



Our Students. Their Moment.

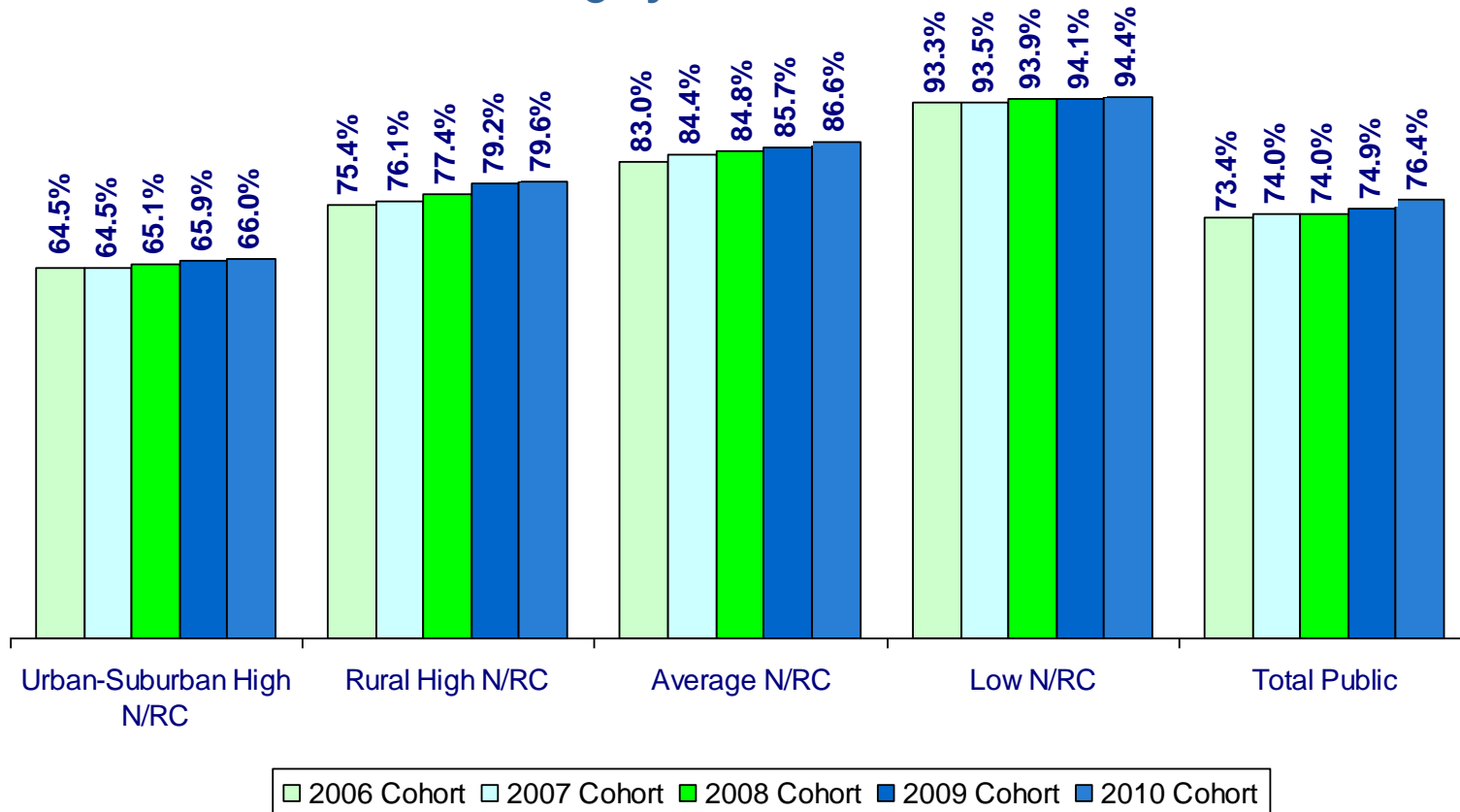
# College & Career Readiness

## Update on the Regents Reform Agenda

**July 20, 2015**

# Statewide Graduation Rates

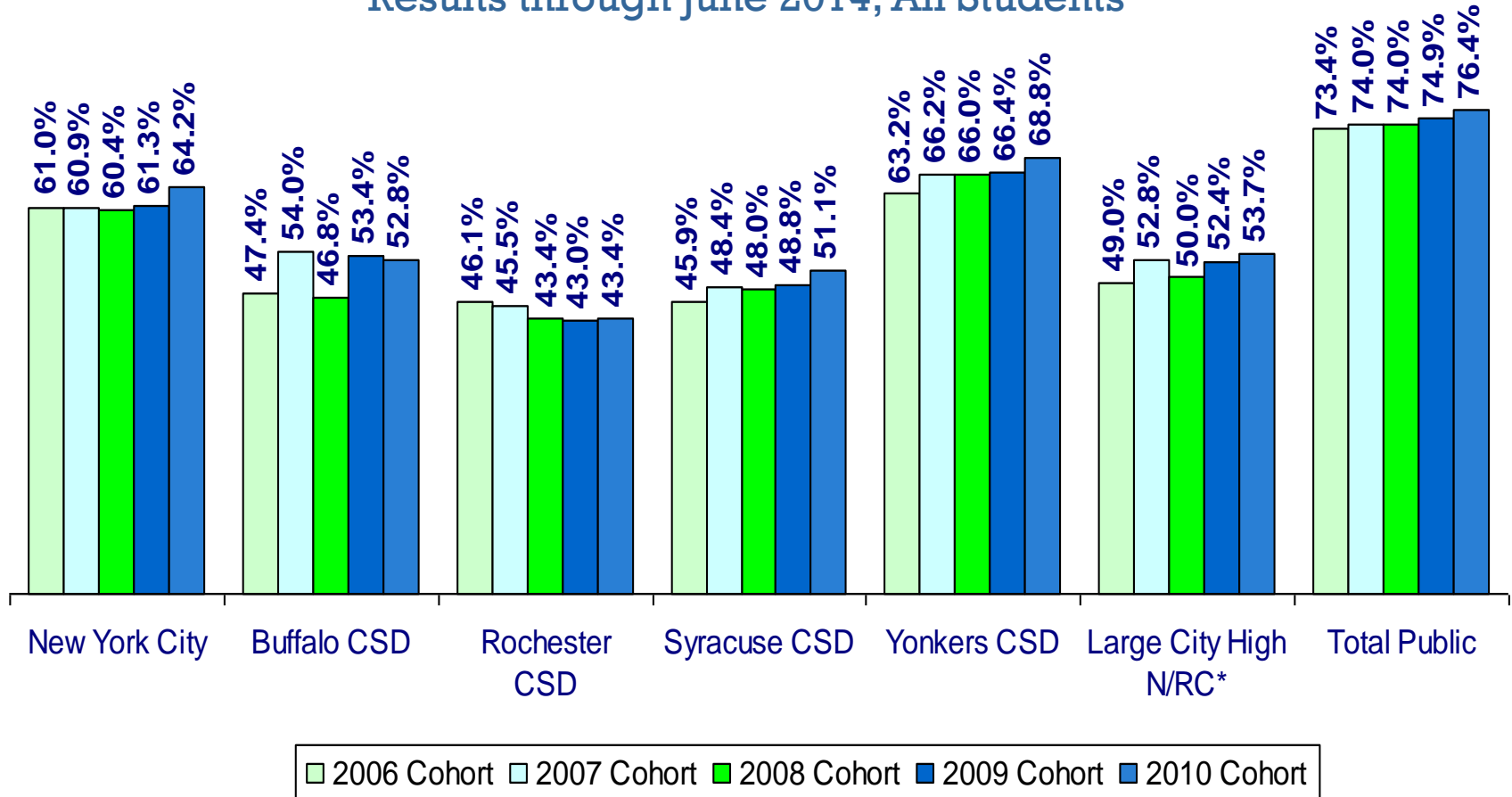
## % of Students Graduating After 4 Years Results through June 2014, All Students



Source: SED Office of Information and Reporting Services

# Statewide Graduation Rates

## % of Students Graduating After 4 Years Results through June 2014, All Students



Source: SED Office of Information and Reporting Services

