

engage<sup>ny</sup>

Our Students. Their Moment.

# Expanding Graduation Pathways for All Students

Board of Regents Meeting  
January 2016



# New York State

724 districts...

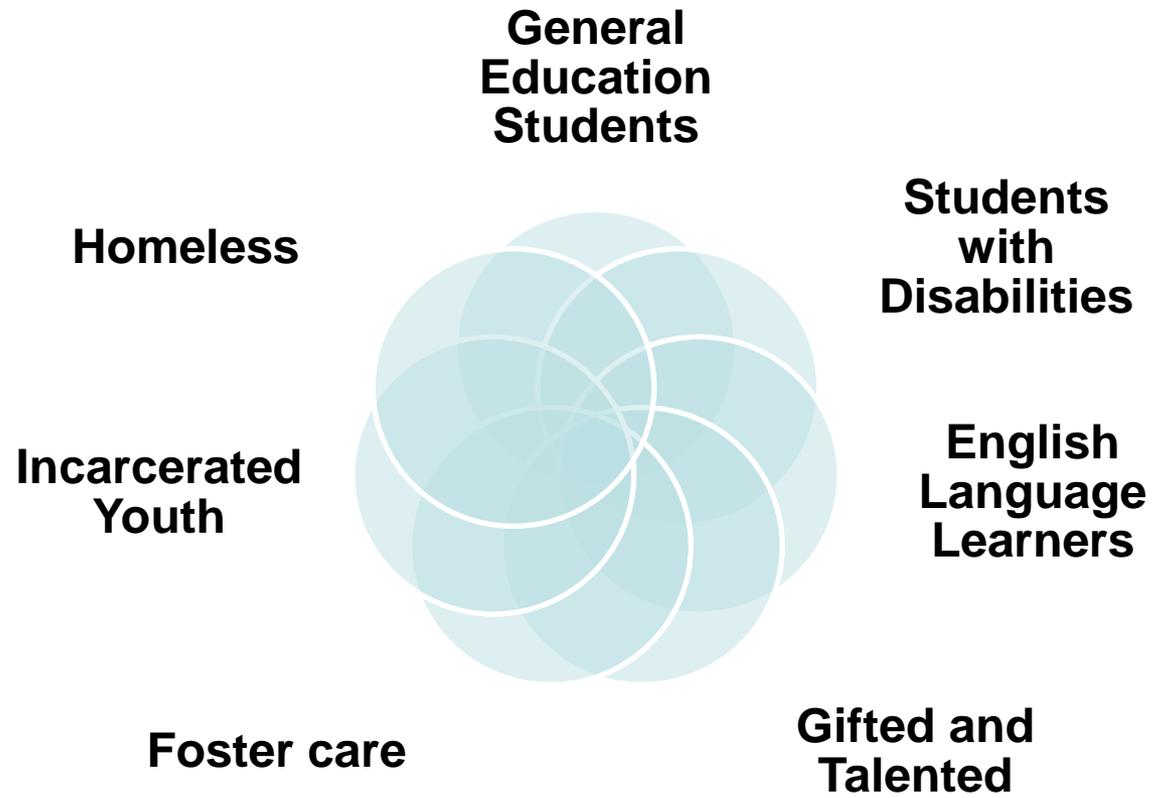
2,649,039 students...

Over 200 languages...



**MULTIPLE PATHWAYS  
TO GRADUATION**

# Student Population



# Expanding Pathways to Graduation for all Students in New York State

The Board of Regents has been committed to providing multiple pathways for all students to graduate with a high school diploma. This item provides options for expanding our current opportunities for graduation and a vision for moving toward a rigorous differentiated approach which includes project-based assessment for all students.



# Graduation

## 2011 Cohort Graduation Data

### Expanding Pathways

- Review Current Appeal Process
- Career Development & Occupational Studies Credential
- Project-Based Assessments



# WHERE ARE WE NOW?

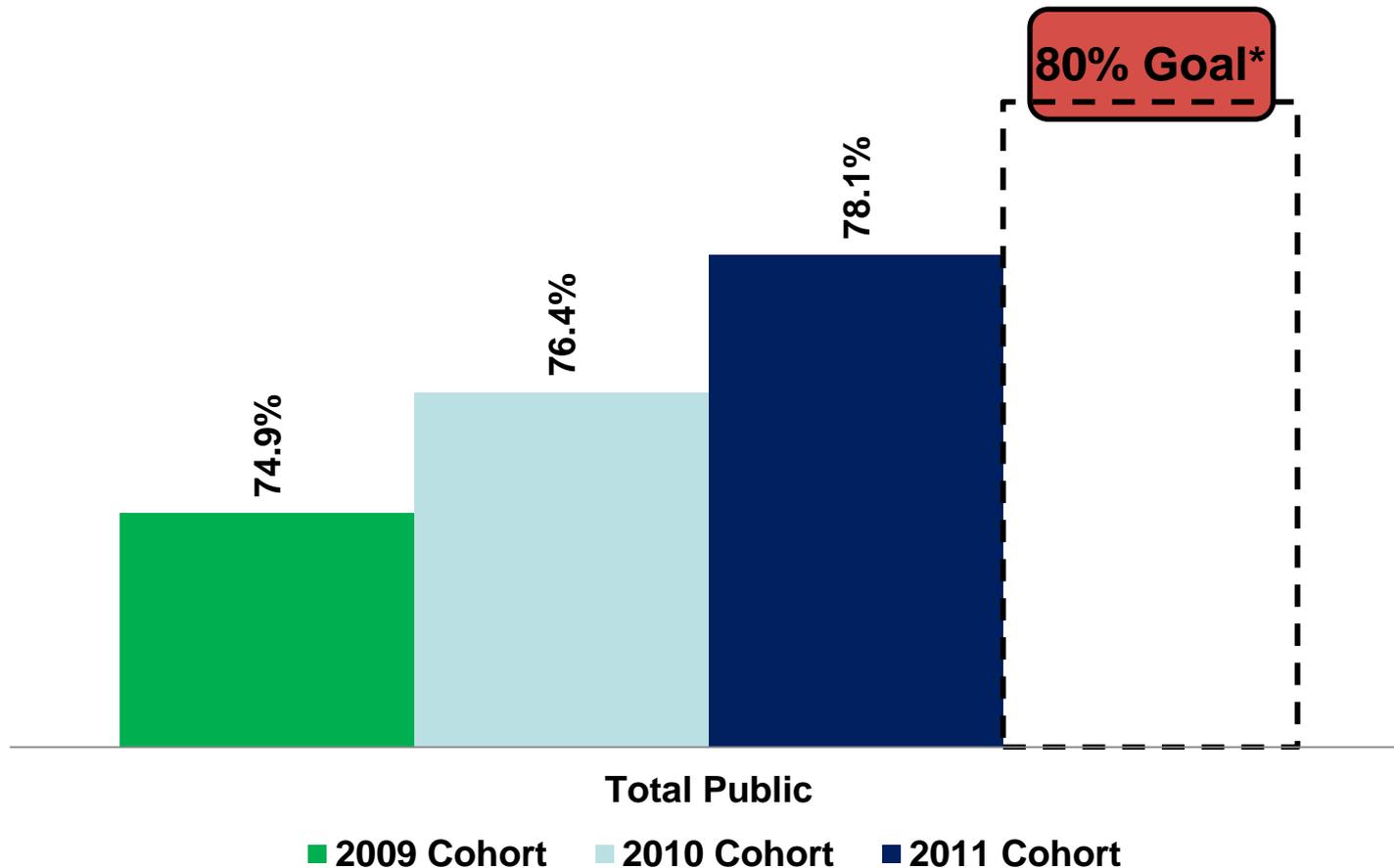
- Our data for this year indicates that 78.1% of our students graduated in 4 years as of June 2015.
- This data reflects an improvement of 1.7 percentage points over the past year, but it also reflects that there are a significant percentage of students who do not graduate within 4 years or who drop out of school.

