

The State of
New York
Public Education, 2014

A NYCAN RESEARCH REPORT



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Preface

2014 was a year of challenge and change in New York State and New York City education. 2015 presents as many opportunities as it does stumbling blocks to design and implement public policy that ensures all kids in the Empire State have a chance at a great education, regardless of their address or who their parents are.

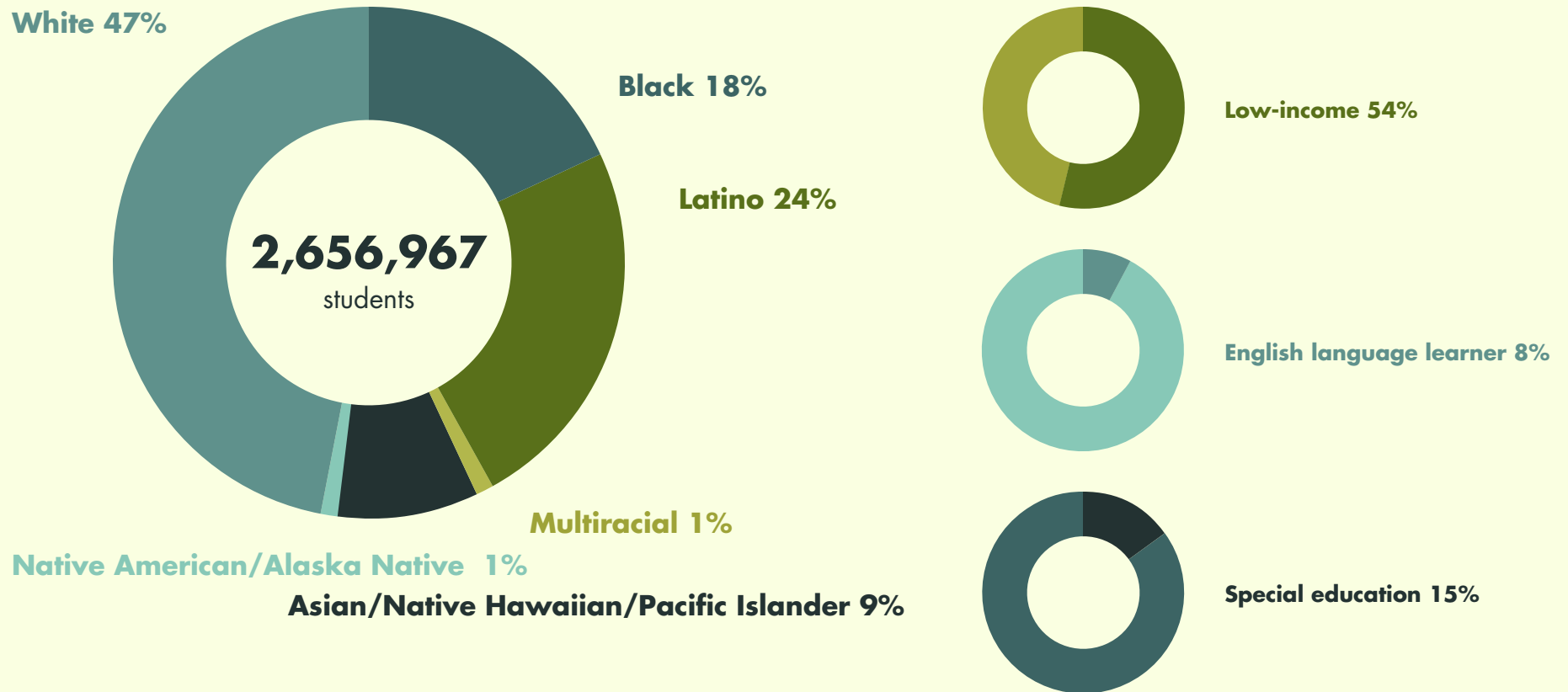
With this in mind, NYCAN presents this State of Education report for 2015—culled from state and national gold-standard data—so that the facts have a level playing field upon which to play. Too often we argue over conjecture and hokum about who runs our schools, who attends them, and how our students perform. At NYCAN we believe in the power of data to drive conversations about change and to catalyze discussions about how to move forward.

Change does not come without will and effort and it does not come easily, ever. We may not always agree on every policy or strategy to transform our schools, but our children are the most precious thing we have as a society; and giving every New York student a world-class education is as much a moral and social imperative as it is an educational one.

The students

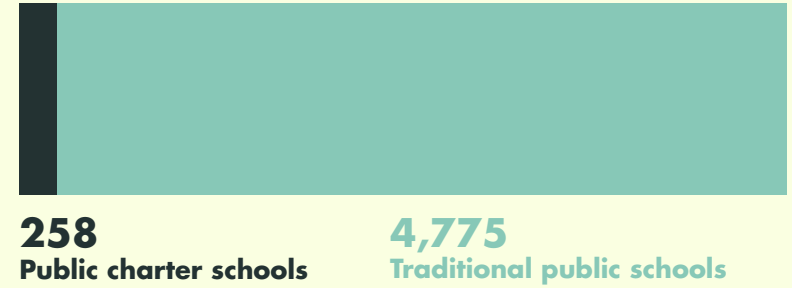
The first step to understanding our school system is understanding who it serves. Find out more about the students who attend our schools, including their demographic breakdown and the kinds of schools they're enrolled in.

WHO WE'RE EDUCATING—DEMOGRAPHIC BREAKDOWN, 2012–2013¹

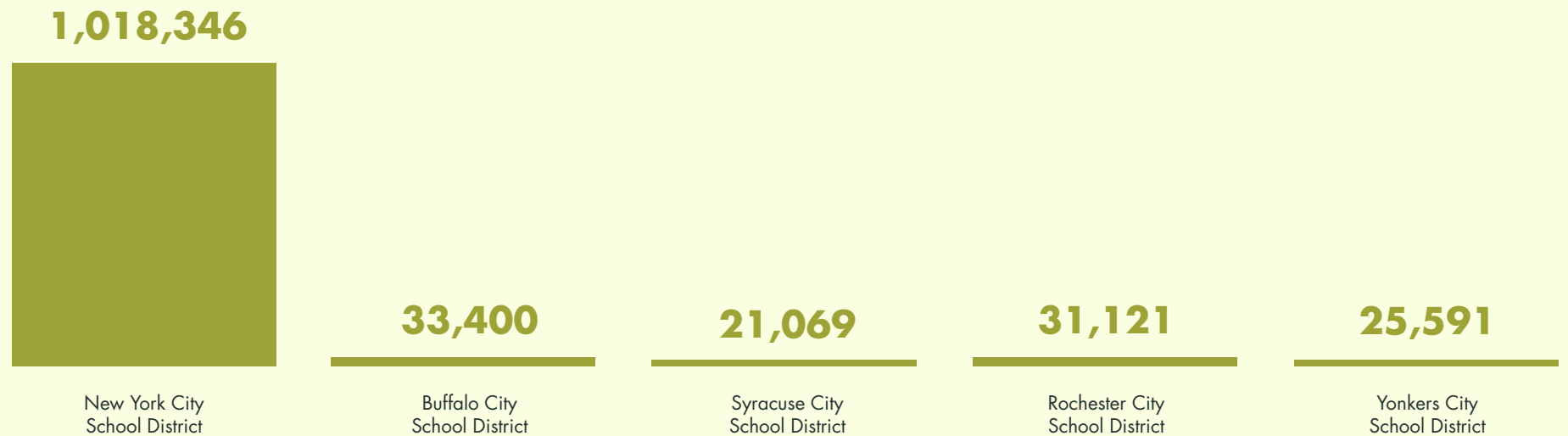


WHERE OUR STUDENTS ARE BEING EDUCATED, 2014-2015²

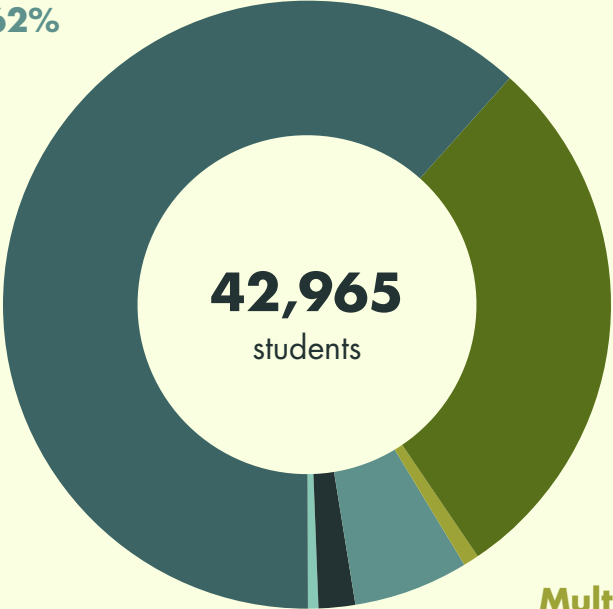
 **720**
school districts



BIG 5 ENROLLMENT, 2012-2013³



Black 62%



42,965
students

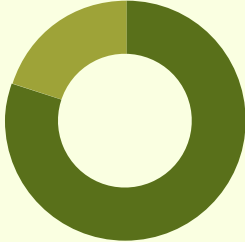
Latino 29%

Multiracial 0.8%

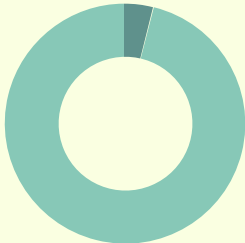
White 6%

Native American 0.4%

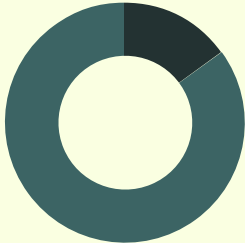
Asian 2%



Low-income 80%



English language learner 4%



Special education 15%

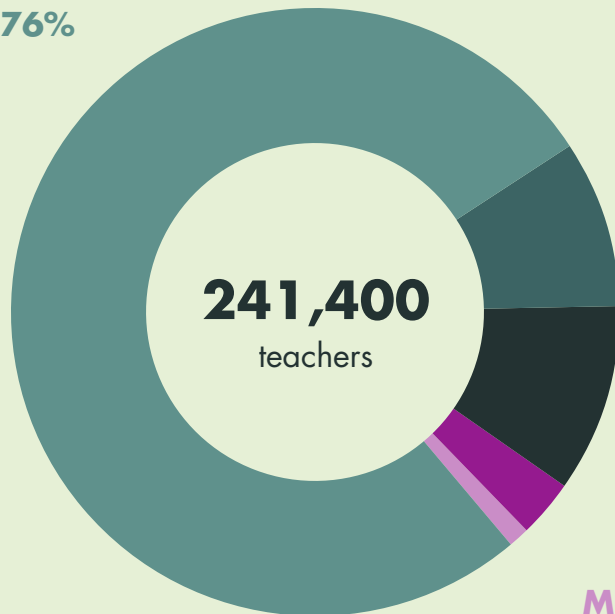
The system

Take a look at the system we've built for our students: how we prepare them for kindergarten, whom we've hired to fill our classrooms, the laws schools and educators must abide by and how much we spend on it all.

WHO'S TEACHING—NEW YORK TEACHERS BY THE NUMBERS, 2011–2012

Demographic breakdown⁵

White 76%



241,400
teachers

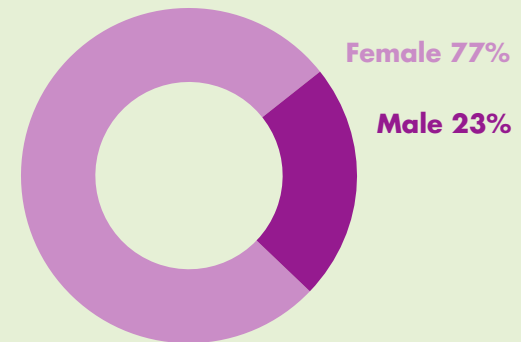
Black 9%

Latino 10%

Asian 3%

Multiracial 1%

Gender⁶



Female 77%

Male 23%

Teacher evaluation⁷

In 2010 and 2012, the New York legislature passed laws establishing new teacher evaluation requirements for school districts.⁸ The laws required that, starting in the 2011-2012 school year for fourth- through eighth-grade English-language arts and math teachers, and in the 2012-2013 school year for all other teachers, teachers were to begin receiving annual professional performance reviews (APPRs) that rate performance based on multiple measures of teacher effectiveness including student achievement growth. For teachers of grades and subjects with a state assessment and state-developed measure of student learning growth (currently fourth- to eighth-grade English-language arts and math), the state-developed growth score comprises 20 percent of the total performance rating.⁹ For teachers of other grades and subjects, an alternate measure of student learning growth based on a state-approved district-wide goal-setting process (student learning objectives) comprises 20 percent of the performance rating. An additional 20 percent of all teachers' performance ratings is based on rigorous, locally selected measures of student achievement that are comparable across classrooms.¹⁰ The remaining 60 percent is based on observations of classroom practice using a state-approved rubric. Districts must submit their finalized evaluation model to the Commissioner for approval.

Each teacher receives an overall performance rating of highly effective, effective, developing or ineffective. Districts are required to use these results as a significant factor in professional development, as well as in personnel decisions such as tenure, retention, promotion, supplemental compensation and dismissal. Teachers rated developing or ineffective must participate in a teacher improvement plan (TIP).

Teacher tenure

First-time New York teachers may be awarded tenure after a three-year probationary period or after two years of regular substitute teaching and a one-year probationary period.¹¹ The new teacher evaluation law requires districts to use performance ratings as a significant factor in personnel decisions, including tenure, but districts must still determine the definition of "significant."¹² The new evaluation law also allows districts to consider teachers who receive two consecutive ineffective ratings for dismissal through an expedited hearing process.¹³

When districts must downsize for budget or other reasons, New York requires districts to lay off teachers in inverse order of seniority, with the least senior teachers laid off first. New York is one of eleven states that require some or all districts to use this "last in, first out" or LIFO layoff policy.¹⁴

Teacher compensation

Districts establish teacher compensation policies in New York. There is no statewide salary schedule and no statewide policies that support differentiated compensation systems based on teacher effectiveness. However, in 2010, New York received a federal Teacher Incentive Fund (TIF) grant that currently supports performance-based compensation programs in 68 high-need schools over a five-year period.¹⁵

New York ranked first nationally in average annual public school teacher salary in 2012-2013 (although this figure does not take into consideration cost-of-living differences across states).¹⁶

Teacher certification

To earn initial certification to teach in New York, candidates must complete a state-approved teacher preparation program and pass certification exams measuring basic knowledge and skills, proficiency in teaching theory and practice and subject-specific content knowledge.¹⁷ Candidates also must pass the edTPA, an assessment requiring candidates to submit a portfolio of work from an instructional unit taught to a class of students, including instructional video clips, lesson plans and student work samples. However, candidates applying for initial certification prior to June 30, 2015 who do not pass the edTPA but still meet all other requirements may earn certification by passing an alternative written exam.¹⁸

New York has three alternative routes to certification: The Alternative Teacher Preparation program (Transitional B), the Intensive Program (Transitional C) and the Transitional G. These pathways allow candidates to bypass traditional preparation programs, but they still place requirements on certification receipt. For example, Transitional B applicants must have a 3.0 GPA, Transitional C applicants must have an advanced academic or professional degree and Transitional G applicants must have an advanced degree in a STEM field and two years of teaching experience at a post-secondary institution. All alternative certification candidates must pass basic skills and content knowledge exams.¹⁹

Evaluations of teacher effectiveness are not considered in licensure advancement decisions in New York.²⁰

Public charter school cap

There is a statutory cap on the number of charter schools in New York. The law originally included a cap of 200 charters statewide (almost all of which have been issued) and a 2010 amendment allowed for 260 more, bringing the total number of charter schools to 460. Of the 260 allowed by the 2010 amendment, a maximum of 114 charters may be issued for New York City. There is no cap on the number of conversions of traditional public schools to charter schools.

Authorizers

Applications for new charter schools may be submitted to the state education department or to the Charter Schools Institute at the State University of New York (SUNY). The Board of Regents ultimately issues charters in the state.²²

Accountability

Charter school authorizers are required to monitor student outcomes and finances of the schools they authorize and provide notification to the schools of any problems. The schools are required to submit annual reports and make them publicly available. When necessary, if the requirements of a remedial plan are not met, the charter may be revoked and the school closed. All renewal and closure decisions must be made at meetings open to the public.

Facilities

In New York, charter schools have access to a discretionary fund for start-up and facilities costs and are considered a public agent eligible for certain tax-exempt financing programs. Schools with charters issued under the 2010 allotment must have their facilities approved by the state education department or be granted a waiver. In New York City, many charter schools are co-located with other public schools. Amendments to the charter law in 2014 make specific provisions for facilities access or rental assistance for charter schools in New York City.²³ The assistance is currently only available to co-located schools (those sharing public space) in New York City.

