

COUNCILgram ▶

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REDEFINING READY! NEW YORK STYLE

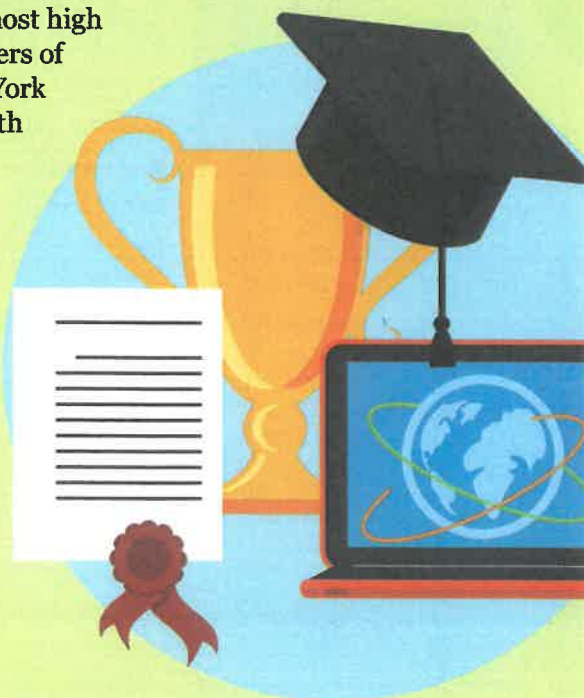
By Shari L. Camhi, Ed.D., Superintendent, Baldwin Public Schools

Without a doubt, school districts exist to provide an outstanding education for their students. We may define “an outstanding education” differently by district, but we would all agree that in some form this means that our students are prepared for their future. So how do we know they are ready? How do we define ready? Is it time to “redefine ready?” For many, many years, New York stood out as an example to the rest of our country regarding high standards for graduation and ways to measure that readiness and success. Regents exams were designed as exit exams to provide accountability as to the value of a New York State diploma. With all the controversy over testing and the “gates” that are in place for graduation, it’s time to rethink what metrics are used to measure what it means to be ready to move on from high school graduation to college, career, and life.

AASA, the national superintendents’ organization, examined this exact question and identified measures that are common, researched and already in place in most high schools across the country. Redefining Ready! lists well-researched identifiers of college, career, and life readiness. Based on their work, I developed a New York version that if implemented, would allow New York students to graduate with one diploma with three possible designations, depending on the level of rigor achieved in high school. For those of our most disabled students, a life-ready certificate would certify their completion of the high school experience.

History

The No Child Left Behind Act of 2001 was signed into law by President George W. Bush. President Barack Obama then reauthorized it in 2015. This weight of testing in these pieces of legislation left educators and many communities with the feeling that our education systems were forced to emphasize testing forsaking students’ individuality and creativity. Slogans such as, “students are more than a number” became mantras of resistance. AASA embarked on the Redefining Ready! project with the premise that all students learn in a variety of ways, and therefore, should be able to demonstrate readiness in a variety of ways. CONT / 2



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The New York State Council of School Superintendents is a professional and advocacy organization with over a century of service to school superintendents in New York State. The Council provides its more than 875 members with numerous professional development opportunities, publications and personal services, while advocating for public education and the superintendency.

VACANCIES

SUPERINTENDENT VACANCIES

Location Carle Place (Long Island)
Carle Place, NY
Salary Regionally Competitive

Location Rochester City SD
Rochester, NY
Salary Negotiable

Location Sidney CSD
Sidney, NY
Salary \$130 – 155,000

Location Geneseo CSD
Geneseo, NY
Salary \$140 – 160,000

Location Pawling CSD
Pawling, NY
Salary Open

Superintendent of Schools/Principal
Location Glens Falls Common SD
Glens Falls, NY
Salary Open

OTHER VACANCIES

Assistant Superintendent
Location Lackawanna CSD
Lackawanna, NY
Salary Negotiable

Director of Special Education
& Pupil Personnel Services
Location Rye CSD
Rye, NY
Salary Competitive for Westchester Co.

District of Technology & Data
Location Mt. Pleasant CSD
Thornwood, NY
Salary Commensurate with Experience

Secondary Principal
Location Cooperstown CSD
Cooperstown, NY
Salary \$85 – 100,000

School Business Administrator
Location Falconer CSD
Falconer, NY
Salary Open

School Business Official
Location LaFayette CSD
LaFayette, NY
Salary TBD



REDEFINING READY!... CONT FROM / 1

The Research

Institutions, such as Harvard Graduate School of Education, College Board, Annenberg Institute for School Reform, The Diploma Project, American Institute for Research, National Center for Postsecondary Research, Attendance Works and Center for Public Education, have thoroughly researched metrics that predict college success and career and life readiness. These indicators fall into two categories: academic and career indicators.

Among many academic indicators, GPA, AP exams, AP courses, dual credit coursework, algebra II proficiency, IB placement exam, ACT/SAT minimum score, CTE coursework, career certification exams, college developmental/remedial English, and/or math course achievement are included. Regents exams are also included in the proposal, but it should be made clear that these are the only academic indicators with no research to support them. Some career indicators the research cites are attendance, community service, workplace learning, industry credential, dual-credit CTE pathway, and participation in co-curricular activities.

