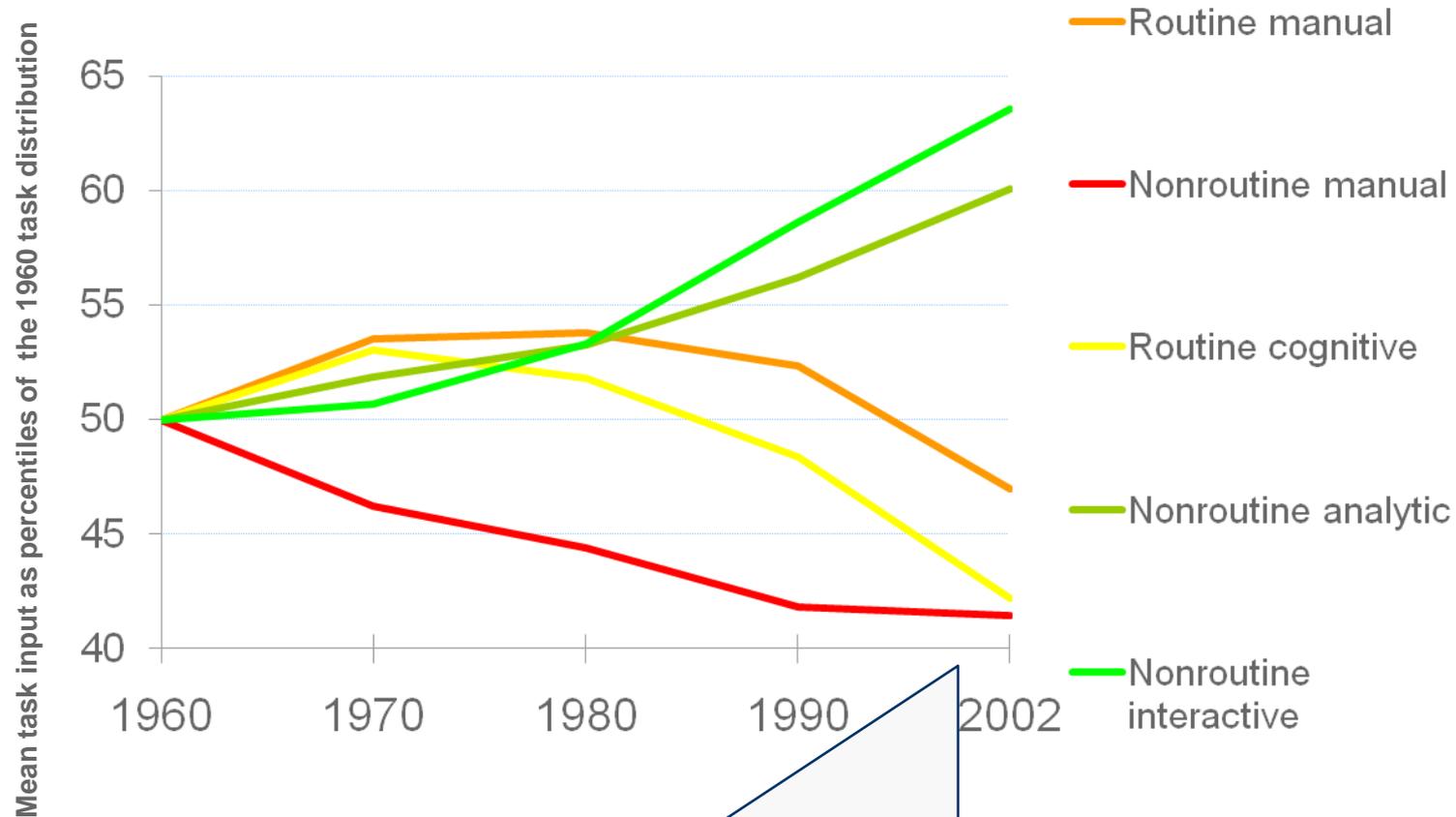


NYC ACHIEVEMENT RESULTS

**Panel for Educational Policy Meeting
August 16, 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)

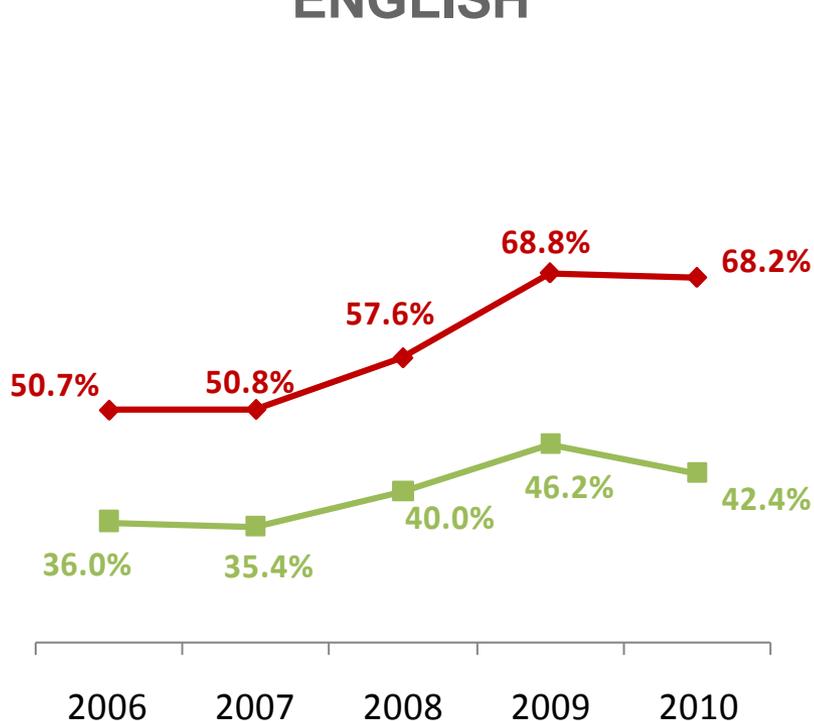


**The dilemma of assessments:
The skills that are easiest to teach and test
are also the ones that are easiest to digitize,
automate, and outsource**

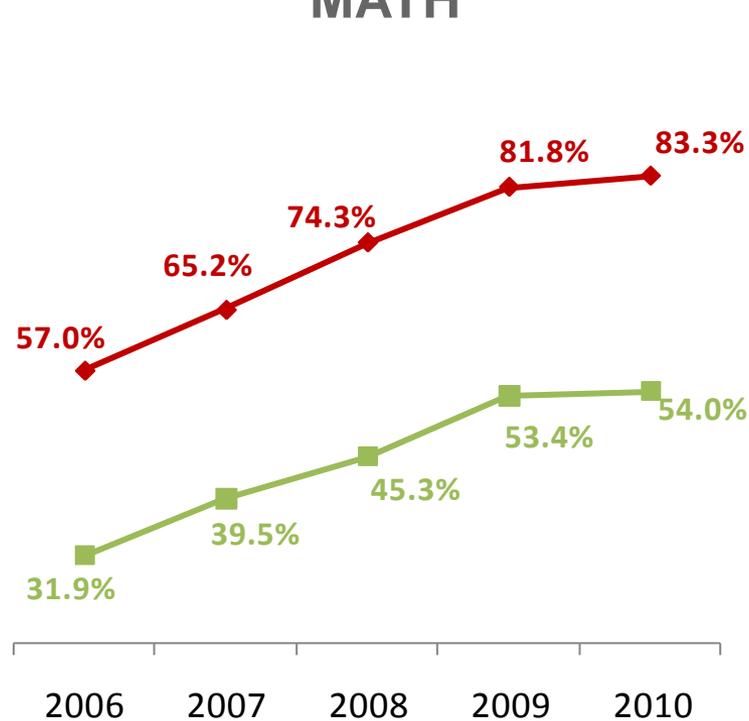
WHEN THE SCORE USED TO DEFINE 'PROFICIENCY' REMAINS CONSTANT OVER THE YEARS, NYC STUDENTS CONTINUE TO SHOW PROGRESS

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

ENGLISH



MATH



■ % reaching proficiency using 2010's cut scores

■ % reaching proficiency using 2009's cut scores

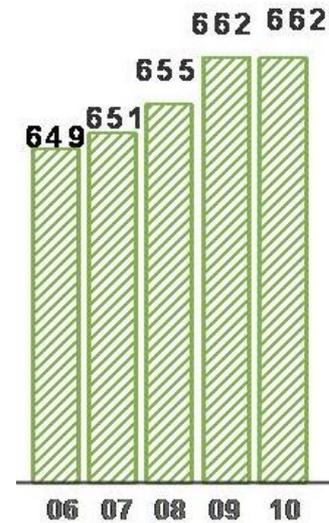
NYC COMPARED TO REST OF STATE: GRADE 4 AND 8 ENGLISH AND MATH 2006-2010

