



Solving for X What is the equation for student readiness?

***NYSAMS
Leadership Summit
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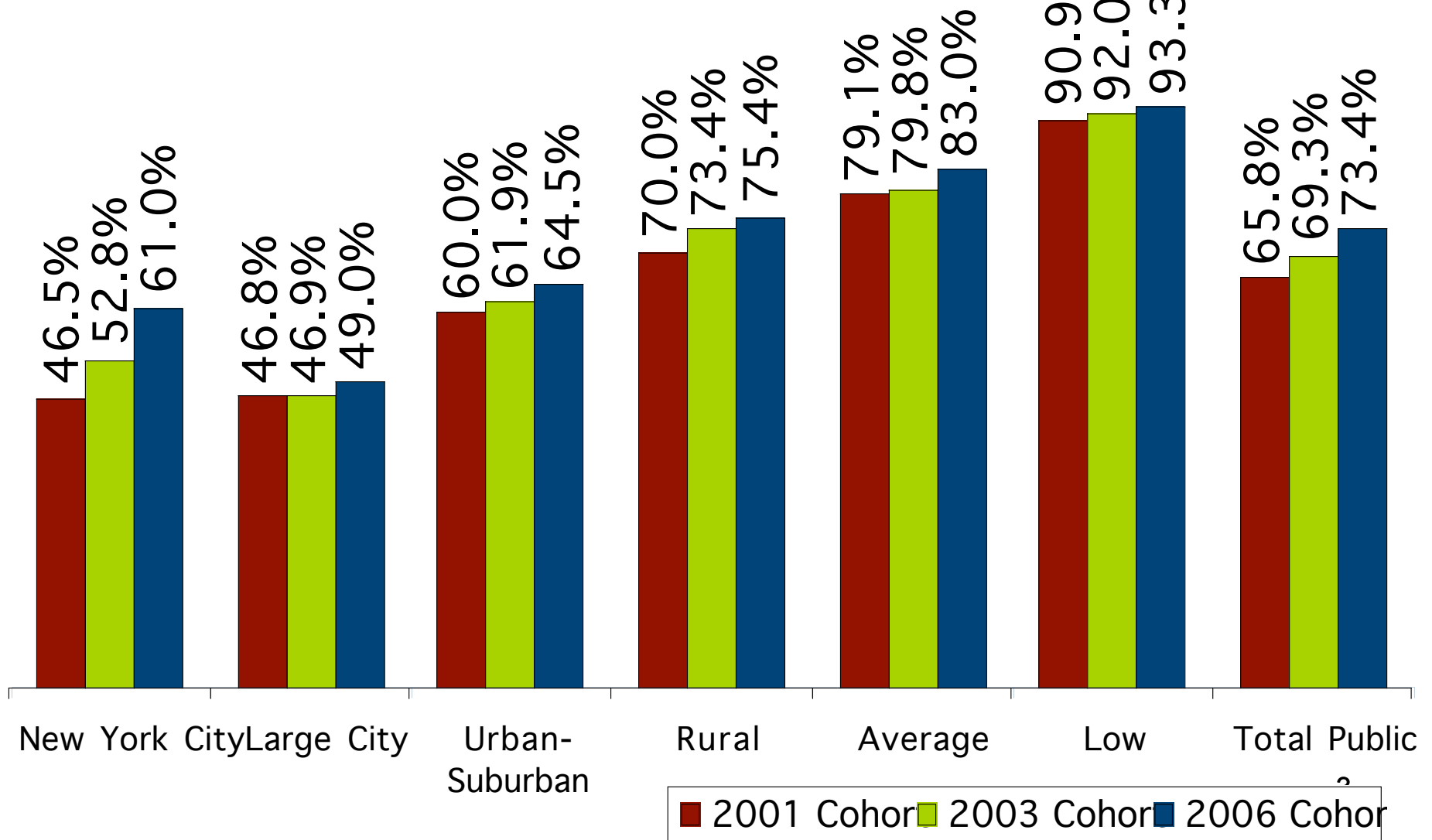


Today's (overly ambitious) Agenda

- *The Question*
- *The Hypothesis*
- *The Research*
- *The 3 Bets*
- *The 5 Risks*
- *The Call for Leadership*
- *Q and A*
 - kslantz@mail.nysed.gov
 - *Paul Bambrick Santoyo Data Driven Instruction*
 - www.engageny.org
 - www.nysed.gov
 - *-regents*
 - *-meetings*

Statewide Graduation Rates Are Up!!