# Graduation Rates



# Graduation Rates

Percentage of Students Graduating in June with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years.



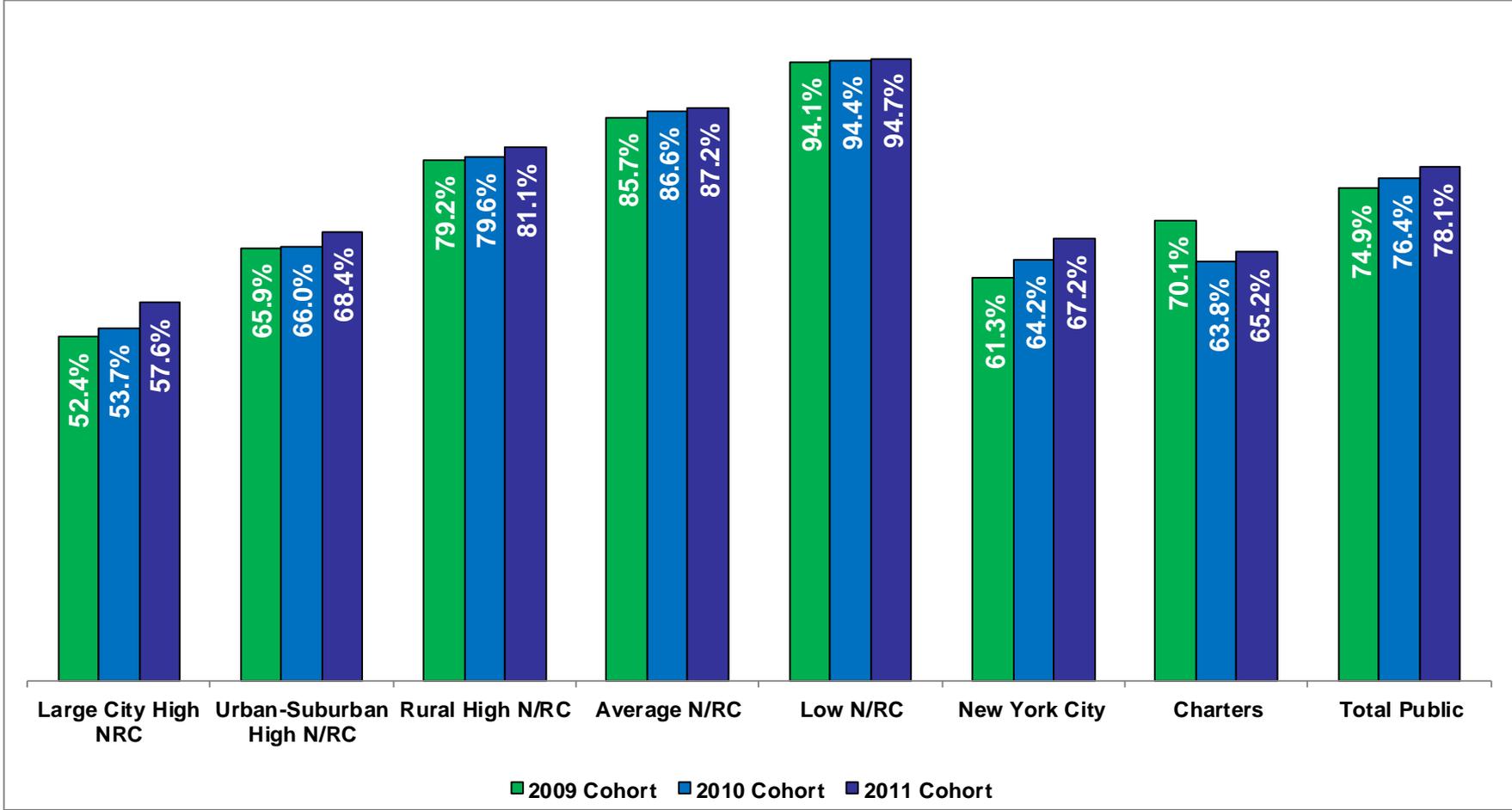
*\*2012 USDOE approved goal*

# 4-Year Statewide Outcomes, through June and August for the 2011 Cohort

		June	August
<b>Diploma Earned</b>	Local Diploma	3.8%	4.2%
	Regents Diploma	42.8%	44.5%
	Regents Diploma with Advanced Designation	31.5%	31.6%
	<b>Total Graduation Rate</b>	<b>78.1%</b>	<b>80.3%</b>
<b>Non-Diploma Credentials</b>	Career Development & Occupational Studies	0.6%	0.5%
	Skills and Achievement	0.3%	0.3%
	Previously earned IEP Diploma*	0.1%	0.1%
<b>Still Enrolled</b>		<b>13.6%</b>	<b>11.4%</b>
<b>Dropped Out</b>		<b>6.6%</b>	<b>6.6%</b>
<b>Transferred to an Approved High School Equivalency Program</b>		<b>0.6%</b>	<b>0.6%</b>

\* Beginning with the 2013-14 school year, IEP diplomas were no longer available. Students with disabilities may become members of a graduation cohort based upon their date of birth and these students earned IEP diplomas prior to the 2013-14 school year.

Graduation rates for high-need urban/suburban and rural districts have increased over the past three years. Average- and low-need districts have the highest graduation rates.



