



Facing our Challenges:

Its Zip to ZIS

LIASCD 2018

Dr. Lorna R. Lewis

Plainview-Old Bethpage CSD

LIASCD Board 2001

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The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.

Abe Lincoln--1862

Challenges & Opportunities

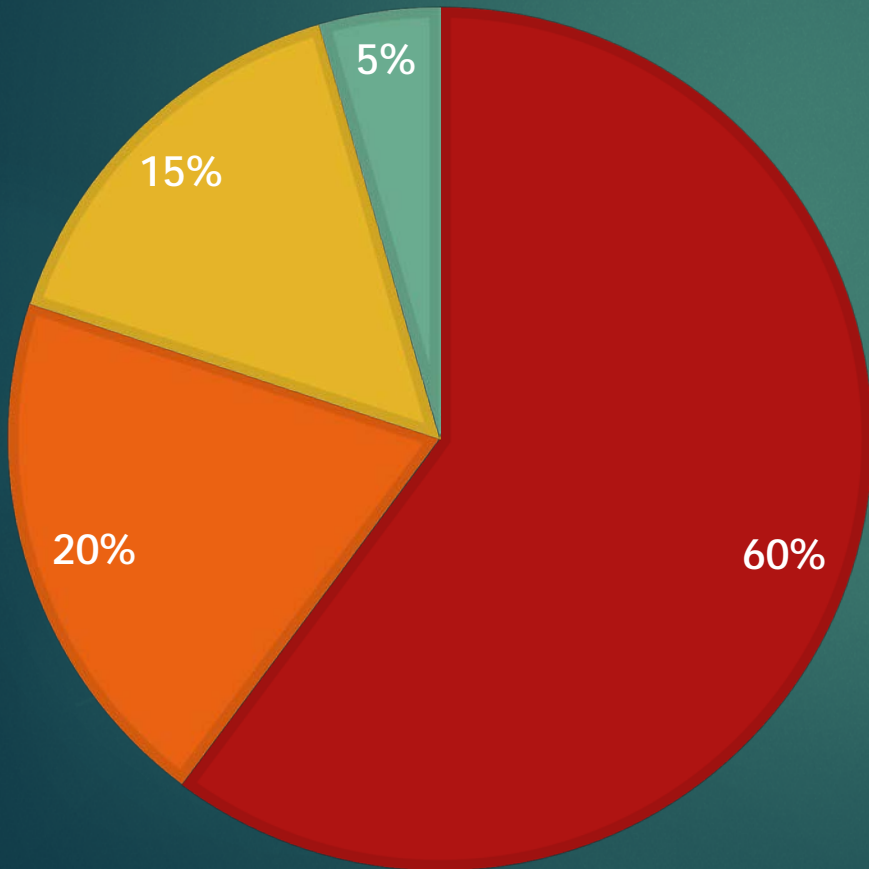
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- ▶ Growing Diversity & Disparities
- ▶ Changing Yardstick Proficiency
- ▶ APPR
- ▶ Opt out
- ▶ Part 154
- ▶ College, Career and Life Ready

NYS is Becoming More Diverse

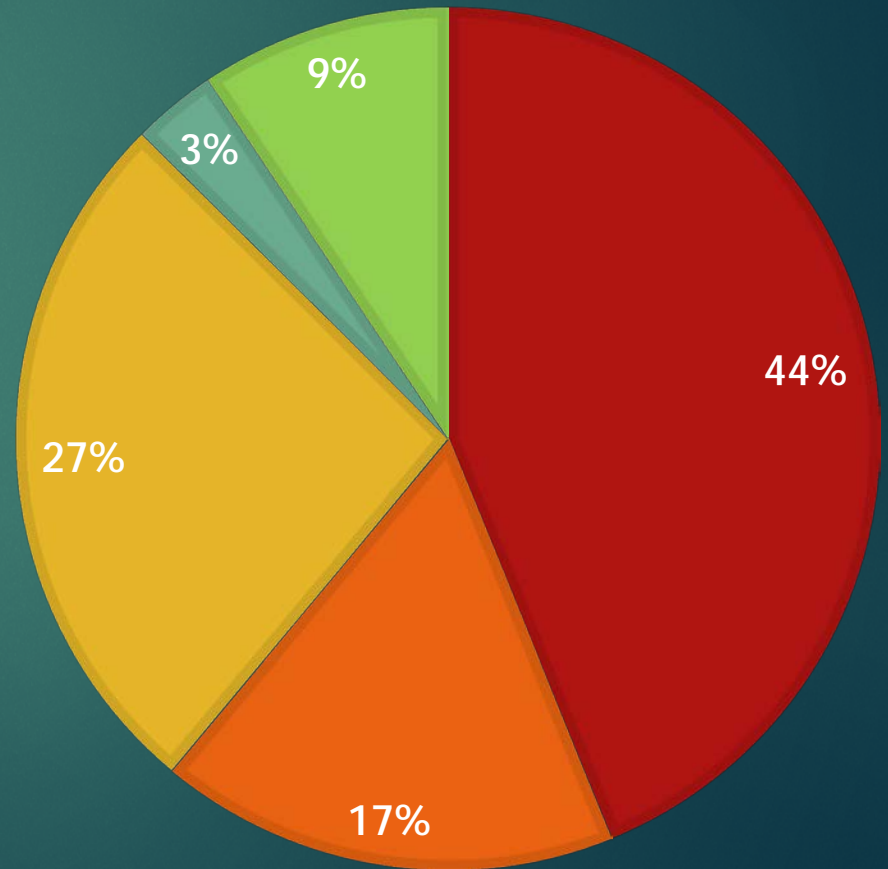
1991

White Black Latino Other



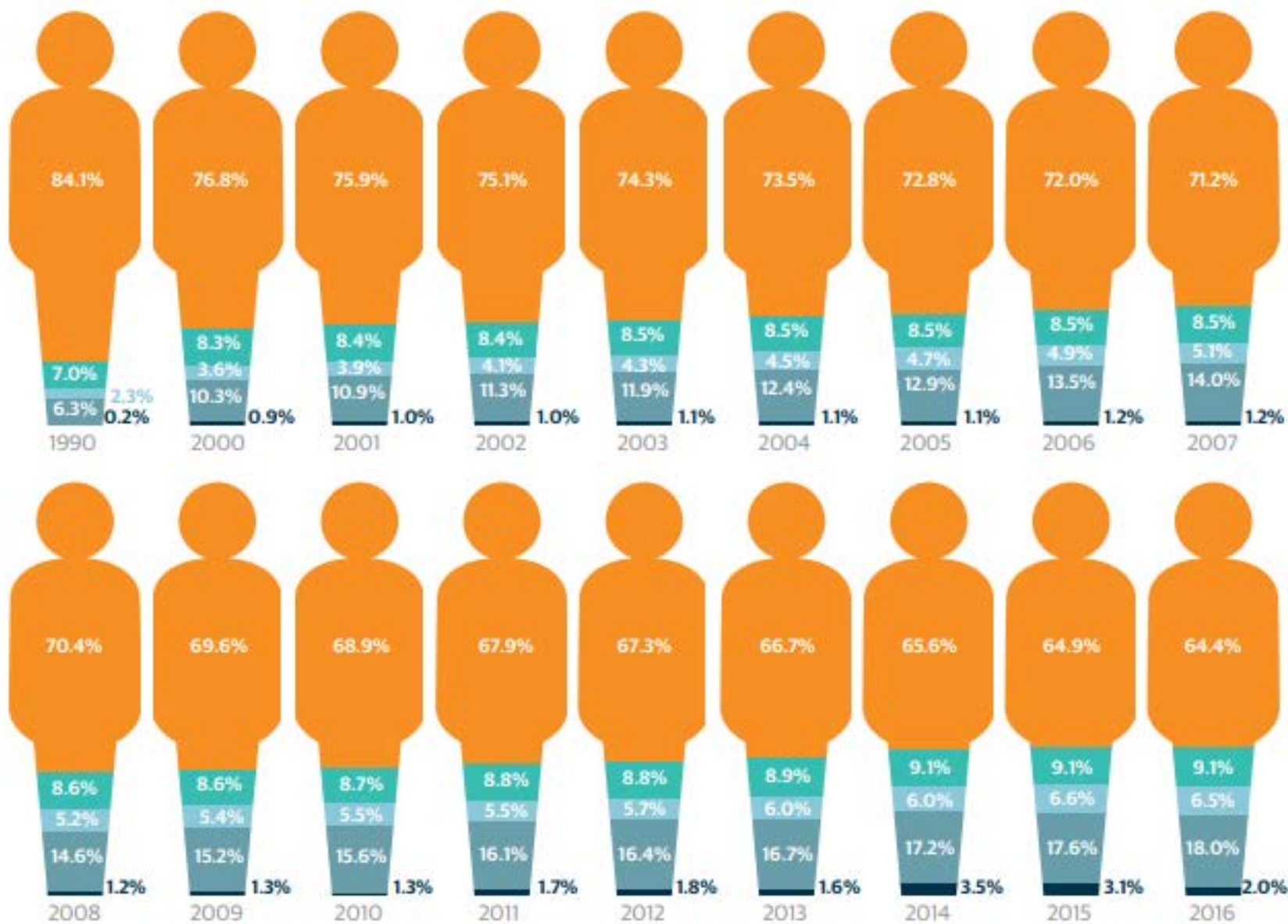
2017

White Black Latino other Asian



RACIAL AND ETHNIC COMPOSITION ON LONG ISLAND

■ White non-Hispanic
 ■ Black non-Hispanic
 ■ Asian non-Hispanic
 ■ Hispanic
 ■ Other non-Hispanic

