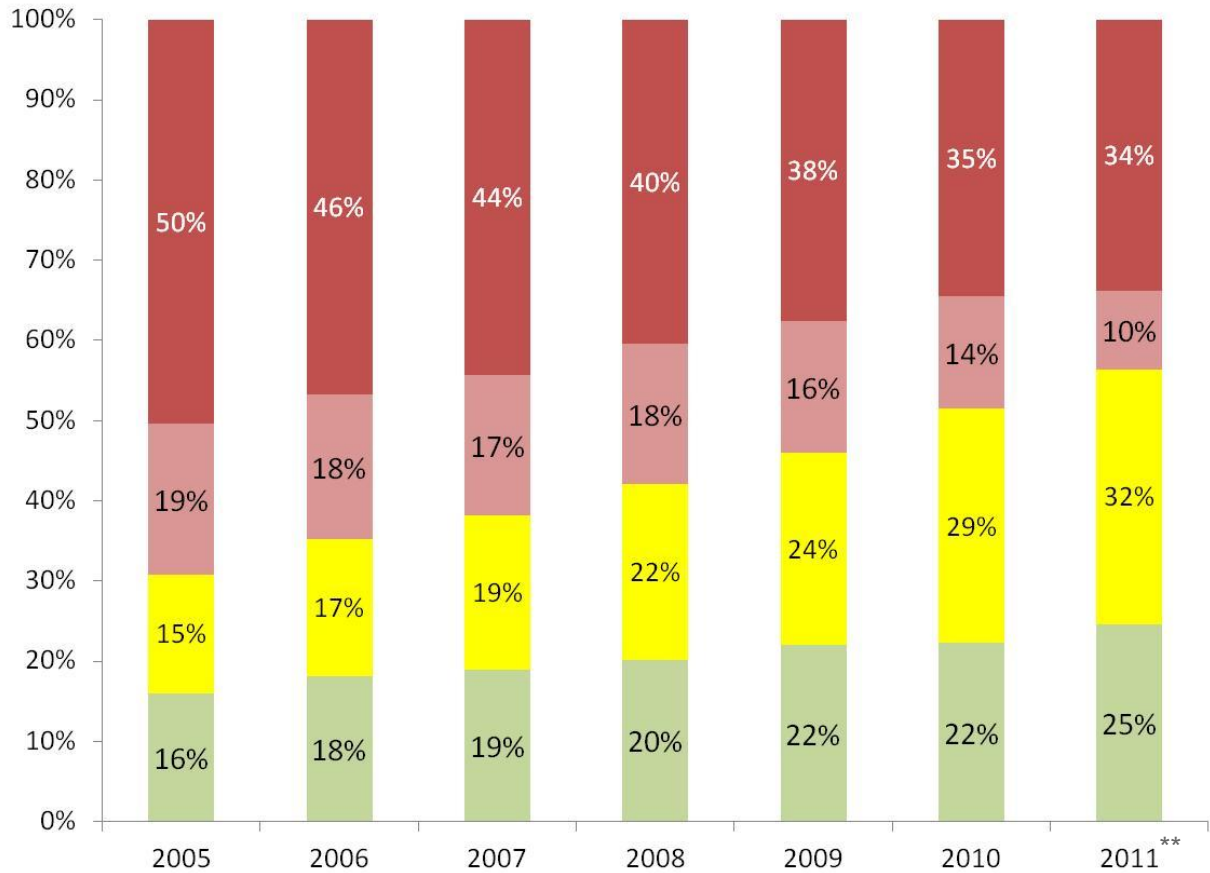


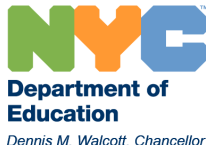
# COLLEGE AND CAREER READINESS IN NYC

New York City Council Committees on Education and Higher Education  
January 19, 2012

# AS A RESULT OF OUR REFORMS, TENS OF THOUSANDS OF NYC STUDENTS EVERY YEAR HAVE BETTER HIGH SCHOOL OUTCOMES



Best Outcome After Four Years of High School	2005	2006	2007	2008	2009	2010	2011**	Change 2005 to 2011
Non-Graduate	38,118	34,235	33,318	30,720	29,354	27,149	26,641	<b>-17,959</b>
Local Diploma	14,255	13,178	13,119	13,350	12,773	10,995	7,773	
Regents Diploma	11,171	13,472	14,490	16,634	18,757	22,948	25,031	<b>+21,171</b>
College Ready*	12,156	12,867	14,270	15,378	17,168	17,511	19,467	



\*According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY. \*\*2011 graduation outcomes are unofficial pending state release.

