

SAANYS

OFFICE OF GOVERNMENT RELATIONS

PRECONFERENCE

PRESENTATION

46th SAANYS ANNUAL CONFERENCE

**AT THE SAGAMORE RESORT
LAKE GEORGE, NEW YORK
OCTOBER 23, 2016**

**STATE EDUCATION
DEPARTMENT
INITIATIVE TIMELINES**

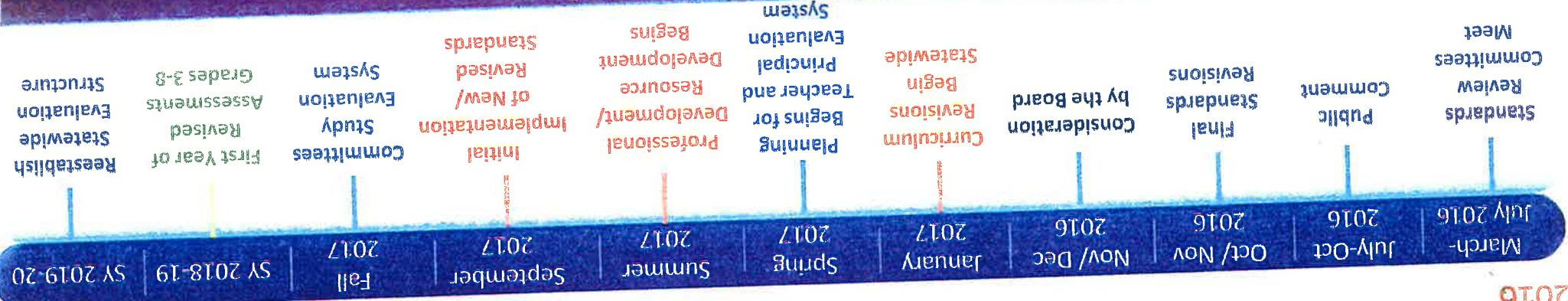
Part 1

Presented at February and April Board of Regents Meetings

Review and Implementation Timeline



2019 2016



ELA and Mathematics Standards, Curriculum, and Assessment Implementation

Phase 1-4 (Standards Review and Revision)
Phase 5-6 (Curriculum Development/Resources/PD)
Phase 7 (New Tests)

Institutional Evaluation

New Federal Accountability System Developed will reflect the work of the Transition of Standards and Assessments*
New Tests*

*2019-2020 will be baseline year for student assessments. To the extent consistent with Federal and State law, SED will seek to mitigate the use of state assessments for making high stakes institutional accountability determinations during the transition period to the new state assessments.

Teacher and Principal Evaluation

No consequences for teachers and principals related to 3-8 ELA and mathematics state assessments and no growth score on Regents exams until the start of the 2019-2020 school year
Implementation

Calendar of Events

2021-22 2020-21 2019-20 2018-19 2017-18 2016-17

STANDARDS IMPLEMENTATION FOR ELA & MATH (Contingent on allocation of state fiscal resources)

Public Comment on Standards Review Recs
 Final Standards Revisions
 BOR Action / Approval
 Curriculum Revisions
 Standards PD & Implement Revised 3-8 State Tests
 Computer-Based Testing

700 Scis 1400 Scis 2800 Scis All 3-8 Scis

CC REGENTS Level 3 (65 in English & Math) ← Level 4 (74 in English, 79 in Math)

16-17

Students Grade 7

Students Grade 8

Students Grade 9

Students Grade 10

Students Grade 11

Students Grade 12

APPR Adjustment

Committees Formed

Committee Findings/Recs

Proposed New System

SED Begins Resource Dev

SED Outreach & Support

Implement New System

Spring '17

Yes

Fall '17

Yes

X

Spring '18

Spring '18

No

X

19-20

20-21

No

No

21-22

ROLLOUT OF REVISED LEARNING STANDARDS

ELA and Math

- July-Oct 2016 – Public Comment on Draft Standards
- Oct-Nov, 2016 – Final Standards Revisions
- Nov-Dec, 2016 – Board of Regents Action
- Jan 2017 – Local Curriculum Revisions Begin
- 2017-18 – Standards Implementation
- Spring 2018 – Revised 3-8 State Tests

Social Studies

- April 2014 – Social Studies Frameworks Approved
- 2015-16 – Implement Frameworks for K-8
- 2016-17 – Implement Frameworks for HS
- Spring 2017 – Global History Regents Exam II Questions Field Tested
- June 2018 -- First Administration of Global History Regents Exam II
- June 2019 – First Administration of US History Regents Exam

Arts

- July/August 2016 – Discipline Specific Standards Writing Teams Revise NYS Learning Standards for the Arts
- Fall 2016 – Survey Arts Stakeholders on Draft Revised NYS Arts Standards
- Winter 2017 – Finalize Revised Arts Standards and Rollout Strategy, Assessment Development and Implementation

Science

- Fall 2016 – Present NYS P-12 Science Learning Standards for Adoption by Board of Regents
- 2016-17 – Build Statewide Awareness of New Standards, Local Curriculum Revisions
- 2017-18 – Local Implementation Begins
- 2020-21 – Re-examine & Revise Statewide Strategic Plan for Science; Earliest Possible Administration of Grade 5 and 8 Science Assessments
- 2021-22 – Administration of New Science Regents Exams

SMART SCHOOLS UPDATE

- \$2 B Smart Schools Bond Act Passed in 2014
 - Funds Will Not Expire
- First Meeting -- May 11, 2016
 - 88 Investment Plans Approved
- Second Meeting – June 20, 2016
 - 31 Investment Plans Approved
- Third Meeting – July 28, 2016
 - 30 Investment Plans Approved
- Direct Questions to Smart Schools Inbox at Smartschools@nysed.gov

ELA: Recommended Cut Scores

85-100 **Level 5:** Exceeds Common Core expectations

79-84 **Level 4:** Meets Common Core expectations
(first required for Regents Diploma purposes with
the Class of 2022)

65-78 **Level 3:** Partially meets Common Core
expectations
(Required for current Regents Diploma purposes)

55-64 **Level 2 (Safety Net):** Partially meets Common
Core Expectations
(Required for Local Diploma purposes)

0-54 **Level 1:** Does not demonstrate knowledge and
skills for Level 1

Algebra I: Recommended Cut Scores

85-100	Level 5: Exceeds Common Core expectations
74-84	Level 4: Meets Common Core expectations (first required for Regents Diploma purposes with the Class of 2022)
65-73	Level 3: Partially meets Common Core expectations (Required for current Regents Diploma purposes)
55-64	Level 2 (Safety Net): Partially meets Common Core Expectations (Required for Local Diploma purposes)
0-54	Level 1: Does not demonstrate knowledge and skills for Level 1

APPR UPDATE

As of October 17, 2016:

- 503 Approved School District §3012-d APPR Plans
- 18 Approved BOCES §3012-d APPR Plan
- 79 Newly Submitted §3012-d APPR Plans Under Review

Considerations in Negotiating Your §3012-d APPR Plan

- CBA of APPR Section of CBA to Sunset in 1 or 2 Years
- §Section 3012-d APPR Plan Need Not Extend Beyond Principals
- Are Implementation Procedures in Place (CBA or Otherwise)
 - Observation – Who Does it and When?
- Use Normal Mathematical Rounding
- Individual Metrics vs Schoolwide or Districtwide Metrics
- Which Students Performance Included (September vs. BEDS Day)
- Adjust for English Language Learners & Students w Disabilities