# Completion vs. Readiness

New York's 4-year high school graduation rate is 76.4% for All Students. However, the percent graduating college and career ready is significantly lower.

## June 2014 Graduation Rate

### Graduation under Current Requirements

	% Graduating
<b>All Students</b>	<b>76.4</b>
American Indian	61.4
Asian/Pacific Islander	82.3
Black	61.6
Hispanic	61.6
White	87.3
English Language Learners	31.2
Students with Disabilities	49.8

### Calculated College and Career Ready\*

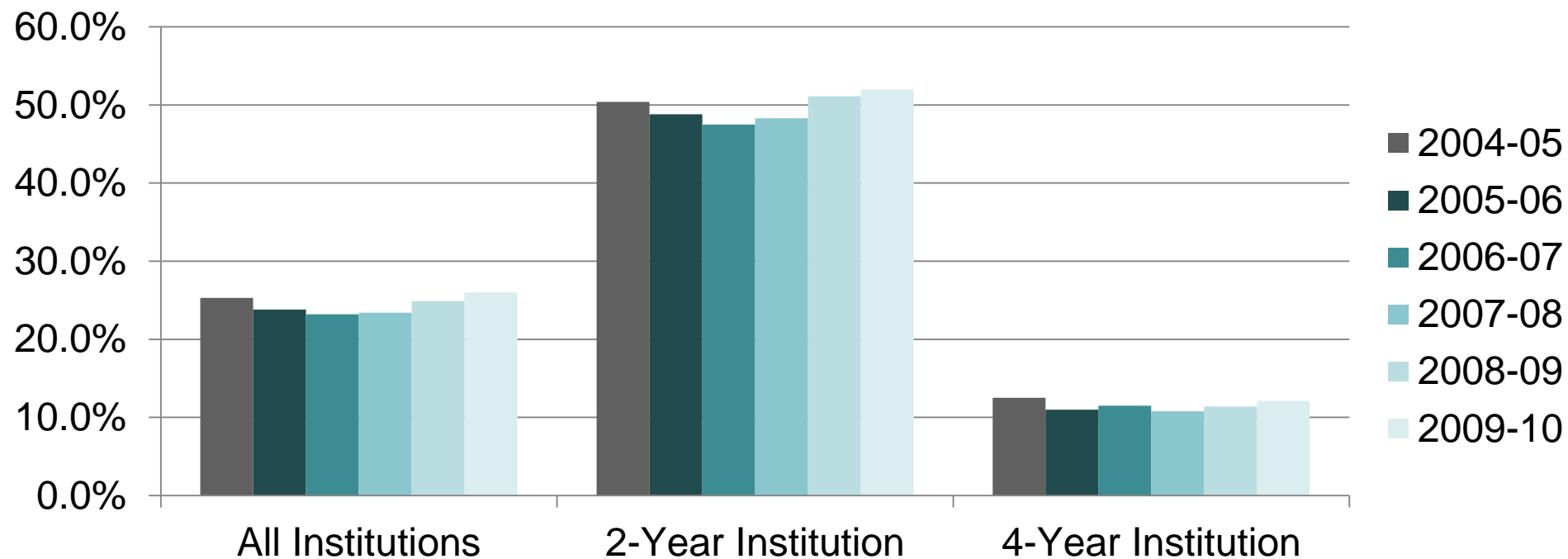
	% Graduating
<b>All Students</b>	<b>38.1</b>
American Indian	21.7
Asian/Pacific Islander	58.8
Black	15.4
Hispanic	19.0
White	50.8
English Language Learners	5.3
Students with Disabilities	4.9