% Students Graduating with Regents or Local Diploma After 4 Years Results through June, All Students

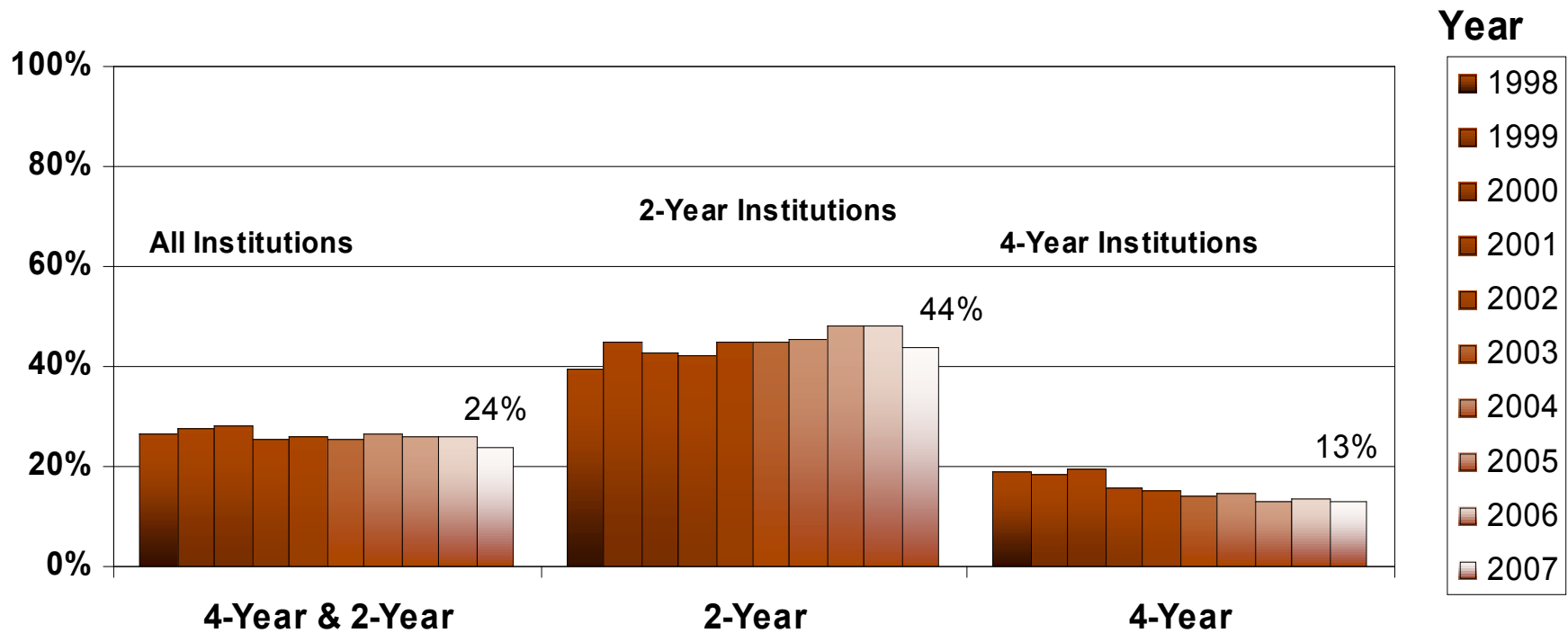




The Research says....

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



Source: NYSED Administrative Data, CUNY Office of Institutional Research and Assessment