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

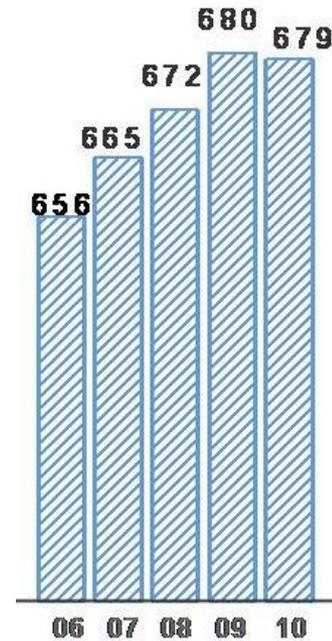
MEAN SCALE SCORES

ELA



Grades 3-8

MATH



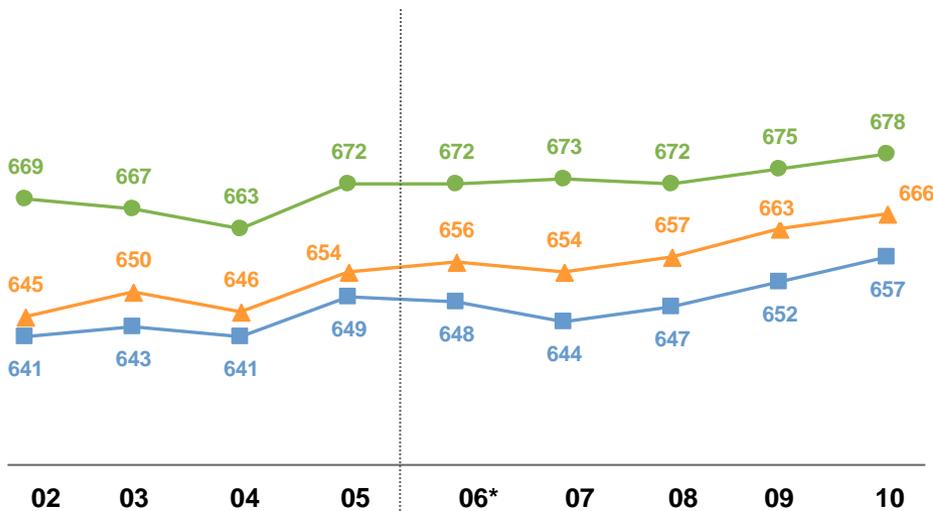
Grades 3-8

NYC COMPARED TO BIG 4 AND REST OF STATE GRADE 4 ENGLISH AND MATH 2002-2010

Average Students' Scores

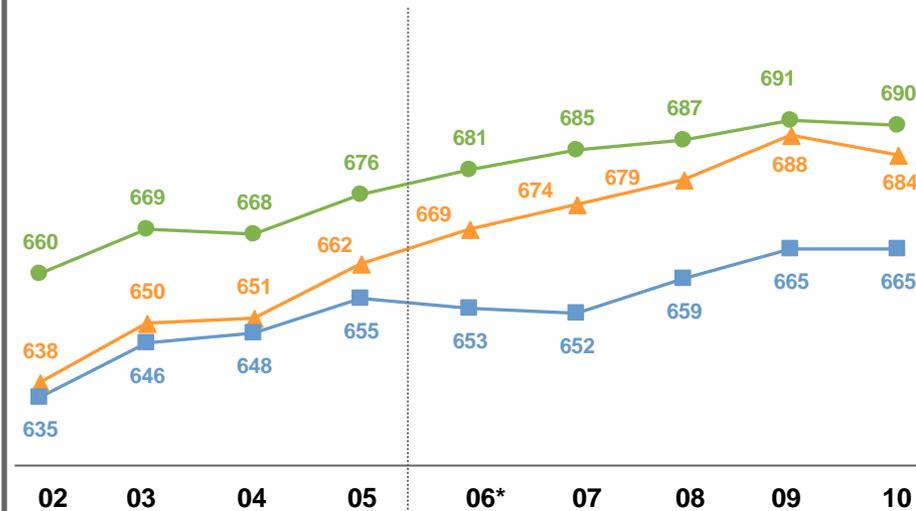
4th Grade English

	New York City	Big 4	ROS
2002-2010 Change	+ 21	+ 16	+ 9



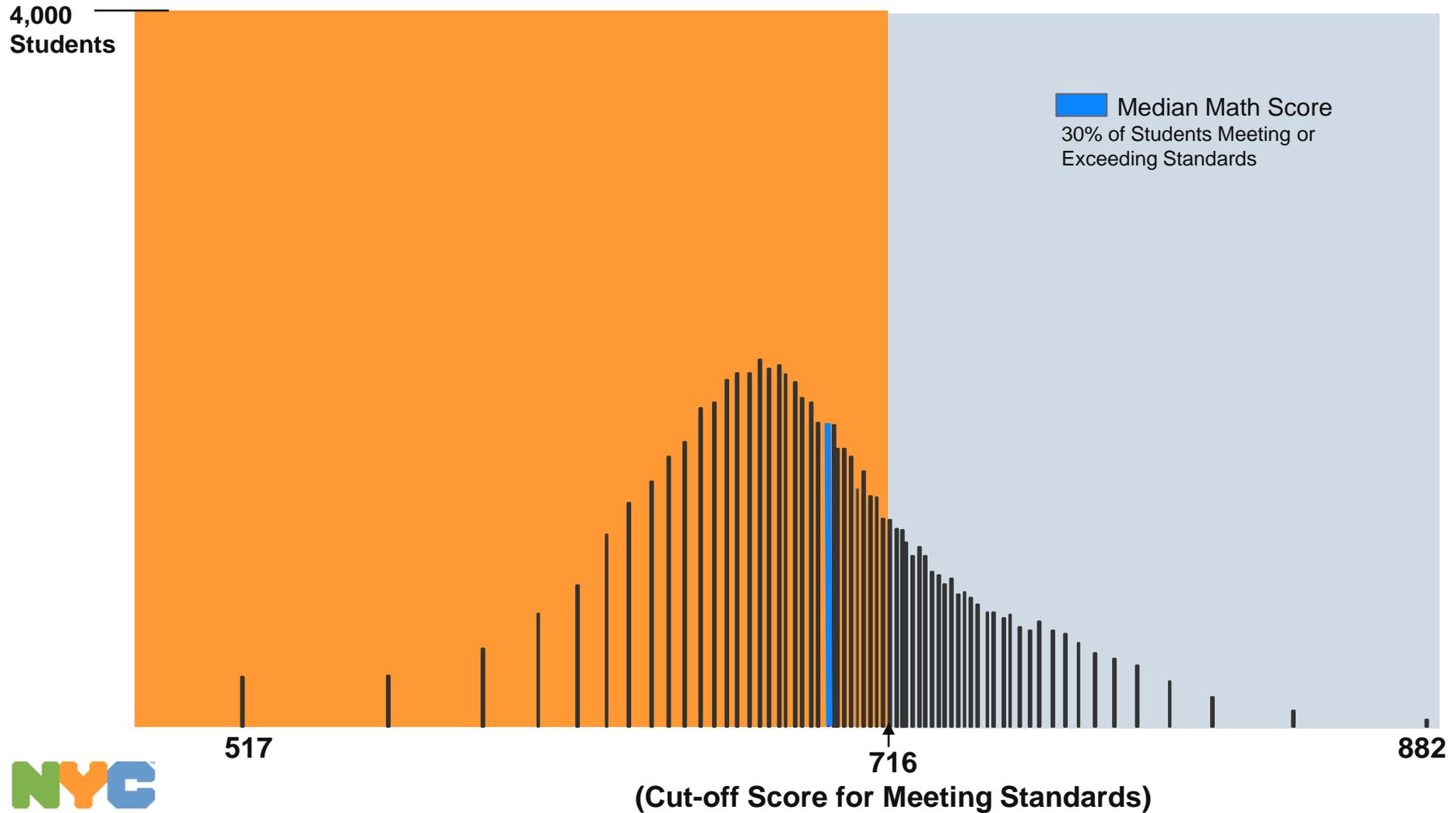
4th Grade Math

	New York City	Big 4	ROS
2002-2010 Change	+ 46	+ 30	+ 30



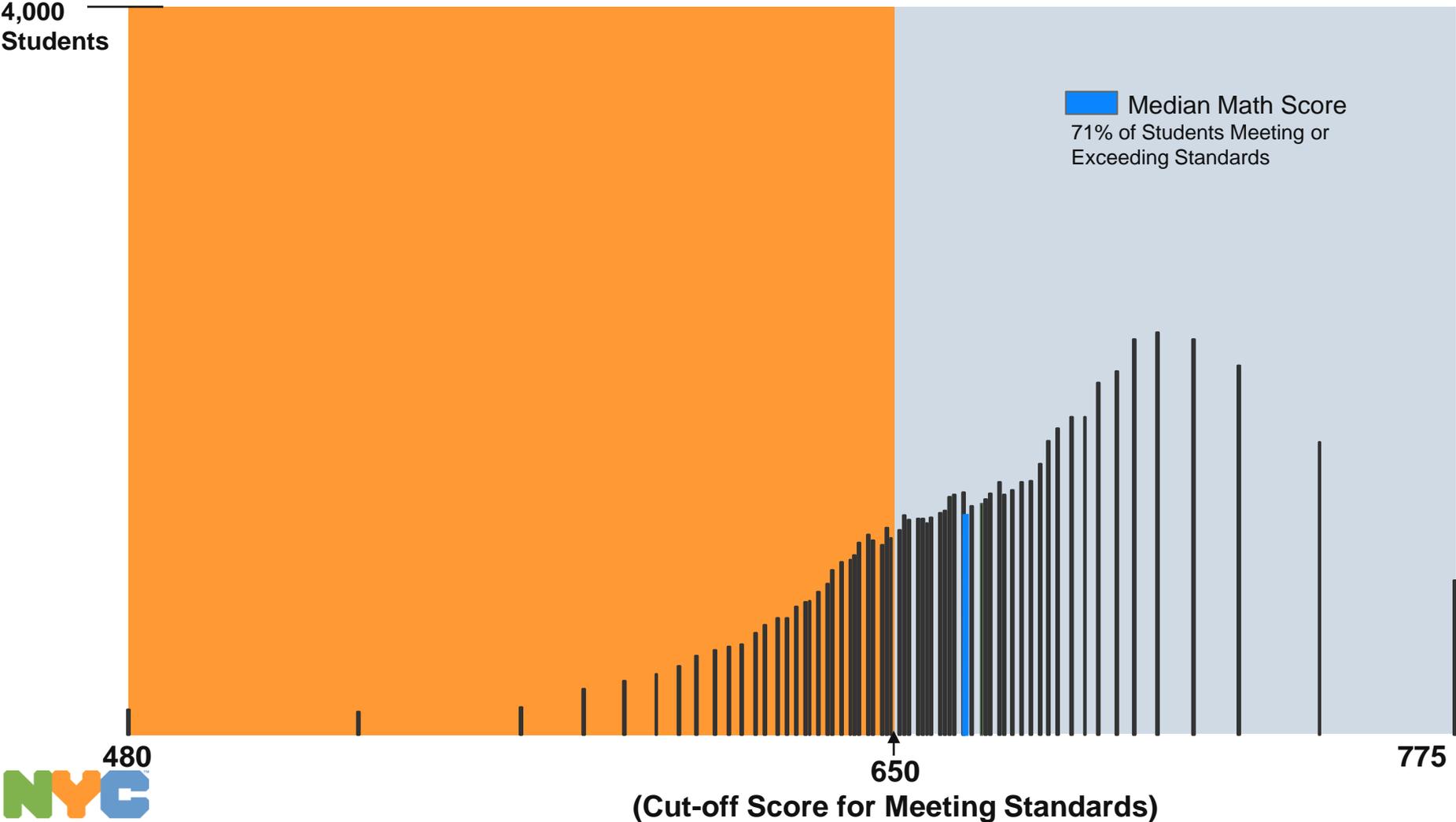
IN 2002, THE TYPICAL STUDENT ACHIEVEMENT IN MATH WAS BELOW STANDARD