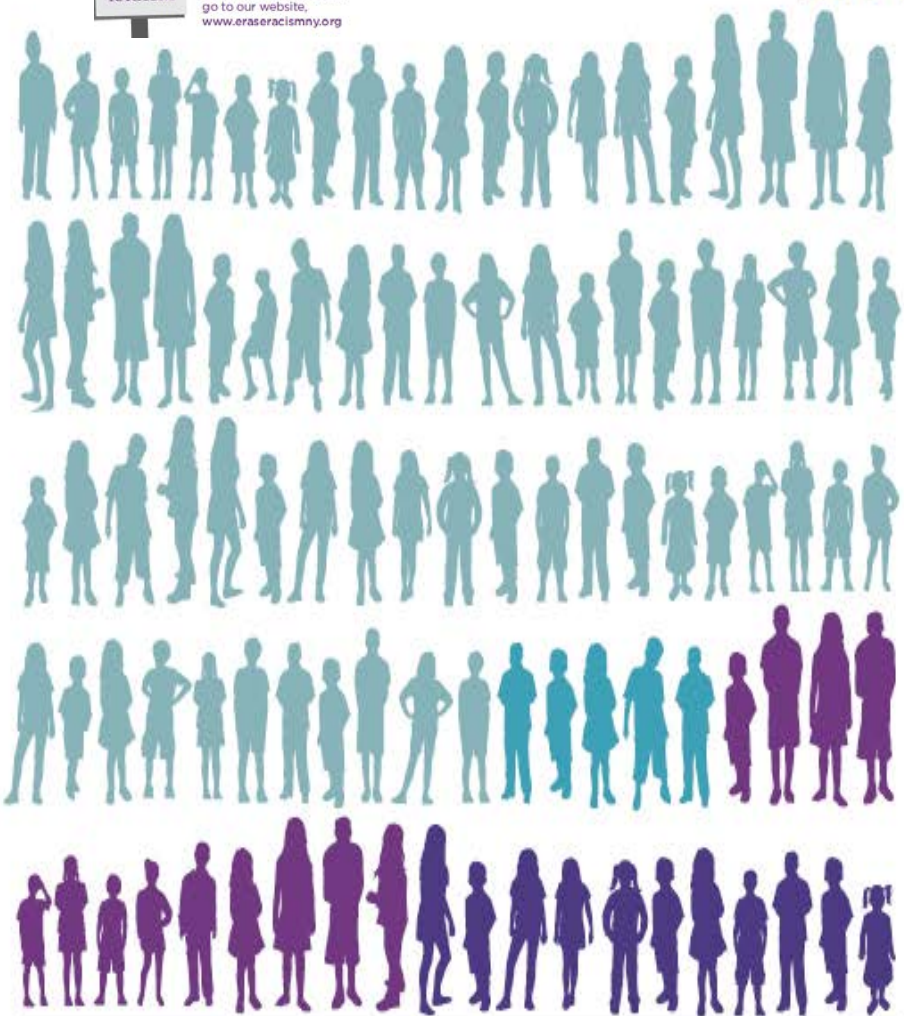


Source: 1990, Census; 2000, estimates based on Census 2000 to reflect reclassification of "Some Other Race" category; 2001 - 2009, intercensal estimates; 2010, estimates based on 2010 census that reclassify "Some Other Category"; 2011-2015 ACS 1-year estimates



For more information about these statistics and background about how integrated schools improve outcomes for all students, go to our website, www.eraseracismny.org

LONG ISLAND PUBLIC SCHOOL STUDENTS 2004 vs 2016:



2004 Total enrollment: 468,824

White	Asian	Hispanic	Black	Other
330,279	23,652	60,641	53,591	661
(70%)	(5%)	(13%)	(11%)	(0.1%)

2016 Total enrollment: 437,193

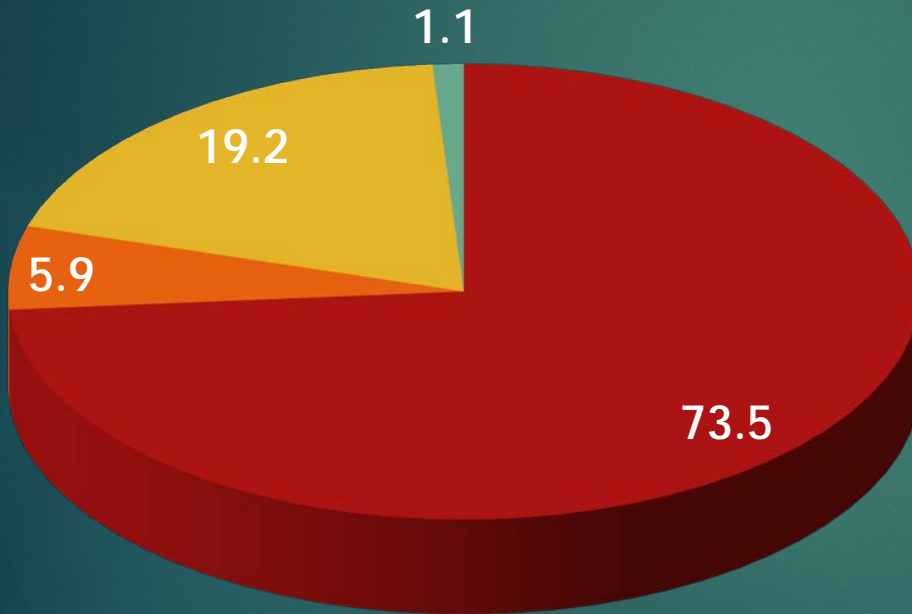
White	Asian	Hispanic	Black	Other
241,611	34,114	110,700	43,125	7,643
(55%)	(8%)	(25%)	(10%)	(2%)

Plainview-Old Bethpage CSD

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POB

White Latino Asian Multi

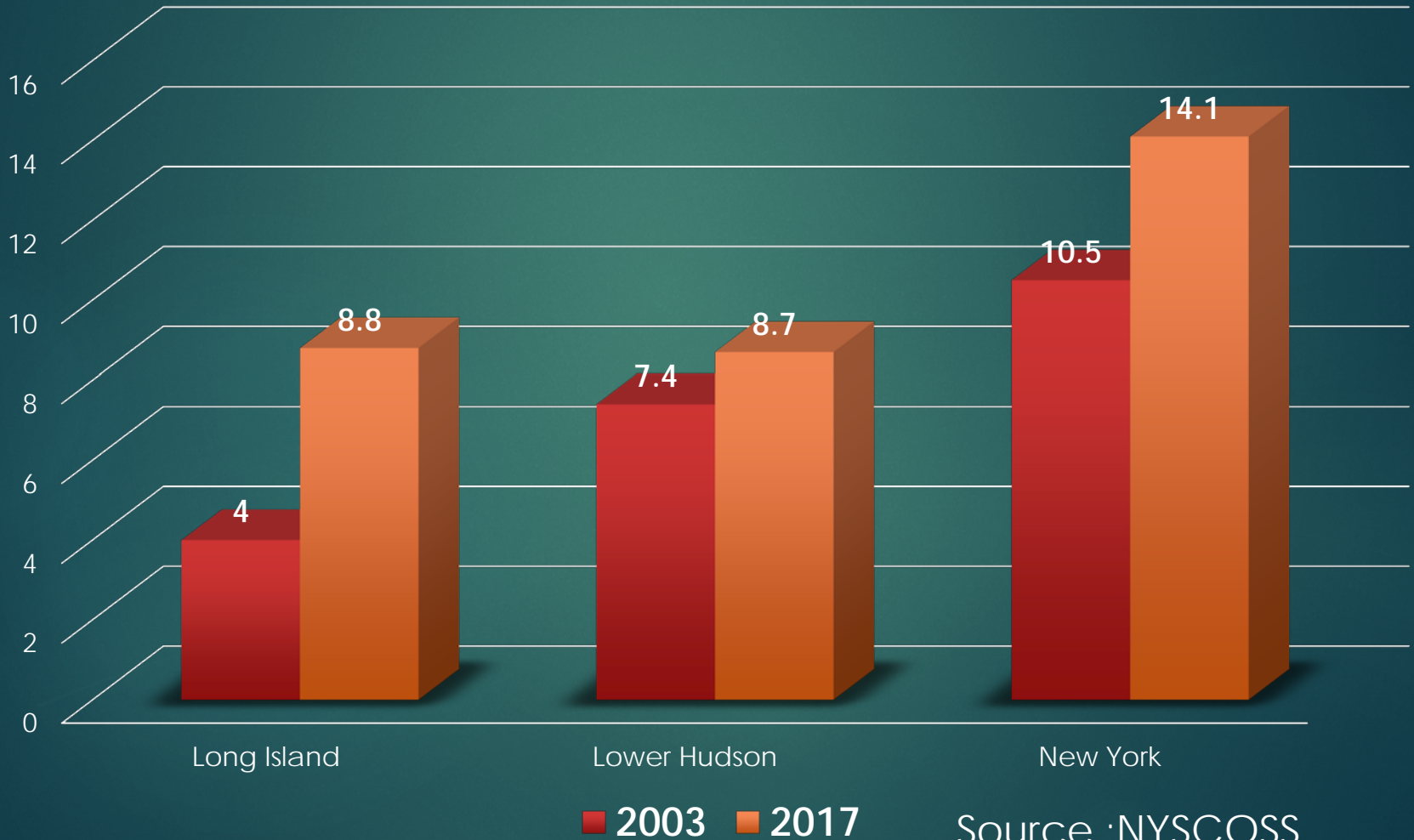


Languages Spoken

- Albanian
- Farsi
- Greek
- Dutch
- Korean
- Spanish
- Creole
- Mandarin
- Italian
- Punjabi
- Hebrew
- Turkish
- Russian
- Polish
- Japanese
- Urdu/ Hindi
- Gujarati
- Malayam
- Telugu
- Portuguese

