New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Joint Legislative Budget Hearing on Education

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February 14, 2017

Regents State Aid Proposal: State Aid to Schools

Regents 2017-18 Proposal on State Aid to Schools

Recommends a $2.1 billion total increase in school aid for the 2017-18 school year to support our schools.

- Provides $1.8 billion in formula aids to school districts providing a significant increase of Foundation Aid.

Provides for a 3-year phase-in of the remaining formula.

- Provides $290 million in critical investments
  - Expand and consolidate universal prekindergarten - $100 million
  - Support opportunities for English language learners - $100 million
  - Increase support for college and career pathways - $60 million
  - Create a fund for professional development for teachers and principals - $30 million

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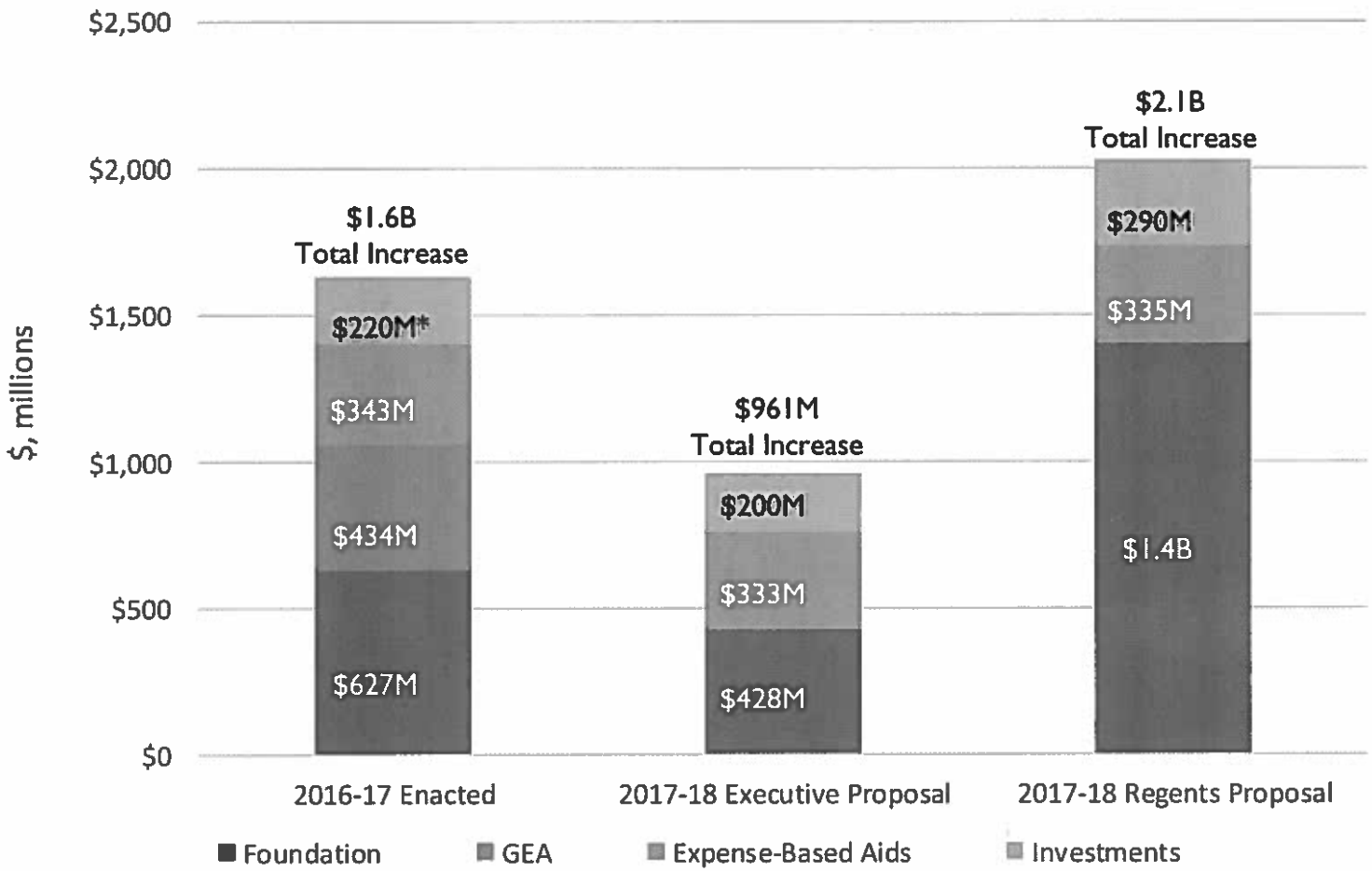
Regents State Aid Proposal: Increases in State Aid to Schools



*Includes $175M for community schools, $18M for My Brother's Keeper, $22M for 3-year old pre-kindergarten, $3M for Early College High Schools, $1M for career and technical education, $1M increase for bilingual education,

Regents State Aid Proposal: Expand Access to Early Learning

- **Expand Universal Pre-Kindergarten and Align into One Program ($100 million):** We should continue to expand access to high-quality Pre-K programs to all 4-year-old children in New York.
  - ***Streamline*** all existing programs with one ***allocational*** program, high-quality standards, and a uniform set of quality metrics;
  - Provide funding at $10,000 or 2 times the state aid rate/per pupil (whichever is higher) for full-day programs in high-need districts; and
  - Allocate funding according to a need-weighted formula, not through a competitive procurement.

