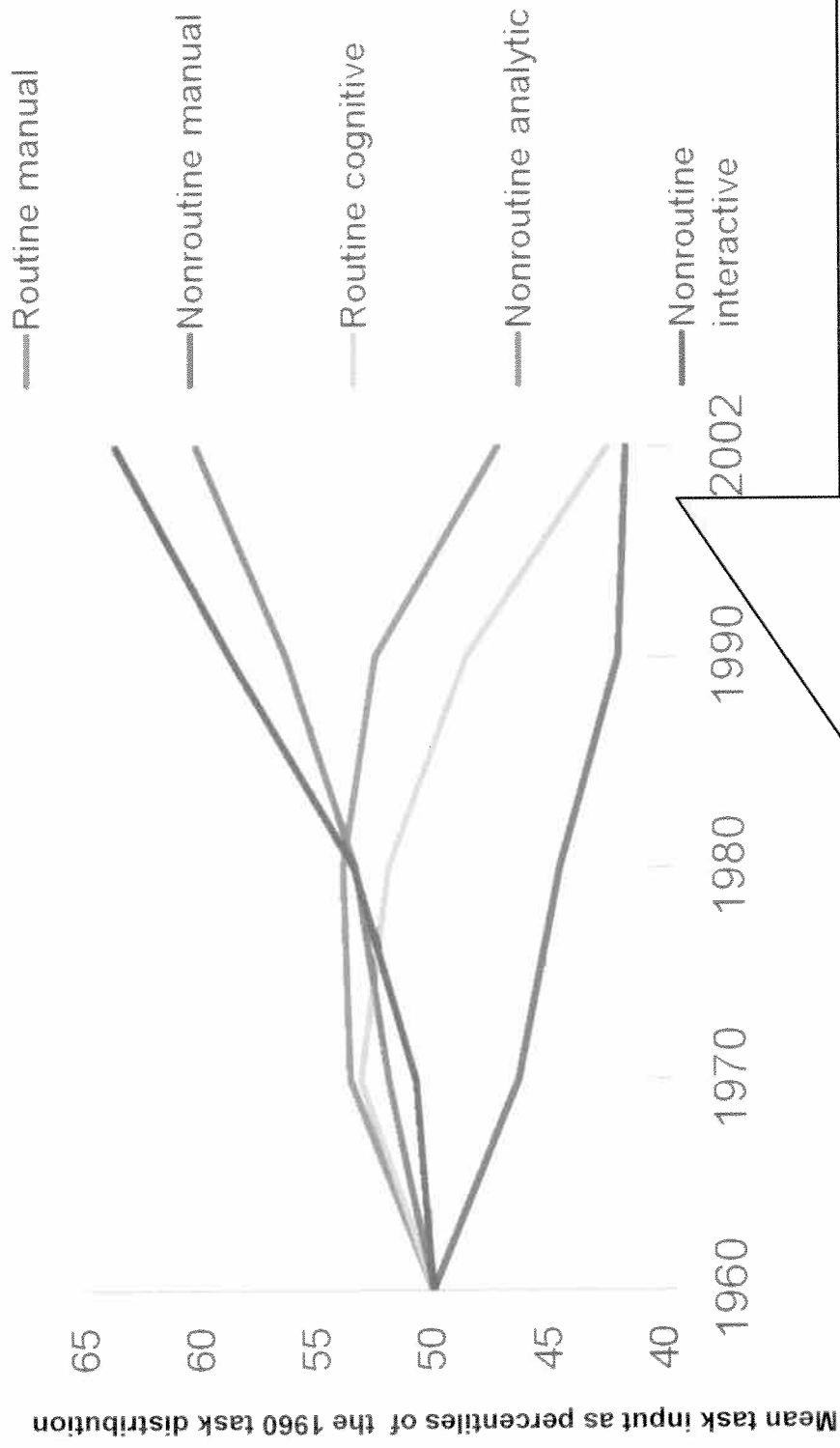


2010 NYS ENGLISH LANGUAGE ARTS AND MATH TEST RESULTS

**New York City Council Committee on Education
September 27, 2010**

WE HAVE BEEN CALLING FOR HIGHER STANDARDS TO PREPARE STUDENTS FOR 21ST CENTURY CAREERS

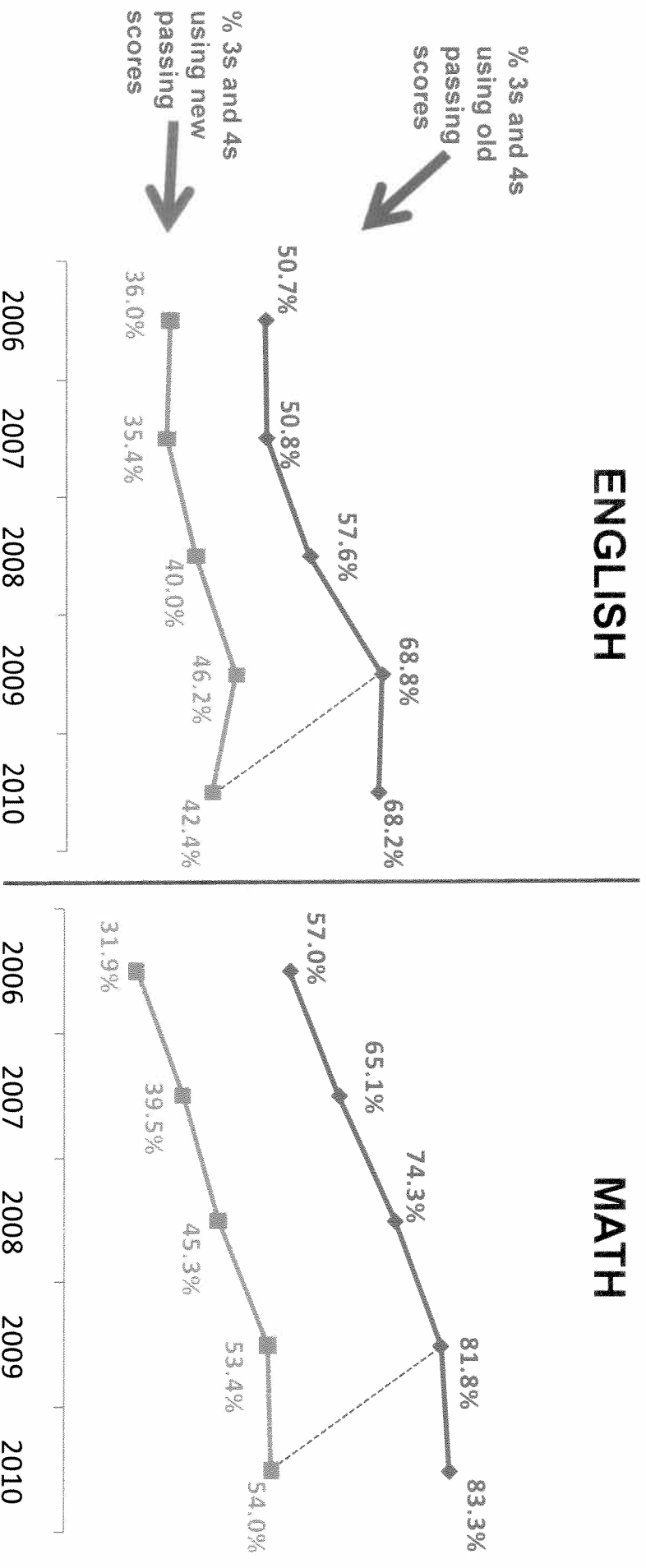
ECONOMY-WIDE MEASURES OF ROUTINE AND NON-ROUTINE TASK INPUT (US)



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

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