Funding

Charter schools in New York receive per-pupil funding from the local school district in which the charter school is located, according to statutory funding guidelines.²⁴

In New York, charter school funding lags behind traditional public school funding. According to a recent study, when all funding streams are considered, the average charter school receives \$15,920 per-pupil, while the average district school receives \$21,152 in per pupil funding (24.7 percent less).²⁵

Comparison of states

More than 40 states have adopted the Common Core State Standards in English and math, and one state—Minnesota—has adopted the English standards only.

Adoption

New York adopted the Common Core State Standards in 2010.

Implementation

The standards were fully implemented in the 2013–2014 school year.

PRE-K ACCESS—A GLIMPSE AT PRE-K ACCESS IN NEW YORK

National Institute of Early Education Research: The State of Preschool, 2013²⁷

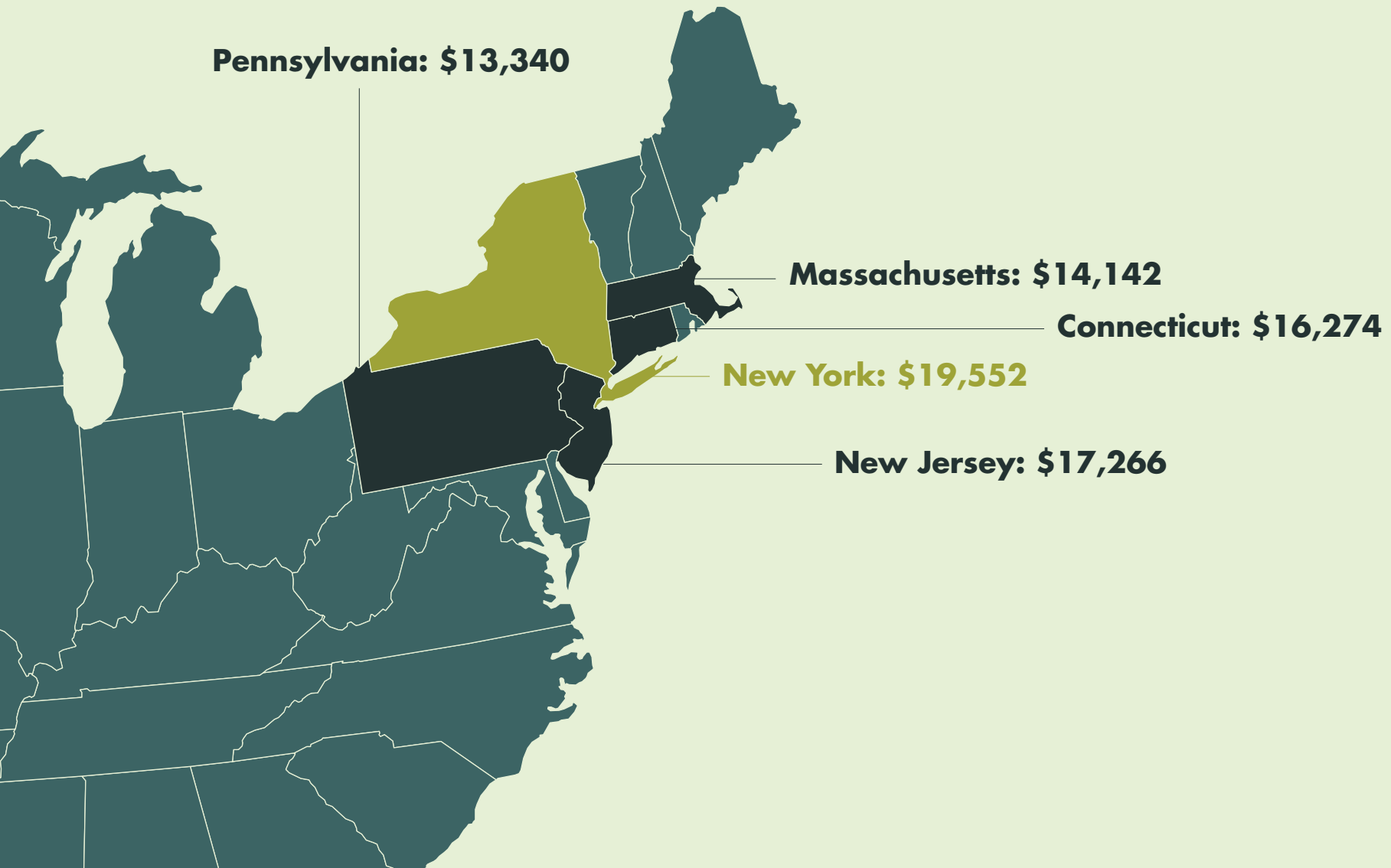
103,347 Total state program enrollment	40,975 Number of students enrolled in federally funded Head Start programs	0 Number of students enrolled in state-funded Head Start programs
0% Percentage of 3-year-olds enrolled in state pre-K programs	8% Percentage of 3-year-olds enrolled in Head Start programs	27/27 National Institute for Early Education Research's access ranking for 3-year-olds
45% Percentage of 4-year-olds enrolled in state pre-K programs	10% Percentage of 4-year-olds enrolled in Head Start programs	10/41 National Institute for Early Education Research's access ranking for 4-year-olds

CHARTER SCHOOL GEOGRAPHY—NEW YORK COUNTIES AND THE NUMBER OF CHARTER SCHOOLS THEY HAVE, 2014–2015²⁸

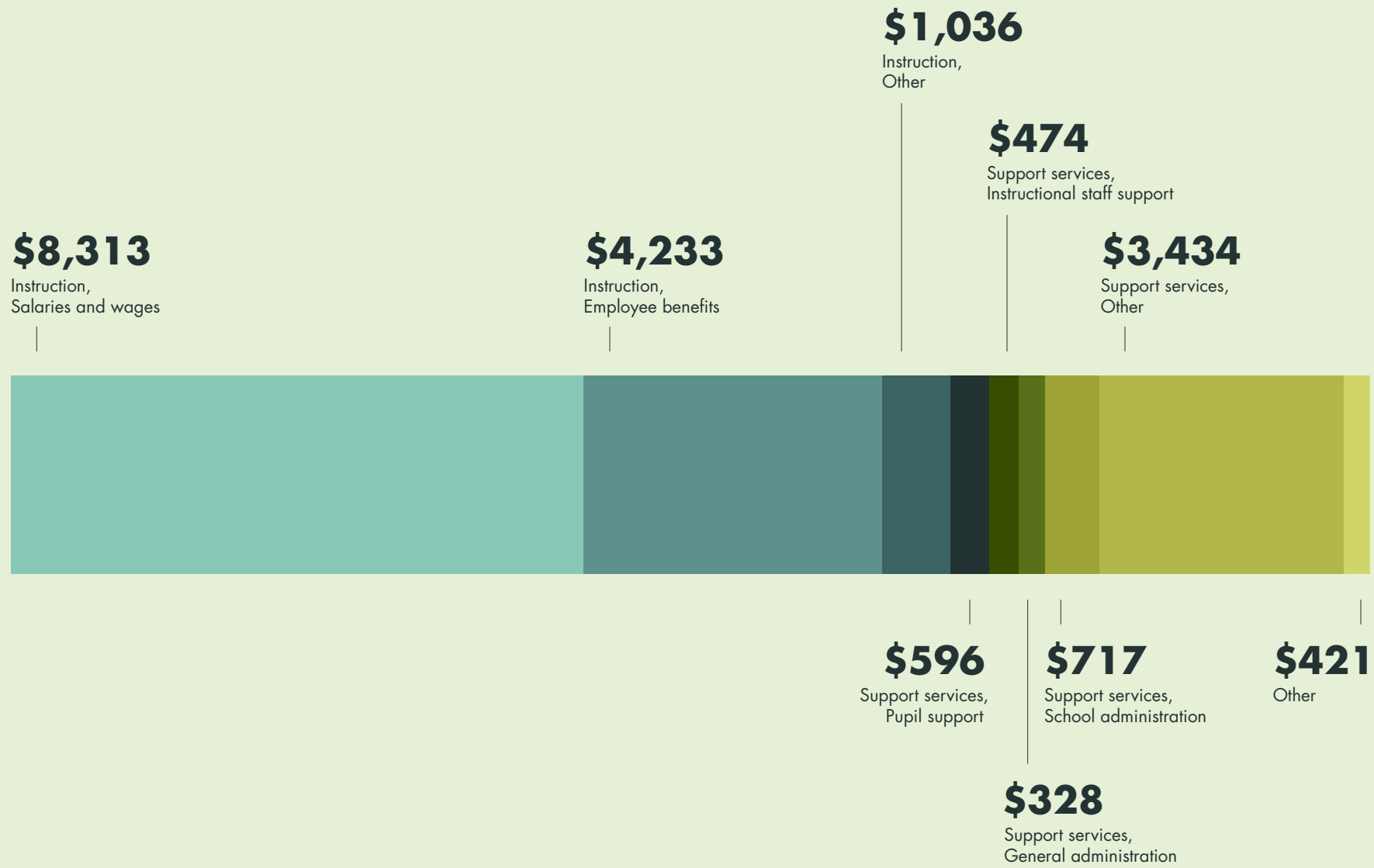
Albany	09	Rensselaer	01
Bronx	55	Richmond	03
Erie	16	Suffolk	02
Kings	88	Tompkins	01
Monroe	13	Westchester	02
Nassau	03		
New York	45		
Niagara	01		
Oneida	01		
Onondaga	02		
Orange	01		
Queens	15		

New York spends a significant amount of money on education. The state is consistently either first or second in K-12 spending in America. The national K-12 average is \$10,608 per pupil.²⁹

THE COST—PER PUPIL SPENDING, 2012³⁰



HOW PER PUPIL FUNDING WAS ALLOCATED IN 2012³¹



How the system is working

We now know who our students are, where they are going to school and how much we spend on it all. But are these systems working? Let's explore New York's K-12 education system and find out how well students are learning each step of the way.

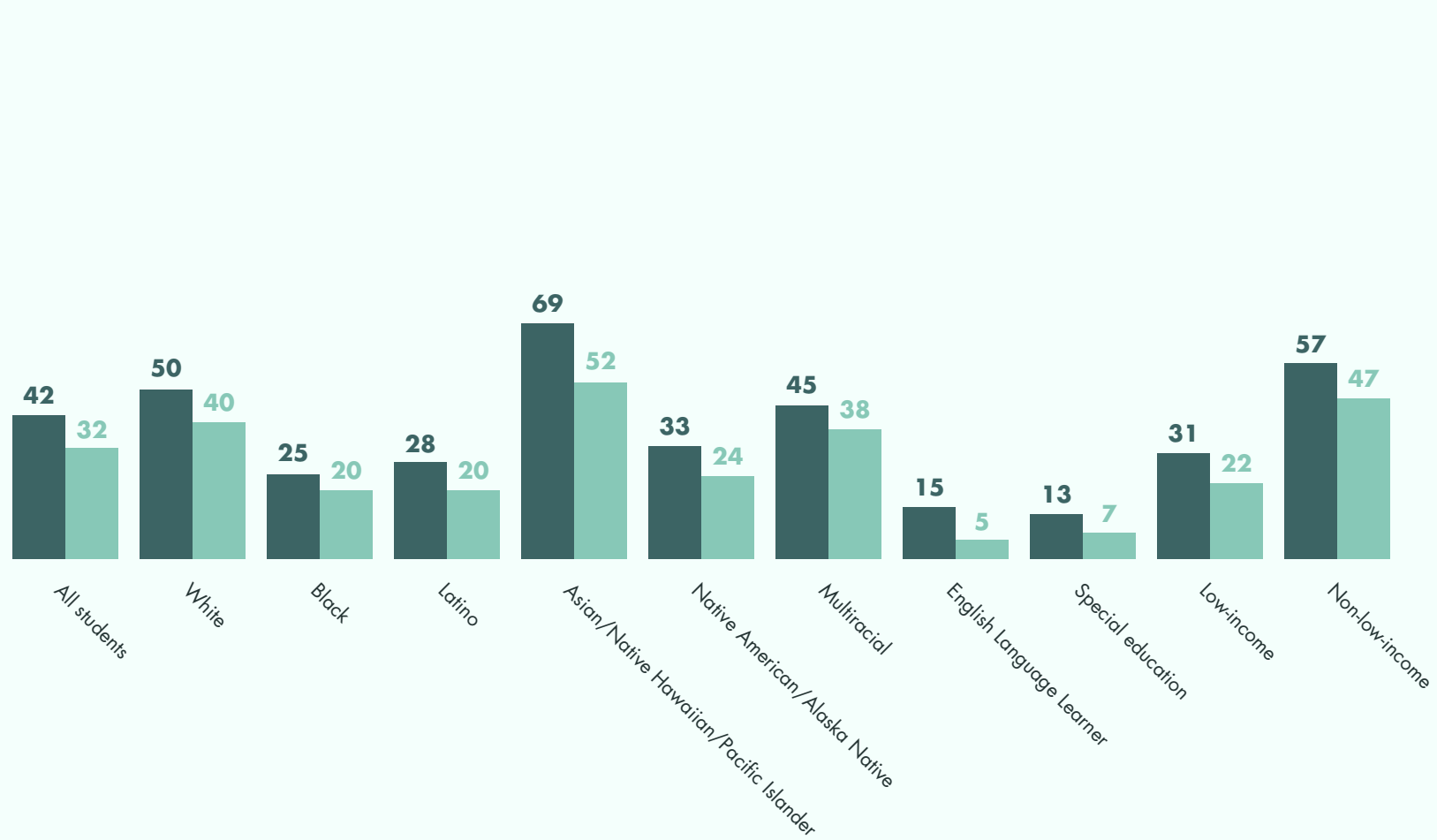
Elementary school

Over the last decade, student achievement has improved across the board for almost all elementary school students on the Nation's Report Card, but only modestly. Since 2003, average student performance across all fourth-graders has increased by seven percentage points in math and three percentage points in reading, resulting in performance rates that are lower than many of our neighboring states.

But these gains are too small and not enough, and still too many of our students are falling behind early in their school careers. On the most recent New York State Assessments—which are now aligned with the Common Core State Standards—only 32 percent of all fourth-graders scored proficient or above in reading. This means that nearly 70 percent of all fourth-graders are already behind and not reading on grade level. These numbers are much worse for our students of color—only 20 percent of black and Latino fourth-graders met or exceeded the proficiency benchmark, compared to 40 percent of their white peers. To put these percentages in context, a student who does not read on grade level by the end of third grade is four times more likely not to graduate from high school than a student who does.³²

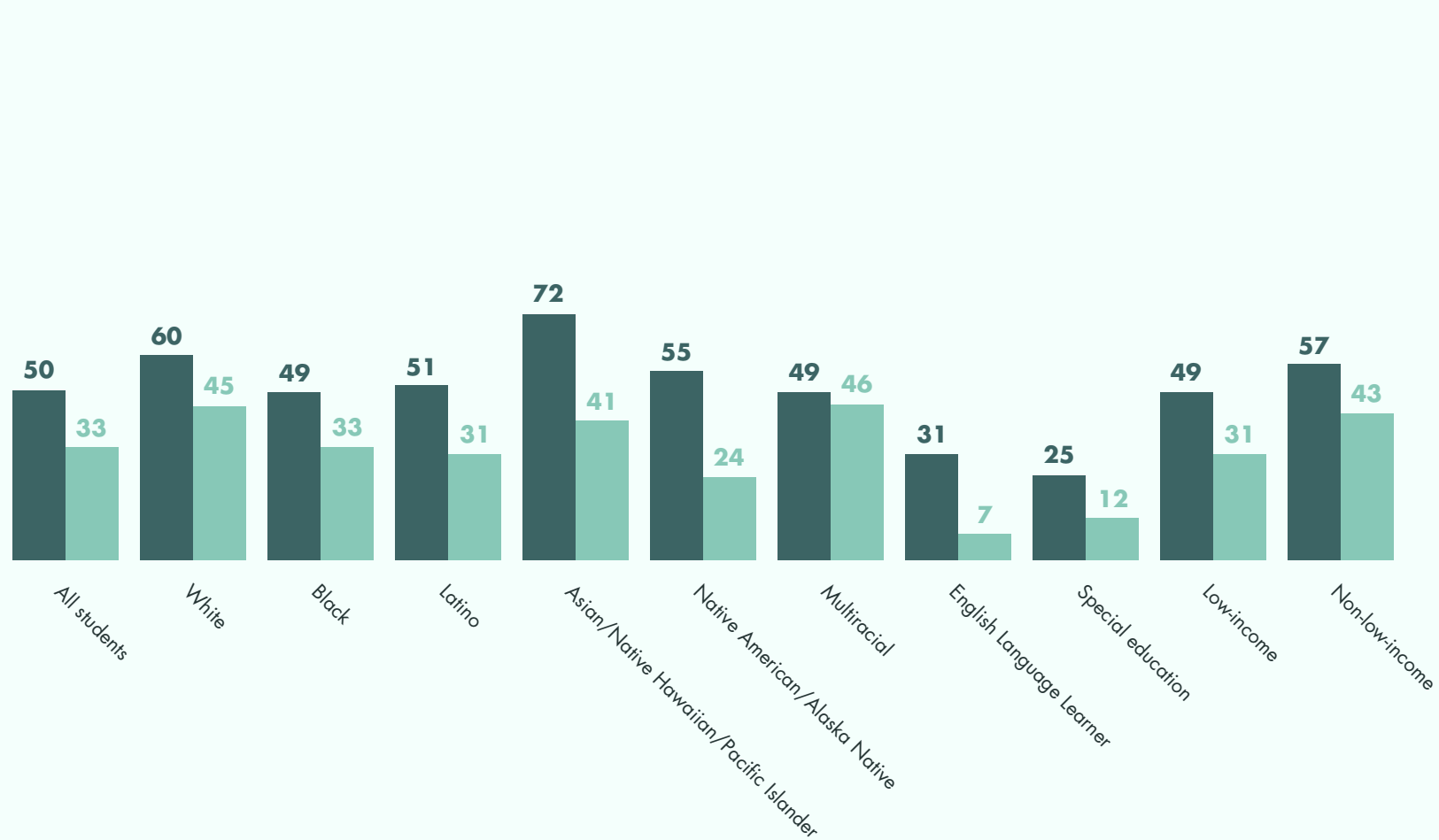
NEW YORK STATE ASSESSMENT PROFICIENCY, 4TH GRADE^{33,34}

