New York State Regents Reform Agenda for College Readiness and Student Success

SUNY
Albany, NY
November 16, 2011
Graduation Rates in New York State*

New York State Graduation Rates

- **All**: 73%
- **White**: 84%
- **Black**: 58%
- **Hispanic**: 57%

* 2006 cohort, four-year outcomes through June
Source: NYSED Office of Information and Reporting Services
# College and Career Ready Data in NYS

<table>
<thead>
<tr>
<th>High School Graduation Rate</th>
<th>73%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Math Aspirational Performance Measure (APM)</td>
<td>37%</td>
</tr>
</tbody>
</table>

## College Graduation Rate

<table>
<thead>
<tr>
<th>Associate Degree Earned Within 3 Years</th>
<th>Baccalaureate Degree Earned Within 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.4%</td>
<td>63.9%</td>
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</tbody>
</table>

## College Remediation Rate

<table>
<thead>
<tr>
<th>2-Year Institutions</th>
<th>4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>12%</td>
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## College Persistence of First-Time, Full-Time Students into the Next Fall

<table>
<thead>
<tr>
<th>2-Year Institutions</th>
<th>4-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.3%</td>
<td>81.6%</td>
</tr>
</tbody>
</table>

Sources: NYSED Office of Information and Reporting Services; NYSED Office of Research and Information Systems
Adopting Common Core standards and developing curriculum and assessments aligned to these standards to prepare students for success in college and the workplace.

Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice in real time.

Recruiting, developing, retaining, and rewarding effective teachers and principals.

Turning around the lowest-achieving schools.
Today’s Focus

• Changes in instruction and assessment that the Common Core demands
• Transitioning Regents assessments to measure college readiness
  • PARCC
• Changes to educator preparation and certification
The Common Core State Standards

Principles guided the development:

1. Relentless focus on college and career readiness
2. Research-based
   - Appendix A summarizes research
   - Backmapped from decades of empirical research by SAT, ACT, NAEP, international assessments
Instructional Shifts Demanded by CCSS

6 Shifts in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 Shifts in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity
**ELA/Literacy Shift 4: Text Based Answers**

<table>
<thead>
<tr>
<th>What the Student Does...</th>
<th>What the Teacher Does...</th>
<th>What the Principal Does...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Go back to text to find evidence to support their argument in a thoughtful, careful,</td>
<td>• Facilitate evidence based conversations with students, dependent on the text</td>
<td>• Allow teachers the time to spend more time with students writing about the texts they</td>
</tr>
</tbody>
</table>
|   precise way  
• Develop a fascination with reading  
• Create own judgments and become scholars, rather than witnesses of the text  
• Conducting reading as a close reading of the text and engaging with the author and what the author is trying to say | • Have discipline about asking students where in the text to find evidence, where they  |   read- and to revisit the texts to find more evidence to write stronger arguments.  
• Plan and conduct rich conversations about the stuff that the writer is writing about.  
• Keep students in the text  
• Identify questions that are text-dependent, worth asking/exploring, deliver richly,  | • Provide planning time for teachers to engage with the text to prepare and identify    |
|   • Provide students the opportunity to read the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.  
• Spend much more time preparing for instruction by reading deeply. | • Structure student work protocols for teachers to compare student work products;        |
|                                                                                         |   particularly in the area of providing evidence to support arguments/conclusions.     |                                                                                          |
NY State Test Item English Language Arts (2005)

Your Task:

Write a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay, beginning on page 3 of the essay booklet.

Critical Lens:

“It is only with the heart that one can see rightly...”

—Antoine de Saint-Exupéry

_The Little Prince_, 1943
Richard Wright struggles to find his ‘place’ in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright’s pride. Find examples in the text that demonstrate the influence pride has on Wright’s actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright’s life? How does Wright’s pride affect how his family members treat him?”
Wright’s pride prompts him to make principled decisions and carry out actions that illustrate his morality and inherent beliefs. Wright refuses to neglect his values and chooses right over wrong even when he recognizes that failure to adhere to what is expected of him will ultimately result in negative and often violent consequences. When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright’s pride is demonstrated. Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: “I know that I’m not educated, professor . . . But the people are coming to hear the students, and I won’t make a speech that you’ve written” (174). Though urged by his family members and his classmates to avoid conflict and to comply with the principal’s demand, Wright refuses because he does not believe it is the morally correct thing to do....

