

# SCDN and NYSED Updates

June 2014



# Now what? Life in New York After Race To The Top

A Whitepaper

S/CDN-June 2014

# Context

- BOCES is a resource of SED as noted in NYS RTTT application
- S/CDN is an extension of the District Superintendent

# Background

- Earlier this school year the DS's requested that S/CDN author a report that would describe the impact of the conclusion of RTTT
- This whitepaper has been distributed to S/CDN membership at large and can be found at <http://www.ocmboces.org/tfiles/folder874/NowWhatLifeInNewYorkAfterRTTT.pdf>

# Contents of the Whitepaper

- What has been done
- Where we need to go
- How are we going to get there



Our Students. Their Moment.

# Pathways To Graduation

## Current Requirements and Options

NYS Board of Regents  
May 19, 2014



DRAFT – FOR DISCUSSION ONLY

[www.engageNY.org](http://www.engageNY.org)

# **Completion or College and Career Readiness**

---

**Vision:** College and Career Readiness in NYS will ensure that *all* students graduate high school able to succeed in entry-level, credit-bearing college courses and in other postsecondary programs and the workforce; that they understand and demonstrate citizenship skills; and that they may meaningfully contribute to the economic and democratic well-being of our society.

**Goal:** By 2015, NYS will have an established set of pathways to graduation that are grounded in the Common Core Learning Standards, are similarly rigorous, allow for student choice and have demonstrated, effective outcomes for students.

# Current NYS Requirements

## For a Regents Diploma

Content Area	Regents Diploma <sup>1</sup> Credits Required	Regents Diploma w/Advanced Designation <sup>1</sup> Credits Required
Mathematics	3	3
English	4	4
Science	3	3
Social Studies	4	4
Health	0.5	0.5
Arts	1	1
Languages Other Than English(LOTE) <sup>3</sup>	1	1
Physical Education	2	2
Sequence Courses/Electives	3.5	3.5
<b>Total Credits</b>	<b>22</b>	<b>22</b>
<b>Regents Exams Score of 65 or above<sup>2</sup></b>	<b>5 (1 Math, 1 ELA, 1 Science, 2 SS)</b>	<b>7, 8 or 9 (At least 2 Math, 1 ELA, at least 2 Sciences, 2 SS)</b>

<sup>1</sup>An Honors Designation is applicable for students earning an average of 90 on all required exams  
<sup>2</sup>See next slide for Safety Net Provisions for Students with Disabilities  
<sup>3</sup>Must pass a locally developed second language proficiency exam to earn credit



# Current NYS Requirements

## For a Local Diploma

### Credential Type: Local Diploma

Available to:

Students with a Disability (SWD)

Credits:

22

Assessments: (Score of 55-64 on one or more<sup>1</sup>)

5<sup>2</sup> – ELA; Math; Science; Global History and Geography; US History and Government

<sup>1</sup>The current safety net for SWDs. The *compensatory model* allows students to score between a 45 and 54 on certain exams under certain conditions. See <http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm>.

<sup>2</sup>Students entering Grade 9 in 2010 may pass the Regents Competency Test in lieu of passing a Regents Exam in that subject.

<sup>3</sup>The local diploma option for general education students was phased out over 5 years. Students in the 2007 cohort (class of 2011), for example, had to pass 4 exams with a 65 or above and 1 with a 55-64 whereas students in the 2008 cohort (class of 2012) had to pass *all* exams at 65 or above.

### Credential Type: Local Diploma Through Appeals Process

Available to:

All Students

Credits:

22

Assessments: (Score of 65 or above on three; Score of 62-64 on two for which an appeal is granted)

5 – ELA; Math; Science; Global History and Geography; US History and Government

# Current Diploma Endorsements

## Credential Type: CTE Technical Endorsement

Available to:

All Students

Requirements:

Regents Diploma Requirements OR Regents Diploma with Advanced Designation

AND

Complete a CTE Approved Program and Pass an Associated Technical Assessment

## Credential Type: Regents with Advanced Designation Mastery in Science or Mathematics

Available to:

All Students entering Grade 9 in 2009 and beyond

Requirements:

Regents with Advanced Designation Requirements

AND

Score of an 85 on three Commencement Level Regents Exams in Mathematics AND/OR three Commencement Level Regents Exams in Science

