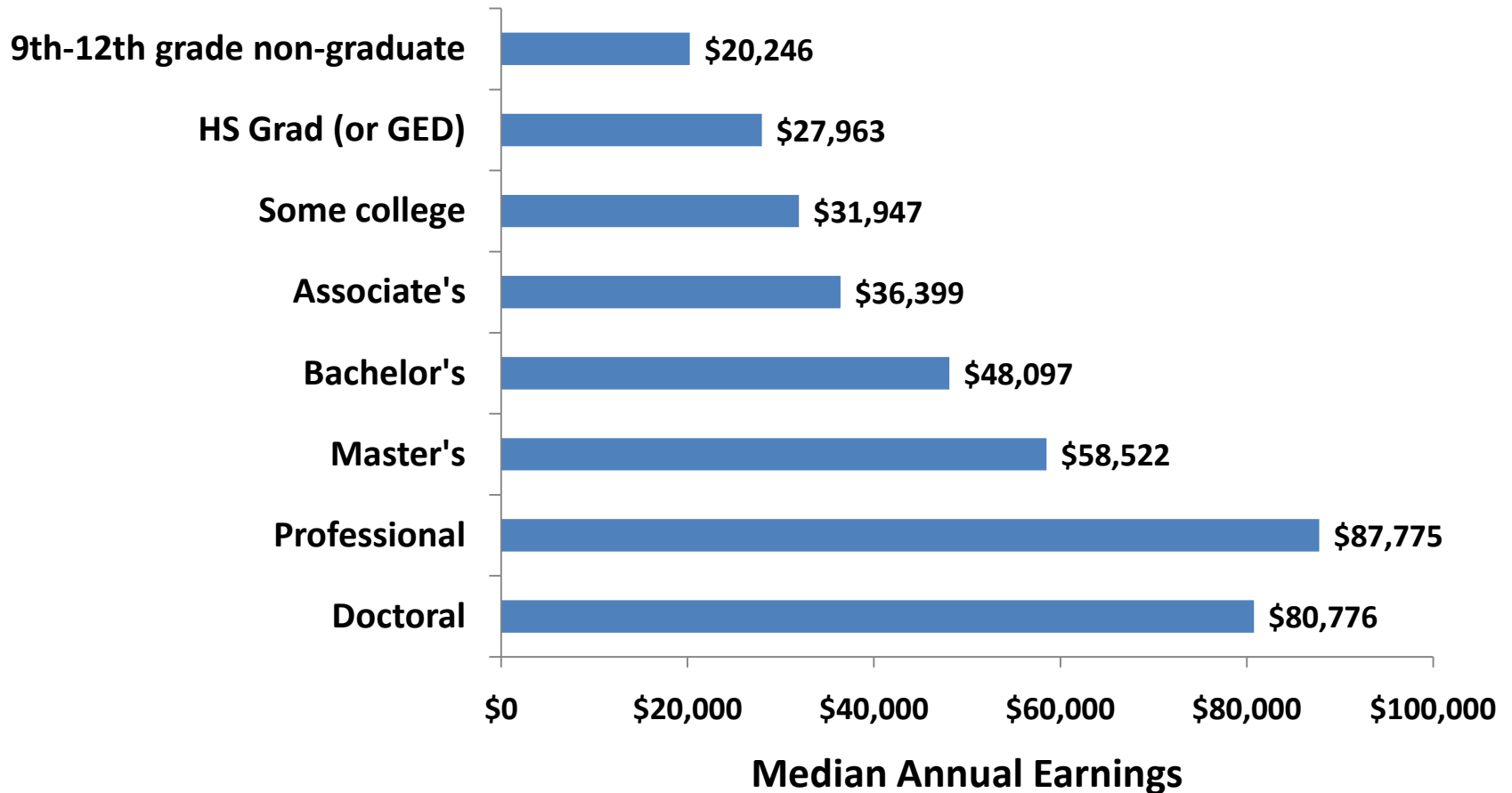


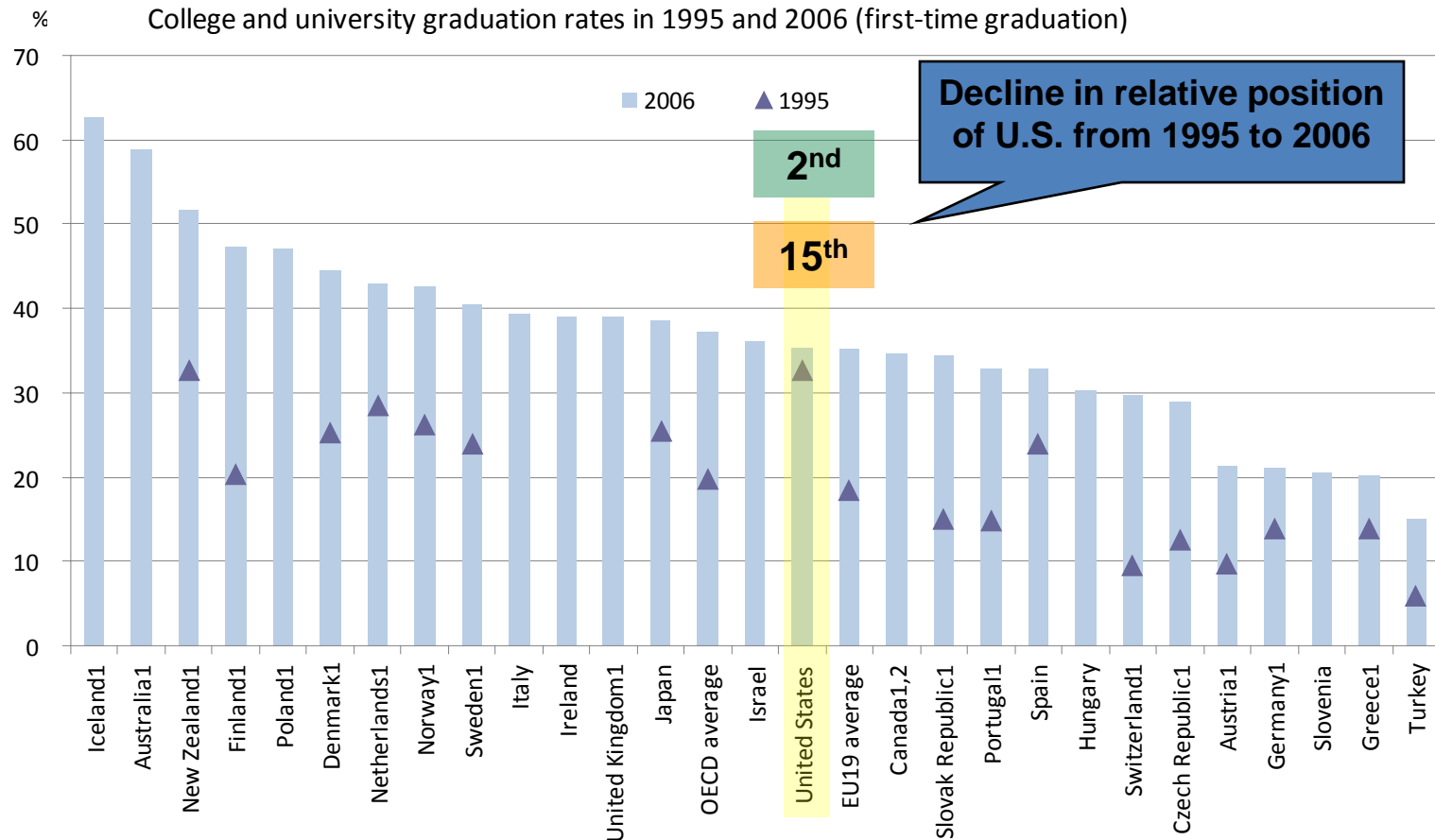
A New Standard for Proficiency: College Readiness

July 28, 2010

Higher education degree holders earn more and contribute more to economic growth



U.S. college graduation rates have stagnated relative to the rest of the developed world



1. Net graduation rate is calculated by summing the graduation rates by single year of age in 2006.

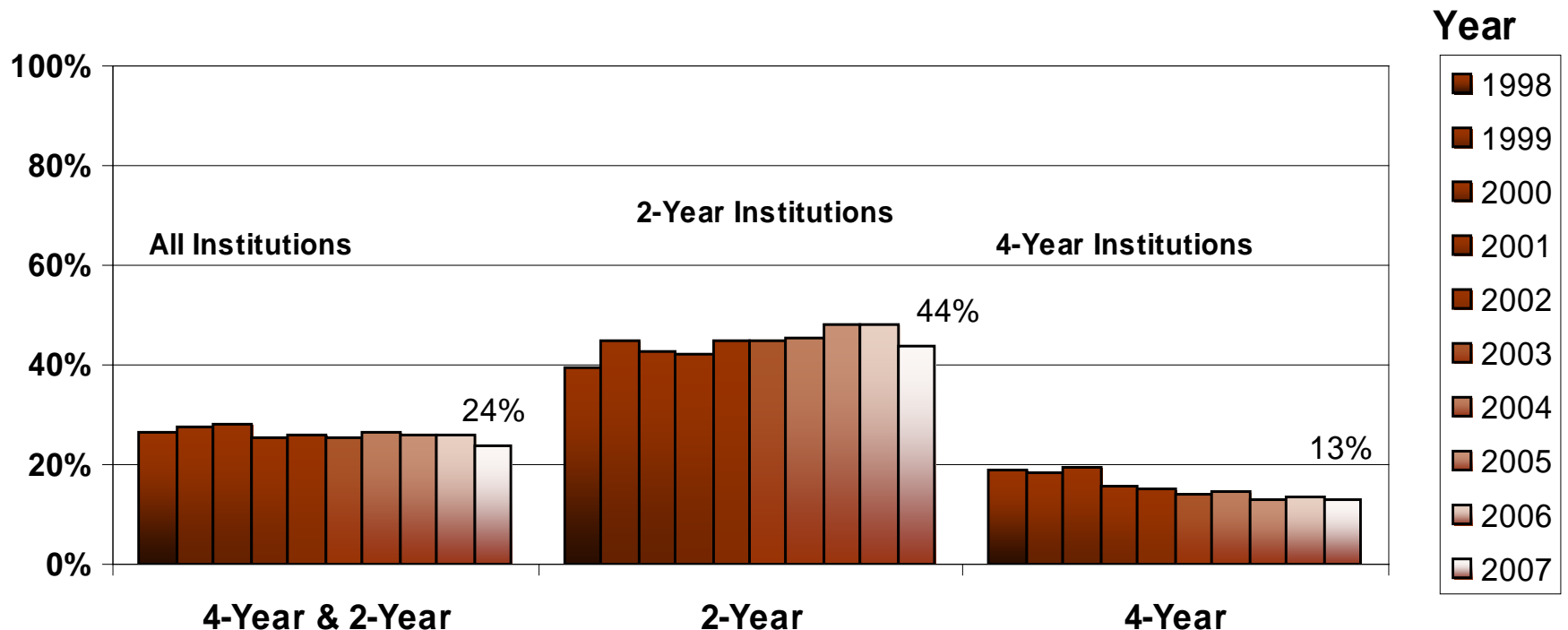
2. Year of reference 2005.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2006.

Source: OECD. Table A3.2 See Annex 3 for notes (www.oecd.org/edu/eag2008)

Nearly a quarter of students in all NYS two- and four-year institutions of higher education take remedial coursework

New York State First-Time Students Taking Remedial Coursework By Type of Institution, 1998-2007



The Regents raised standards a decade ago. Now the Regents are embarking on a new era of reform to improve student achievement

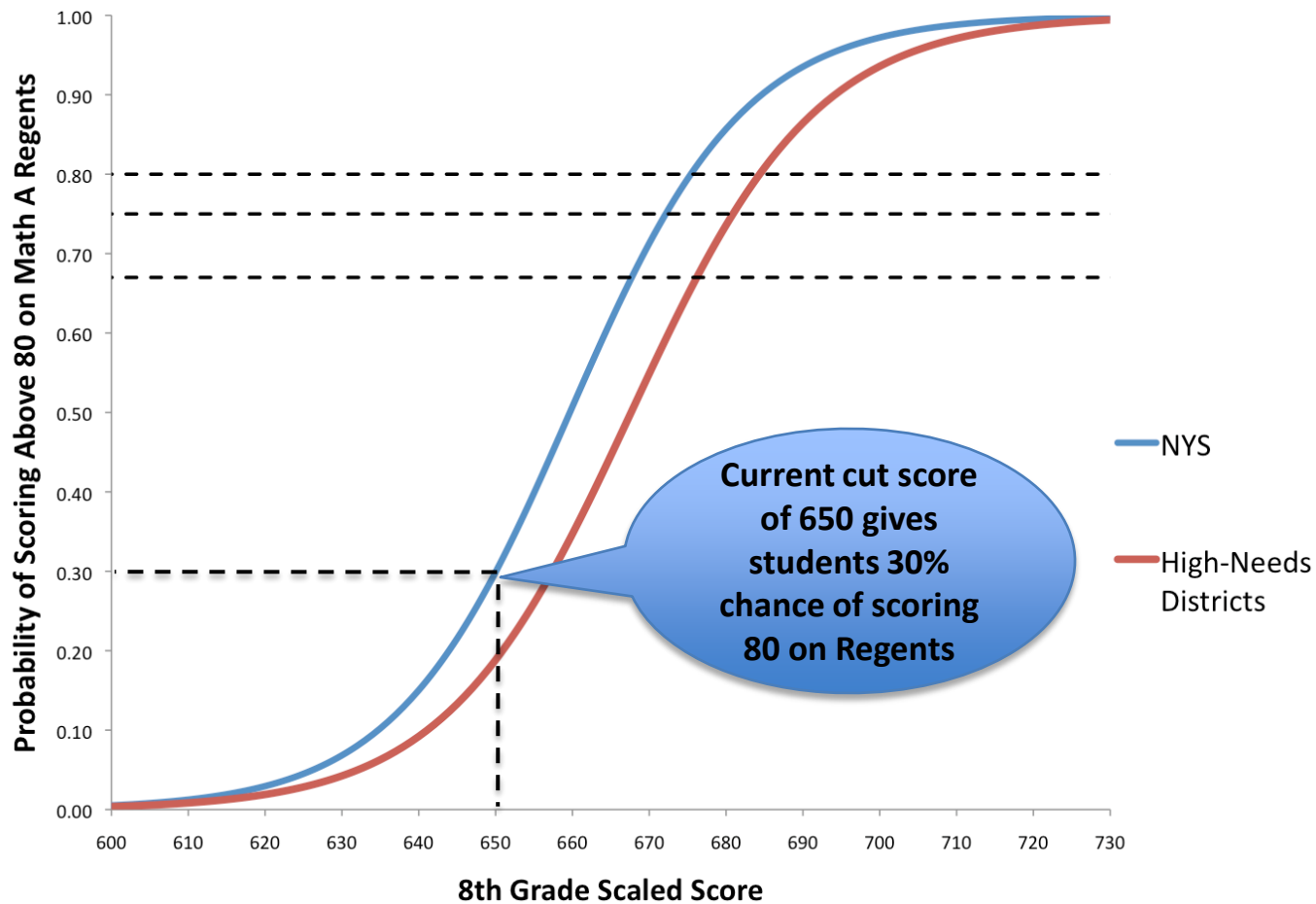
- Curriculum and professional development
- Teacher preparation and effectiveness
- School leader preparation and effectiveness
- World-class data system
- School turnaround
- NYSED a support-oriented agency
- **State assessments**

Institutions of Higher Education around the state consider a Regents score of 75 to 85 to be a bare minimum for college readiness