Percentage of NY 4th-graders proficient or advanced in 2014



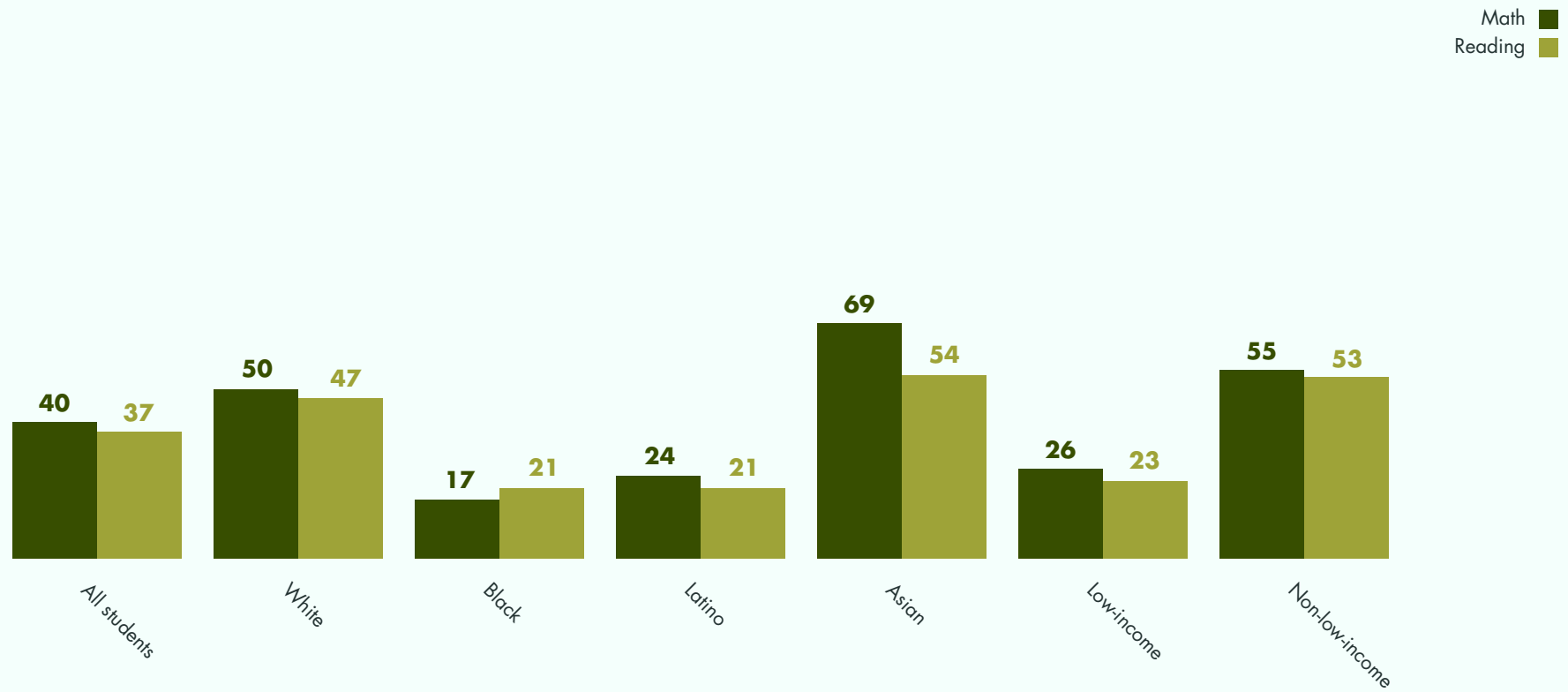
NEW YORK STATE ASSESSMENT PROFICIENCY, 4TH GRADE, CHARTER SCHOOLS³⁵⁻³⁶

Percentage of NY 4th-graders proficient or advanced in 2014, charter schools



NAEP PROFICIENCY, 4TH GRADE³⁷⁻³⁸

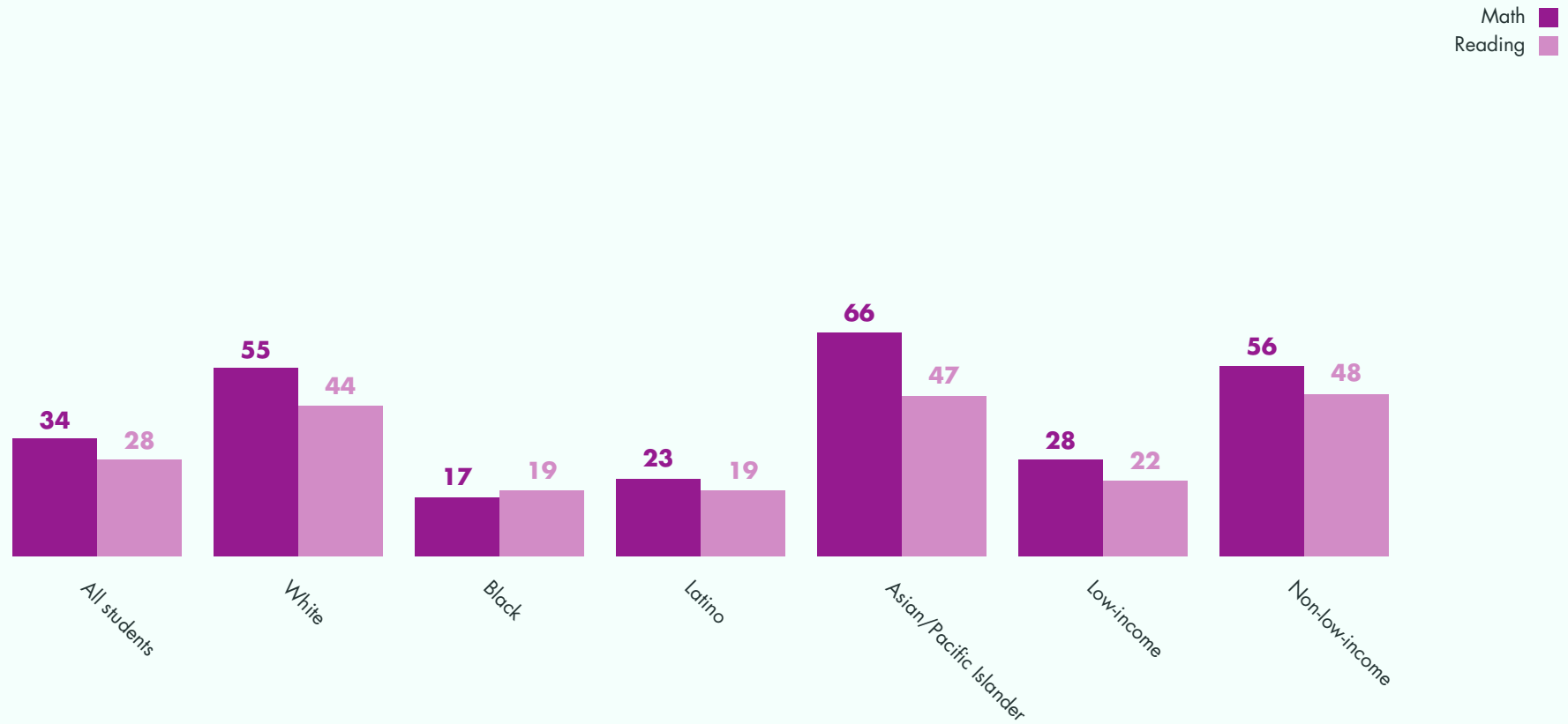
Percentage of NY 4th-graders proficient or advanced on the Nation's Report Card in 2013



TRIAL URBAN DISTRICT ASSESSMENT PROFICIENCY, 4TH GRADE³⁹

TUDA is a subset of the Nation's Report Card that looks at math, reading, science and writing assessments across large districts in the United States.

Percentage of New York City 4th-graders proficient or advanced, 2013

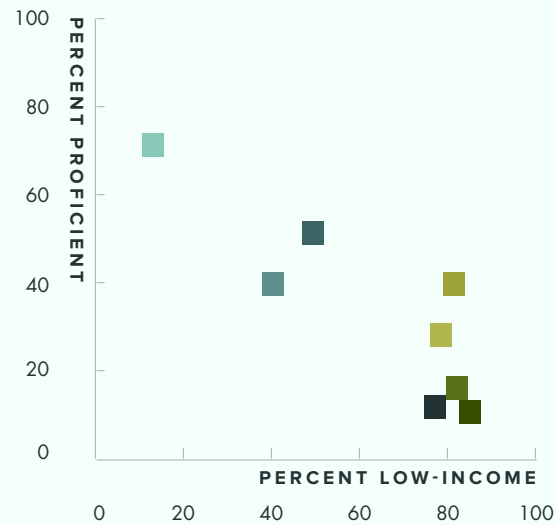


DISTRICT COMPARISON^{40,41}

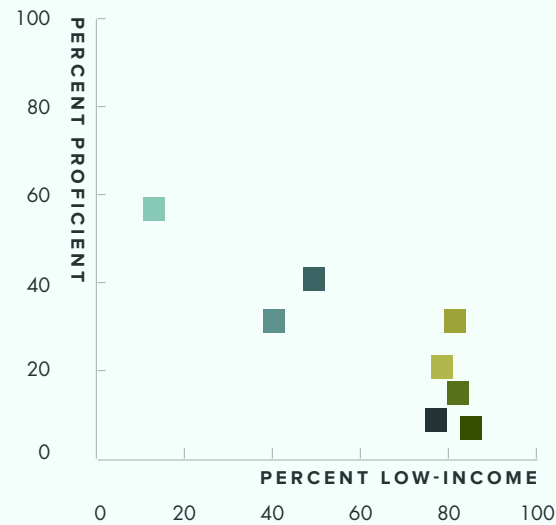
Percentage of NY 4th-graders proficient or advanced on the NY State Assessment, 2014

- Great Neck Union Free School District
- Saranac Lake Central School District
- East Rochester Union Free School District
- Syracuse City School District
- Yonkers City School District
- New York City Public Schools
- Buffalo City School District
- Rochester City School District

Math









Reading



Low-income figures from 2012-2013

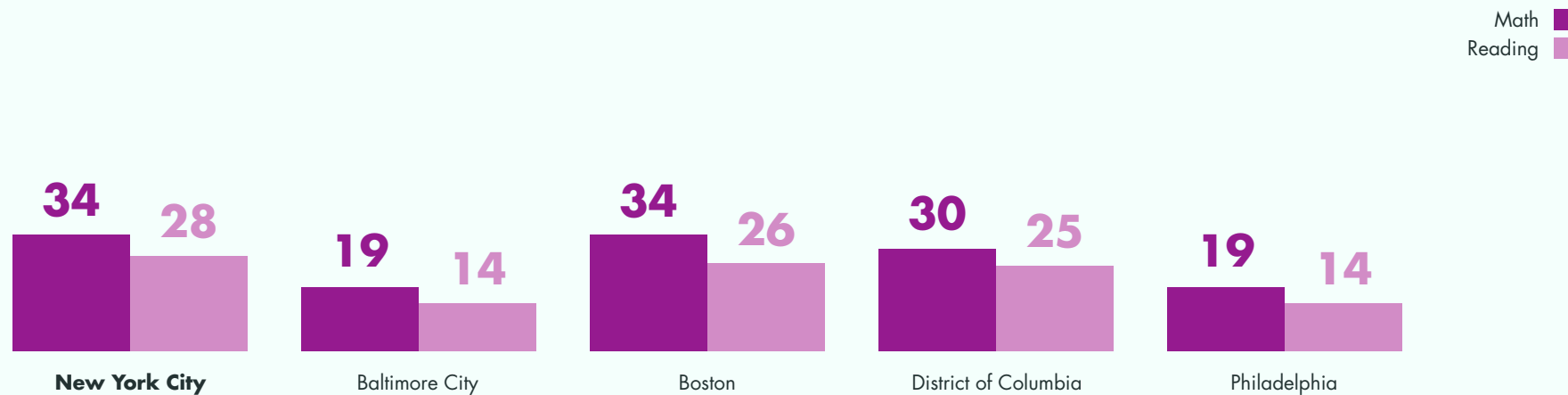
REGIONAL COMPARISON⁴²

Percentage of 4th-graders proficient or advanced on the Nation's Report Card in 2013

	National	New York	Connecticut	Massachusetts	New Jersey	Pennsylvania
						
Math	41	40	45	58	49	44
Reading	34	37	43	47	42	40

TRIAL URBAN DISTRICT ASSESSMENT PROFICIENCY, 4TH GRADE⁴³

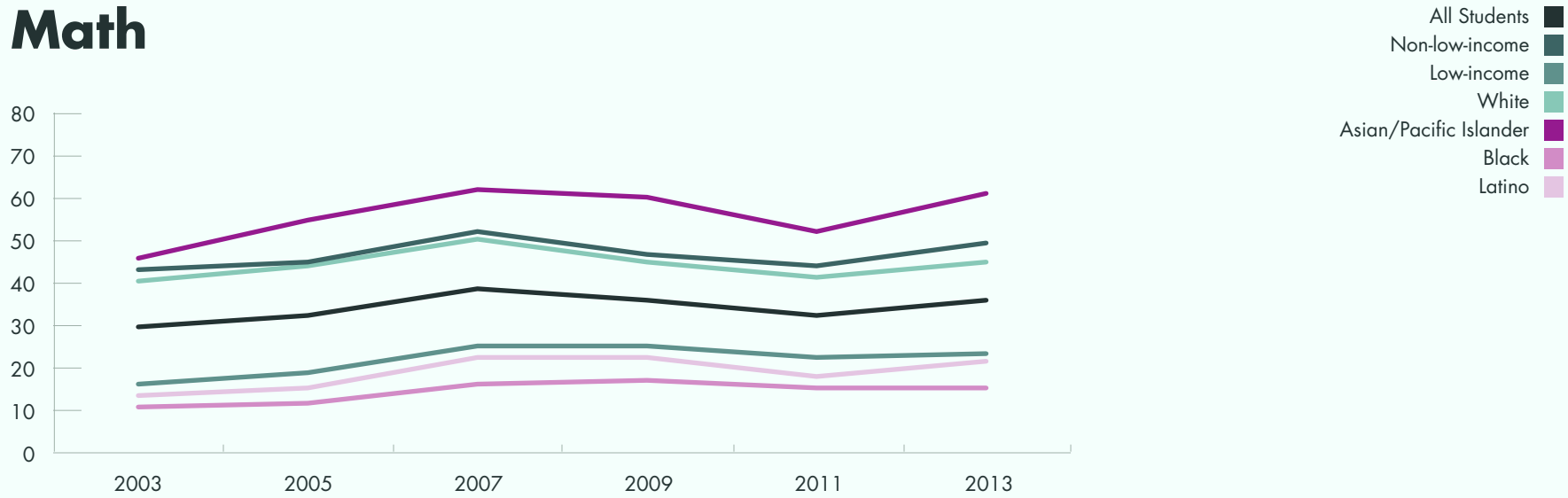
Percentage of 4th-graders proficient or advanced, 2013, city to city comparison



