



Standard Setting: Academic Literacy Skills Test Educating All Students School Building Leader

Board of Regents Meeting
December 2013



Graduating College and Career Ready - Statewide

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2012 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

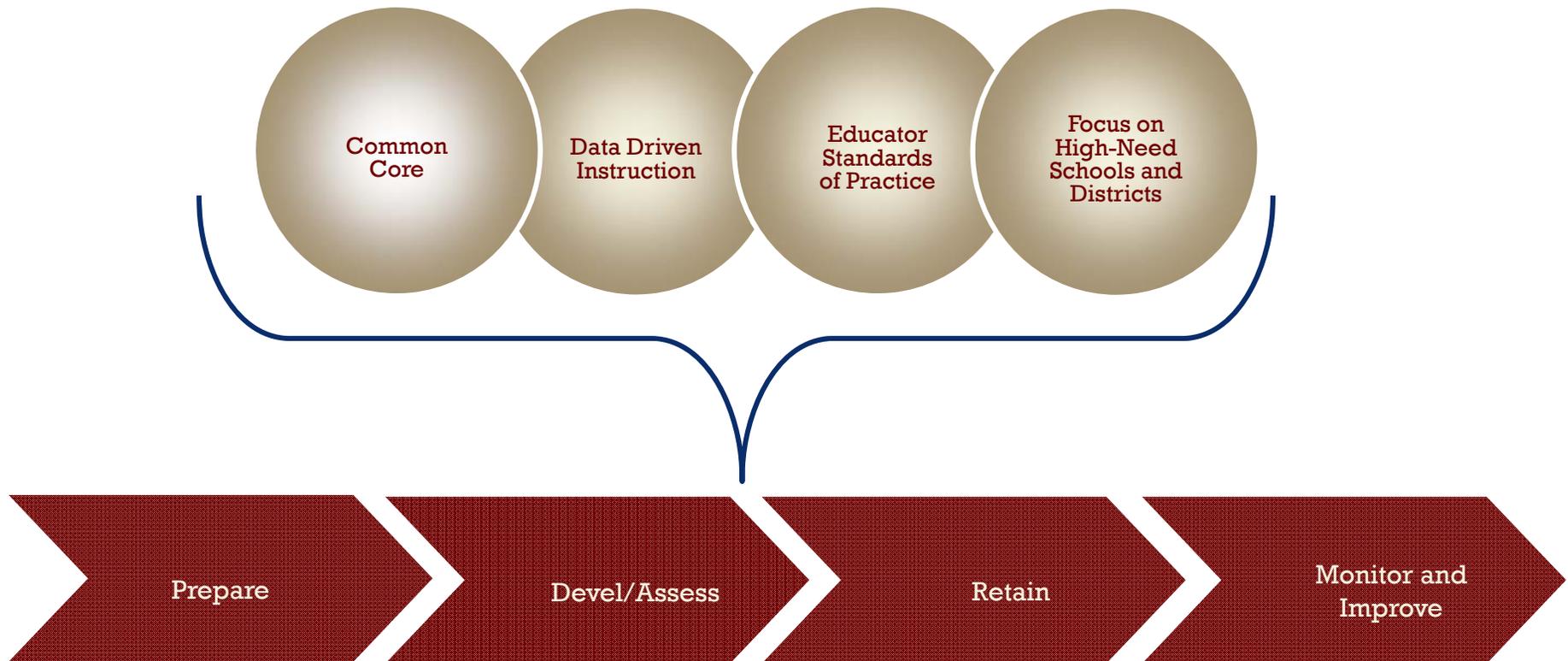
Calculated College and Career Ready*

	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
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.

Source: NYSED Office of Information and Reporting Services

Educator Effectiveness



Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.

Background Information

- In 2009, the Board of Regents approved a number of initiatives to transform teaching and learning and school leadership in New York State. One of those initiatives was to strengthen the examinations for the certification of teachers and school leaders
- Certification examination changes were included in NYS's successful Race to the Top application in 2010
- These changes were communicated to schools of education in 2010
- In April 2012, the Office of Higher Education announced the creation of a set of agreements with SUNY, CUNY and the Commission on Independent Colleges and Universities ("clcu")

The Future Teacher in New York:

- Will provide instruction that reflects the shifts required by New York State's adoption of the Common Core State Standards
- Will possess the reading and writing skills necessary to promote academic literacy in all content areas
- Will use instructional data systems to measure student success and inform improved teaching practice
- Will use knowledge of the diversity of student learners to provide an effective education to all students
- Will effectively prepare students to be college and career ready (i.e. prepared for success in college and the workplace)

Changing Roles for Principals

Leadership of Instructional change:

- Common Core
- Data-driven instruction
- Evidence-based observation and feedback to teachers
- School culture and change

New performance-based assessment for principal certification

Shift time away from other administrative duties

- Delegation
- Time management
- Leverage district and shared service resources



Shifts in Certification Exams for Teachers

Current Assessments for Teacher Certification
Assessment of Teaching Skills -Written
Liberal Arts And Sciences Test
Content Specialty Test

New and Revised Assessments for Teacher Certification
Teacher Performance Assessment (edTPA)
Educating All Students
Academic Literacy Skills Test
Revised Content Specialty Test

Shifts in Certification Exams for School Building Leaders

Current Assessments for School Building Leaders

School Building Leader
(2008) – Part I

School Building Leader
(2008) – Part II

New and Revised Assessments for School Building Leaders

School Building Leader
(September 2013 ed)
(2 part) certification
examination

Educating All Students

Overview of the Standard Setting Process

ALST Standard Setting Committee

Panel of 18 Higher Education and P-12 Educators

- 9 Higher Education Faculty
 - 9 P-12 Representatives (curriculum specialists, school administrators, classroom teachers)
 - 3 New York City
 - 1 Long Island
 - 4 Western
 - 2 Big Four
 - 1 Mid- Hudson
 - 2 Central
 - 3 Capital Region
 - 2 Southern Tier
- Nominated By:**
- Deans of Schools of Education
 - NYSUT
 - Superintendents/School Building Leaders

EAS Standard Setting Committee

Panel of 16 Higher Education and P-12 Educators

- 8 Higher Education Faculty
 - 8 P-12 Representatives (curriculum specialists, school administrators, classroom teachers)
 - 4 New York City
 - 1 Long Island
 - 2 Western
 - 1 Big Four
 - 1 Mid- Hudson
 - 1 Lower Hudson
 - 3 Central
 - 3 Capital Region
- Nominated By:
- Deans of Schools of Education
 - NYSUT
 - Superintendents/School Building Leaders

SBL Standard Setting Committee

Panel of 15 Higher Education and P-12 Educators

- 5 Higher Education Faculty
 - 10 P-12 Representatives (school building and school district leaders)
 - 3 New York City
 - 3 Long Island
 - 1 Western
 - 2 Big Four
 - 1 Mid- Hudson
 - 2 Central
 - 1 Capital Region
 - 2 Southern Tier
- Nominated By:
- Deans of Schools of Education
 - SAANYS
 - School District Leaders

Cut Scores – ALST and EAS

- **The committees were tasked with setting two cuts:**
 - **Level I-** the minimum level of skills a teacher needs in order to be competent in the classroom and positively contribute to student learning.
 - **Level II-** mastery of the skills necessary for effective teaching.

Cut Scores – SBL

- The committees were tasked with setting two cuts for Part I & Part II of the Exam:
 - **Level 1- minimum level of knowledge, skills, and abilities a school building leader needs in order to be a competent educational leader and positively contribute to student learning.**
 - **Level 2- mastery of the knowledge, skills, and abilities a school building leader needs in order to be an effective educational leader and positively contribute to student learning.**

Overview of Process

- 1) Panelists were presented with NYS definitions of two Levels of Performance, as well as policy context and exam background information
- 2) Panelists engaged in a simulated test taking experience to familiarize themselves with the exam format and item content
- 3) Panelists made item level judgments for a Level I cut score
- 4) Panelists discussed the results of the first round of item level judgments and were presented with operational performance data to inform their decisions

Overview of Process

- 5) Panelists completed a second round of item level judgments for the Level I cut score
- 6) Panelists were presented with impact data from the operational administration
- 7) Panelists then discussed their initial recommendations in light of the potential impact
- 8) Panelists made a final test level recommendation for the Level I cut score

Overview of Process

- 9a) Panelists repeated steps 4-8 for the Level II cut score for ALST & EAS
 - b) For School Building Leader, panelists repeated the full process to recommend Level I and Level II cut scores for both Part I and Part II of the SBL exam
- 10) Cut scores recommended by panelists were presented to the Commissioner and Board of Regents for approval
- 11) Cut scores will be released to the field by NYSED and posted on the NYSTCE website and the Office of Higher Education website

Appendix

Cut Score Recommendations

Scale Scores will be reported on a 400-600 scale for each exam.

NYSTCE Examination (Field Code)	PLD Level 1 Scale Score	PLD Level 2 Scale Score
Educating All Students (201)	520	563
Academic Literacy Skills Test (202)	520	563
School Building Leader, Part 1 (107)	520	544
School Building Leader, Part 2 (108)	520	548

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Our Students. Their Moment.

Thank You.



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