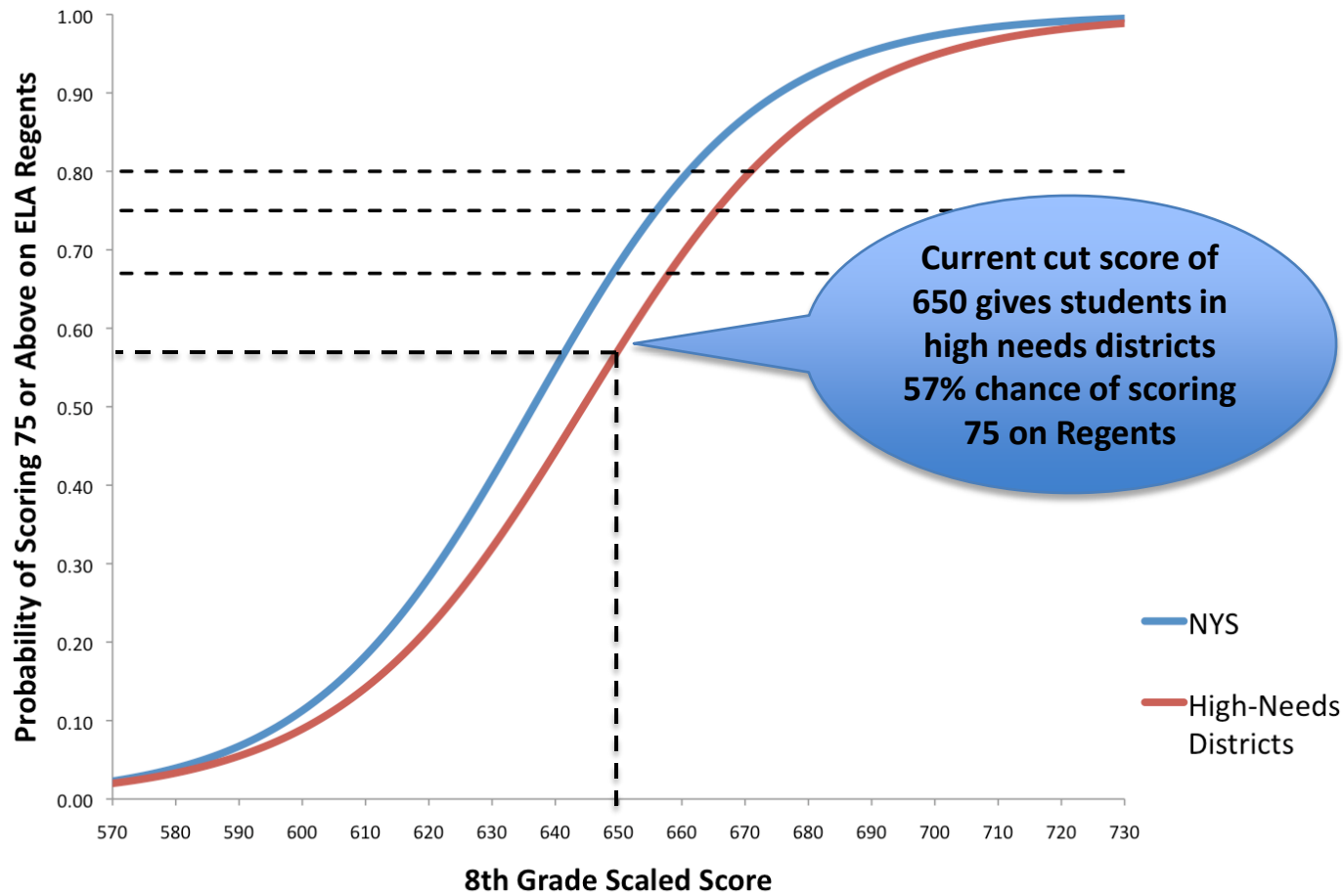
Conversations with admissions directors of two- and four-year public and private colleges in the Western NY, Central NY, Hudson River, and New York City regions indicate that:

- 75 to 85 on the Regents 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 is a threshold for placement in remediation for CUNY; and
- 75 on Regents is considered roughly equivalent to a 500 on the SAT and serves as a threshold for remediation.

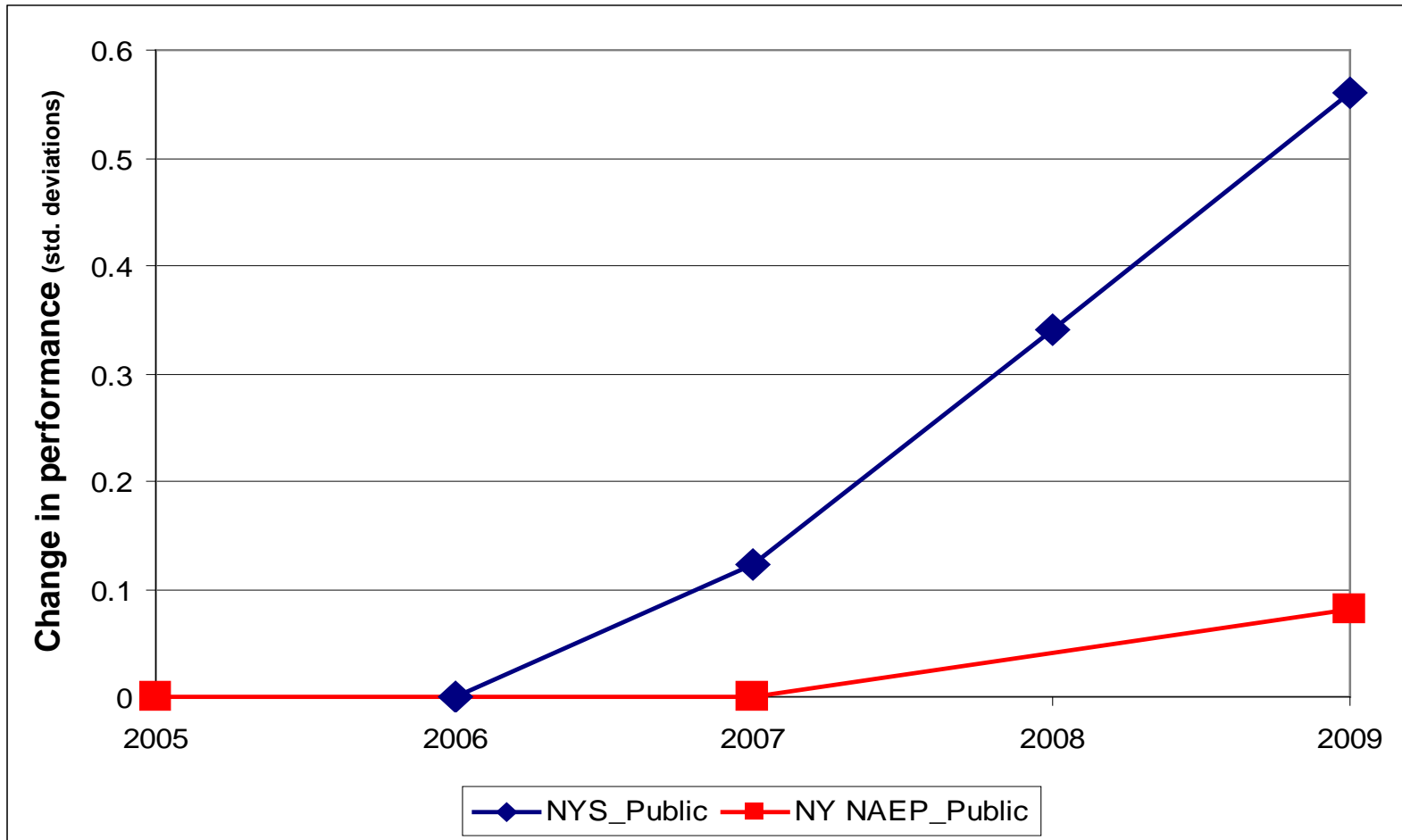
Students at the current Level 3 Proficiency standard on their 8th grade Math exam have less than a 1 in 3 chance of earning an 80 on their Math Regents



Students in high needs districts at the current Level 3 Proficiency standard on their 8th grade ELA exam have about a 50-50 chance of earning a 75 on their ELA Regents



Since 2006, New York's 8th grade students have improved substantially on the state math test, but their performance on the NAEP has remained nearly flat



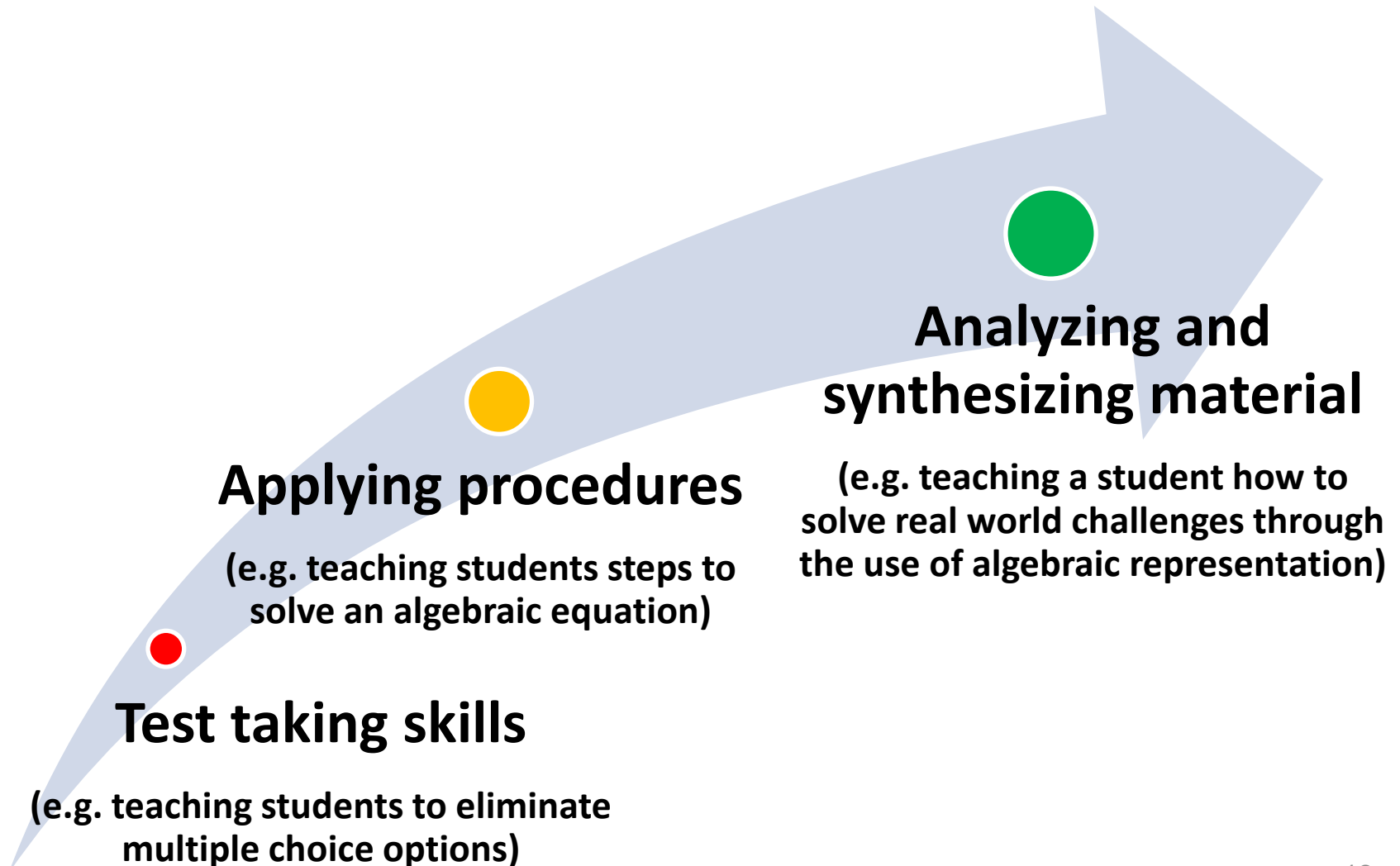
Possible reasons for this divergence include:

- Increased learning by students on content tested by NYS tests;
- Focus of instruction on narrow strands of content that appear on the NYS tests;
- Differences between what the NYS assessments and NAEP measure; and
- Technical issues in the equating of scores from year to year.

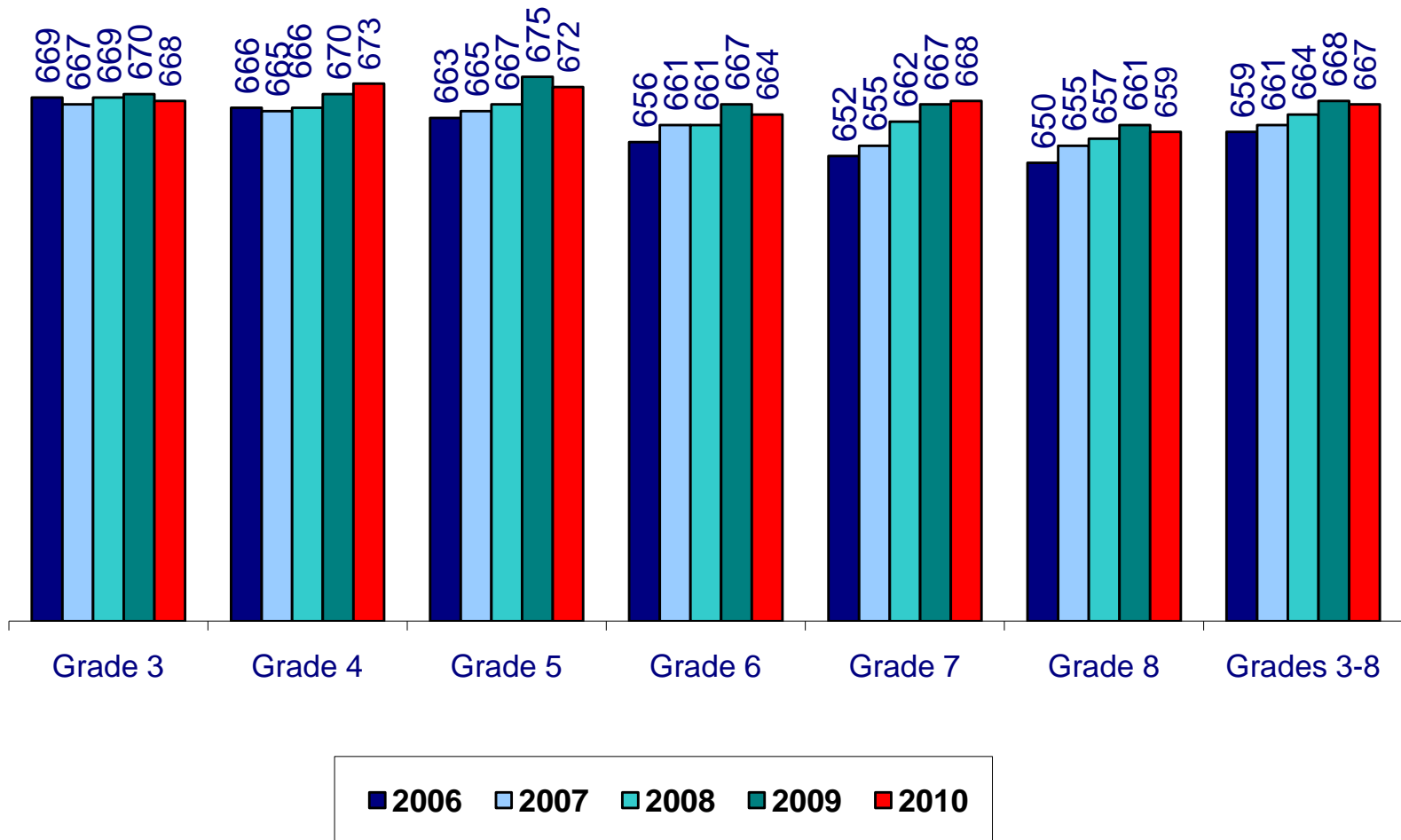
We are improving the state assessments

- 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 length of Math and ELA tests
 - Test more new performance indicators
 - Make test items more difficult to predict
 - Improve quality of English Regents exam
- 2014-2015
 - Common Core Assessments