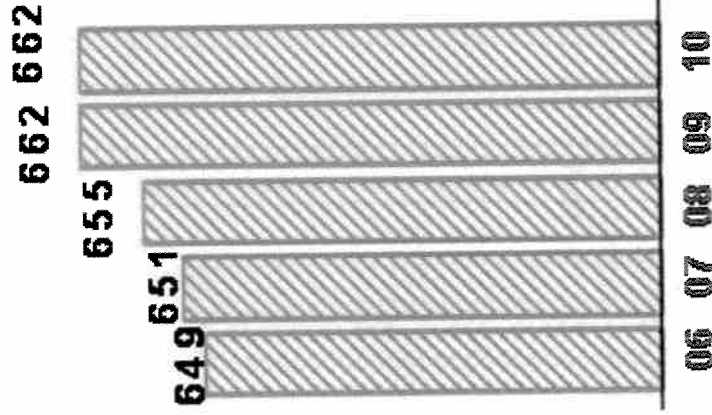
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Note: Starting in 2010, NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency.

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

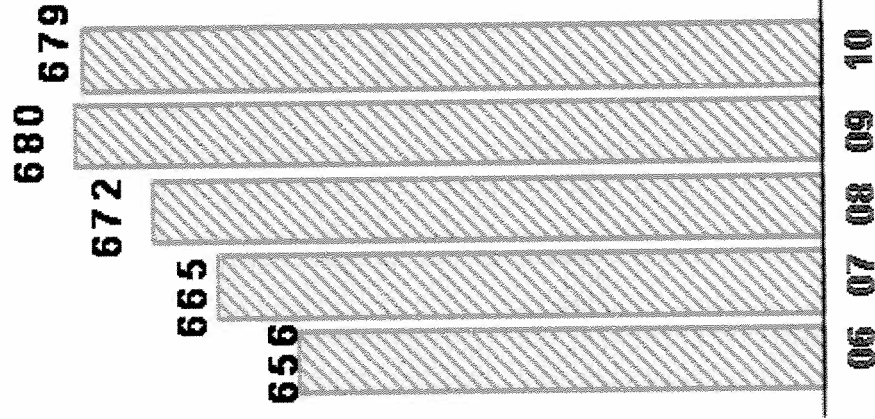
Note: scale scores are based on the number of questions a student answers correctly on the test – so they can be compared from year to year even when the passing score changes.