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

# Why Readiness Matters – College Remediation in NYS

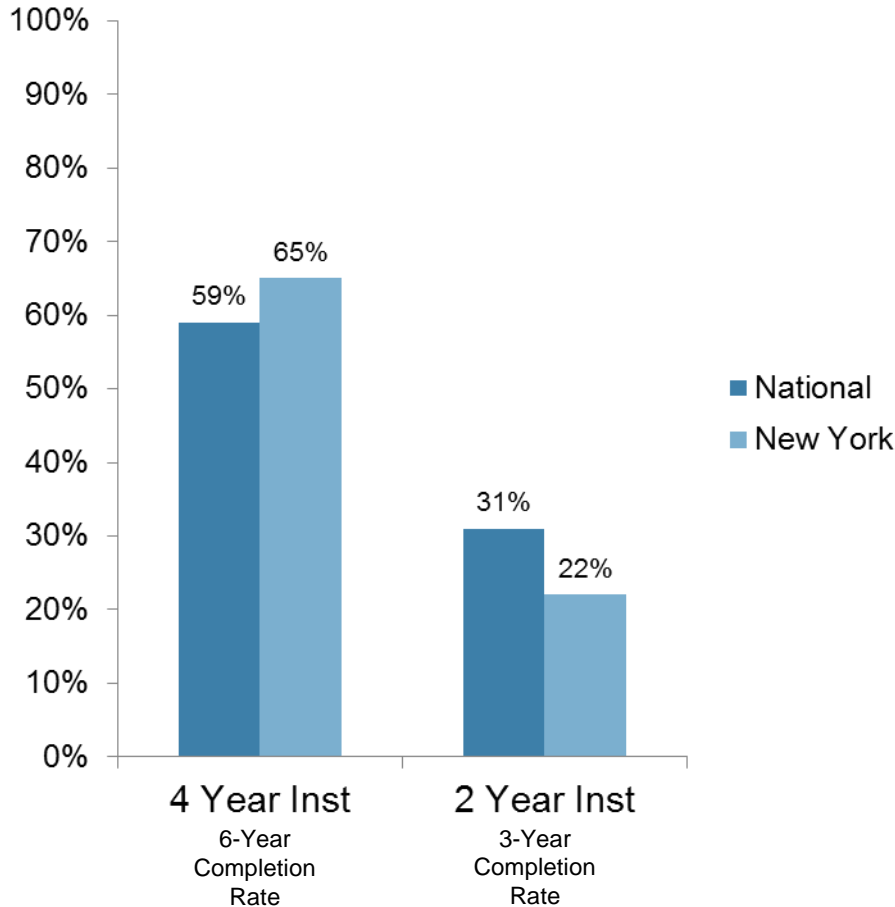
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

## Remediation Rates for First-time, Full-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

# Why Readiness Matters – Too Few College Students Complete a College Degree



- The 6-year completion rate is the percentage of first-time bachelor's-seeking students who complete a degree at a 4-year institution within six years of starting a degree program in Fall 2006.
- The 3-year completion rate is the percentage of first-time certificate or degree-seeking students who complete a degree at a 2-year institution within 3 years of starting a program in Fall 2009.

# Why Readiness Matters – Labor Market Is More Demanding

*A post-secondary education is the  
“Passport to the American Dream”*

- 14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.
- Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.

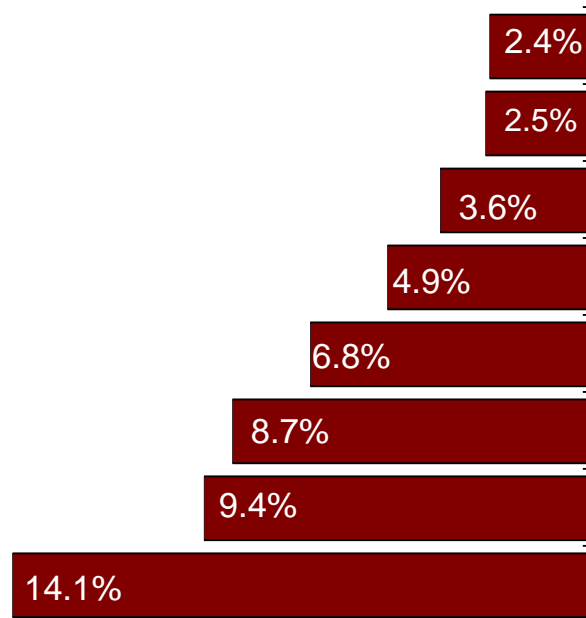
Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.