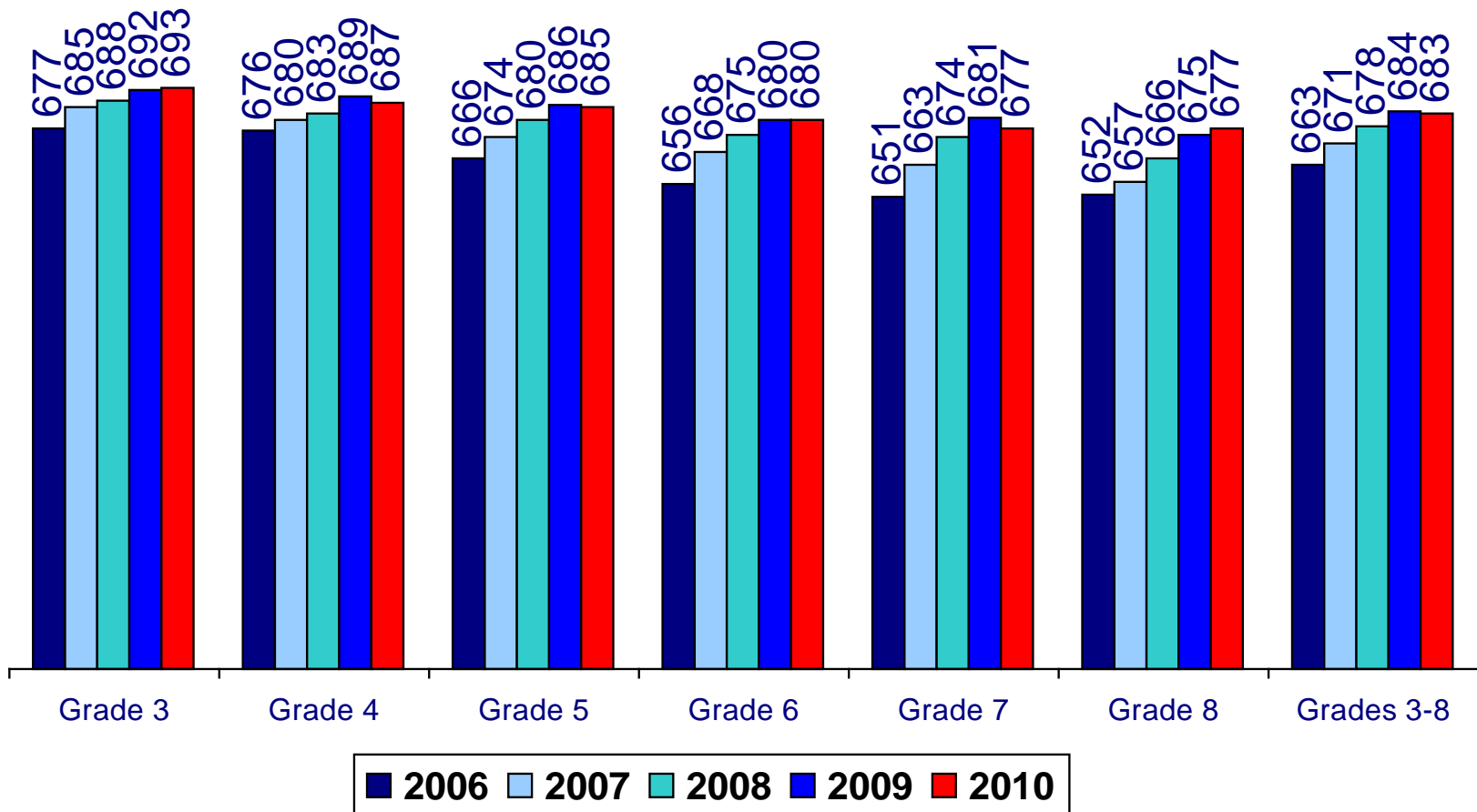
We are working on short- and long-term strategies to improve the quality of our assessments



The average scale scores on the English Language Arts test this year were about the same as last year in all grades



The average scale scores on the Mathematics test this year were about the same as last year in all grades



New Performance Level Labels

Performance Level	Level Label
Level 1	Below Standard
Level 2	Meets Basic Standard
Level 3	Meets Proficiency Standard
Level 4	Exceeds Proficiency Standard

The 2010 Math and ELA Proficiency Standard scores will be changed from 650 where they have been set in the past

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

3rd-7th 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

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

The 2010 Math and ELA Basic Standard scores will also be changed from where they have been set in the past

8th-grade Proficiency scores are set at a level that provides students a **75% chance** of earning a Regents score of 65, sufficient to earn a Regents diploma

3rd-7th 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 Regents diploma

Grade	Math	ELA
8	639	627
7	639	642
6	640	644
5	640	647
4	636	637
3	661	643

What does this mean in real terms?

We expect 8th grade students should be able to calculate a tip using percentages.

Before, we would have labeled an 8th-grader with a 50-50 chance of correctly answering a question like the one below, Proficient.

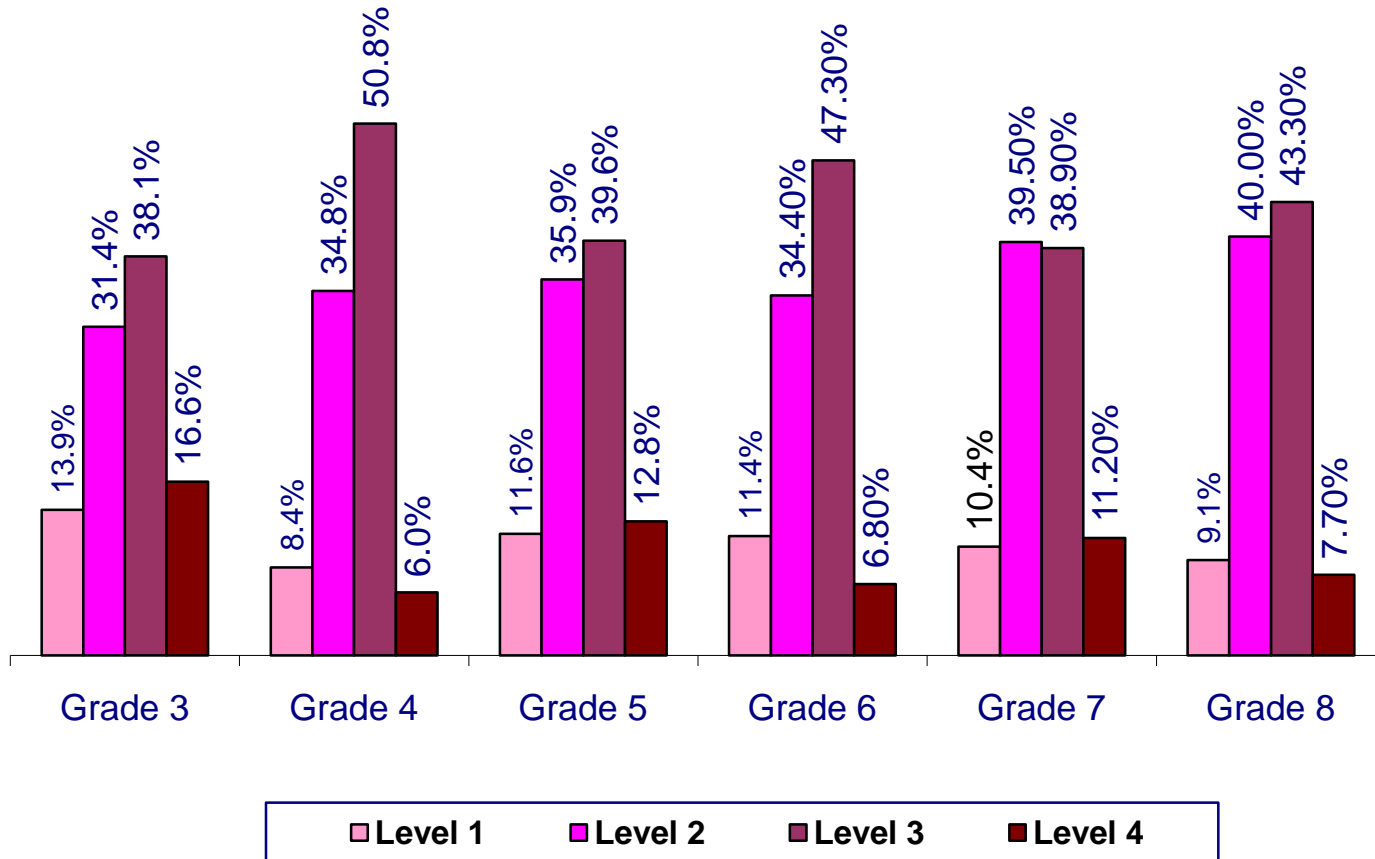
Now, we are expecting an 8th-grader to have a better than 3 in 4 chance of being able to get this question right in order to be deemed Proficient.

27 Sarah went on a one-day bus tour from Las Vegas to the Grand Canyon. The cost of the bus ticket was \$80. She also paid 15% of the cost of the ticket as a tip to the bus driver. What was the amount of the tip that Sarah paid the bus driver?

- A** \$5
- B** \$12
- C** \$15
- D** \$19

GRADES 3-8 ELA RESULTS

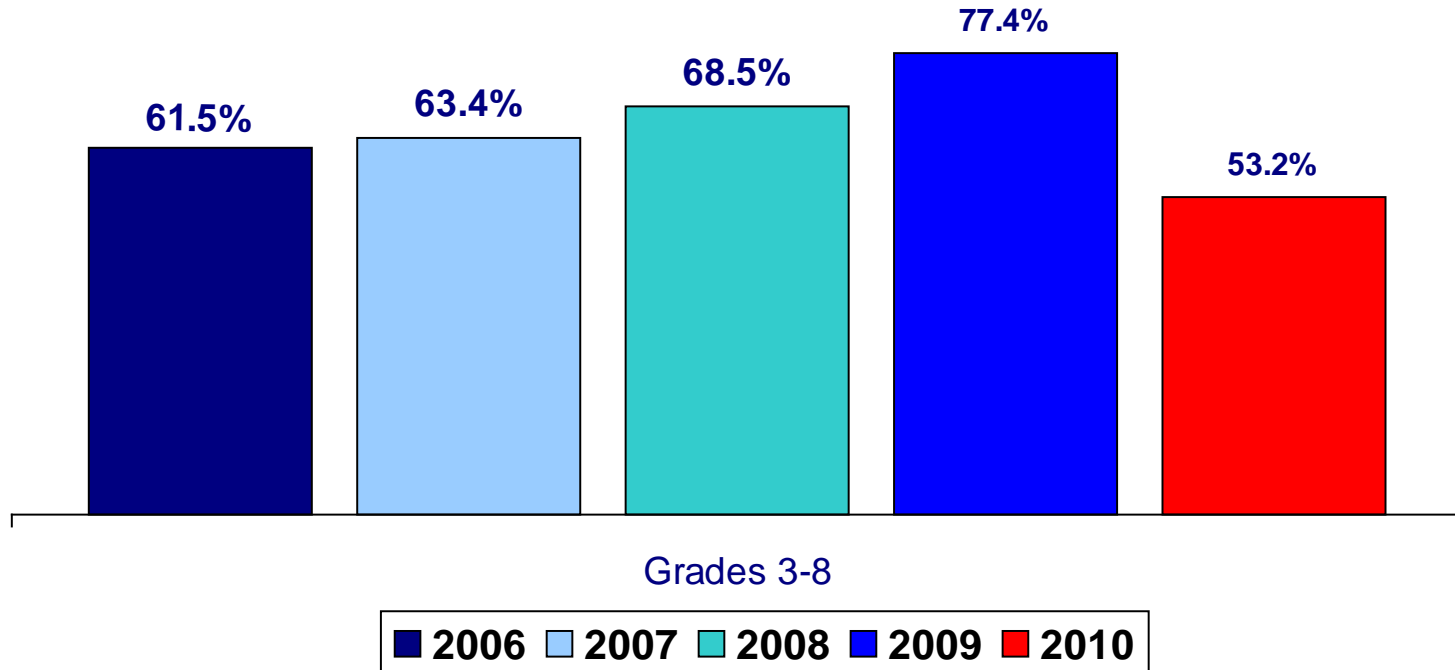
Across Grades 3-8, the majority of students around the state met or exceeded the new English Language Arts (ELA) Proficiency standard



53 percent of grade 3-8 students across the state met or exceeded the new ELA Proficiency standard.

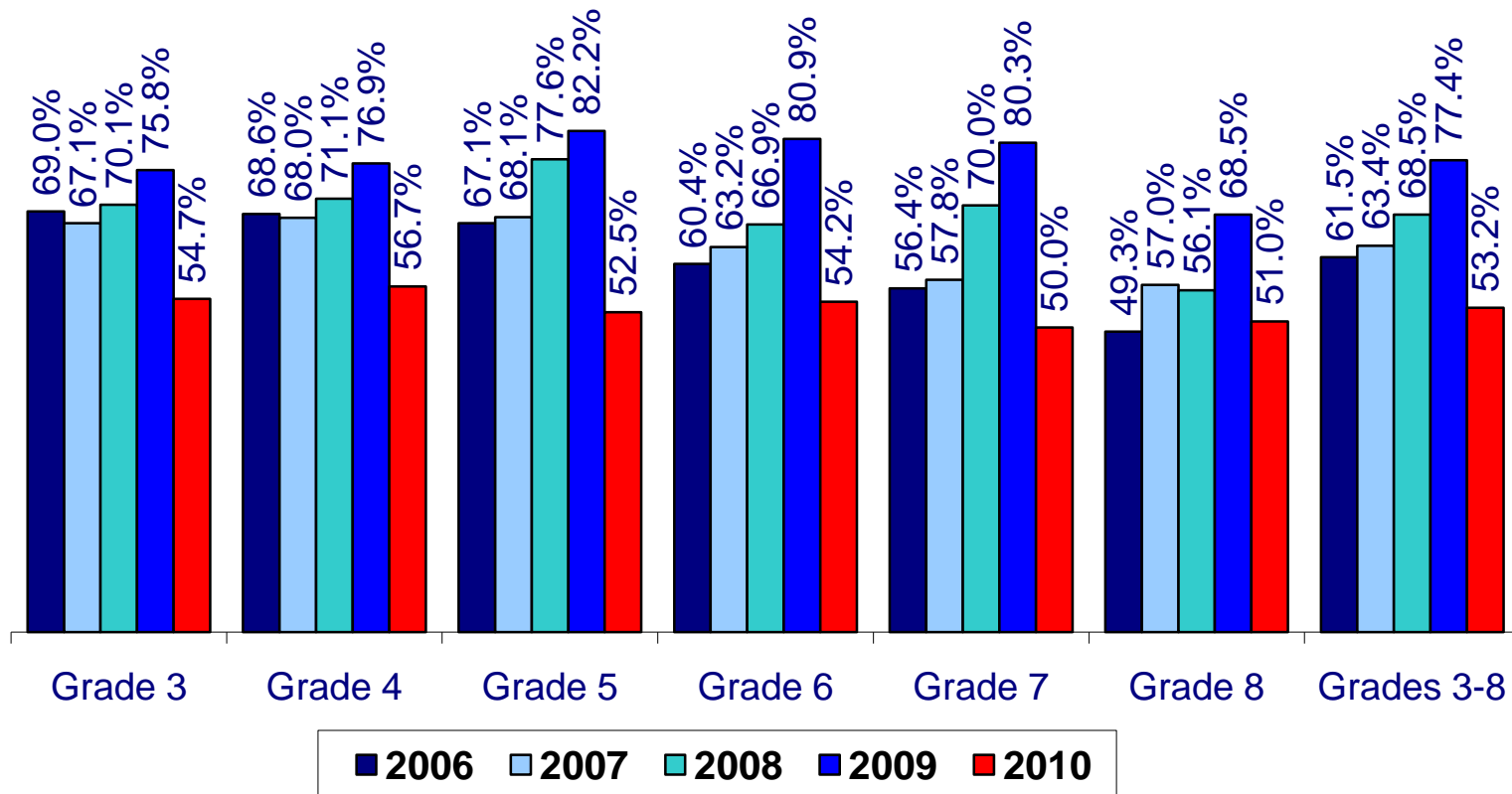
Number of Students Tested

	2006	2007	2008	2009	2010
Grades 3-8:	1,205,120	1,228,362	1,207,778	1,200,460	1,196,283