English Language Learner Population (% of General Population)

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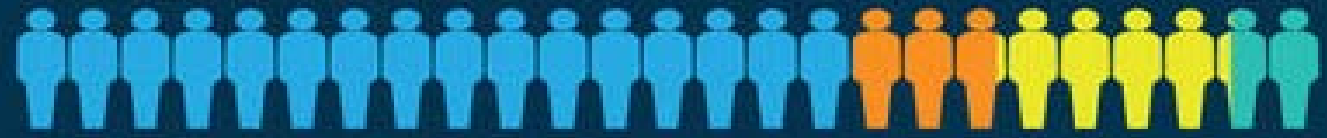
Segregation in Long Island Schools

While Long Island schools are best known for their high quality and large number of Intel scholars, there is another side to our educational legacy—high degrees of marked segregation by race, ethnicity and wealth. When we look at our schools through this lens, a different story emerges about unequal access to resources.

Racial Composition
of all schools vs.
breakdown by wealth.

-  White
-  Black
-  Latino
-  Asian

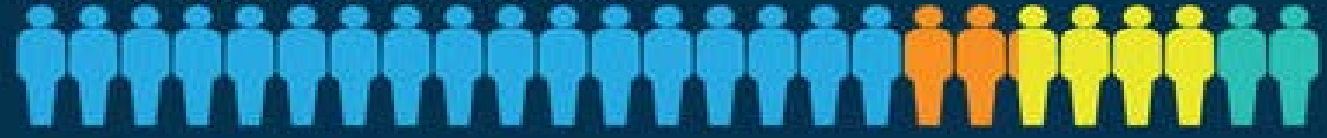
All Long Island Schools:



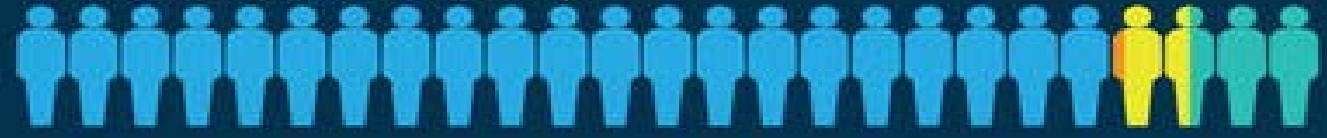
High Poverty Schools (10%):



Middle Poverty Schools (80%):



Low Poverty Schools (10%):

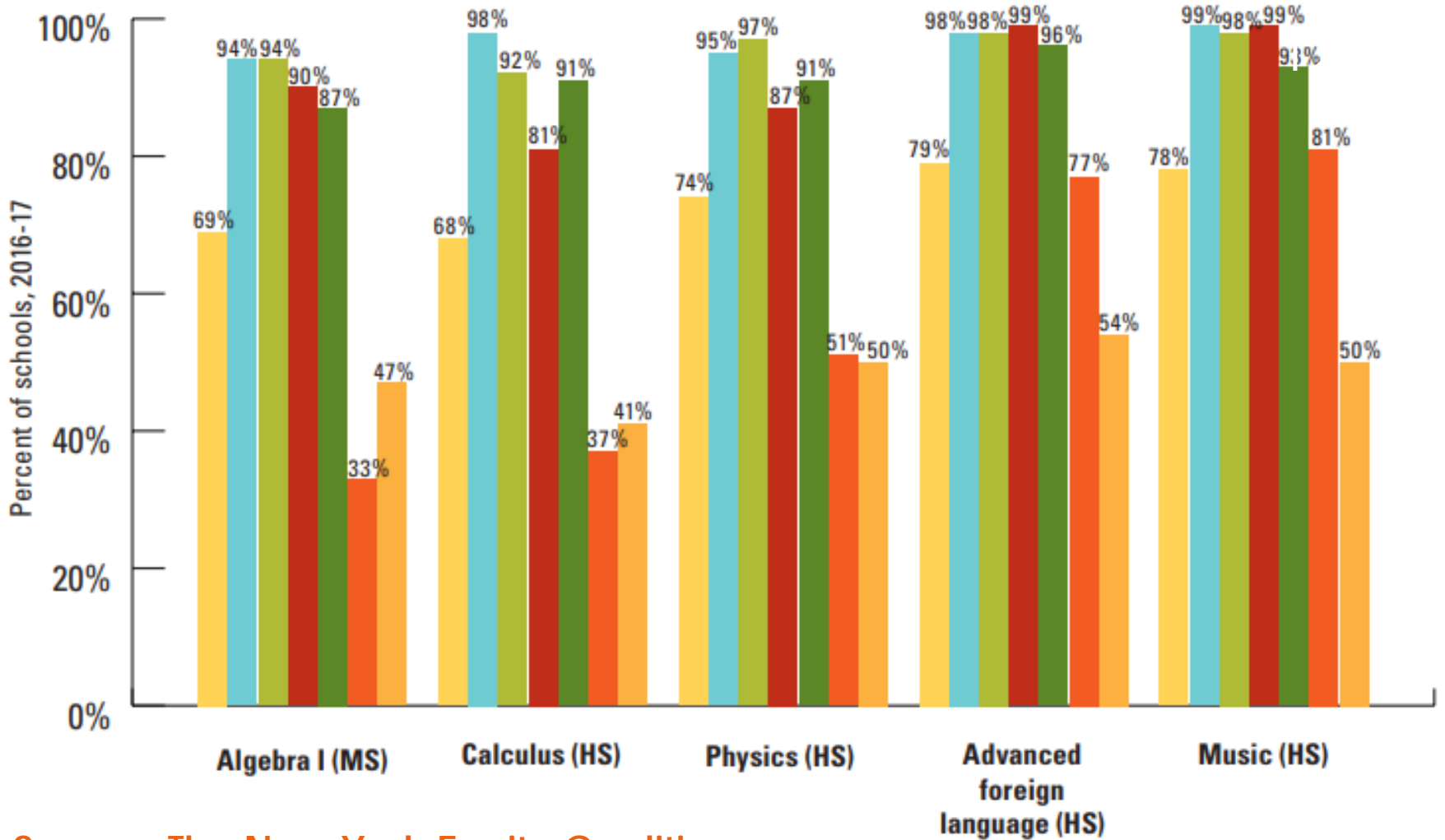


LI Resource Disparities

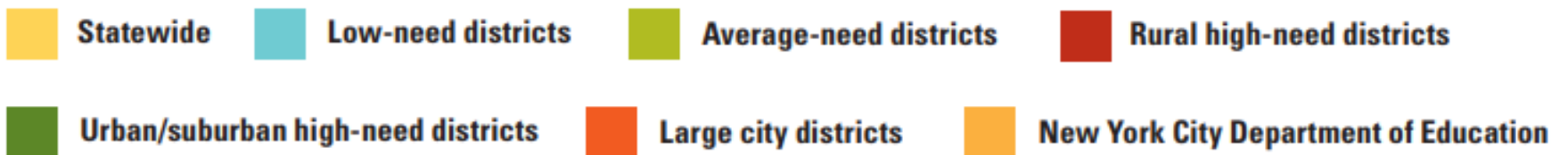
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	Poorest Communities	Wealthiest Communities
Avg. School Size	800	600
Student: Teacher	15:1	13:1
Teachers with MA	82%	97%
Spending per pupil	\$18,000	\$26,000

- ▶ Wealthy districts provide newer text books, twice as many computers, better facilities, more Advanced Placement courses, and more specialized classes such as art and music.
- ▶ Source: Long Island Index | Special Analysis



Source :The New York Equity Coalition



*Fair is not equal, fair is
getting what you
need.... Tomlinson*

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EQUALITY VERSUS EQUITY



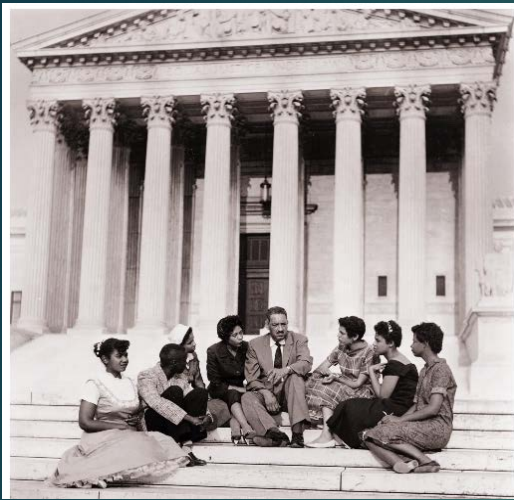
To paraphrase a colleague, most students in Scarsdale are born on third base; that doesn't mean the district gets credit for hitting a triple.

