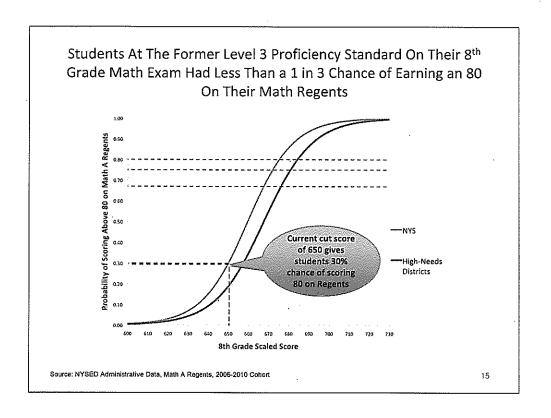
Totals sum to 100 correspt along course but not source columns.

Source: CUNY Office of Institutional Research and Assessment, Math A Regents; all CUNY 2- and 4-year institutions

We have strong leading indicators of whether a student will be able to succeed in college without remediation. At CUNY institutions, students scoring below an 80 on their math Regents are likely to be placed into remedial non-credit bearing courses like arithmetic, elementary algebra or intermediate algebra. Marginally proficient students scoring between 65 and 70 are almost certain to be placed into remediation. On the other hand, students who score above an 80 have a greater chance of being placed into credit bearing courses rather than remedial ones.

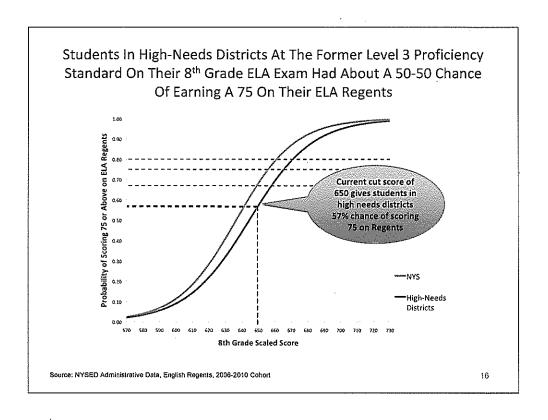


Once in college, students who have scored above an 80 on their math Regents exam have more than a 60 percent chance of earning a C in their first college math course. In other words, students who score at or above 80 on the Regents math exam take more challenging courses and do better in them than students who are required to take less challenging remedial courses.

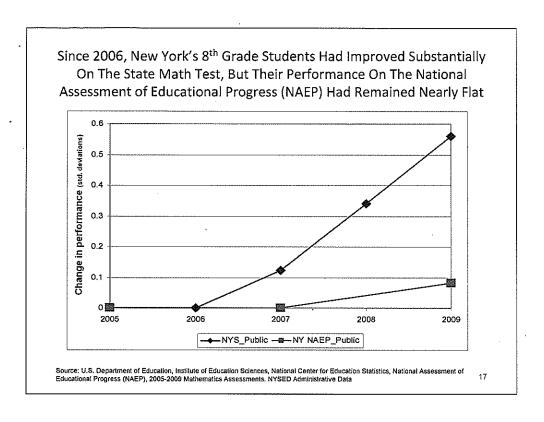


If students need a score of at least 80 on the Regents math examination to be prepared for an introductory math course, then the cut score for proficiency on the grade 8 mathematics examination should indicate that a student is on track to be able to achieve a score of 80 on the Regents math exam.

The former 8<sup>th</sup> grade assessment cut scores were insufficient to prepare students for the Regents new definition of proficiency. Students at the cut score for Level 3 proficiency (650) had less than a 33 percent chance of earning an 80 on their math Regents just one or two years later. This figure was even more disturbing in high-needs districts: marginally proficient 8<sup>th</sup> grade students in these districts had less than a 20 percent chance of being college-ready on their Regents. By contrast, students who achieve the new cut score of 673 on the Grade 8 Math examination have a 75 percent chance of achieving a college-ready score of 80 or above on the Regents math exam.



The numbers were slightly better for English language arts but still of concern. Students scoring at the Level 3 proficiency threshold in 8<sup>th</sup> grade had a 66 percent probability of being ready to demonstrate college preparedness on their Regents. However, marginally proficient 8<sup>th</sup> grade students in high-needs districts had only slightly better than a 50-50 shot at being college-ready on their high school Regents.



While student proficiency on the 8<sup>th</sup> grade state math test (shown by the blue line) had increased dramatically over the past 4 years, performance on the National Assessment of Educational Progress (NAEP), called "the nation's report card," had remained nearly flat. The NAEP, administered by the US Education Department to a sample of students in grades 4, 8 and 12 around the state and nation, tests students in math, reading, science and writing, among other subjects.

