

# Recommendations of the Regents Exams Workgroup

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**Presented to the Members of the P-12 Education Committee**

**November 14, 2016**

# Workgroup

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- **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**
  - **Classroom teachers, building administrators, district-level personnel and senior administrators from CUNY and SUNY**
  - **Representing NYSUT, NYSCOSS, SUNY, CUNY, SAANYS, AMTNYS, NYCDOE, SCDN, WNYRCI, and 4 school districts**

# Long Term Recommendations

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## 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

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- **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 graduations 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**

# Class of 2022 Discussion

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- **College and Career Readiness (CCR) defined in 2010**
- **Class of 2022 must earn 80 on Algebra and 75 on ELA to earn Regents diploma**
- **Current 7<sup>th</sup> grade affected**
- **Work group recommends a more global definition of CCR**

# College Readiness

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- **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

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- **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.  
(Most likely 200-700)**
- **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

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- **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

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- **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****