Number of Students Earning Each Score in 8th Grade Math - 2002



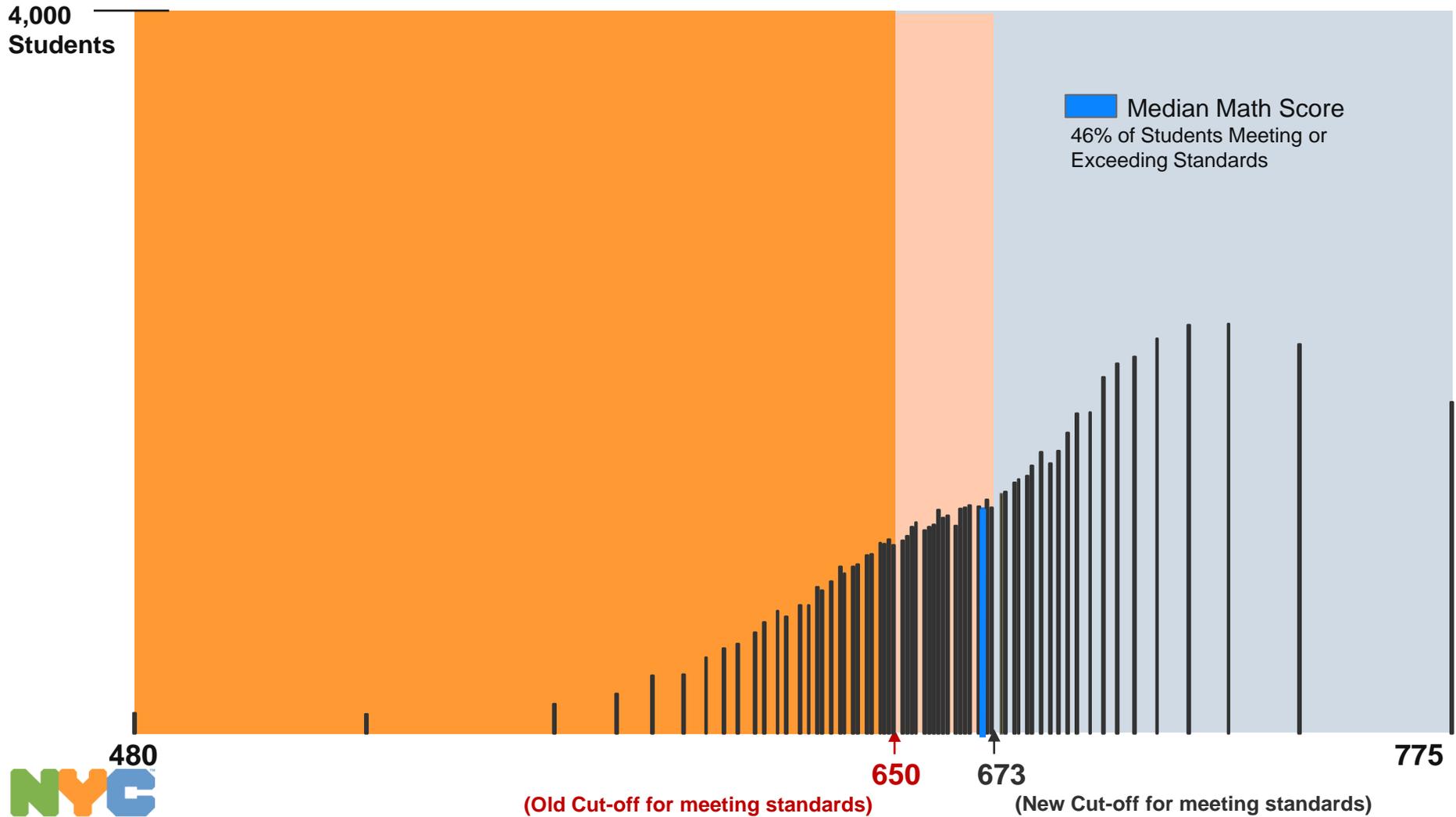
BY 2009, THE BLOOMBERG ADMINISTRATION MOVED THE TYPICAL STUDENT MATH ACHIEVEMENT ABOVE THE STANDARD

Number of Students Earning Each Score in 8th Grade Math - 2009



IN 2010, STANDARDS ARE HIGHER BUT THE IMPROVEMENT IN MATH ACHIEVEMENT STILL HOLDS ITS GROUND

Number of Students Earning Each Score in 8th Grade Math - 2010

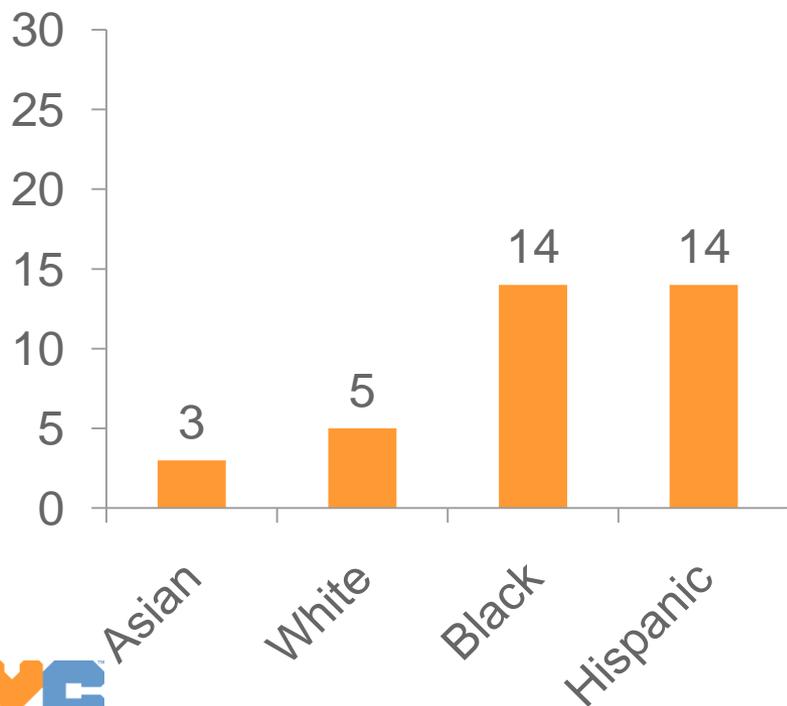


SINCE 2006, BLACK AND HISPANIC STUDENTS HAVE MADE MORE PROGRESS ON NY STATE TESTS IN ELA AND MATH

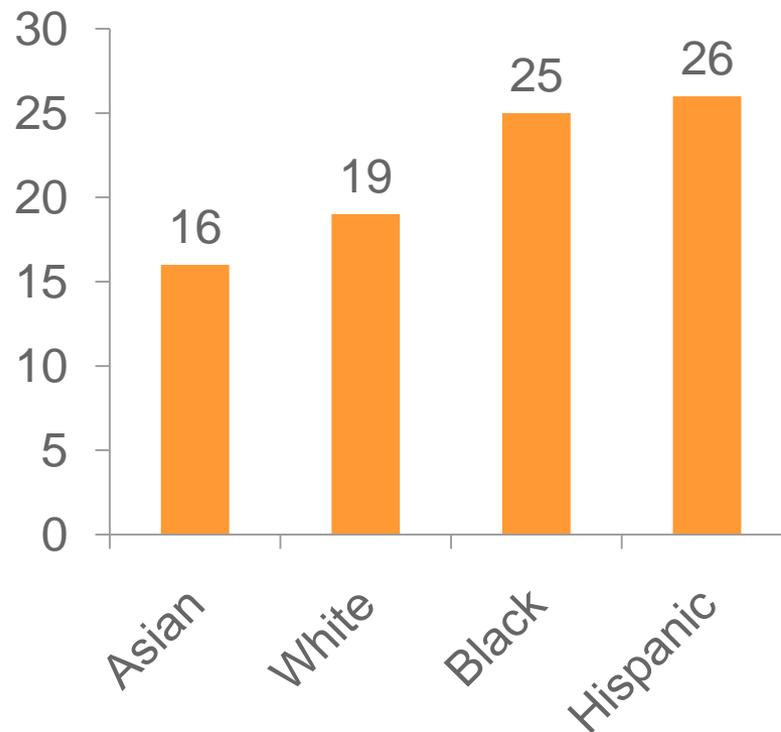
MEAN SCALE SCORE CHANGE BY ETHNICITY, 2006-10
GRADES 3-8