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Truly Universal Pre-Kindergarten

New York currently has 7 ***separate*** Pre-K programs operating with 7 ***varying*** requirements

	Targeted Pre-K (TPK) (1966) $1,303,000	Universal Pre-K (UPK) (1997) $385,034,734	Priority Pre-K (PPK) 2013-2018 $25,000,000	Statewide Full-Day Pre-K (SUFDPK) 2014-2019 $340,000,000	Federal Preschool Development Expansion Grant (PDG) 2015-2018 $25,000,000	High Need Three and Four-Year-Olds (EPK) 2015-2020 $30,000,000	3Prekindergarten Program (3PK) 2016-2021 $10,361,410
Number of Participating Districts	3 BOCES	444 School Districts	25 School Districts	53 School Districts + 17 CBOs	5 School Districts	34 School Districts	25 School Districts
Rates per child	Folded into UPK in 2007-2008, follow same rates	Formula based on state school aid, usually half the aid per child – with minimum set at $2700 per child	Formula based on UPK, with rate doubled for full-day services	$10,000, with certified teacher $7000, with teacher in study plan to obtain certification	$10,000 per child	Formula based on UPK, with rate doubled for full-day	Formula based on UPK, with rate doubled for full-day
Length of Day	Half-day or Full-Day (no rate differential)	Half-day or Full-Day (no rate differential)	Half-day or Full-Day	Full-day	Full-day	Half-day or full-day	Half-day or full-day
Child Eligibility	High need 3's and 4's	All 4's	High-need 4's	All 4's	4's at or below 200% poverty	High-need 3's and 4's	High-need 3's
Governance	BOCES In public schools	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs	School Districts, with new option for individual entities (Charters added)	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs	School Districts, with mandate for collaboration with CBOs
Funding Strategy	Recurring grant, now part of Universal Pre-K program	Recurring formula-based, non-competitive grant	Competitive grant in year 1, renewed based on meeting performance targets	Competitive grant, with regional funding targets; Renewed based on meeting performance targets	Federal grant to NY, in national competition Non-competitive grant based on formula driven district allocation	Competitive grant, based on Priority Pre-K framework	School Districts, with mandate for collaboration with CBOs

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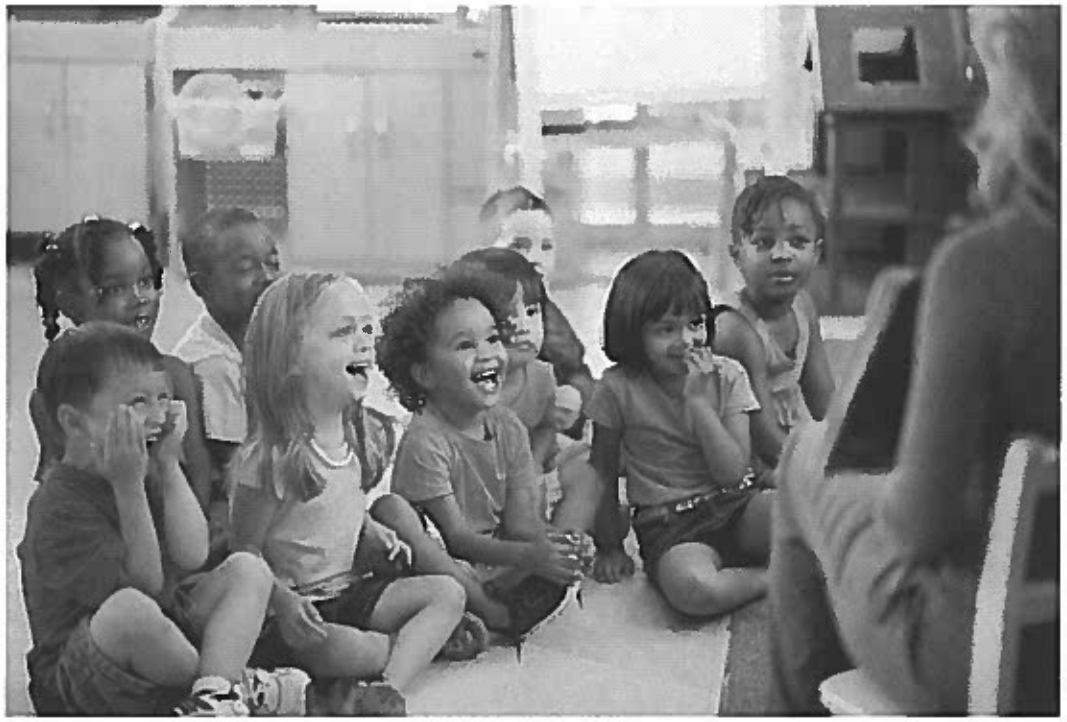
Truly Universal Pre-Kindergarten

- We urge you to eliminate fragmentation in the current pre-kindergarten system creating a single unified pre-kindergarten system that would:
  - Align the existing Pre-K programs to create a single ***streamlined*** set of program standards, eligibility requirements, and oversight processes; and
  - Eliminate competitive procurements that create uncertainty for school districts and families and replace it over a multi-year period with an ***allocational*** program that does not require competition by absorbing the competitive programs within the traditional UPK allocation formula as contracts expire.