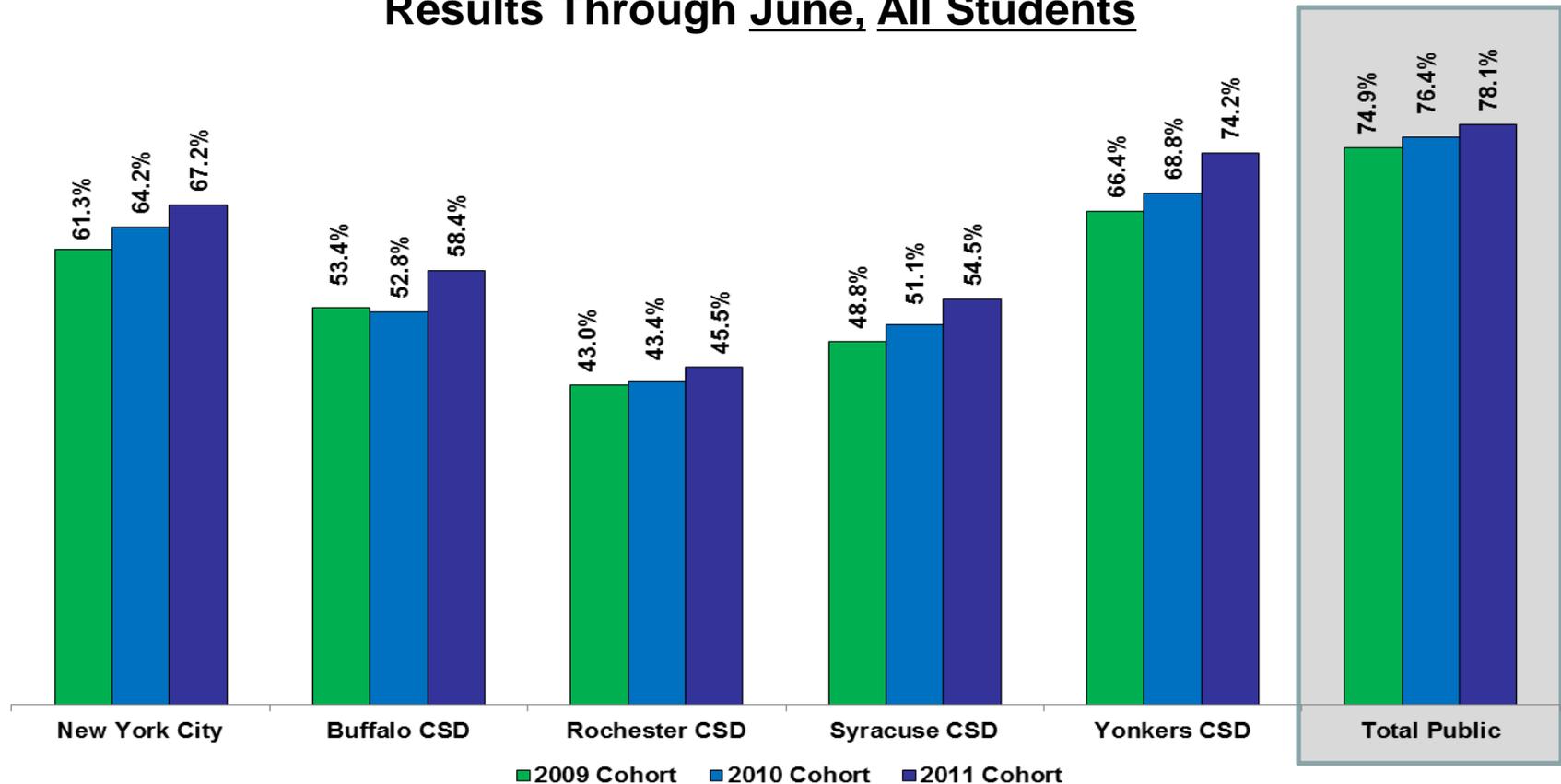
- Large City High NRC = Buffalo, Rochester, Syracuse, and Yonkers combined.

- These data points reflect the data submitted, verified and certified by schools and districts as of August 28, 2015. Any Data discrepancies at the local level must first be resolved locally and then resubmitted to the NYSED.

The graduation rate for the 2011 cohort is 78.1%, which is 12 percentage points higher than it was for the 2001 cohort (65.8%) and 1.7 percentage points higher than last year's cohort (76.4%).

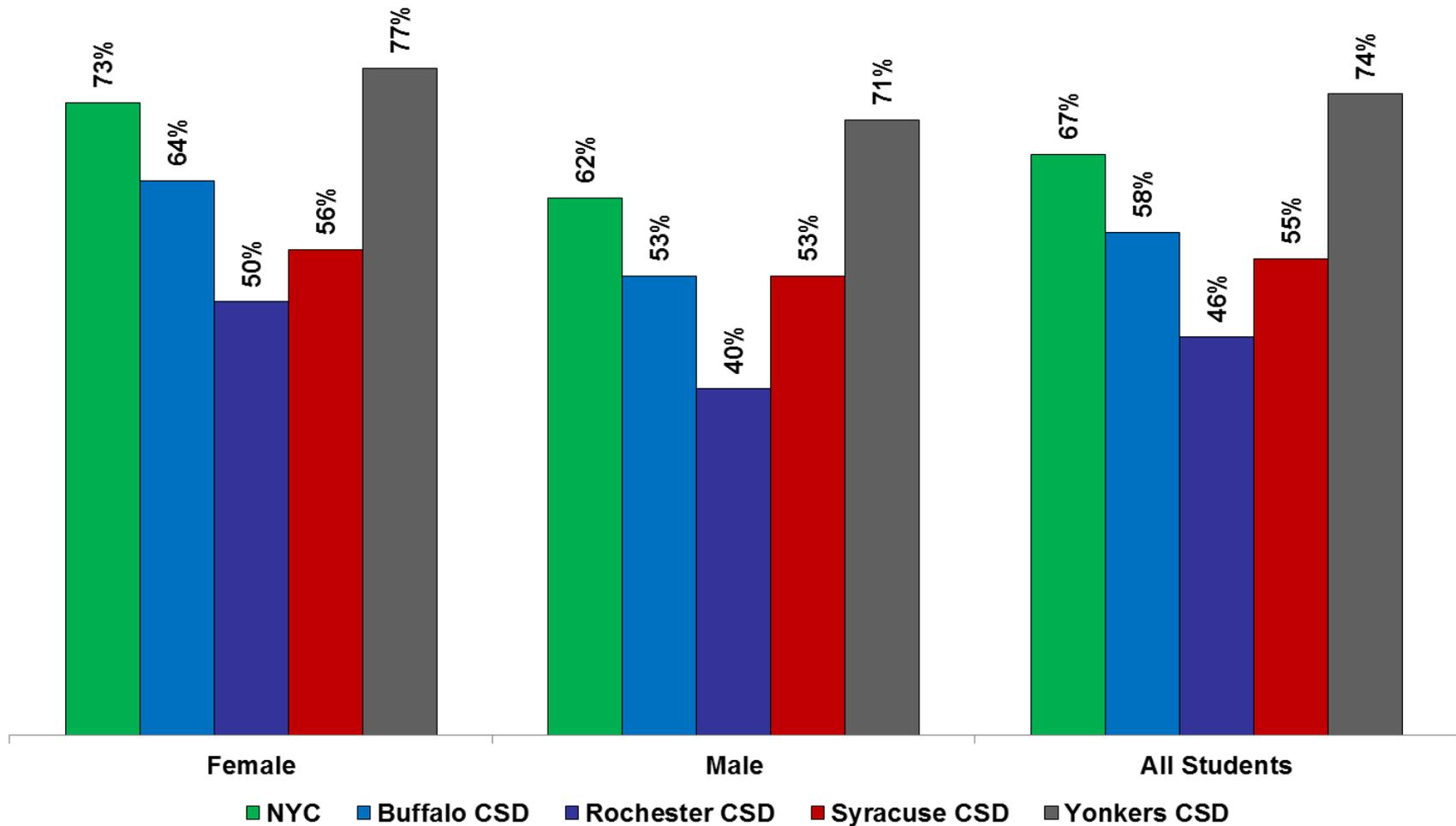
## Percentage of Students Graduating with a Local, Regents, or Regents with Advanced Designation Diploma After 4 Years