# Current Credential (non-diploma) Options

## Credential Type: NYS Career Development and Occupational Studies (CDOS) Commencement Credential

### Available to:

Students with a Disability who cannot achieve a Regular Diploma because of His/Her Disability\* or in addition to a local or Regents Diploma

*\*Student must have attended school or received a substantially equivalent education elsewhere for at least 12 years, excluding Kindergarten, OR completed the school year in which he/she has attained the age of 21.*

### Requirements:

Completion of a NYS Commencement Career Plan, demonstrated knowledge of Career Development and Occupational Studies Standards, and a minimum number of hours (216) of CTE coursework and/or work based learning experiences throughout a student's High School experience in courses/activities related to career awareness, exploration and preparation (which could include community and volunteer experiences)

Optional Assessments – A National Work Readiness Assessment

# Current Credential (non-diploma) Options

## Credential Type: Skills and Achievement Commencement Credential

### Available to:

Students with a Severe Disability\*, beginning in 2013-2014.

*\*Student must have attended school or received a substantially equivalent education elsewhere for at least 12 years, excluding Kindergarten, OR completed the school year in which he/she has attained the age of 21.*

### Requirements:

Credits are not specified

Assessments – New York State Alternate Assessment (NYSAA)

Issued with documentation of the student's level of career achievement in the Career Development and Occupational Studies (CDOS) learning standards, academic skills, and the student's strengths and interests

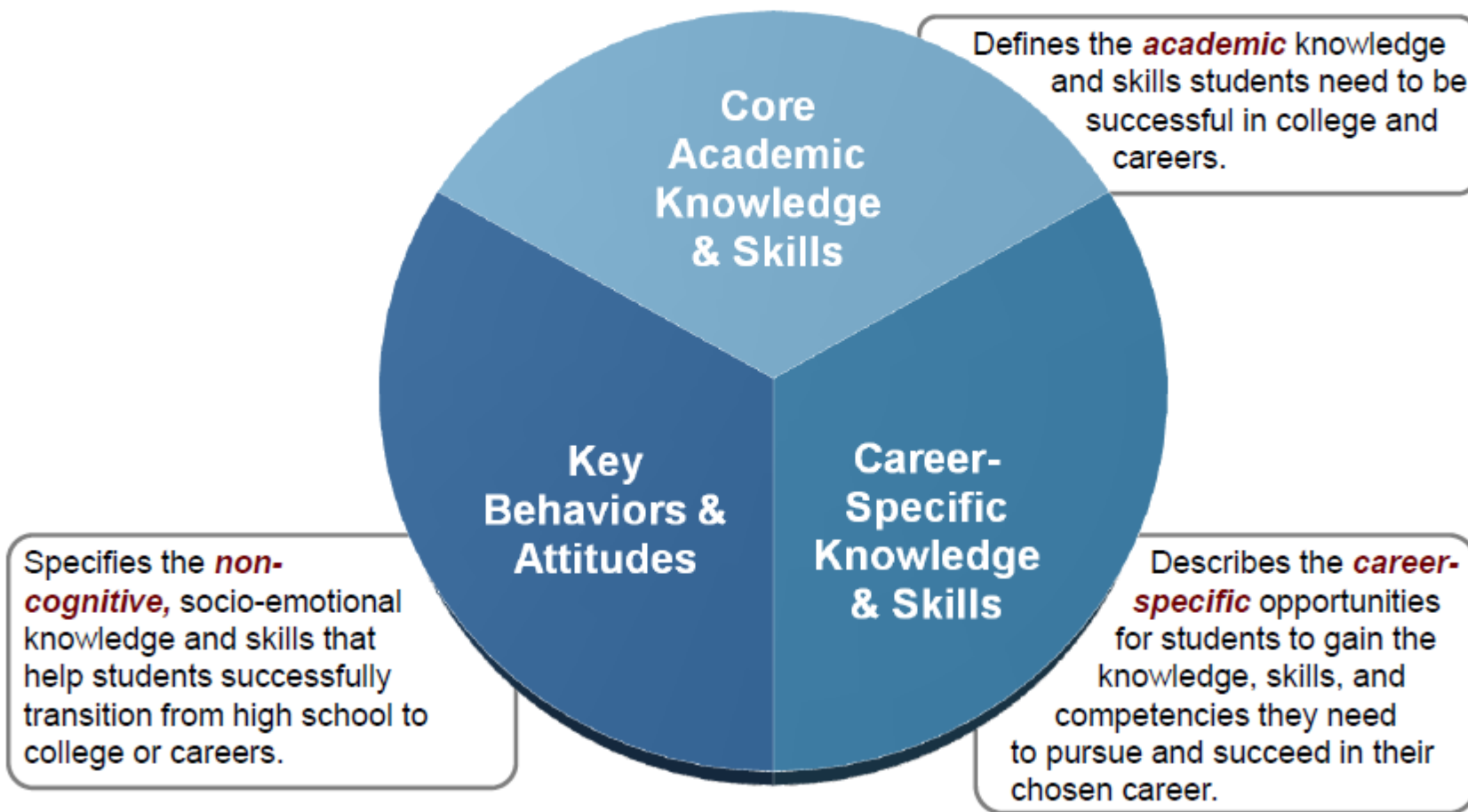
## **Are we meeting the needs of ALL students?**