Break down silos between teacher equity and school improvement work

Too often, the lowest performing schools are also the ones that have the fewest [#StrongTeachers](#)

64 years later

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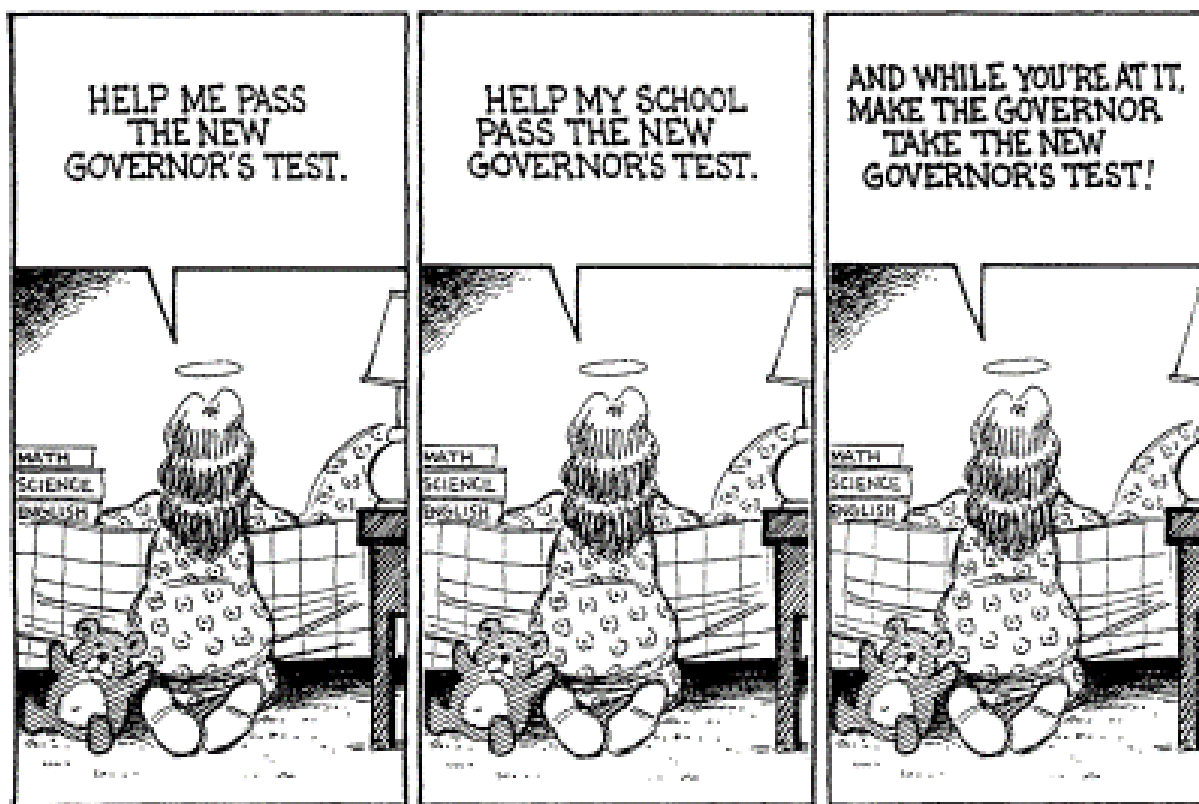


- ▶ There is not a single Latino or Black teacher in one-third of all New York Schools, and nearly 200,000 Latino and Black students attend schools with no or just one same race or same ethnicity teacher.
- ▶ White students across New York State lack access to Latino and Black teachers. In fact, nearly half of all White students-48 percent, or more than 560,000 White students are enrolled in schools without a single Latino or Black teacher.


If we are serious about addressing this disparity

- ▶ Commit to Diversity on the staff in your schools
- ▶ Strengthen the educator preparation pipeline for future teachers and school leaders of color
- ▶ Examine your recruitment and hiring practices
 - ▶ If your pool comes from connections or those who are already in your schools, it is too closed.
- ▶ Focus greater attention on retention, support, and career advancement for educators of color

State Assessments

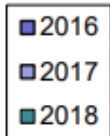


Brand New Baseline

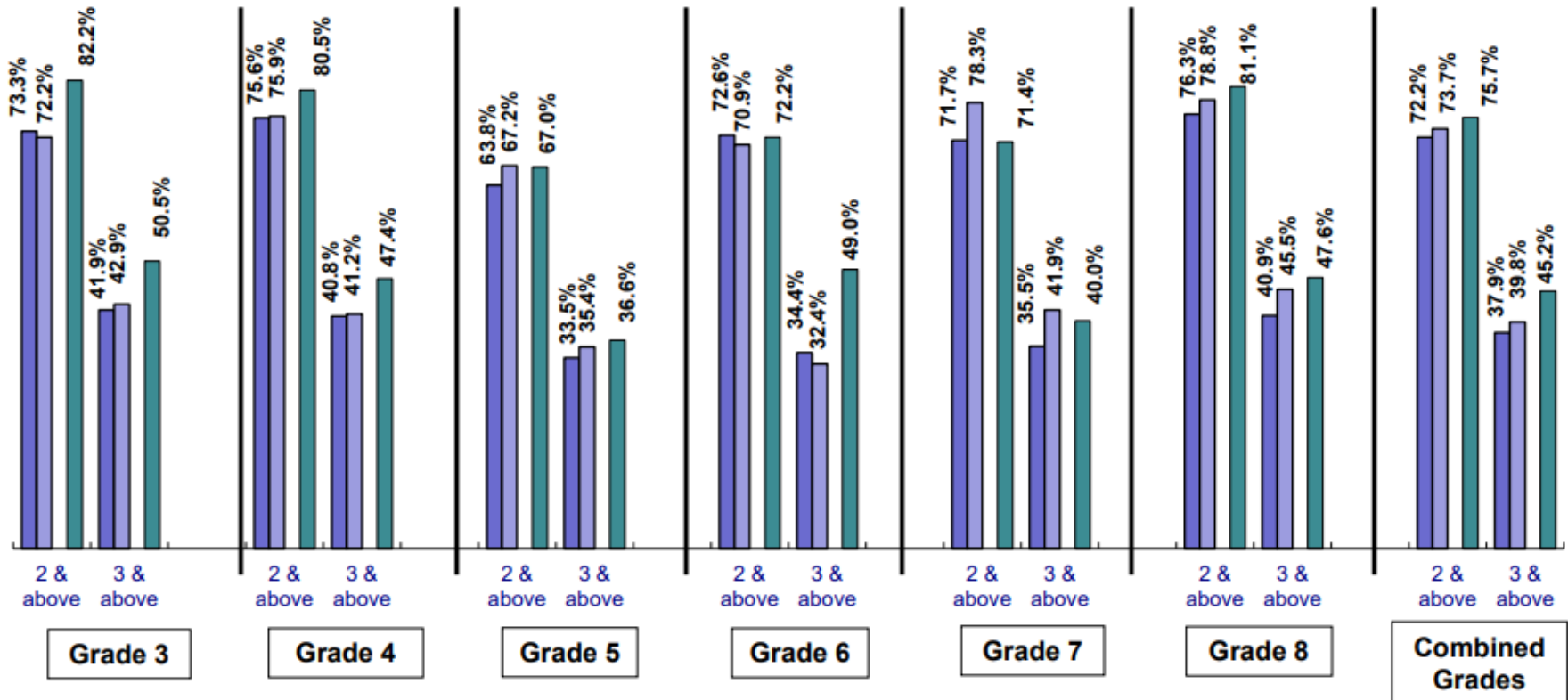
- New baseline established due to switch from three to two-day testing
- Conducted standards review to determine knowledge and skills needed at each performance level (1-4)
-  With a new baseline, you cannot compare proficiency levels with prior years
- This year and next two years will be comparable (2018, 2019 & 2020)
- A new baseline will be established for the Next Generation Assessments in Spring 2021

Student Proficiency Statewide in ELA

The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is 45.2% in 2018



*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.



Percentage of All Test Takers Statewide in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2018 Grades 3-8 Assessments