### Results Through June, All Students

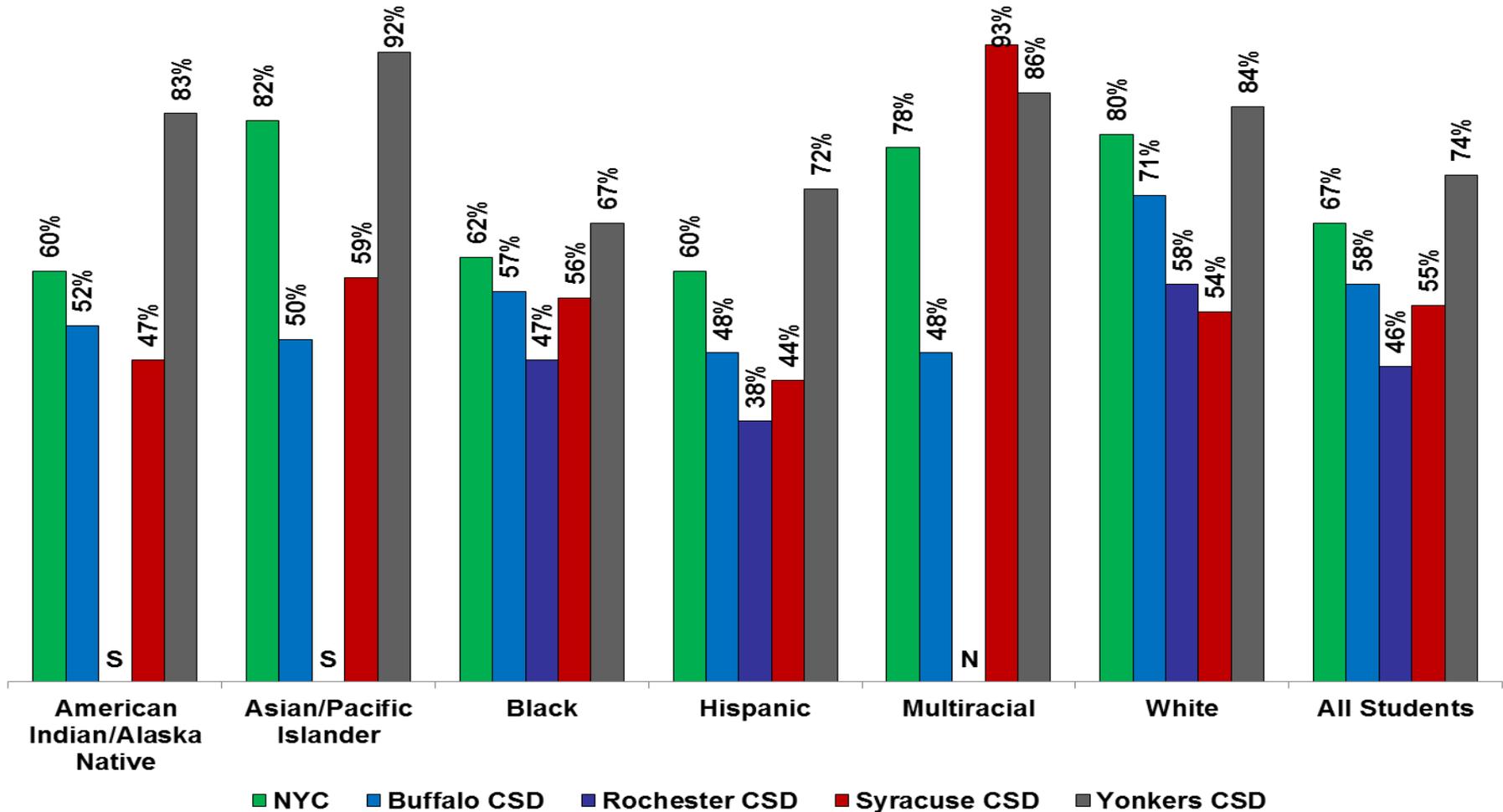


- These data points reflect the data submitted, verified and certified by schools and districts as of August 28, 2015. Any Data discrepancies at the local level must first be resolved locally and then resubmitted to the NYSED.