As a result of raising the bar for what it means to be proficient, fewer students met or exceeded the new ELA Proficiency standard in 2010

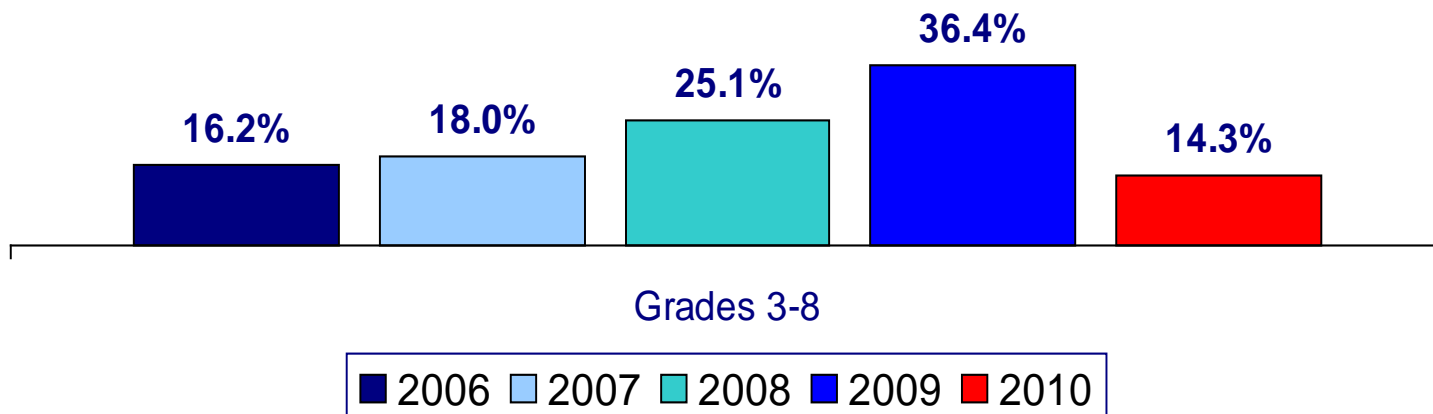
	2006	2007	2008	2009	2010
Grade 3 =	185,603	198,457	195,777	198,367	196,604
Grade 4 =	190,951	197,499	197,016	195,942	199,530
Grade 5 =	201,262	202,133	198,022	197,856	197,448
Grade 6 =	204,249	204,463	200,505	197,996	198,135
Grade 7 =	210,735	211,839	207,278	202,805	200,183
Grade 8 =	212,320	213,971	209,180	207,494	204,383
Grades 3-8=	1,205,120	1,228,362	1,207,778	1,200,460	1,196,283



14 percent of English Language Learners met or exceeded the new ELA Proficiency standard

Number of ELL Students Tested

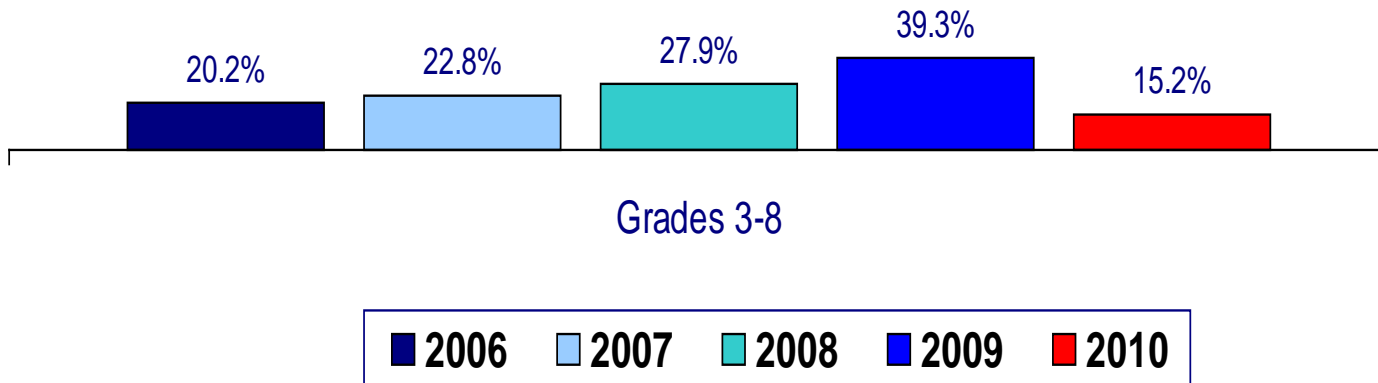
	2006	2007	2008	2009	2010
Grades 3-8:	27,507	72,082	73,199	74,854	79,348



15 percent of Students with Disabilities met or exceeded the new ELA Proficiency standard

Number of Students with Disabilities Tested

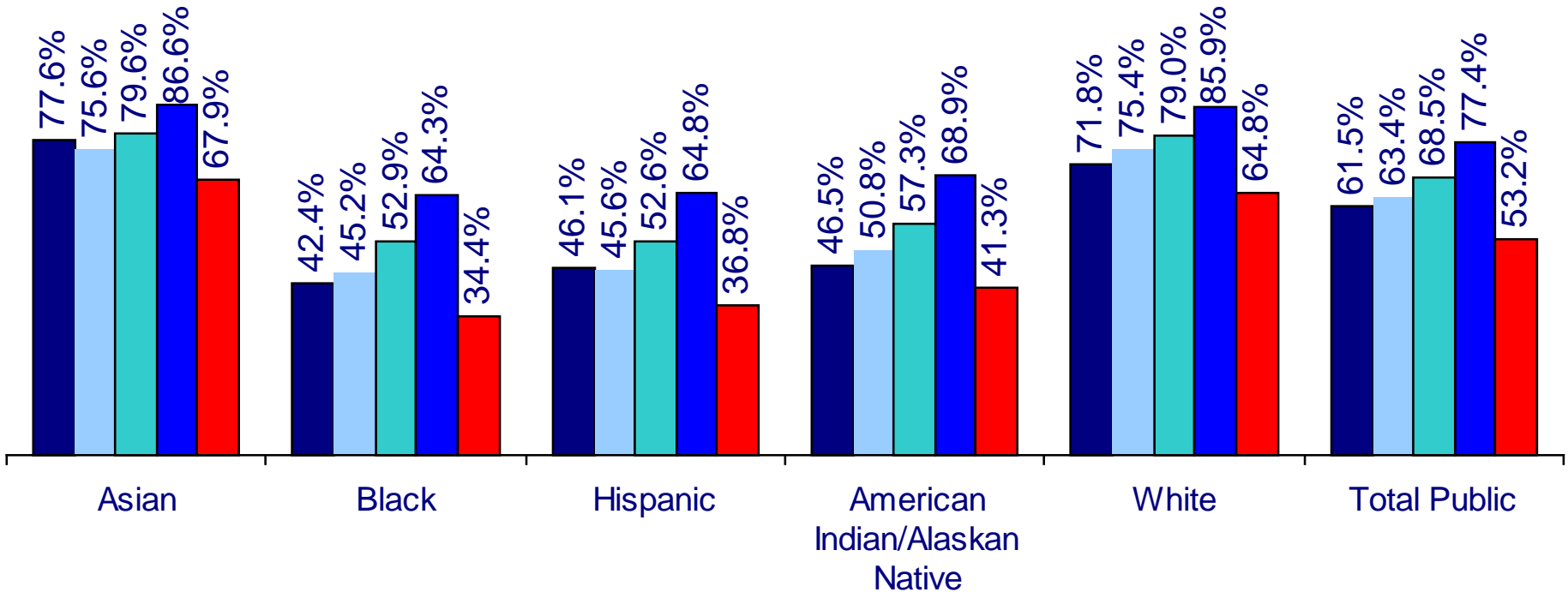
	2006	2007	2008	2009	2010
Grades 3-8:	166,511	173,369	181,381	182,847	188,096



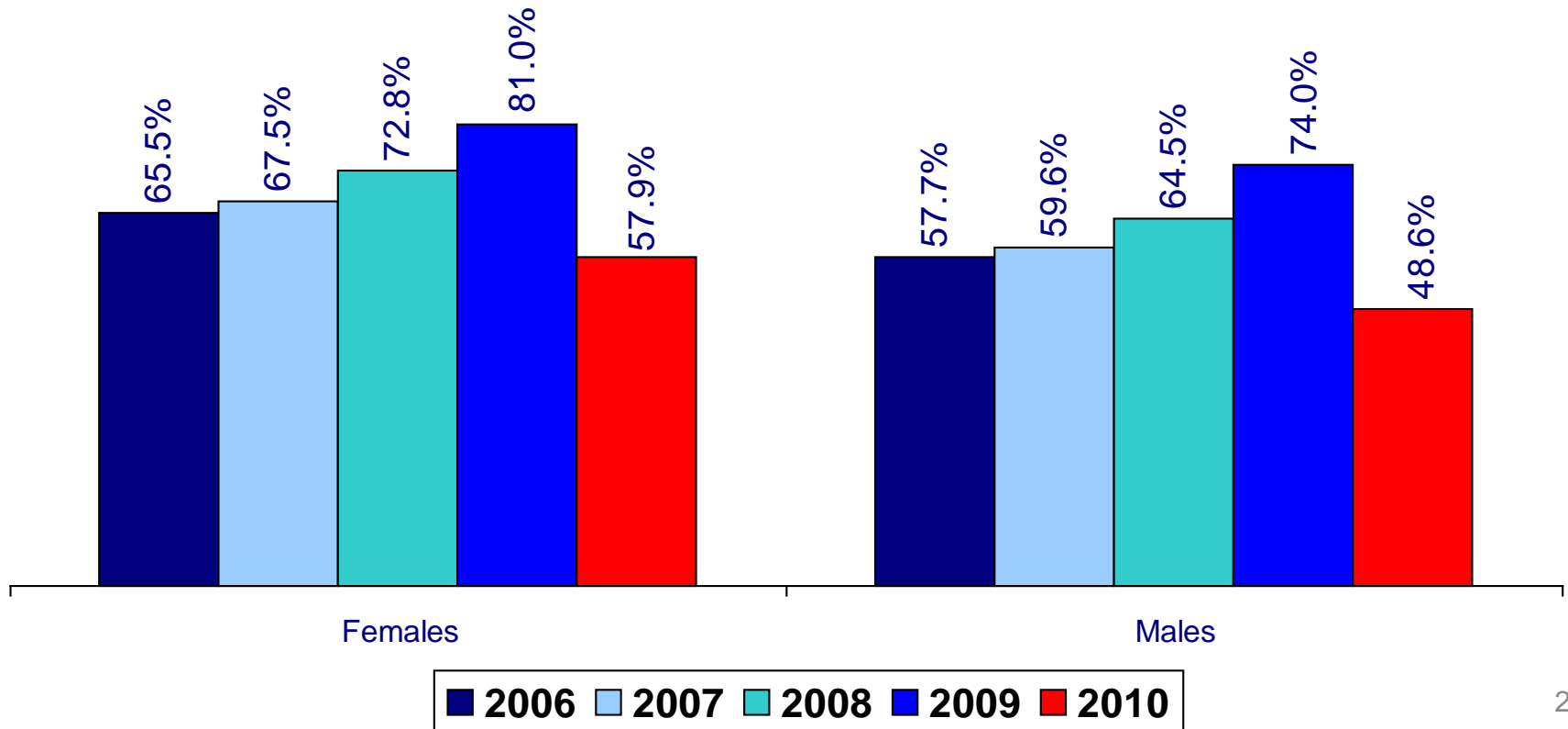
The ELA results for racial/ethnic groups across grades 3-8 reveal the stubborn persistence of the tragic racial achievement gap

2010 Total Students at Levels 3 and 4

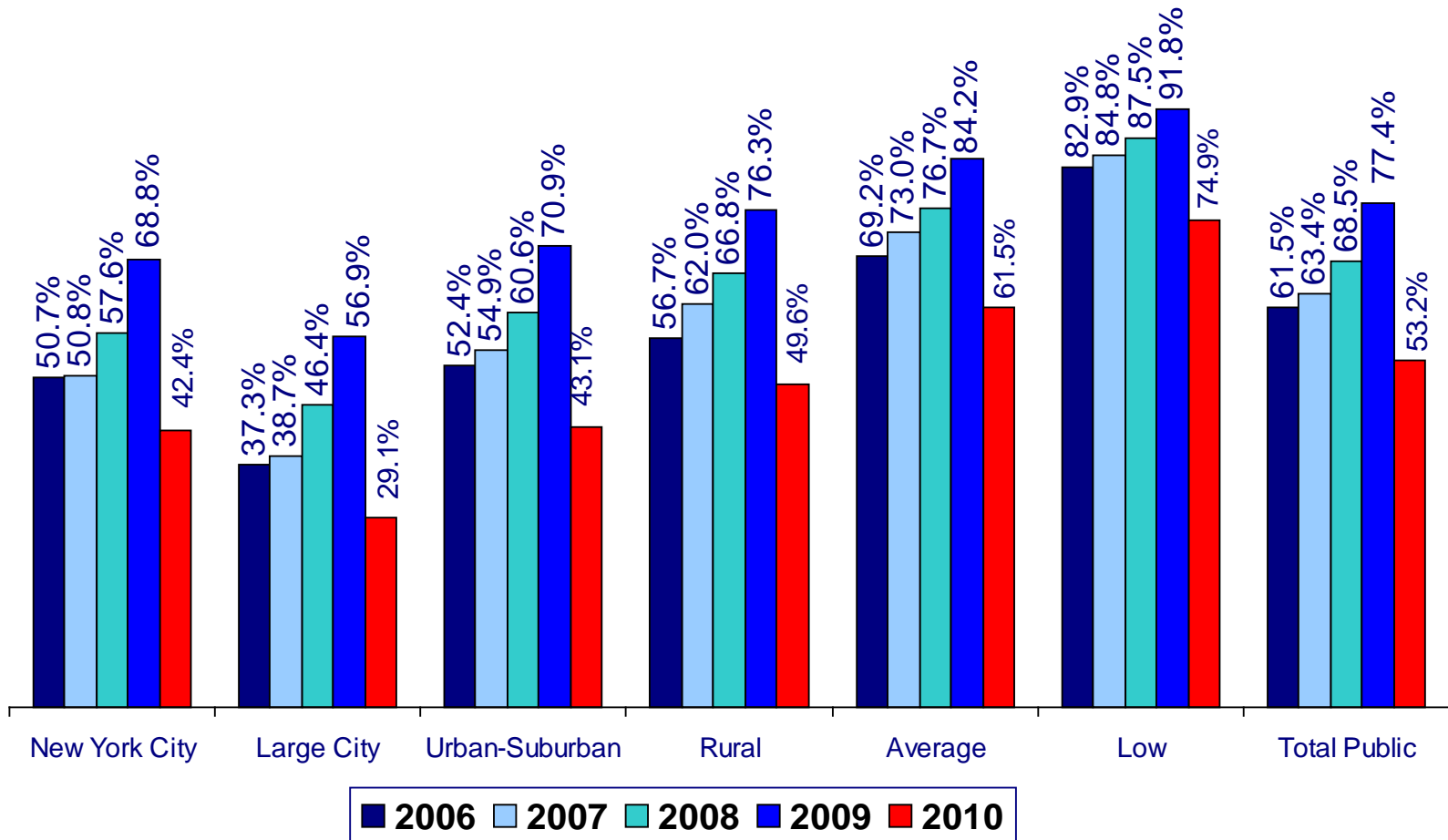
Asian:	92,134
Black:	227,851
Hispanic:	253,304
American Indian/ Alaskan Native:	5,555
White:	611,513
Total Public:	1,196,283