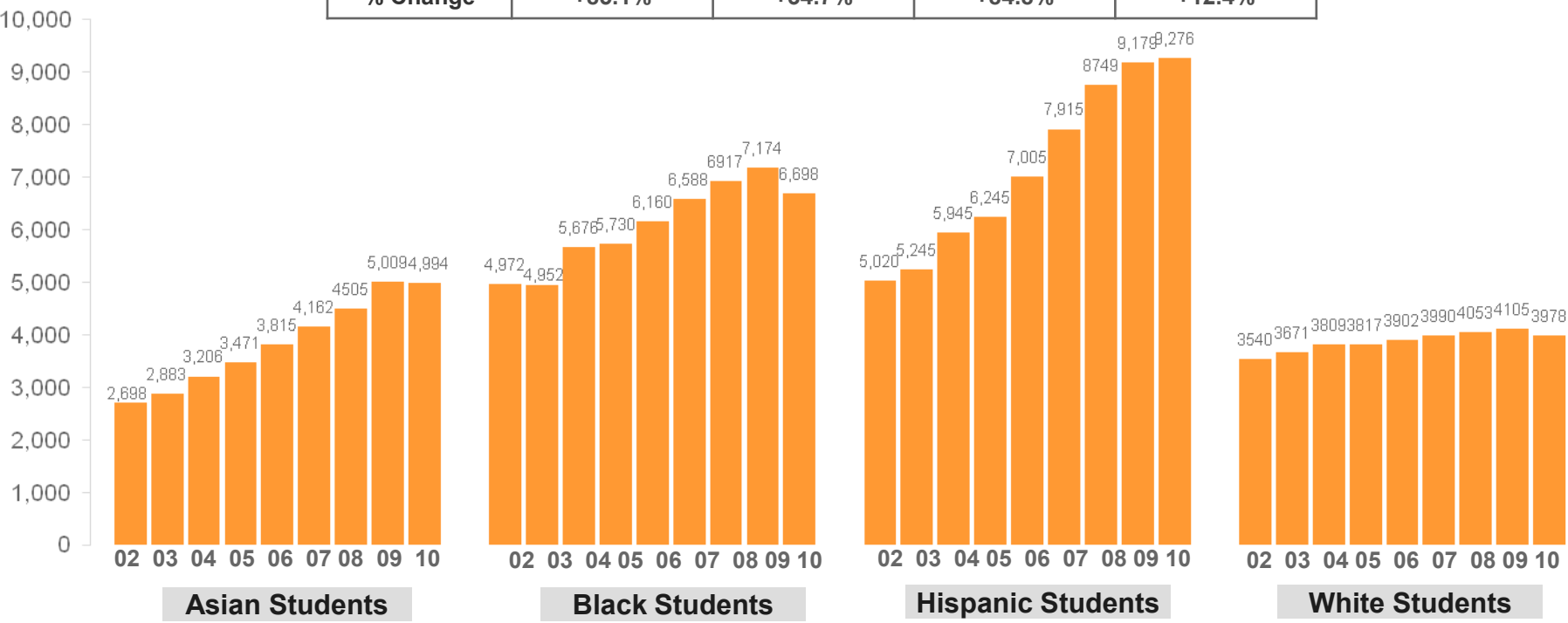
# MORE NYC STUDENTS ARE ENROLLING IN COLLEGE

Total Number of DOE Graduates\* Enrolling in CUNY as First-time Freshman  
by Race/Ethnicity

2002-10

## Citywide

	Asian	Black	Hispanic	White
<b>2002</b>	2,698	4,972	5,020	3,540
<b>2010</b>	4,994	6,698	9,276	3,978
<b>% Change</b>	<b>+85.1%</b>	<b>+34.7%</b>	<b>+84.8%</b>	<b>+12.4%</b>