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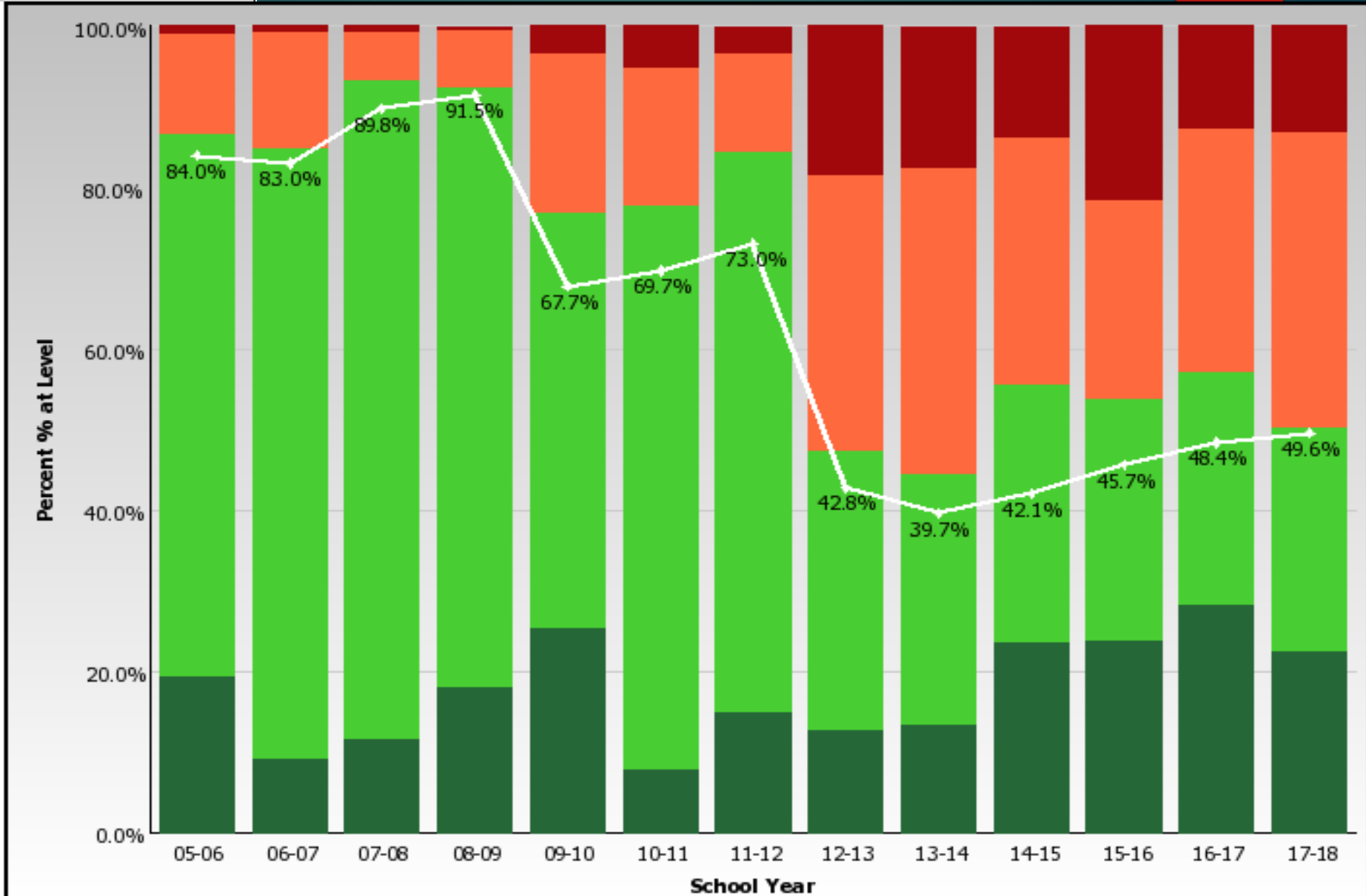
% of Students Proficient in Grades 3-8			
	2017	2018	# of Test Takers
Statewide Combined Grades ELA	39.8	45.2	966,661
Statewide Combined Grades Math	40.2	44.5	931,449

% of Students Proficient & Achievement Gap					
	2017 Proficiency	Achievement Gap	2018 Proficiency	Achievement Gap	Change in Gap 2017 to 2018
Black ELA	29	18.1	34.5	17.3	-0.8
Hispanic ELA	29.2	17.9	35.1	16.7	-1.2
White ELA	47.1		51.8		
	2017 Proficiency	Achievement Gap	2018 Proficiency	Achievement Gap	Change in Gap 2017 to 2018
Black Math	24.4	26	29.3	24.9	-1.1
Hispanic Math	27	23.4	31.8	22.4	-1.0
White Math	50.4		54.2		



Grade 5 ELA: POB

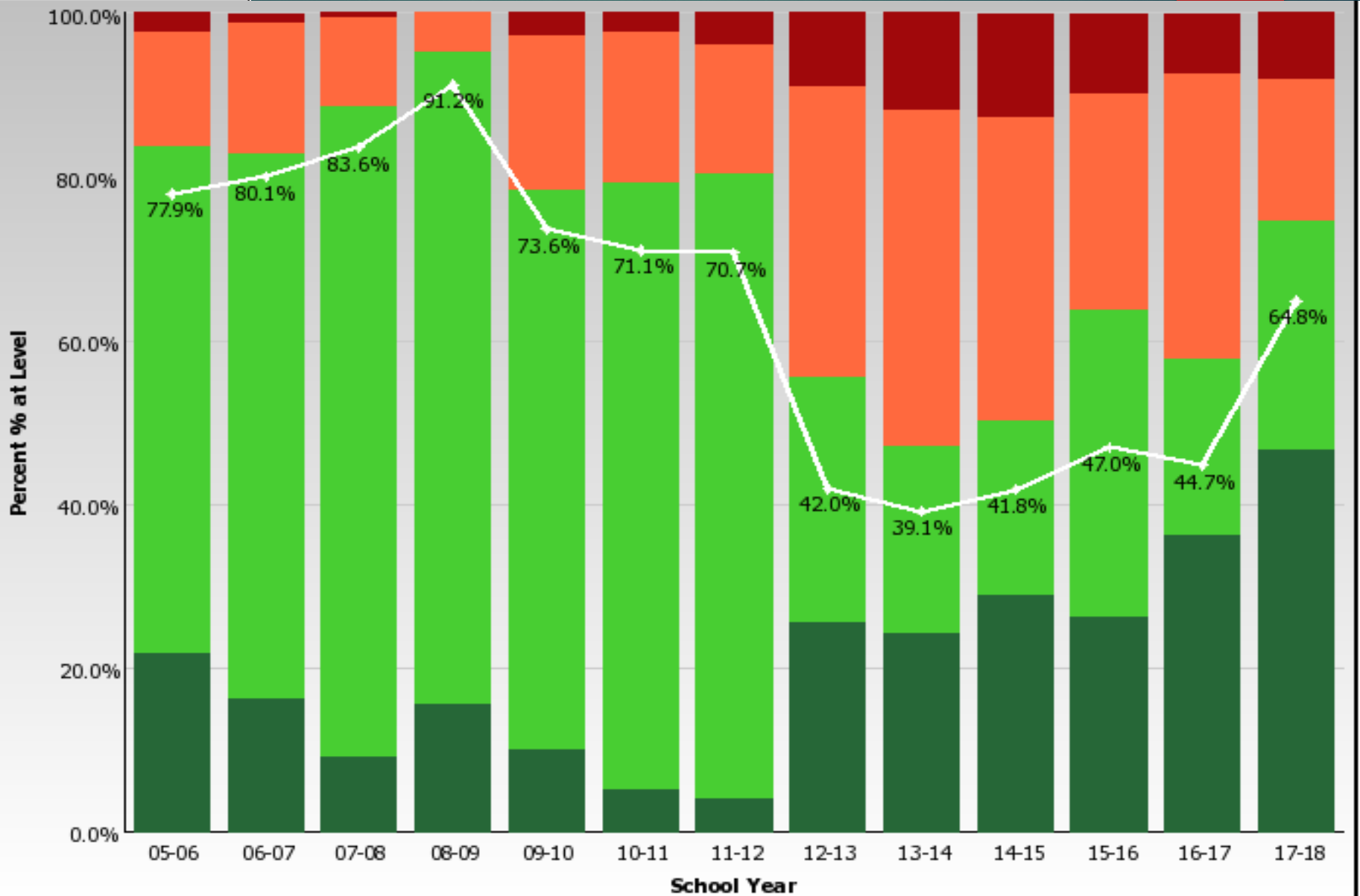
- % Level 1
- % Level 2
- % Level 3
- % Level 4