# Why Readiness Matters – Earnings and Unemployment

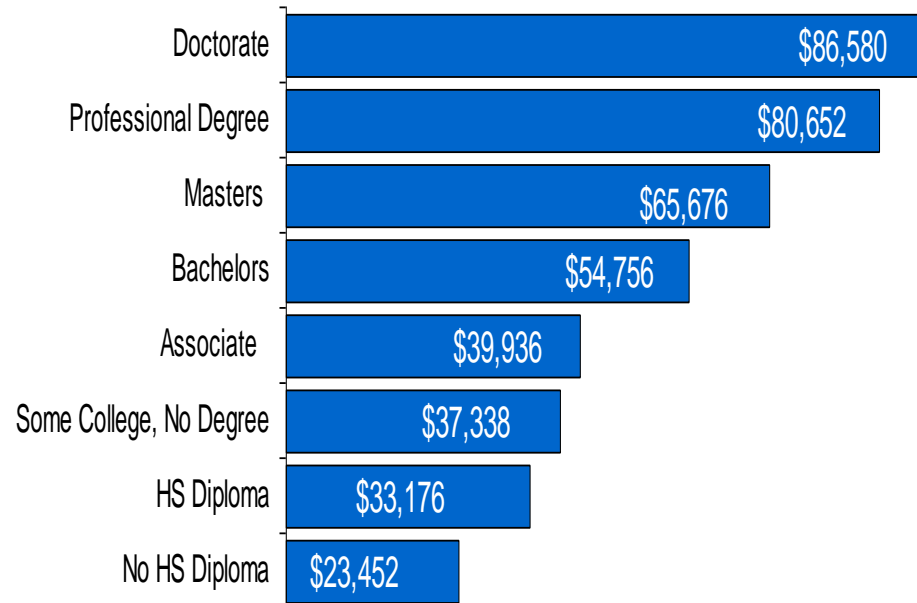
Education pays in higher overall earnings and lower unemployment rates.

Unemployment Rate By Degree: 2011



Average 7.6%

Median Annual Earnings by Degree: 2011



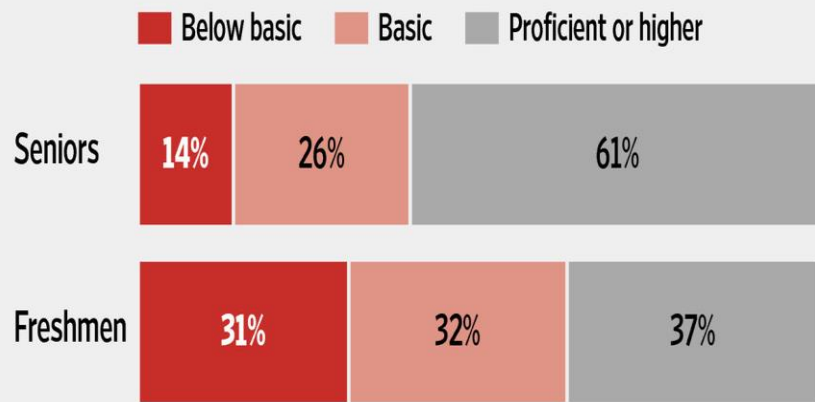
Average \$41,444



# Why Readiness Matters – College Graduates Lack Key Skills

## Below Grade

Percentage of students scoring at each level in CLA+, an assessment designed to measure critical thinking and written communication



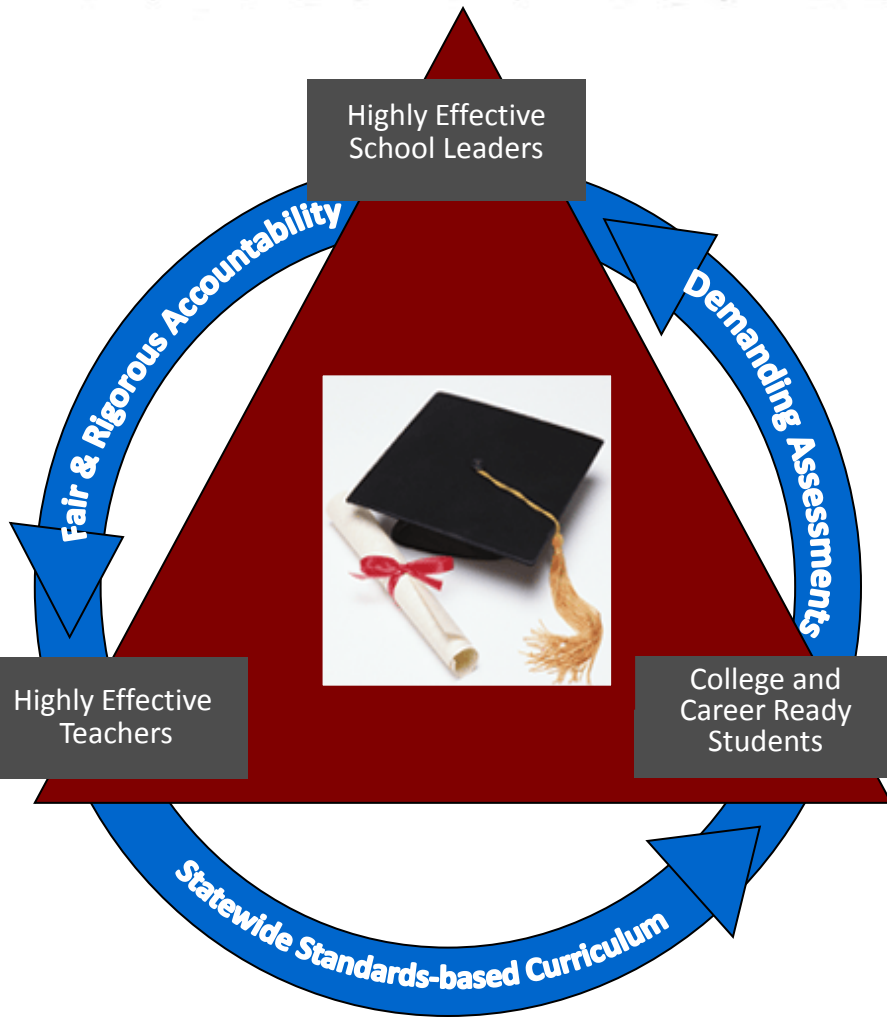
Note: Results based on 31,652 students at 169 participating institutions. Figures may total more than 100 due to rounding.

