



Our Students. Their Moment.

Accountability Update for Nassau BOCES

Presented by

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Office of Accountability

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2010



Celebration (Kool & the Gang)



2010-2011



New Morning (Bob Dylan)

2011-2012



We've Only Just Begun(Carpenters)



2012-2013

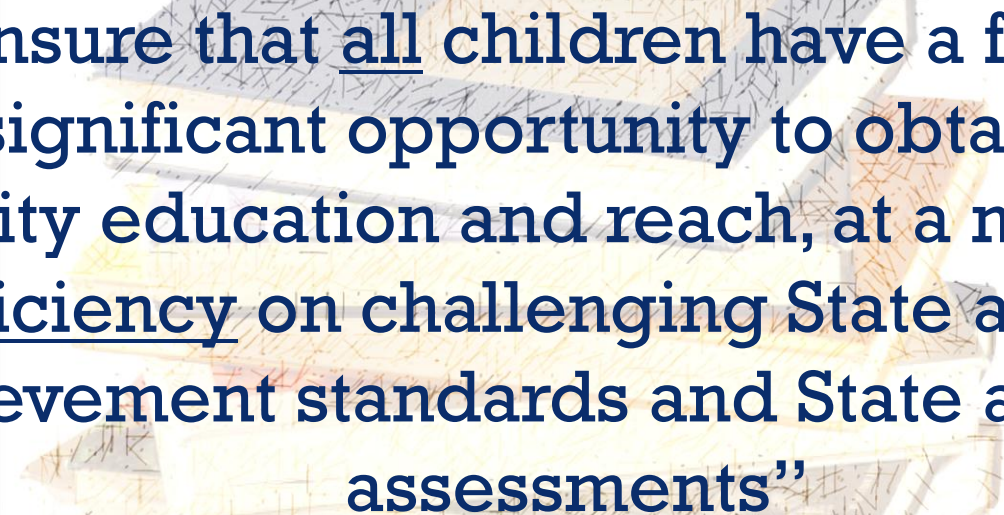


The Long & Winding Road (Beatles)

2013-2014



Purpose of No Child Left Behind



“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments”

Is this Purpose a Problem?

“Not everything that can be measured is important and not everything that is important can be measured.”

-Albert Einstein

“That which is measured, improves.”

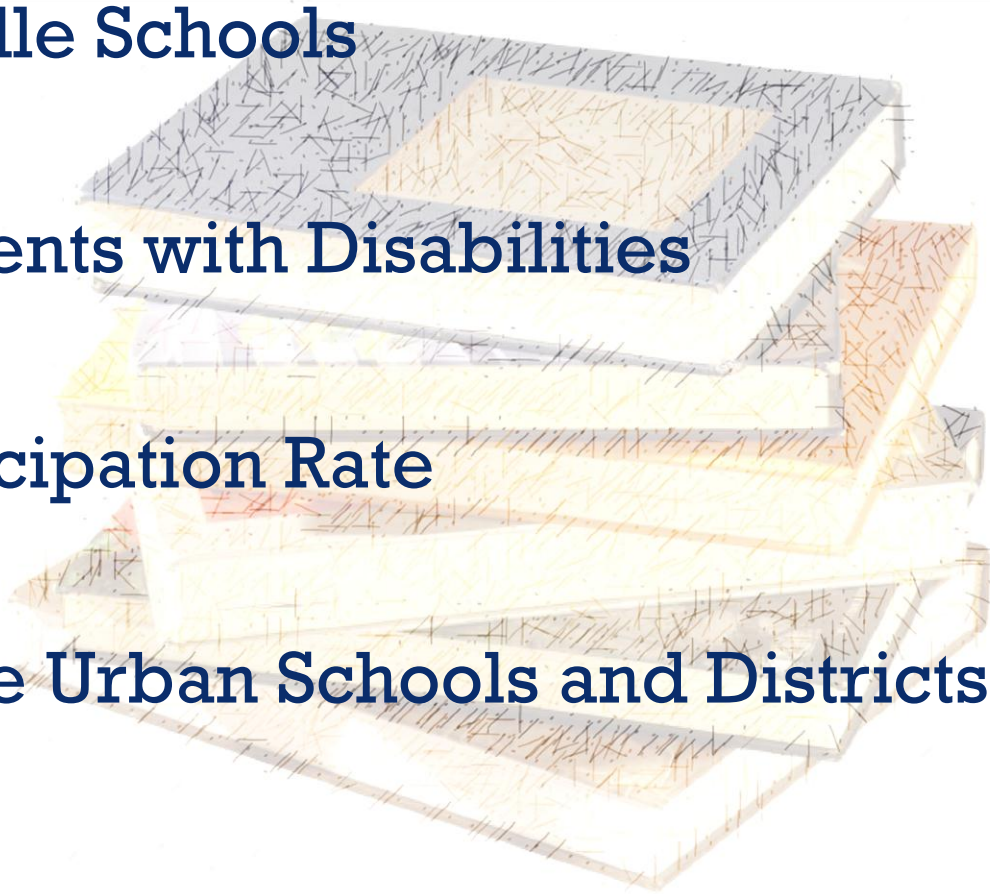
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“Goals worth pursuing are ones that are difficult to obtain but possible to achieve.”