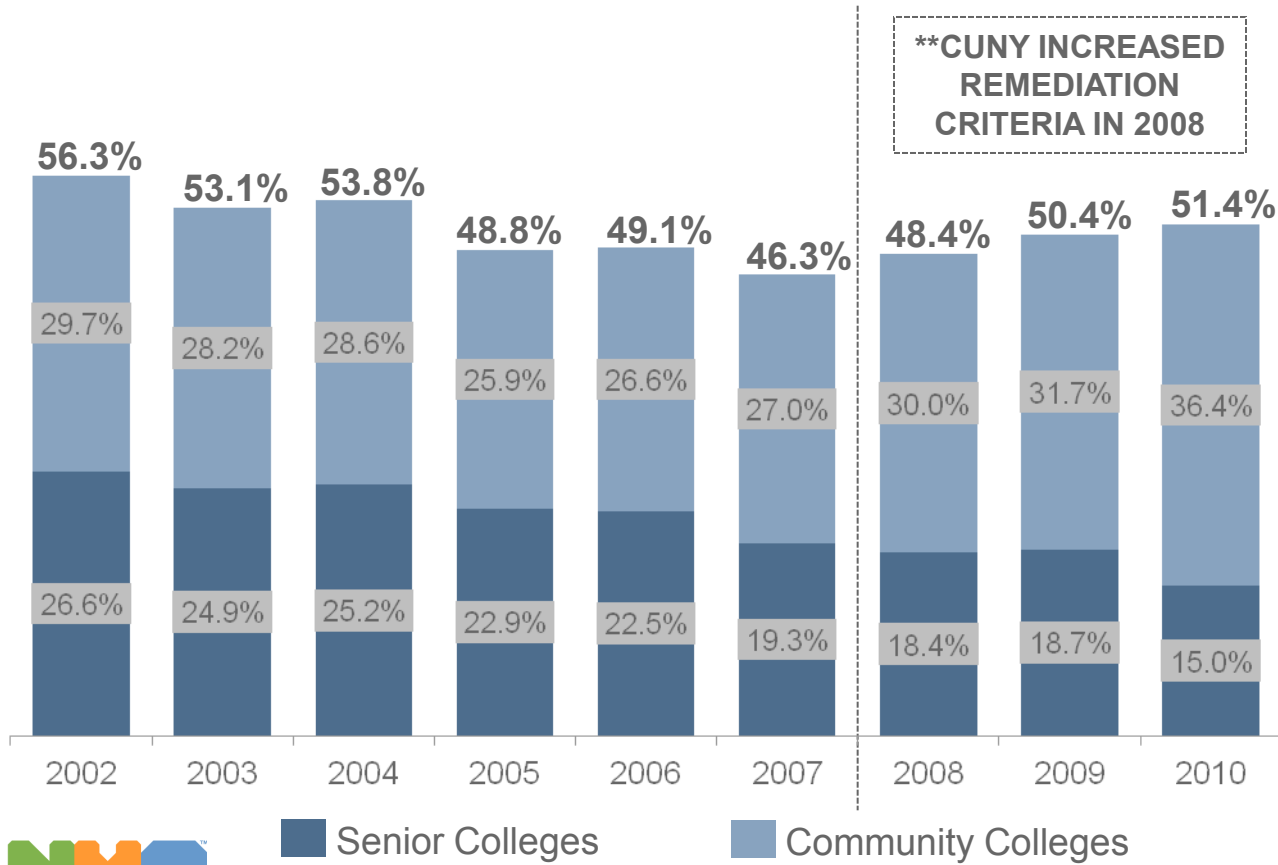
*Note:* In 2010, CUNY saw a decrease in overall first-time freshman enrollment following a change in enrollment policy from rolling admissions to a formalized application deadline.

Source: CUNY Office of Institutional Research and Assessment, 07/7/11.  
\*Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time).

# STILL, TOO MANY STUDENTS ARE NOT READY FOR COLLEGE

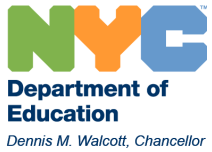
Percent of DOE Graduates\* Enrolling in CUNY as First-time Freshman In Need of Remedial Coursework\*\*

## 2002-10 Citywide



**\*\*CUNY INCREASED  
REMEDIAION  
CRITERIA IN 2008**

- Changes in CUNY Remediation Criteria:**
- **Pre-2008:** 480 was the cut off for SAT (math, reading, and writing), 20 for ACT, 75 for Regents exams, 30 for standard COMPASS math scores across all schools.
  - **From 2008 until 2010:** CUNY implemented the tiered system (SAT scores range from 480-510 by college; ACTs range from 20-21; and COMPASS math scores range from 30-45). A score of 75 on Regents exams remains for all colleges.
  - **For Fall 2011 and Spring 2012 only:** Students are required to score 75+ on the Regents exams in Integrated Algebra, or Geometry, or Algebra 2 & Trigonometry, and successfully complete each course in the three-course Regents sequence: Integrated Algebra; Geometry; and Algebra 2 & Trigonometry; Tiers remain the same for SAT, ACT, and COMPASS math.
  - **Starting in Fall 2012:** Students are required to score 80+ on any one of the new Regents examinations (Integrated Algebra, Geometry, Algebra 2 & Trigonometry) and successfully complete Algebra 2 & Trigonometry or a higher-level course; Tiers remain the same for SAT, ACT, and COMPASS math.



Note: Students entering baccalaureate programs at senior colleges who initially needed remediation completed remediation over the summer or, if SEEK or ESL, were exempt from the baccalaureate admissions policy. Some senior colleges also enroll students in Associate's programs.

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). \*\*Students in need of remedial coursework did not meet CUNY proficiency standards or pass the CUNY Assessment tests (COMPASS). In 2008, CUNY instituted more rigorous requirements for requiring remediation. The overall rate may not equal the sum of each college type due to rounding. Percentages for community & senior colleges are based on proportions of total needing remediation.