Regents State Aid Proposal: Support English Language Learners (ELLs)

- **Education of English language learners ($100 million):** The Regents recommend increased support for appropriate programs and opportunities for students who are learning English, including access to dual-language programs and age- and language-appropriate instructional materials and supports.
- This funding would create district opportunities for investment in:
  - Co-teaching;
  - Family engagement;
  - Programs and Services for New ELLs;
  - Professional development; and
  - Services to Students with Interrupted Formal Education (SIFE).

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Regents State Aid Proposal: Support for College and Career Pathways

- **College and Career Pathways ($60 million):** Access to high-quality career and technical education programs will be a boon to the state's economy and ease the transition from school to workforce for students who choose that pathway after high school. It is time to support and incentivize the creation of high-quality CTE programming by:
  - Increasing the salary cap for CTE instructors in BOCES programs to expand program offerings; and
  - Expanding Special Services Aid for the Big 5 and non-component school districts to reimburse actual expenses and aid existing 9th grade programs.

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Regents State Aid Proposal: Create a Fund for Professional Development

- **Professional Development for Teachers and Principals ($30 million):** As New York transitions to new standards, we urge you to support continuous instructional improvement by our educators by creating an Instructional Development Fund to build upon the existing work of districts and BOCES.

- This professional development funding would support and sustain a stakeholder-led Statewide Professional Learning Team, which would identify gaps in both content and access to existing opportunities to obtain high-quality, standards-aligned professional development.

- After the Learning Team identifies gaps and regional needs, the Fund would support efforts to:
  - Create and share high-quality curricula and curricular resources;
  - Strengthen regional networks of instructional professionals to support the work of their colleagues and share promising practices; and
  - Coach and mentor teachers in communities where professional development opportunities are scarce.

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SED 2017-18 Budget Priorities

Priority	Request
Improving State Aid Modeling and Facilities System Services	$2.0 M
Creating a Public Special Education Provider Data System	$700,000
Enhanced Support and Services to Targeted Districts	$675,000
Ensuring Capacity and Support for SED's Charter School Office	$1.5 M
Excessive Teacher Turnover Prevention	$4.0 M
Enhance the Achievement of ELLs	$12.4 M
Development of Regents Exams in World Languages	$5.0 M
Erasure Analysis of Test Results	$500,000
Project-Based Assessments as Pathway to Graduation	$8.0 M
Building Oversight and Support Capacity at SED	5% setaside
Public Library Construction	$6.0 M
Increased Access to E-Books	$2.5 M
Bridge to College and Careers Pilot Program	$10.0 M
Supporting Independent Living Centers	$5.0 M

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State Aid Modeling and Facilities Planning Systems

2017-18 $2.0 M Budget Request

Support Budget-Making and Timely Review of Facilities Projects

- The Department oversees the modeling of over $24 billion in state aid to public school districts annually, and provides estimates of school aid throughout the budget process. While effective and accurate, the system is written in the outdated COBOL system and at risk of becoming obsolete.

- The Department also oversees facilities planning and distribution of building aid to school districts. The outdated software used to review, approve, and issue building permits – currently tracking more than 100,000 projects – was developed in-house in 1987 and runs on an obsolete DOS platform.

- The Department is seeking $2 million in state funding to develop a new integrated system using a modern user interface and enhanced reporting which would eliminate risks from using outdated technologies and decrease the timeline for processing facilities project applications and increase customer service to districts through online review and status updates.

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Special Education Provider Data System

2017-18 $700,000 Budget Request

Accountability and Support for Providers of Our Most Vulnerable Students

- The Department oversees special education programs for students with disabilities between the ages of 3 and 21. Although most school-age students with disabilities attend their local school district, over 40,000 are educated in approved private schools and providers at a cost of $832 million annually, and over 106,000 preschool students are served by approved providers at a cost of $1.5 billion in state and local reimbursement.
- Although the Department has various data systems that interact with these programs, they were developed independently and cannot coordinate or share information, and a significant amount of information and essential data is still only collected in paper form. Therefore, data is not readily or easily accessible, which impedes providing timely and responsive data to policy-makers and public reporting.
- The Department is seeking $700,000 in state funding to establish and maintain an integrated public data system that would allow the Department to better collect, use, and disseminate programmatic and fiscal information relating to the provision of special education services in a timely manner, and as a result improve oversight by the Department and better inform parents, students, school districts, and other stakeholders regarding these vital services.