-Ira Schwartz

Performance Challenges

- **Middle Schools**
- **Students with Disabilities**
- **Participation Rate**
- **Large Urban Schools and Districts**



Policy Challenges

- **Assessing the Assessments.**
- **Less Haste; More Speed.**
- **Separating the Elephants from the Ants.**
- **Going from network to narrow cast solutions.**
- **Middle school reform and high school readiness.**
- **The chain is only as strong as its weakest link.**

Some Intended Consequences May Be Realized

- More participation in State assessments.
- Development of more sophisticated assessments and data systems.
- Faster reporting of results.
- More focus on data driven decision making.
- More focus on performance of disaggregated groups, especially students with disabilities.

Purpose of Regents Reform Agenda

“...to ensure that all children graduate from high school college- and career-ready.”



ESEA Flexibility Waiver

On September 23rd, President Obama announced an Elementary and Secondary Education Act (ESEA) regulatory flexibility initiative to revise No Child Left Behind (NCLB).

States were able to request flexibility only in the following areas:

- 2013-14 Timeline for All Students Becoming Proficient
- School and District Improvement Requirements
- Highly Qualified Teacher Improvement Plans
- Schoolwide Programs
- Transferability of Funds
- Use of School Improvement Grant Funds
- Rewards for Schools
- Rural Schools
- Twenty-First Century Community Learning Centers program (optional)
- Determining Annual Yearly Progress (AYP) for each school and district (optional)
- Rank Order Funding Allocation for districts (optional)

In exchange for flexibility, states with approved waivers committed to:

- Set College and Career-Ready Standards for All Students and Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth.
- Develop Systems of Differentiated Recognition, Accountability and Support.
- Support Effective Teaching and Leadership, including the implementation of Teacher and Principal Evaluation in which student growth is a significant factor.
- Reduce Duplication and Unnecessary Burden.

ESEA Flexibility Repercussions in Washington State

“Washington’s request for ESEA flexibility was approved based on Washington’s commitments to carry out certain actions in support of key education reforms. In return for those commitments, the USDE granted the State and Washington’s local school districts significant flexibility. However, Washington has not been able to keep all of its commitments. Thus, although Washington has benefitted from ESEA flexibility, I regret that Washington’s flexibility will end with the 2013–2014 school year.”

- Arne Duncan, April 24, 2014

<http://www2.ed.gov/policy/eseaflex/secretary-letters/wad6.html>

ESEA Flexibility Repercussions in Washington State

Washington State Timeline

- **February 27, 2012** - Washington first made that commitment in its waiver application.
- **August 14, 2013** - After being given an extra year to fulfill its commitments, Washington was placed on high-risk designation, which specified that the State must submit final guidelines for teacher and principal evaluation and support systems, including requiring LEAs to use student achievement on CCR State assessments to measure student learning growth in those systems for teachers of tested grades and subjects by May 1, 2014.
- **March 27, 2014** – Washington sent a letter to USDE indicating that the State will be unable to provide the required ESEA Flexibility guidelines.
- **April 24, 2014** - USDE sent a letter to Washington stating that its LEAs must resume implementing the requirements of Title I of the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB), as well as all other ESEA requirements that were waived under ESEA flexibility, for the 2014–2015 school year.