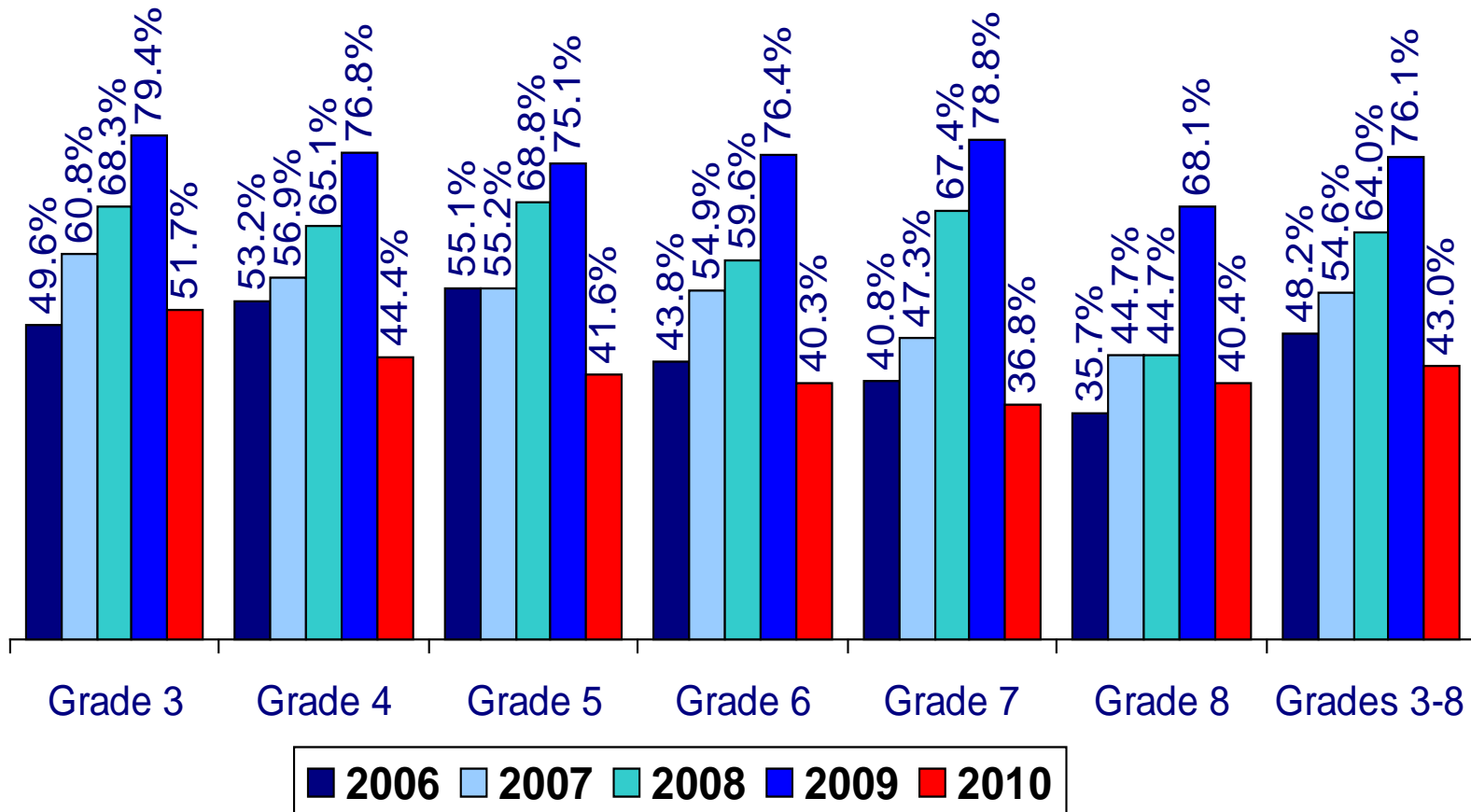
58 percent of girls, compared to 49 percent of boys, met or exceeded the new ELA proficiency standard



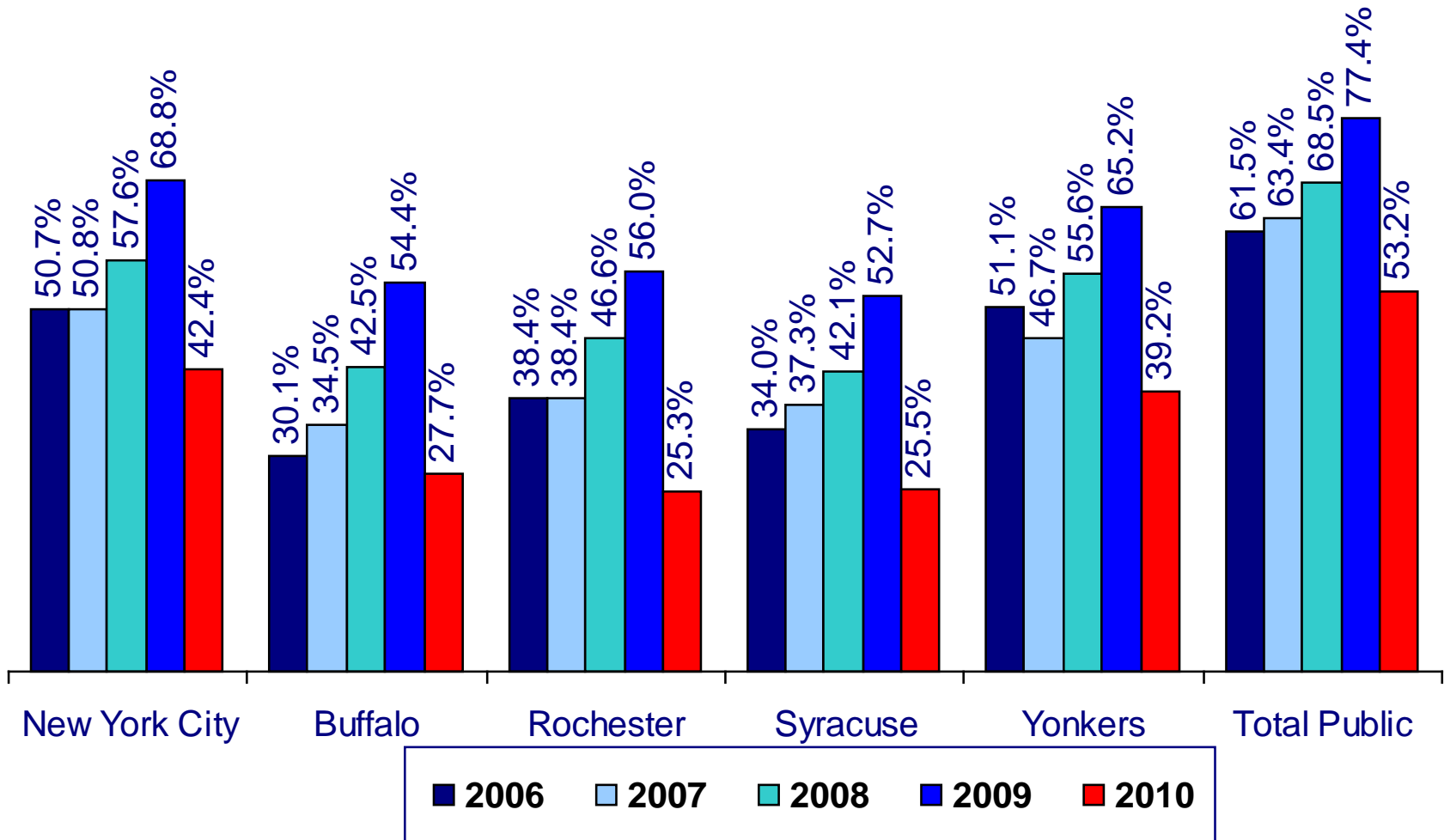
Low-need communities continued to outperform large cities and rural areas in ELA



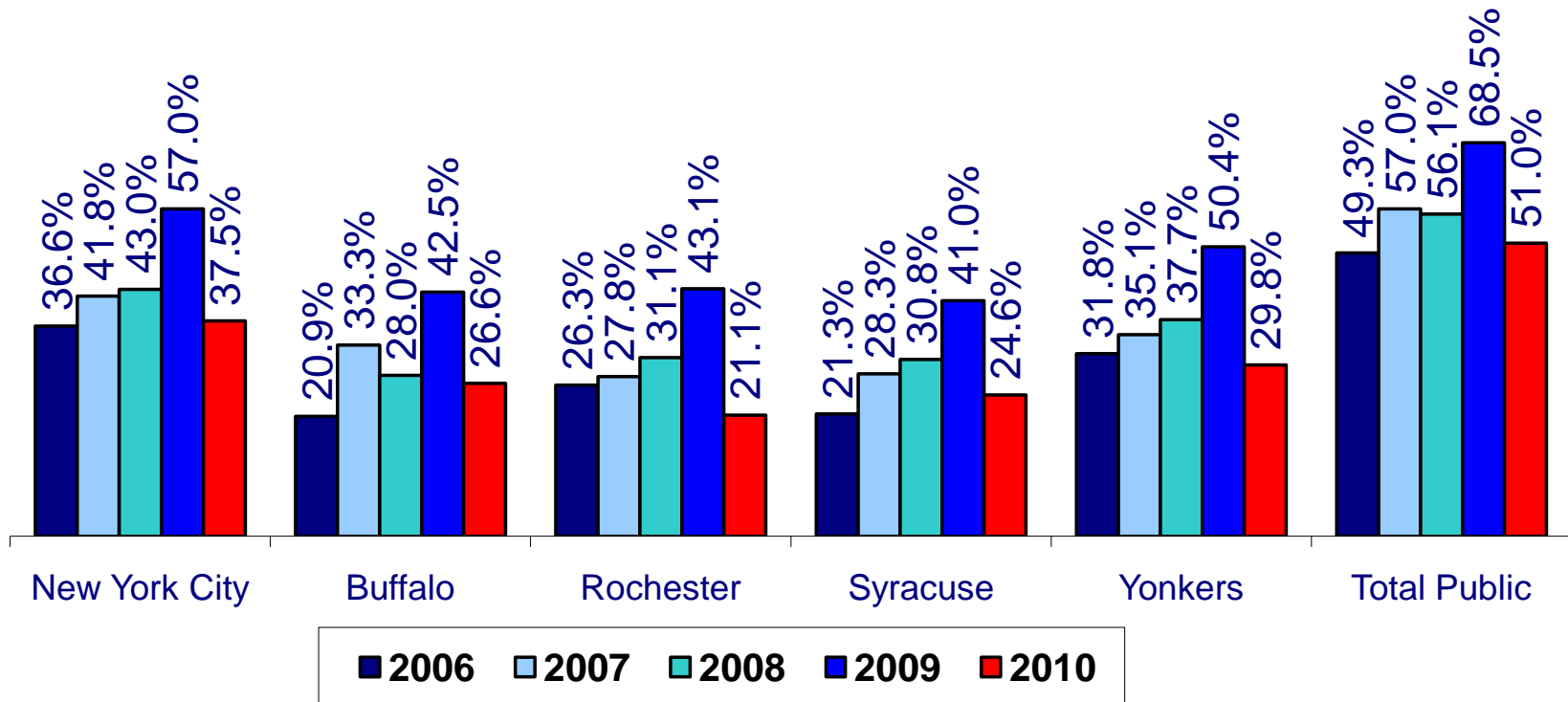
Charter schools saw similar declines in the proportion of their students who met or exceeded the new ELA Proficiency standard



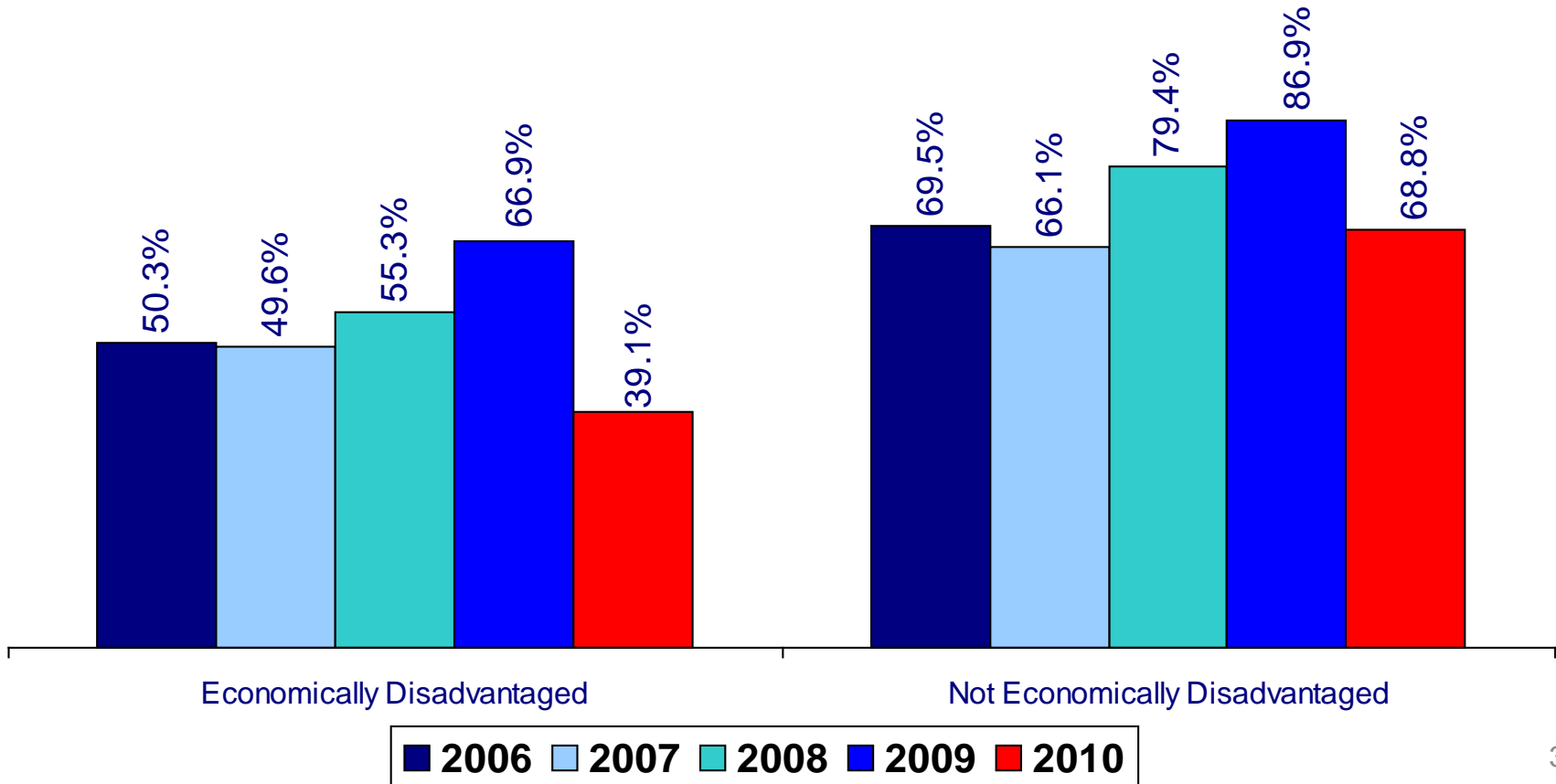
A smaller proportion of grade 3-8 students met or exceeded the new ELA Proficiency standard in the Big Five cities than in the rest of the state



A smaller proportion of Grade 8 students met or exceeded the ELA Proficiency standard in the Big Five cities than in the rest of the state