- Allow Non-Tenured Principals to Access Local Appeals Procedures
 - §3020-b Applicable After 2 or 3 APPR Evaluations
- Consult with Teacher CBU to Ensure Reasonable Implementation

Important APPR Dates:

- Approval of §3012-d APPR Plan by January 3, 2017
- Submit Independent Observer Hardship Waiver by Feb 1, 2017
 - Consider Hardship Waiver in Lieu of Small Rural Schools
- Necessary Material Revisions of APPR Plan by March 1, 2017

PROGRAM CHANGES

Part 2

REVISED VADIR REPORTING

- Planned for Implementation in 2017-18
 - Data Ramifications in 2016-17
 - 20 Categories Reduced to 9
 - Some Categories Combined
 - Some Definitions Revised for Clarity
 - New Format
- Federally Mandated Categories are Maintained
 - Bomb Threat
 - False Alarm
 - Use, Possession or Sale of Drugs
 - Use, Possession of Sale of Alcohol
- Technical Assistance and Professional Development by NYS Center for School Safety
 - Pilot School Climate Index (500 Points):
 - School Climate Survey (300 Points)
 - Revised VADIR/DASA Rptng (100 Points)
 - Chronic Absenteeism Rates (100 Points)
 - Pilot in Seven Districts/BOCES:
 - 1. Niskayuna 2. North Rockland 3. Rochester
 - 4. Rockland BOCES 5. Roxbury 6. Schenectady
 - 7. Skaneateles

Mckinney-Vento HOMELESS ASSISTANCE ACT

- Effective October 1, 2016
 - Applies to All Districts, Regardless of Funding
- New York State Allocation: \$5,320,279 with 25% to Admin and Technical Assistance Center
 - NYS-TEACHES: www.nysteaches.org
 - Grant Process Completed for 2016-2019
- State Plan will be Integrated in ESSA State Plan
- LEAs Must Notify SED of Local Liaison
- State Coordinator: Melanie Faby
Melanie.Faby@nysed.org

The McKinney-Vento Homeless Assistance Act Non-Regulatory Guidance Issued July 27, 2016

Effective, in General, October 1, 2016

- P.3 Non-Binding, No New Legal Requirements
- P.6 Review/Revise Laws, Regs, Policies, Practices
- P.7 FERPA Notice/Consent Requirements Apply
- P.12 TA/PD SED State Coordinator to LEAs
- P.13 SEAs and LEAs Must Report Data Specified
- P.14 State Coordinator Must Coordinate with Educators, Local Liaisons, and Others
- Specified
- P.14 State Coordinators Must Monitor LEAs
- P.14 SEAs and LEAs Must Provide Training and Sufficient Time for State Coordinators and Local Liaisons
- P.16 Local Liaison Responsibilities -- Required to be Designated in ALL School Districts
- P.16 Local Liaison to Ensure PD to Schl Staff
- P.17 LEA Procedures to ID Homeless Students
- P.20 Local Uses of Funds (16 Examples)
- P.27 Student Transportation Requirements
- P.41 Early Childhood Homelessness

SED Contact: Melanie Faby (518) 473-0295; or Melanie.Faby@nysed.gov

REGULATIONS §80-6 -Registration Requirement-

- For: Holders of Permanent or Professional Certificates **Before 7/1/16**

in:

- Classroom Teaching Service
- Educational Leadership
- Level III Teaching Assistants

- When: Initial Registration in 2016-17

- Register During Month of Birth
- Renew @ Five-Year Period

- If Not Practicing: Notify SED

REGULATIONS §80-6

-Continuing Education Requirement-

- For: Holders of Professional Certificates

in:

- Classroom Teaching Service
- Educational Leadership
- Level III Teaching Assistants

- What: Must Complete 100 Clock Hours of Acceptable CTLE During Registration *Period*
 - Holders of English to Speakers of Other Languages Certificates or Bilingual Extensions Must Complete at Least 50% of CTE in Language Acquisition
 - Other Professional Certificate Holders & Teaching Assistant Level III Certificate Holders Must Complete at Least 15% in Needs of English Language Learners
 - Exemptions and Adjustments
 - Teacher or Leader Employed by District or BOCES with an Exemption Pursuant to §154-2.3(k)
 - Adjustments May be Made to Clock Hour and/or Time Requirements for Good Cause

- Pathways to Meeting Requirement:
 - Receipt of National Bd Certification
 - Higher Ed, 1 Semester hr = 15 CTLE hrs;
 - ¼ Semester hr = 10 CTLE hrs
 - Other Approved Courses, 60 Mins of Instruction = 1 CTLE Hour
- Record Keeping
 - Certificate Holders Must Maintain Records – for 3 Yrs After Reg Period
 - Changes of Name or Address Must be Entered in TEACH System w/in 30 Days
- SED Sponsor Approval

**EARLY CHILDHOOD
EDUCATION**

Part 3

FOUR-YEAR OLD CHILDREN SERVED IN PREKINDERGARTEN PROGRAMS

2014-15 and 2015-16

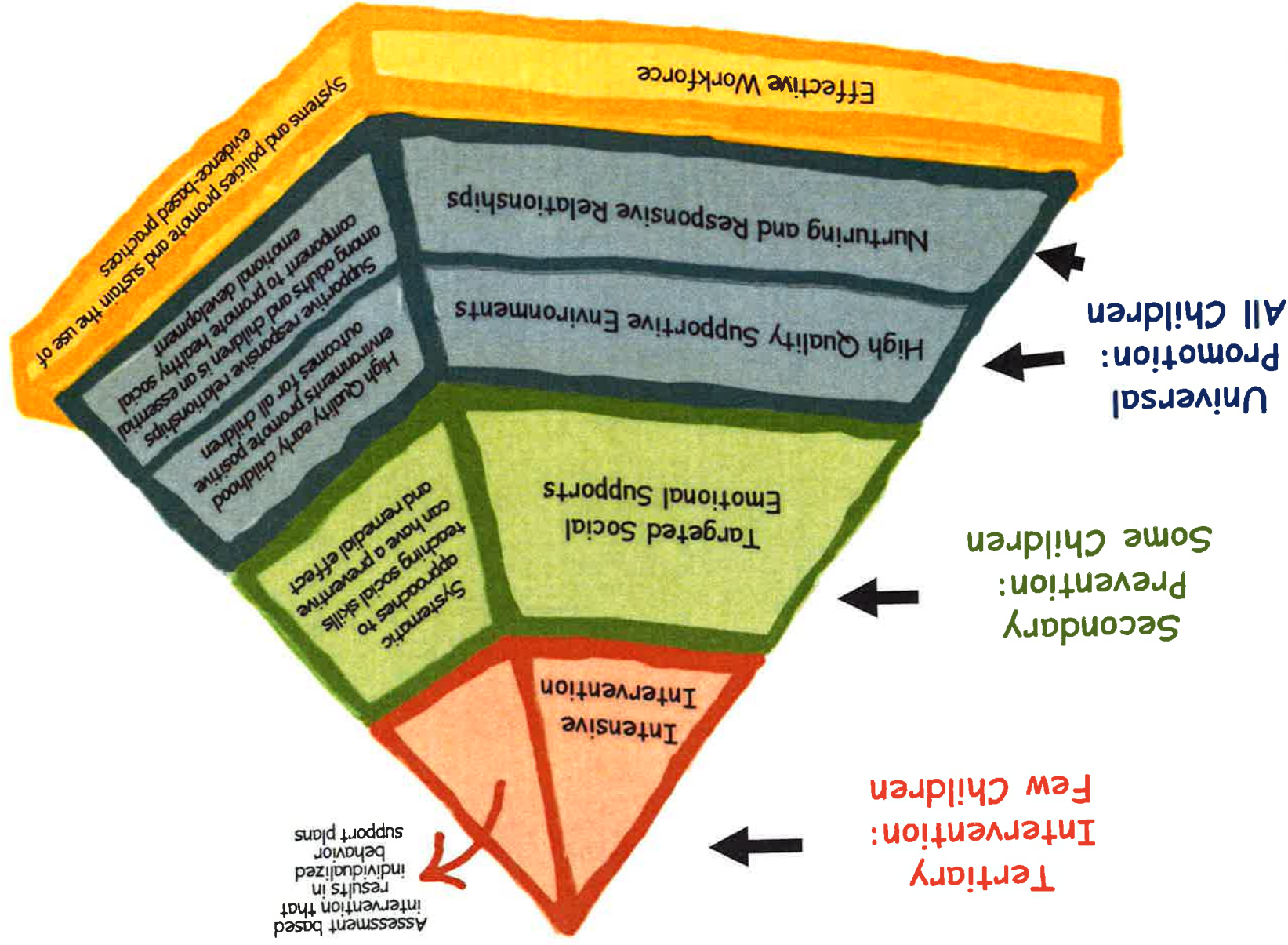
LABOR FORCE REGION	Proxy for 4-Year Olds	# Served in Prek Programs	Percent
1. New York City	81,897 / 80,920	67,565 / 70,673	82.50 / 87.34%
2. Western New York	12,831 / 11,948	8,575 / 8,139	66.83 / 68.12
3. Southern Tier	6,506 / 5,613	3,614 / 3,448	55.55 / 62.14
4. Mohawk Valley	4,717 / 4,442	2,602 / 2,821	55.16 / 63.51
5. Central New York	6,883 / 7,104	3,742 / 3,685	54.37 / 51.87
6. Finger Lakes	10,963 / 10,620	5,614 / 5,813	51.21 / 54.74
7. North Country	4,320 / 4,213	2,066 / 2,116	47.82 / 50.23
8. Hudson Valley	25,560 / 25,823	9,346 / 9,480	36.56 / 36.71
9. Capital District	9,249 / 9,288	3,308 / 3,352	35.77 / 36.09
10. Long Island	28,132 / 27,469	8,546 / 8,892	30.38 / 32.37
STATE TOTAL	191,058 / 187,440	114,978 / 118,459	60.18 / 63.20%