- Nationally, out of 100 middle school students...
  - 70 will graduate from high school
  - 44 enroll in college
  - 26 earn a college degree within six years
- In New York, out of 100 9<sup>th</sup> grade students...
  - 74 will graduate from high school in four years
  - 55 enroll in a postsecondary institution
  - 31 earn a college degree within six years

Source: *Are Today's Students Ready for College and Careers?* David Conley. Educational Policy Improvement Center. April 8, 2013

# Readiness is more than an Academic Pursuit

---





# College and Career Readiness

## Requires a *Systems* Response

---

1. Regents Reform Agenda and ESEA Waiver – **UNDERWAY**
  - Adopting rigorous college and career ready standards and building rigorous assessments
  - Implementing Data Driven Instruction
  - Training, recruiting and retaining great teachers and leaders
  - Turning around lowest performing schools
2. School Culture and Climate – **UNDERWAY**
  - Building safe and healthy school environments which support effective teaching and learning
3. Differentiated Pathways to Graduation – **TBD**
  - Providing interest-based, rigorous and relevant student learning options
4. Organization and Support – **UNDERWAY**
  - Developing a State aid and legislative priorities approach to support pathways equitably including district reorganization and regionalization
5. Aligned Accountability Measures – **UNDERWAY**
  - Incentivizing the readiness model under our approved ESEA waiver by giving “full credit” for those students who have achieved the Aspirational Performance measures which correlate to success in entry level college courses
6. Teacher, Guidance Counselor and Leader Preparation – **UNDERWAY**
  - Aligning the teacher and leader pipeline to the demands of the Common Core in program and assessment; addressing the changing role of the guidance counselor

# The theory of action for multiple pathways

## Why Invest in a Pathways Approach?

- Under the current system of *Completion*, far too many students are either dropping out of school or are not having their academic needs met thereby leading to increasing levels of remediation in entry level college classes and/or unsuccessful attempts to achieve a living wage job.
- The lack of coherence between K-12 and college and/or career/industry must be remedied by a model of *Readiness* which contains a combination of common expectations (CCLS) and multiple, similarly rigorous pathways which lead to student success.
- Multiple student-choice driven pathways will increase student engagement, student achievement, and ultimately, college, career and citizenship readiness. The result will be a strengthening of our economy and our democratic way of life.



# Pathways at Work

## Effective Pathway models

---

### STEM – Monroe 2 BOCES

- Project Lead the Way-based Pre-engineering High School Program (18 High Schools in Monroe County)
- Four year, flexible sequence of foundation, specialization and capstone courses

### Humanities – Commack Union Free School District

- Full humanities-based IB program
- Largest IB Program in NYS with 40 IB Courses available
- 65% of juniors and seniors take at least 1 IB Course

### Arts – Rochester School for the Arts

- Student choice in a fine arts concentration which is performance-based
- 95% Attendance
- 93% Graduation rate

### Languages Other Than English (LOTE) – White Plains CSD

#### LOTE 6-12 Pathway

- Traditional, Accelerated, Honors and Advanced Placement programs in 6 different languages
- Native Language program in Spanish

# Required Elements of Pathways

---

## Appropriate Assessments and Related High Rigor Courses in Each Pathway

- The Federal Government *requires*:
  - Annual testing in mathematics and ELA in grades 3-8
  - An annual science assessment in Science at least once in grades 3-5 and again in 6-9
  - Assessments at least once in Mathematics, ELA and Science in grades 10-12\*
  - Alternate assessment for Students with Disabilities
  - Annual assessment of acquisition of English proficiency for English Language Learners

\* Students may meet this requirement by taking Regents examinations or approved alternatives to the Regents prior to grade 9 and “banking the results” for high school accountability.