	Asian	White	Black	Hispanic
2006-2010 Change - ELA	+ 3	+ 5	+ 14	+ 14
2006-2010 Change - Math	+ 16	+ 19	+ 25	+ 26

ELA



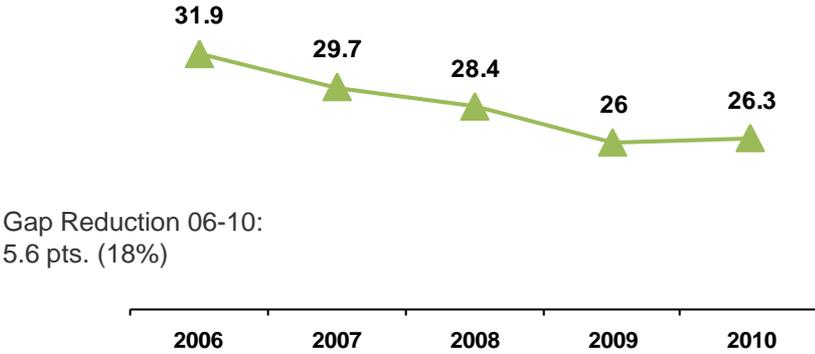
Math



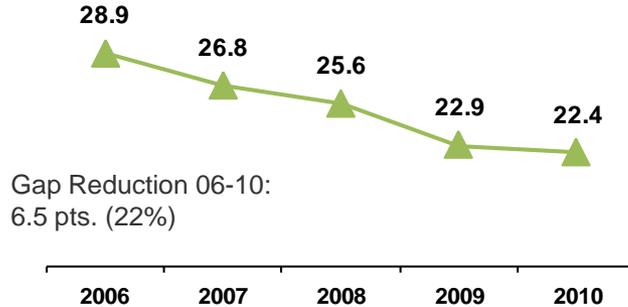
SINCE 2002, NYC IS CLOSING THE ACHIEVEMENT GAP ON THE NY STATE TESTS