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Enhanced Support and Oversight to Targeted Districts

2017-18 $675,000 Budget Request

Create Real-Time, On-Demand Capacity to Meet Unique District Needs

Commissioner Elia visits a classroom in East Ramapo.

- Following years of concern and unrest in the East Ramapo School District, the Department has appointed a series of monitors to the district who have, over time, worked with district leadership and the community to take great steps forward.
- However, while East Ramapo's situation has been widely publicized, there may be other districts that could benefit from a similar type of close monitoring.
- The Department is seeking $225,000 in state funding to continue monitors in East Ramapo, as well as $450,000 in new funding to create standing capacity in the Department that could be ready to address emerging issues in distressed districts.

Ensuring Capacity and Support for SED's Charter School Office

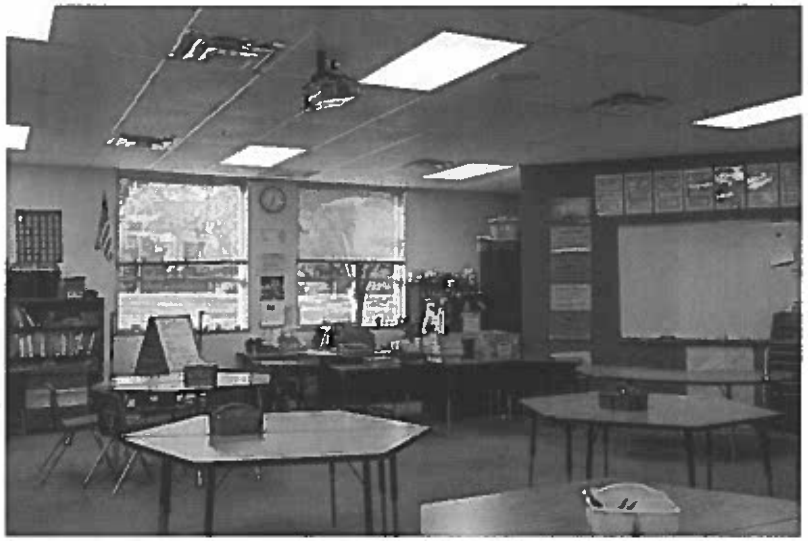
2017-18 $1.5 M Budget Request

Safeguard Academic and Fiscal Guidance and Monitoring Over Charter Schools

- The Department's Charter School Office has responsibilities regarding the academic programming, statutory and regulatory compliance, fiscal management, and development component of a system of over 300 schools around the state that enroll over 150,000 students.

- While the state provides the Department no direct support for charter school oversight and guidance, the SUNY Charter Schools Institute receives $848,000 in direct support for its activities.

- The Department is seeking $1.5 million in state funding so that the Charter Schools Office can provide adequate oversight, monitoring, and guidance.



Excessive Teacher Turnover Prevention

2017-18 $4.0 M Budget Request

Ensure That Our Most Vulnerable Students Have Access to Great Teachers

- Both state and federal data have identified a shortage of Special Education Teachers and Bilingual Special Education Teachers throughout the state, and across all grades.
- In addition, salary differentials between public school teachers and teachers in special education schools ranges from 20 to 50 percent, and in combination with the teacher shortage is impacting the recruitment and retention of qualified staff to serve some of our most vulnerable student populations.
- Since 2001, additional funding has been provided to increase compensation for teachers providing instructional services in Chapter 853 schools and Special Act School Districts. In 2007, this was expanded to include school-age and preschool providers. However, the current $4 million allocated for this purpose has not kept up with the needed funding to more adequately address this challenge.
- The Department is seeking $4 million in state funding to double the current state funding dedicated to the prevention of teacher turnover. This funding would be allocated using the same methodology currently used.

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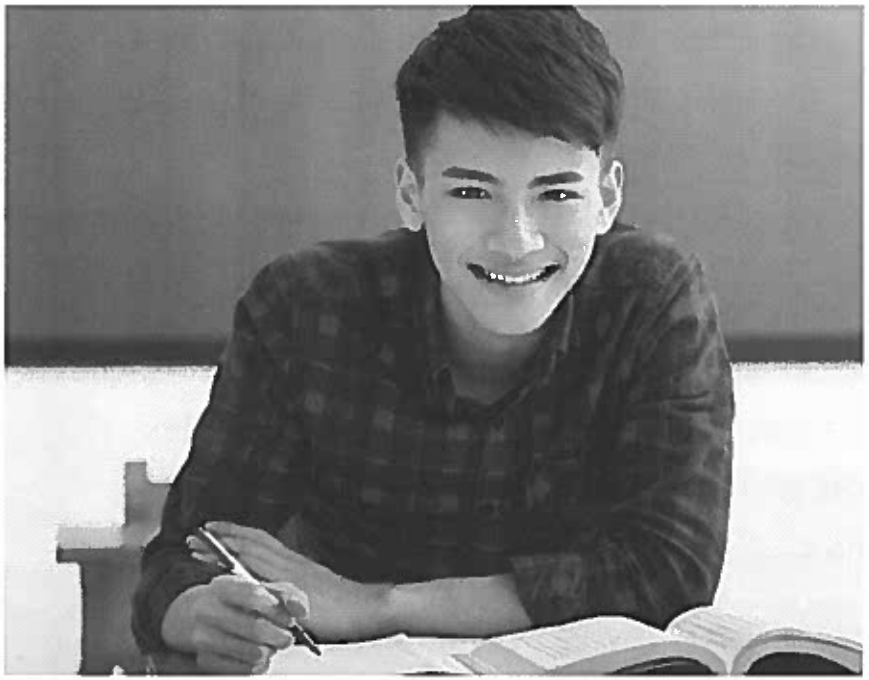
Enhance the Achievement of English Language Learners