# LAST YEAR, WE STARTED MEASURING HOW WELL NYC SCHOOLS ARE PREPARING STUDENTS FOR COLLEGE

*Percent of cohort and graduates graduating college ready*



■ Percent of 4-year cohort graduating college ready\*\*  
 ■ Percent of 4-year August graduates graduating college ready\*\*

**College Readiness Metrics on the 2010-11 Progress Report**

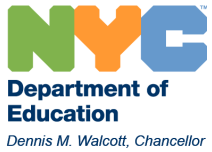
**College Readiness Index (CRI):**  
 Percentage of students in 2011 cohort who met the standards for passing out of remedial coursework at CUNY, by:

- Graduating with a Regents diploma, and
- Earning a 75 or higher on the English Regents or scoring 480 or higher on the Critical Reading SAT, and
- Earning an 80 or higher on one math Regents and demonstrating completion of coursework in Algebra II/Trigonometry or a higher-level math subject, or scoring 480 or higher on the Math SAT

**College Preparatory Course Index:**  
 Percentage of students in 2011 cohort who achieved:

- 65+ on Algebra II, Chemistry, or Physics Regents exam, or
- 3+ on an Advanced Placement (AP) exam, or
- 4+ on an International Baccalaureate (IB) exam, or
- Grade of "C" or higher in a course for college credit

**College Enrollment Rate:**  
 Percentage of students in 2010 cohort who graduated and enrolled in a degree program at a two- or four-year college or university by December 31, 2010



\*2011 graduation outcomes are unofficial pending state release.  
 \*\*According to the Progress Report College Readiness Index

# MORE NYC STUDENTS ARE TAKING AND PASSING AP EXAMS

## # of Students Taking AP Exams

	# of Students Taking One or More AP Exams		% Increase
	2007	2011	
Asian	6,665	9,227	38.4
Black	3,437	4,573	33.1
Hispanic	5,314	7,424	39.7
White	4,553	5,338	17.2
<b>Total</b>	<b>22,649</b>	<b>29,767</b>	<b>31.4</b>

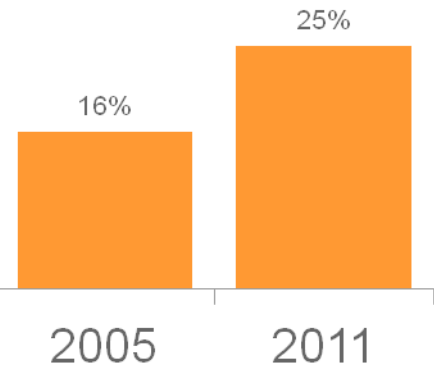
## # of Students Passing AP Exams

	# of Students with Scores of 3 or Higher on AP Exams		% Increase
	2007	2011	
Asian	4,504	6,336	40.7
Black	952	1,356	42.4
Hispanic	2,555	3,449	35.0
White	2,999	3,581	19.4
<b>Total</b>	<b>12,249</b>	<b>16,110</b>	<b>31.5</b>

# MORE NEW YORK CITY STUDENTS ARE COLLEGE READY

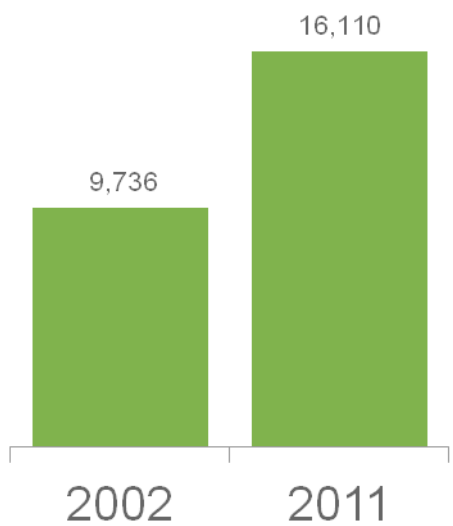
## College Readiness % of Students in Cohort Graduating College Ready\*

Increase 2005-11: 9 pts.



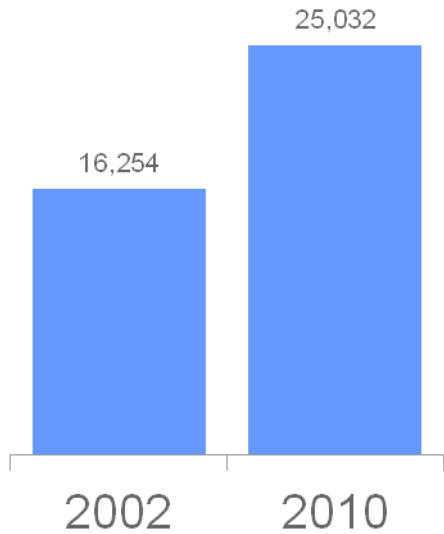
## AP Performance # of Students with Scores of 3 or Higher on AP Exams\*\*

Increase 2002-11: 65%



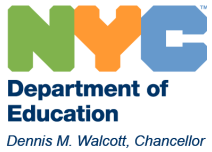
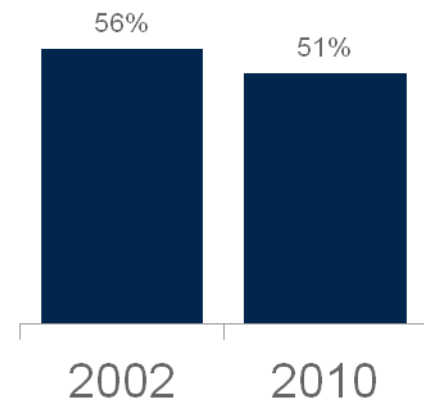
## CUNY Enrollment # of DOE Graduates\*\*\* Enrolling at CUNY as First-time Freshmen

Increase 2002-10: 54%



## CUNY Remediation % of DOE Graduates\*\*\* Enrolling at CUNY In Need of Remedial Coursework\*\*\*\*

Decrease 2002-10: 5 pts.