GAP IN SCALE SCORES 2006-10 ALL GRADES TESTED

Closing the Black-White Gap Math

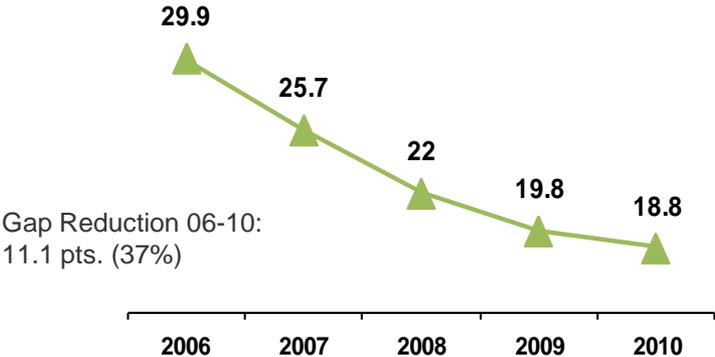


Closing the Hispanic-White Gap Math

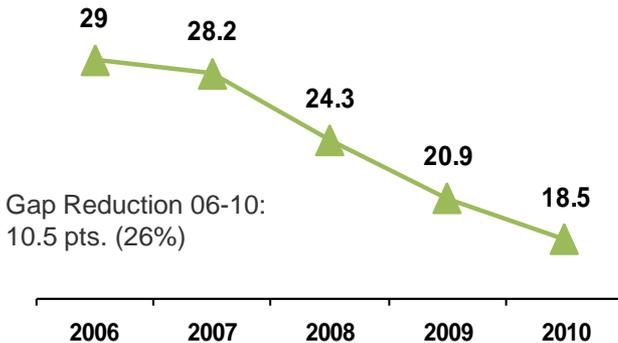


Gap in Average
Scale Score

Closing the Black-White Gap ELA

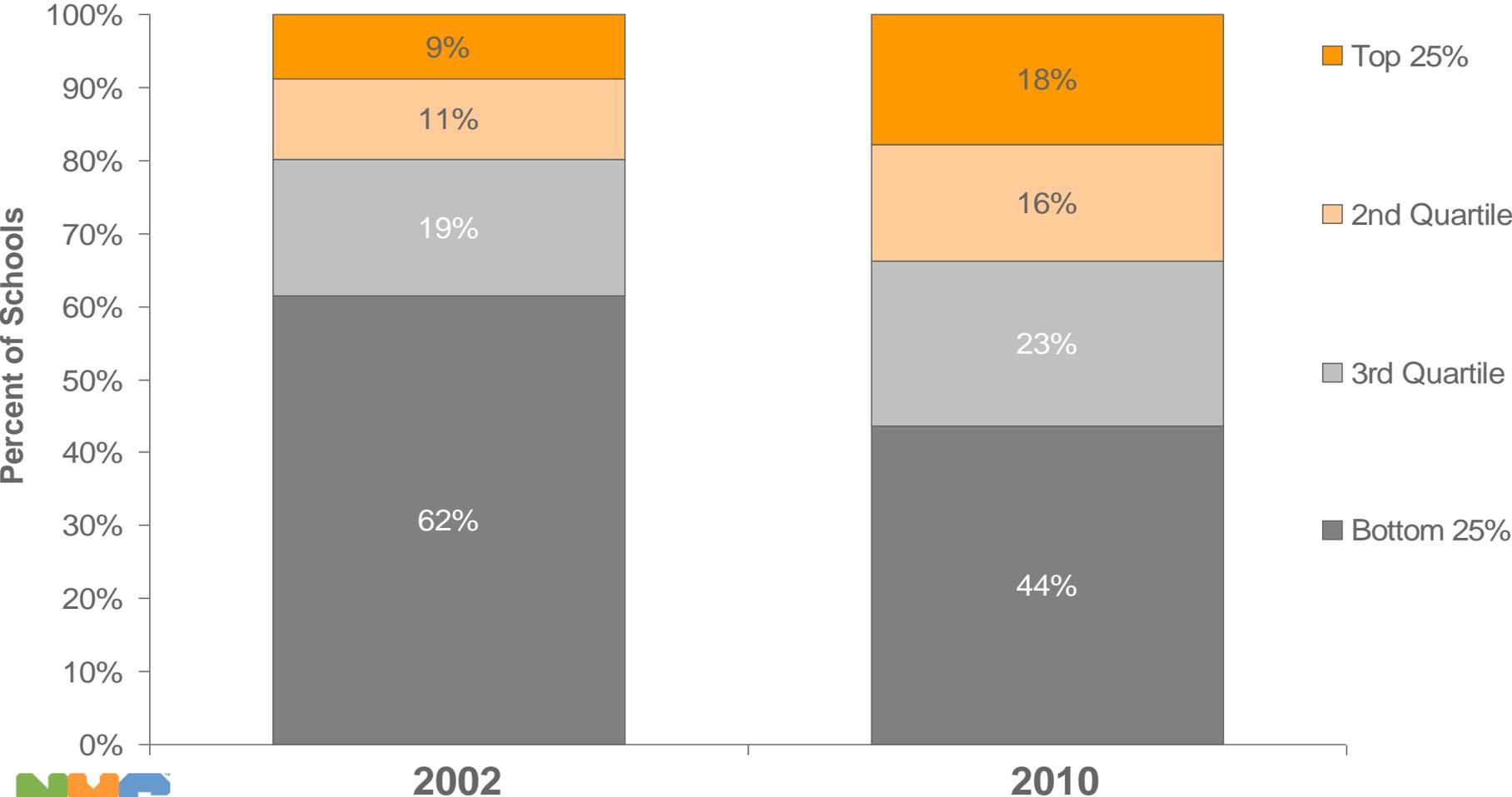


Closing the Hispanic-White Gap ELA



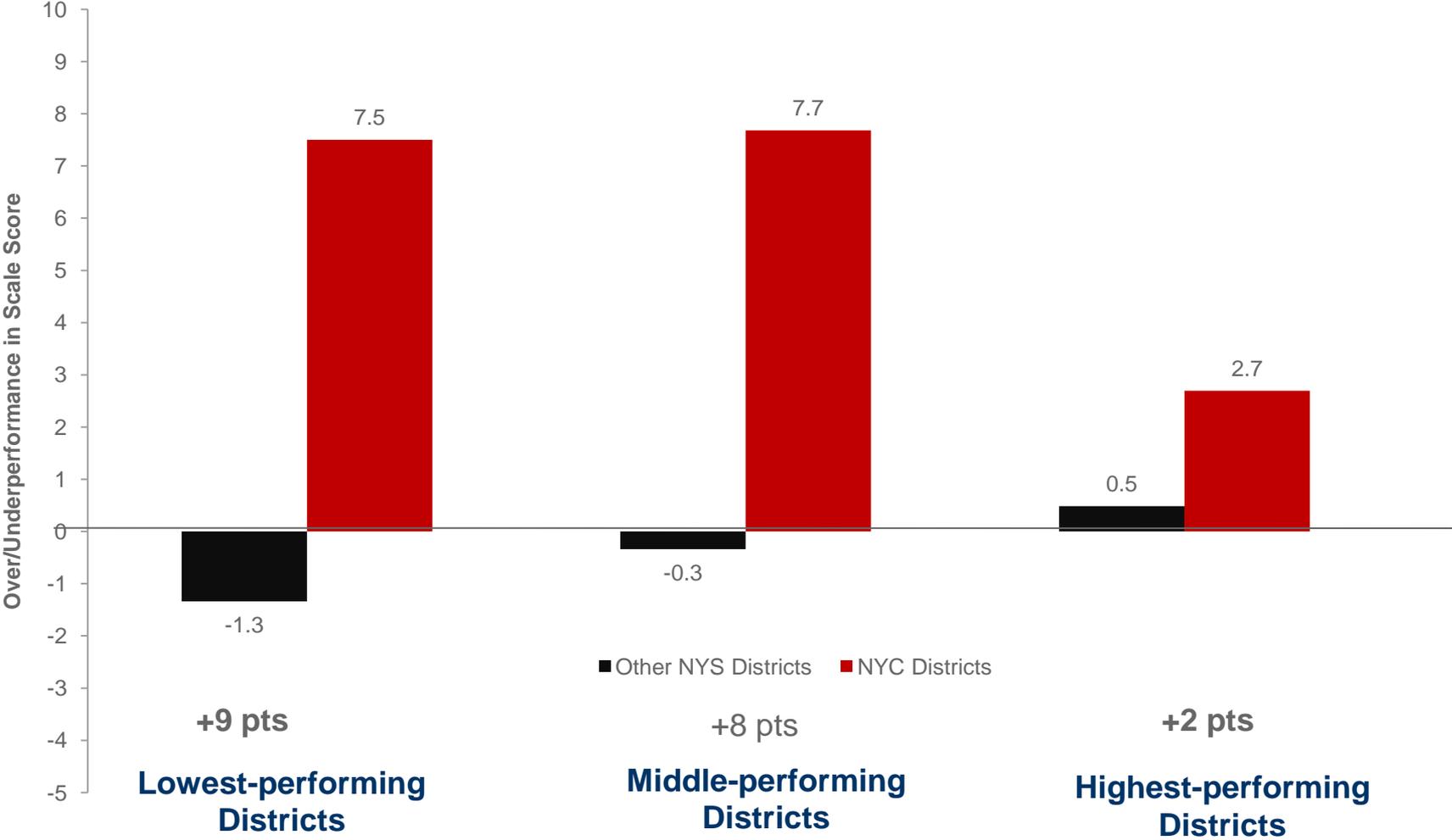
Notes: In 2006, the NY State Education Dept. began administering tests to grades 3-8. At that time, the grade 4 and 8 tests were rescaled. Starting in 2010, NYSED changed the scale score required to meet each of the proficiency levels, increasing the number of questions students needed to answer correctly to meet proficiency

IN MATH AND ELA, THE PERCENTAGE OF NYC SCHOOLS IN THE TOP 25% OF SCHOOLS IN THE STATE HAS DOUBLED SINCE 2002



Note: Results reflect combined average results of State ELA and math tests in grades 4 and 8 from 2002-2005 and grades 3-8 from 2006-10

ON AVERAGE, NYC DISTRICTS EXCEEDED EXPECTATIONS OF PROGRESS BY 2010, REGARDLESS OF THEIR INITIAL PERFORMANCE LEVEL IN 2002



The NYC Effect: NYC districts made more progress than other New York State districts that started out in the same place

NATIONAL STANDARDIZED TESTS SHOW THAT NYC STUDENTS CONTINUE TO MAKE PROGRESS

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

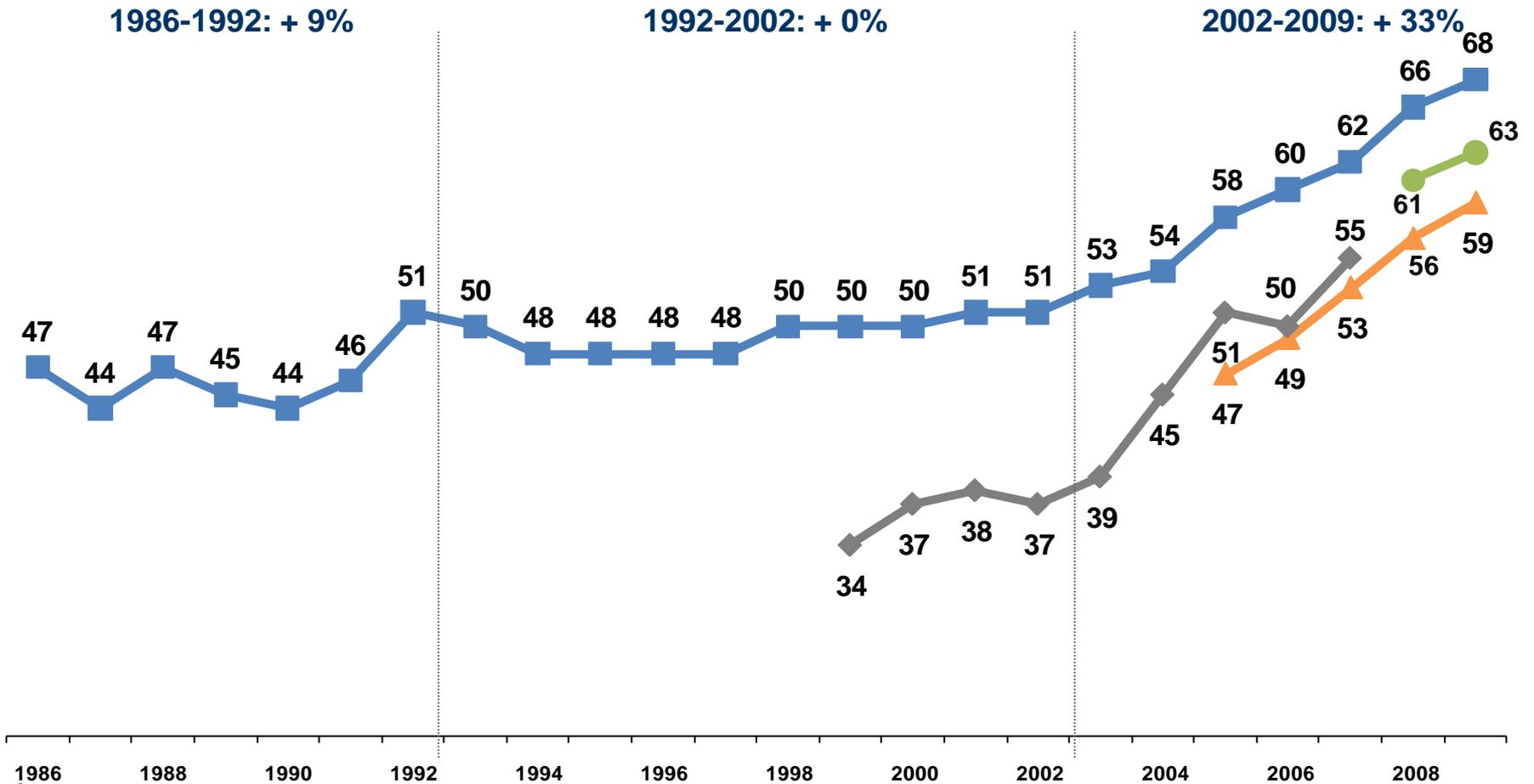
AVERAGE SCALE SCORE NAEP

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

AFTER REMAINING FLAT FOR 16 YEARS, NYC'S GRADUATION RATE HAS INCREASED BY 33% SINCE 2002

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



Class of



Joel I. Klein, Chancellor



NYC Calculation Method



NY State Calculation Method



NY State Calculation Method (Including August Grads)



Federal Calculation Method (includes students who transfer out)

Notes: NYC traditional calculation includes Local and Regents Diplomas, GEDs, Special Education diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students. The NYS calculation, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs and Special Education diplomas. The federal rate, published by EdWeek, uses a method called the Cumulative Promotion Index (CPI).