# Big 5 Graduation Rates by Gender, 2011 Cohort - June



# Big 5 Graduation Rates by Race/Ethnicity, 2011 Cohort - June

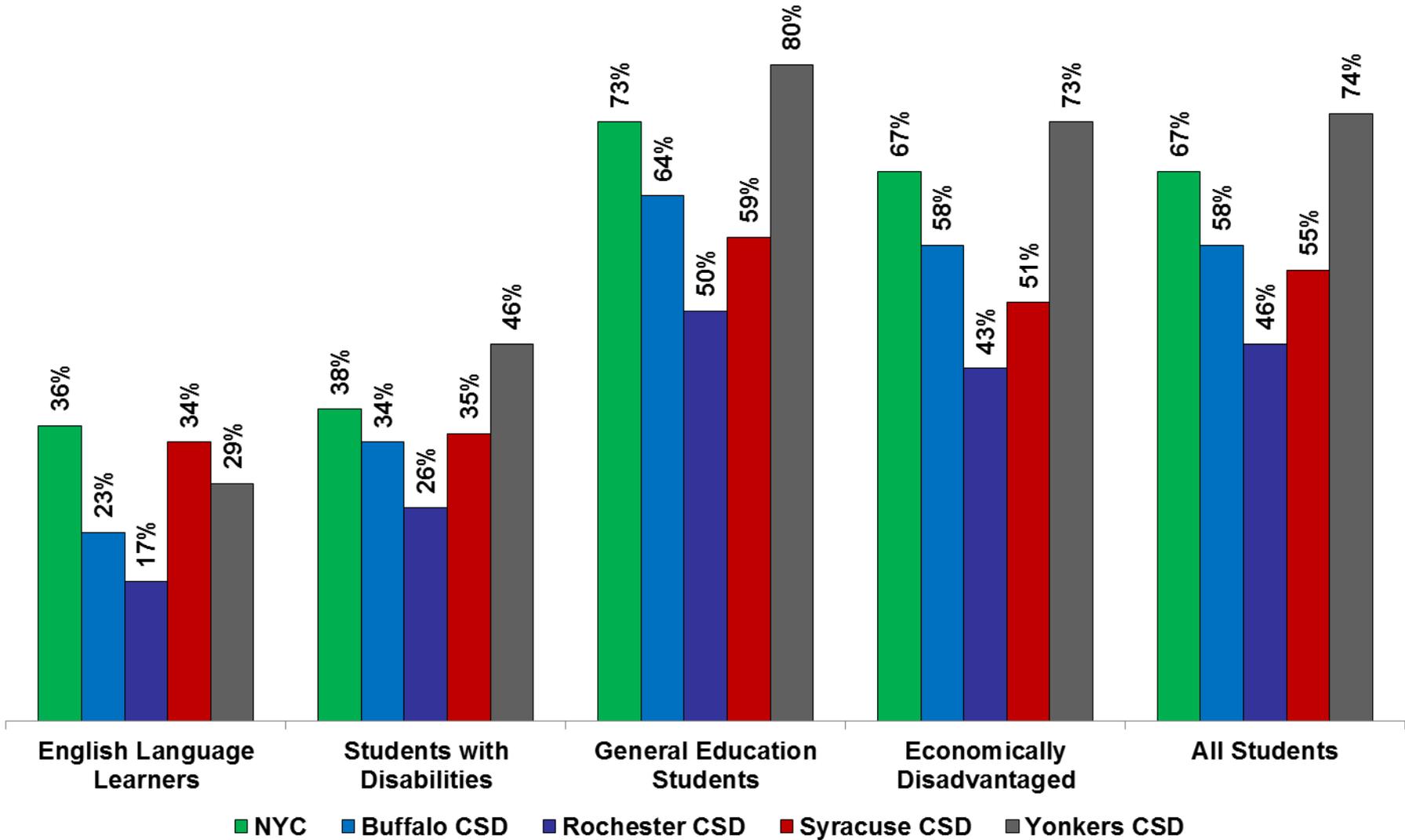


N = N/A, when there are no students in this subgroup

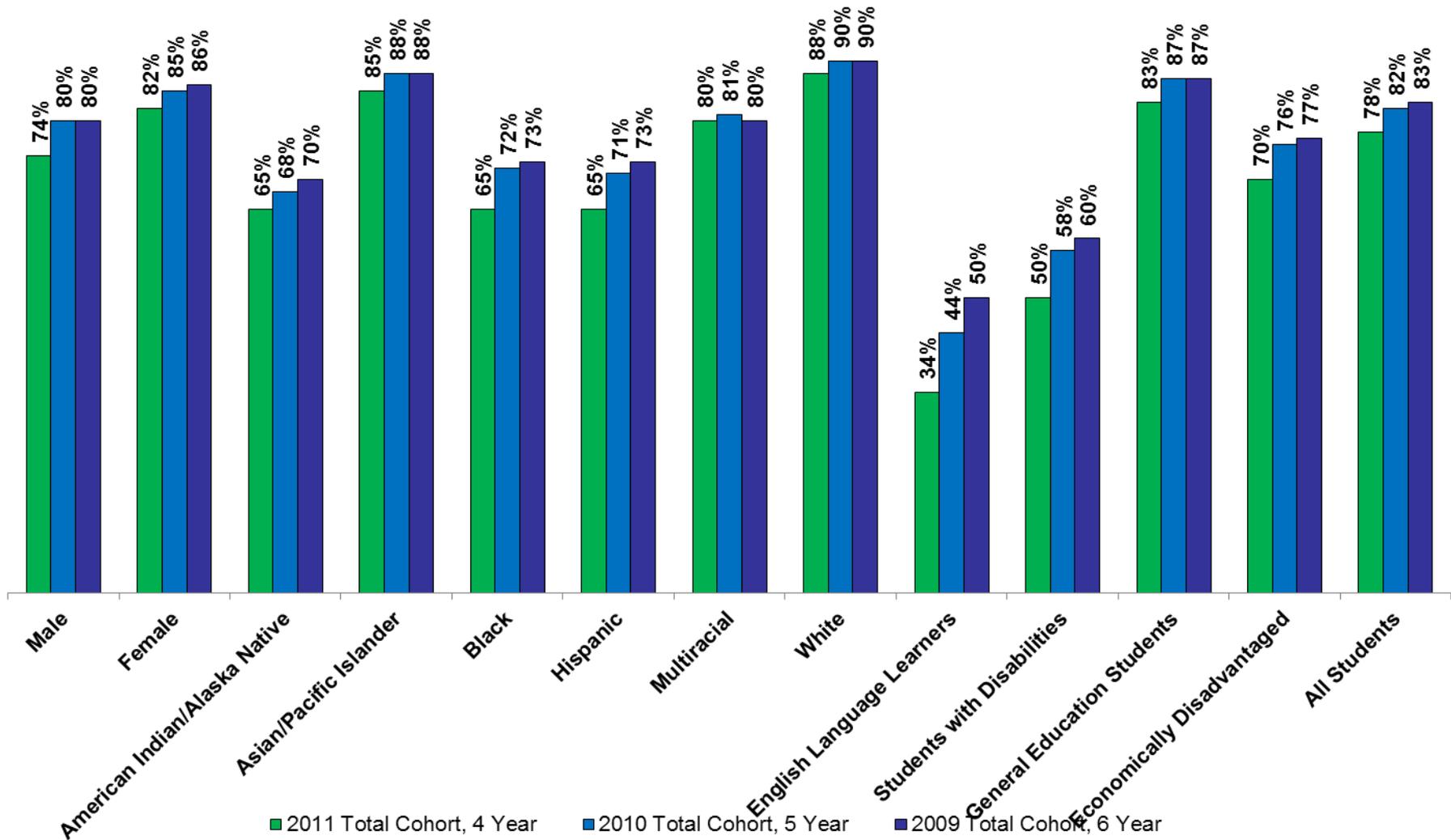
S = Suppressed data\*

\*For groups with fewer than five students, the Department does not publish data. Percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

# Big 5 Graduation Rates by Subgroup, 2011 Cohort - June



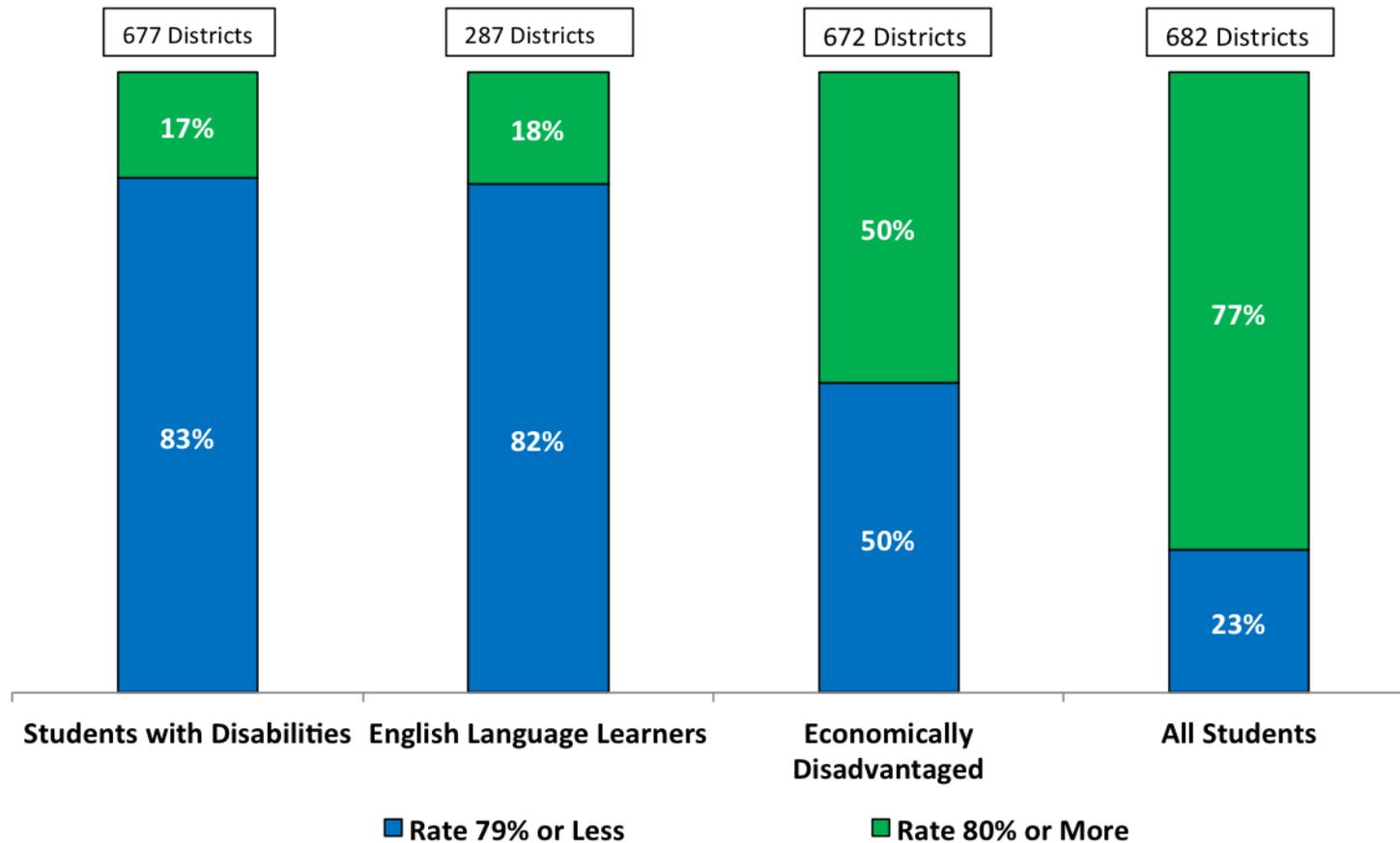
# 4, 5, and 6 Year Graduation Rates by Subgroup



5 and 6 year outcomes include cumulative data, including those students in the same cohort who graduated in previous years.