Grade 6 ELA : POB

- % Level 1
- % Level 2
- % Level 3
- % Level 4

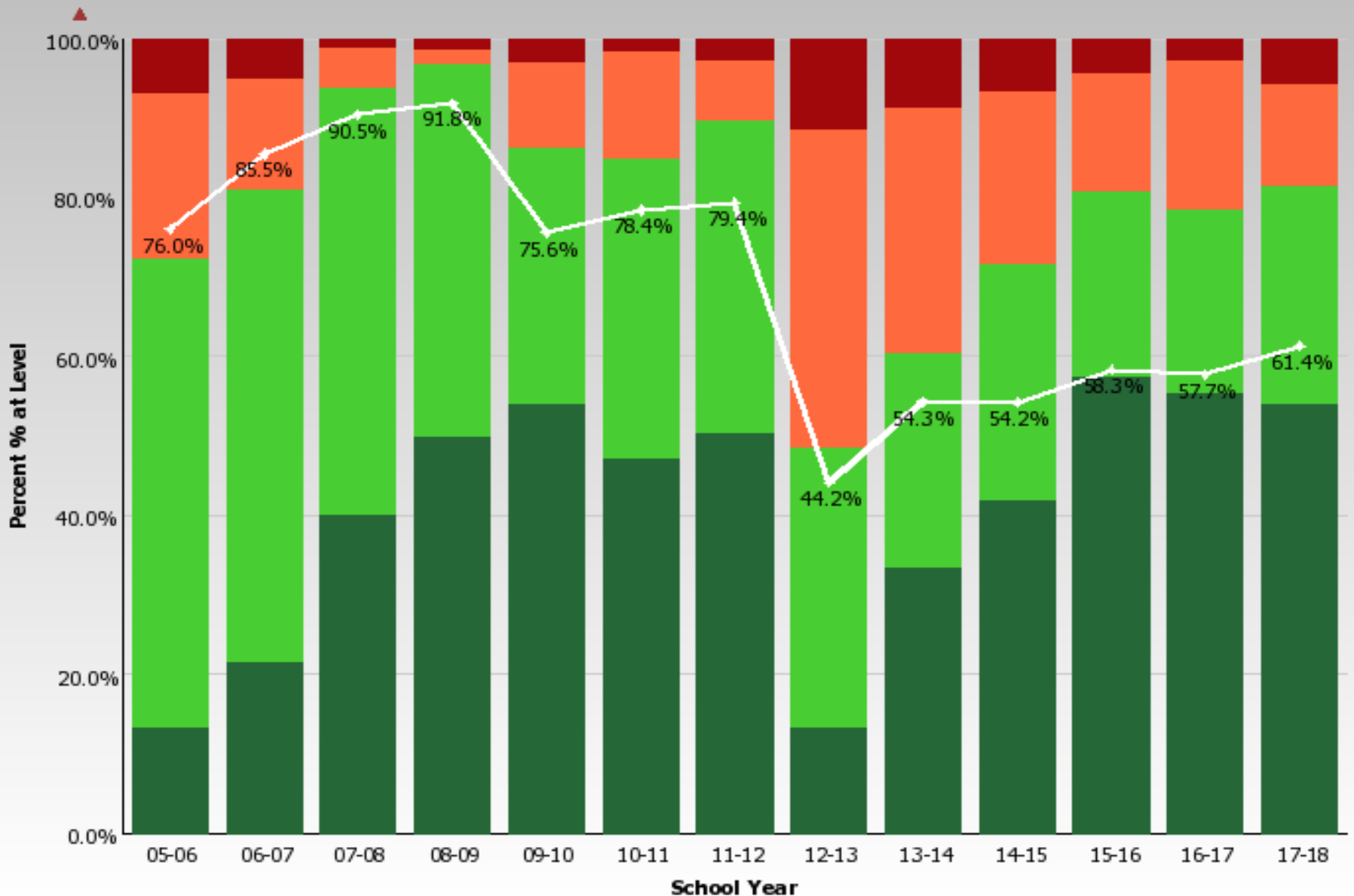


Grade 6 Math: POB

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* Region Success Rate

- % Level 1
- % Level 2
- % Level 3
- % Level 4



Opt-out

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- ▶ **LI Remains the epicenter : Statewide 18% ; LI 50%**
- ▶ **Teachers are parents and have a role in the leadership of the movement**
- ▶ **Logistical nightmare during testing**
- ▶ **NYSED now involves teachers in the writing and scoring of the assessments**
- ▶ **Until Assessments are delinked from teacher evaluation there will be no significant decrease of opt-outs**
- ▶ **We need to bring credibility back to 3-8 assessments**
- ▶ **Students need to experience authentic, well constructed, vertically scaled assessments that provide feedback to their progress.**
 - ▶ **“They never experience game day”...Maria Carnesi SS chair in POB**



Grades 3-8 ELA and Math

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- ▶ Spring 2019 and 2020 will have the same test design and format as the Spring 2018 tests
- ▶ Spring 2021, new exams based on NYS Next Generation Learning Standards
- ▶ The Office of State Assessment (OSA) will be continuing to work with NYS educators to gather input for design of the 2021 exams.
 - ▶ Be a part of the solution by participating in item writing and standard setting
 - ▶ Provide your feedback to NYSED

ELA & Math Update

NYS Next Generation Learning Standards Implementation Timeline (2017-2021)



September 2017:

Adoption of Next Generation Learning Standards

Phase I Raise Awareness

(Winter 2018 - Winter/Spring 2019)

- Understand and clearly communicate the adoption, timeline, and changes reflected in the revised standards.
- Two-day assessments measuring the 2011 P-12 Learning Standards

Phase II Build Capacity

(Spring 2019 – Summer 2020)

- Professional development continuing on NYS Next Generation Learning Standards
- Two-day assessments measuring the 2011 P-12 Learning Standards

Phase III Full Implementation

(September 2020 - ongoing)

- Full implementation of the NYS Next Generation Learning Standards

Spring 2021:

New Grades 3-8 tests measuring the NYS Next Generation Learning Standards.

Exams Measuring the New Standards: Spring Administrations

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Spring Administration	Exams Measuring New Standards
2019	Global History & Geography II (New Framework)
2020	US History (New Framework)
2021	Grades 3-8 ELA and Math

Exams Measuring the New Standards

Spring Administrations

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DRAFT NYSED: Presented at NYSCOSS Fall Conference

Spring Administration	Exams Measuring New Standards
2022	Algebra I Elementary-Level Science (Grade 5)* Intermediate-Level Science (Grade 8) *
2023	Geometry Earth and Space Science* Life Science: Biology*
2024	Algebra II Physical Science/Chemistry* Physical Science/Physics* English Language Arts **

*NYSED Titles tentative

**NYSED Will seek additional field feedback



*The one
size fits all
challenge of
Part 154*





How Responsive are Our Schools?

- ▶ All students regardless of their cultural and linguistic background must feel welcomed and supported, and provided with the best opportunity to learn in our schools.
- ▶ Today's classrooms require teachers to educate students varying in culture, language, abilities, and many other characteristics (Gollnick & Chinn, 2002)



*Everyone Blooms
With the Right
Conditions*



APPAR

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The electric light
did not come from
the continuous
improvement of
candles

.....Oren Sarari



What is Your Vision for Education?

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My vision and great hope for the future is that every child is set up for success from the start with access to high-quality early learning. Public elementary and secondary schools are well-resourced, diverse, and able to use broadband and cutting-edge technology to enhance learning. Schools that need the most help get the most support, and all students have access to a world-class, well-rounded education that prepares them for success in college and beyond in a 21st century economy. The teaching profession is respected and diverse, with an effective, well-prepared, and supported teacher in every classroom.

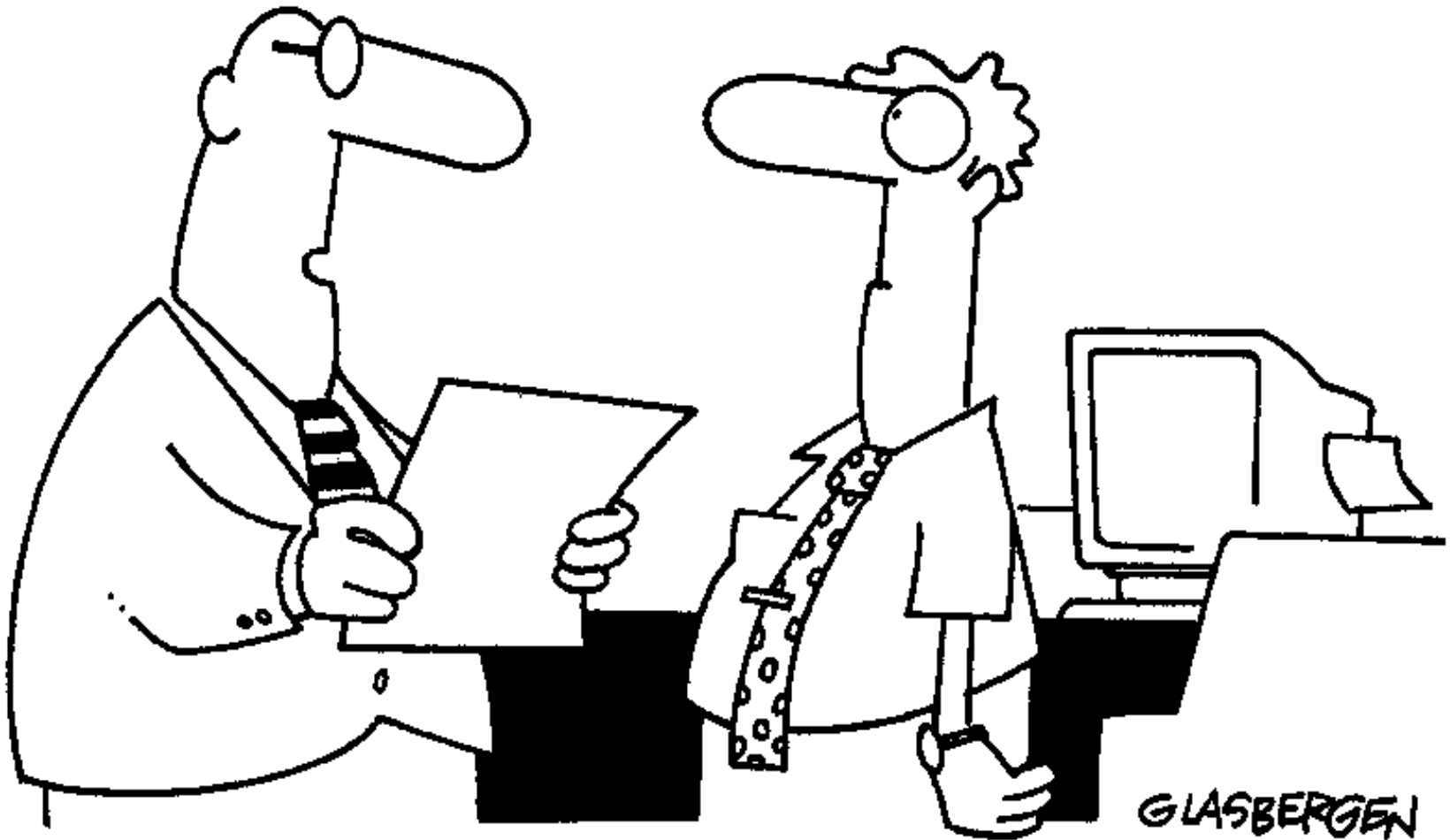
Secretary for Education

John King

Purpose of Evaluation?