\*According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY.  
 \*\*2002 data are from the College Board's 2004 College Bound Seniors Report. College Board updates their historic data annually to adjust for revised data on students. Data reported are the most recent comprehensive information available to NYCDOE; 2007-2011 data are from the College Board's 2011 College Bound Seniors Report  
 \*\*\*Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time). Source: CUNY Office of Institutional Research and Assessment.  
 \*\*\*\*Students in need of remedial coursework did not meet CUNY proficiency standards or pass the CUNY assessment tests. In 2008, CUNY instituted more rigorous requirements for requiring remediation.

# COLLEGE AND CAREER READINESS INITIATIVES IN NYC



# HIGHER EDUCATION LEVELS INCREASE INCOME OPPORTUNITIES

**Most of the fastest-growing 21<sup>st</sup> century jobs require postsecondary degrees**

**Average income based on education levels:**

High School Dropout	\$23,088
High School Diploma	\$32,552
2-year College Degree	\$39,884
4-year College Degree	\$53,976
Professional Degree	\$83,720

# NYC IS FOCUSING ON KEY INITIATIVES TO IMPROVE STUDENTS' COLLEGE AND CAREER READINESS

- Improving academic rigor through the Common Core standards
- Increasing access to educational and career opportunities
- Strengthening career and technical education options
- Partnering with CUNY

# THE COMMON CORE STANDARDS

- **Goal:** Provide a clear roadmap for what students should know and be able to do at each grade—from pre-k to 12—to graduate prepared for college and careers
- The Common Core standards will drive changes in:
  - > Curriculum
  - > Assessment
  - > Classroom instruction

## Key Changes in Literacy

- Literacy-building as a shared responsibility for all teachers across subjects
- Increased reading of nonfiction texts and more complex texts
- Focus on research skills and incorporating textual evidence
- Emphasis on writing to argue, inform, and explain

## Key Changes in Math

- Fewer topics to simplify both understanding the big ideas and making connections between topics
- Emphasis on understanding math concepts deeply, not rushing to get the answer
- Focus on mastery of complex concepts through hands-on learning
- Emphasis on solving “real-world” problems

# WE ARE PREPARING OUR STUDENTS TO SUCCEED ON MORE RIGOROUS ASSESSMENTS – IN READING...

## 2009 New York State English Regents Exam Question

According to Matt Donaldson (lines 41 through 44), effective use of computers in the classroom is directly related to a teacher's

- a. knowledge of technology
- ⓑ skill in supervising students
- c. ability to evaluate students
- d. willingness to experiment

## Common Core 9<sup>th</sup>-10<sup>th</sup> Grade Literacy Task

### **The Power of New Media**

You have read information from several sources, heard from other young people, and done some research and thinking about media in your own 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, observations, research data, and newspaper reports, etc.).
- Include research that you may have conducted.
- Draw your own conclusions about the effects of media on young people and the world.

# ...AND IN MATH

## 2010 New York State 5<sup>th</sup> Grade Math Question

Randa ate  $\frac{3}{8}$  of a pizza, and Marvin ate  $\frac{1}{8}$  of the same pizza. What fraction of the pizza did Randa and Marvin eat?