# Graduation Rate Distribution Across Districts by Subgroup

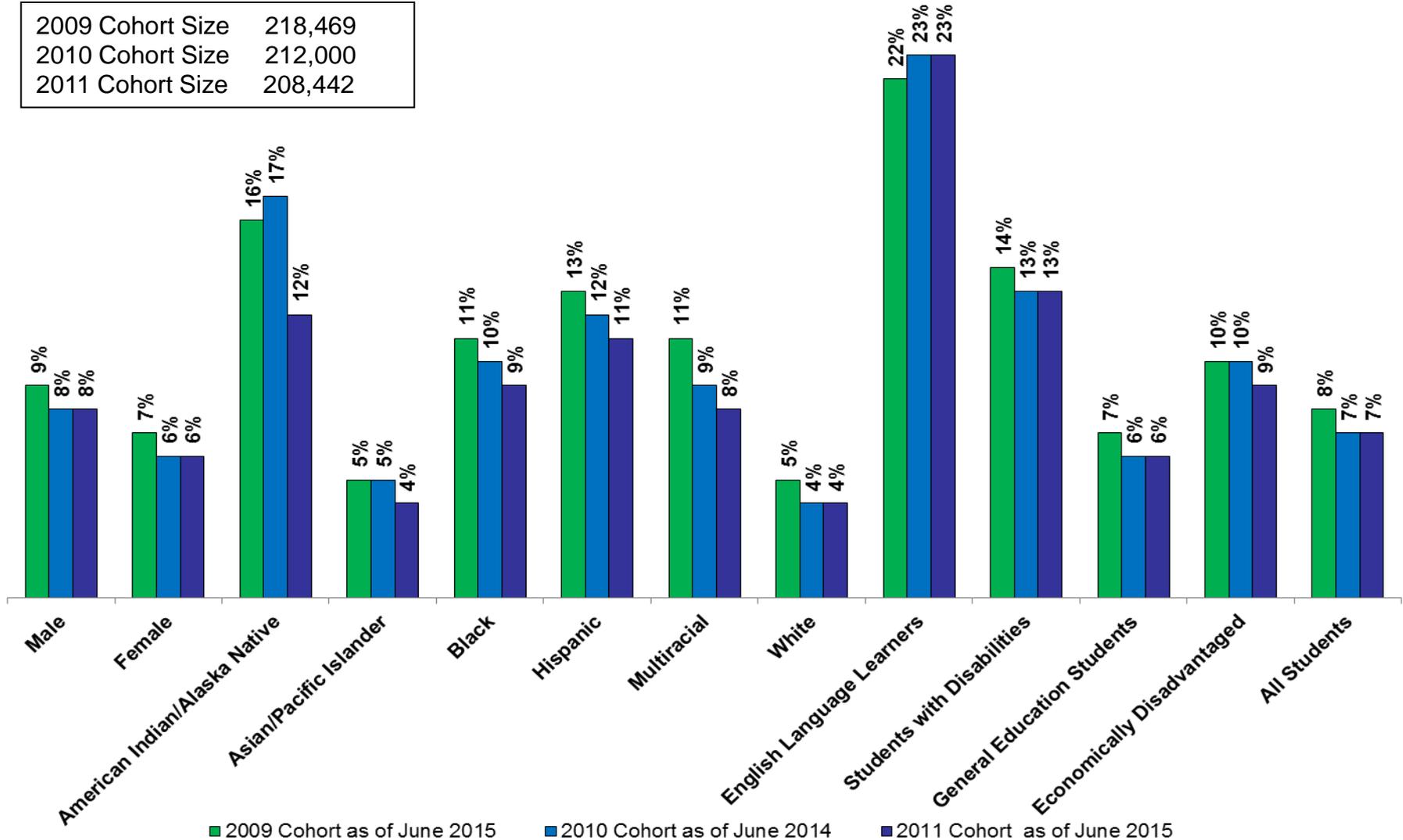
## 2011 4 Year Cohort, June



Note: Not all districts have student representation from each of the above subgroups

# Dropout Rates after 4 Years by Subgroup

2009 Cohort Size	218,469
2010 Cohort Size	212,000
2011 Cohort Size	208,442



# Diploma Types and Endorsements

All students must earn 22 diploma credits to earn a:

## Local Diploma

Pass 5 Assessments\*

2 Score Appeals (62-64) for all Students

or

ELA Score Appeal (55-61) for ELL's

or

1-2 Score Appeals (52-54) for Students with Disabilities

or

Low Pass or Compensatory Safety Net for Students with Disabilities

and

With or without a CTE Technical Endorsement

## Regents Diploma

Pass 5 Assessments\*

1 Score Appeal (62-64) for all students

or

With or Without Honors

and

With or Without a CTE Technical Endorsement

## Regents Diploma with Advanced Designation

Pass 8-9 Assessments\*

With or Without honors

and

With or Without Mastery in Math and/or Science

and

With or Without a CTE Technical Endorsement

# Current Appeal Process

**Under the following circumstances students can appeal to their superintendent to be allowed to graduate with a lower score on a Regents Exam. Students must:**

Score within 3 points of passing (62-64); and

Have taken the Regents Examination under appeal at least two times; and

Present evidence that the student has taken advantage of academic help provided by the school in the subject tested by the Regents Examination under appeal; and

Have an attendance rate of 95 percent; and

Passed the course for which the appeal is being sought; and

Be recommended for the appeal by the student's teacher or Department chairperson in the subject of the Regents examination under appeal

\*If one appeal is granted the student earns a Regents diploma. If two appeals are granted the student earns a local diploma.

# Proposed Appeal Process

## Proposed Expansion of the Appeal Provision

- Permit students to appeal scores of 60-64 on up to two Regents examinations
- Review current attendance requirements
- Students who are granted 1 appeal by their district will earn a Regents diploma
- Students who are granted 2 appeals by their district will earn a local diploma

# Analysis of Expanded Appeal Impact

If the **Expanded Appeal** option were implemented approximately

**4,800**  
additional  
students

From Cohort 2010 would meet testing requirements.

The impact would be significant for vulnerable subgroups. The number of students who meet testing requirements could increase by:

An additional 3,430 Economically Disadvantaged students

An additional 1,751 Hispanic students

An additional 1,580 Black students

917 ELL students



For the ELL Population, this would be an increase of almost 10% of students who meet testing requirements!

# Assessment Requirements

## Before Pathways (prior to June 2015)

### Required Examinations:

- 1 Math, 1 Science, English Language Arts, Global History and Geography, US History

## Current Pathways (June 2015 and thereafter)

All Students must pass one Regents examination in each discipline:

- Math
- Science
- Social Studies
- English Language Arts



Choose one Pathway Assessment in:

- Science, Technology, Engineering, & Math (STEM)
- Humanities
- Arts
- Biliteracy (LOTE)
- Career & Technical Education (CTE)

# Current +1 Pathway Options

CTE

- Any of the 14 approved technical assessments after a student has successfully completed a Department approved CTE Program (Additional 16 exams will be approved in early 2016)

STEM

- Any additional Math or Science Regents exam or any Math or Science exam from the list of Department Approved Alternatives, after a student has completed a course in the subject.

Humanities

- Any additional Social Studies Regents Exam or any Social Studies or English exam from the list of Department Approved Alternatives after a student has completed a course in the subject.