NEW YORK CITY MAKES GREATER GAINS THAN REST OF NY STATE AND OTHER LARGE NY CITIES

Percentage of Graduates NY STATE CALCULATION METHOD

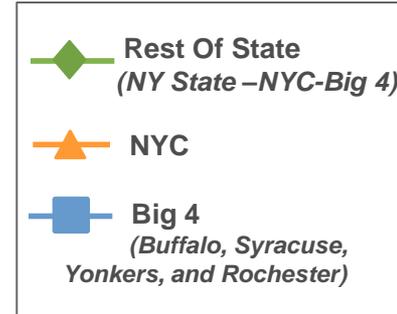
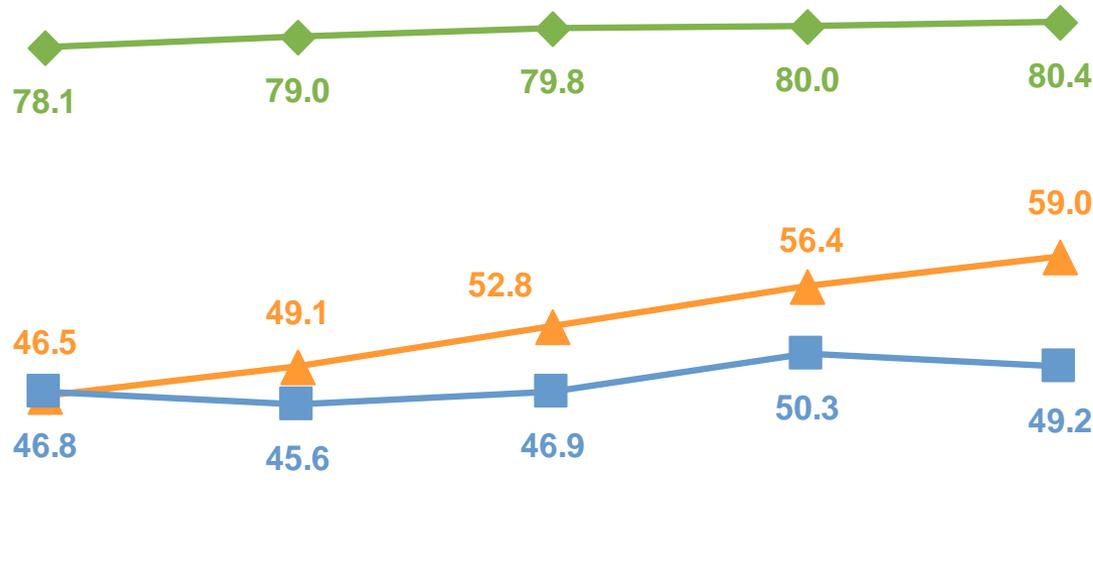
	2008-2009 Gains	2005-2009 Gains
New York City	+ 2.6 pts	+12.5 pts
Big 4	- 1.1 pts	+ 2.4 pts
Rest Of State	+ 0.4 pts	+ 2.3 pts

2005-2009
Increase

Rest of State: 3%

NYC: 27%

Big 4: 5%



Class of '05 (01 Cohort) Class of '06 (02 Cohort) Class of '07 (03 Cohort) Class of '08 (04 Cohort) Class of '09 (05 Cohort)

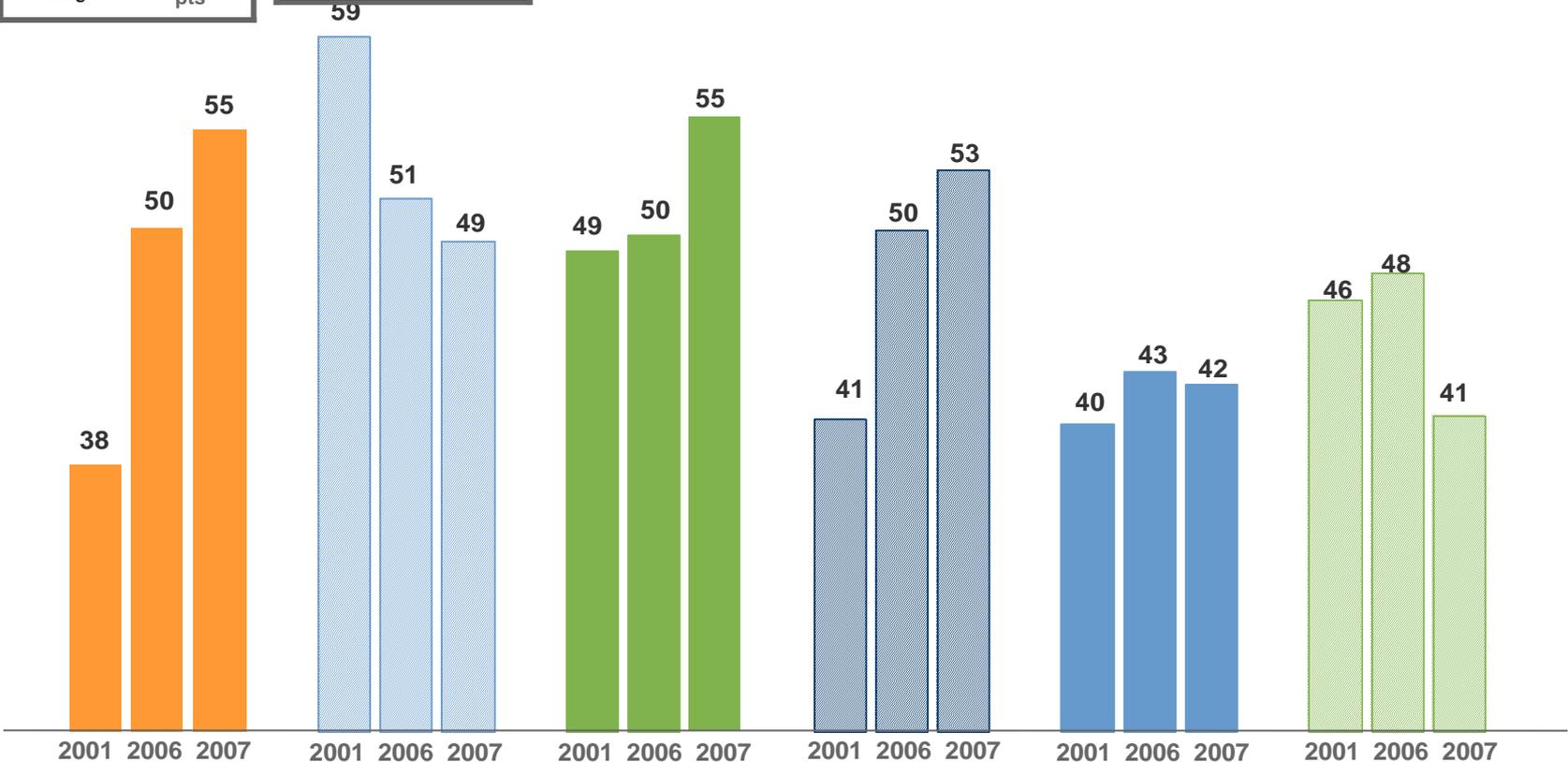


Notes: The NY State method, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs and Special Education diplomas.

NYC'S GRAD RATE HAS INCREASED MORE THAN OTHER LARGE CITIES

USING FEDERAL METHOD TO CALCULATE THE RATE

New York City	Charlotte	Chicago	Denver	Houston	Los Angeles
2006-2007 Change: + 4.9 pts	2006-2007 Change: - 2.1 pts	2006-2007 Change: + 5.8 pts	2006-2007 Change: + 3.0 pts	2006-2007 Change: - 0.6 pts	2006-2007 Change: - 7.1 pts
2001-2007 Change: + 16.6 pts	2001-2007 Change: - 10.1 pts	2001-2007 Change: + 6.6 pts	2001-2007 Change: + 12.3 pts	2001-2007 Change: + 2.0 pts	2001-2007 Change: - 5.8 pts



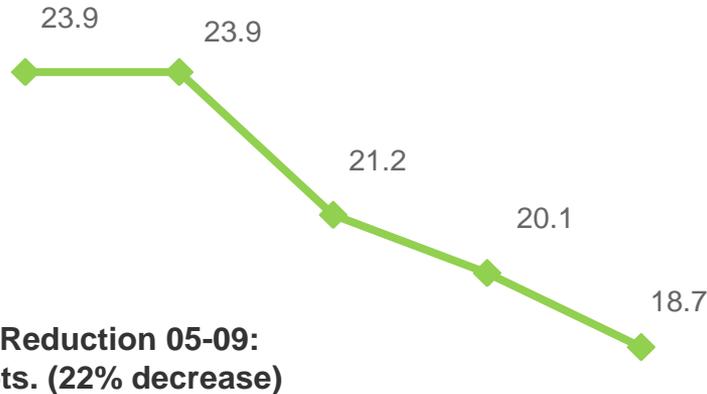
New York City	Charlotte-Mecklenburg	Chicago	Denver	Houston	Los Angeles
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Note: Class of 2007 is the most recent year of data reported, Class of 2001 was used as a baseline because district information was not available for the Class of 2002. These rates were calculated using the Cumulative Promotion Index (CPI), which calculates graduation rates by multiplying 9th-12th grade promotion ratios to predict the likelihood that a 9th grader will earn a high school diploma in four years.

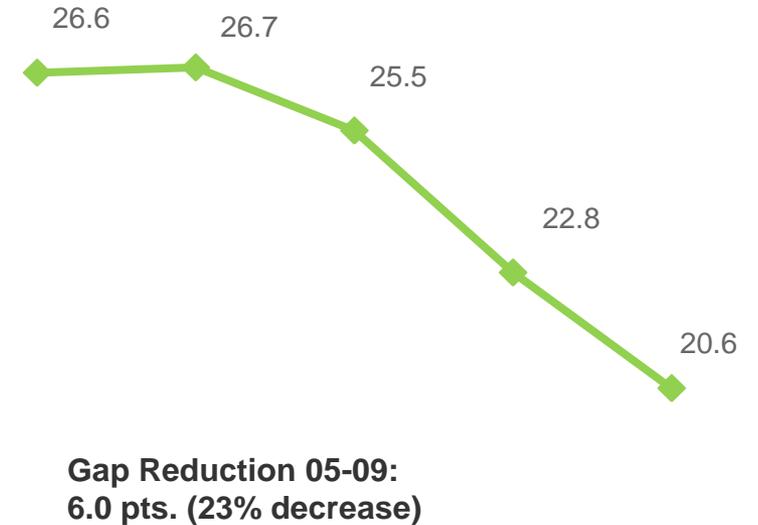
NYC IS CLOSING THE ACHIEVEMENT GAP IN GRADUATION RATES

GAP IN PERCENTAGE OF GRADUATES (NY STATE CALCULATION METHOD)