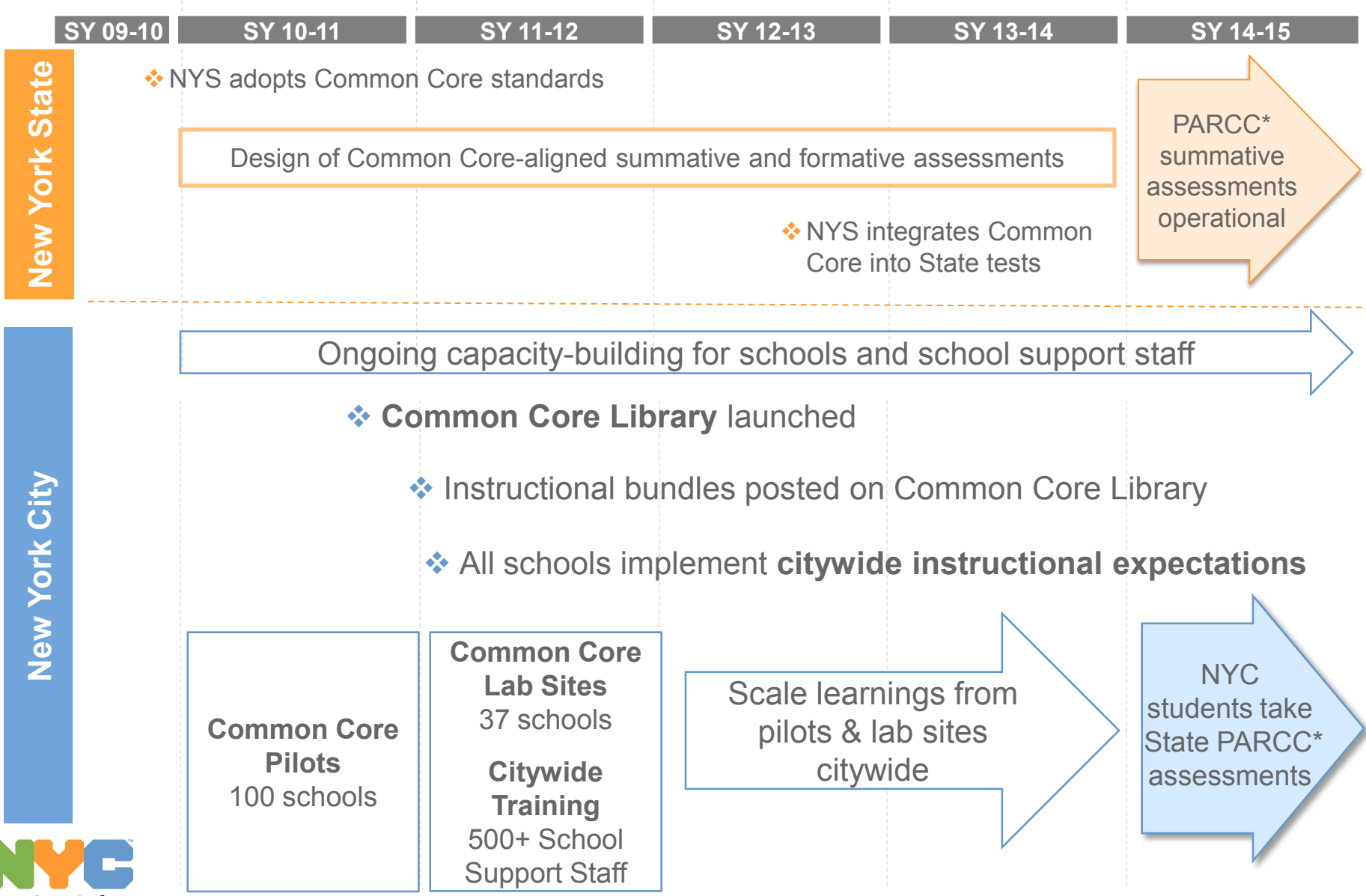
- A  $\frac{5}{8}$
- B  $\frac{3}{8}$
- C  $\frac{1}{4}$
- D  $\frac{1}{2}$**

## Common Core 5<sup>th</sup> Grade Math Task

### 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.

# TRANSITIONING TO THE COMMON CORE IN NEW YORK



\*New York is part of a consortium of states, the Partnership for the Assessment of Readiness for College and Careers (PARCC), working together to develop new state assessments.

# IN 2011-12, NYC CREATED A SET OF CITYWIDE INSTRUCTIONAL EXPECTATIONS

## Students

- By March, complete one literacy and one math task embedded in a Common Core-aligned curriculum unit
  - > **In literacy:** Students will read and analyze nonfiction texts and write opinions and arguments in response
  - > **In math:** Students will engage in a challenging task that requires them to solve “real-world” problems and/or figure out the reasoning behind arguments to get to a solution

## Teachers

- Work in teams to review student work and align curriculum, pedagogy, and assessments with the Common Core
- Share with families at February/March parent-teacher conferences

## School Leaders

- Provide teachers with meaningful feedback tied to an evidence-based rubric of teacher practice
- Consider how teacher practice needs to change to align to the Common Core; provide appropriate support