2017-18 $12.4 M Budget Request

Provide educational opportunities for New York's diverse student population

New funding would support Native Language Arts test development ($11.4 million) and translation of all required state assessments into the State's eight most common home foreign languages ($1 million).



- Over the past 10 years, the state's English language learner student enrollment has increased by 20 percent, and these students now make up 8 percent of New York's student population.
- In order to provide English language learners with the opportunity and resources to demonstrate achievement of higher standards, the Department is seeking funding to develop and implement a Native Language Arts test, beginning with Spanish.
- In addition, the Department is seeking to offer translations of all required state assessments to better inform educators about students' knowledge and abilities.

Development of Regents Exams in World Languages

2017-18 $5.0 M Budget Request

Enhance Opportunities for Students to Better Demonstrate What They Know

- For well over a century, the Department developed and oversaw the administration of Regents Exams in World Languages to provide a uniformly high-standard for instruction in the tested languages in high schools across the New York. Unfortunately, due to state budget cuts, these exams had to be discontinued in the 2011-12 school year.
- The lack of these exams has limited graduation options under the Regents Multiple Pathways "4+1" option.
- The Department is seeking $5 million in state funding to resume Regents Exams in the four World Languages (Spanish, French, Chinese (simplified), and Italian) that are taught most frequently in New York high schools.

Erasure Analysis of Test Results

2017-18 $500,000 Budget Request

Ensure the integrity of the Assessment Program

- Erasure analysis is a commonly used tool that involves statistical analysis of student answer sheets to identify irregular patterns of changed responses, with a focus on whether there is a statistically unlikely frequency of incorrect-to-correct answer changes within a sample of students.

- The Department is seeking $500,000 in state funding to conduct erasure analysis of test results to better ensure the integrity of the assessment program.

Project-Based Assessments as Pathway to Graduation

2017-18 $8.0 M Budget Request

Enhance Opportunities for Students to Better Demonstrate What They Know

- The Department is committed to developing mechanisms that provide students with different ways to demonstrate that they have met the high standards for high school graduation.
- Use of project-based assessments is one additional mechanism to provide an alternate measure for students, focused initially on students with disabilities and English language learners, who cannot pass Regents exams.
- The Department is seeking an initial $8 million in state funding to develop a project-based assessment program at both the state and local level, including development of a secure online portal, help-desk support, a state scoring rubric, local scorers and test administrators, computer-based technology for test administration, and tutorial staff to provide supplemental instruction to students.

Build Technical Assistance and Support Capacity at SED

5% setaside on all new programs

Allow for proper oversight, support and technical assistance to districts

The state should enact a 5% setaside within all new programs for administrative oversight and technical assistance.

- Following the end of federal grants to the Department, and following years of agency funding constraints, the Department has lost significant capacity to provide districts with implementation support and technical assistance.
- Since 2011, state budgets have included new education programs for which SED has received no additional state support. As districts are faced with implementation of these various programs, they rely more and more on the technical support and expertise of the Department.
- It is common in federal programs for the administering agency to be allowed a 5% setaside from grant awards to allow for proper oversight of the program.

In the 2017-18 proposed budget, the state general fund contribution to the operations of SED account for only 9.8% of the agency's budget, compared to 21% for DOH and 57% for OCFS.

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Support Public Library Construction

2017-18 $6.0 M Budget Request

Ensure that all New Yorkers continue to have access to state-of-the art libraries

- All public libraries should be able to accommodate new technologies and provide the resources New Yorkers need to be successful in an information-driven global environment.
- Despite the successes of the library construction program, the Department is seeking an additional $6 million in state funding to support new construction, renovation, and expansion of existing public libraries throughout the state.

Summer Reading at New York Libraries is an annual program that brings children and families into local public libraries for reading and activities. Over 2 million New York children and teens participated in the State Library-sponsored program in 2016.