### Possible Reasons For This Divergence Include:

- Increased learning by students on content tested by state assessments
- Instruction focused on narrow strands of content that appear on the state tests
- Differences between what the state assessments and the NAEP measure
- Technical issues in equating scores from year to year

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The NAEP is structured differently from the state assessments. It is more comprehensive and similar to the international assessments of skills that students need to be successful in college and today's workplace. Given the disparity between student proficiency on the state tests and the NAEP, the Regents recognized that the state assessments needed to be revised to more resemble the NAEP.

Grade 3-8 Proficiency Cut scores have been raised from the 650 that was in place in the past.

Grade	Math	ELA
8	673	658
7.	670	664
. 6	674	662
5	674	666
4	676	668
3	684	662

The new proficiency standards are based on a review of research that analyzed how the grades 3-8 state tests relate to the National Assessment of Educational Progress (NAEP) exam, how the state's 8<sup>th</sup>-grade math and English language arts tests relate to the Regents exams, how performance on the Regents exams relates to SAT scores, and how performance on the Regents exams relates to first-year performance in college.

8th-grade Proficiency scores are now set at a level that provides students a **75 percent chance** of earning a college-ready Regents score.

3<sup>rd</sup> to 7<sup>th</sup> grade proficiency scores are set so that if a student makes a year's worth of developmental growth they will be on track for a college-ready Regents score.

Thus, the Regents have determined the college-ready score that students need on the Regents exams in English and mathematics, aligned the 8<sup>th</sup> grade proficiency standards to these Regents scores, and then worked backward to link scores in grades 7 to 3 to these new standards.

### NYSED Is Developing Short- and Long-term Strategies To Improve The Quality Of The State Assessments



## Analyzing and synthesizing material

### Applying procedures

(e.g. teaching students steps to solve an algebraic equation)

(e.g. teaching a student how to solve real world challenges through the use of algebraic representation)

#### **Test taking skills**

(e.g. teaching students to eliminate multiple choice options)

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In addition to changing the definition of proficiency, we are also working to improve the quality of our assessments.

Test questions can be answered in one of three ways:

1.Learning a set of strategies to answer test questions

This may mean teaching students how to eliminate multiple choice options to help them answer a question about how to solve an algebraic equation

2. Applying a set of procedures to arrive at an answer

This may mean teaching a student how to isolate the x variable on one side of an equation to solve an algebraic equation

3. Analyzing and synthesizing material that requires deep mastery of the underlying content

This may mean teaching a student what variables in an equation represent, how they connect to graphical representations and how they can be applied to real-world problems

A well-designed test asks students to bring to bear some of the skills in #2 and many of the skills in #3. A poorly designed test shades towards the first set of skills. Our future test items will require students to demonstrate their abilities on the #2 and #3 skill sets.

### Improving The State Assessments Year By Year

- 2010
  - Raised cut scores for Level 2 and Level 3 Proficiency
  - Included 25 to 30 percent more tested performance indicators on the math assessment
  - Added audit items.
- 2011-2013
  - Increase number of items on the Math and ELA tests
  - Test more new performance indicators
  - Make test items more difficult to predict
  - Improve quality of ELA Regents exam
- 2014-2015
  - Use the Common Core Assessments

2

As we move forward, we will be making a number of additional changes to strengthen our assessment program so that our exams will better measure how students apply procedures and analyze and synthesize information rather than demonstrate simple test-taking skills. These changes include adding more items to the tests to make them more sensitive, increasing the performance indicators tested to avoid having instruction focus narrowly on only certain elements of the curriculum, and making the test items more varied to discourage narrowly focused instruction.

#### Overarching education reform agenda Curriculum and Data system Replace failing schools Teacher and school assessment leader preparation & effectiveness Consider for adoption Comm Core Standards for English •Convene Regents Task Force on Teacher and Principal Effectiveness Approve/reject applications for Complete K-12 and higher education data exchanges with first cohort of persistently lowestachieving (PLA) schools (Summer Language Arts and Mathematics (Fall 2010) SUNY and CUNY (Su (July 2010) 2010/Fall 2016) Develop revised teaching 20103 Develop additional 15% to Finalize design specifications for standards as basis for developing Support first cohort PLA schools supplement the Common Core performance assessments (Fall electronic student transcripts and early warning reports (Fall 2010) in Implementing turnaround Standards for ELA and Math 2010} models (or in planning year, if (Summer/Fail 2010) applicable) (2010-2011) · Plan for linkages with other Obtain recommendations from Task Force on regulations for teacher and principal performance Strengthen 3-8 assessmentsstate agency data systems (Spring 2011) Strengthen charter school oversight to enhance content coverage, issue new evaluation systems (Fall 2010) Launch development of statewide instructional reporting system (Spring 2011) accountability for performance and Request for Proposals for 2012 Issue Requests for Proposals for and beyond (Summer/Fall 2010) transparency (Summer/Fall 2010) clinically-rich pilots to prepare teachers and school leaders for Launch charter Request for Consider for adoption new NYS Develop New York State student Standards for ELA and Math [Common Core + 15%] (Winter 2011) schools that serve high-need students (Fall 2010) Proposals under new law growth model for use in (Summer/Fall 2010) school/district accountability and measuring educator effectiveness (2010-2011) Launch development of Launch development of statewide curriculum models in ELA and Math [including performance assessments for initial teacher and principal certification (Fall 2010) formative assessments] (Spring • Implement Innovative Supplemental Compensation Incentive Fund (Spring 2011) Participate in development of governing state in PARCC consortium (2010-2011)