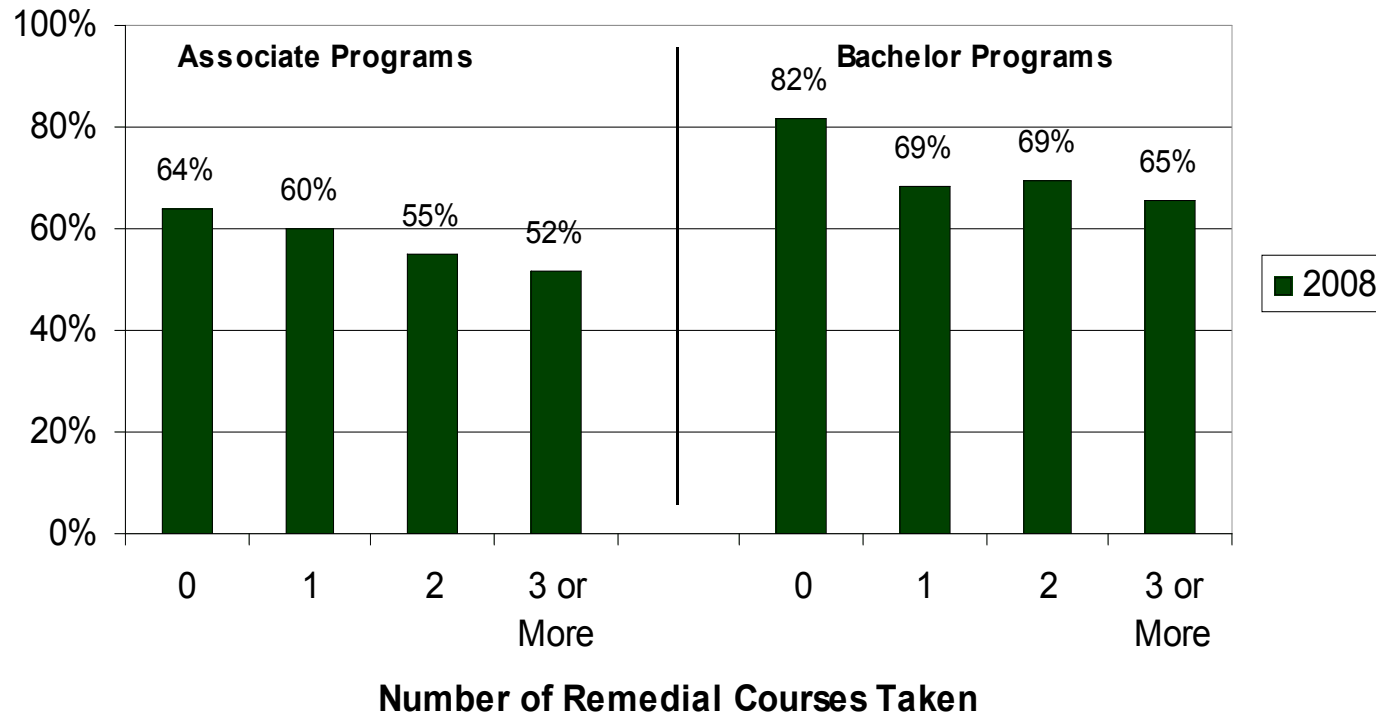


And more research.....

Students taking more remedial courses in their first year of college are less likely to persist in higher education

New York State Fall 2007 to Fall 2008 Persistence of Full-time, First-time Students

By Amount of Remedial Work Taken during the First Semester



Source: NYSED Administrative Data



The Hypothesis

A Paradigm Shift from Completion to Readiness

College Ready = Career Ready

The knowledge and skills that high school graduates will need to be successful in college are the same as those they will need to be successful in a job that:

- pays enough to support a family well above the poverty level,
- provides benefits, and
- offers clear pathways for career advancement through further education and training.

Research by Achieve, ACT, and others.



Aspirational Performance Measures/CCR

- *The percent of students in the cohort who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed 7-9 Regents exams at a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English); and*
- *The percent of students in the cohort who earned a score of 75 or greater on their English Regents examination and an 80 or better on a math Regents exam*



The Test

And reason for concern

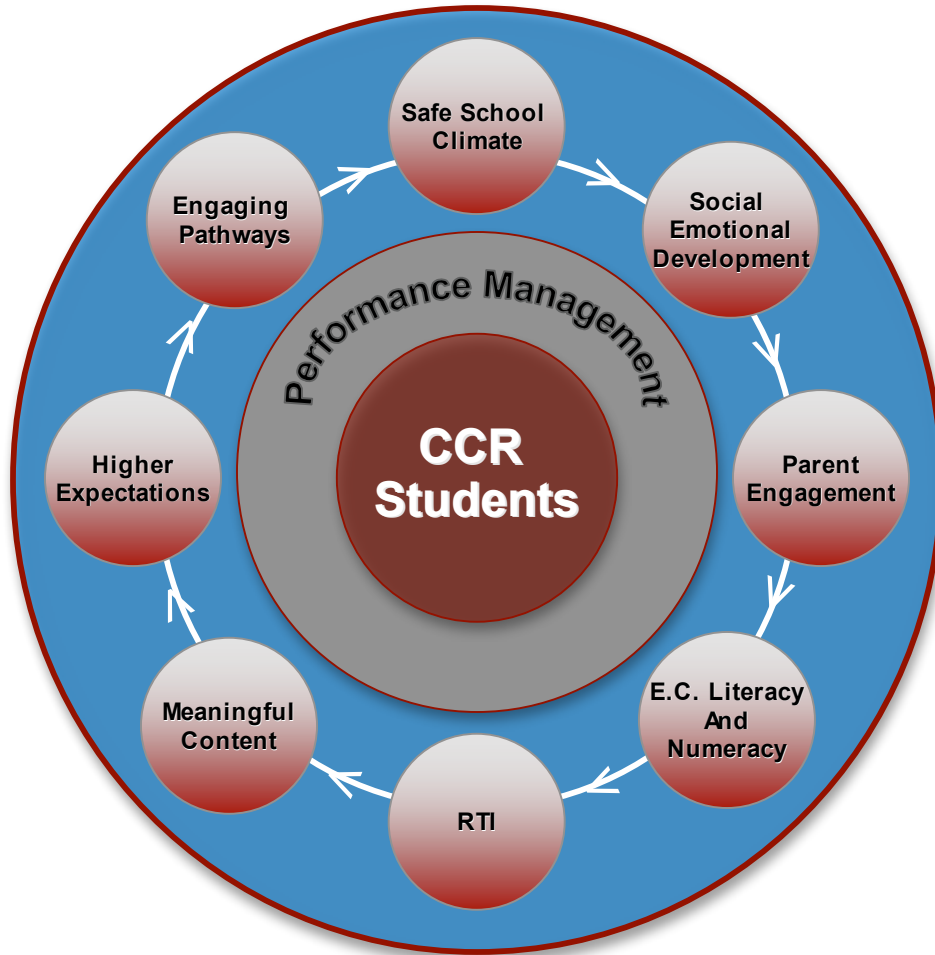
	Graduation Rate	Regents Diploma w/ A.D*	Math/ELA APM*
Statewide	73.4%	30.9%	36.7%
NYC	61%	16.4%	21.4%
Yonkers	63.2%	8.2%	14.5%
Syracuse	45.9%	7.5%	9.3%
Rochester	46.1%	6.8%	5.9%
Buffalo	47.4%	3.2%	8.1%