Data Source: New York State Education Department

3 & 4 YEAR OLD CHILDREN SERVED IN PRE-K PROGRAMS IN 2015-2016

LABOR FORCE REGION	Total 3&4s		Total 3&4s	
	Half-Day	Full-Day	Half-Day	Full-Day
1. Capital District	1,351	2,256	1,351	2,001
2. Central New York	2,128	1,882	1,902	1,783
3. Finger Lakes	2,972	3,541	2,843	2,970
4. Hudson Valley	5,648	3,832	5,648	3,832
5. Long Island	6,345	2,547	6,345	2,547
6. Mohawk Valley	1,709	1,154	1,709	1,112
7. New York City	2,814	67,859	2,814	67,859
8. North Country	1,644	472	1,644	472
9. Southern Tier	1,409	2,159	1,363	2,125
10. Western New York	4,444	3,817	4,412	3,727
Statewide	30,464	89,519	30,031	88,428
	25.4%	74.6%	25.4%	74.6%
	53.8%	46.2%	54.2%	45.8%
	39.5%	60.5%	39.1%	60.9%
	77.7%	22.3%	77.7%	22.3%
	4.0%	96.0%	4.0%	96.0%
	59.7%	40.3%	60.6%	39.4%
	71.4%	28.6%	71.4%	28.6%
	59.6%	40.4%	59.6%	40.4%
	45.7%	54.3%	48.9%	51.1%
	53.1%	46.9%	51.6%	48.4%
	37.5%	62.5%	40.3%	59.7%
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	5,813	2,970	5,813	2,970
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The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



Infant and Toddler Modules

1: Social Emotional Development Within the Context of Relationships (6.5 hours)

Topic 1: Understanding Social Emotional Development

Topic 2: Understanding Behavior & Making Sense of What you See and Hear

Topic 3: Forming and Sustaining Relationships with Young Children

Topic 4: Working with Families to Support Infant and Young Children's Social Emotional Development

2: Responsive Routines, Environments and Targeted Strategies to Support Social Emotional

Development in Infants and Toddlers (6 hours)

Topic 1: Social Emotional Climate in Infant Toddler Care Settings (110 minutes)

Topic 2: High quality Supportive Environments: Schedules, Responsive Routines & Individual Caregiving

Topic 3: Targeted strategies to Build Social Emotional Skills

3: Individualized Intervention with Infants and Toddlers: Determining the Meaning of Behavior and

Developing Appropriate Responses (6 hours)

Topic 1: What is Challenging Behavior?

Topic 2: A Relationship-based Approach to Challenging Behavior

Topic 3: Developing an Individual Support Plan

4: Leadership Strategies for Supporting Children's Social Emotional Development and Addressing

Challenging Behaviors (6 hours)

Topic 1: What is Challenging Behavior? Inventory of Evidence Based Practices

Topic 2: The Role of a Program Administrators

Topic 3: Evidence-based Leadership Strategies

Topic 4: Program/Systems-level Change

Parent Session Modules

- These 'lessons' are free and easy to use with parents
- They come with a script, slides and activity handouts, and parent workbooks

<http://csefel.vanderbilt.edu/resources/family.html>

What is Positive Behavior Support (PBS)?

1. An approach to support young children's social and emotional development
2. Includes attention to relationships, environment, teaching and acknowledging children the expectations, and providing individual supports to children who need them
3. Positive Behavior Support (PBS) is an approach for **changing** a child's behavior
4. Based on humanistic values and research

**EDUCATION
MIDDLE SCHOOL
AND
ELEMENTARY**

Part 4

- Timeline:
 - **May 2017** – Similar to May 2016
 - Items Reviewed by 222 Educators
 - Reduction of Test Items
 - Field Test Items Embedded and Stand Alone
 - Continue Testing if Productive
 - Release of Test Items
 - CBA – Pilot **OR** Operational
 - **May 2018** – 1st Year of Questar Tests
- If Considering Computer-based Assessment, Use the System Readiness Test
 - Analyzes Computer Viability
 - Practice Test (Item Sampler)
 - Exposure to Electronic Scoring
 - Regularly Use Instructional Technology
- Available for Regional Meetings with Parents and Educators
- Articulation with Regents Exams -- None

COMPUTER BASED ASSESSMENT IN GRADES 3 to 8

- 2015-2016
 - All Operational Tests Administered Paper & Pencil
 - District Option to Administer Field Tests by Computer or Paper
 - In Fall 2015 SED to Provide Calendar of Supports for Districts
 - CBT Field Testing Window: May 23 to June 10, 2016
 - Paper Field Testing Window: May 31 to June 10, 2016
 - **884 Schools Requested Computer-based Field Tests**
- 2016-2017
 - District Option to Administer Operational Tests and Field Tests by Computer or Paper
 - CBT Benefits: Faster Turnaround and Release of Questions, Release Larger Portion Test Items, Fewer Stand-alone Field Tests

2011 TO 2016 STUDENT PROFICIENCY BY GRADE LEVEL

- 2013 to 2015 Same Cut Points; Adjusted Raw Scores
- Incidence of Student Opt Outs:

- 2013: 10,000 - 15,000
- 2014: 50,000 - 55,000
- 2015: 220,000
- 2016: 230,000

Grade	2011	2012	Diff	2013*	2014	Diff	2015	Diff	2016**
3	55.9%	55.5%	0.4%	31.1%	31.8%	-24.4%	31.0%	0.7%	41.9%
4	56.7%	59.4%	2.7%	30.3%	33.2%	-29.1%	32.6%	2.9%	40.8%
5	53.8%	57.6%	3.8%	30.2%	29.7%	-27.4%	29.7%	-0.5%	33.5%
6	55.8%	55.7%	0.1%	29.6%	28.9%	-26.1%	30.6%	-0.7%	34.4%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19									
7	47.8%	52.3%	4.5%	31.3%	29.5%	-21.0%	29.2%	-1.8%	35.5%
8	46.9%	50.3%	3.4%	33.8%	35.5%	-16.5%	34.7%	1.7%	40.9%
3-8	52.8%	55.1%	2.3%	31.1%	30.6%	-24.0%	31.3%	-0.5%	37.9%
Incoming Grade 9 Students in 2016-17									
3-8	52.8%	55.1%	2.3%	31.1%	30.6%	-24.0%	31.3%	-0.5%	37.9%

Grade	2011	2012	Diff	2013	2014	Diff	2015	Diff	2016**
3	59.6%	61.2%	1.6%	34.2%	42.2%	-27.0%	42.0%	8.0%	44.1%
4	66.6%	69.2%	2.6%	36.4%	42.6%	-32.8%	43.1%	6.2%	44.7%
5	66.2%	66.9%	0.7%	29.9%	40.0%	-37.0%	42.7%	10.1%	40.1%
6	63.0%	65.1%	2.1%	30.6%	38.1%	-34.5%	38.8%	7.5%	40.1%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19									
7	64.6%	65.1%	0.5%	27.7%	32.9%	-37.4%	34.8%	5.2%	35.9%
8	59.8%	61.3%	1.5%	27.5%	22.2%	-33.8%	21.9%	-5.3%	23.8%
3-8	63.3%	64.8%	1.5%	31.0%	36.2%	-33.8%	38.1%	5.2%	39.1%
Incoming Grade 9 Students in 2016-17									
3-8	63.3%	64.8%	1.5%	31.0%	36.2%	-33.8%	38.1%	5.2%	39.1%

* First administration of Common Core-aligned state assessments.
 ** Due to changes in assessment instruments and procedures, proficiency rates prior to 2016 are not directly comparable to proficiency rates for 2016.

2011 TO 2016 LEVEL 1 STUDENT PERFORMANCE BY GRADE LEVEL

NOTE: STRIVE FOR DIFFERENCE IN RED

Grade	2011	2012	Diff	2013*	Diff	2014	Diff	2015	Diff	2016**	
3-8	12.8%	13.6%	0.8%	35.7%	22.1%	36.8%	1.1%	37.1%	0.3%	26.7%	
3	12.8%	13.6%	0.8%	35.7%	22.1%	36.8%	1.1%	37.1%	0.3%	26.7%	
4	8.3%	9.2%	0.9%	30.5%	21.3%	29.5%	-1.0%	30.9%	1.4%	24.4%	
5	10.5%	10.7%	0.2%	34.1%	23.4%	34.7%	0.6%	35.3%	0.6%	36.2%	
6	11.7%	10.6%	1.1%	28.8%	18.2%	26.0%	-2.8%	30.6%	4.6%	27.4%	
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	9.4%	8.4%	1.0%	32.0%	23.6%	33.8%	1.8%	37.8%	4.0%	28.3%	
8	8.4%	7.4%	1.0%	29.6%	22.2%	26.1%	-3.5%	29.5%	3.4%	23.7%	
Incoming Grade 9 Students in 2015-16											
3-8	10.2%	10.0%	0.2%	31.8%	21.8%	31.2%	-0.6%	33.6%	2.5%	27.8%	

Grade	2011	2012	Diff	2013*	Diff	2014	Diff	2015	Diff	2016**	
3	9.2%	9.0%	0.2%	30.4%	21.4%	26.9%	-3.5%	27.9%	1.0%	25.2%	
4	5.7%	5.5%	0.2%	28.9%	23.4%	25.8%	-3.1%	27.0%	1.2%	27.5%	
5	5.9%	7.4%	1.5%	39.8%	32.4%	31.1%	-8.7%	30.8%	-0.3%	32.0%	
6	8.0%	8.2%	0.2%	28.9%	20.7%	26.2%	-2.7%	28.4%	2.2%	25.9%	
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	8.0%	8.7%	0.7%	38.0%	29.3%	34.0%	-4.0%	33.6%	-0.4%	33.7%	
8	8.8%	7.3%	1.5%	31.2%	23.9%	36.0%	4.8%	39.7%	3.7%	39.9%	
Incoming Grade 9 Students in 2016-17											
3-8	7.6%	7.7%	0.1%	32.9%	25.2%	30.0%	-2.9%	30.7%	0.7%	30.1%	

* First administration of Common Core-aligned state assessments.
 ** Due to changes in assessment instruments and procedures, proficiency rates prior to 2016 are not directly comparable to proficiency rates for 2016.



2011 TO 2016 LEVEL 2 STUDENT PERFORMANCE BY GRADE LEVEL

Grade	2011	2012	Diff	2013*	Diff	2014	Diff	2015	Diff	2016**	Diff
3	31.3%	30.8%	0.5%	33.2%	2.4%	31.4%	-1.8%	31.9%	0.5%	31.3%	0.6%
4	35.0%	31.4%	3.6%	39.2%	7.8%	37.2%	-2.0%	36.4%	-0.8%	34.8%	1.6%
5	35.6%	31.7%	3.9%	35.7%	4.0%	35.5%	-0.2%	35.0%	-0.5%	30.3%	4.7%
6	32.5%	33.7%	1.2%	41.6%	7.9%	45.2%	3.6%	38.8%	-6.4%	38.2%	0.6%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	42.8%	39.3%	3.5%	36.6%	-2.7%	36.8%	0.2%	33.0%	-3.8%	36.2%	3.2%
8	44.7%	42.3%	2.4%	36.6%	-5.7%	38.4%	1.8%	35.7%	-2.7%	35.5%	0.2%
Incoming Grade 9 Students in 2016-17											
3-8	37.0%	34.9%	2.1%	37.1%	2.2%	37.4%	0.3%	35.1%	-2.3%	34.3%	0.8%

EVA

MATH

Grade	2011	2012	Diff	2013*	Diff	2014	Diff	2015	Diff	2016**	Diff
3	31.2%	29.8%	1.4%	35.4%	5.6%	30.9%	-4.5%	30.2%	-0.7%	30.7%	0.5%
4	27.7%	25.3%	2.4%	34.7%	9.4%	31.6%	-3.1%	29.9%	-1.7%	27.8%	2.1%
5	27.9%	25.7%	2.2%	30.3%	4.6%	28.9%	-1.4%	26.5%	-2.4%	27.9%	1.4%
6	29.0%	26.7%	2.3%	40.5%	13.8%	35.7%	-4.8%	32.7%	-3.0%	34.0%	1.3%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	27.4%	26.2%	1.2%	34.3%	8.1%	33.1%	-1.2%	31.6%	-1.5%	30.4%	1.2%
8	31.4%	31.4%	0.0%	41.3%	9.9%	41.8%	0.5%	38.4%	-3.4%	36.3%	2.1%
Incoming Grade 9 Students in 2016-17											
3-8	29.1%	27.5%	1.6%	36.1%	8.6%	33.7%	-2.4%	31.2%	-2.5%	30.8%	0.4%

* First administration of Common Core-aligned state assessments.
 ** Due to changes in assessment instruments and procedures, proficiency rates prior to 2016 are not directly comparable to proficiency rates for 2016.