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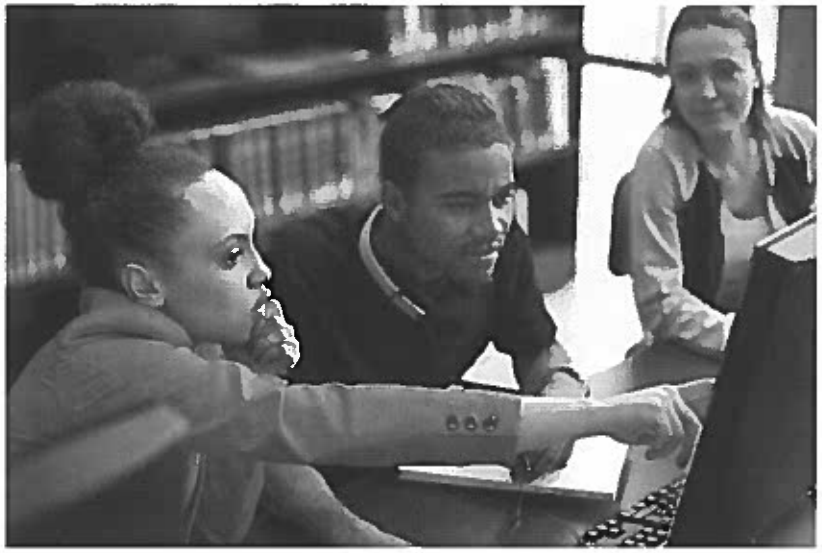
Increased Access to E-Books

2017-18 $2.5 M Budget Request

Expand Access to e-Book Collections Throughout the State



- In response to legislation passed last year, the Department produced a study and report related to access of e-books in public libraries. The report highlighted the continuing rise in public demand for e-books from local libraries.

- The Department is seeking $2.5 million in state funding to implement components of the report which recommended development of a statewide e-book platform, where the State Library would provide one easy-to-use location for e-book collections in multiple languages which would be accessible to all New Yorkers from their local library, school, or home.

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Bridge to College and Careers Pilot Program

2017-18 $10 M Budget Request

Enable Out-of-School Youth and Adults to Prepare for Postsecondary Study and Careers

- Bridge programs enable out-of-school youth and adults to obtain critical basic skills, a high school equivalency diploma, and industry-recognized credentials.
- The Department requests $10 million in funding to create bridge program partnerships between adult education programs and college or training providers in each of the seven Regional Adult Education Network regions of the state.
- These programs would include:
  - Career exploration and career assessment;
  - Relationships with employers and colleges; and
  - Apprenticeships and internships.

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Supporting Independent Living Centers

2017-18 $5 M Budget Request

Expand Services for Adults with Disabilities

- Independent Living Centers (ILCs) provide an array of services that assist New Yorkers with disabilities in living fully integrated and self-directed lives. Assisting with all aspects of living, learning and earning, ILC's provide a wide range of services including information and referral, peer counseling, independent living skills training, and additional services based on local needs.

- ILCs have indicated that their ability to meet the full spectrum of needs in their communities could be jeopardized if additional funding is not provided. For over a decade state support for ILC's remained flat at $12.3 million each year. Though the ILC network received a $1 million increase in 2015 to $13.3 million, the impact was limited as existing programs received approximately $10,000 in additional funds.

- The Regents support an $5 million increase to expand independent living services and supports for individuals with disabilities to live and work in their communities, while enhancing transparency that demonstrates the service needs of individuals with disabilities are being met.

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State Legislative Priorities

Streamline Prekindergarten Program Standards and Funding– Legislation to create a single unified pre-kindergarten system that provides allocational funding to school districts.

Education Equity for DREAMers Act – Legislation would give eligible undocumented immigrants the opportunity and access to higher education through financial assistance.

Tuition Rate Setting Methodology – Legislation would create a statutory index for establishing the growth in annual tuition for Special Act School Districts and Approved Private Schools Serving Students with Disabilities (853 Schools).

Mandate Relief and Flexibility – Legislation would enact a series of mandate relief measures to promote cost savings and provide relief from reporting requirements.

Regional Secondary Schools Advisory Council– Legislation would create an advisory council to meet and make recommendations regarding a model to expand regional high schools in the state.

Modernize Intervention Authorities– Legislation would align existing intervention authorities with modernized approaches and align those approaches with the new federal Every Student Succeeds Act.

Accelerate Claims of State Aid to School Districts– Legislation to ensure that districts are repaid owed amounts in a more timely manner.

Tenure and Seniority Protections for Bilingual /ESOL Teachers/TAs – Legislation to require districts, in an event of the abolition of a position, to consider bilingual/ESOL instruction needs.

Museum Education Act – Legislation would establish competitive grants to support cultural institutions that seek to establish or improve museum education programs.

Supports for Students with Disabilities Pursuing Post-Secondary Study – Legislation to expand the eligible uses of Reader's Aid funding to include modernized assistive technologies and expand the per-student cap.

Enhanced Discipline Authority of the Licensed Professions – Legislation to expand Commissioner authority to order temporary suspensions and require timely reporting of moral character and convictions to the Department.

PISA Results - Science

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math, and Science.