***NYS CCR - Black students: 15.2%; Latino students: 16.8%; White students: 56.2%**



College and Career Ready

More than an academic exercise



- Moving away from Persistently Dangerous and toward Safe Climates
- Educating the whole child through the lens of SEDL
- Finding new and better ways to Engage Parents
- Supporting Early Learners
- Raising our Expectations
- Building Engaging Pathways
- Effective Response to Intervention
- Managing the performance of the adults



Readiness for what?

7 of the Top 10 Fastest-Growing Occupations Require a Post-Secondary Degree

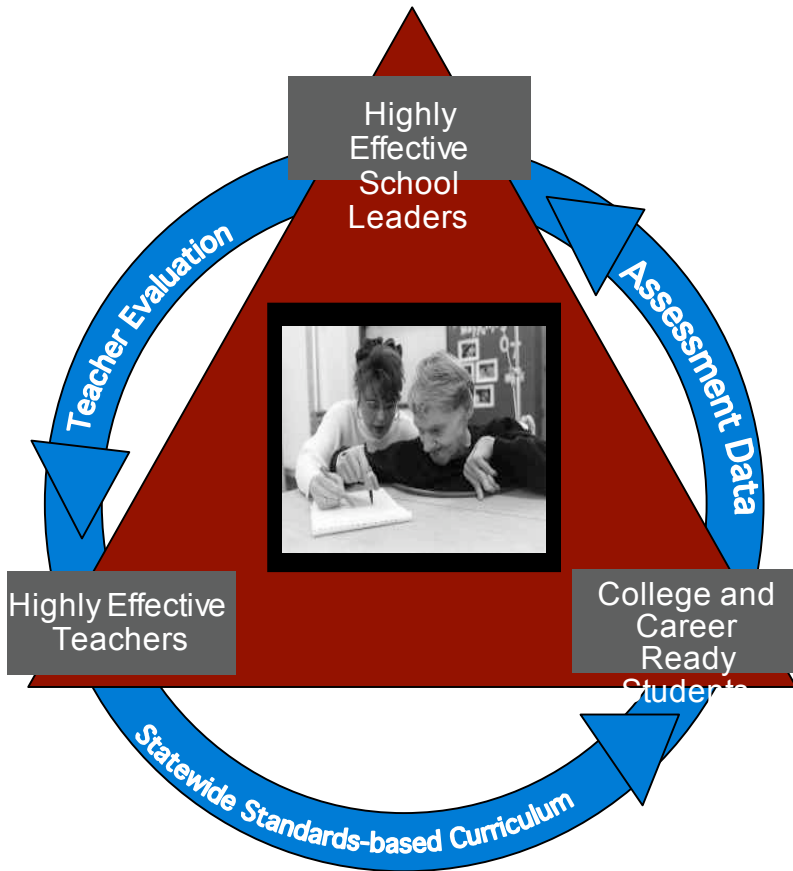
Education or training level for fastest growing occupations, 2008 to 2018		
Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job 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: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics



College and Career Readiness

A paradigm shift with key principles



- Adopting ***internationally-benchmarked standards, curriculum and assessments*** that 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
- Recruiting, developing, retaining, and rewarding ***effective teachers and principals***
- ***Turning around the lowest-achieving schools***



NYS Common Core Implementation

Authors of the Common Core Standards have identified . . .