Ensuring that assessment results provide meaningful information about student progress is just one element of the Regents broader, ambitious reform agenda. To prepare students for success beyond the 12<sup>th</sup> grade, the Regents have committed to raising standards and student achievement by:

- Giving every student a world-class curriculum that prepares them for college, the global economy, 21<sup>st</sup> century citizenship, and lifelong learning.
- Preparing teachers and school leaders to be more effective in the classroom with an emphasis on providing high-needs schools the best staff possible.
- Building a world-class data system that tracks student performance from pre-K through college graduation.
- Closing chronically underperforming schools and working with districts to implement strategies to replace them with schools that will dramatically improve student outcomes.
- Transforming SED from a compliance-oriented agency to a supportoriented, service agency focused on helping districts ensure that their students are getting the education they need.

## A New Standard for Proficiency: College Readiness

By raising the standard for proficiency on the Grades 3-8 ELA and mathematics assessments, the Board of Regents is taking an important step to ensure that our state assessments provide the information parents and teachers need to know whether their children are on track for college and career success.

The four pillars of educational reform in NY: improved curriculum and assessment, more effective preparation for and support of teachers and schools leaders, creation of a comprehensive longitudinal data system, and intervention in persistently lowest-achieving schools will enhance the interaction between the teacher and the student in the classroom, which is key to improving educational outcomes in our state.

Thank you for providing the New York State Education Department the opportunity to testify today.

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Appearance Card I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. in opposition in favor (PLEASE PRINT) 30th St. 5th Fl. THE COUNCIL THE CITY OF NEW YORK Appearance Card I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_ ☐ in favor in opposition Date: (PLEASE PRINT) Address: I represent: Address: THE COUNCIL THE CITY OF NEW YORK Appearance Card I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_ in opposition in favor (PLEASE PRINT) Name: Address: I represent: \_ Address: Please complete this card and return to the Sergeant-at-Arms

Appearance Card
I intend to appear and speak on Int. No Res. No
in favor in opposition
Date: 9/27/10
Name: Yanet Rojas Address: 3214 FULTON ST 13KLYN NY 11208
I represent: CHAFE
Address: 32/4 FULTON ST. BKLYN NY 1/208
THE COUNCIL THE CITY OF NEW YORK
Appearance Card
I intend to appear and speak on Int. No Res. No  in favor in opposition  Date:
(PLEASE PRINT)
Name:C
Address:
I represent: CE, 1/505
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THE COUNCIL THE CITY OF NEW YORK
Appearance Card
I intend to appear and speak on Int. No Res. No in opposition
(PLEASE PRINT)
Name: Devor
Address: 365 BdWy - RA 505
I represent: CBC 15 Villiden 4
Address:
Please complete this card and return to the Sergeant-at-Arms

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Address:	175 W. 93 \$	
I represent:	Time Out from	Estino
Address:	,	$\overline{}$
Please comp	plete this card and return to the Sergean	t-at-Arms

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I intend to appear and speak on Int. No.	Res. No
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Date: 4	127/10
Name: SCOTT M. STRINGER, MAN	HATTAN RUDANGU PRETI
Address: I CHARE SPEET, NY NY 1000	)7
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Appearance Card
I intend to appear and speak on Int. No Res. No in favor in opposition
Date:
Name: ELLEN MC HUGH  Address: 75 MORTON ST RMACOA N/100/4  I represent: 12P of N/S  Address:
Address:
Please complete this card and return to the Sergeant-at-Arms
THE COUNCIL THE CITY OF NEW YORK  Appearance Card
I intend to appear and speak on Int. No Res. No
Date:
(PLEASE PRINT)
Name: Ira Schwartz
Address: 55 Hanson Place, Brookly nuy 1/2/7
single State of the State of th
Address:
Please complete this card and return to the Sergeant-at-Arms

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