# INSTRUCTIONAL RESOURCES TO SUPPORT TEACHERS IN ADAPTING THEIR PRACTICE

Scoring guides & rubrics

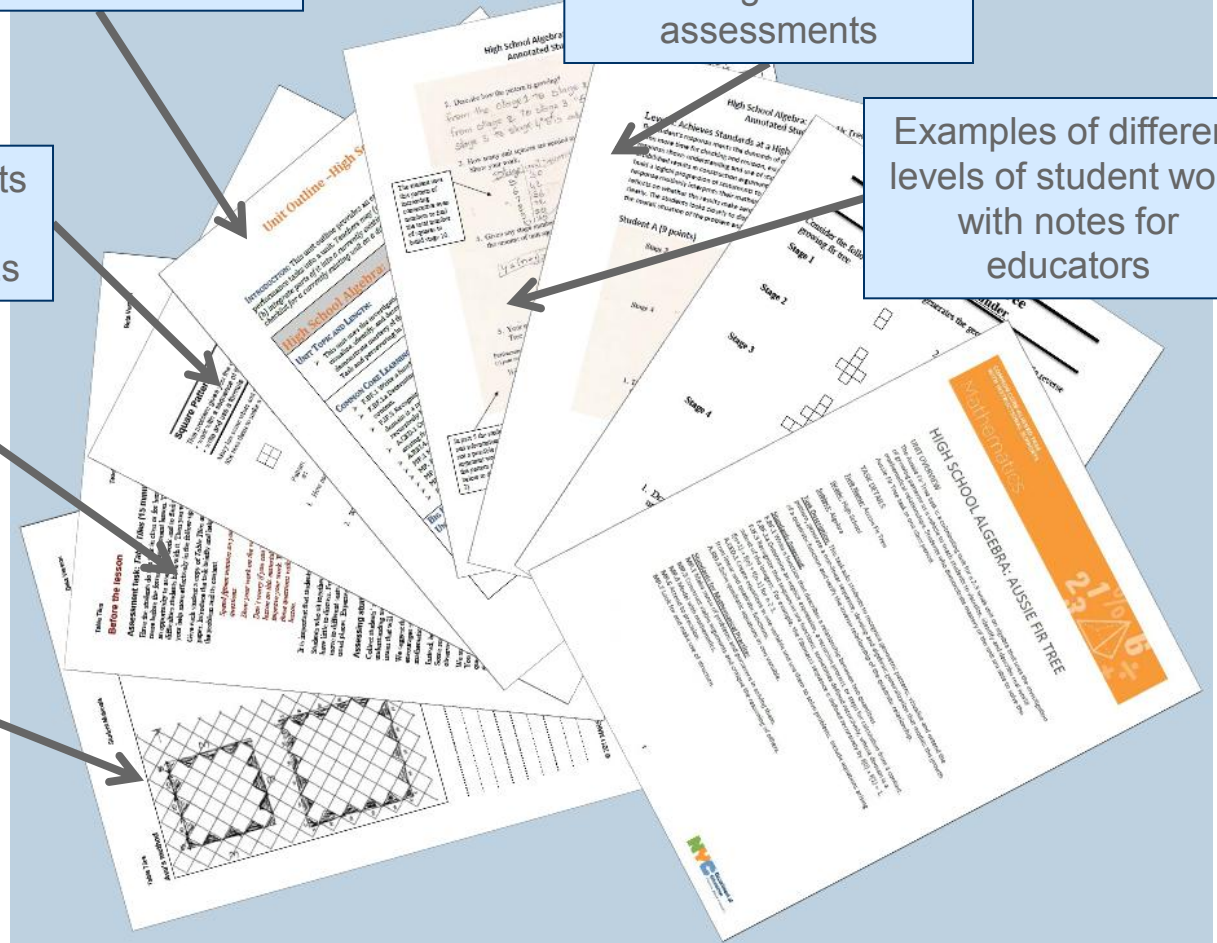
Supplementary tasks including formative assessments

Instructional supports for students with disabilities and ELLs

Examples of different levels of student work with notes for educators

Unit outline, including learning plan and classroom activities

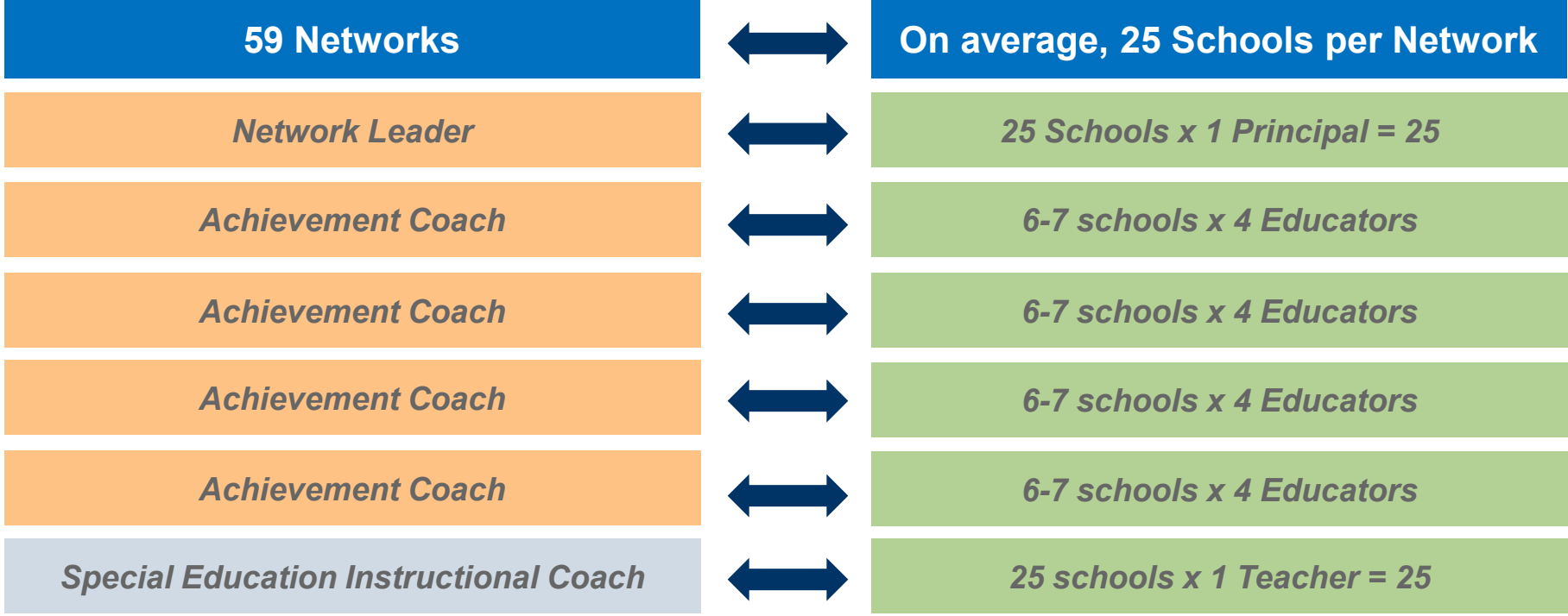
Culminating performance tasks and supporting curriculum resources in math and literacy, pre-K through high school