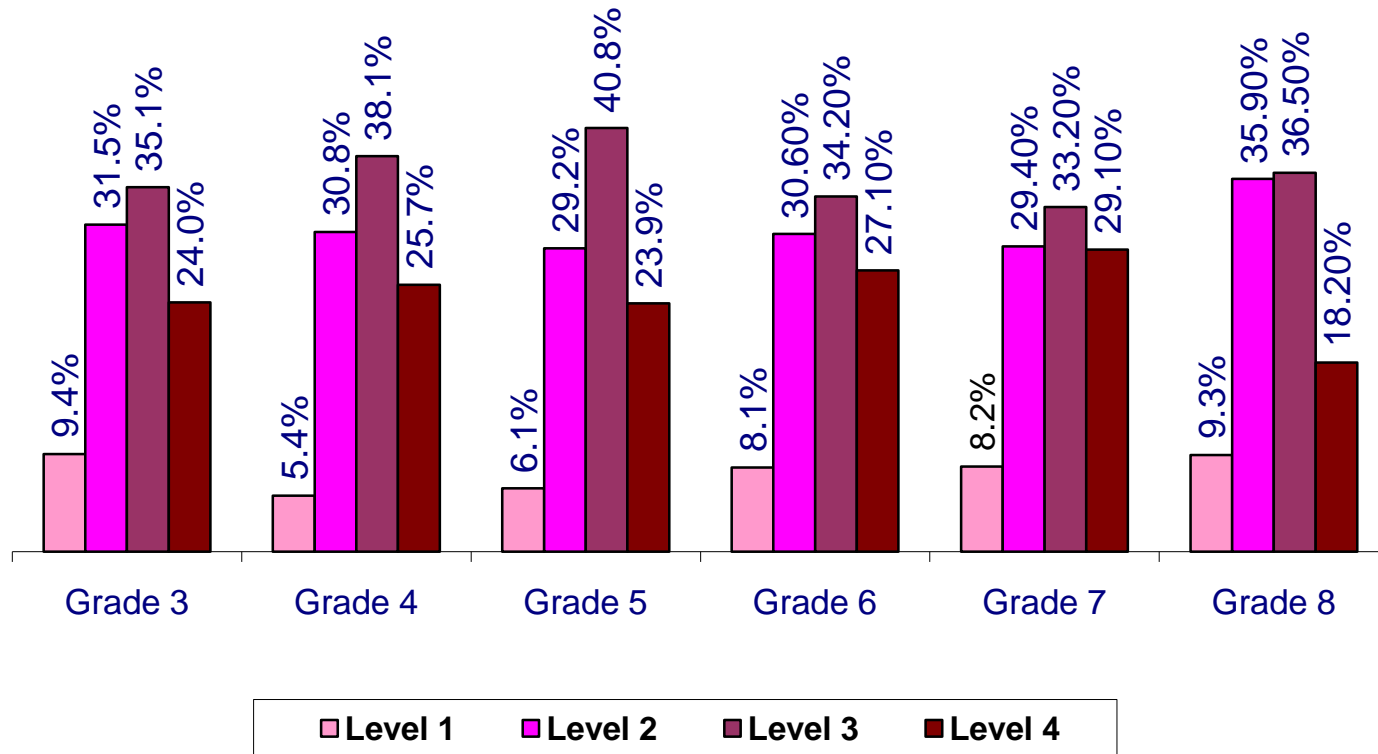


Fewer than 40 percent of economically disadvantaged grade 3-8 students met or exceeded the new ELA Proficiency standard

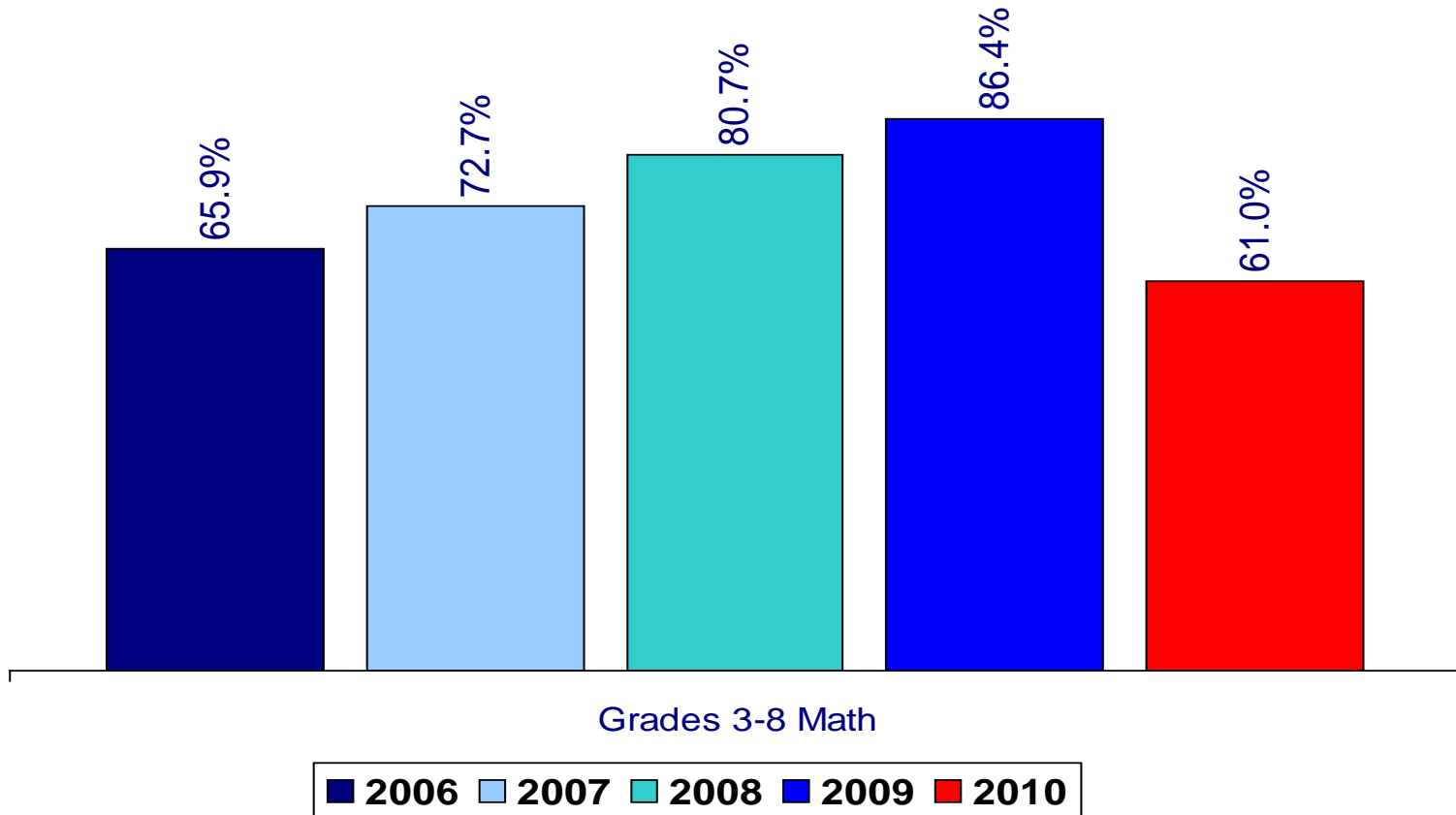


GRADES 3-8 MATHEMATICS RESULTS

Across Grades 3-8, the majority of students around the state met or exceeded the new Mathematics Proficiency standard



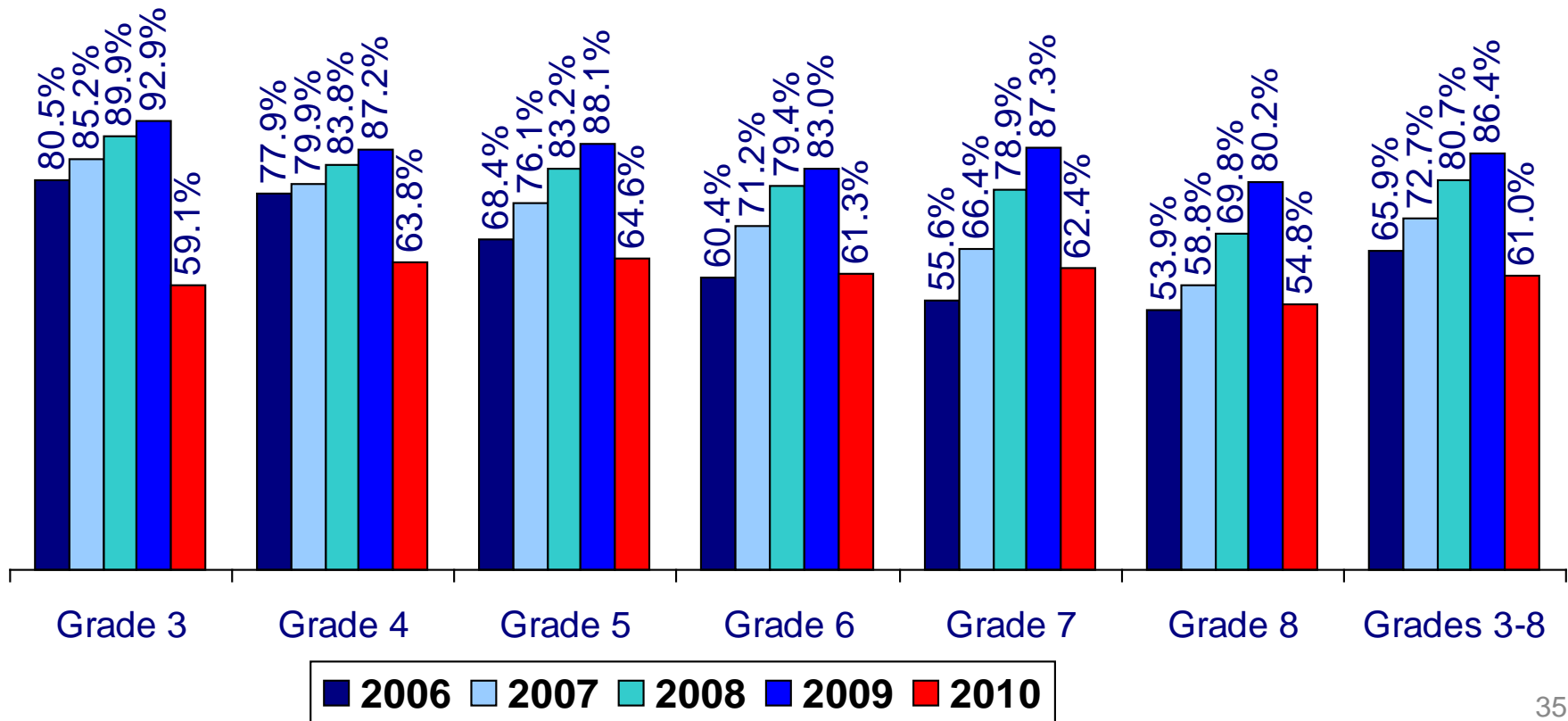
61 percent of grade 3-8 students across the state met or exceeded the new Mathematics Proficiency standard.



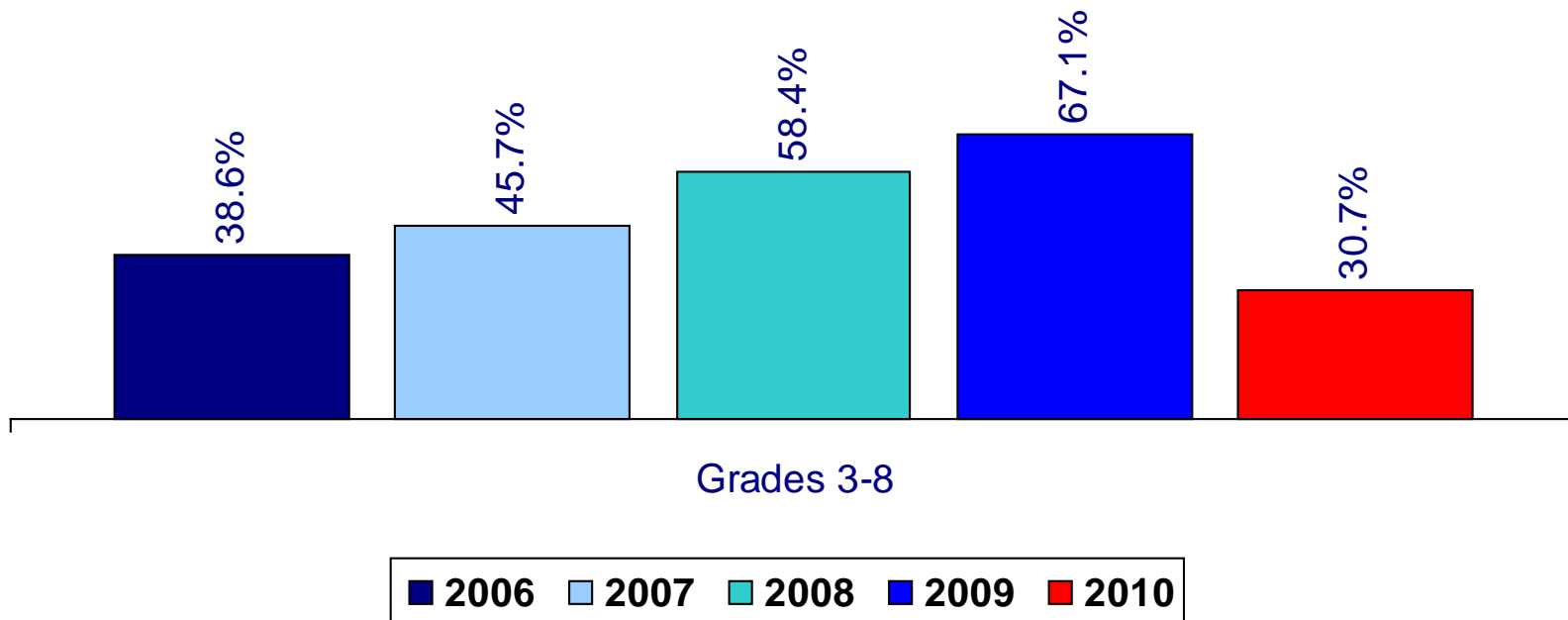
As a result of raising the bar for what it means to be proficient, fewer students met or exceeded the new Mathematics Proficiency standard in 2010