ELA



Grades 3-8

MATH



Grades 3-8

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

CHANGE IN AVERAGE STUDENT SCORES 2006-2010

	Math, Grade 4	Math, Grade 8	ELA, Grade 4	ELA, Grade 8
New York City	+ 15	+ 33	+ 10	+ 12
Rest of State	+ 9	+ 20	+ 6	+ 6

DESPITE SIGNIFICANT PROGRESS, ABSOLUTE PROFICIENCY LEVELS* UNDER THE NEW STATE CUT SCORES ARE NOT WHERE WE WANT THEM TO BE

NYC PERCENT PROFICIENT BY SUBGROUP 2010 NEW YORK STATE TESTS

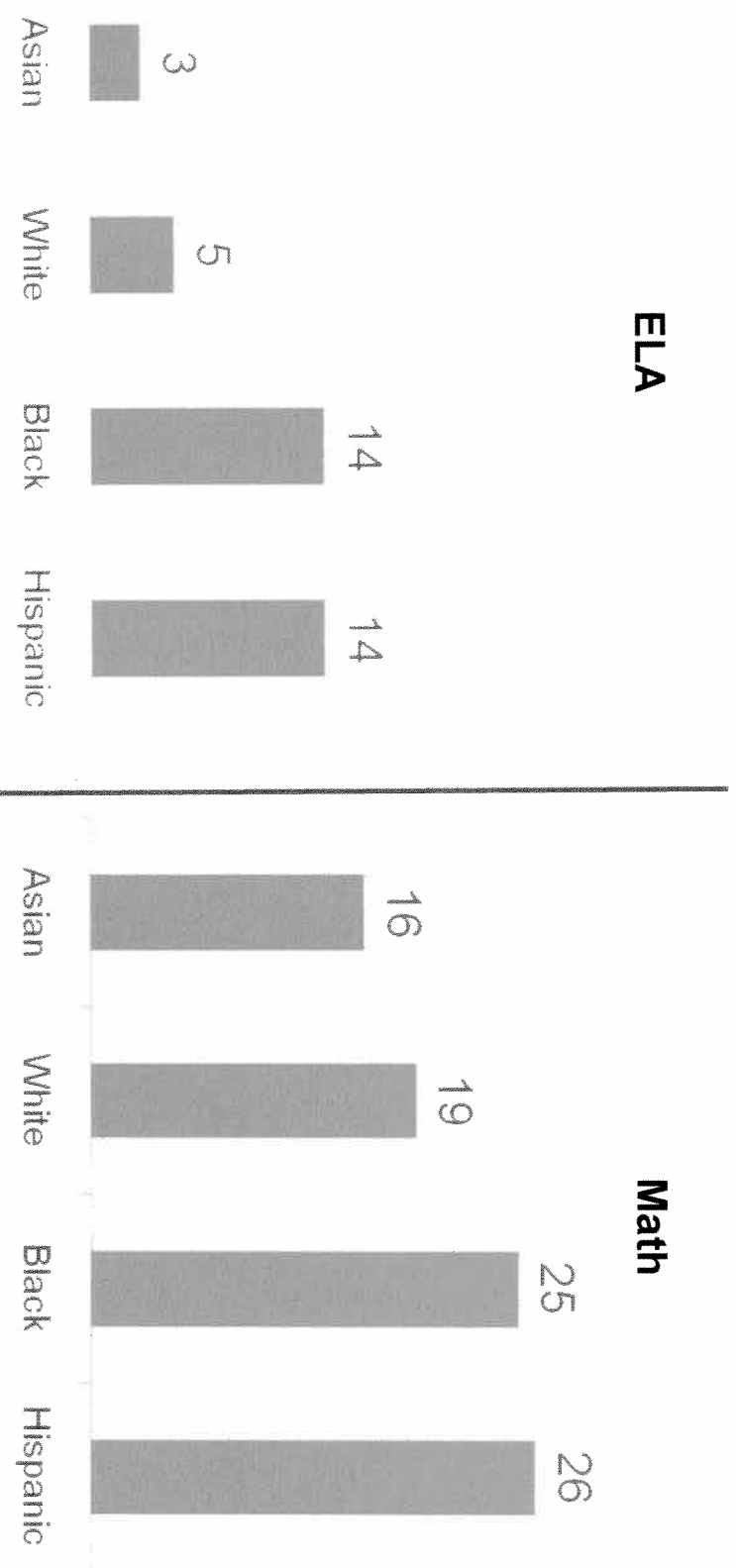
	White Students	Asian Students	Black Students	Hispanic Students	English Language Learners	Students with Disabilities
ELA	64% (85% '09)	64% (85% '09)	33% (63% '09)	34% (62% '09)	13% (35% '09)	13% (35% '09)
Math	75% (92% '09)	82% (95% '09)	40% (75% '09)	46% (79% '09)	32% (55% '09)	23% (68% '09)

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.