Source: Council for Aid to Education

The Wall Street Journal

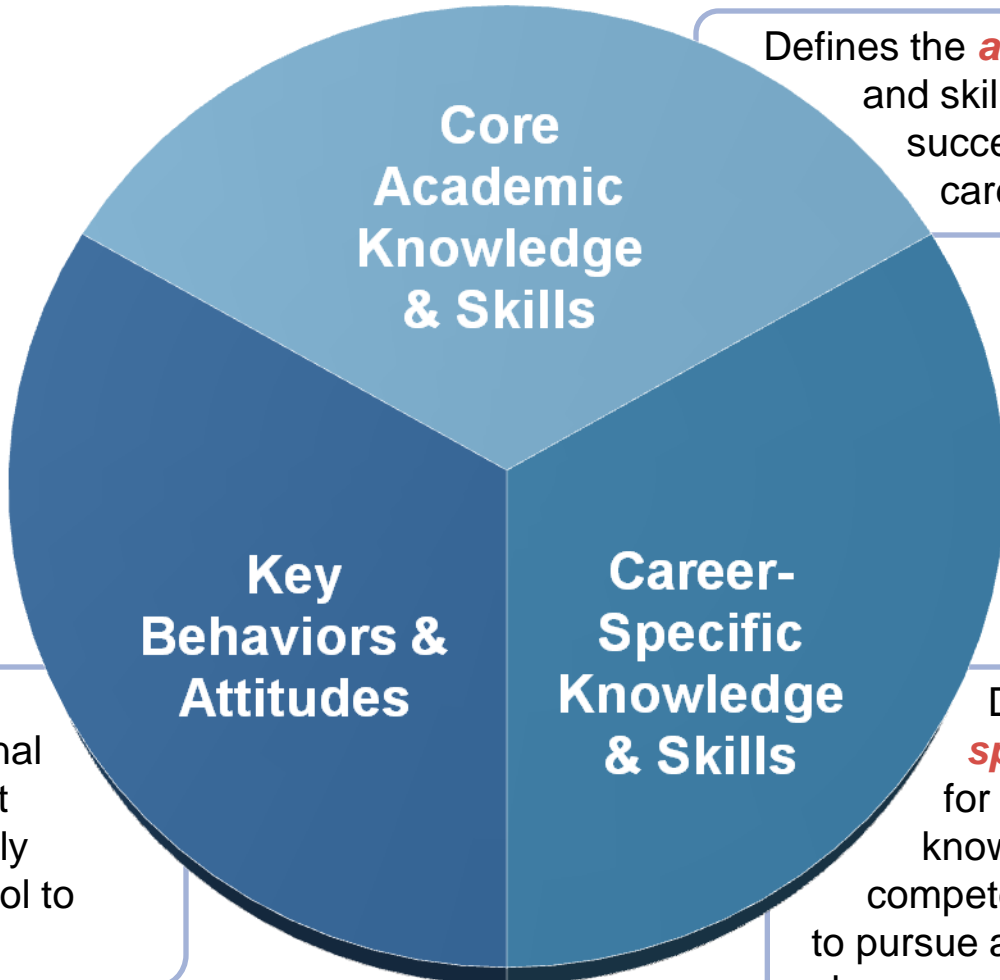
- According the results of the Collegiate Learning Assessment Plus – which measures critical thinking, analytical reasoning, document literacy, writing and communication of college students – **4 in 10 US college students graduate without the complex reasoning skills to manage white collar work.**
- A recent survey of business owners by the American Association of Colleges and Universities found that **9 out of 10 employers judge recent college graduates as poorly prepared for the work force in areas such as critical thinking, communication and problem solving.**

# Regents Reform Agenda



- Implementing **higher standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.
- Supporting **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- Turning around the **lowest-achieving schools**.

# Domains of College and Career Readiness



Defines the **academic** knowledge and skills students need to be successful in college and careers.

Specifies the **non-cognitive**, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

# **Implementation of College and Career Readiness Standards**

# College and Career Readiness Standards in New York

**2010:** Board of Regents adopted College and Career Readiness Standards

**2013:** Common Core Assessments in Grades 3-8 ELA and math are administered

**2014:** Roll-out of Common Core Regents Exams begins

- June 2014: Algebra I
- June 2015: Geometry
- June 2016: Algebra II and English language arts (required for 1<sup>st</sup> time)

**Class of 2017\***: First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the current score of 65 (partial proficiency)

**Class of 2022\*\***: First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the aspirational college- and career-ready score (proficiency)

***Transition to College and Career Readiness Standards is a 12 year phase in.***

\*The Class of 2017 refers to students who first entered grade 9 in the 2013-14 school year.

\*\*The Class of 2022 refers to students who first entered grade 9 in the 2018-19 school year.

# Aligning Curriculum, Instruction, and Assessments to the College and Career Readiness Standards

- Curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College and Career Readiness.

## 6 Shifts in ELA/Literacy

- Read as much non-fiction as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction using evidence
- Increase academic vocabulary

## 6 Shifts in Mathematics

- Focus: immersion in important topics
- Build skills across grades
- Develop fluency and accuracy
- Really know it, Really do it
- Use it in the real world
- Efficiently solve complex problems



# Professional Development Decisions Are Local

- Although state and federal funding is available to support local professional development the amount of professional development and the content of the trainings has always been and remains locally determined.
- Districts have chosen a variety of strategies for professional development:
  - Participation at Network Team Institutes (NTI) and local turn-key training
  - Participation at NTI and alternate local professional development
  - Non-participation at NTI and alternate local professional development
  - Use of free resource materials through [EngageNY.org](https://www.engageNY.org)



# NTI Sessions – Broad Participation

26 NTIs were held. The combined attendance at NTI has topped 15,600 and over 5,600 persons have attended at least one session