2011 TO 2016 LEVEL 3 STUDENT PERFORMANCE BY GRADE LEVEL

Grade	2011	2012	Diff	2013	Diff	2014	Diff	2015	Diff	2016**	
3	51.3%	48.8%	2.5%	27.4%	-21.4%	28.1%	0.7%	26.2%	-1.9%	34.7%	
4	54.2%	54.7%	0.5%	21.0%	-33.7%	23.2%	2.2%	21.3%	-1.9%	25.7%	
5	49.5%	52.9%	3.4%	21.7%	-31.2%	20.2%	-1.5%	20.0%	-0.2%	23.3%	
6	51.8%	53.2%	1.4%	16.0%	-37.2%	15.5%	-0.5%	16.2%	0.7%	20.2%	
Class of 2021-22; Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	44.3%	48.7%	4.4%	23.4%	-25.3%	23.4%	0.0%	23.6%	0.2%	24.2%	
8	45.1%	48.5%	3.4%	23.4%	-25.1%	24.7%	1.3%	25.0%	0.3%	27.2%	
Incoming Grade 9 Students in 2016-17											
3-8	49.3%	51.1%	1.8%	22.2%	-28.9%	22.5%	0.3%	22.0%	-0.5%	26.0%	

Grade	2011	2012	Diff	2013	Diff	2014	Diff	2015	Diff	2016**	
3	46.2%	48.2%	2.0%	21.9%	-26.3%	26.2%	4.3%	23.7%	-2.5%	22.1%	
4	39.9%	39.0%	0.9%	23.4%	-15.6%	24.5%	1.1%	23.8%	-0.7%	23.4%	
5	42.8%	38.4%	4.4%	21.0%	-17.4%	24.6%	3.6%	26.3%	1.7%	24.0%	
6	36.6%	34.5%	2.1%	18.1%	-16.4%	19.9%	1.8%	19.8%	-0.1%	18.4%	
Class of 2021-22; Enter Grade 8 in 2017-18; Grade 9 in 2018-19											
7	34.2%	34.3%	0.1%	20.3%	-14.0%	23.1%	2.8%	22.8%	-0.3%	22.0%	
8	42.2%	41.7%	0.5%	20.2%	-21.5%	17.4%	-2.8%	15.3%	-2.1%	15.8%	
Incoming Grade 9 Students in 2016-17											
3-8	40.3%	39.4%	0.9%	20.8%	-18.6%	22.6%	1.8%	22.3%	-0.3%	21.3%	

* First administration of Common Core-aligned state assessments.
 ** Due to changes in assessment instruments and procedures, proficiency rates prior to 2016 are not directly comparable to proficiency rates for 2016.

2011 TO 2016

LEVEL 4 STUDENT PERFORMANCE BY GRADE LEVEL

NOTE: STRIVE FOR DIFFERENCE IN GREEN

Grade	2011	2012	Diff	2013	Diff	2014	Diff	2015	Diff	2016**
3	4.6%	6.8%	2.2%	3.7%	-3.1%	3.7%	0.0%	4.8%	1.1%	7.2%
4	2.5%	4.6%	2.1%	9.3%	4.7%	10.0%	0.7%	11.3%	1.3%	15.1%
5	4.4%	4.7%	0.3%	8.5%	3.8%	9.5%	1.0%	9.7%	0.2%	10.2%
6	3.9%	2.5%	1.4%	13.6%	11.1%	13.4%	-0.2%	14.4%	1.0%	14.1%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19										
7	3.6%	3.7%	0.1%	8.0%	4.3%	6.1%	-1.9%	5.6%	-0.5%	11.2%
8	1.8%	1.8%	0.0%	10.3%	8.5%	10.8%	0.5%	9.7%	-1.1%	13.7%
3-8	3.5%	4.0%	0.5%	8.9%	4.9%	8.9%	0.0%	9.3%	0.4%	11.8%
Incoming Grade 9 Students in 2016-17										
3-8	3.5%	4.0%	0.5%	8.9%	4.9%	8.9%	0.0%	9.3%	0.4%	11.8%

Grade	2011	2012	Diff	2013	Diff	2014	Diff	2015	Diff	2016**
3	13.4%	12.9%	0.5%	12.3%	-0.6%	16.0%	3.7%	18.3%	2.3%	22.0%
4	26.7%	30.2%	3.5%	12.9%	-17.3%	18.1%	5.2%	19.3%	1.2%	21.3%
5	23.5%	28.5%	5.0%	8.9%	-19.6%	15.4%	6.5%	16.4%	1.0%	16.2%
6	26.3%	30.5%	4.2%	12.5%	-18.0%	18.2%	5.7%	19.0%	0.8%	21.7%
Class of 2021-22: Enter Grade 8 in 2017-18; Grade 9 in 2018-19										
7	30.4%	30.8%	0.4%	7.4%	-23.4%	9.8%	2.4%	12.0%	2.2%	13.9%
8	17.7%	19.6%	1.9%	7.2%	-12.4%	4.8%	-2.4%	6.6%	1.8%	7.9%
3-8	23.0%	25.4%	2.4%	10.2%	-15.2%	13.7%	3.5%	15.8%	2.1%	17.8%
Incoming Grade 9 Students in 2016-17										
3-8	23.0%	25.4%	2.4%	10.2%	-15.2%	13.7%	3.5%	15.8%	2.1%	17.8%

* First administration of Common Core-aligned state assessments.
 ** Due to changes in assessment instruments and procedures, proficiency rates prior to 2016 are not directly comparable to proficiency rates for 2016.

PUBLIC SCHOOL – CHARTER SCHOOL PERFORMANCE COMPARISON

STUDENT PROFICIENCY RATES IN GRADES 3-8

(Levels 3 and 4)

TOTAL PUBLIC		Grades 3-8 ELA		CHARTER SCHOOLS		Grades 3-8 ELA		CHARTER SCHOOLS	
2016**	2015	2014	2013*	2012	2016**	2015	2014	2013*	2012
37.9%	31.3%	31.4%	31.1%	55.1%	40.3%	27.5%	26.1%	23.1%	49.2%
38.0%	30.4%	30.4%	30.4%	38.0%	43.0%	29.3%	43.0%	43.0%	49.2%
NYC Public School District.....		NYC Public School District.....		NYC Charter Schools.....		NYC Charter Schools.....		NYC Charter Schools.....	
38.0%		30.4%		43.0%		29.3%		43.0%	
Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....	
37.9%		31.3%		28.8%		20.5%		28.8%	

TOTAL PUBLIC		Grades 3-8 Math		CHARTER SCHOOLS		Grades 3-8 Math		CHARTER SCHOOLS	
2016**	2015	2014	2013*	2012	2016**	2015	2014	2013*	2012
39.1%	38.1%	36.2%	31.0%	64.8%	45.4%	41.5%	40.8%	31.3%	68.7%
36.4%	35.2%	35.2%	35.2%	36.4%	48.7%	44.2%	48.7%	48.7%	68.7%
NYC Public School District.....		NYC Public School District.....		NYC Charter Schools.....		NYC Charter Schools.....		NYC Charter Schools.....	
36.4%		35.2%		48.7%		44.2%		48.7%	
Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....		Rest of State Charter Schools.....	
39.1%		38.1%		30.9%		30.2%		30.9%	