Arts

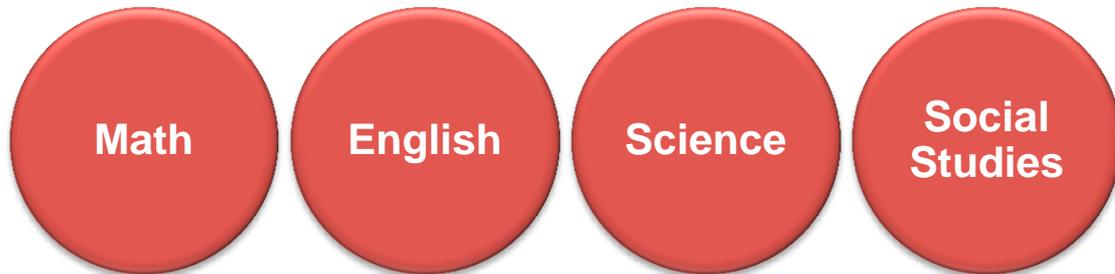
- Pending approval: AP examinations and IB Examinations

Biliteracy (LOTE)

- Examinations currently in the review process

# Proposed Addition to 4 + 1 Pathway Option

4 Required Regents Examinations



+ 1

- CDOS
- CTE
- STEM
- Humanities
- Arts
- LOTE

# CDOS Pathway Option

To Earn a Regents\* Diploma Students Would:

Complete

- 22 diploma credits as required of all diplomas

Pass

- 4 required Regents examinations; 1 in each discipline as required of all other pathways

Complete

- All requirements to earn the CDOS Commencement Credential

\*For students with disabilities, the safety net (compensatory option and low-pass option) and the appeal options for all students would remain available to demonstrate a passing score on the Regents examinations for purposes of graduation with a local diploma.

# CDOS: A Progression of Skill Development for Employability

## Career Majors:

- Career specific technical knowledge/skills

## Universal Foundation Skills (soft skills):

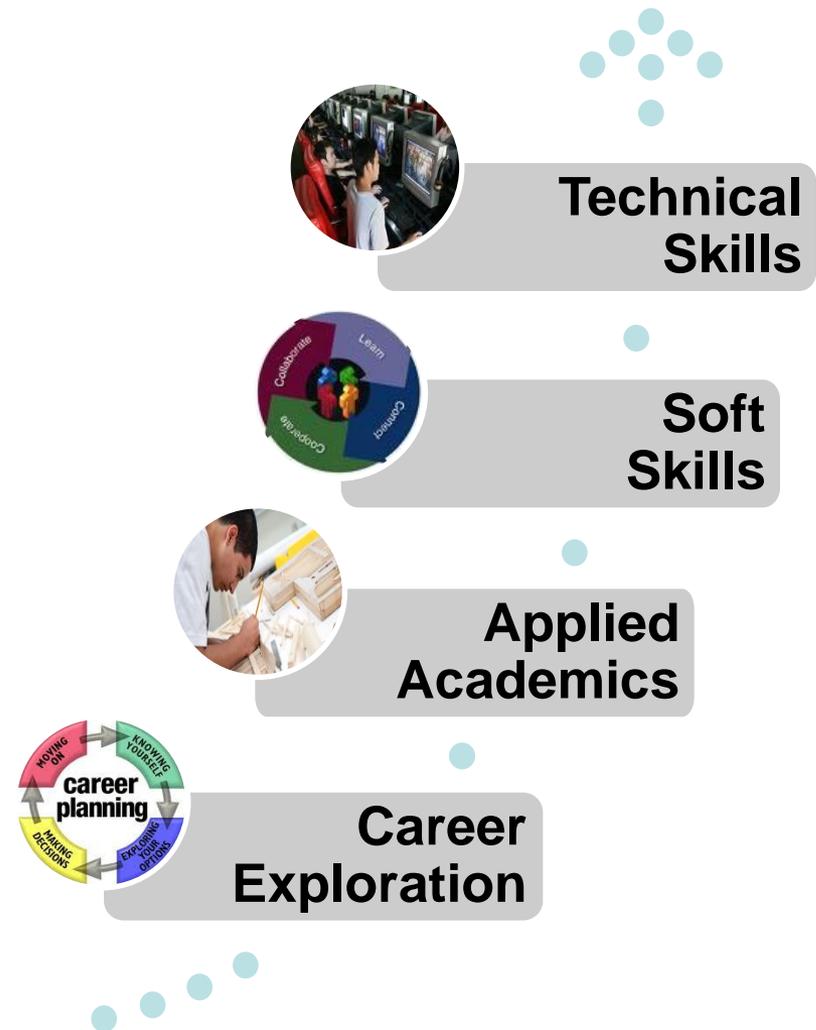
- Foundation skills and competencies essential for success in the workplace

## Integrated Learning:

- Academic knowledge and skills applied in the workplace and other settings

## Career Exploration:

- knowledgeable about the world of work,
- explore career options, and
- relate personal skills, abilities and aptitudes to future career decisions



# Current Requirements to Earn a CDOS Commencement Credential

- Career Plan
- Commencement level CDOS learning standards for:
  - Career Development
  - Integrated Learning
  - Universal Foundation Skills
- 216 hours of instruction in CTE and/or work-based learning (at least 54 hours must be in work-based learning)
- Employability Profile

**OR**

- Meet requirements for one of the nationally-recognized work readiness credentials
- National Work Readiness Credential;
  - SkillsUSA Work Force Ready Employability Assessment;
  - National Career Readiness Certificate WorkKeys - (ACT); and
  - Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

# Advantages to CDOS Pathway Option

Offers the CDOS credential to all students and expands the opportunity for students at risk of dropping out of school to graduate with a regular high school diploma and be prepared for the world of work.

Comparably educationally rigorous to other Pathways, and modeled after business & industry expectations.

Would further incentivize schools to continue to provide more students with access to CTE and work-based learning opportunities as well as instruction in the CDOS learning standards. These skills are essential for post-school success for all students.

Students would still be held to the same high standards and expected to pass the courses in the required subjects.

# Project-Based Assessments



# Project-Based Assessments (PBA)

An option for students who are unable to meet regular State assessment requirements to earn a high school diploma by passing a high quality standards-aligned project assessment.

# What is a Project-Based Assessment?

A set of activities a student completes independently of classroom instruction in order to demonstrate proficiency in a content area and meet State graduation requirements.

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**Real-life projects** developed by teachers designed to measure the State's standards in the respective content areas.

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Students are provided **supplemental, tutorial instruction**.