2011	2012	2012, cont'd	2013	2014	2015
Aug. 1 – 5	Jan. 17 – 19	July 9 – 13	Feb. 4 – 7	Feb. 4 – 7	March 17 – 20
Nov. 2 – 3	Feb. 8 – 10	Aug. 13 – 17	March 13 – 14	May 13 – 16	
Nov. 29 – 30	March 12 – 14	Sep. 12 – 13	May 13 – 16	July 8 – 12	
	April 16 – 18	Oct. 10 – 11	July 8 – 12	Aug. 5 – 8	
	May 14 – 17	Nov. 26 – 29	Nov. 12 – 15	Oct. 7 – 10	
	June 5 – 7				

# Next Steps – College and Career Readiness Standards

- Chapter 20 of the laws of 2015, passed by the legislature and signed into law by the governor in June 2015, requires the Department to conduct a review of the learning standards.
  - The Department must seek input from education stakeholders when conducting this review.
  - The review must be completed on or before June 30, 2016 (or may be extended upon a determination of the Commissioner that more time is needed).
- Advocate for the National Governors Association and the Council of Chief State School Officers to convene states periodically to review and update – as appropriate – the standards.
  - The review should include each state, including New York, gathering feedback from stakeholders including educators, higher education faculty, business leaders, parents, special education advocates, and bilingual education experts.

# Assessment Program

# Only Two Required State Tests Are Not Federal Mandates

- Federal law requires the following assessments:
  - Grades 3-8 language arts/reading & mathematics exams;
  - At least one science exam in grades 3-5, 6-9, and 10-12;
  - At least one High School language arts/reading and mathematics exam;
  - Additional assessments for English Language Learners;
  - Alternate assessments for students with severe disabilities.
- There are only two required State tests that are not federal mandates\*:
  - Regents Exam in US History & Government;
  - Regents Exam in Global History & Geography. \*\*

\* Some students may also be required to participate in field testing.

\*\* For purposes of the social studies assessments required to earn a high school diploma, students who first enter grade nine in September 2011 and thereafter or who are otherwise eligible to receive a diploma in June 2015 and thereafter must pass either the Regents Exam in US History & Government or the Regents Exam in Global History & Geography.

# Most other State and Local Tests Are Optional

- Optional State tests for advanced diploma and coursework purposes:
  - Additional Regents exams in mathematics and science.
- Optional local tests for instructional purposes:
  - Locally-selected diagnostic, interim, or benchmark assessments.
- Optional tests for APPR purposes:
  - State-designed supplemental assessments.

# Regents Actions to Reduce Testing

As part of its February 2014 report on Common Core implementation, a Regents workgroup made 19 recommendations that were adopted by the full Board, including 12 related specifically to state and local assessments.

*All of the recommendations that could have been acted on administratively by the Regents have been implemented.*

# Reduce Testing: \$8.4 M Budget Request

- In order to address concerns from the public regarding testing time, the Department has for several years requested funds to implement state-of-the-art administration for the Grades 3-8 tests.
  - By creating more versions of the tests, more field test questions could be embedded in the operational tests which, at the schools' choice, may be administered on computers or in printed form. This enhancement will take two school years to fully implement and will substantially reduce over time the number of schools and students required to participate in stand-alone field tests. Computer based testing also has the potential to enable embedding of open-ended questions as well as multiple-choice.

*This budget request was granted as part of the end-of-session legislative package in June 2015 (Chapter 20 of the Laws of 2015).*



# Reduce Testing: Regents Actions on Local Assessments

- **Teaching is the Core:** Teaching is the Core grants support local comprehensive reviews of testing practices to ensure that all locally-selected tests are necessary and contribute to the instructional program. Where districts choose to make material changes to reduce or eliminate unnecessary testing, the Department conducts expedited reviews of Annual Professional Performance Review (APPR) plans.
- **Eliminate traditional standardized tests in grades K-2:** Disapprove APPR plans beginning in 2014-15 that include administration of traditional standardized tests in grades K-2 and remove all grade K-2 assessments from the list of approved locally-selected student assessments for APPR purposes.
- **Establish a 1 percent cap on time for locally-selected standardized testing:** Limit the time students may spend on standardized tests to comply with districts' locally selected measures as part of APPR. (The federally required State assessments in grades 3-8 English Language Arts and Mathematics account for less than 1% of instructional time.)
- **Offer flexibility to districts to further reduce local testing time required by APPR:** Allow the use of school-wide, group, team, or linked measures for APPR purposes.

***Since July 2014, 161 districts have made changes to their evaluation systems to reduce testing.***

# Reduce Test Stress: Regents Actions on State Assessments

- **Provide high school students more time to meet the Common Core standards:** Extended the phase-in for Common Core-aligned Regents examinations required for graduation so that the class of 2022 is the first that is required to pass English and mathematics Regents exams at the proficiency (college- and career-ready) level.
- **Eliminate high stakes for students:** Issued guidance indicating that (1) the Department neither requires nor encourages districts to make promotion or placement decisions using student performance on state assessments in grades 3- 8 even where permitted by law; and (2) if districts choose to consider state assessments in grades 3-8 when making promotion or placement decisions, they should make adjustments to ensure students are not negatively impacted by the Common Core transition and must use multiple measures - not grades 3-8 state assessment results alone.
- **Offer smarter testing options for students with disabilities and English language learners (ELLs):** Advocated for a federal ESEA waiver from the United States Education Department (USED) to allow students with severe disabilities who are not eligible for the alternate assessments to be assessed based on instructional level rather than chronological age and to allow English language learners to be assessed via the language acquisition test (NYSESLAT) rather than the English language arts exam for their first two years. Unfortunately, these waivers were not granted by USED.

