



TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Accountability Equivalence for Career and Technical Education (CTE) Endorsements in the Regents Blue Ribbon Panel on Assessments Content Areas

DATE: May 12, 2014

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

Should students who successfully achieve technical endorsement approved by the Regents Blue Ribbon Panel on Assessments earn schools and districts “full credit” on the high school English language arts and mathematics Performance Index for institutional accountability purposes?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This question will come before the P-12 Education Committee for discussion at the May 2014 meeting.

Procedural History

At the October 2012 P-12 Education Committee meeting a study was commissioned with Stephen Hamilton at Cornell and William Symonds at Harvard to identify 10-25 assessments that are of sufficient quality and rigor to serve in place of a NYS Regents examination for student enrolled in rigorous CTE programs.

In February 2013 an update was provided to the Board on the work of the Technical Assessment Review Panel, which was charged with developing a methodology for determining comparability of a select group of CTE technical assessments with Regents examinations.

These findings were delivered to the Chancellor's Blue Ribbon Commission at a July 2, 2013 convening of the Commission. Members of the Commission strongly agreed with the report's conclusion that recognizing high quality CTE examinations would *raise the bar* for high school graduation. These examinations often require a higher level of academic proficiency than passing a Regents exam with a score of 65 percent. The research report goes on to say, "CTE examinations that tangibly demonstrate college readiness – in the sense that post-secondary institutions grant course credit, advanced standing or admission to students who pass the examination – should be recognized as holding students to a higher standard than Regents examinations using 65% as a passing score." Giving schools and districts accountability credit for such performance would eliminate any disincentives within the accountability system for schools and districts to encourage students (especially students from underserved populations) to participate in such programs.

Background Information

Pursuant to Commissioner's Regulations 100.18 and New York's approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver schools and districts earn "full credit" in the English language arts and mathematics Performance Index when a student achieves a score indicating college- and career-readiness (i.e., Level 3), which is defined currently as a score of 75 or higher on the Regents Comprehensive Examination in English Language Arts or a score of 80 or higher on a Regents examination in mathematics.

In accordance with New York's ESEA Flexibility waiver, in order for a high school to qualify as a Reward School the school must exceed either the State average for students graduating with Regents diplomas with advanced designation or CTE endorsements.

Recommendation

Students who demonstrate college and career readiness by passing rigorous CTE examinations in one of the 13 Blue Ribbon Panel-approved CTE content areas for a variety of reasons may not have passed the Regents examinations in English language arts and a Regents examination in mathematics at a level that earns their school and district "full credit" for these students' performance on the High School Performance Index used for institutional accountability. In these cases, schools and districts are not receiving appropriate acknowledgement for the efforts that have been made to successfully prepare students for college and careers as demonstrated by students passing rigorous CTE examinations and completing the associated CTE coursework.

Consequently, staff recommends that the Board of Regents direct staff to:

- Prepare an amendment of New York's approved ESEA Flexibility Waiver for public comment and subsequent submission to the United States Department of Education that revises the computation of New York's High School Performance Index so that a student who passes the Regents examinations in English language arts, mathematics, science and two social studies examinations, and a

Regent's Technical Assessment Advisory Panel-recommended technical assessment will receive a college and career ready designation and earn a school and district "full credit" on the High School Performance Index in English language arts and mathematics, even if such student did not achieve 75/80 (i.e., Level 3) or higher on the associated Regents examinations.