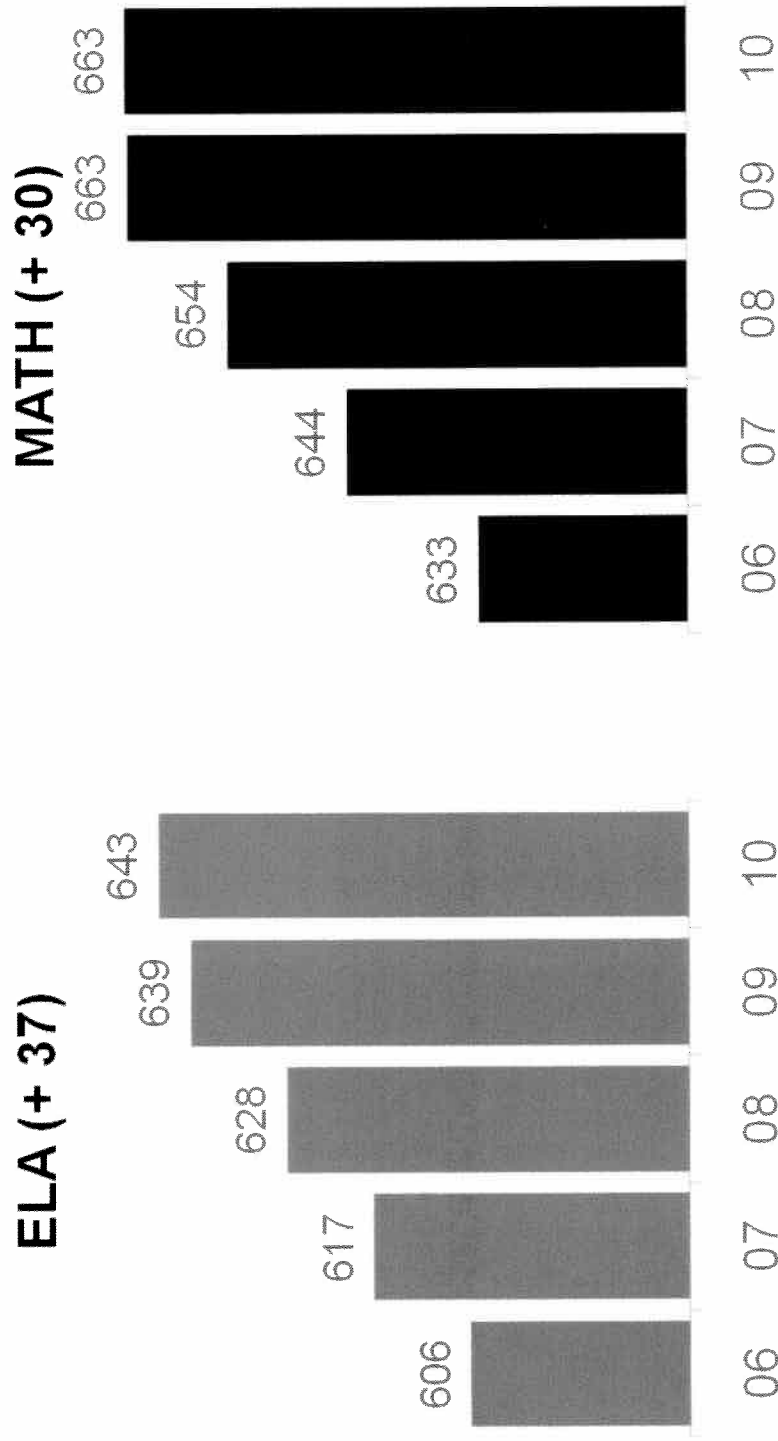
- The percentage of Black and Hispanic students labeled "Proficient" in math this year would be 16 percentage points higher if borderline students had answered only 5 more questions right.
- In ELA, only 2 more questions right would have resulted in a 14 percentage-point gain in Black and Hispanic students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



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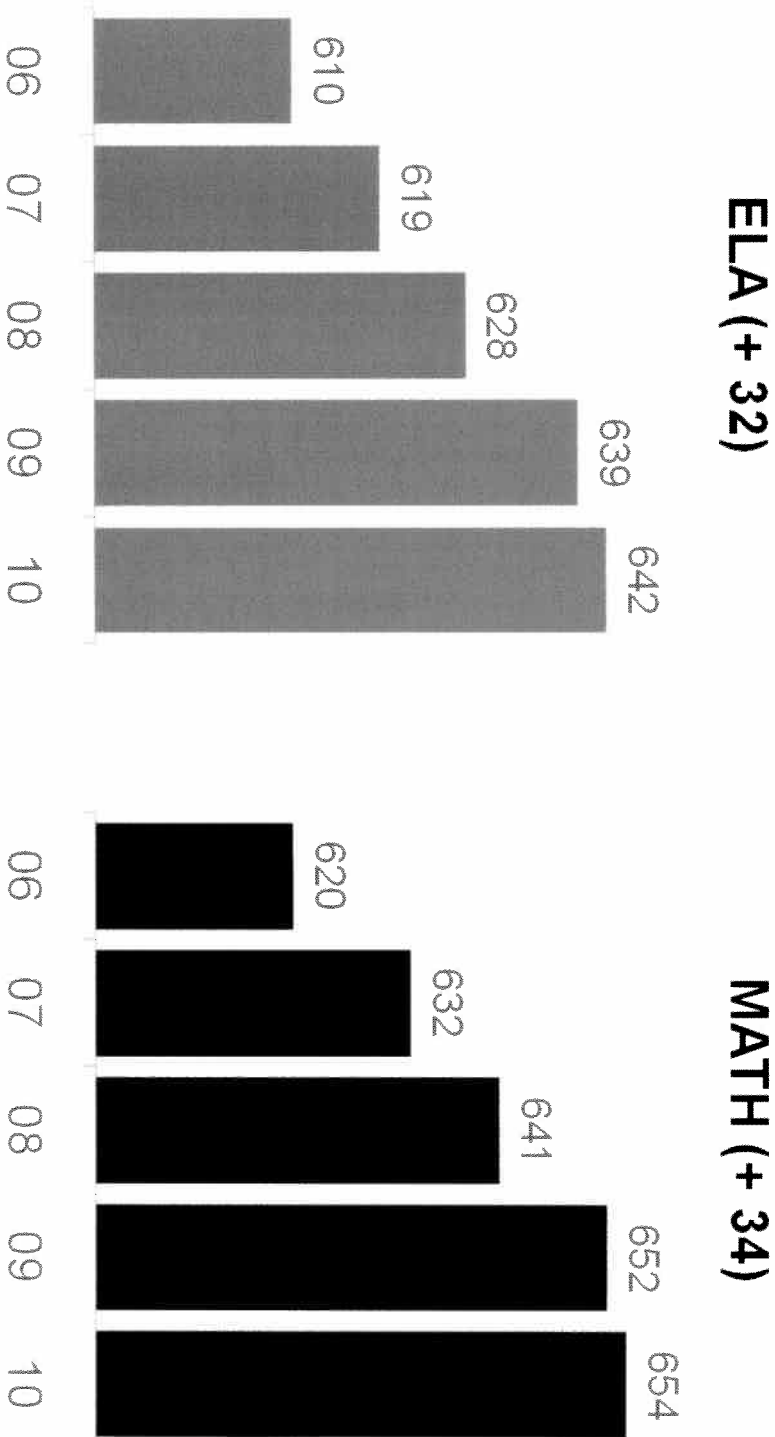
SINCE 2006, ENGLISH LANGUAGE LEARNERS HAVE MADE MORE PROGRESS ON NY STATE TESTS IN ELA AND MATH