Number of Students Tested

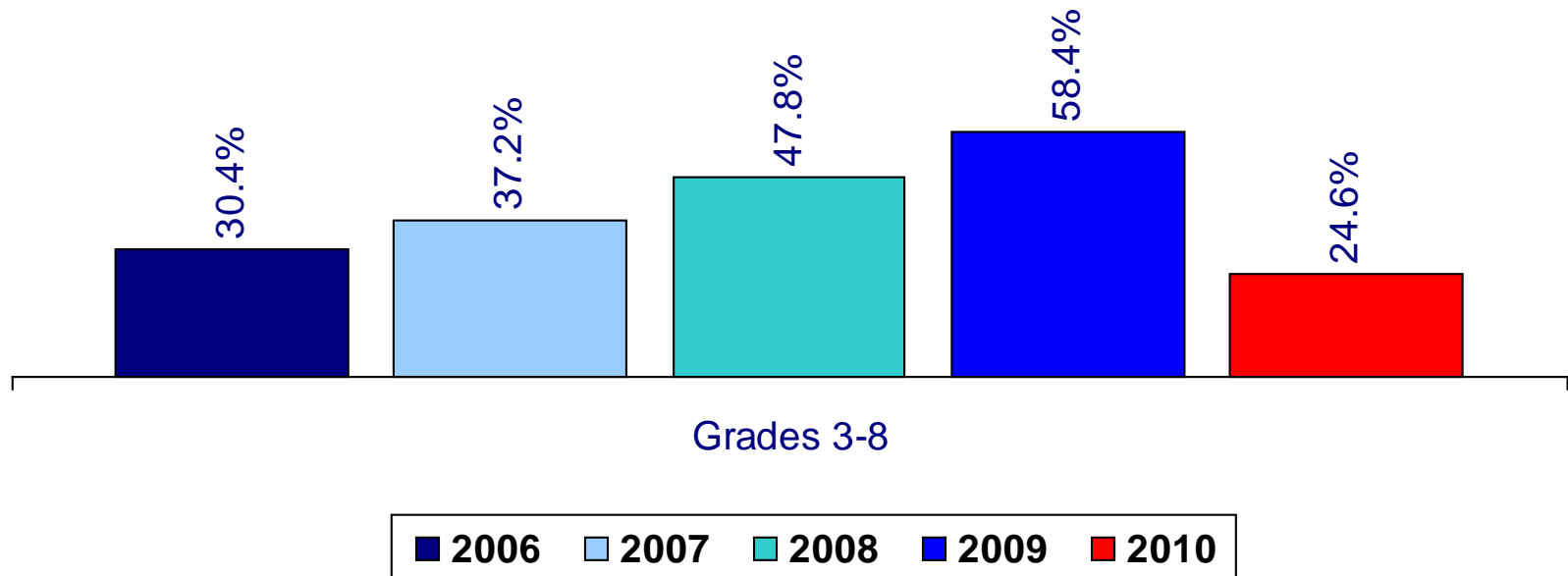
	2006	2007	2008	2009	2010
Grade 3	201,956	200,217	197,500	200,336	198,785
Grade 4	202,791	199,391	198,730	197,704	201,769
Grade 5	209,242	203,956	199,746	199,511	199,594
Grade 6	211,428	206,220	202,058	199,940	200,774
Grade 7	217,308	213,436	209,039	204,648	202,723
Grade 8	219,414	215,415	210,716	209,221	206,739
Grades 3-8	1,259,956	1,238,635	1,217,789	1,211,360	1,210,384



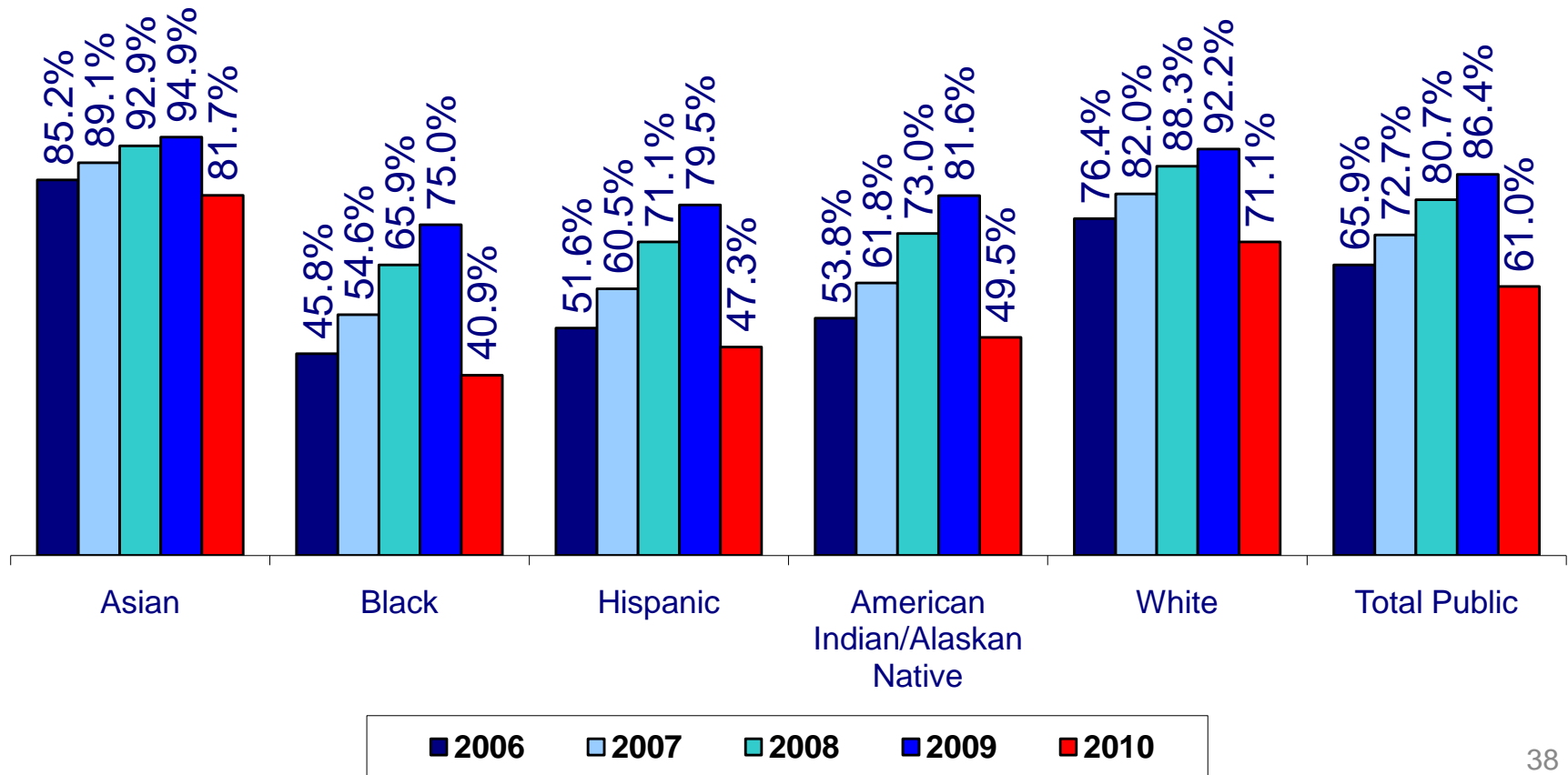
31 percent of English Language Learners met or exceeded the new Mathematics Proficiency standard



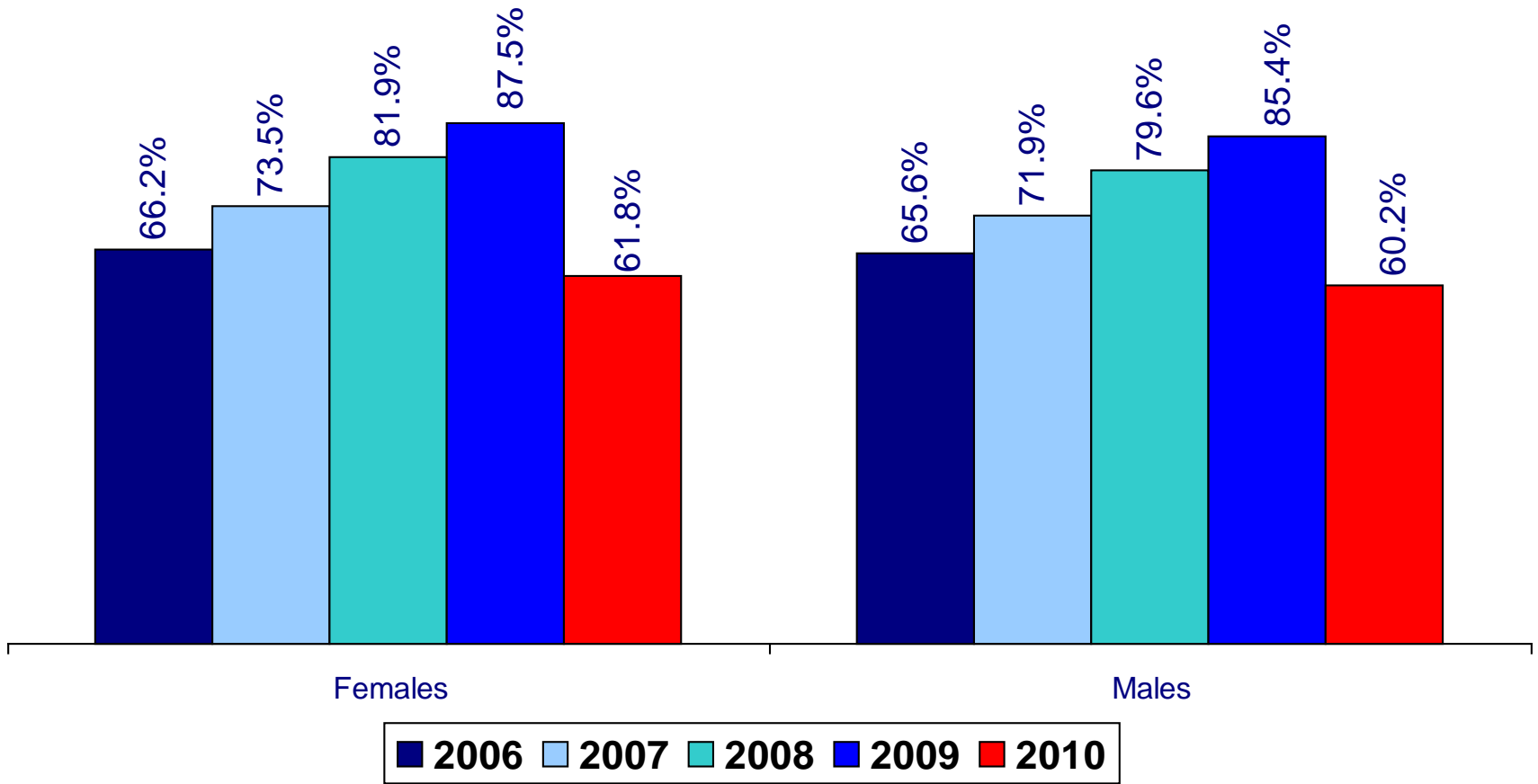
25 percent of Students with Disabilities met or exceeded the new Mathematics Proficiency standard



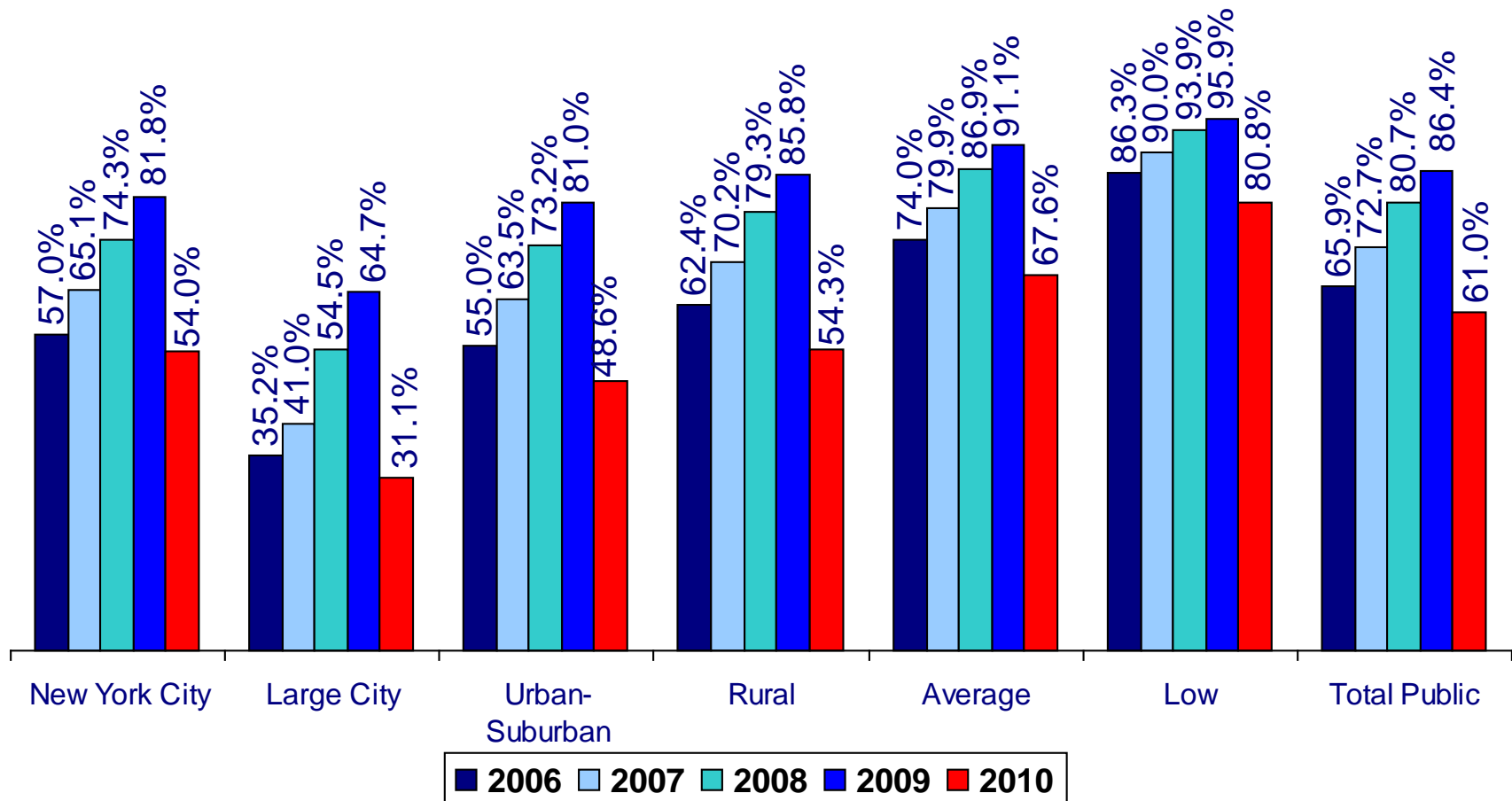
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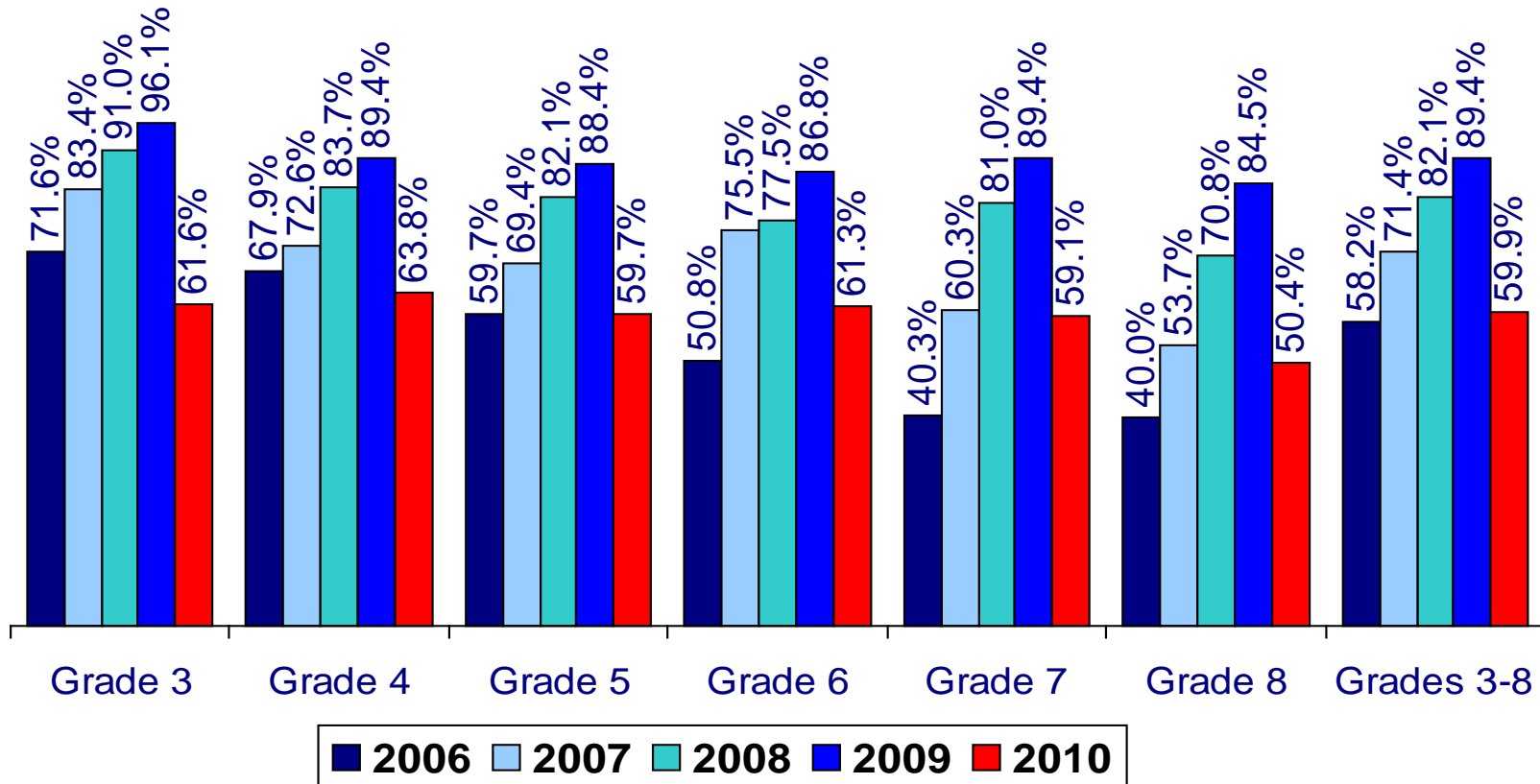
Male and female students in grades 3-8 met or exceeded the new Mathematics Proficiency standard at about the same rate