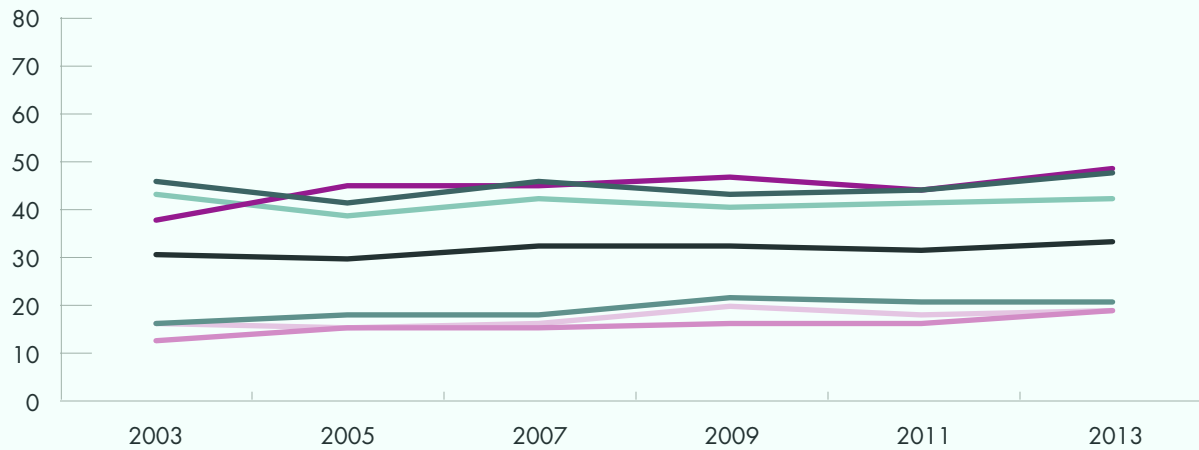
NATION'S REPORT CARD TRENDS⁴⁴

Percentage of NY 4th-graders proficient or advanced on the Nation's Report Card

Math



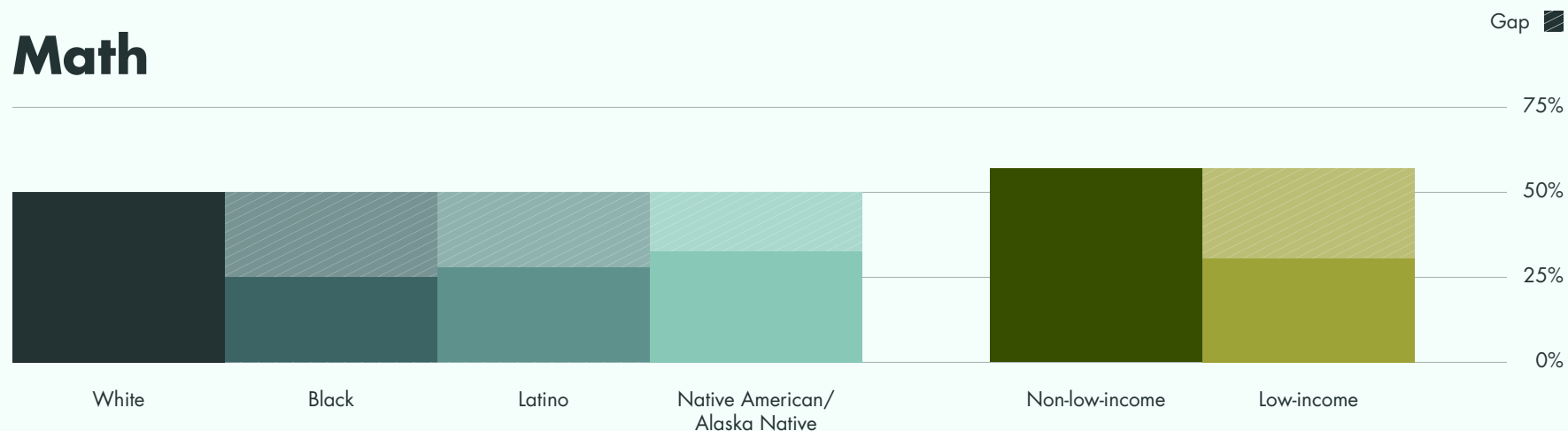
Reading



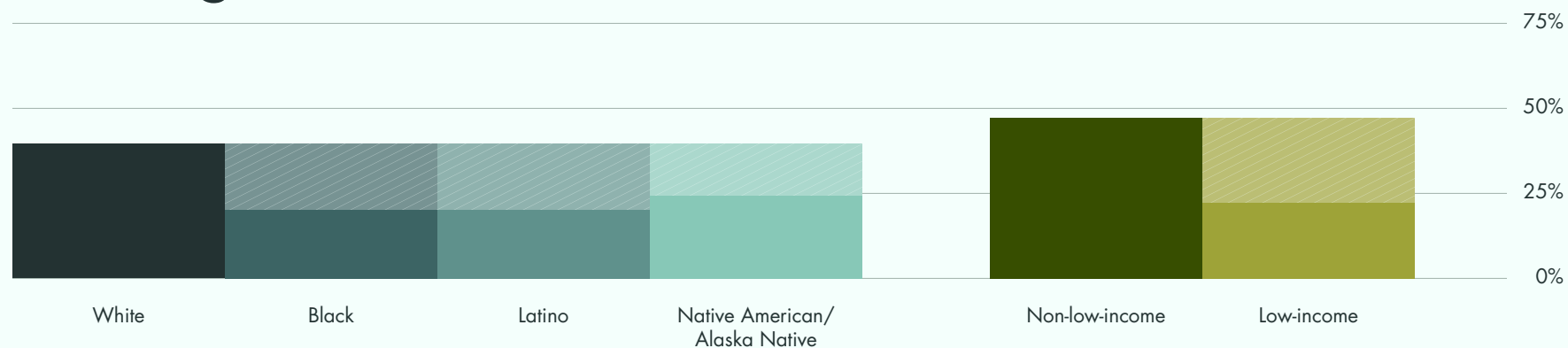
NY STATE ASSESSMENT PROFICIENCY GAP, 4TH GRADE

The difference in proficiency rates between white students and students of color, and low-income students and non-low-income students (in percentage points).

Math



Reading

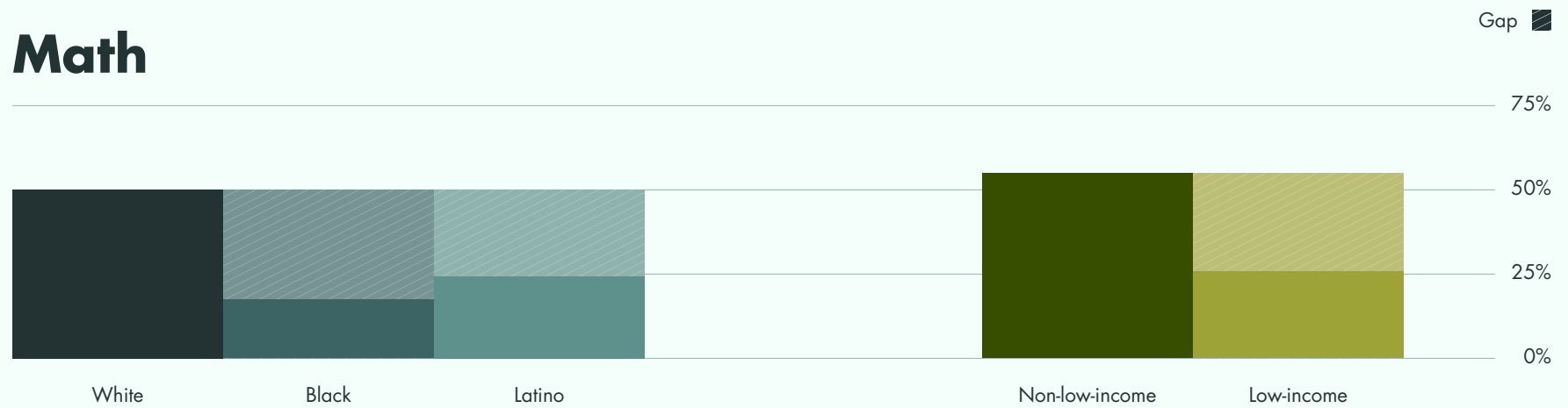


Proficiency gaps: A proficiency gap represents the difference in proficiency rates between two groups of students. In New York, for example, a much higher proportion of white students score proficient or advanced on state and national tests compared to their black peers: On the 2013 Nation's Report Card, the proportion of white fourth-graders who scored at least proficient in math exceeded the proportion of black fourth-graders who scored proficient or above by a whopping 33 percentage points.

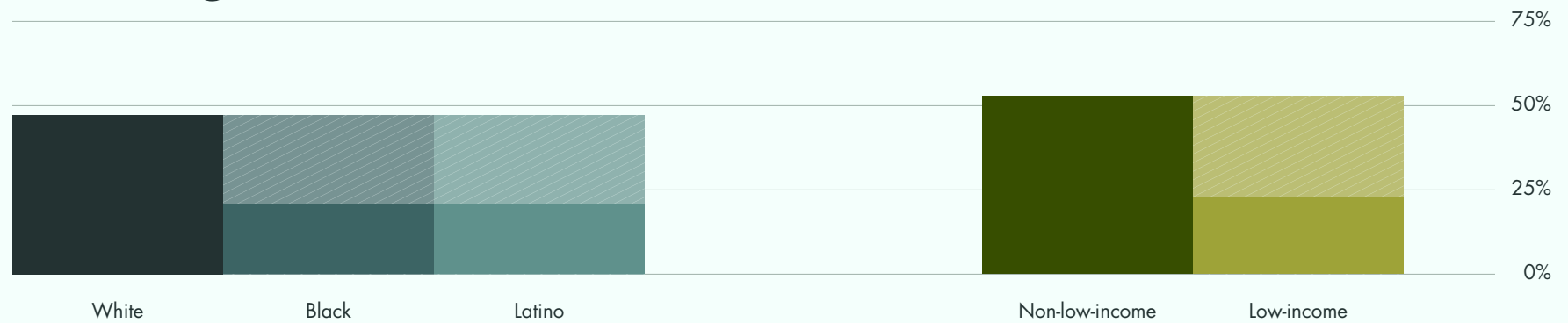
NATION'S REPORT CARD PROFICIENCY GAP, 4TH GRADE

The difference in proficiency rates between white students and students of color, and low-income students and non-low-income students (in percentage points).

Math



Reading



NATION'S REPORT CARD ACHIEVEMENT GAP, 4TH GRADE⁴⁵

The scale score difference in student achievement between white students and students of color, and low-income students and non-low-income students

	White/Black	White/Latino	Low-income/Non-Low-income
Math	23.4	19.3	20.6
Reading	22.3	22.9	26.4

Achievement gaps: Achievement gaps show the difference in average student performance on the Nation's Report Card (also known as "scale scores") between different subgroups.

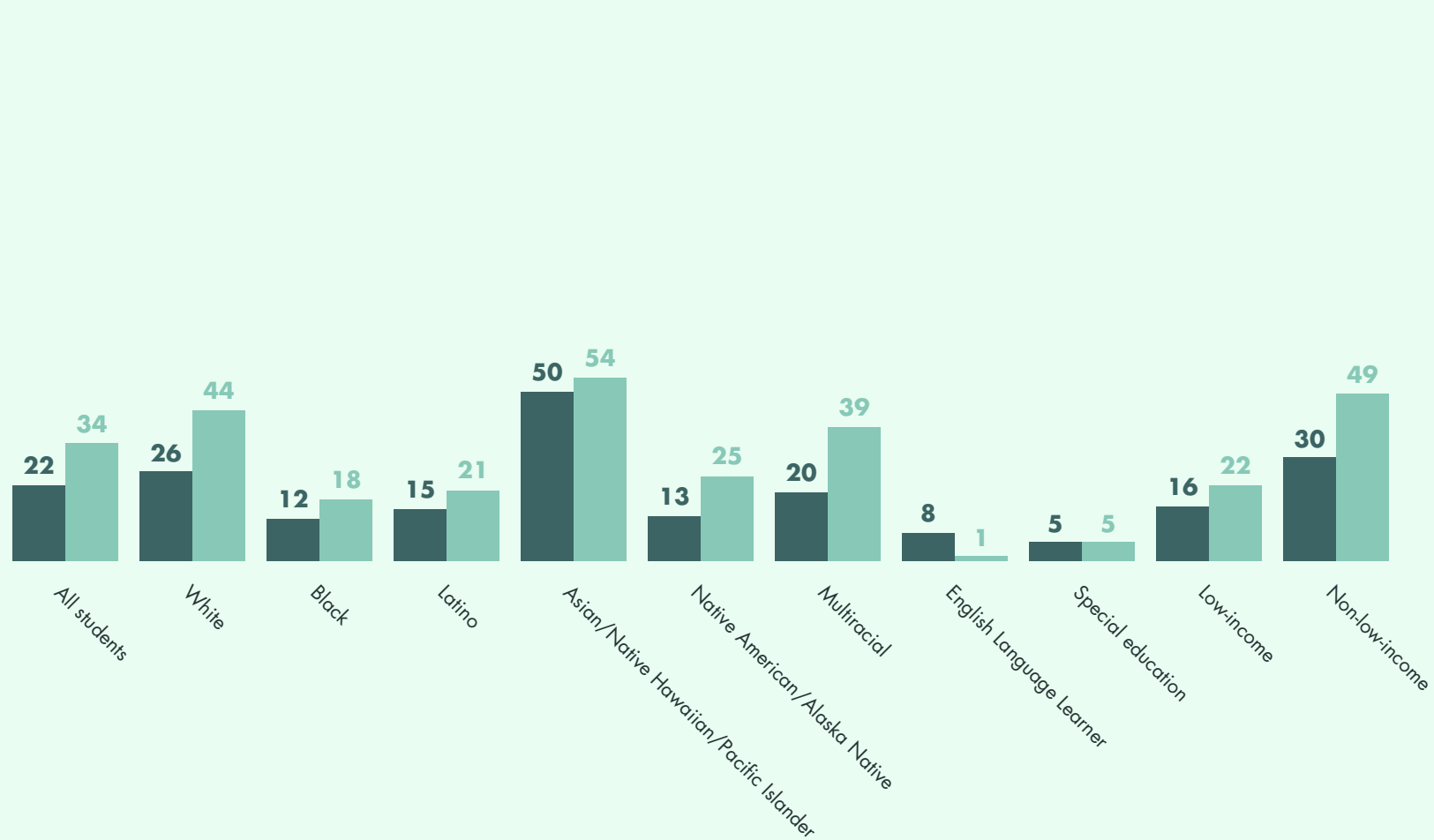
Middle school

Our middle school performance on the Nation's Report Card has remained stagnant in both math and reading since 2003, posting no gains in the last 10 years. What's more, there is at least a 25-percentage point gap in proficiency between eighth-grade minority students and white students and low-income students and their wealthier peers in both reading and math on the Nation's Report Card. And when we compare fourth-grade scores to eighth-grade scores, we see a significant middle school decline, meaning that the longer kids stay in our public schools, particularly kids of color, the worse they do.

Equally alarming, only 22 percent of all eighth-graders in New York scored proficient or above on the New York State Assessment. This means that nearly 80 percent of eighth-graders are not ready for high school math. And when broken down by district, these numbers are only more distressing. Excluding New York City, not one of the big five districts posted proficiency rates of more than 21 percent in reading and math. In fact, in both Rochester and Syracuse, just one percent of all eighth-graders scored proficient or better in math and less than 10 percent met the proficiency benchmark in reading.