Closing the Black-White Gap Graduation Rate



Closing the Hispanic-White Gap Graduation Rate



AP PARTICIPATION HAS INCREASED NEARLY 50% IN THE PAST 7 YEARS (2002-09) WHILE PERFORMANCE ON AP EXAMS HAS INCREASED DRAMATICALLY AS WELL

of Students Taking AP Exams

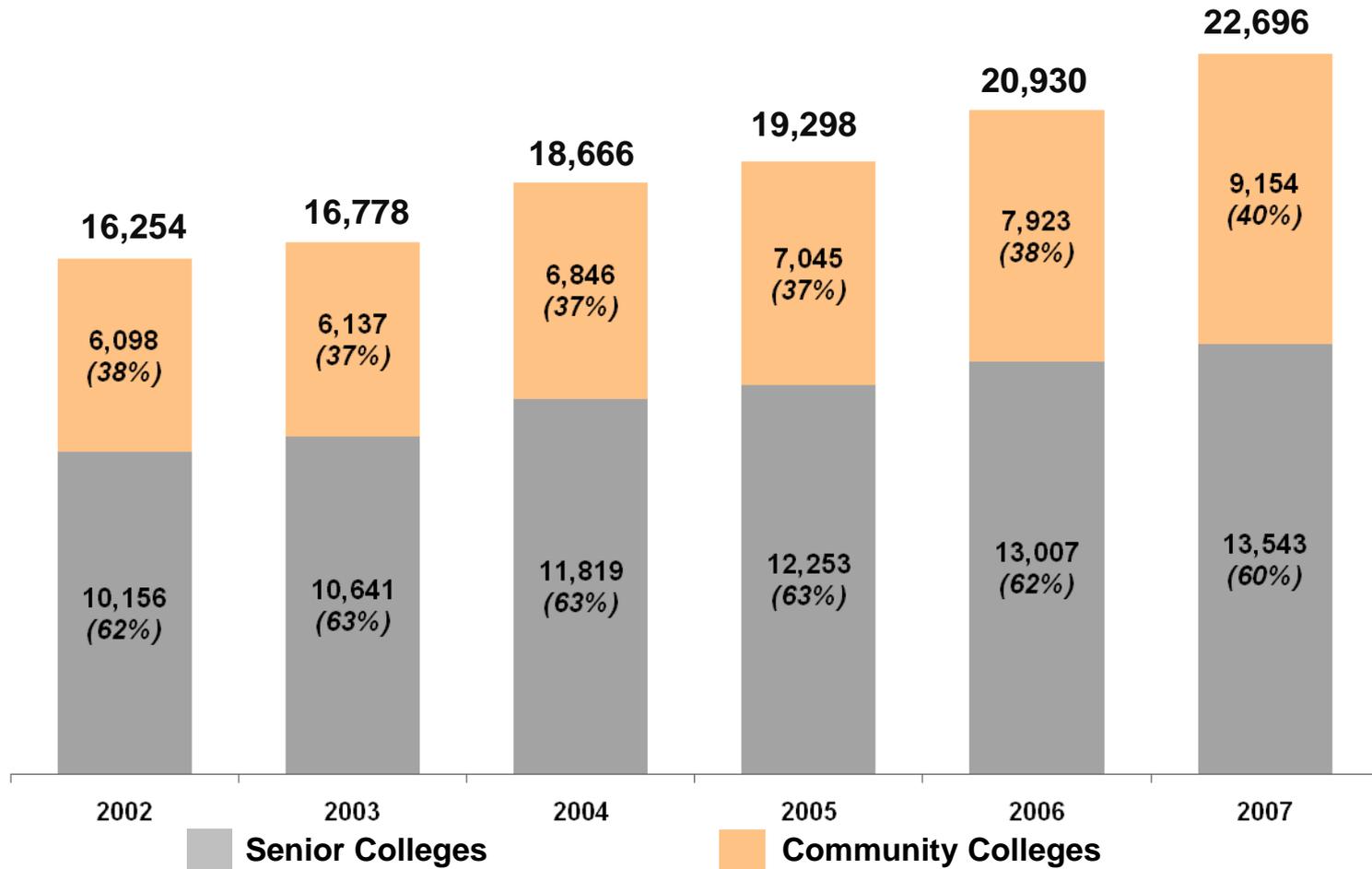
	# of Students Taking One or More AP Exams		% increase
	2002	2009	2002-2009
Asian	4,655	7,207	+54.8%
Black	2,446	4,105	+67.8%
Hispanic	3,679	6,274	+70.5%
White	4,552	4,824	+6.0%
Other	1,146	2,006	+75.0%
Total	17,165	25,272	+47.2%

of Students Passing AP Exams

	# of Students with Scores of 3 or Higher on AP exams		% increase
	2002	2009	2002-2009
Asian	3,011	4,858	+61.3%
Black	722	1,159	+60.5%
Hispanic	2,251	3,106	+38.0%
White	2,854	3,126	+9.5%
Other	548	922	+68.2%
Total	9,736	13,578	+39.5%

OVER 6000 MORE NYC DOE STUDENTS ENROLLED AT CUNY IN 2007 THAN IN 2002, REPRESENTING AN INCREASE OF 40%

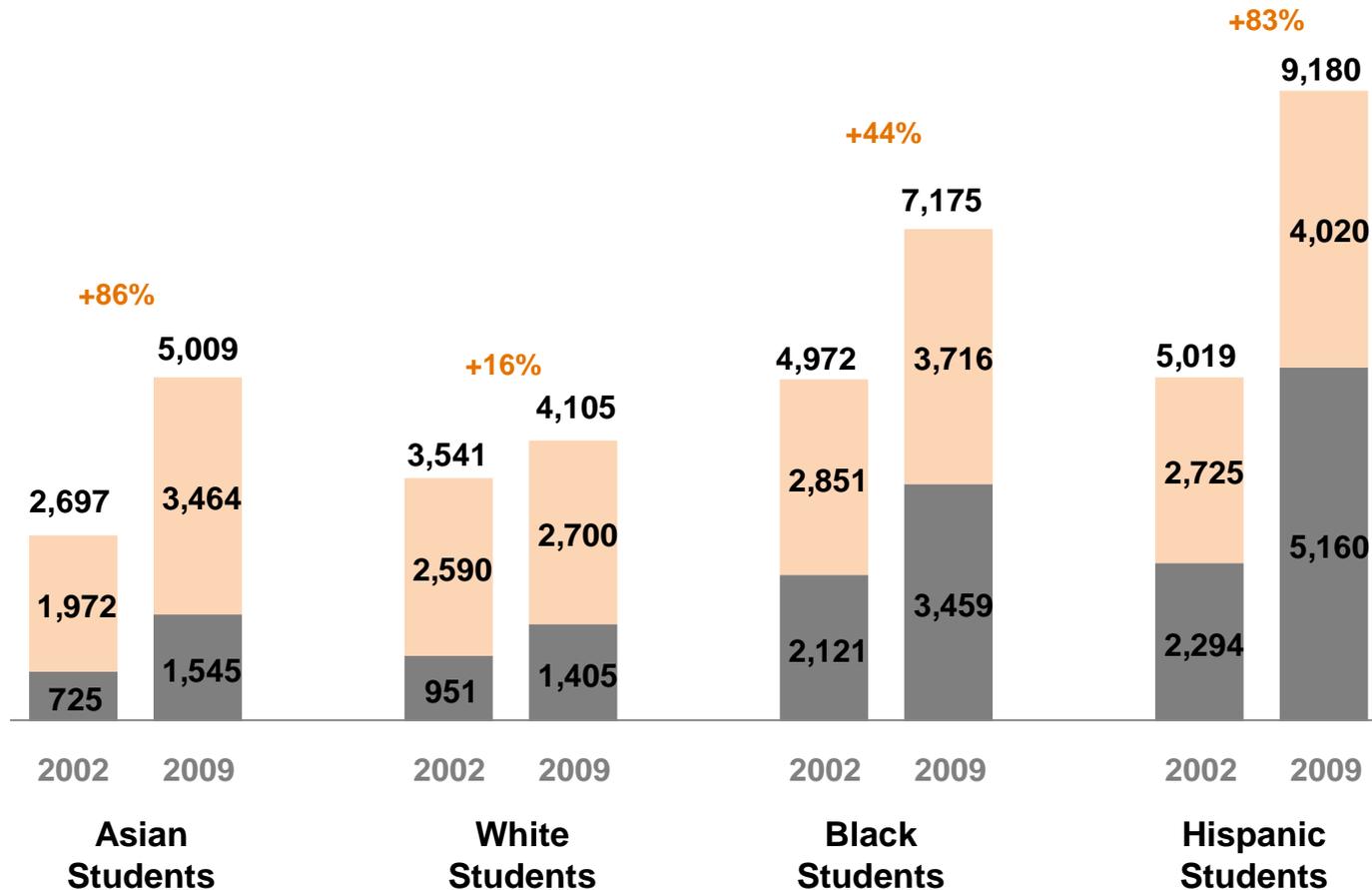
Total Number of DOE Graduates* Enrolling in CUNY as First Time Freshman