## Opportunities for Students to Enter and Exit Pathway Options

- Pathways should be:
  - Grounded in the Common Core Learning Standards
  - Similarly rigorous
  - Allow for student choice
  - Have demonstrated, effective outcomes for students

# Current Pathways Under Consideration

- CTE
- Mathematics
- Science
- Humanities
- Arts

engage<sup>ny</sup>

Our Students. Their Moment.

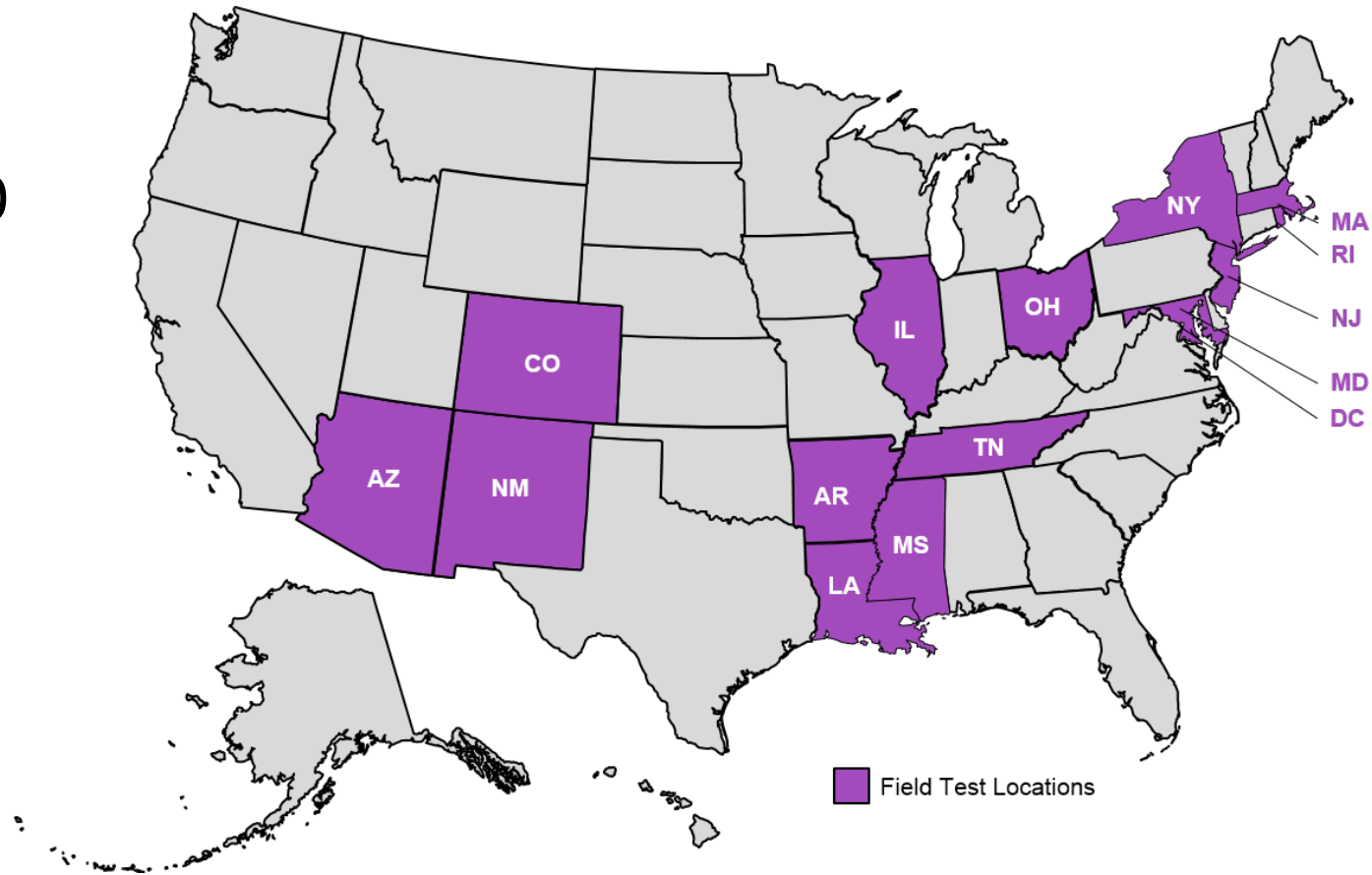
## PARCC Update

June 6, 2014



# PARCC Field Testing: Schools in 14 States & DC

- Over 1 million students
- Nearly 16,000 schools
- 2 grades per school

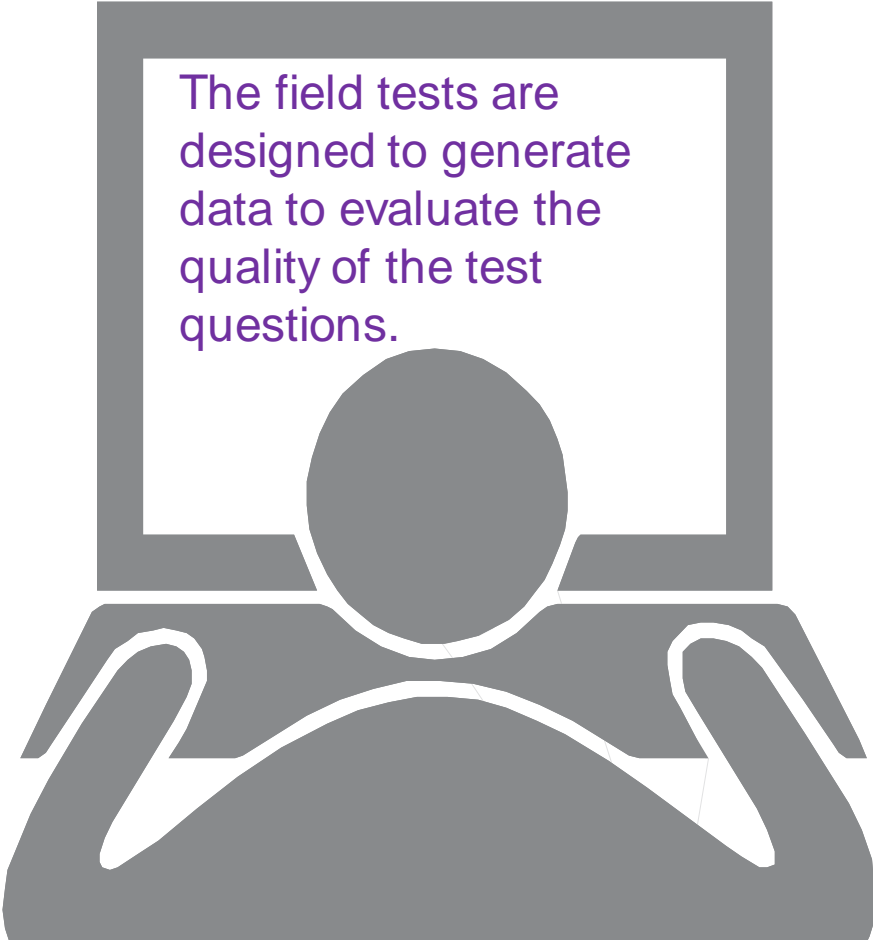


# PARCC Field Testing in New York

- **230 Schools** in **75 Districts** agreed to participate in the PARCC Field Test in Spring 2014.
- 60% of the field tests were administered online; 40% on paper.
- Field tests were administered in ELA and Math in Grades 3-11.



# Purpose of Field Tests



The field tests are designed to generate data to evaluate the quality of the test questions.

- 
- Opportunity for a number of important research studies.
  - Not designed to yield individual student, school, or district results.
  - No stakes for schools, teachers, or students.

# Field Test Benefits

- **Students** become familiar with new item types and the test delivery platform
- **Teachers** provide feedback to PARCC on “how it went”
- **Technology Coordinators** evaluate their schools’ technology systems
- **Administrators** evaluate overall readiness
- **Test Developers** measure the reliability of the test questions