NYC ENGLISH LANGUAGE LEARNERS MEAN SCALE SCORES Grades 3-8



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

NYC STUDENTS WITH DISABILITIES MEAN SCALE SCORES
Grades 3-8



NATIONAL STANDARDIZED TESTS SHOW THAT NYC STUDENTS CONTINUE TO MAKE PROGRESS

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

AVERAGE SCALE SCORE

NAEP

2003 TO 2009

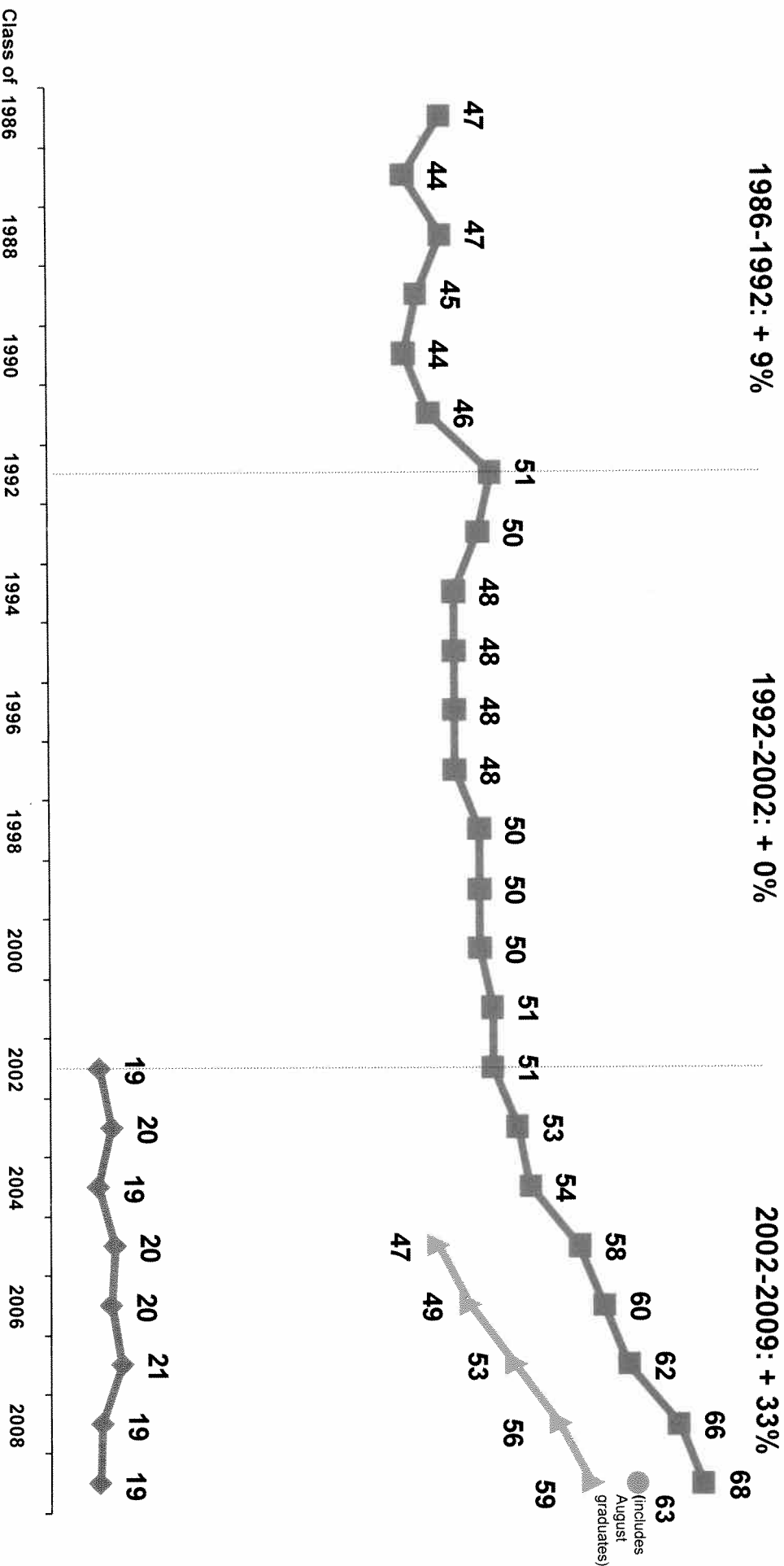
(Reading, Grade 4: 2002 to 2009)