The Student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

Student uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

The Student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples of knowledge of the topic.
You have read information from three sources about media in daily life or in world affairs. When you consider what all these different sources say about the effects of media use:

What are the gains?
What are the dangers for the lives of young people? And for a larger society?

**Write a short (750 words) essay in which you:**
Explain what's at stake: Why does this issue matter?
Develop and state your own position.
Defend your position with a range of different types of evidence (interviews, research data, and newspaper reports, etc.).
Furthermore, Facebook, YouTube, and MySpace are a few examples of social networking that pull youth off track. For example, in "Fast Times at Woodside High", Vishnal a bright 17-teen year old was not able to finish the book Kurt Vonnegut's Cat's Cradle, his summer reading assignment, but he managed to read only 43 pages in two months. Vishnal's lack of academic proficiency was due to Facebook and creating videos for YouTube.

Additionally, according to "Media Use" children spend two hours and 46 minutes on average on the computer and about 48 minutes reading. This shows us that kids are losing their educational interest because of the media. Also the youth are not being productive enough sitting in front of a TV screen. According to Smith, for each “additional hour a student watches TV, they 5 times less likely to participate in school sports”. This can also lead to health issues and result in obese children, because kids no longer want to participate in activities outside but instead sit and watch TV.
# Mathematics Shift 1: Focus

<table>
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<tr>
<th>What the Student Does…</th>
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<th>What the Principal Does…</th>
</tr>
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<tbody>
<tr>
<td>• Spend <strong>more time</strong> thinking and working on fewer concepts.</td>
<td>• Make conscious decisions about what to <strong>excise from the curriculum</strong> and what to focus</td>
<td>• Work with groups of math teachers to determine what <strong>content to prioritize</strong> most deeply and what content can be removed (or decrease attention).</td>
</tr>
<tr>
<td>• Being able to <strong>understand concepts</strong> as well as processes (algorithms).</td>
<td>• Pay more attention to <strong>high leverage content</strong> and invest the appropriate time for all students to learn before moving onto the next topic.</td>
<td>• Determine the areas of <strong>intensive focus (fluency)</strong>, determine where to re-think and link (apply to core understandings), sampling (expose students, but not at the same depth).</td>
</tr>
<tr>
<td></td>
<td>• Think about how the <strong>concepts connect</strong> to one another</td>
<td>• Determine not only the what, but at what <strong>intensity</strong>.</td>
</tr>
<tr>
<td></td>
<td>• Build <strong>knowledge, fluency and understanding</strong> of why and how we do certain math concepts.</td>
<td>• Give teachers enough time, with a focused body of material, to build their own <strong>depth of knowledge</strong>.</td>
</tr>
</tbody>
</table>
# Priorities in Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–2</td>
<td>Addition and subtraction, measurement using whole number quantities</td>
</tr>
<tr>
<td>3–5</td>
<td>Multiplication and division of whole numbers and fractions</td>
</tr>
<tr>
<td>6</td>
<td>Ratios and proportional reasoning; early expressions and equations</td>
</tr>
<tr>
<td>7</td>
<td>Ratios and proportional reasoning; arithmetic of rational numbers</td>
</tr>
<tr>
<td>8</td>
<td>Linear algebra</td>
</tr>
</tbody>
</table>
Pierre is making an apple crumb pie using the items below.

```
<table>
<thead>
<tr>
<th>Crumb</th>
<th>Filling</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{3}{4} ) cup flour</td>
<td>4 cups sliced apples</td>
</tr>
<tr>
<td>( \frac{1}{3} ) cup sugar</td>
<td>( \frac{1}{3} ) cup sugar</td>
</tr>
<tr>
<td>( \frac{1}{4} ) cup butter</td>
<td>( \frac{1}{2} ) cup raisins</td>
</tr>
</tbody>
</table>
```

How much total sugar must Pierre use to make the pie crumb and filling?

- **F** \( \frac{7}{12} \) cup
- **G** \( \frac{2}{6} \) cup
- **H** \( \frac{3}{4} \) cup
- **J** \( \frac{2}{3} \) cup
Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.
Example Annotated Student Work

**Stuffed with Pizza**

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I will find who is correct, Tito or Luis.