# Field Test Feedback

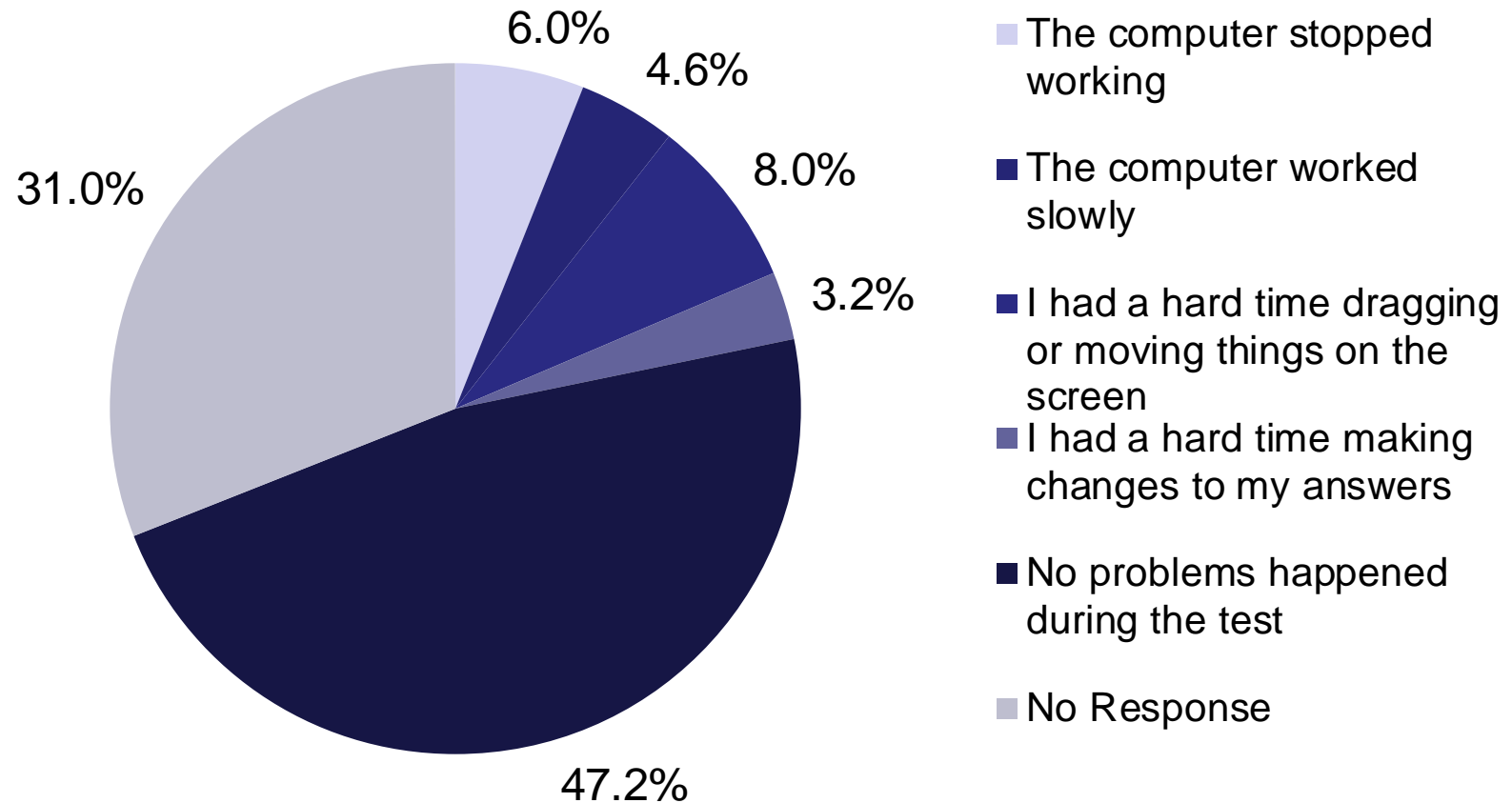
- Overall, across PARCC and in New York, the computer-based field test went smooth with isolated reports of technology challenges.
- Almost all schools in New York that started the computer-based field test were able to complete the test.
- A majority of students responding to the survey after the PBA field test indicated that they would prefer to take the test online.