	Math, Grade 4	Math, Grade 8	Reading, Grade 4	Reading, Grade 8
New York City	+ 11	+ 7	+ 11	+ 0
Rest of State	+ 1	+ 1	- 4	- 1
Nation	+ 5	+ 5	+ 3	+ 1

WHICHEVER WAY YOU MEASURE IT, GRADUATION RATES HAVE GONE UP

BY NYC MEASUREMENTS, 33% SINCE 2002

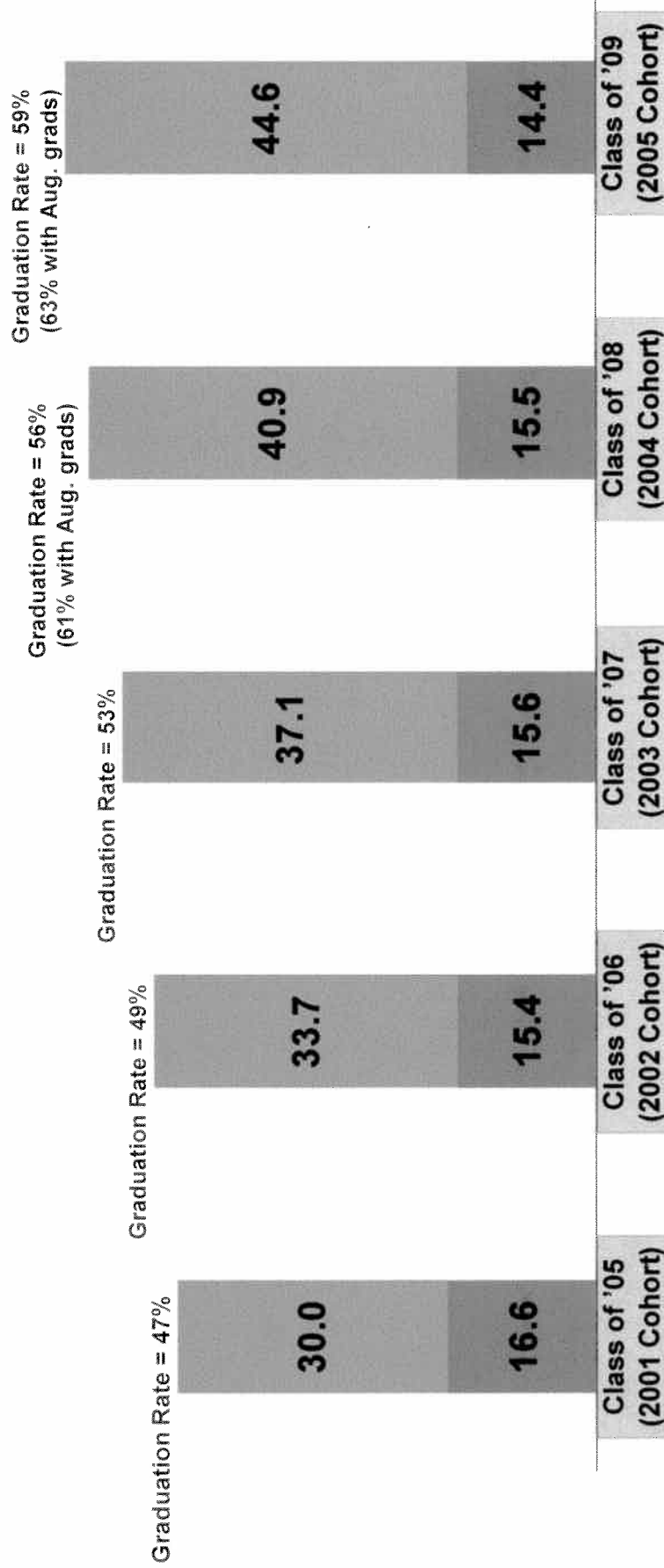
Percent of Students in a Cohort Graduating from High School in 4 Years



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)



Local Diploma

In order to receive a Local Diploma, a student must earn a 65 or above on 2 out of 5 Regents exams and a 55 or above on 3 other Regents exams.

