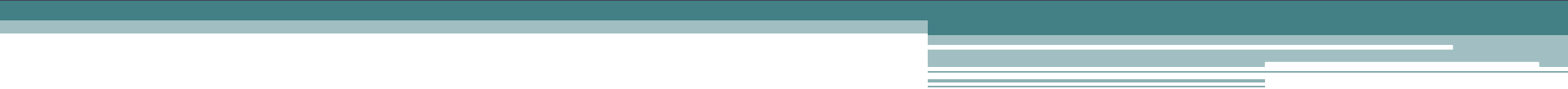


Recommendations of the Regents Exams Workgroup



Presented to the Members of the P-12 Education Committee

November 14, 2016

Workgroup

- Convened following a directive from the Board of Regents in September 2015
- Charged to advise on technical and policy aspects of the Regents Exams
- 15 members
 - Classrooms teachers, building administrators, district-level personnel and senior administrators from CUNY and SUNY
 - Representing NYSUT, NYSCOSS, SUNY, CUNY, SAANYS, AMTNYS, NYCDOE, SCDN, WNYRIC, and 4 school districts

Long Term Recommendations

Five areas of focus

- Graduation Requirements
- College Readiness
- Reporting of Regents Exams Scores
- Appeals for Regents Exams Results
- Multiple Curriculum Pathways In Mathematics

Graduation Requirements

- One diploma to minimize complexity for schools, students, parents, teachers colleges, other post-secondary institutions, employers and the military
- Evidence seems to indicate that much of the information that complex sets of graduation requirements were intended to convey is not being used by those outside K-12
- Endorsements to a single diploma should be available to differentiate areas of strength and levels of proficiency
- Expand use of Regents Exam alternatives

Timeline on Class of 2022 Discussions

- July 2013
 - Adoption of Section 8.3 as a permanent rule
 - clarifies that 65 is passing score for Regents Exams and that it is not a percentage score
 - Board may approve a different minimum passing score
- November 2013
 - Board discusses staff recommendations for the new Regents Exams, to be first administered in June 2014, including the recommendation for five performance levels

Timeline on Class of 2022 Discussions

- February 2014
 - Board of Regents provides staff with guidance to delay the planned seven-year phase-in of the new standards
- June 2014
 - Board of Regents approves cut scores for new Regents Exams in Algebra I and English Language Arts, which included a partial proficiency cut score and an aspirational proficiency cut score

Timeline on Class of 2022 Discussions

- November 2014
 - Board of Regents adopts regulatory amendments to implement five performance levels for accountability (§100.18)
- September 2015
 - Update on new Regents Exams provided to the board and new Regents Exams Workgroup formed

College Readiness

- The best indicator of “college readiness” is the rigor of a student’s high school curriculum
- Multiple measures rather than a single test score more accurately predict success in college
- Defining college readiness on the basis of specific grades is often detrimental to efforts to enroll students in more four year rigorous courses of study
- No diploma should be equated with a universal definition of “college readiness”

College Readiness

- Data based on clear definitions of demonstrated skills and knowledge must be provided for use in admissions, placement, employment, etc.
- Diplomas should be given to students who have demonstrated a sufficient level of skill and knowledge to graduate from high school

Reporting of Regents Exams Scores

1-5 scale

level 3 as “passing”,
level 4 as “mastery”
level 5 as “distinction”

- Report cards and transcripts should include both the 1-5 level and the specific scale score (not 0-100) to assist with college placement
- In line with Every Student Succeeds Act (ESSA), 1-5 cut points should be defined clearly and explicitly in terms of demonstrated skills and knowledge. These should be simple, clear rubrics, preferably on a single page

Appeals for Regents Exams Results

- Appeals are important for students who struggle to meet the level 3 benchmark on the Regents Exam but who have otherwise demonstrated proficiency in their coursework to earn a diploma
- Students must score at least level 2 to appeal
- Appeals should be heard and determined locally using guidelines established by the Department which are in line with ESSA requirements
- The Department should consider the timing of appeals in order to encourage students whose appeals are approved to move onto higher level coursework

Multiple Curriculum Pathways in Mathematics

- In order to encourage four years of mathematics and provide students with a strong foundation for college level coursework across a wide variety of majors the workgroup recommends the development of a Regents Exam-level statistics course