# Districts & Schools are saying...

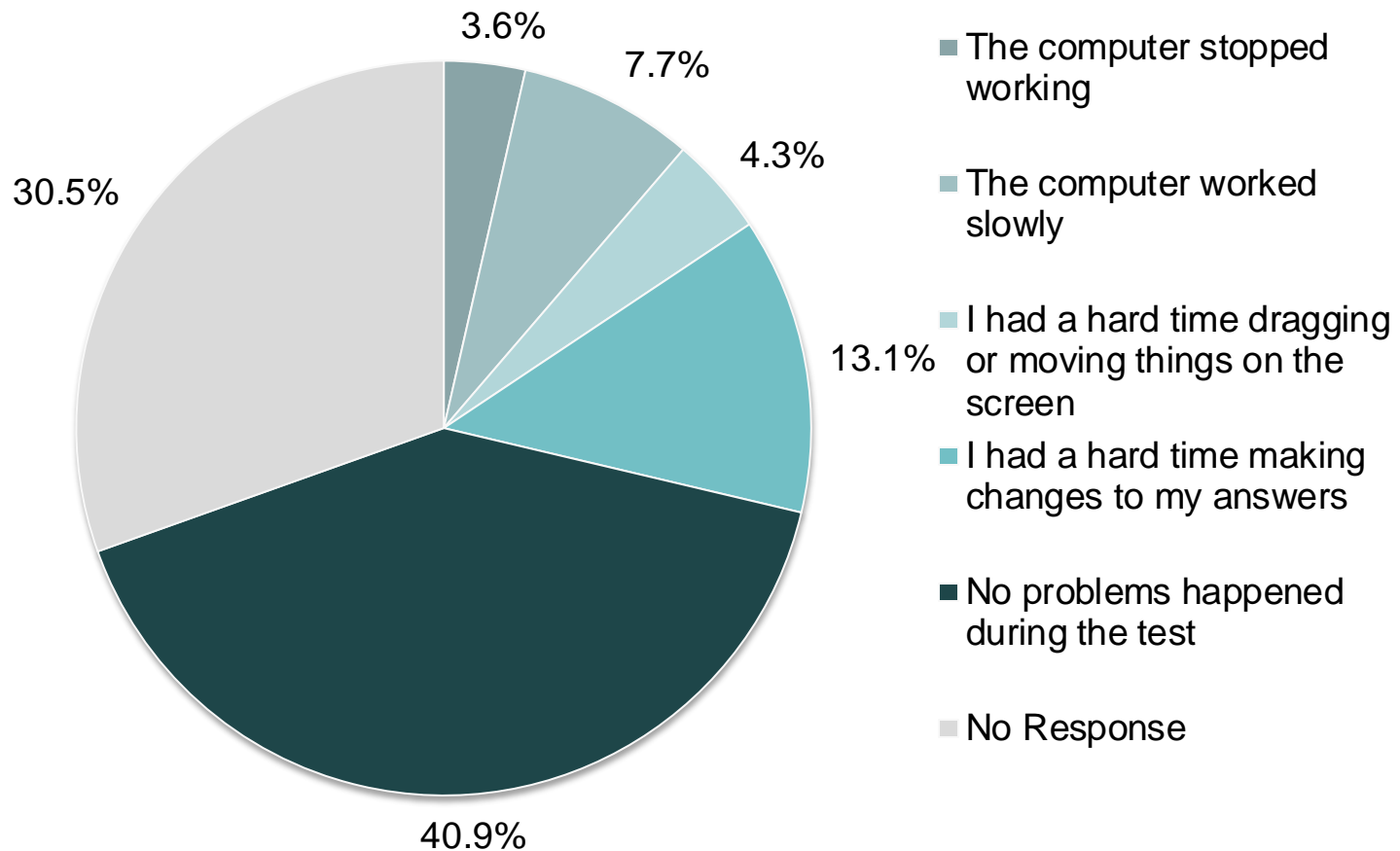
- The test delivery platform worked. There were glitches, but not at every school or for every student.
- Time needed to prepare upfront was significant.
- More staff need to be present to support test administration.
- The field needs clearer documentation, resources, and training.
- Students need practice with math equation editor.