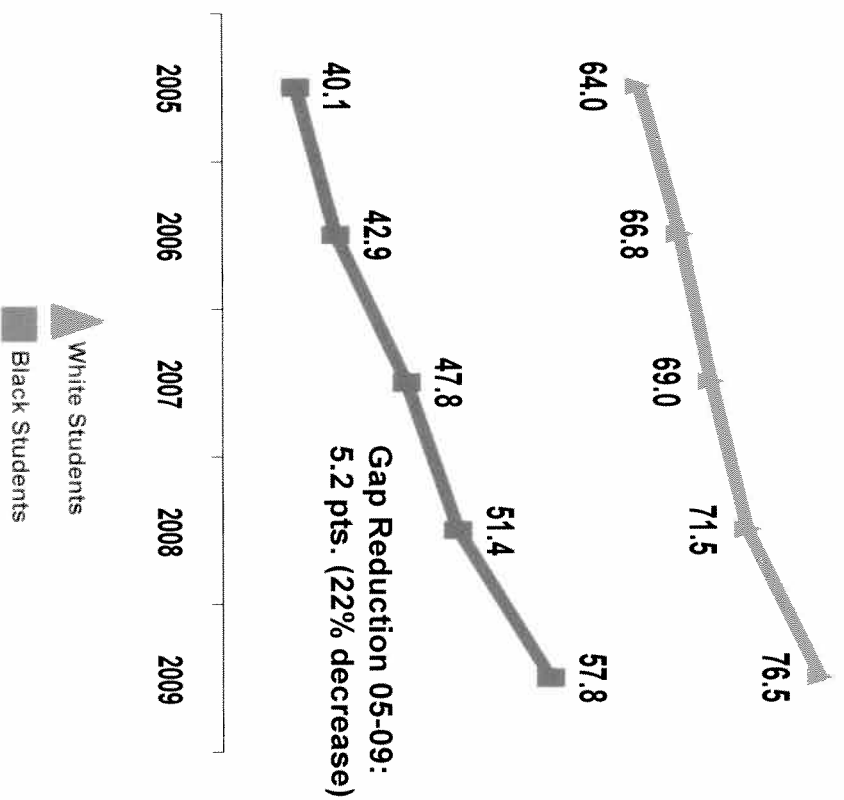
Regents Diploma

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

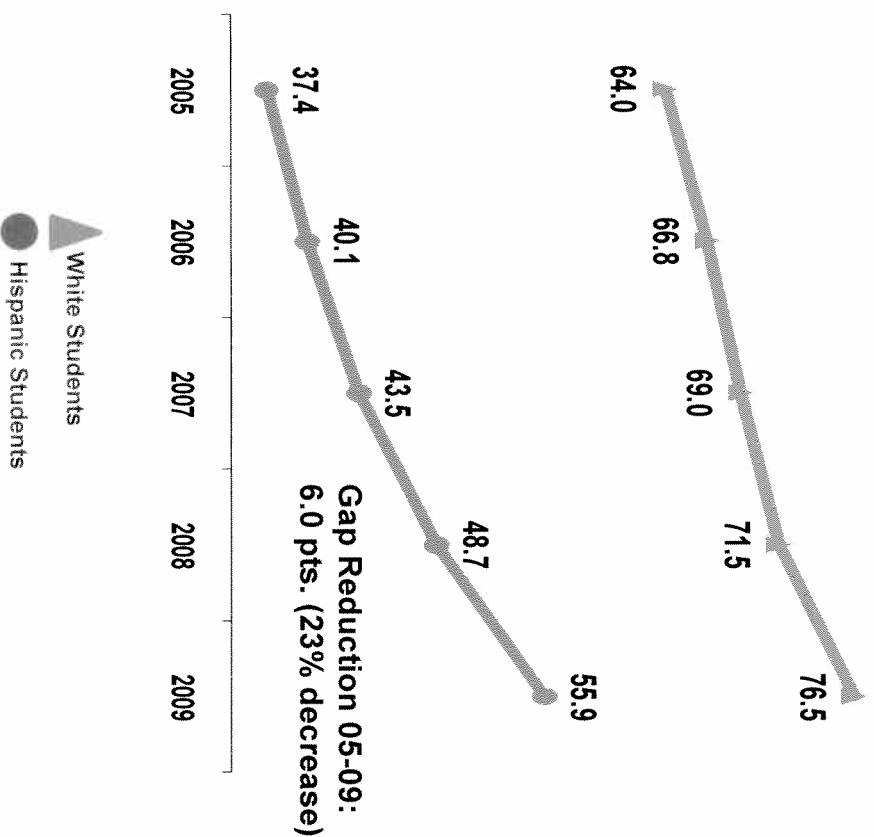
NYC IS CLOSING THE ACHIEVEMENT GAP IN GRADUATION RATES

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

Closing the Black-White Graduation Rate Gap



Closing the Hispanic-White Graduation Rate Gap



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Notes: The New York State calculation method was first adopted for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered 9th grade in a given school year (e.g., the Cohort of 2005 entered 9th grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED. For the most recent cohort, graduation rates as of both June and August (including summer graduates) are reported.

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

of Students Taking AP Exams

	# of Students Taking One or More AP Exams		% Increase
	2002	2010	2002-2010
Asian	4,655	8,135	74.8%
Black	2,446	4,324	76.8%
Hispanic	3,679	7,015	90.7%
White	4,552	5,021	10.3%
Total	17,165	27,744	61.6%