Its about Quality Assurance

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"I'm trying to be less critical. If I say, 'Good work,' what I really mean is, 'You're an idiot.'"



Before 3012 a,b,c,d,e NYS Standards

- ❖ **Knowledge of Students and Student Learning**
- ❖ **Knowledge of Content and Instructional Planning**
- ❖ **Instructional Practice**
- ❖ **Learning Environment**
- ❖ **Assessment of Student Learning**
- ❖ **Professional Responsibilities and Collaboration**
- ❖ **Professional Growth**

Teacher Observations

180 days x 5 periods

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Pluses of APPR

- ▶ **Defined Rubric brought a level of consistency of expectations to the classroom**
- ▶ **Common language for instruction and leadership**
 - ▶ **(ISLLC to PSEL standards)**
- ▶ **Evaluations occurred more consistently and with required frequency**
- ▶ **Conversation with teachers became more student centered**
- ▶ **Professional Development increased the capacity for student focused instruction**
- ▶ **Attention to Assessment data points**
- ▶ **Focus on student growth**
- ▶ **Moratorium on using 3-8 scores until 2019.**

APPR Concerns

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- ▶ **Did not identify Ineffective teachers**
- ▶ **4-8 teachers bore the burden**
- ▶ **SLO has got to Go- lack of consistency, wasted instructional time on pre-post tests**
- ▶ **50% tied to student performance on test**
 - ▶ **Growth Scores validity questions gave way to distrust**
 - ▶ **Impossible to quantify the variables down to a single #**
 - ▶ **Direct ties to student score led to opt out**
- ▶ **Domain 4 omitted in 3012d (Artifacts , Professional Responsibility)**
- ▶ **Negotiation yielded artificially inflated scores**
- ▶ **New assessments coming 2021 when APPR will be plugged back in**

College, Career and *Life Ready*

COLLEGE READINESS



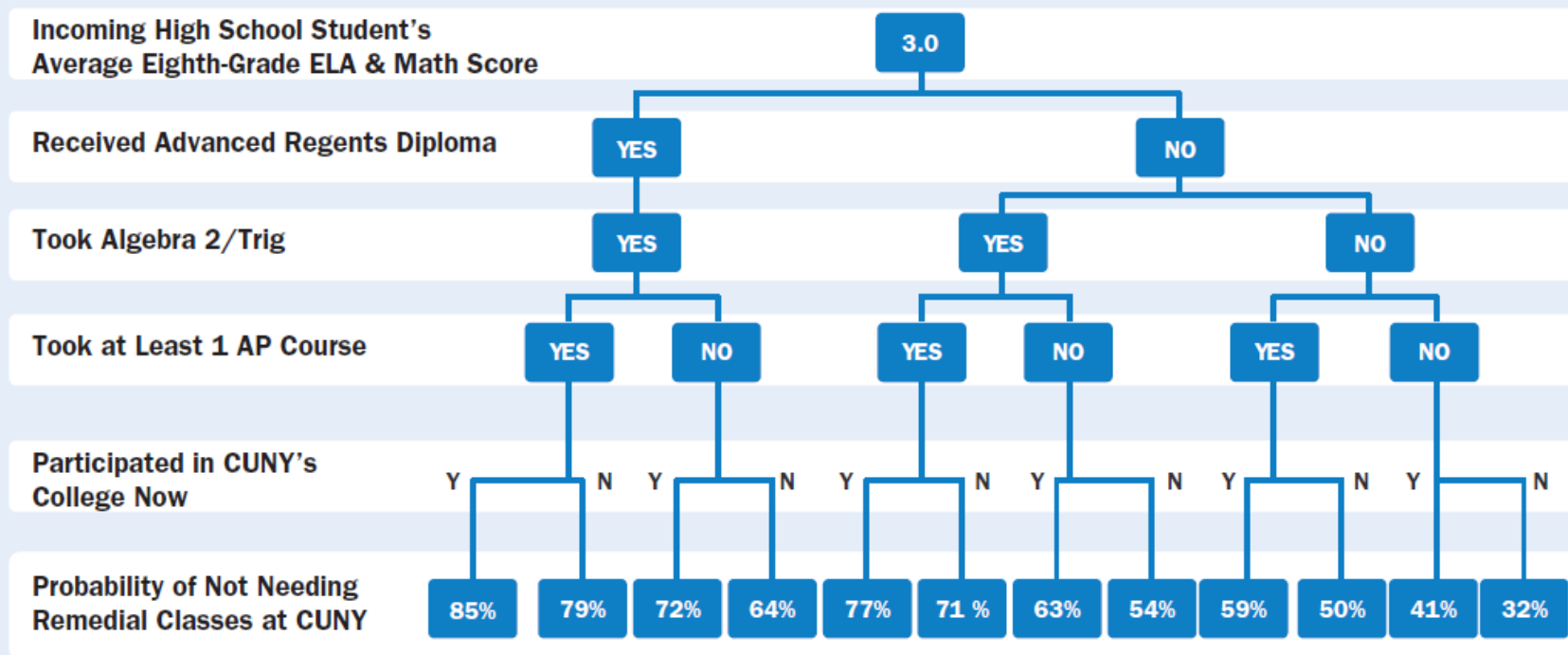
Source: NYS Department of Education

Statewide, the graduation rate achievement gap by racial/ethnic group persists, particularly for the Advanced Designation Diploma

All Students in Public Schools After 4 Years Results Through June

	Black Cohort Members	Hispanic Cohort Members	White Cohort Members
Regents Diploma	51.0%	48.9%	41.0%
Regents Diploma with Advanced Designation	10.3%	13.9%	43.7%
Local Diploma	6.4%	4.8%	3.8%
Total Graduates	67.7%	67.6%	88.4%
Still Enrolled	21.5%	20.3%	6.3%
Non-Diploma Credentials (CDOS, Skills & Achievement, previously earned IEP)	0.9%	0.7%	0.8%
Dropped out	8.8%	10.5%	4.0%
Transferred to an Approved High School Equivalency Program	0.8%	0.8%	0.4%

PROBABILITY OF STUDENTS NEEDING REMEDIAL CLASSES AT CUNY GIVEN COLLEGE PREP OPPORTUNITIES AND WORK IN HIGH SCHOOL



SOURCE: The chart was provided by the New York City Department of Education. The Center's analysis uses the Regents test-taking data from the 2011-12 Progress Report dataset.