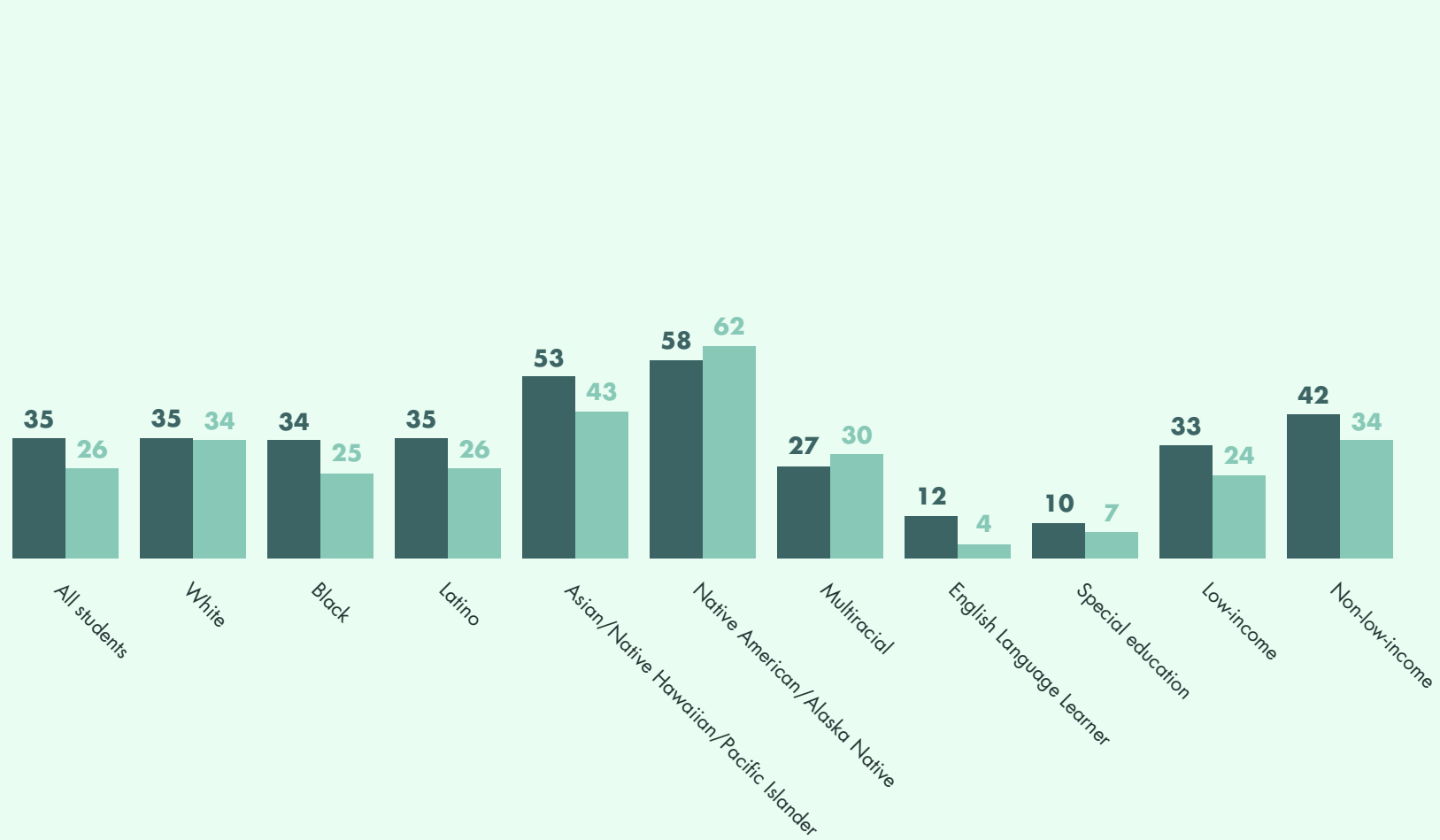
NEW YORK STATE ASSESSMENT PROFICIENCY, 8TH GRADE^{46,47}

Percentage of NY 8th-graders proficient or advanced in 2014



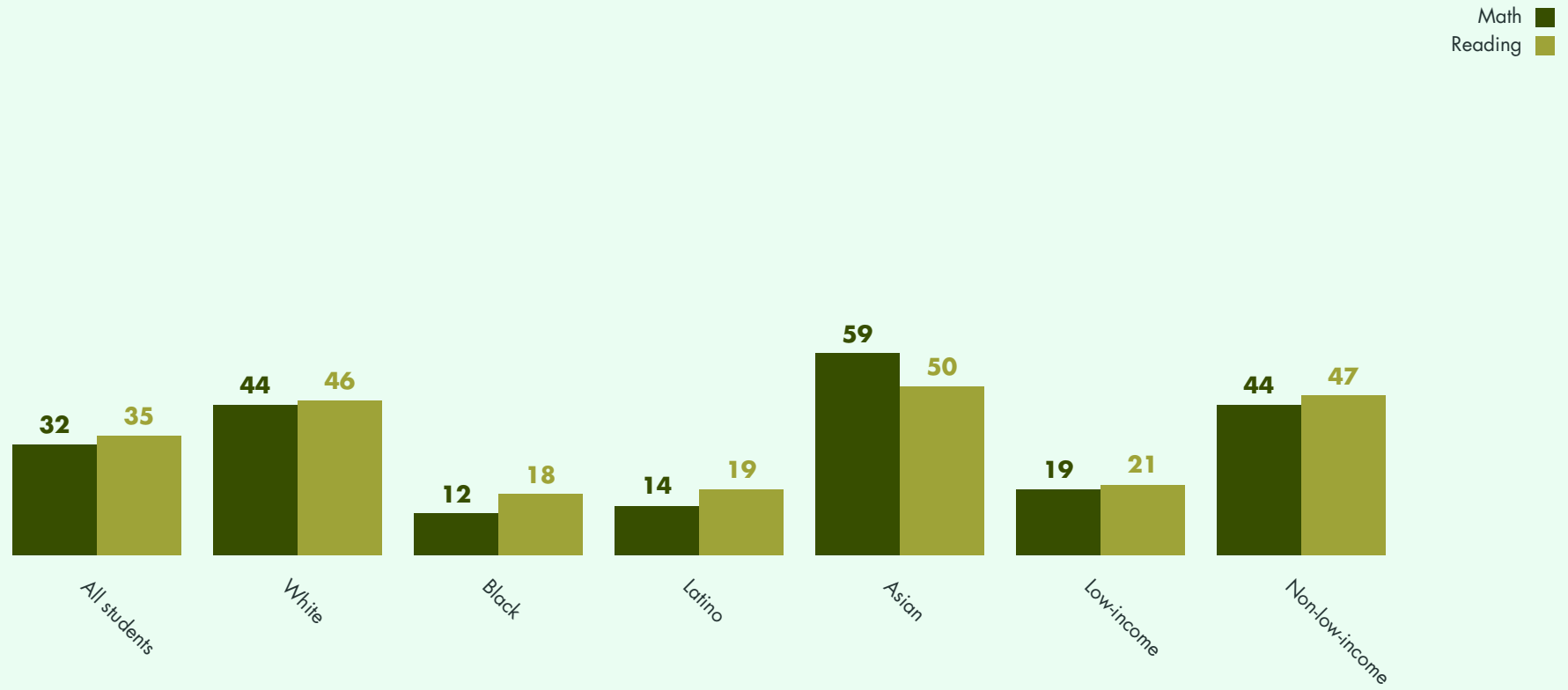
NEW YORK STATE ASSESSMENT PROFICIENCY, 8TH GRADE, CHARTER SCHOOLS⁴⁸⁻⁴⁹

Percentage of NY 8th-graders proficient or advanced in 2014, charter schools



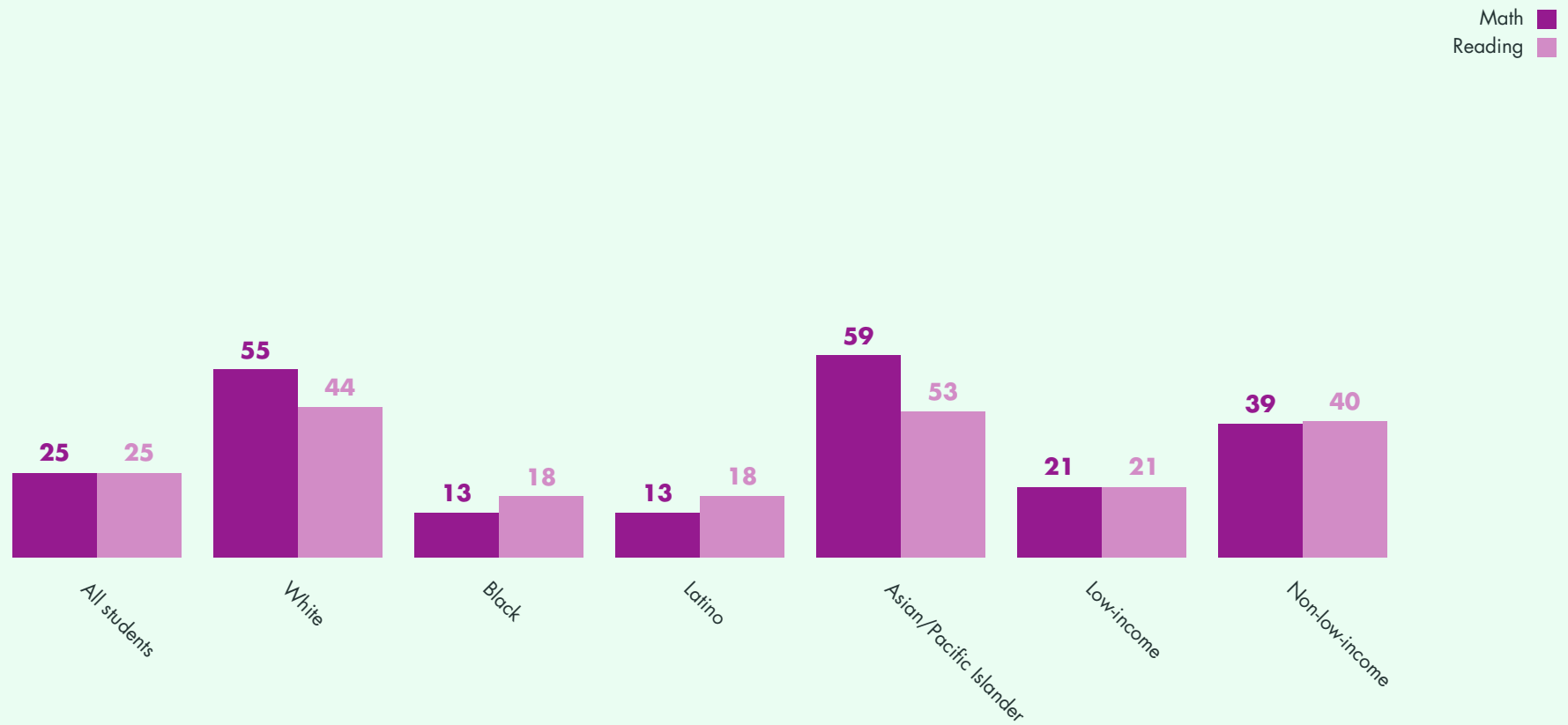
NAEP PROFICIENCY, 8TH GRADE^{50,51}

Percentage of NY 8th-graders proficient or advanced on the Nation's Report Card in 2013



TRIAL URBAN DISTRICT ASSESSMENT PROFICIENCY, 8TH GRADE⁵²

Percentage of New York City 8th-graders proficient or advanced, 2013

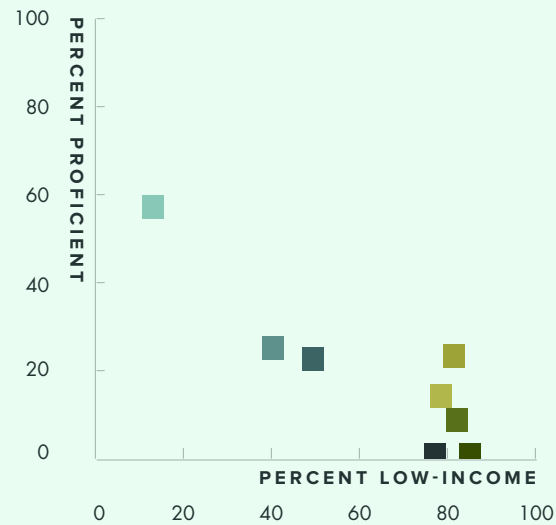


DISTRICT COMPARISON^{53,54}

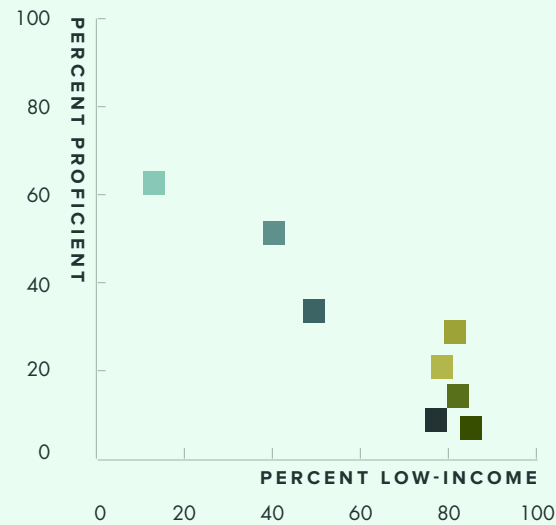
Percentage of NY 8th-graders proficient or advanced on the NY State Assessment, 2014

- Great Neck Union Free School District
- Saranac Lake Central School District
- East Rochester Union Free School District
- Syracuse City School District
- Yonkers City School District
- New York City Public Schools
- Buffalo City School District
- Rochester City School District

Math









Reading



Low-income figures from 2012-2013

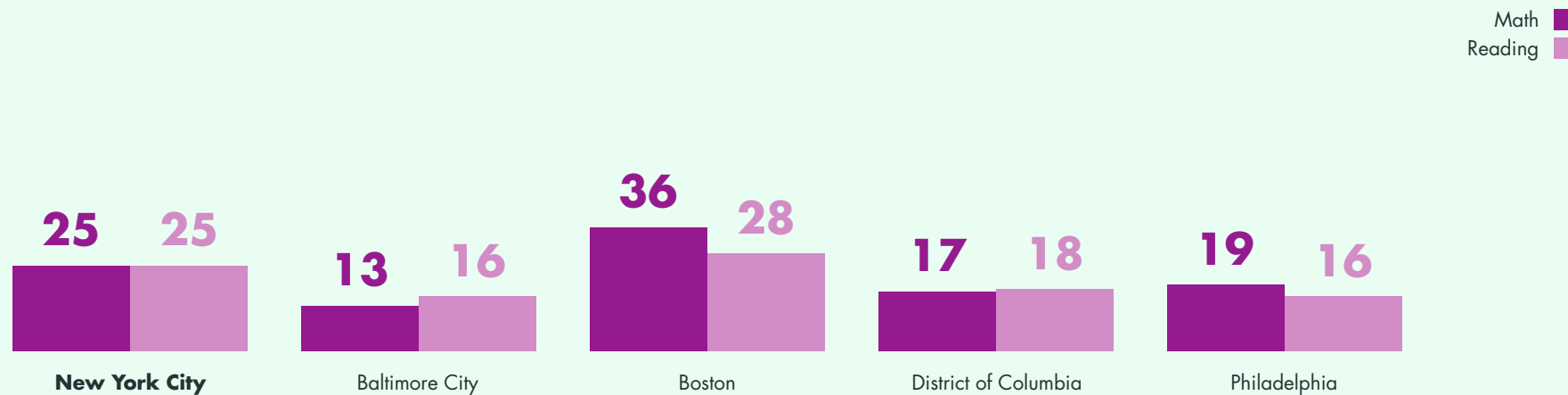
REGIONAL COMPARISON⁵⁵

Percentage of 8th-graders proficient or advanced on the Nation's Report Card in 2013

	National	New York	Connecticut	Massachusetts	New Jersey	Pennsylvania
						
Math	34	32	37	55	49	42
Reading	34	35	45	58	46	42

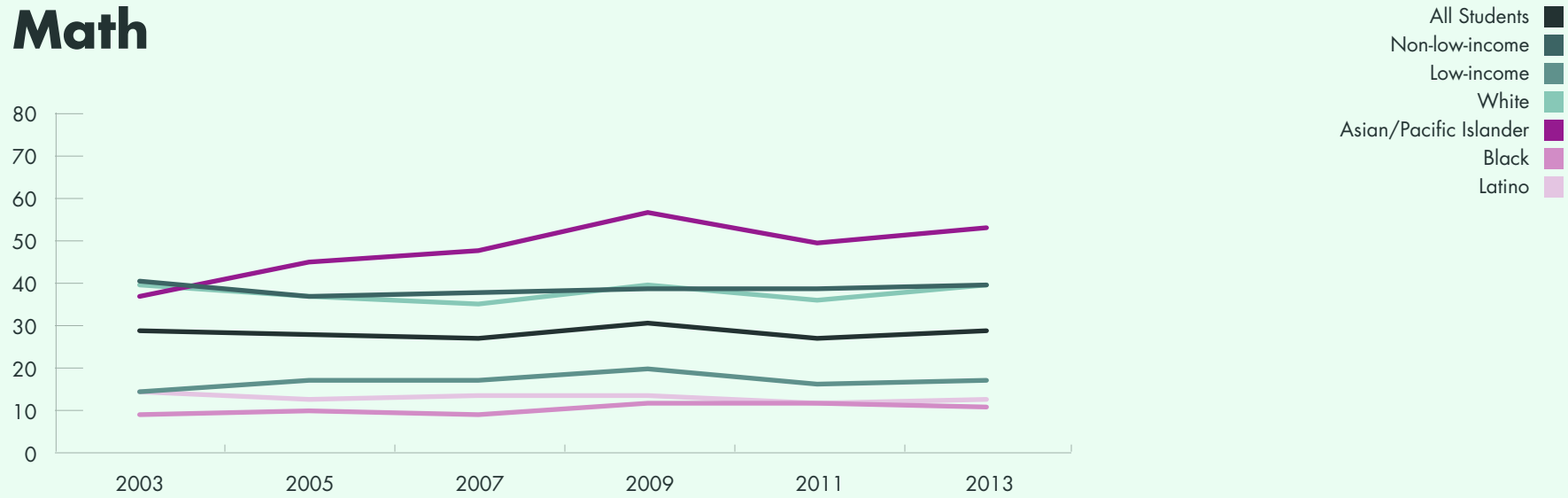
TRIAL URBAN DISTRICT ASSESSMENT PROFICIENCY, 4TH GRADE⁵⁶