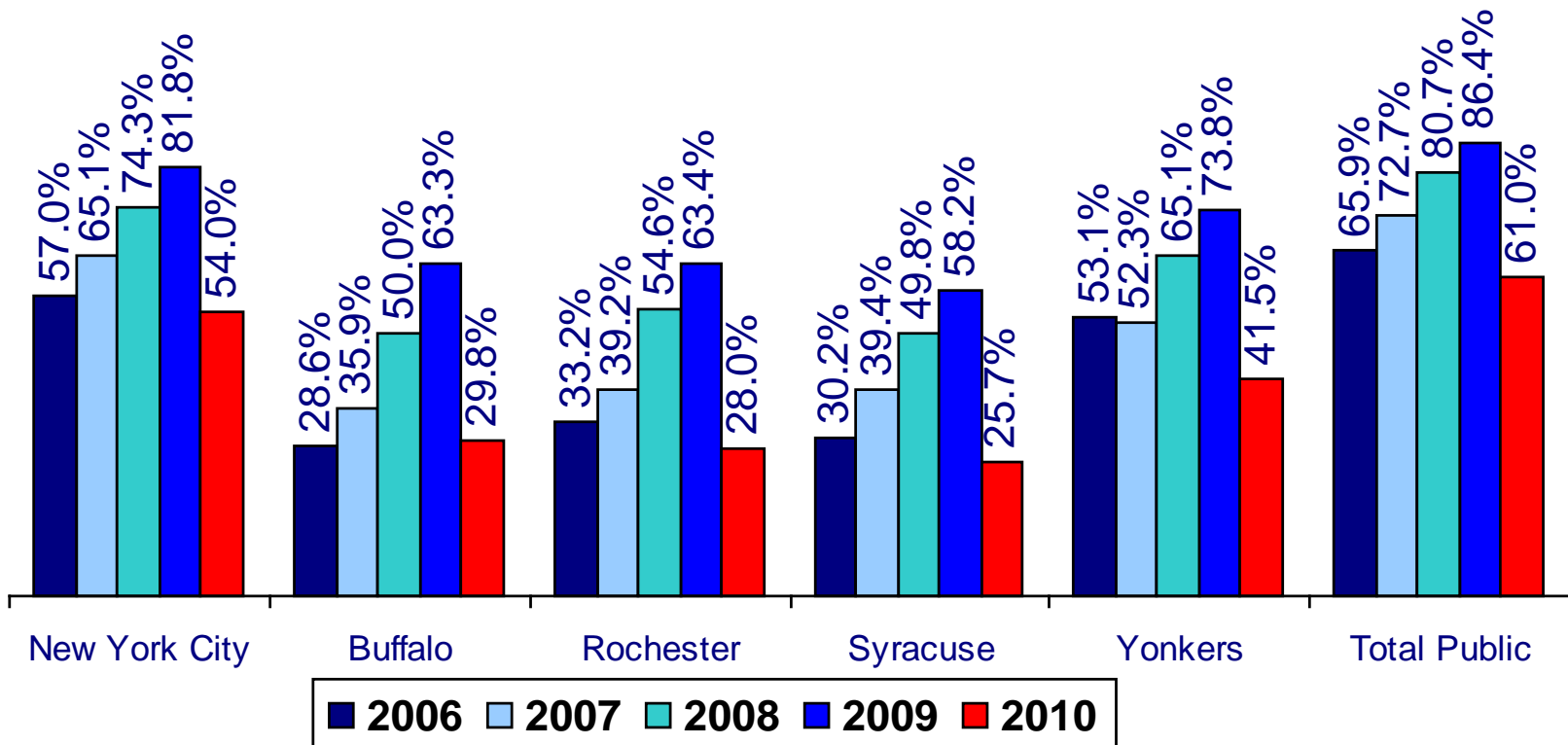
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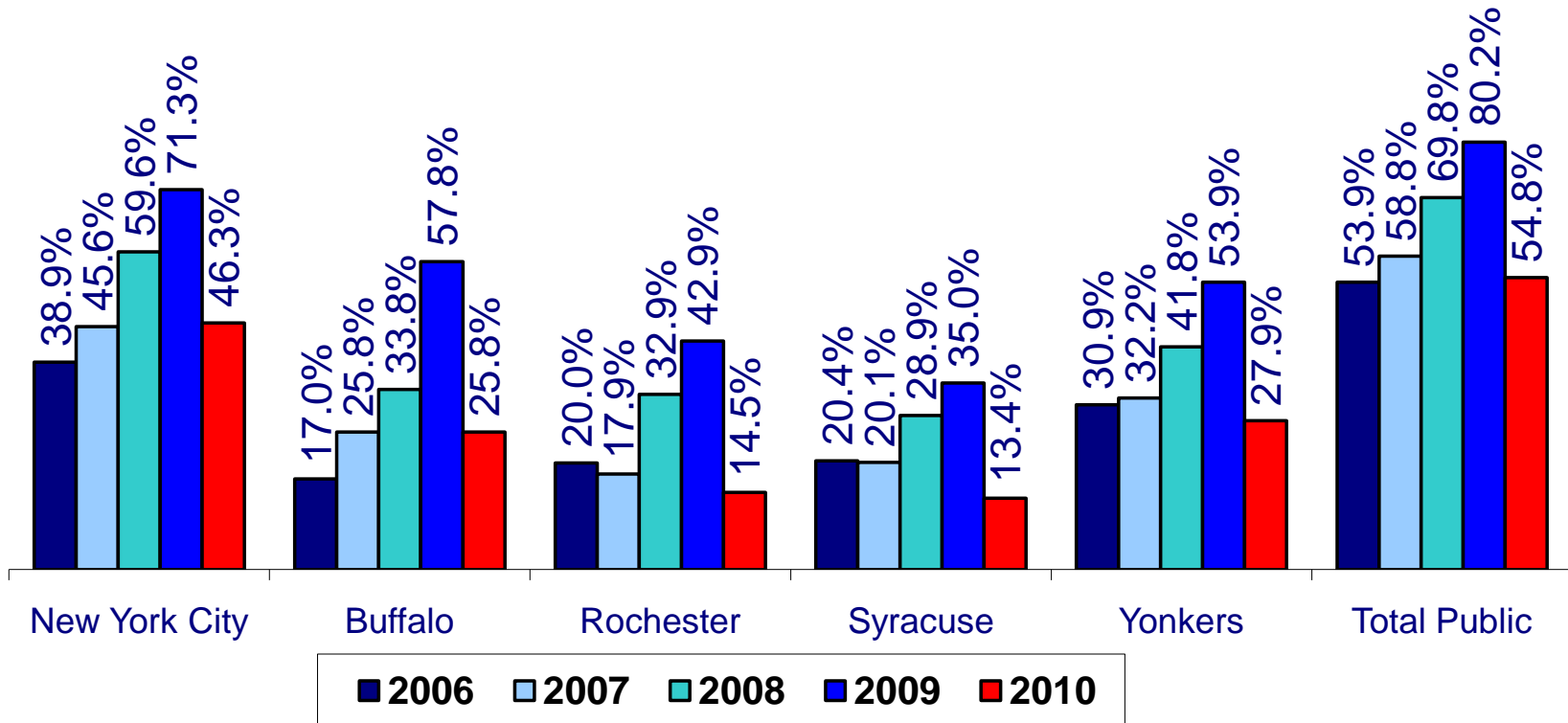
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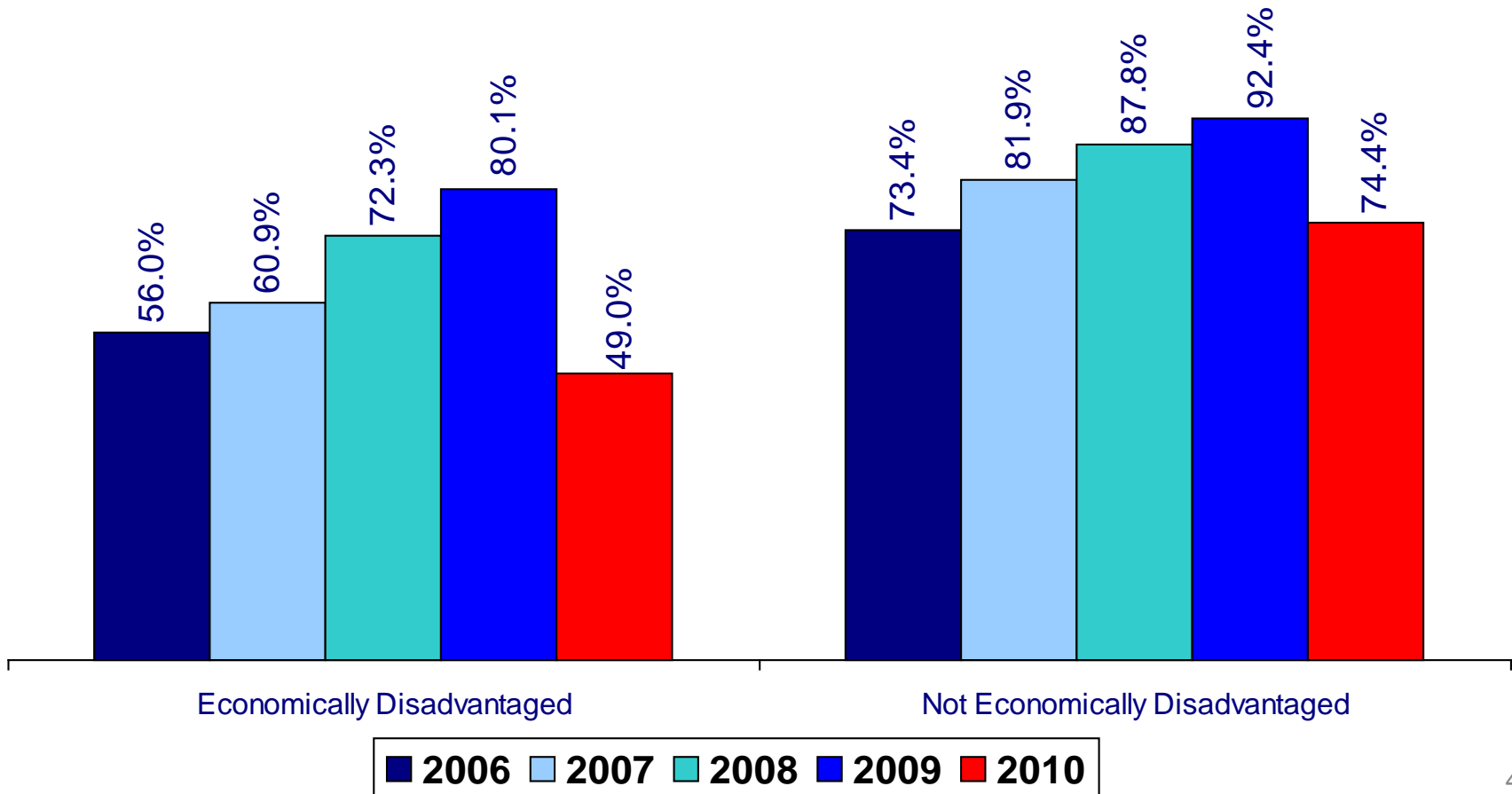
A smaller proportion of grade 3-8 students met or exceeded the Mathematics Proficiency standard in the Big Five cities than in the rest of the state



A smaller proportion of Grade 8 students met or exceeded the Mathematics Proficiency standard in the Big Five cities than in the rest of the state



Fewer than half of economically disadvantaged grade 3-8 students met or exceeded the new Mathematics Proficiency standard



What can we all do in 2010-11 to help students meet the new Proficiency standards?

- Provide required Academic Intervention Services (AIS) for students below 650, with a school option to offer AIS to other students falling short of the new Proficiency threshold
- Implement Response to Intervention (RtI) with support from the state's Technical Assistance Center and regional RtI specialists
- Review curriculum to ensure it is fully aligned with NYS standards and performance indicators
- Encourage parents to monitor children's screen-time and spend more time reading and engaged in learning-rich activities
- Take advantage of Summer Reading Programs at the NYS libraries to combat summer learning loss

A New Standard for Proficiency: College Readiness

July 28, 2010

Overarching education reform agenda

Curriculum and assessment	Teacher and school leader preparation & effectiveness	Replace failing schools	Data system
<ul style="list-style-type: none">• Consider for adoption Common Core Standards for English Language Arts and Mathematics (July 2010)<ul style="list-style-type: none">• Develop additional 15% to supplement the Common Core Standards for ELA and Math (Summer/Fall 2010)• Strengthen 3-8 assessments—lengthen 2011 tests and broaden content coverage, issue new Request for Proposals for 2012 and beyond (Summer/Fall 2010)• Consider for adoption new NYS Standards for ELA and Math [Common Core + 15%] (Winter 2011)<ul style="list-style-type: none">• Launch development of statewide curriculum models in ELA and Math [including formative assessments] (Spring 2011)• Participate in development of Common Assessments as governing state in PARCC consortium (2010-2011)	<ul style="list-style-type: none">• Convene Teacher and Principal Effectiveness Advisory Council (TPEAC) (Fall 2010)<ul style="list-style-type: none">• Develop revised teaching standards as basis for developing performance assessments (Fall 2010)• Obtain recommendations from TPEAC on regulations for teacher and principal performance evaluation systems (Fall 2010)• Issue Requests for Proposals for clinically-rich pilots to prepare teachers and school leaders for schools that serve high-need students (Fall 2010)<ul style="list-style-type: none">• Launch development of performance assessments for initial teacher and principal certification (Fall 2010)• Implement Innovative Supplemental Compensation Incentive Fund (Spring 2011)	<ul style="list-style-type: none">• Approve/reject applications for first cohort of persistently lowest-achieving (PLA) schools (Summer 2010)• Support first cohort PLA schools in implementing turnaround models (or in planning year, if applicable) (2010-2011)<ul style="list-style-type: none">• Strengthen charter school oversight to enhance accountability for performance and transparency (Summer/Fall 2010)• Launch charter Request for Proposals under new law (Summer/Fall 2010)	<ul style="list-style-type: none">• Complete K-12 and higher education data exchanges with SUNY and CUNY (Summer 2010/Fall 2010)• Finalize design specifications for electronic student transcripts and early warning reports (Fall 2010)<ul style="list-style-type: none">• Plan for linkages with other state agency data systems (Spring 2011)• Launch development of statewide instructional reporting system (Spring 2011)• Develop New York State student growth model for use in school/district accountability and measuring educator effectiveness (2010-2011)