One Diploma: Three Designations

The requirements to receive a diploma are based on academic and career indicators. Each of these indicators have been well researched by highly regarded research institutions. The proposed designations are Distinguished Scholar, College and Career Ready, and Career and Life Ready. These indicators can be different from student to student and high school to high school. It is highly individualized based on availability and interest.

Distinguished Scholar is a designation designed for the highest achieving students in our schools. To attain this designation, a student would have to achieve a high GPA, a minimum SAT or ACT score, 3 Academic Indicators and 2 Career Indicators. These students will, likely, go on to a 4-year college. (see figure 1)

College and Career Ready designation can be achieved in three ways. All include a minimum GPA, but again, the variety of academic and career indicators create flexibility for students and school systems. Most high school students will likely achieve a College and Career Ready designation. These students are likely to go to a 2- or 4-year college. Some will move on to military careers. (see figure 1)

The Career and Life Ready designation is designed to help students who will likely enter the work force. Some might attend a community college or enter the military. The required indicators are again varied, but are focused on Career and Technical Education, workplace learning, and career clusters. For those students who struggle with passing Regents exams, this is a true diploma option that will open the door to civil service careers and military service. (see figure 2)

Life Ready Certificate

Our students with the most severe of special education needs will complete their high school experience with a Life Ready Certificate. Some of the skills needed to attain this certificate include good attendance, workplace learning experience, community service, and completion of IEP goals. Critical to attaining this certificate are the skills focused on workplace learning and those needed to be independent citizens. (see figure 2) CONT / 3



REDEFINING READY!... CONT FROM / 2

Redefine Ready in New York

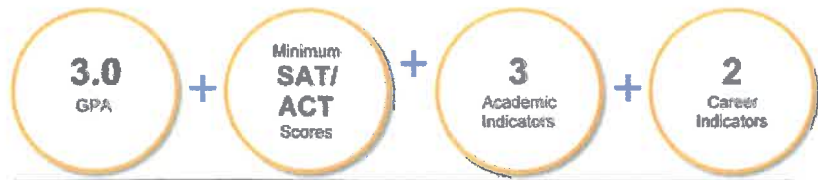
While not every district offers every aspect of these diploma options (e.g., not all high schools offer IB), every high school offers enough of these aspects to make these diploma options possible. Every district in New York State currently has the capacity to make these options a reality.

The diploma options are based on research and connect the assessment metric to college, career, and life readiness. The proposal opens graduation gates that are locked and creates a future for students who currently cannot obtain a high school diploma because they may not be able to pass their Regents exams—exams that have no research connecting them to achievement.

It is time to stop funneling our young people through a single narrow opening. This Redefining Ready for New York proposal broadens the scope of a New York State diploma, links it to research, and creates opportunity for all students at no additional cost for school districts. Students are more than a number on an achievement test. Let's use research and make learning and a New York high school diploma relevant to the 21st century.

FIGURE 1

Distinguished Scholar Designation Diploma



College & Career Ready Designation Diploma

A	<ul style="list-style-type: none"> ✓ Minimum 2.8 GPA ✓ Minimum ACT Score: English 18, Math 22, Reading 22, Science 23 OR ✓ Minimum SAT Score: Evidence Based Reading/Writing 480, Math 530 AND ✓ 1 Academic Indicator
B	<ul style="list-style-type: none"> ✓ Minimum 2.8 GPA ✓ 2 Career Indicators ✓ 2 Academic Indicators
C	<ul style="list-style-type: none"> ✓ 2.0– 2.79 GPA ✓ Algebra II Proficiency (A, B, or C) ✓ 1 Additional Academic Indicator ✓ 2 Career Indicators

Academic Indicators

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit Course (A, B, or C)
- Algebra II Proficiency (A, B, or C)
- International Baccalaureate Exam (4+)
- Minimum ACT Score
- Minimum SAT Score
- College Developmental/Remedial English and/or Math Course (A, B, or C)
- Regents Exams: Math 65+, ELA 65+ and Science 65+ or Social Studies 65+

Career Indicators

- 90% Attendance
- 25 Hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit CTE Pathway Course
- Two or More Organized Co-Curricular Activities

FIGURE 2

Career and Life Ready Designation Diploma

D	<ul style="list-style-type: none"> ✓ Minimum 2.0 GPA ✓ 2 Academic Indicators ✓ 5 Career Indicators
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Academic Indicators

- Regents Exams: Math 55+, ELA 55+
- 2-Year CTE Course Sequence (A, B, or C)
- Career Certification Exam (Passing Grade)
- Completion of Career Cluster Sequence (A, B, or C)

Career Indicators

- 90% Attendance
- Workplace Learning Experience
- Industry Credential
- 50 Hours of Community Service
- Applications Completed for OPWDD and/or ACCES VR
- Participation in Yearly Transition Assessment
- Achievement of Minimum 75% IEP Goals
- Two or More Organized Co-Curricular Activities

Life Ready Certificate

E	<ul style="list-style-type: none"> ✓ 1 Academic Indicator ✓ 4 Career Indicators
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Academic and Career Indicators

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| <ul style="list-style-type: none"> - Achievement of IEP Goals - Progress on Developmental Checklist - NYSAA | <ul style="list-style-type: none"> - 80% Attendance - Workplace Learning Experience - 50 Hours of Community Service - Applications Completed for OPWDD and/or ACCES VR - Participation in Yearly Transition Assessment |
|--|---|