# Reduce Testing: State Actions

**In 2014, the governor and legislature codified many of the Regents recommendations into law, and enacted new provisions, including:**

- Requiring development of testing transparency reports to school districts;
- Enacting a 2% cap on time spent on test preparation activities;
- Prohibiting placing grade 3-8 test results on official transcripts for five years;
- Prohibiting the making of promotion or placement decisions based solely or primarily on student performance on state assessments in grades 3-8; and
- Providing for expedited reviews of APPR plans where the only change was to reduce local testing time.

# A New Testing Contract to Move the State's Assessment Program Forward

- In July 2015, the Department announced a new contract for development of the grades 3-8 English Language Arts and Mathematics tests. The new contract contains many new key features, including:
  - Recognition and expansion of the role of New York State teachers in the development of the test;
  - Development of computer-based test administration and scoring at New York State's public, nonpublic, and charter schools;
  - Reduction of testing by implementing a transition towards embedding all multiple-choice field test items in approximately 22-28 computer delivered operational test forms per grade level.

# Next Steps: Assessment Program

- **Department staff will recommend that the Board of Regents direct staff to convene a group of educators to consider and advise on the following technical and policy issues for the Regents Examinations, including whether a new scale should be adopted to address concerns about the conversion chart and transcript review by college personnel:**
  - **Implementation of a new scale to let the current constraints - 0, 55, 65, 85, and 100 – fall on the new scale in a more continuous fashion.**
  - **Since the scores on the new exams are not comparable to the scores on the old exams, the Board of Regents may wish to explore alternate means for schools to determine which students qualify for a Regents diploma “with honors.” For example, such a proposal might include an adjustment to the current qualification of an average of 90 or higher on Regents Exams taken and passed.**
  - **Finally, the Board of Regents may wish to further discuss the phase-in through the Class of 2022 of the new learning standards and graduation requirements to help ensure that all students achieve over time at the proficient level or higher.**



# Next Steps: Assessment Program

- The Testing Reduction Report released by the Department in June 2015 contained 11 recommendations to reduce testing, improve the testing program, and reduce test stress and anxiety.

<b><i>Reduce Testing</i></b>
1. The governor and the legislature should fund the Regents \$8.4 million funding request to eliminate stand-alone multiple choice field testing.*
2. Implement adaptive testing.
3. Embed performance-based tasks.
<b><i>Improve the Quality of Tests</i></b>
4. Release more test questions.*
5. Fund additional rounds of Teaching is the Core grants.
6. Convene an advisory group to recommend enhancements to the next generation of assessments.
<b><i>Reducing Stress and Anxiety</i></b>
7. Provide guidance to the field regarding the negative effects of test prep practices.
8. Shorten the tests to reduce anxiety surrounding completion of the test.
9. Allow students who are meaningfully engaged in the task to continue working on the ELA test for as long as they need beyond the standard administration window.
10. Require candidates for teacher certification to complete coursework in assessment literacy to ensure research-based and informed use of assessments in classrooms.
11. Identify best practices and make available model materials to facilitate discussions between school districts and parents regarding the use and importance of assessments.

\*Subsequent to the release of the Testing Reduction Report, the legislature provided the additional funding for the assessment program to allow for the release of more test questions.

# Teacher and Principal Evaluation System



# Timeline Related to New York State's Evaluation System

- Since enactment of Chapter 103 of the Laws of 2010, which first established §3012-c of the education law, there have been four subsequent overhauls of the evaluation system law by the governor and the legislature (2012, 2013, 2014, and 2015).
- The most recent change to the law as part of the 2015-16 state budget repealed §3012-c of the education law, and replaced it with a completely new system under newly enacted §3012-d of the education law, based on a matrix developed and agreed to by the governor and the legislature.

# Implementation of the New Evaluation System

<b>Progression of the Law and Regulations</b>	<b>Timeframe</b>
New evaluation system for teachers and principals established by the governor and legislature through the enactment of §3012-d of the education law.	April 13, 2015 signed into law by the governor
The Regents amend Subpart 30-2 and emergency addition of the new Subpart 30-3 of the Rules of the Board of Regents to implement the governor and legislature's new law.	June 2015 Board of Regents Meeting
Presentation of regulations for final adoption (after 45-day required public comment period - closing on August 24, 2015).	September 2015 Board of Regents Meeting