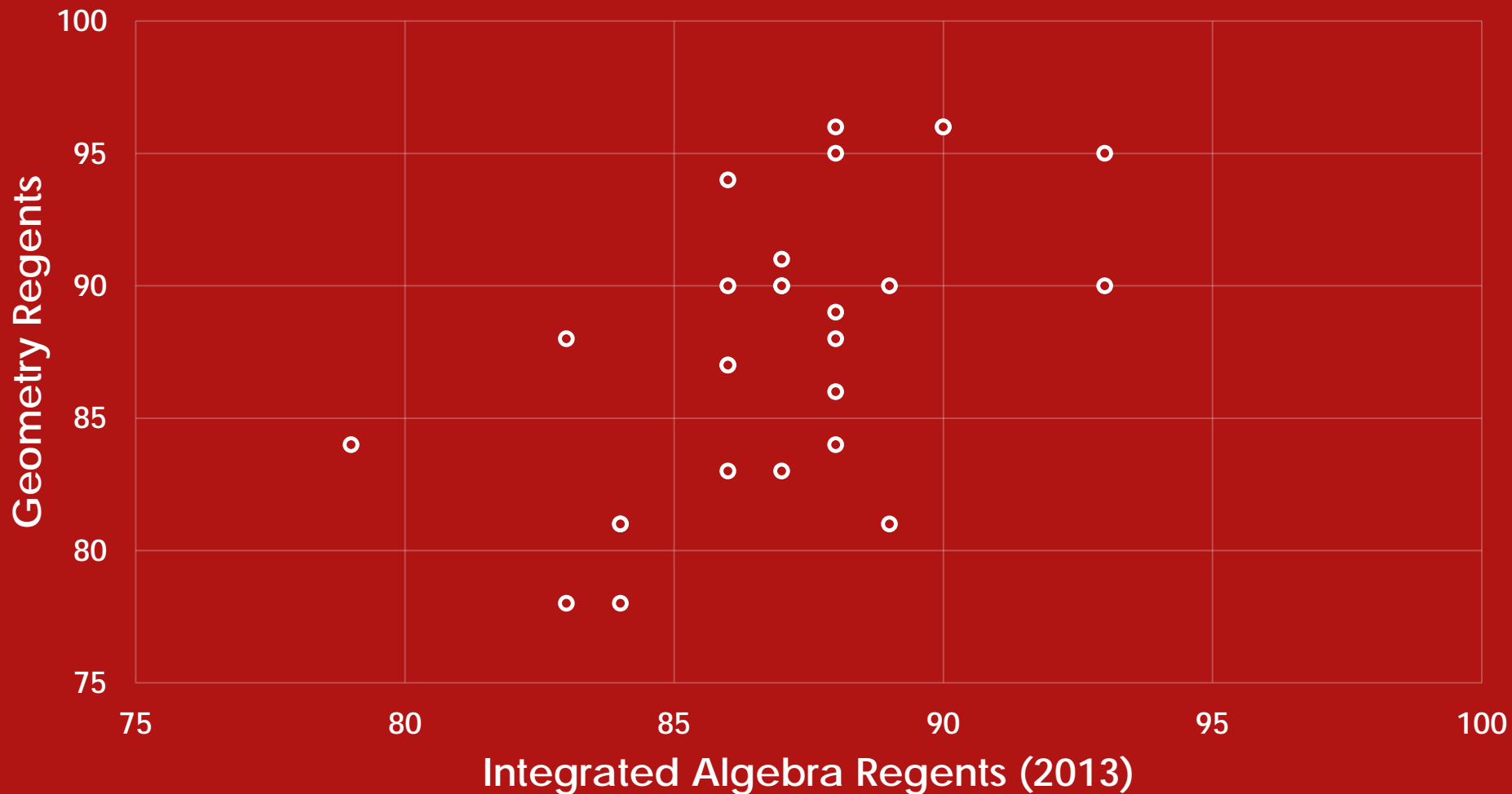
POB Challenging Students - Cohort 2016

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- ▶ **Selected to take Algebra based on 7th grade data in 2011-12**
 - ▶ **Results for 8th Grade Algebra: 100%**
 - ▶ **Results for 9th Grade Geometry: 100%**
 - ▶ **10th Grade Algebra II/Trig: 100%**
- ▶ **Goal of Algebra & Earth Science for All in 8th Grade**
- ▶ **Providing more students with College Course experience **before** graduation**

Algebra I Results 2013 & Geometry 2014

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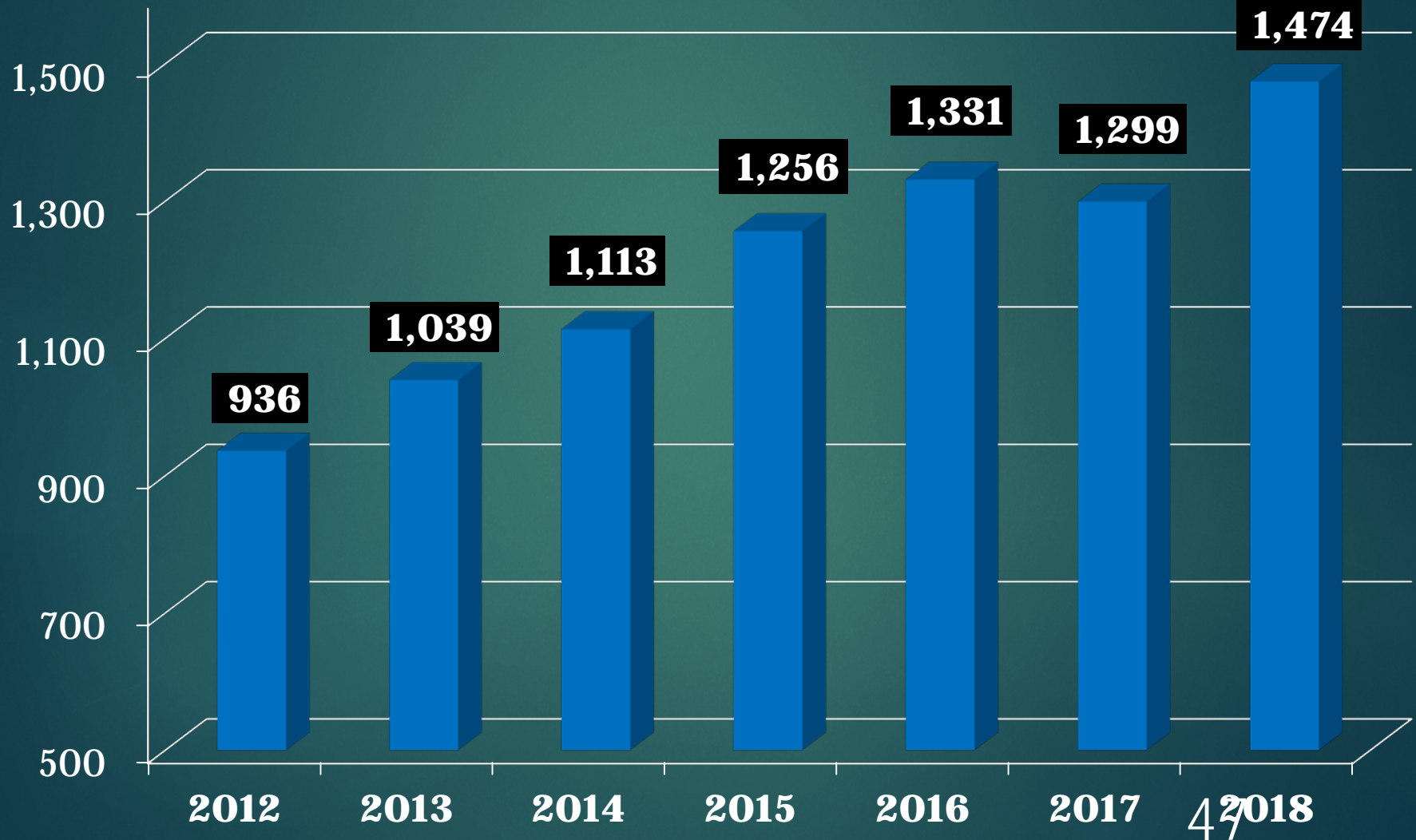
Success of Cohort

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- ▶ Pre-Calculus Award for 2016 went to a student in the cohort in June 2016
- ▶ Self Selection is the best predictor of success.



POB Number of AP Papers Written





College Ready Indicators

Students are **College Ready** if they meet either the academic indicators **OR** standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and **one or more** of the following academic indicators:

- Advanced Placement Exam (3+)
 - Advanced Placement Course (A, B or C)
 - Dual Credit College English and/or Math (A, B or C)
 - College Developmental/Remedial English and/or Math (A, B or C)
 - Algebra II (A, B or C)
 - International Baccalaureate Exam (4+)
-

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
 - ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
 - College Readiness Placement Assessment (determined by post-secondary institution)
-

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class; completion of a math class after Algebra II.

Students who **don't** take remedial courses are more likely to graduate.



13.9%

**Graduate within 3 years
(projected)**



55.7%

**Graduate within 6 years
(projected)**

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts

Students are twice as likely to graduate if they complete at least three courses in their chosen programs of study in their first year on campus.

Graduation Rates

Institution Name	Freshmen Entering Fall 2006 and graduating from the same institution on or before 8/31/12			Freshmen Entering Fall 2007 and graduating from the same institution on or before 8/31/13		
	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years
Adelphi University	54	64	66	53	61	63
CUNY Queens College	26	48	55	25	47	56
Dowling College	19	32	36	18	30	34
Farmingdale State College	21	39	45	21	41	43
Five Towns College	34	38	39	30	37	37
Hofstra University	45	59	61	50	61	62
LIU Post	27	40	42	22	34	39
Molloy College	34	58	62	39	62	66
New York Institute of Technology	24	41	46	25	43	47
Saint Joseph's College-New York	52	65	68	56	70	72
St John's University-New York	37	49	59	36	47	55
Stony Brook University	47	65	70	45	63	66
SUNY College at Old Westbury	21	31	35	20	32	36
Long Island Area Average	33.9	48.4	52.6	33.8	48.3	52.0

*Source: Intergrated PostSecondary Education Data Set (IPEDS)

Partnership with Nassau Community College

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- ▶ Assess students in January during Mid-term week with Accuplacer
- ▶ Parent meeting with Students
- ▶ Individual conference with Director of Guidance and Math Chairperson
- ▶ Identify those likely to be remediated at NCC
- ▶ Provide Remediation on Campus February -April
- ▶ Retest in May with Accuplacer
- ▶ Follow up with NCC at the end of the first semester



Career Ready Indicators

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two or more** of the following benchmarks:

- 90% Attendance
 - 25 hours of Community Service
 - Workplace Learning Experience
 - Industry Credential
 - Dual Credit Career Pathway Course
 - Two or more organized Co-Curricular Activities
-

Life Ready

Being **Life Ready** means students leave high school with the grit and perseverance to tackle and achieve their goals.

Students who are **Life Ready** possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation's schools provide social and emotional support and experiences to equip students with the **Life Ready** skills they will need for success in their future.



#RedefiningReady | www.redefiningready.org

Commitments to The Class of 2025 : Education Trust 5x25

- 1. : All** students, families, and educators will have accurate and timely information, support, and help to access a rich and robust course experience in their school.
- 2: All** students and families will have the information and support to pursue rigorous college- and career-prep pathways.
- 3: Every** student will receive rich and rigorous instruction that prepares them for success after high school graduation.
- 4: Every** student will be able to earn college credit and/or participate in work-based learning opportunities before they graduate from high school.
- 5: High school graduation requirements will match modern-day expectations for college, career, and civic readiness.**

What do Leaders do to Support Student Success?

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- **Commit to a core set of beliefs that puts all students at the center of all efforts: ALL Means ALL**
- **Ensure equity of access to programs that prepare ALL students for the life they imagine**
- **Ensure that work done in schools is engaging and challenging for all students**
- **Create a culture of collaboration and innovation to support all efforts meant to advance student engagement and growth**
- **Stay engaged and involved in the conversations occurring at NYSED, use your voice to bring about the change you wish to see .**

Death Valley in Bloom

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2005