Percentage of 8th-graders proficient or advanced, 2013, city to city comparison

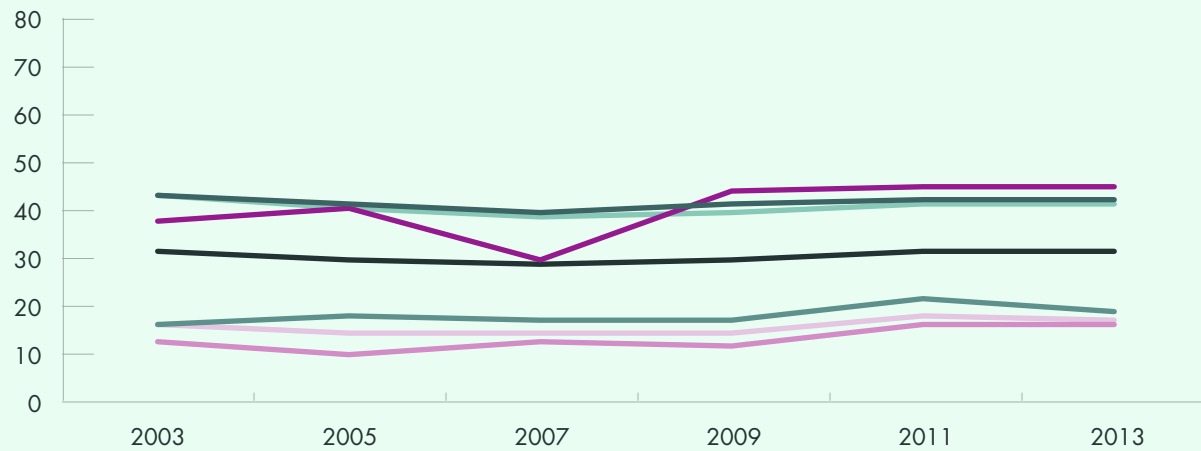


Percentage of NY 8th-graders proficient or advanced on the Nation's Report Card

Math



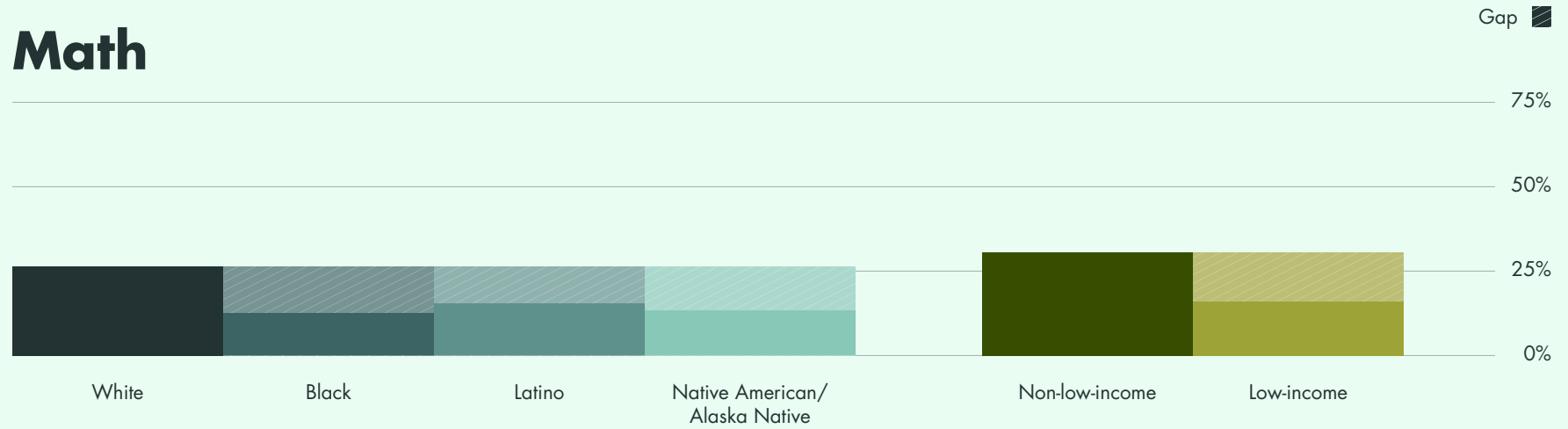
Reading



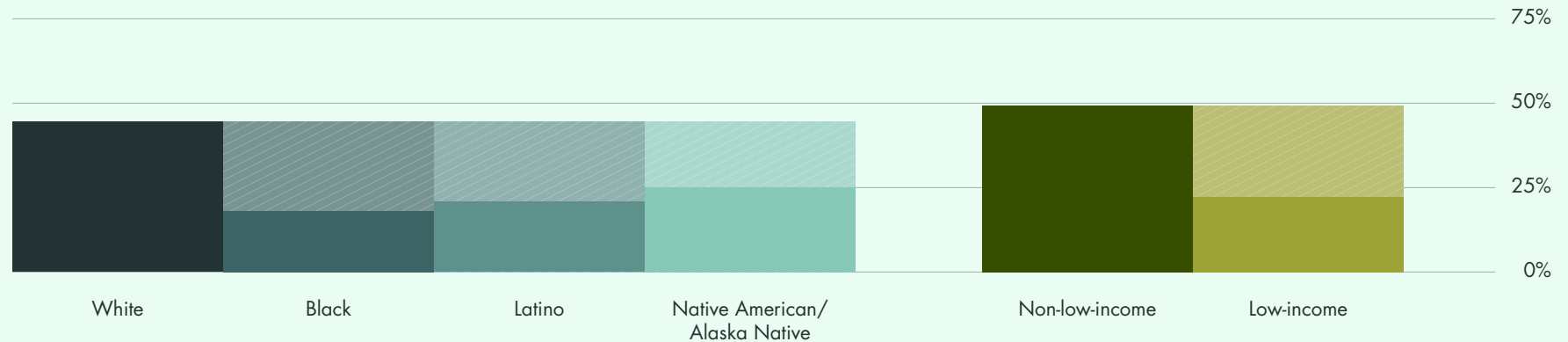
NY STATE ASSESSMENT PROFICIENCY GAP, 8TH GRADE

The difference in proficiency rates between white students and students of color, and low-income students and non-low-income students (in percentage points).

Math



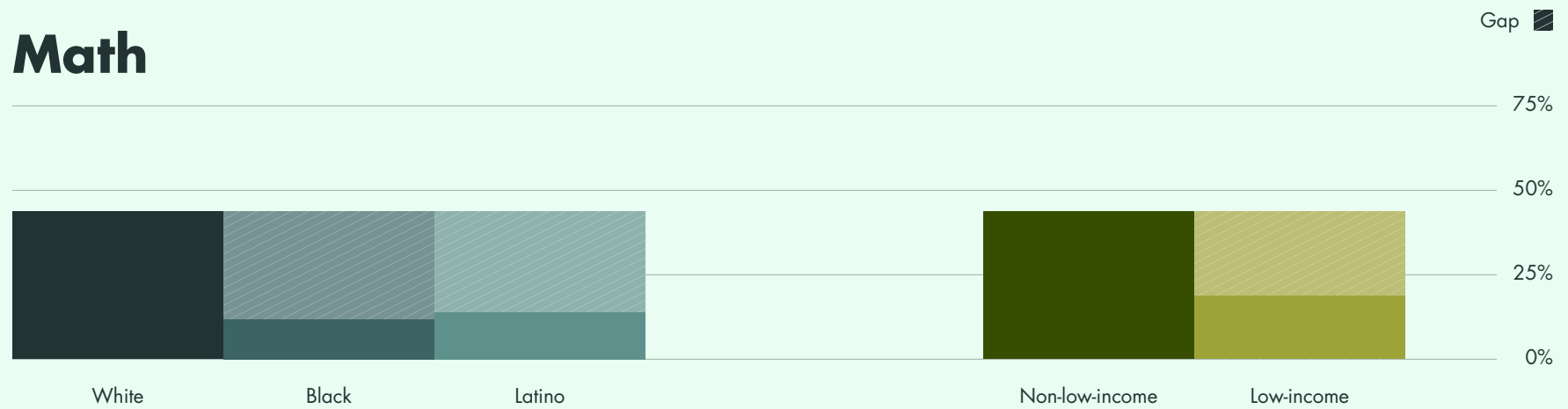
Reading



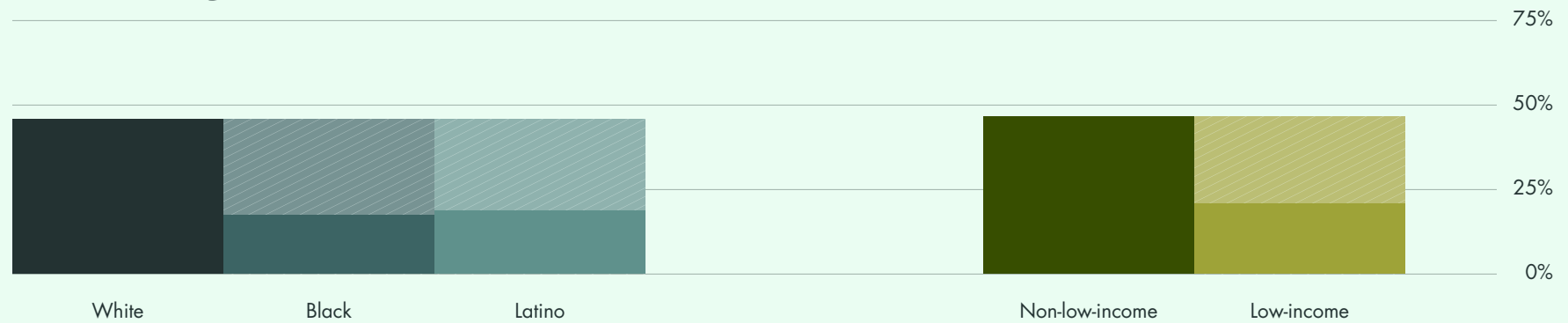
NATION'S REPORT CARD PROFICIENCY GAP, 8TH GRADE

The difference in proficiency rates between white students and students of color, and low-income students and non-low-income students (in percentage points).

Math



Reading



NATION'S REPORT CARD ACHIEVEMENT GAP, 8TH GRADE⁵⁸

The scale score difference in student achievement between white students and students of color, and low-income students and non-low-income students

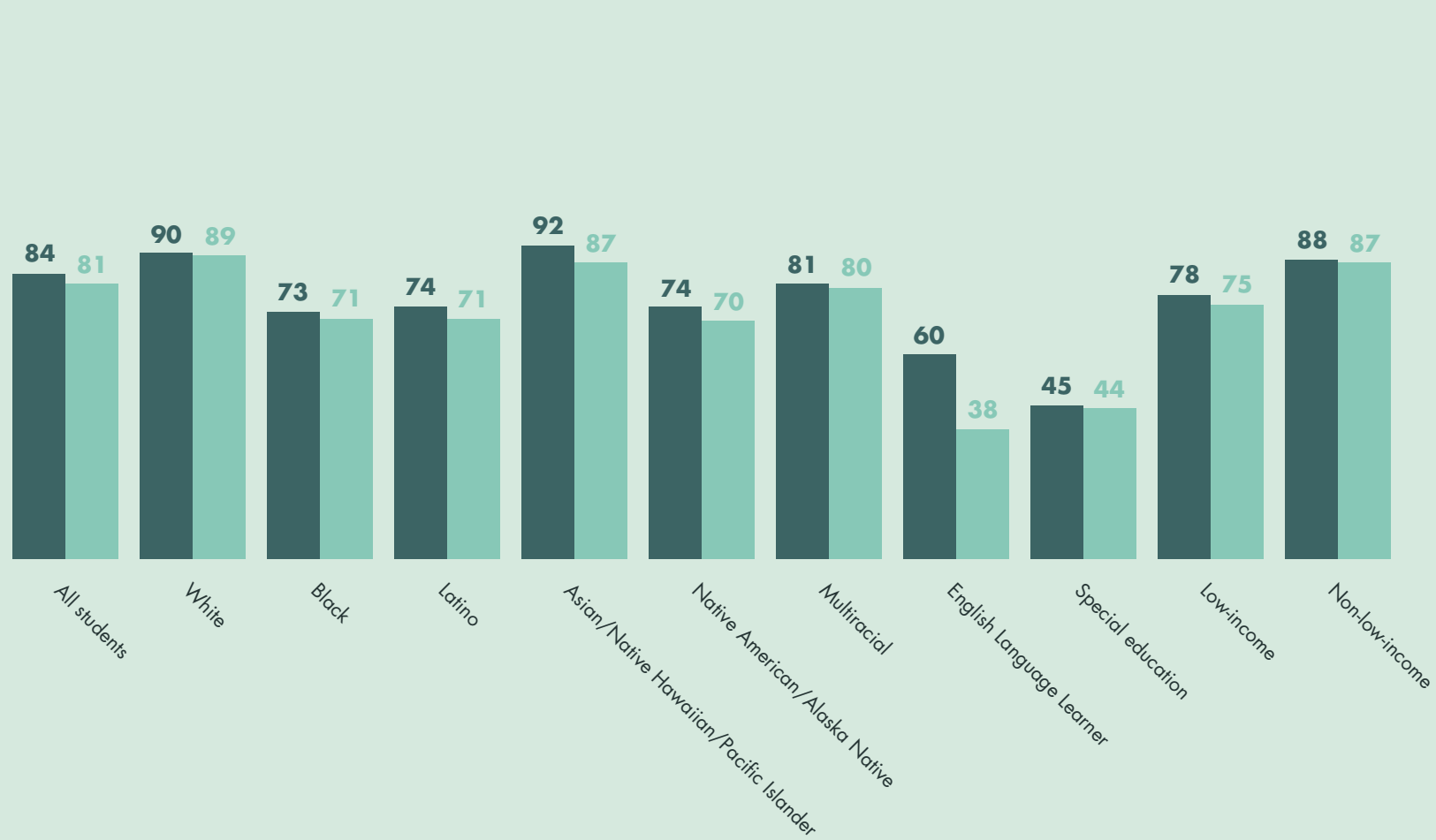
	White/Black	White/Latino	Low-income/Non-Low-income
Math	32.2	28.5	24.1
Reading	24.6	24.6	24.4

High school

Unfortunately, the achievement disparities continue for New York high school students from New York Regents Exam performance to graduation rates. On the 2013 New York Regents Exams, there is more than a 15 percentage-point gap between white students and students of color in both reading and math. Graduation rates tell a similar story, 87 percent of white students in the class of 2013 graduated in four years compared to an alarmingly low 60 percent of black students and 59 percent of Latino students.

