




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

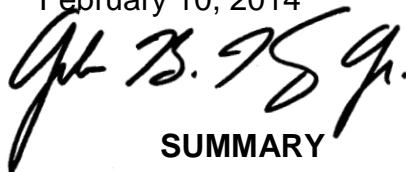
TO: P-12 Education Committee

FROM: Ken Wagner 

SUBJECT: Possible Delay of the Need for Proficiency on the Common Core Standards for Credit and Graduation Purposes

DATE: February 10, 2014

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

Does the Board wish to delay the need for proficiency on the Common Core standards for credit and graduation purposes? Should the planned seven-year phase-in of the Common Core be extended to create a 12-year road map that requires student proficiency on the Common Core Learning Standards (CCLS) for graduation purposes beginning with the class of 2022?

Reason(s) for Consideration

Given recent discussions at the October and November 2013 meetings of the P-12 Education Committee in support of an aspirational performance level (similar to the 75/80 cut score on the existing Regents Exams) for the Common Core English Language Arts (ELA) and math Regents Exams that is different from the performance level required to pass an exam for course credit and graduation purposes (similar to the 65 cut score on the existing Regents Exams), the Board has the option to extend the planned seven-year phase-in of the Common Core to create a road map that, over a period of time, requires student proficiency on the CCLS for graduation purposes.

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at its February 2014 meeting.

Procedural History

The Board of Regents adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy and Mathematics at its July 2010 meeting and incorporated New York-specific additions, creating the Common Core Learning Standards (CCLS), at its January 2011 meeting. In August 2011, the Department launched the EngageNY.org website and the statewide Network Teams Institutes to provide optional and supplemental resources and professional development in support of local district efforts to teach the standards. In spring 2013, student progress on the Common Core was measured on New York State assessments for all students in grades 3-8. In July 2013, the Board of Regents adopted requirements for transitioning students to the new Regents Exams in English Language Arts (Common Core) and in Mathematics (Algebra I, Geometry, and Algebra II) beginning no later than the 2013-14 school year. The first group of students who must pass a Common Core Regents Exam for graduation purposes is expected to graduate in June 2017, seven years after the Board first adopted the standards in 2010.

Background Information

As discussed in November and summarized below, the Common Core Regents Exams can be designed on a 0 to 100-point scale to have one performance level (“Level 3”) comparable to the current Regents Exam score of 65 and another performance level (“Level 4”) comparable to the current Regents Exam score of 75/80:

Proposed Performance Standards for Common Core Regents Exams

NYS Level 5

- Analogous to current Mastery Level
- Students exceed Common Core grade-level expectations

NYS Level 4

- **Analogous to current 75/80**
- **Aspirational Performance Measure**
- **Students meet Common Core grade-level expectations**

NYS Level 3

- **Analogous to current 65**
- **Graduation and Credit Proficiency**
- **Students partially meet Common Core grade-level expectations**

NYS Level 2

- Analogous to current 55
- Safety Net for students with disabilities
- Not proficient on Common Core grade-level expectations

NYS Level 1

- Do not demonstrate knowledge and skills sufficient for Level 2

The class of 2022 is the cohort of students that had just finished kindergarten when the standards were adopted in July 2010 and enrolled in first grade during the

2010-11 school year. This is the first group of students who were required to have Common Core instruction beginning no later than third grade in the 2012-13 school year when Common Core assessments were first administered. Therefore, staff proposes that the performance standard required for graduation be transitioned gradually from Level 3 to Level 4, beginning with this graduating class.

If the Board wishes to consider this approach, the class of 2022 would be the first cohort held to CCLS grade-level expectations for graduation purposes in June 2022, twelve years after the standards were adopted in 2010.

Recommendation

It is recommended that the Board provide staff with guidance on whether to delay the planned seven-year phase-in of the Common Core to create a 12-year road map that requires student proficiency on the Common Core Learning Standards (CCLS) for graduation purposes beginning with the class of 2022.