# **New Evaluation System – Summary of Changes**

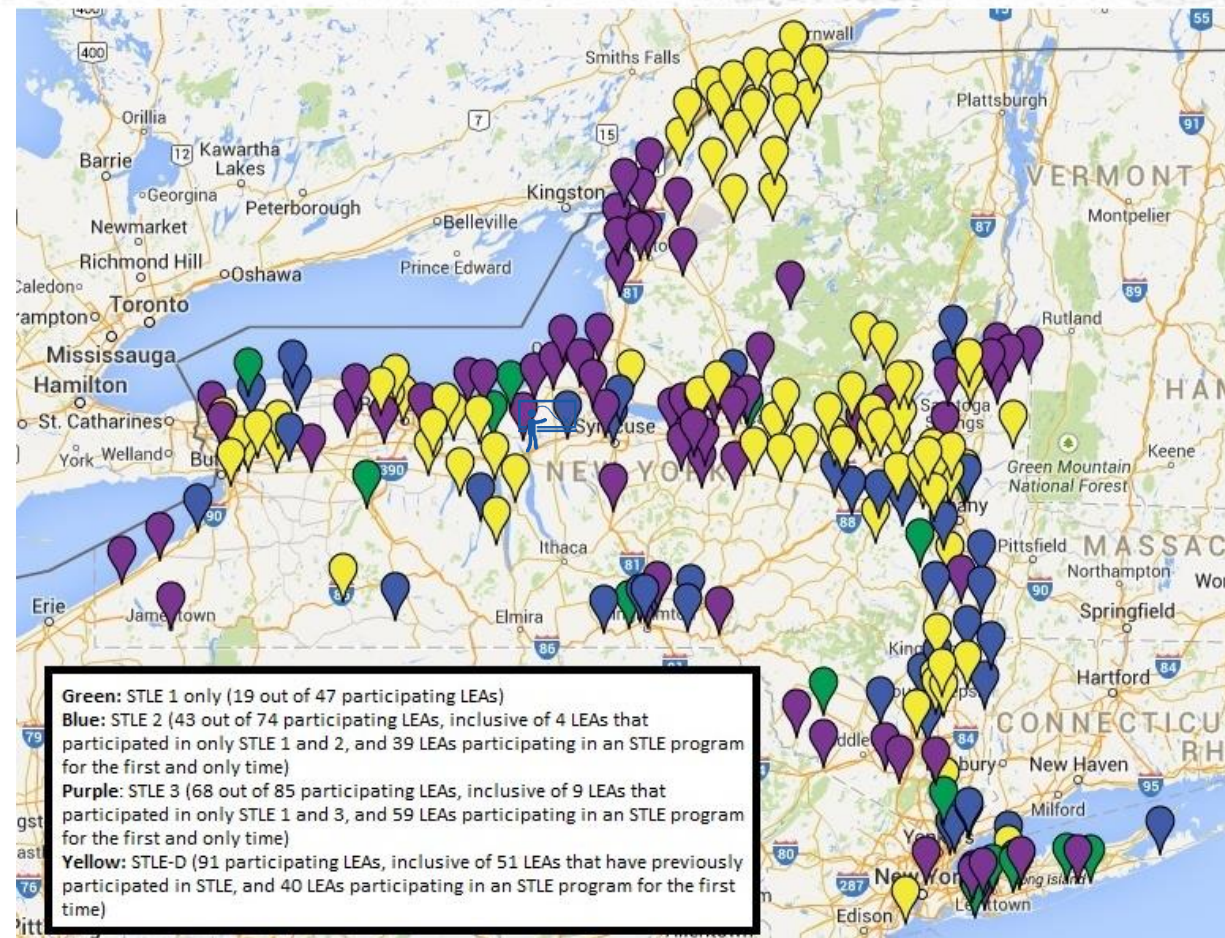
- **The new evaluation system enacted by the governor and legislature mandates a matrix to determine a teacher/principal's composite score based on student performance and observation categories.**
- **The new law prohibits certain elements from being used as part of an evaluation, including lesson plans, instruments of student/parent feedback, and locally developed assessments not approved by the Department.**
- **Districts were also prohibited by law from assigning a student to Ineffective teachers for two consecutive school years.**






# Support and Technical Assistance Provided by the Department for the New Evaluation System

Description of Support Provided	Timeframe
Restructure of EngageNY Teacher and Leader Effectiveness webpages to reflect tools and resources specifically related to §3012-c versus §3012-d.	✓
Updated Board of Regents item and slide deck providing a summary of Subpart 30-3 of the Rules of the Board of Regents and NYSED recommendations posted.	✓
New regulations posted on EngageNY.	✓
Summary of Subpart 30-3 of the Rules of the Board of Regents provided in “Blue Memo” posted on EngageNY.	✓
Field memo sent to districts/BOCES outlining the summer 2015 and school year 2015-16 timelines for the following: APPR data collection and reporting timelines and requirements, APPR Implementation Certification form, submission timelines for the Hardship Waiver, and APPR review and approval processes for the implementation of Education Law §3012-d. Memo includes links to all new 3012-d materials.	✓
Revised Review Room portal will open for districts/BOCES to enter and submit APPR plans consistent with Education Law §3012-d. An FAQ document related to the changes in Review Room will also be posted on the portal webpage and EngageNY.	<ul style="list-style-type: none"> <li>• APPR plan under 3012-d or a Hardship Waiver must be approved by November 15, 2015. Districts may still submit an APPR plan by March 1, 2016 for approval and implementation during the 2015-16 school year.</li> </ul>
Hardship Waiver application will open. An FAQ document related to the Hardship Waiver will also be posted on the portal webpage and EngageNY.	<ul style="list-style-type: none"> <li>• Applications posted in July.</li> </ul>
Additional resources to be released include, but are not limited to: <ul style="list-style-type: none"> <li>• A revised APPR and SLO Field Guidance document</li> <li>• Updated teacher and principal evaluation road maps, sample plans and training modules.</li> <li>• Updated Rubric and Assessment RFQ</li> </ul>	<ul style="list-style-type: none"> <li>• Available July – August.</li> </ul>



# Broad Statewide Impact of STLE Grants



STLE Fast Facts: Reach	
	221 Local Education Agencies
	500,000 Students
	42,000 Teachers
	1,000 Principals
	Department site visits allowed for the examination of programs in 158 LEAs

*The Department provided \$83M through multiple rounds of STLE grants.*

# Next Steps – Evaluation System

- **The Board must formally adopt the emergency regulations promulgated at the June meeting to implement the new law enacted by the governor and legislature. This action is anticipated at the September Board meeting, following the mandatory 45-day public comment period.**
- **The Department will continue to release materials, including guidance, roadmaps, webinars, and RFQ's throughout the summer to support the field. The new Review Room portal for APPR plan submissions and the Hardship Waiver application will be released in July to provide districts and BOCES with as much time as possible to review these materials before they are due for submission this fall.**
- **The Department will establish working groups of stakeholders to advise on implementation of the evaluation system.**



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**Thank You.**

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