# Performance-Based Assessment Student Reported Problems - ELA



# Performance-Based Assessment Student Reported Problems - Math

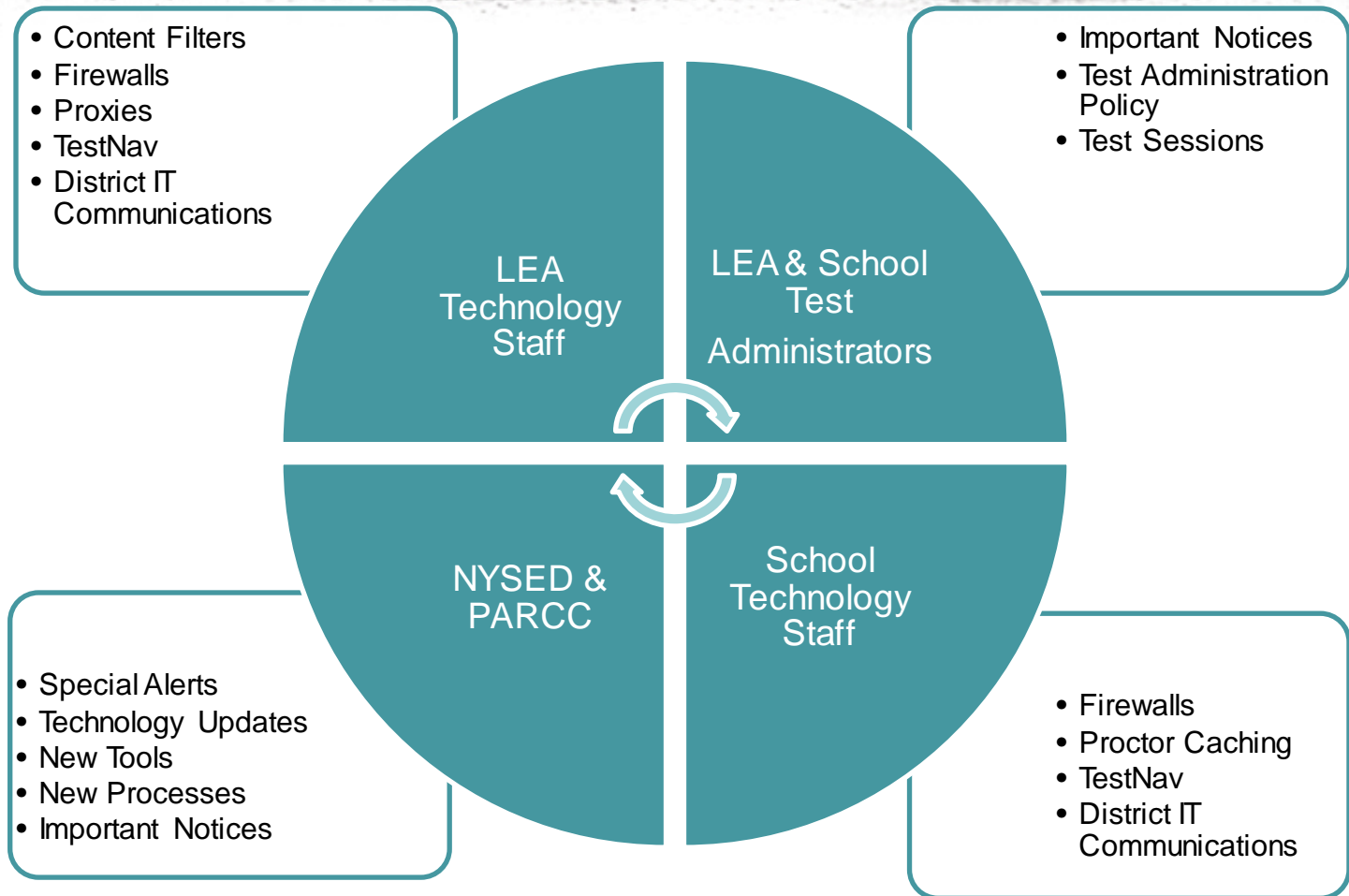


# Advice for Preparing for Computer-Based Testing

- Preparation is the key to success.
- Computer-based testing requires a significant time commitment from network and technology staff.
- Teachers and students need to use the technology and tools all year long to be comfortable and prepared for CBT.



# Communication is Critical



# What's Coming from PARCC

## Diagnostic Assessments

- Grades 2-8
- Reading, Writing, Math
- Some computer adaptive subtests
- Designed to pinpoint students' learning needs

## Mid-Year/Interim Assessments

- Grades 3-11
- ELA/Literacy and Math
- Paper-based shifting to computer based
- Built from released PBA tasks
- Can be used for assessment at individual, classroom, school levels

## K-1 Formative Tasks

- Grades K-1
- Reading and math
- Instructionally embedded performance tasks

## Speaking & Listening Tools

- Grades K-12
- Performance-based activities
- Spontaneous oral response to oral prompt; share findings of research in an oral presentation

# Curriculum Updates

- Arts standards are finalized and available on the web
  - Survey will be released to collect data re: implementation with a recommendation to BOE
- Science: Strategic plan to be released in July regarding standards revisions/implementation
  - White paper will be released in the fall from content group focused on what should be done.
- SS: Frameworks released, looking for writers for field guide; proposed release for the end of July.