TRENDS IN SPECIAL ED CLASSIFICATION Statewide Classification Rates

2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	1997-98	1996-97
12.3%	12.1%	12.2%	12%	11.8%	11.9%	11.8%	11.8%	11.7%	11.6%
2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
14.37%	14.37%	13.25%	13.1%	12.9%	13.1%	13.3%	13%	12.9%	12.6%

Classification Trends 2005-06 to 2015-16

- Autism, from 3.3% to 7.14%
- Other Health Impaired, from 11.5% to 16.01%
- Speech or Language Impaired, from 20.8% to 26.37%

Incidence Among Students with Disabilities Increased Yearly

- Emotional Disturbance, from 9.7% to 5.73%
- Learning Disabilities, from 43.1% to 36.24%
- Intellectual Disability (MR), from 3.5% to 2.8%
- Multiple Disabilities, from 5.5% to 3.71%

Incidence Among Students with Disabilities "FLAT" Yearly

- Traumatic Brain Injury (.23%)
- Orthopedic Impairment (.44%)
- Hearing Impaired (.74%)
- Visual Impairment (.3%)
- Deafness (.28%)
- Deaf-Blindness (0%)

REVISED 2-STEP AIS METHODOLOGY

2016-17 → 2017-18

Step 1: Based on Student Performance on 3-8 State Assessments to Determine Whether the Student "Shall be Considered for AIS"

Step 2: Use District-Level Procedures, Including Student Performance on Multiple Measures to Determine Whether the Student Shall Receive AIS. Examples of Multiple Measures Are:

- Developmental Reading Assessments for Grades K-6
- NYS English as a Second Language Achievement Test (NYSESLAT)
- Benchmark and Lesson-Embedded Assessments for Reading and Math in Grades K-6
- Common Formative Assessments that Provide Information About Student Skills
- Unit and Lesson Assessments for ELA, Math Science, Social Studies and LOTE for Grades 7-12
- Results From Psychoeducational Evaluations

AIS Consideration Cut Points Grades 3-8 English Language Arts

Scale Score Ranges Associated with Each Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	AIS Below
3	148-290	291-319 *	320-357	358-423	15-16 305 16-17 299
4	139-286	287-319 *	320-342	343-412	303 296
5	116-288	289-319 *	320-345	346-425	304 297
6	112-282	283-319 *	320-337	338-412	301 297
7	103-286	287-317 *	318-346	347-413	302 301
8	100-283	284-315 *	316-342	343-417	300 302

Note: Commencing with 2017-18, students will be considered for AIS if they score at or below a scale score set by SED through a standard setting process.

AIS Consideration Cut Points Grades 3-8 Mathematics

Scale Score Ranges Associated with Each Performance Level

Grade	NYS Level 1	NYS Level 2	NYS Level 3	NYS Level 4	AIS Below
3	139-284	285-313*	314-339	340-394	15-16 16-17 293 299
4	126-282	283-313*	314-340	341-402	284 296
5	126-293*	294-318*	319-345	346-406	289 306
6	119-283	284-317*	318-339	340-399	289 301
7	133-292*	293-321*	322-347	348-401	290 307
8	119-286	287-321*	322-348	349-403	293 304

Note: Commencing with 2017-18, students will be considered for AIS if they score at or below a scale score set by SED through a standard setting process.

**HIGH SCHOOL
EDUCATION**

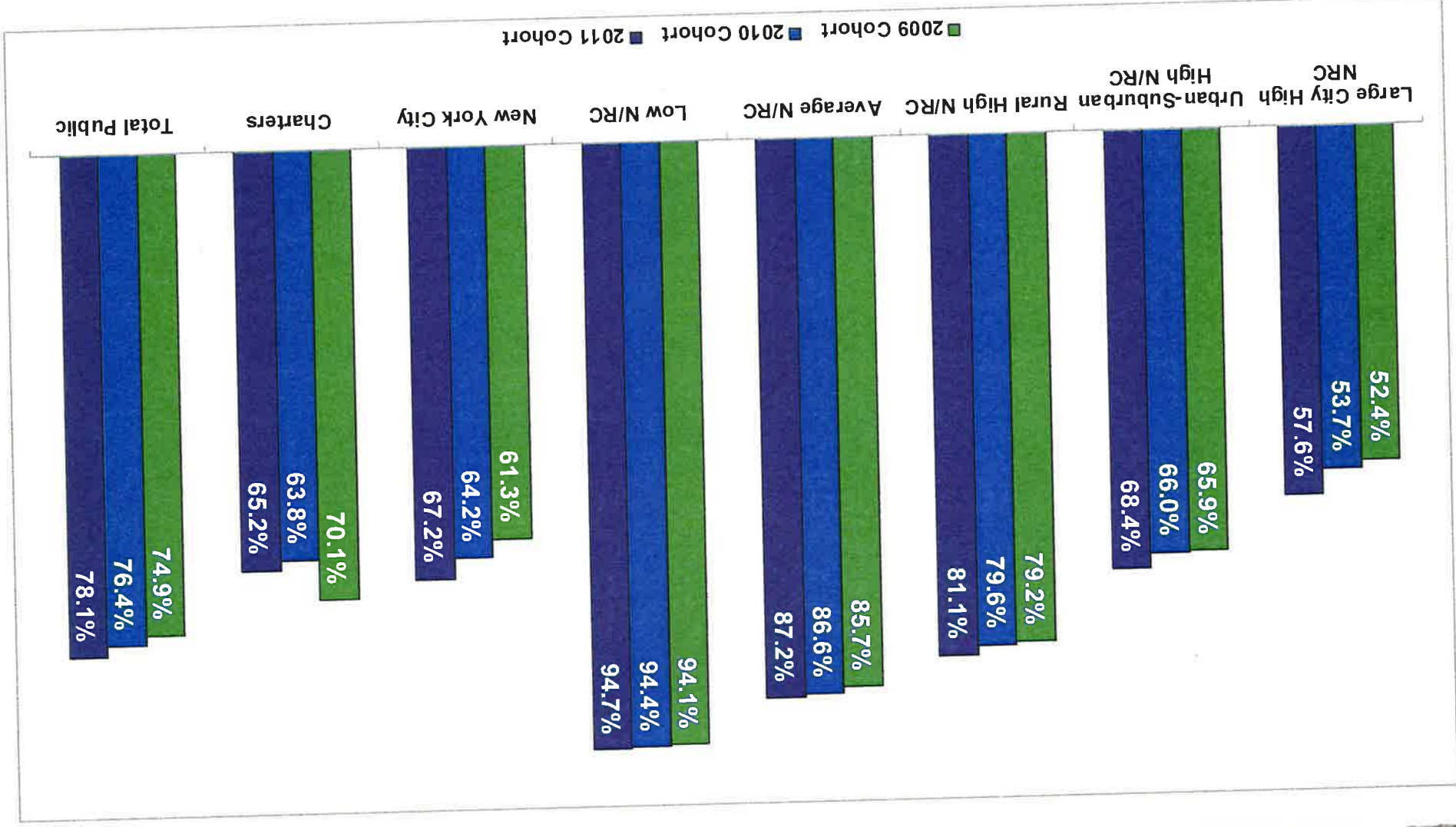
Part 5

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

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

* 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.