of Students Passing AP Exams

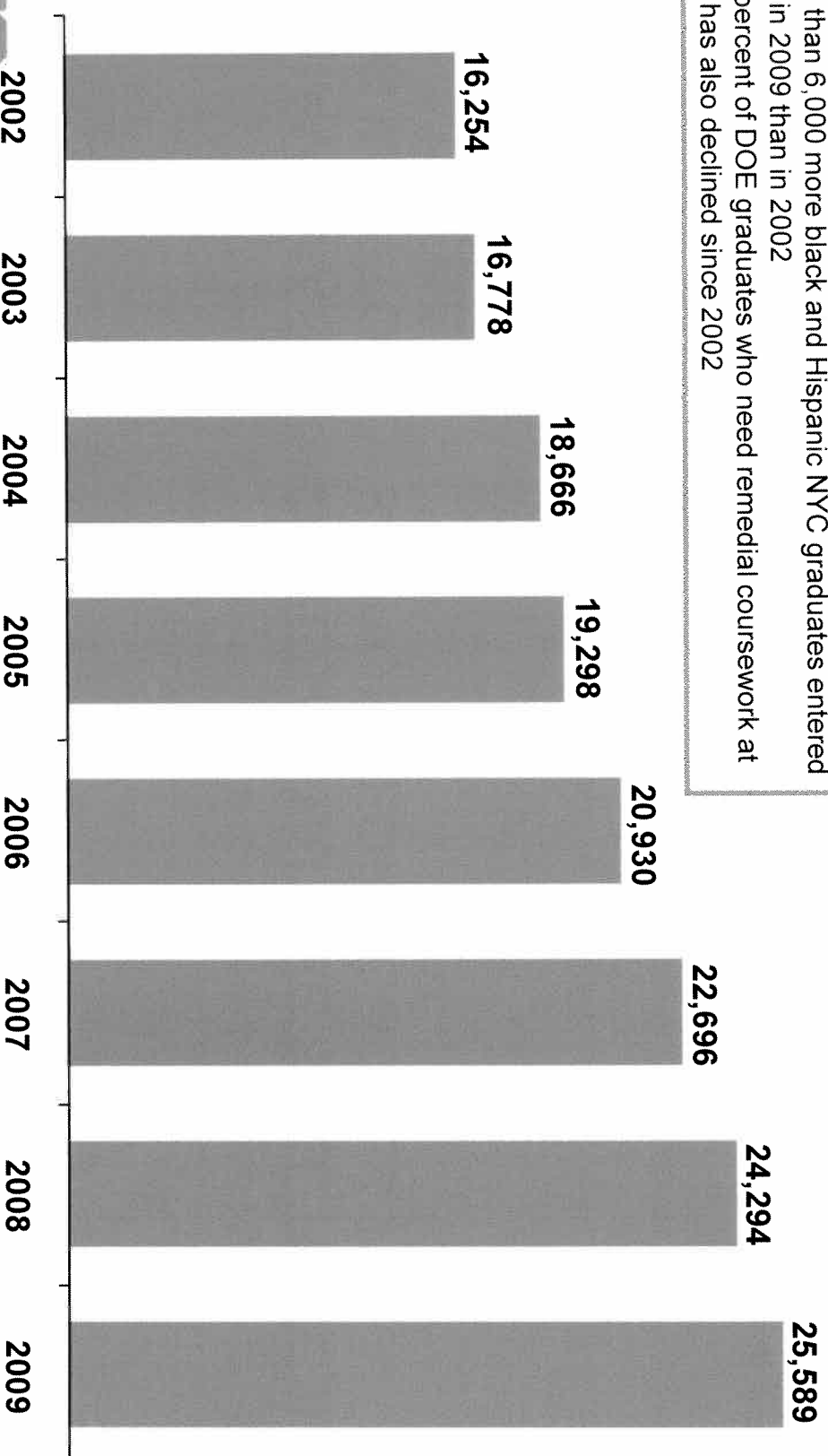
	# of Students with Scores of 3 or Higher on AP Exams		% Increase
	2002	2010	2002-2010
Asian	3,011	5,648	87.6%
Black	722	1,200	66.2%
Hispanic	2,251	3,424	52.1%
White	2,854	3,286	15.1%
Total	9,736	15,079	54.9%

- 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

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

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

- More than 6,000 more black and Hispanic NYC graduates entered CUNY in 2009 than in 2002
- The percent of DOE graduates who need remedial coursework at CUNY has also declined since 2002



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Source: CUNY Office of Institutional Research and Assessment. Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time). Includes both community and senior colleges.

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

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

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

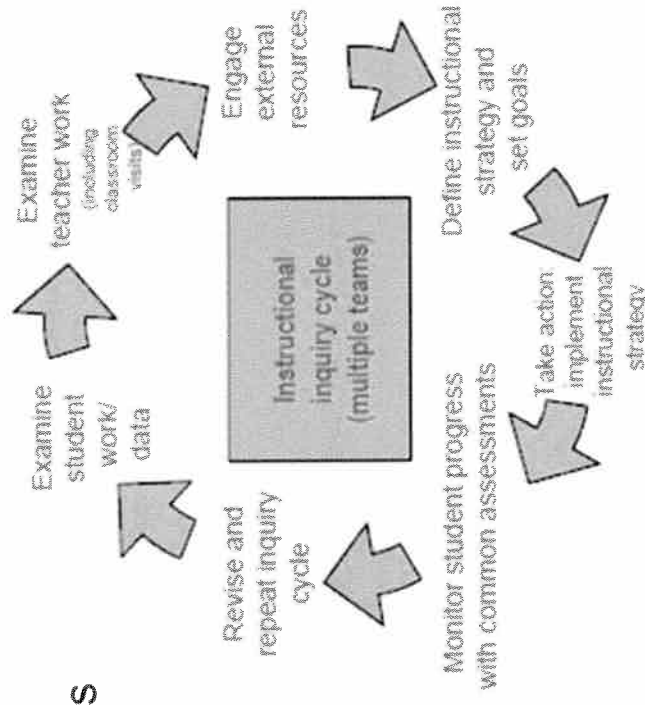
“If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting.”

-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



SUPPORT FOR STRUGGLING STUDENTS

- Principals and teachers are working to ensure support for each student, particularly those who scored Level 1 or 2 on 2010 state tests
 - > Implement a diverse range of classroom-level supports during the school day, including individual instruction, small-group work, and team teaching
 - > Provide targeted, well-planned after-school tutoring during extended day time
- 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 students
- 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



SUPPORT FOR SCHOOLS TO RAISE THE BAR: KEY CITYWIDE PILOTS

- 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 creating accountability measures, funding formulas, and enrollment policies aligned with reform
- Other key pilots
 - > Common Core
 - > Innovation
 - > Teacher effectiveness

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
- > 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 graduate

▪ 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



Joel I. Klein, Chancellor