NY STATE REGENTS EXAMS PROFICIENCY, 2012-2013⁵⁹

Class of 2013 total cohort results after four years of instruction, proficient and advanced



DISTRICT COMPARISON^{60,61}

Class of 2013 total cohort results after four years of instruction, proficient and advanced

- Great Neck Union Free School District
- Saranac Lake Central School District
- East Rochester Union Free School District
- Syracuse City School District
- Yonkers City School District
- Buffalo City School District
- Rochester City School District

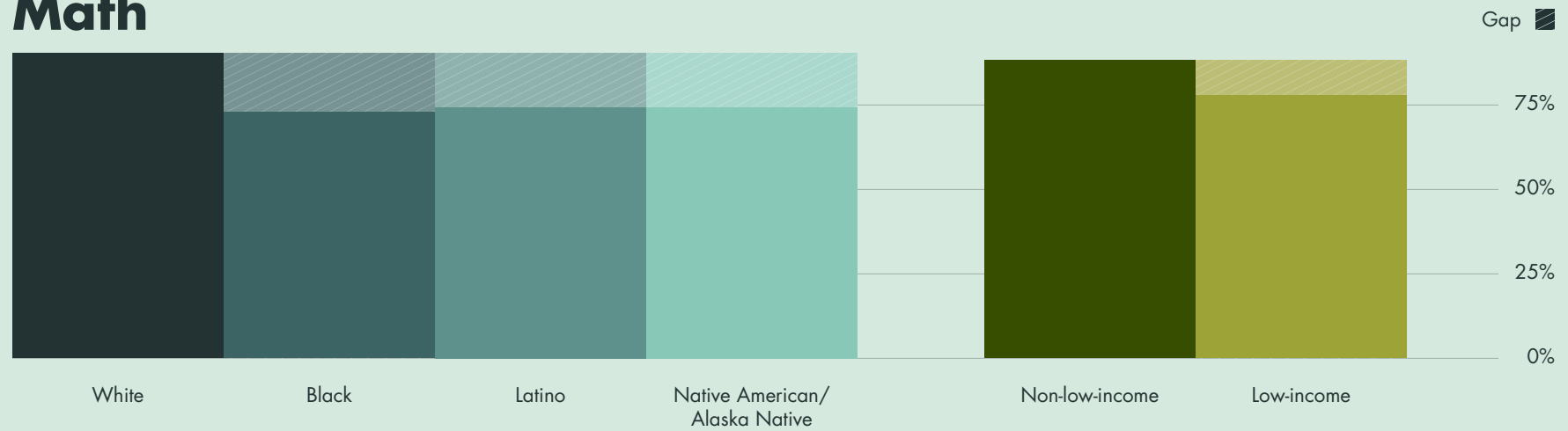


Low-income figures from 2012-2013

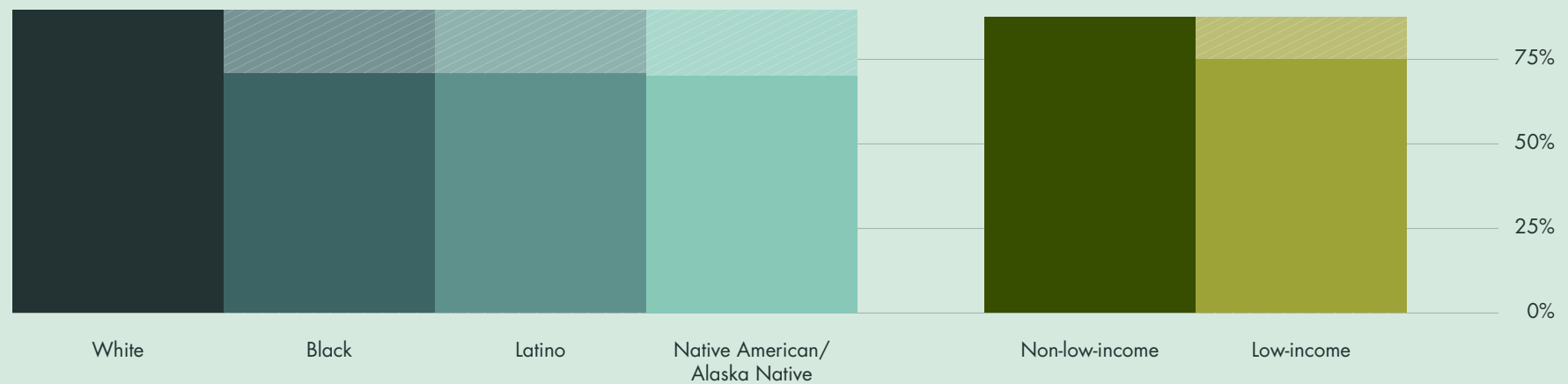
NY STATE ASSESSMENT PROFICIENCY GAP, CLASS OF 2013

The difference in proficiency rates between white students and students of color, and low-income students and non-low-income students (in percentage points).

Math

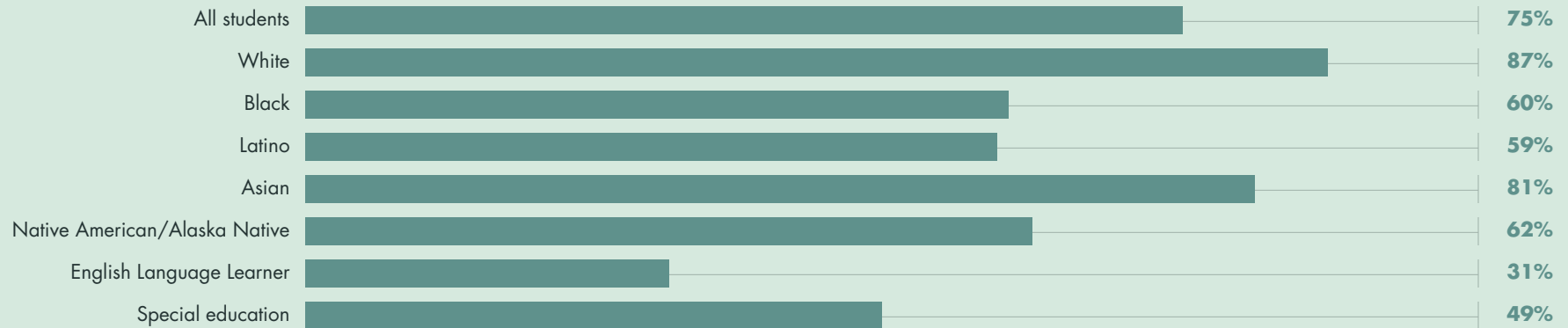


Reading



4-YEAR COHORT GRADUATION RATE, CLASS OF 2013^{62,63}

Percentage of students who graduated, by subgroup



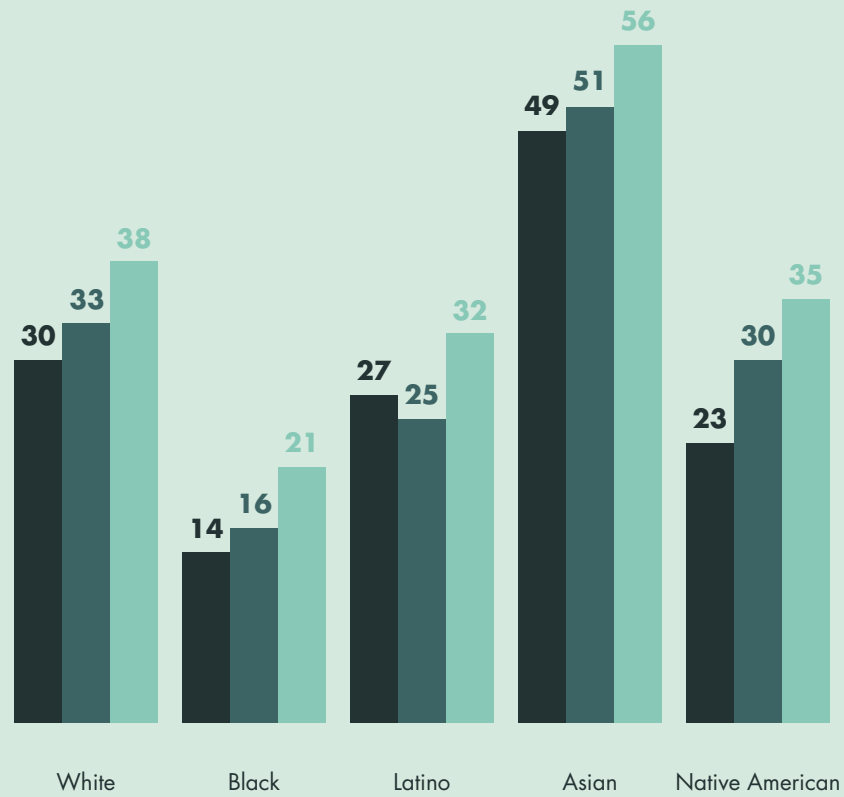
Percentage of students who graduated, by year⁶⁴



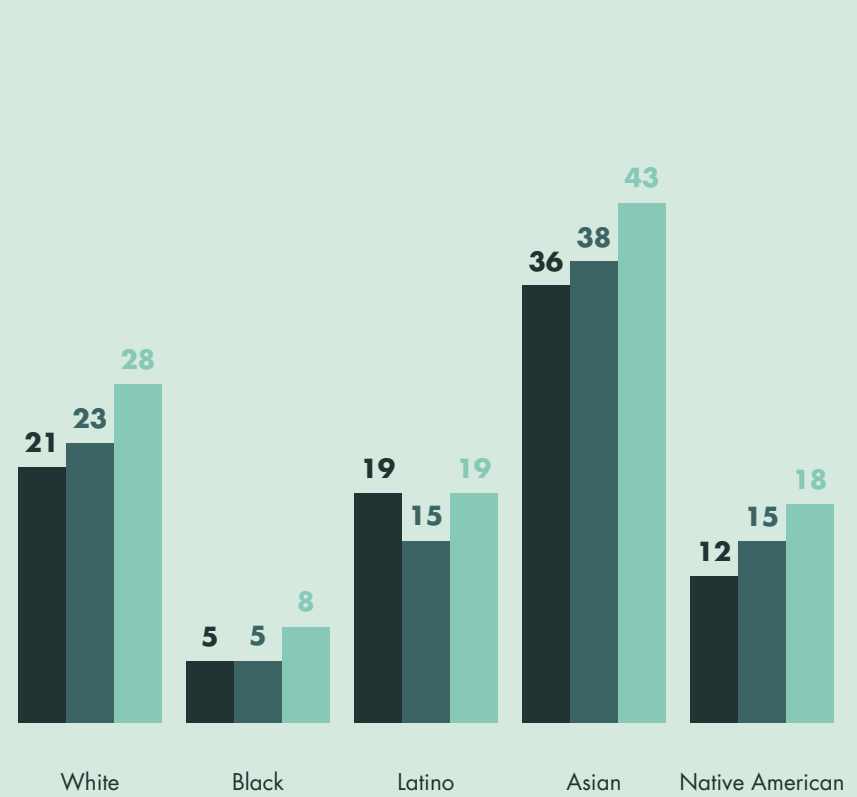
STUDENTS' PARTICIPATION AND SUCCESS ON ADVANCED PLACEMENT EXAMS, 2013⁶⁵

2003 ■
2008 ■
2013 ■

Percentage of graduates leaving high school having taken an AP exam

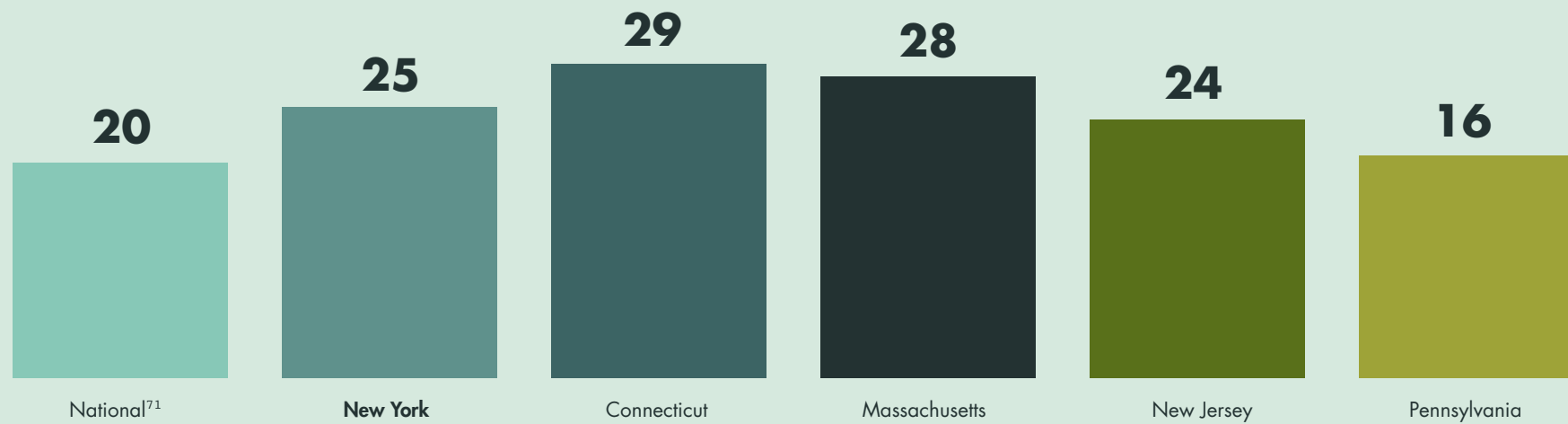


Percentage of graduates scoring 3+ on an AP exam at any point in high school



ADVANCED PLACEMENT EXAMS, REGIONAL COMPARISON⁶⁶⁻⁷⁰

Percentage of the class of 2013 scoring a 3 or higher on an Advanced Placement Exam in high school



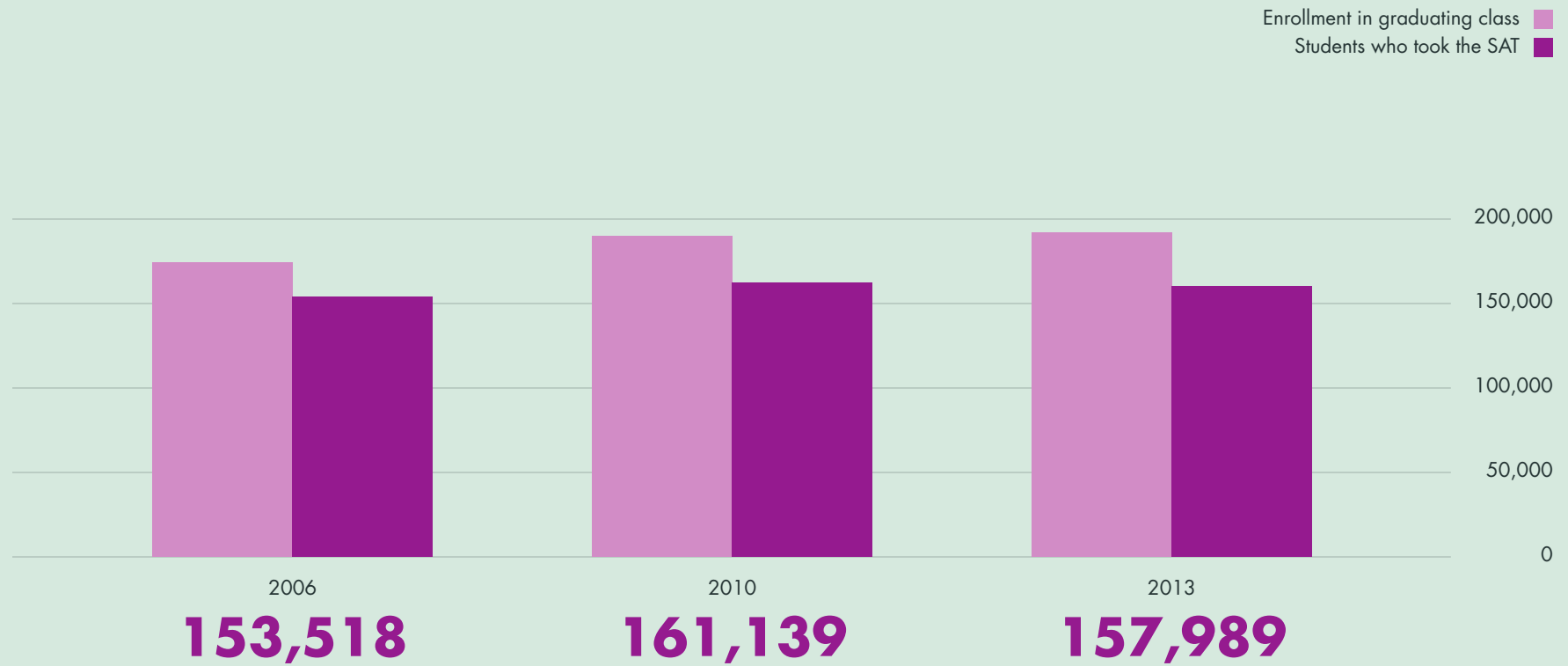
College entrance exams

Just as there are gaps between the academic performance of white students and students of color, there are also gaps in the likelihood that those students will take—and do well on—college entrance exams. For the class of 2014, only 43 percent of seniors nationwide met the college readiness benchmark on the SAT. But even more sobering is the fact that only 16 percent of black students met this benchmark.⁷²

But lacking college readiness knowledge is not just a faraway problem—it's a problem in New York as well. The mean SAT score for all students in New York is below the college readiness benchmark. This means that far too many seniors who hope to go to college are not ready for rigorous college material.