Table 1. Average scores of 15-year-old students on the PISA science literacy scale, by education system: 2015

Education system	Average score
OECD average	493
Singapore	556 ○
Japan	538 ○
Estonia	534 ○
Chinese Taipei	532 ○
Finland	531 ○
Macau (China)	529 ○
Canada	528 ○
Vietnam	525 ○
Hong Kong (China)	523 ○
B-S-J-G (China)	518 ○
Korea, Republic of	516 ○
New Zealand	513 ○
Slovenia	513 ○
Australia	510 ○
United Kingdom	509 ○
Germany	509 ○
Netherlands	509 ○
Switzerland	506 ○
Ireland	503
Belgium	502
Denmark	502
Poland	501
Portugal	501
Norway	498
United States	496
Austria	495
France	495
Sweden	493
Czech Republic	493
Spain	493
Latvia	490
Russian Federation	487 ●
Luxembourg	483 ●
Italy	481 ●
Hungary	477 ●
Lithuania	475 ●
Croatia	475 ●
Buenos Aires (Argentina)	475 ●

Education system	Average score
Iceland	473 ●
Israel	467 ●
Malta	465 ●
Slovak Republic	461 ●
Greece	455 ●
Chile	447 ●
Bulgaria	446 ●
United Arab Emirates	437 ●
Uruguay	435 ●
Romania	435 ●
Cyprus	433 ●
Moldova, Republic of	428 ●
Albania	427 ●
Turkey	425 ●
Trinidad and Tobago	425 ●
Thailand	421 ●
Costa Rica	420 ●
Qatar	418 ●
Colombia	416 ●
Mexico	416 ●
Montenegro, Republic of	411 ●
Georgia	411 ●
Jordan	409 ●
Indonesia	403 ●
Brazil	401 ●
Peru	397 ●
Lebanon	386 ●
Tunisia	386 ●
Macedonia, Republic of	384 ●
Kosovo	378 ●
Algeria	376 ●
Dominican Republic	332 ●

U.S. states and territories	
Massachusetts	529 ○
North Carolina	502
Puerto Rico	403 ●

○ Average score is higher than U.S. average score.
● Average score is lower than U.S. average score.

Source: NCES PISA Report, https://nces.ed.gov/pubs2017/2017048.pdf

PISA Results - Reading

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math, and Science.

Table 2. Average scores of 15-year-old students on the PISA reading literacy scale, by education system: 2015

Education system	Average score
OECD average	493
Singapore	535 ○
Hong Kong (China)	527 ○
Canada	527 ○
Finland	526 ○
Ireland	521 ○
Estonia	519 ○
Korea, Republic of	517 ○
Japan	516 ○
Norway	513 ○
New Zealand	509 ○
Germany	509 ○
Macau (China)	509 ○
Poland	506 ○
Slovenia	505 ○
Netherlands	503
Australia	503
Sweden	500
Denmark	500
France	499
Belgium	499
Portugal	498
United Kingdom	498
Chinese Taipei	497
United States	497
Spain	496
Russian Federation	495
B-S-J-G (China)	494
Switzerland	492
Latvia	488 ▽
Czech Republic	487 ▽
Croatia	487 ▽
Vietnam	487 ▽
Austria	485 ▽
Italy	485 ▽
Iceland	482 ▽
Luxembourg	481 ▽
Israel	479 ▽
Buenos Aires (Argentina)	475 ▽
Lithuania	472 ▽
Hungary	470 ▽
Greece	467 ▽
Chile	459 ▽
Slovak Republic	453 ▽
Malta	447 ▽
Cyprus	443 ▽
Uruguay	437 ▽
Romania	434 ▽
United Arab Emirates	434 ▽
Bulgaria	432 ▽
Turkey	428 ▽
Costa Rica	427 ▽
Trinidad and Tobago	427 ▽
Montenegro, Republic of	427 ▽
Colombia	425 ▽
Mexico	423 ▽
Moldova, Republic of	416 ▽
Thailand	409 ▽
Jordan	408 ▽
Brazil	407 ▽
Albania	405 ▽
Qatar	402 ▽
Georgia	401 ▽
Peru	398 ▽
Indonesia	397 ▽
Tunisia	361 ▽
Dominican Republic	358 ▽
Macedonia, Republic of	352 ▽
Algeria	350 ▽
Kosovo	347 ▽
Lebanon	347 ▽
U.S. states and territories	
Massachusetts	527 ○
North Carolina	500
Puerto Rico	410 ▽

○ Average score is higher than U.S. average score.
▽ Average score is lower than U.S. average score.

Source: NCES PISA Report, https://nces.ed.gov/pubs2017/2017048.pdf

PISA Results - Mathematics

The Program for International Student Assessment (PISA) is a widely respected international assessment which measures student performance in Reading, Math, and Science.

Table 3. Average scores of 15-year-old students on the PISA mathematics literacy scale, by education system: 2015

Education system	Average score
OECD average	490 ▲
Singapore	564 ▲
Hong Kong (China)	548 ▲
Macau (China)	544 ▲
Chinese Taipei	542 ▲
Japan	532 ▲
B-S-J-G (China)	531 ▲
Korea, Republic of	524 ▲
Switzerland	521 ▲
Estonia	520 ▲
Canada	516 ▲
Netherlands	512 ▲
Denmark	511 ▲
Finland	511 ▲
Slovenia	510 ▲
Belgium	507 ▲
Germany	506 ▲
Poland	504 ▲
Ireland	504 ▲
Norway	502 ▲
Austria	497 ▲
New Zealand	495 ▲
Vietnam	495 ▲
Russian Federation	494 ▲
Sweden	494 ▲
Australia	494 ▲
France	493 ▲
United Kingdom	492 ▲
Czech Republic	492 ▲
Portugal	492 ▲
Italy	490 ▲
Iceland	488 ▲
Spain	486 ▲
Luxembourg	486 ▲
Latvia	482 ▲
Malta	479 ▲
Lithuania	478 ▲
Hungary	477
Slovak Republic	475