I will make a diagram.

**Key**

- Tito
- Luis
- Cheese pepperoni
- Mushroom pizzas

- \( \frac{3}{8} \) of P. 375
- \( \frac{3}{8} \) of M.
- \( \frac{1}{8} \) of M.
- \( \frac{3}{8} \) of P.
- \( \frac{1}{2} \) of P.
- No of P.
- No of M.

**Tito ate**

\( \frac{3}{8} + \frac{1}{8} = ? \)

\[ \frac{3}{8} + \frac{1}{8} = \frac{4}{8} + \frac{1}{8} = \frac{5}{8} \]

**Luis ate**

\( \frac{5}{8} + \frac{1}{2} = ? \)

\[ \frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \frac{1}{8} \]

**Answer:** Luis was right because they both ate \( \frac{1}{2} \) pizza.

You have to find how to have 8 in the denominator so you add equivalent fractions.

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.
Phased State Level Implementation of the Core

- Live David Coleman Webinar, Gettysburg, EngageNY.org
- Initial Training, The Shifts, PBS Video Series & PD Suggestions
- EngageNY 1.1, Sample Modules, Professional Development Kit, Tri-State Rubric & Jury, Road Show Ongoing Network Team Training
Common Core

"The Common Core is all about making sure our students are equipped for success when they graduate."

What does success look like for our students? Common Core standards serve as a guidepost for educators – so that we can ensure that every student across New York is on track for college and career success.

Here you will find resources to guide your implementation:

Learn about the Common Core from a video series explaining the standards in depth.

Learn about the shifts in standards and instruction that the Common Core will bring about, as well as ready-to-use curricular exemplars that will help your students achieve these standards in ELA/Literacy and Math.

Obtain publishers criteria to help guide curriculum developers and publishers as they work to ensure alignment with Common Core State Standards (CCSS) in developing curricular materials.

We invite you to use these resources and exemplars in your classroom. Share your feedback with us as you go.

www.engageNY.org
Assessment: Work Underway

3-10 ELA & 3-8 Math Redesign

Working on innovative assessment design with Student Achievement Partners, College Board, and Pearson; field testing Spring 2012; operational test Spring 2013

6-8 Science and Social Studies/History New Exam Development

RFP drafted; to be released Fall 2011
NYS is partner in National Academy of Science Next Generation Science Standards development

Goal: Ensure Regents exam proficiency scores and content are aligned with college and career readiness

Research Underway

- Analysis to inform new scale: Dan Koretz, Harvard and Jane Rogers, UConn
- Analysis to determine alignment of 2005 New York Learning Standards to the Common Core to inform test development: The College Board’s Research & Development Division
- Research to understand more rigorous approaches to text complexity: Pearson
Four Content Advisory Panels: ELA, Math, Science, Social Studies/History

Each panel:

- Elementary Educator
- Middle-school Educator
- High-school Educator
- Arts & Science Faculty – SUNY
- School of Education Faculty – SUNY
- Various: CUNY and CICU
Content Advisory Panels: Purpose

Advise on how New York State can ensure coherence throughout K-12 and post-secondary so New York High School Students graduate college and career ready. Panels will provide guidance and feedback on ongoing basis:

- to ensure rigor and usability of curricular resources
- on the rigor of the knowledge and skills measured by assessments and performance standards for college readiness
- on the alignment between curriculum and assessment
- **Science and Social Studies/History**: Advise on incorporating Common Core Learning Standards
Assessments: College Outcomes Data

We will determine what Regents test scores are predictive of college success (e.g., good grades, retention)

Example:
What Regents English score is an indicator that a student who attends CUNY has a high probability of getting a B or higher in an entry-level English course?
Assessments: Predictors of College Readiness

We will determine what Regents test scores are predictive of other measures of college readiness such as the SAT.