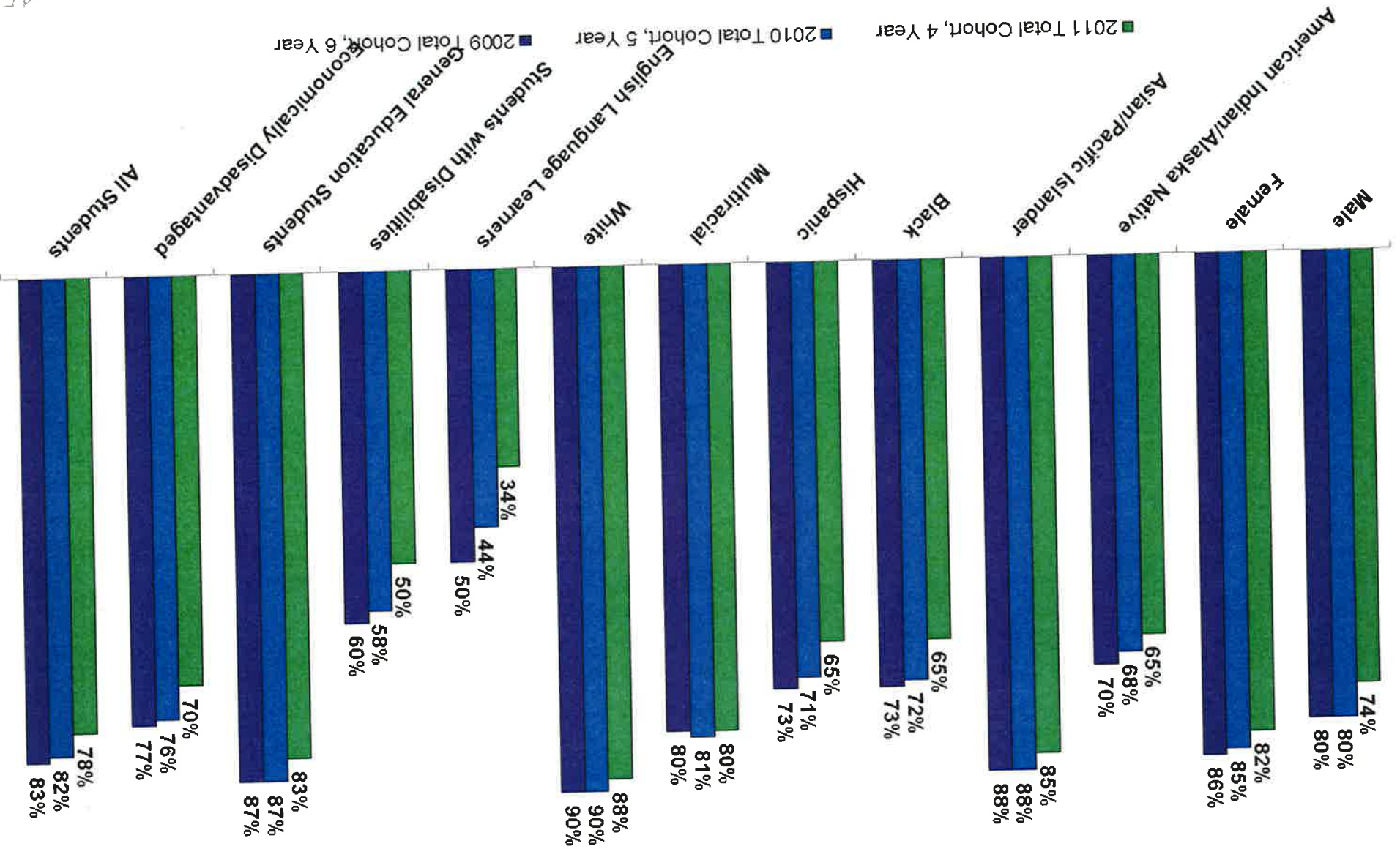
Graduation rates for high-need urban/suburban and rural districts have increased over the past three years. Average- and low-need districts have the highest graduation rates.



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

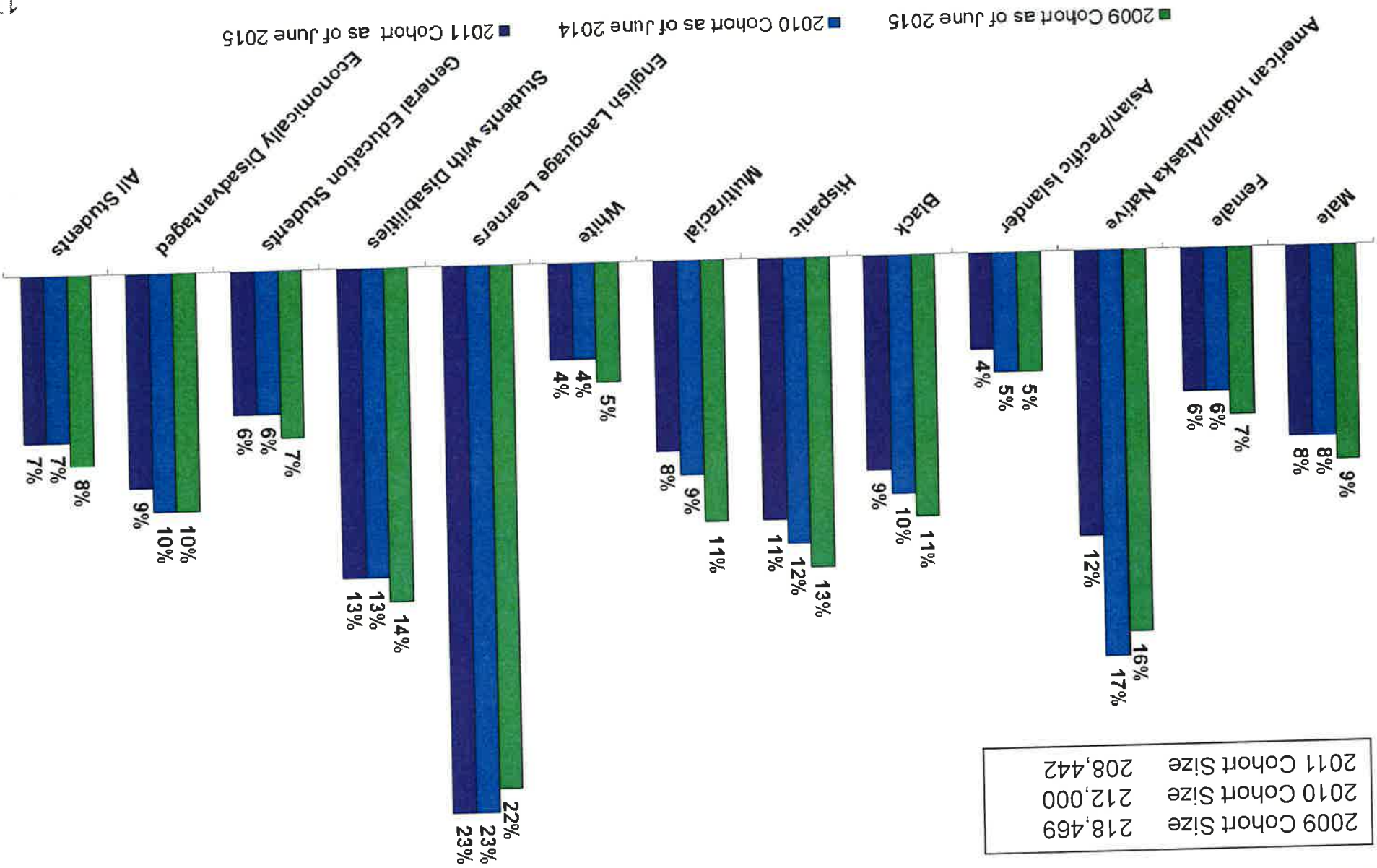
These data points reflect the data submitted, verified and certified by schools and districts as of August 28, 2015. Any Data discrepancies at the local level must first be resolved locally and then resubmitted to the NYSED.