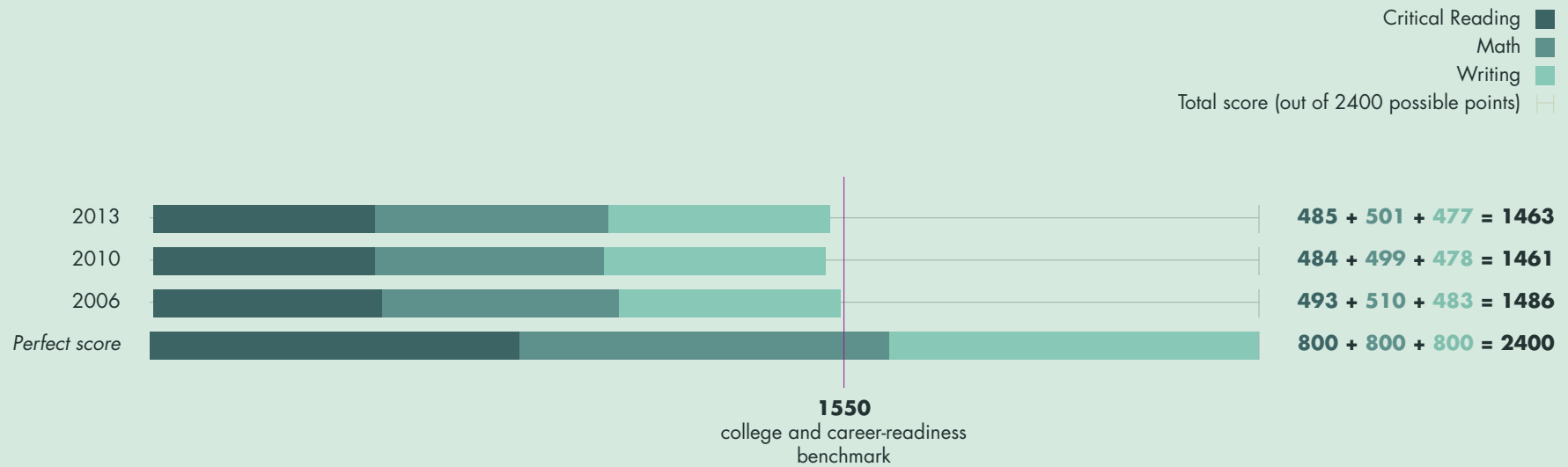
TRENDS IN SAT PARTICIPATION⁷³⁻⁷⁸

Total number of students in graduating class who took the SAT at any point in high school

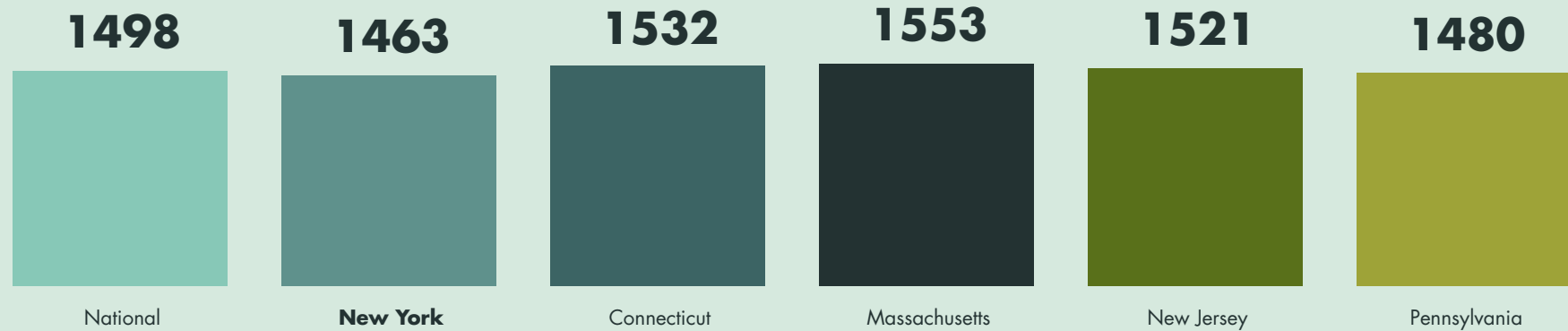


TRENDS IN SAT SCORES ⁷⁹⁻⁸¹

(1550 is the college and career-readiness benchmark total score)

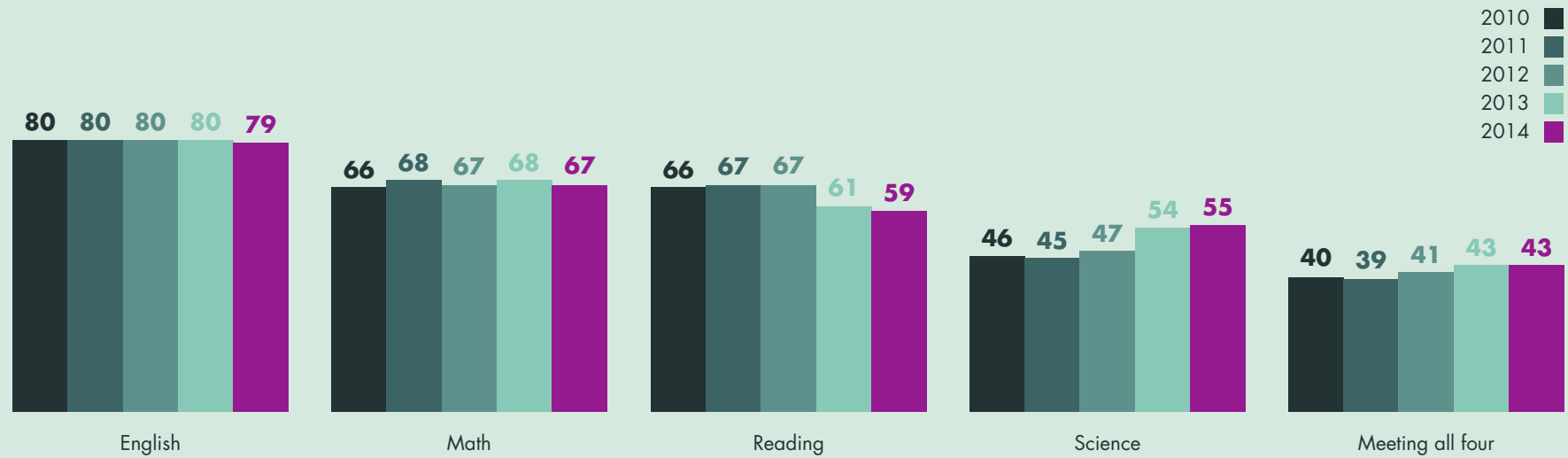


REGIONAL COMPARISON OF SAT PERFORMANCE, 2013 ⁸²⁻⁸⁶

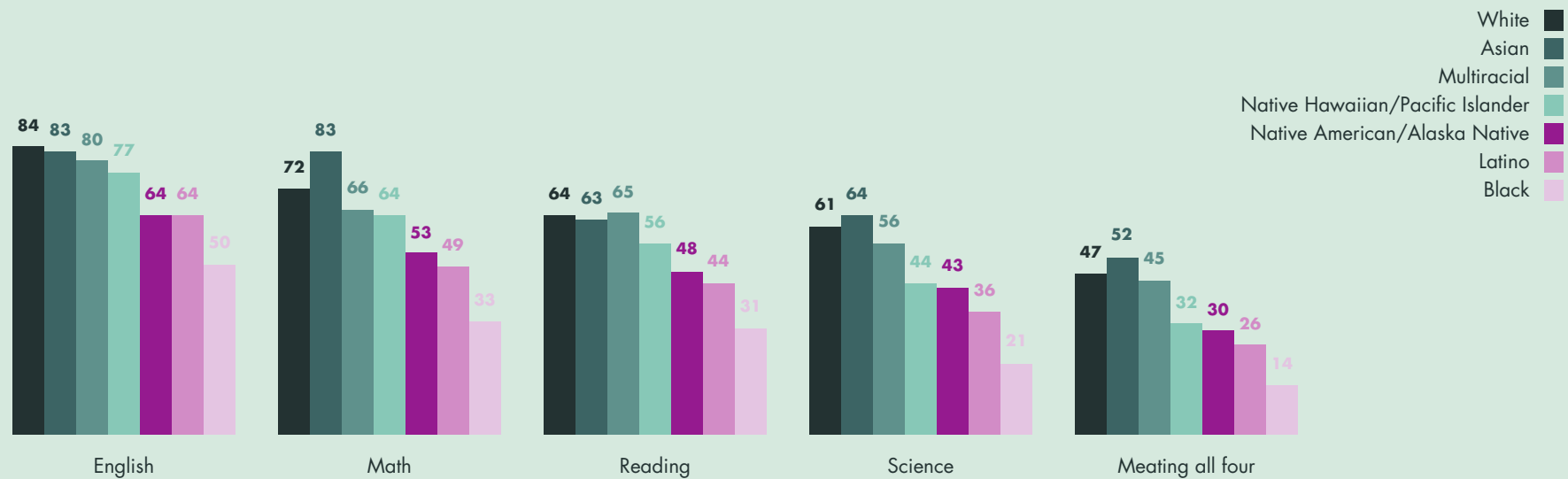


ACT

Percentage of NY test takers meeting college readiness benchmarks⁸⁷



Percentage of NY test takers meeting college readiness benchmarks by race, 2014⁸⁸



Note: The SAT is the more popular exam for New York students. Only 54,496 students from the class of 2014 took the ACT in New York.

After graduation

The ultimate goal of New York's school system is to prepare all of its graduates to thrive in the post-high school world—whether they're going to college or entering directly into the workforce. So, are we meeting that goal? To find out, we look at how well New York students do on college entrance exams, the rate at which they graduate from college, and what they can expect to earn in their lifetimes.

College completion

While the proportion of New York students who graduate on time from four-year public universities is above the national average, it trails other neighboring states such as New Jersey and Pennsylvania. Black students are least likely to graduate from four-year universities, while white and Asian students have the best chance to succeed. Across all groups, the graduation rate for two-year public colleges is significantly lower than the graduation rate for four-year public universities.

GRADUATION RATE^{89,90}

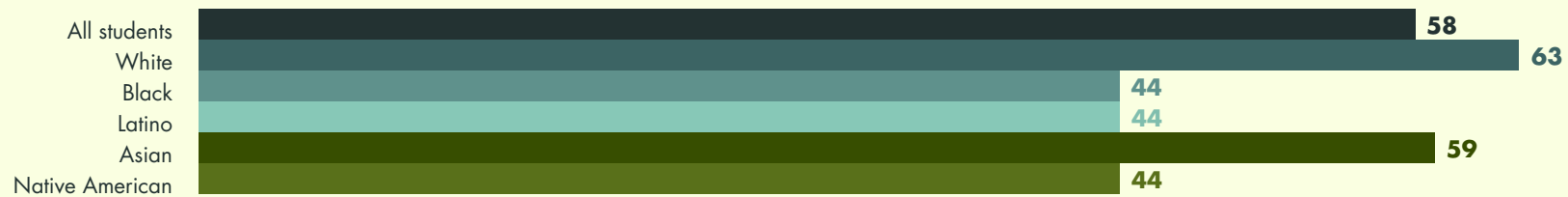
Graduation rate, two-year public colleges—Percentage of students who graduated within 3 years, 2010



Graduation rate, four-year public universities—Percentage of students who graduated within 4 years, 2010



Graduation rate, four-year public universities—Percentage of students who graduated within 6 years, 2010



REGIONAL GRADUATION RATE⁹¹

Graduation rate, four-year public universities—Percentage of students who graduated within 4 years, 2010



Expected earnings & jobs

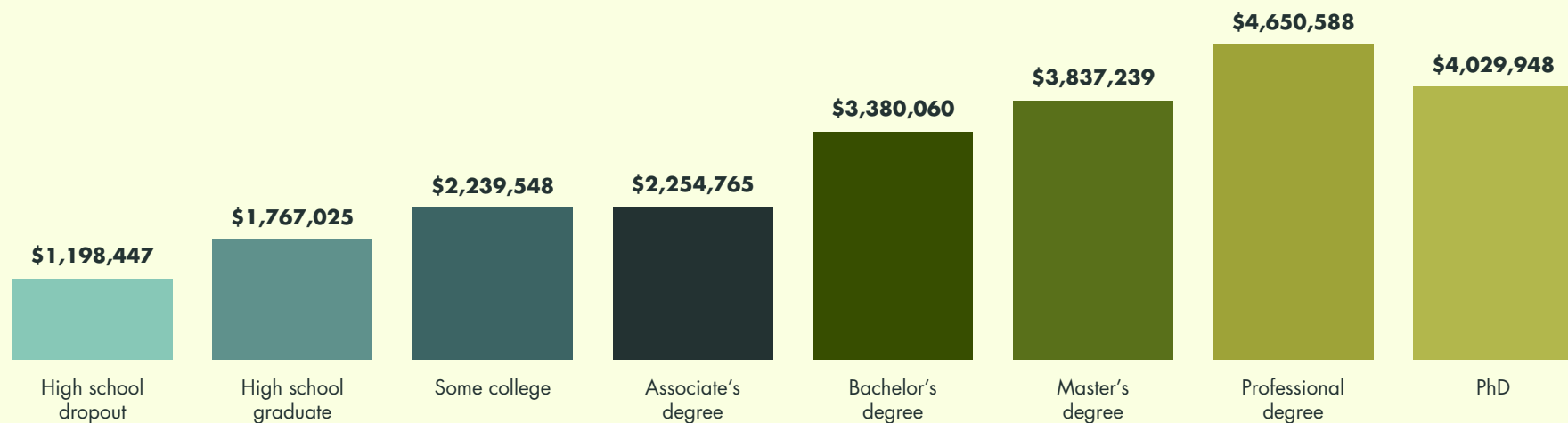
In general, the more education you've had, the more you're likely to make—which is why it is so important to set our students up for success after high school. In New York, those with a bachelor's degree take home an annual salary that is, on average, more than double what those who have not gone beyond high school earn.

AVERAGE YEARLY EARNINGS BY EDUCATIONAL ATTAINMENT IN NEW YORK⁹²

Data from 2011 Census

	High School dropout	High School graduate	Some college	Bachelor's degree and above
\$	10,190	24,934	28,503	61,987

U.S. AVERAGE LIFETIME EARNINGS BY EDUCATIONAL ATTAINMENT, 2008⁹³

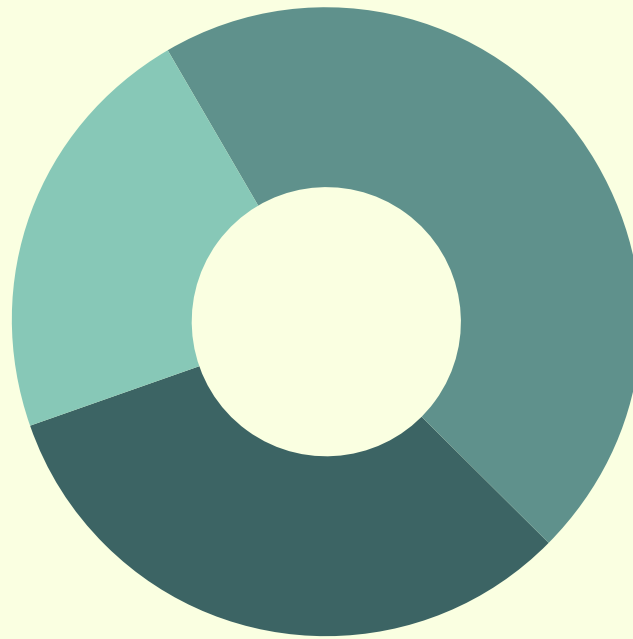


NEW YORK JOB OPENINGS⁹⁴

By skill level in 2012–2022 (projected)

Low-skill: 22%

Does not require
a post-secondary degree



78%

of job openings will require
a middle or high-skill level

Middle-skill: 46%

Requires more than a high school degree,
but not a four-year degree

High-skill: 32%

Requires a four-year degree
or higher

Conclusion

The facts in this report make a few things clear: the stage is set for our students to be successful. But one of the reasons for success has been our relentless commitment to the transformation of the system and an expansion of educational opportunity for all students. In order to continue moving forward in 2015, we need every New Yorker's help. In 2012, NYCAN was founded on the belief that every child can achieve at high levels and deserves a great education regardless of their address or who their parents are. We will work to bring you the facts and tell you which policies we believe will continue to move the ball forward for kids in our state based on those values. In exchange, we hope you will use your voice to make great schools a reality for all our kids.



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