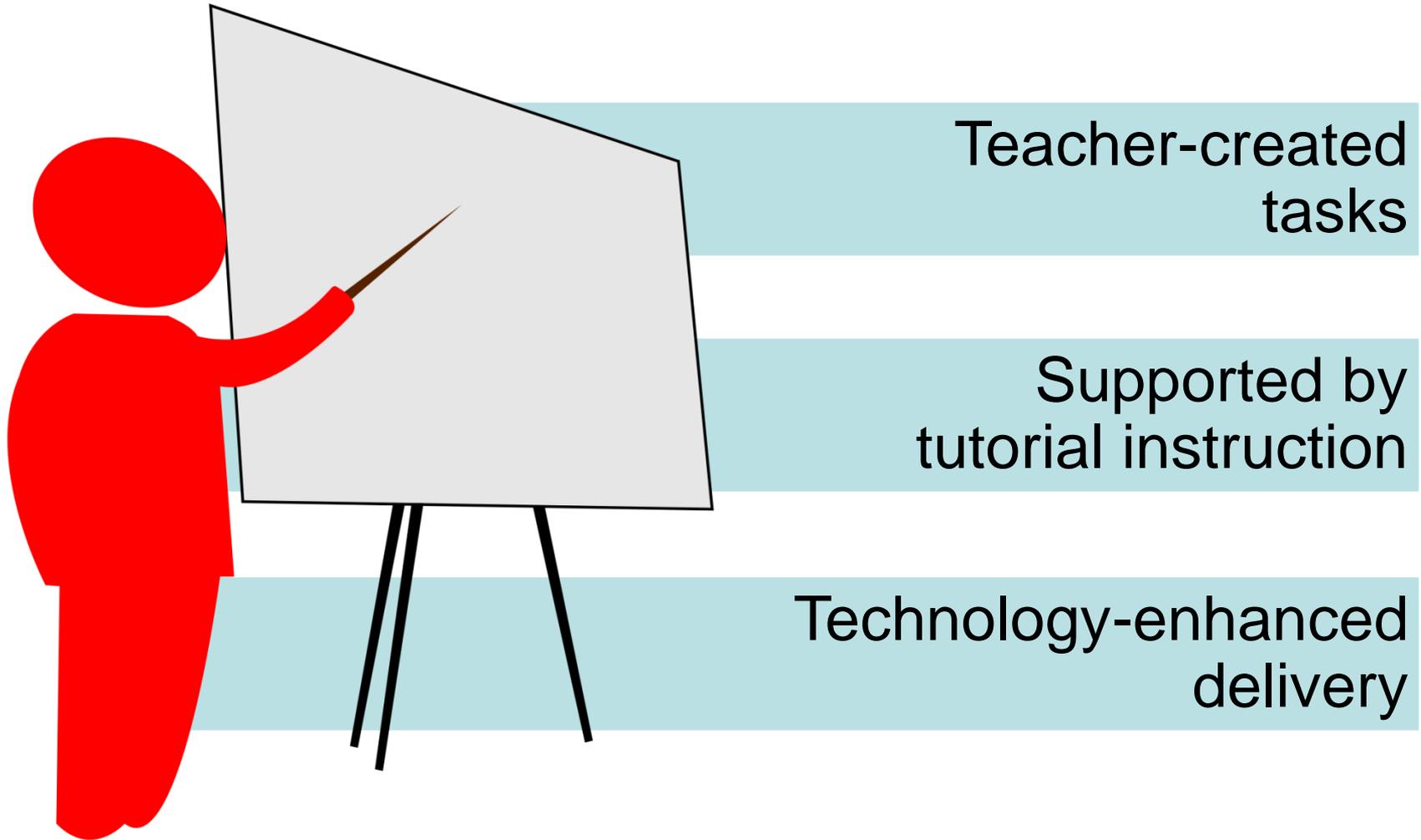
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Assessment may be administered in a **computerized and supervised** testing situation.

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**Scored by trained evaluators** based on a scoring rubric established by the State.

# Essential Components



# Teacher-created tasks

## Rigorous

- In NYS, these performance tasks would be of the same rigor as the corresponding Regents Exam, but will measure the standards in a different way.

## Standards-Based

- Educators are convened to create innovative performance tasks that measure the State's Learning Standards.

## High Quality

- Each project would be composed of multiple tasks that build upon one another and get increasingly more challenging as the student progresses through the project.

## Supported by tutorial instruction

**Schools must identify teachers who provide the student with continual support, resources, supervision, and just-in-time education to help the student master each component performance task that makes up the project-based assessment.**

# Technology-enhanced delivery

Assessment is delivered to and completed by students through a secure online portal rather than traditional paper-and-pencil methods.

The use of a technology portal would also aid in expedited scoring and the return of instructionally relevant information to the student and the student's teacher / tutor.

Through an online portal, the student would be able to experience innovative performance tasks and would be able to consistently interact with their teachers / tutors for support and guidance.

# Policy Considerations

- **Determine the conditions when a student who does not pass a Regents examination required for graduation may take a project-based assessment: (for example)**
  - after two or more attempts to pass the required Regents exam
- **Determine conditions student must have met prior to taking a project-based assessment: (for example)**
  - taken and passed the course
  - met the attendance requirements of the school district

# Resources Needed for Project-Based Assessments

## State

- Time for NYSED to support a task force comprised of New York stakeholders
- Resources to provide the secure online portal and to provide technical assistance and help-desk support to school districts administering PBAs
- Staff to develop the training and technical assistance resources to be posted on the Department's website
- Individuals to score PBAs

## District

- Tutorial staffing (teachers to provide supplemental instruction)
- Test administrators
- Scheduled time for students to work on their PBAs (e.g., some schools provide time during the summer; or after school)
- Computer-based technology for assessment administration

# Next Steps

## Appeal Process

1. Stakeholder discussion
2. Review the criteria for the Appeal process.
  - Attendance
  - Course completion
  - Score band
3. Propose regulations

## CDOS Pathway

1. Stakeholder discussion
2. Propose regulations to make the CDOS Commencement Credential available to all students.
3. Propose regulations for CDOS 4 + 1 Pathway.

# Next Steps

## Project-Based Assessment

1. Establish a work plan and timetable for start-up and implementation.
2. Explore the fiscal resources necessary to develop and submit a plan for a project-based assessment program in New York State and, where necessary, seek funding.
3. Frame proposed policy for discussion

## Graduation Requirements

Expand resources and support for schools and parents to understand pathways available to students for graduation.

# Access to Data

Available data for NY STATE ▾

Search for a School or District



View data for:

State ▾

Counties

BOCES

Districts

Schools

Higher Education

## NY STATE Public School High School Graduation Rate (2014 - 15) - 4 Year Outcome as of June



Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see [Diploma Requirements](#).

[Graduation Rate - Glossary of Terms](#)

— Filter this data

Gender	Ethnicity	District Needs	Cohort Groups	Filter
<input type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Asian or Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Multiracial	<input type="checkbox"/> NYC <input type="checkbox"/> Buffalo, Rochester, Yonkers, Syracuse <input type="checkbox"/> Urban-Suburban High Needs <input type="checkbox"/> Rural High Needs <input type="checkbox"/> Average Needs <input type="checkbox"/> Low Needs <input type="checkbox"/> Charters	<input checked="" type="radio"/> 2011 4-year June Cohort <input type="radio"/> 2011 4-year August Cohort <input type="radio"/> 2010 5-year June Cohort <input type="radio"/> 2009 6-year June Cohort	Filter
				Clear
English Proficiency Status	Disability Status	Economic Status	Migrant Status	
<input type="checkbox"/> English Proficient <input type="checkbox"/> Limited English Proficient	<input type="checkbox"/> General-Education Students <input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Not Economically Disadvantaged <input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> Not Migrant <input type="checkbox"/> Migrant	

# Additional Resources

- All the data used in this presentation and additional data disaggregation can be found online at our public data site: <http://data.nysed.gov/>
- General information on assessments can be found at the Office of State Assessment's website: <http://www.p12.nysed.gov/assessment/>
- Information regarding Common Core Regents Examinations can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>
- Information on English Language programs can be found at the Office of Bilingual and World Languages' website: <http://www.p12.nysed.gov/biling/>
- Information on graduation requirements and safety net options for students with disabilities can be found on the Office of Special Education website at <http://www.p12.nysed.gov/specialed/gradrequirements/home.html>
- Information on the CDOS Commencement Credential guidance and information for parents and employers can be found at <http://www.p12.nysed.gov/specialed/gradrequirements/home.html>
- Information on Pennsylvania's Project-Based Assessments can be found at <https://www.pdesas.org/Page?pageId=1>