6 Shifts in ELA/Literacy

- Balancing Informational & 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

Tools for Implementation

- PBS Videos with School Action Guide:
 - ✓ 6 Shifts in Math; 6 Shifts in ELA/Literacy
 - ✓ Close reading of MLK
 - ✓ Teachers diving into content
 - ✓ What matters in CCSS implementation
- Exemplary Modules
- Publishers Criteria
- Turn-key Materials from Network Team Summer Institute



NYS Common Core Implementation

SY 11-12

- Recommend initial phase of CCSS implementation: every teacher is delivering at least one CCSS-aligned unit each semester
- Math and ELA tests continue to be aligned with 2005 Standards
- Vendors for curricular modules in ELA, Math, and the Arts are chosen between September and January and their submissions (several exemplary units) are immediately made available to the field

Summer 12

- The first 50% of ELA, Math, and Arts exemplary modules are in the field from the vendor (linked w/ the transitional tests to come in 12-13)
- Additional training on CCSS occurs
- Intensive training on transition in the SY 12-13 tests

SY 12-13

- Ongoing CCSS rollout happens in the schools via Network Teams
- NYS tests aligned to CCSS in Grades 3-8 ELA and Grades 3-8 Math and Regents Integrated Algebra



NYS Common Core Implementation

Summer 13

Full menu of ELA, Math, and Arts exemplary units are available
Ongoing training on curriculum and testing

SY 13-14

Full implementation of CCSS in schools.. NYS Tests aligned to CCSS in
Math Regents Geometry

Summer 14

Ongoing training on CCSS implementation
Intensive training on PARCC assessments (if adopted by the Board of
Regents)

SY 14-15

Full implementation of CCSS
PARCC assessments (if adopted by the Board of Regents)



Policy Directions for Consideration

Require Additional Credits in Mathematics and Science

- **Option:** Require four years of math and science or equivalent
- **Currently:** 22 credits are required:
 - Three units of credit in math and three units of credit in science
 - Students must take and pass one Regents exam in each content area
- **Benefits:**
 - Closes the “gap” of time from when students last took a course
 - Increases the likelihood of persistence in college
 - Increases the likelihood of engagement by allowing an interest-based course in the fourth year
- **Challenges:**
 - Additional district resources will be required
 - A national shortage in certified math and science teachers currently exists
 - Additional course requirements may prevent students from pursuing higher level coursework in their intended area of post secondary study
 - Schools may have to reduce the number of electives available to students



Policy Directions for Consideration

Require Additional Credits in Mathematics and Science

Research shows that a fourth year of math improves students' college readiness

- Only 16% of students who took 3 years of high school math met the ACT readiness benchmarks, while 62% of students who took 4 years of high school math met the benchmarks.
- In a study of students from three states who had taken the ACT, 17% of students who took 4 years of math in high school needed remediation when they entered college, compared to 26% of students who only took 3 years of math in high school.
- Students with 4 years of high school math score 63 points higher on the SAT-I quantitative section than students with only 3 years of high school math.

Sources: ACT, Inc. (2007). *Rigor At Risk: Reaffirming Quality in the High School Core Curriculum*.

College Board. (2006). *2006 College-Bound Seniors Total Group Profile Report*.



The Five Risks

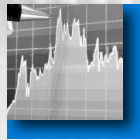
- Been There, Doing That
 - *How are we interacting with the new standards? Do we know the shifts and implications for teaching and assessment?*
- The Pendulum Swings for Thee
 - *Are we embracing the need for change (student-centric) or the successes of history (adult centric)?*
- The Overuse of the Superlative
 - *If everything is great, nothing is. Base language on evidence.*
- Failure To Launch
 - *Perfect becomes the enemy of the good. Just start!!!*
- Uninsured drivers
 - *PD is a qualitative, ongoing operation, not a quantitative drill*



The Call for Leadership

- Facts:
 - Tremendous change is occurring all at once
 - The fiscal environment has never been more challenging
 - Every change element is not fully developed nor error free
 - Litigation looms
- Responses:
 - Engage the community in difficult conversations about priorities
 - Innovate through collaboration
 - Acknowledge that this is REALLY hard work
 - JUST START and be brilliant!

And let's acknowledge the truth of it all.....



There is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success than to take the lead in the introduction of a new order of things.

- Machiavelli