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.

Dropout Rates after 4 Years by Subgroup



Diploma Types and Endorsements

All students must earn 22 diploma credits to earn a:

<p>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</p>	<p>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</p>	<p>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</p>
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MULTIPLE PATHWAYS FOR GRADUATION "4+1 Program Options"

Required Regents:

1. Math*
 2. English*
 3. Science
 4. Social Studies
- +

• CTE

• STEM

• Humanities

• Arts

• Languages Other than English

• CDOS*

High School Graduation

* Level 3 (65) Now, Level 4 (74/79) in 2022

-CDOS Pathway – 2 Options-

Option 1 – Complete All of the Following:

1. Development of a Career Plan
2. Achievement of Commencement Level CDOS Learning Standards in Career Exploration and Development, Integrated Learning, and Universal Foundation Skills
3. At Least 216 Hours of CTE Coursework and/or Workbased Learning Experiences, with at least 54 Hours on Work Based Learning Experiences
4. Completed Employability Profile

OR

Option 2 – Complete One of the Following

1. National Work Readiness Credential
2. SkillsUSA Work Force Ready Employment Assessment
3. National Career Readiness Certificate Workkeys
4. Comprehensive Adult Student Assessment Systems Workforce Skills Certification System
5. Other

CDOS PATHWAY OPTION 2

§100.6 Amended To Establish 6 Approval Criteria Effective April 3, 2017

In order to be approved by the commissioner, work-readiness credentials must:

1. Measure universal foundation knowledge, skills and abilities necessary for entry-level employment across multiple industries and occupations and the assessment shall be reviewed at least every five years and be updated accordingly;
2. Be designed in consultation with workforce experts, such as, but not limited to employers, national business organizations, or federal or state agencies;
3. Be consistent with technical criteria for validity, reliability, and fairness in testing;
4. Be developed by an entity other than a local school or school district;
5. Be available for use by any school or school district in New York State; and
6. Be administered in accordance with assessment security conditions, directions and procedures established by the commissioner.

HS GRADUATION - PASS RATES & APPEALS

- **Regents Directive:** Percentages of Students Performing at Levels 2 & 3 Must be Comparable to Percentages of Students Scoring 55 and 65, **Until 21-22**

- **Appeals Available to ALL Students**

- Score Band Was 62-64, **Now 60-64**
- 95% Attendance – **Now Deleted**

- Take the Exam at Least Twice
- Take Advantage of Academic Help
- Pass the Course
- Recommended by Tchr / Dept Chair
- 1 Appeal → Regents, 2 Appeals → Local

- **Appeals Available to ELL Students**

- Score Band 55-64 in English → Local

- **For Students with Disabilities** → Local
 - Low Pass Rate Safety Net, 55 to 64
 - Low Pass Option with Appeal, 52-54
 - Compensatory 45-54; 65 Other Exam
 - Superintendent Determination Pathway
 - Automatic Review by Superintendent
 - A-Upon Parent/Guardian Request**
 - Notice of Determination to Student and Parent.
 - If Requirements Met, Provide Notice that FAPE Will End
 - If Reqmts Not Met, Notice of Continued Eligibility for FAPE
 - B-For Stydents Transition Age, CSE Mtgs Include Graduation Info, Include Superintendent's Determination.**

HIGH SCHOOL EQUIVALENCY PROGRAMS

- CTB McGraw-Hill Education Selling-Off its Assets in Summative Testing
 - Will Sell to Data Recognition Group, Based in Minneapolis
 - Will Continue to National Program (Not NYS Exclusively)
 - Current Contract Runs Through December 31, 2016
 - Currently Using Form D,E and F; Next Forms G, H and I Planned for Next Year
 - PD Will be Provided Regarding High, Medium, Low Priority Content
 - Next Test Center RFP is Close to Completion – Reimbursement Rate \$20 → \$25
 - Next HSE Test Program RFP to be Issued Next Year – Will Continue:
- No Cost
- No Readiness Test Requirement
- Paper/Pencil Format to Remain Available
 - Other HSE Publishers:
 - GED®
 - ETS
 - HISET

By Liana Heitin on August 24, 2016 8:10 AM

While the number of students taking the ACT rose significantly again this year, overall average test scores have taken a dip, according to a new report from the Iowa City, Iowa-based testing company.

The decline in scores is not unexpected, say company representatives, because more states began requiring all 11th graders take the test over the last year—so a more diverse group of students is now receiving results.

"When you go from a self-selected to a [fully] tested population, you're likely adding less academically able students," said Paul Weeks, the senior vice president for client services for ACT. "When you look at the impact, it's pulling scores down a little bit."

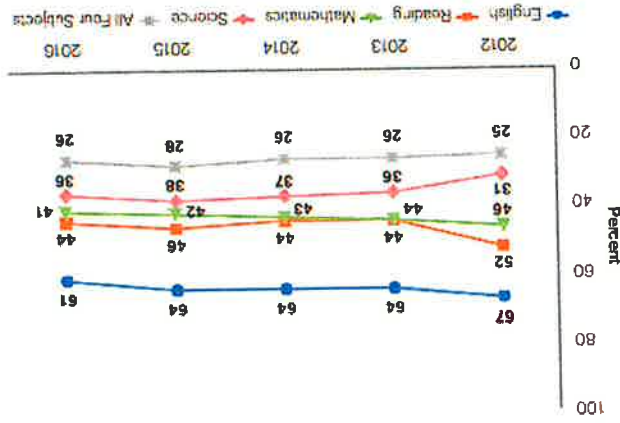
The decline is also not as sharp as it could have been, some say. The average composite score went from 21 in 2015 to 20.8 in 2016 (on a scale of 1 to 36). That's a slight but statistically significant drop.

"For an individual tester, even a full 1-point difference on a test could be the kid next to you has a cold and distracted you—it's statistical noise, within the standard error of measurement," said Adam Ingersoll, the founder and principal of Compass Education Group, a tutoring and test-prep company. "But with national populations, almost any tick has some meaning."

Sixty-four percent of 2016's graduating seniors—or about 2.1 million students—took the college-readiness exam, up from 59 percent in 2015. The ACT has had more test-takers than the SAT, its main competitor, since 2011. (Results for the 2016 SAT won't be out until next month, but the trend is expected to continue.)

The percentage of students meeting the college readiness benchmarks, which ACT says indicates a student has about a 75 percent chance of earning at least a grade C and a 50 percent chance of earning at least a B in a first-year college course, went down in all four subject areas—English, reading, math, and science. The biggest drop was in English, in which 61 percent of students met the benchmark, down from 64 percent a year ago.

Percent of 2012–2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks**



**ACT College Readiness Benchmarks in reading and science were revised in 2013. See page 19 for details.

Ingersoll said it's important to remember that these changes in scores and percentages meeting college readiness benchmarks don't actually indicate much about how students and schools are doing nationally. "The pool of testers is changing so radically," he said. "You'd need to have consecutive years with the pool staying the same before you can draw conclusions." And even then, he added, it would be tough to pinpoint causes.

Statewide Testing