# WE HAVE ORGANIZED SCHOOLS IN NETWORKS THAT PROVIDE TARGETED INSTRUCTIONAL SUPPORT

*Citywide: 59 networks, ~1500 schools\**



**10,000+ Teachers, Teacher Leaders, APs, & Principals Citywide**

*\* Does not include District 75, District 79, or charter schools.*

# DOE-CUNY COLLABORATIONS PLAY AN IMPORTANT ROLE IN IMPROVING STUDENT OUTCOMES

- Data sharing agreement
  - > Student enrollment
  - > Remediation rates
  - > College Now and Early College participation and success
- Collaborative K-16 programs
  - > Early College schools
  - > At Home in College
  - > College Now
- GraduateNYC! partnership
  - > Addresses students' key challenges:
    - Academic preparedness
    - Financial aid access
    - College knowledge and navigation
  - > Coordinates across community-based organizations
  - > Pushes for institutional improvements at CUNY and DOE

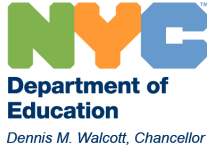
# ONGOING RENEWAL OF CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY

- Open at least 12 new CTE schools over the next 2 years
  - > Programs aligned with labor trends
  - > New Software Engineering Academy opening in 2012
  - > Replication of P-Tech
- New data-driven approval process to ensure high-quality CTE programs
- Partnerships with industry
  - > Double the number of industry consortiums
  - > Ensure deep connections between programs of study and industry trends
- Ongoing work
  - > Learning to Work (LTW) programs
  - > 18 new CTE schools opened in past 4 years

# WE ARE PROVIDING ACCESS TO CTE PROGRAMS ALIGNED TO U.S. LABOR MARKET TRENDS

*Fastest-growing occupations in U.S., projected 2008-2018*

Occupation	Average Salary	Education Required
Biomedical engineer	\$82,550	Bachelor's or master's degree
Network systems and data communications analyst	\$76,560	Bachelor's degree
Home health aide	\$21,620	Short-term on-the-job training
Personal and home care aide	\$20,280	Short-term on-the-job training
Financial examiner	\$71,000	Bachelor's degree
Medical scientist	\$84,760	Doctoral degree
Physician assistant	\$85,000	Master's degree
Skin care specialist	\$27,040	Postsecondary vocational award
Biochemists and biophysicist	\$88,550	Doctoral degree
Athletic trainer	\$41,340	Bachelor's degree



*Source: Employment Projections Program (2008) and National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates (2009), U.S. Department of Labor, U.S. Bureau of Labor Statistics*

# INCREASING ACCESS TO EDUCATIONAL AND CAREER OPPORTUNITIES

*We are helping schools, students, and families understand and access educational and career expectations and opportunities.*

- **College preparatory academics**

- > Increased AP participation through iLearn
- > Increased SAT participation
- > PSAT & SAT support
- > College preparatory course certification

- **Information about college and financial aid**

- > Training for all guidance counselors, including National College Advising Corps Pilot
- > FAFSA Completion Pilot Project, led by USDOE
- > New York State Dream Act

- **Support for families**

- > College readiness “benchmarks”
- > Resources to help plan for college and apply for financial aid
- > Resources about the Common Core standards

- **Mayor’s Young Men’s Initiative**

- > Study schools that have shown progress in closing HS graduation gap
- > Identify strategies for improving postsecondary outcomes for Black and Latino young men