SINCE 2002, MORE NYC STUDENTS ARE ATTENDING CUNY COLLEGES

ENROLLMENT HAS INCREASED AT A FASTER RATE FOR BLACK AND HISPANIC THAN WHITE STUDENTS

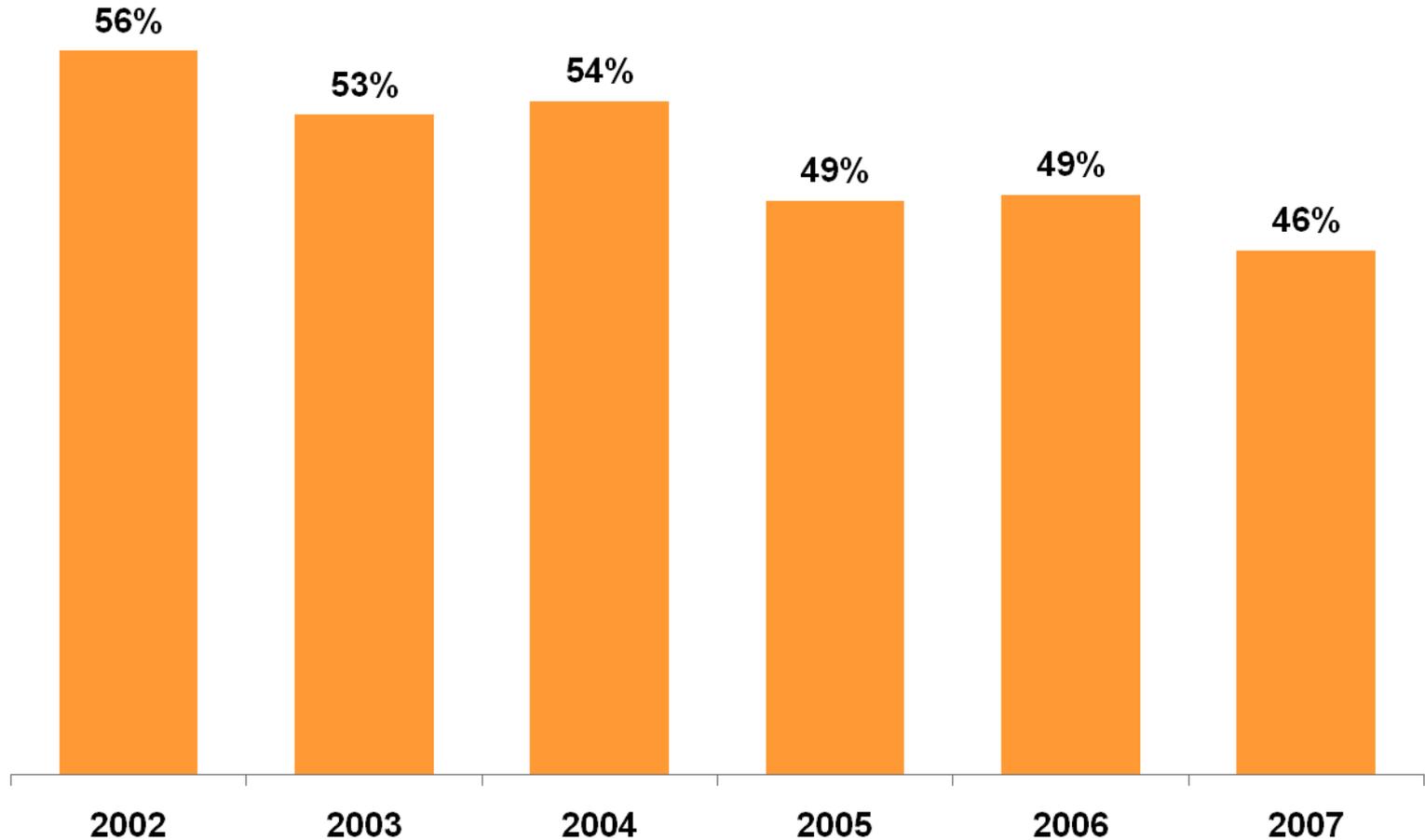
Total Number of DOE Graduates* Enrolling in CUNY as First Time Freshman, by Ethnicity



MORE NYC STUDENTS ARE READY FOR COLLEGE

IN 2007, 46% OF NYC HS GRADUATES WERE IN NEED OF REMEDIAL COURSEWORK AT CUNY

Percent of DOE Graduates* Enrolling in CUNY as First Time Freshman In Need of Remedial Coursework**



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.

MORE NYC GRADUATES WITH ADVANCED REGENTS DIPLOMAS ATTEND COLLEGES OTHER THAN CUNY

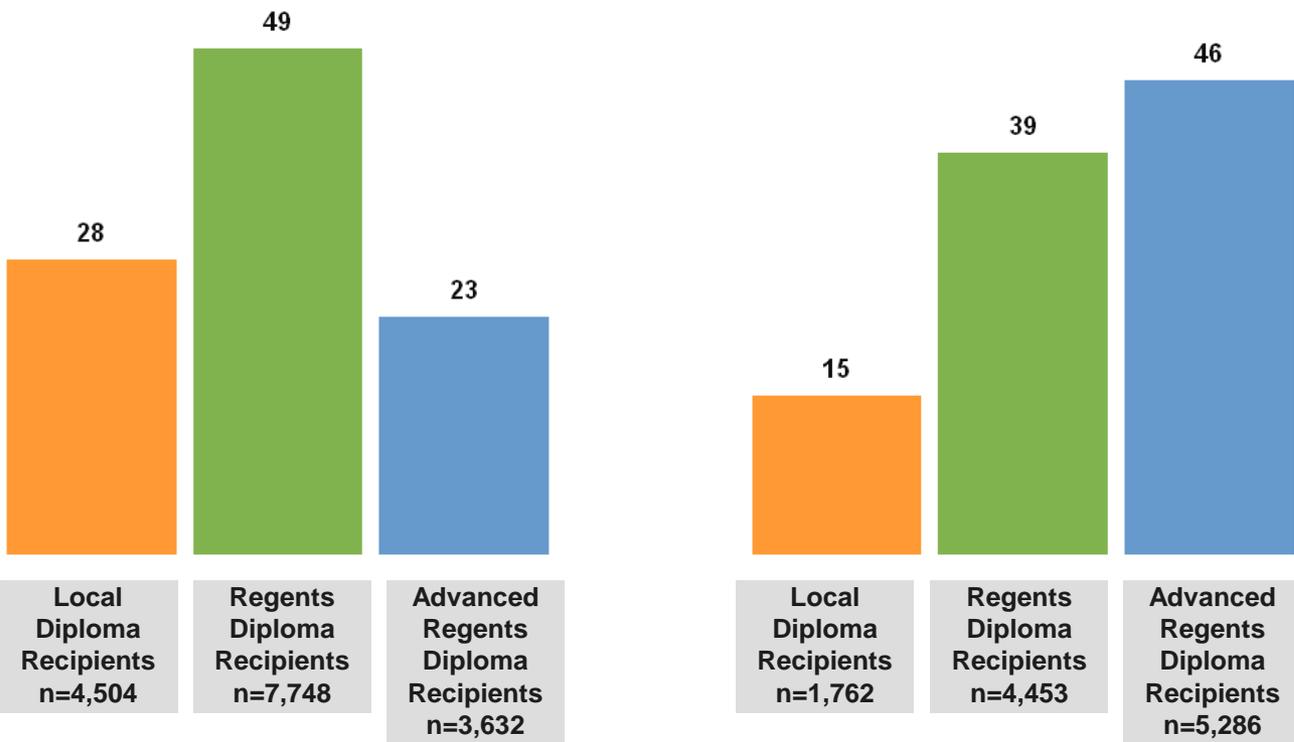
NYC Graduates Enrolled at CUNY

58% of NYC Graduates Enrolled in College Attend CUNY

NYC Graduates Enrolled at Other Colleges

42% of NYC Graduates Enrolled in College Attend Non-CUNY Colleges

Percent of College Enrollees



Source: Research and Policy Support Group. CUNY college enrollment data from CUNY Office of Institutional Research and Assessment. College enrollment from non-CUNY colleges from National Student Clearinghouse. 2007 Progress Report graduation cohort.

RAISING THE BAR: COMMON CORE STATE STANDARDS

- State-led effort coordinated by National Governors Association and Council of Chief State School Officers
- Subjects:
 - > Mathematics
 - > ELA and Literacy in History/Social Studies, Science, and Technical Subjects
- Goals and criteria:
 - > Fewer, clearer, and higher
 - > Aligned with college and work expectations
 - > Include rigorous content and application of knowledge through high-order skills
 - > Build upon strengths and lessons of current state standards
 - > Provide teachers and parents with a common understanding of what all students across the country are expected to learn
 - > Benchmarked internationally so that all students are prepared to succeed in our global economy and society
 - > Based on evidence and research
- Final version released June 2, 2010: www.corestandards.org
- Adopted by New York State in July 2010

SUPPORT FOR SCHOOLS TO RAISE THE BAR: 2010-11

- Prepare all schools for the transition to the Common Core standards, adopted by NYS in July:
 - > Additional instructional staff and monthly training for school support networks:
 - To engage all teachers citywide with these more rigorous standards
 - To help all schools make changes to curriculum to emphasize and improve the level of writing, research, and critical thinking (ELA) and applied problem-solving (math)
 - > Title I per session funding to support launch of this work with teachers and principals
 - > 1,000 teachers in 100 schools across NYC will pilot college readiness assessments and participate in targeted professional development focused on
 - Performance-based assessments (see example on next slide)
 - Text complexity
 - Curriculum alignment to CCSS
- Expand access to technology in the classroom for teachers and students (iLearnNYC, ARIS Local)
- Expand access to AP classes in 10 subjects, including online coursework, through an AP pilot at 20 high schools across NYC
- Support our lowest-performing students through comprehensive special education reform that emphasizes providing greater access to the general curriculum and programming for students with disabilities:
 - > 245 schools will participate in Phase 1 in 2010-11
 - > In 2010, only 13% of SWDs in grades 3-8 were proficient in ELA, and 23% in math