Example:
What Regents Algebra 1 score is an indicator that a student will achieve a 500 or above on the SAT-Mathematics section?
Goal #1: Create High-Quality Assessments

- **Beginning of Year**
  - Early Assessment
  - Performance-Based Assessment (PBA)
  - End-of-Year Assessment

- **Flexible**
  - Early indicator of student knowledge and skills to inform instruction, supports, and PD
  - Mid-Year Assessment
  - Performance-Based Assessment (PBA)
  - End-of-Year Assessment

- **End of Year**
  - Summative assessment for accountability
  - Formative assessment
  - ELA/Literacy
    - Speaking
    - Listening

**PARCC**
Partnership for Assessment of Readiness for College and Careers
Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
- 12th-grade bridge courses
- PD for educators

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

K-2  3-8  High School
Higher Education and the PARCC Governance Structure

- **Governing Board**
  Deals with major policy issues

- **Advisory Committee on College Readiness (ACCR)**
  Advises Governing Board on higher education issues

- **Technical Advisory Committee (TAC)**
  Responsible for technical and research work
  - **Technical Advisors**
    Specific technical advisors appointed as needed
  - **Technical Working Groups (TWG)**
    Ad-hoc and standing: Domain-specific technical advisors, appointed by TAC and Leadership

- **K-12 Leadership Team (LT)**
  Responsible for operation and management
  - **Operational Working Groups (OWG)**
    Responsible for day-to-day-aspects of specific areas

- **Higher Ed. Leadership Team**
  Responsible for operation and management of higher education
  - **Design and Content Teams**
    Teams from PARCC states responsible for aspects of content-specific areas
  - **Postsecondary Leadership Cadres**
    Teams from PARCC states responsible for institutions and systems outreach
## Clinically Rich Preparation Programs

### Graduate Teacher
- **$20 MM Total**
- **Awards: July 2011 – September 2014**
- 38 proposals, 11 funded, with awards to CUNY, SUNY, Independent, and Non-IHE institutions from NYC, Big 4, Long Island, and Rest of State
- Will train over 460 candidates

### Undergraduate Teacher
- **$10 MM Total**
- **RFP to be issued: Fall 2011**
- Programs partner with districts and their high needs schools
  - **Emphasis on:** NYS Common Core learning standards, data-driven instruction, teacher/leader practice rubrics, STEM subjects, techniques to advance learning of students with disabilities, ELLs, recruitment of diverse candidates and mentors
  - **Special Emphasis:** Attracting teachers of students with disabilities, ELLs, STEM subjects or STEM-rich common branch either from other teaching areas, or into teaching from non-teaching programs

### Principal
- **$10 MM Total**
- **RFP to be issued: October 2011**
- Programs partner with districts and their high needs schools
  - **Emphasis on:** NYS Common Core learning standards, data-driven instruction, teacher/leader practice rubrics, STEM subjects, techniques to advance learning of students with disabilities, ELLs, recruitment of diverse candidates and mentors
  - **Special Emphasis:** Developing/managing effective teaching staff, with goal to place candidates in high-need schools

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www.engageNY.org
Educator Certification Exams

In November 2009, Board of Regents directed the Department to:

- create performance-based assessments for initial and professional certification for teachers and principals
- develop more rigorous Content Specialty Tests to assess new teachers’ mastery of knowledge in content area they will be teaching

Department and contractor Pearson Evaluation Systems are developing these new certification exams, with input from:

- exam committees made up of practicing educators and faculty from preparation programs
- experts in assessment, Common Core standards, data-driven instruction, and educator evaluation
Higher Education Engagement in Developing Exams

Higher education institutions and faculty have been active participants in development of new certification exams

- Exam committees made up of practicing educators and faculty from preparation programs reviewed exam designs and provided detailed input

Results of Fall 2010 pilot test and Spring 2011 field test have led to improvements in exams for this fall’s field testing and are informing implementation planning

- 44 institutions participated in pilot and field tests of teacher performance assessment (29 Independent, 10 SUNY, and 5 CUNY)
- 21 institutions participated in pilot and field tests of school building leader performance assessment (15 Independent, 5 SUNY, and 1 CUNY)
- Across those institutions, 359 candidates participated under the supervision of 175 faculty members
Future: Teacher Career Ladder

- Professional certification: initial plans
  - Teacher portfolio with similar video-based assessment and higher level of skill development expected. Will also include documentation of student learning results
  - Written component to demonstrate understanding and use of assessment data for instructional planning

- Teacher leaders and Master Teacher titles
  - State-provided advanced designation based on coaching skill and teaching mastery
  - District-determined designations of leader and/or master teachers with additional responsibilities and compensation
  - Piloting now under Teacher Incentive Fund grants in 3 districts
Thank You.