Education system	Average score
Israel	470
United States	470
Croatia	464
Buenos Aires (Argentina)	456
Greece	454 ▼
Romania	444 ▼
Bulgaria	441 ▼
Cyprus	437 ▼
United Arab Emirates	427 ▼
Chile	423 ▼
Turkey	420 ▼
Moldova, Republic of	420 ▼
Uruguay	418 ▼
Montenegro, Republic of	418 ▼
Trinidad and Tobago	417 ▼
Thailand	415 ▼
Albania	413 ▼
Mexico	408 ▼
Georgia	404 ▼
Qatar	402 ▼
Costa Rica	400 ▼
Lebanon	396 ▼
Colombia	390 ▼
Peru	387 ▼
Indonesia	386 ▼
Jordan	380 ▼
Brazil	377 ▼
Macedonia, Republic of	371 ▼
Tunisia	367 ▼
Kosovo	362 ▼
Algeria	360 ▼
Dominican Republic	328 ▼

U.S. states and territories	
Massachusetts	500 ▲
North Carolina	471
Puerto Rico	378 ▼

▲ Average score is higher than U.S. average score.
▼ Average score is lower than U.S. average score.

Source: NCES PISA Report, https://nces.ed.gov/pubs2017/2017048.pdf

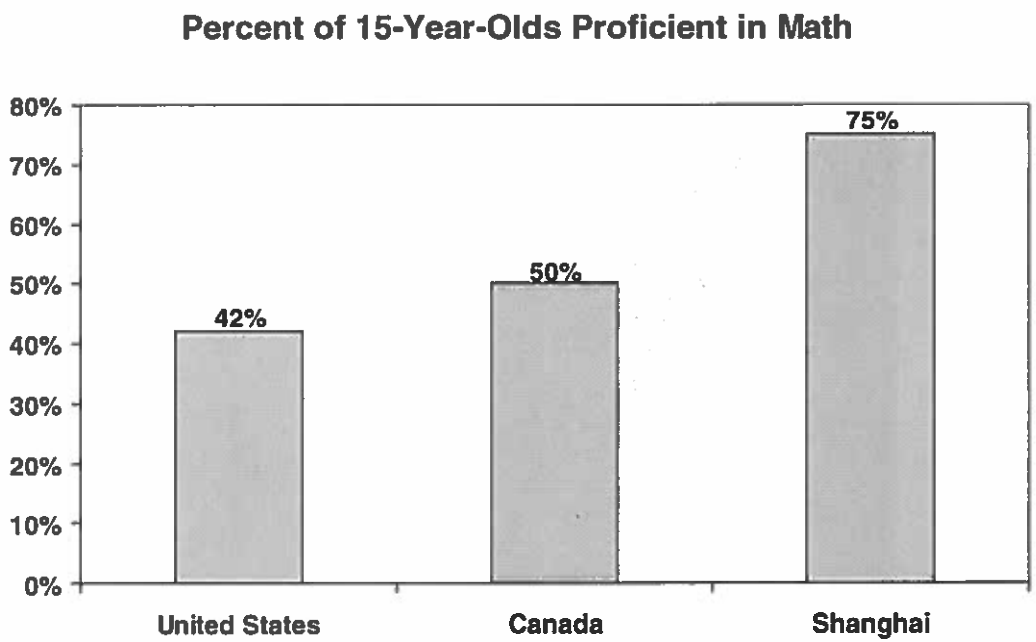
Lessons Learned From Our PISA Results

"Generally speaking, the smartest countries tend to be those that have acted to make TEACHING MORE PRESTIGIOUS AND SELECTIVE; directed more RESOURCES TO THEIR NEEDIEST CHILDREN; enrolled most children in HIGH-QUALITY PRESCHOOLS; helped schools establish CULTURES OF CONSTANT IMPROVEMENT; and applied RIGOROUS, CONSISTENT STANDARDS across all classrooms."

Source: Ripley, Amanda. "What America Can Learn From Smart Schools in Other Countries. New York Times, retrived at : https://www.nytimes.com/2016/12/06/upshot/what-america-can-learn-about-smart-schools-in-other-countries.html?_r=0

Underperformance Costs $1 Trillion

- America's urban school districts underperform compared with their suburban counterparts.
- America's suburban school districts underperform compared with their international counterparts.
  - Very few American suburban students outperform their counterparts in Finland and Singapore, two of the world's top school systems.



If American students performed at the same level in math as Canadian students, we would add $1 trillion annually to the economy.

Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal.* 2012. http://online.wsj.com/article/SB10000872396390444223104578041181255713360.html

Thank You.

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