Priority, Focus, LAP and Reward Schools in 13-14

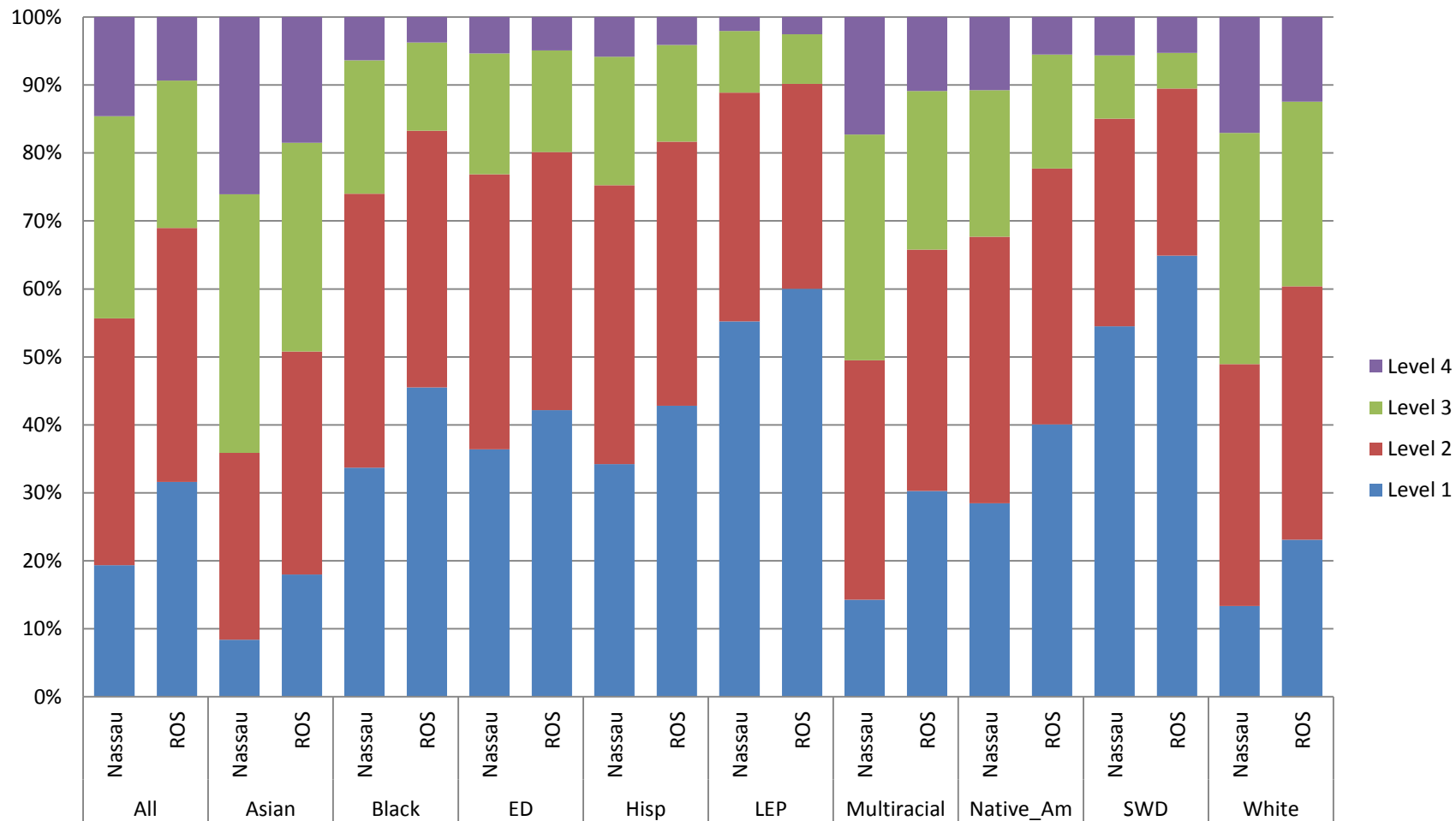
	Priority	Focus	LAP	Reward
Nassau	4	7	11	67
ROS	210	490	292	296
State Total	214	497	303	363

Please Note: Of the 11 Local Assistance Plan Schools (LAP) identified in Nassau county, 5 were identified for AYP, 4 for large gaps and 2 for having subgroups at or below Focus District cut points.

A total of three schools in the North Merrick School District are eligible for Title I Reward School Grants.

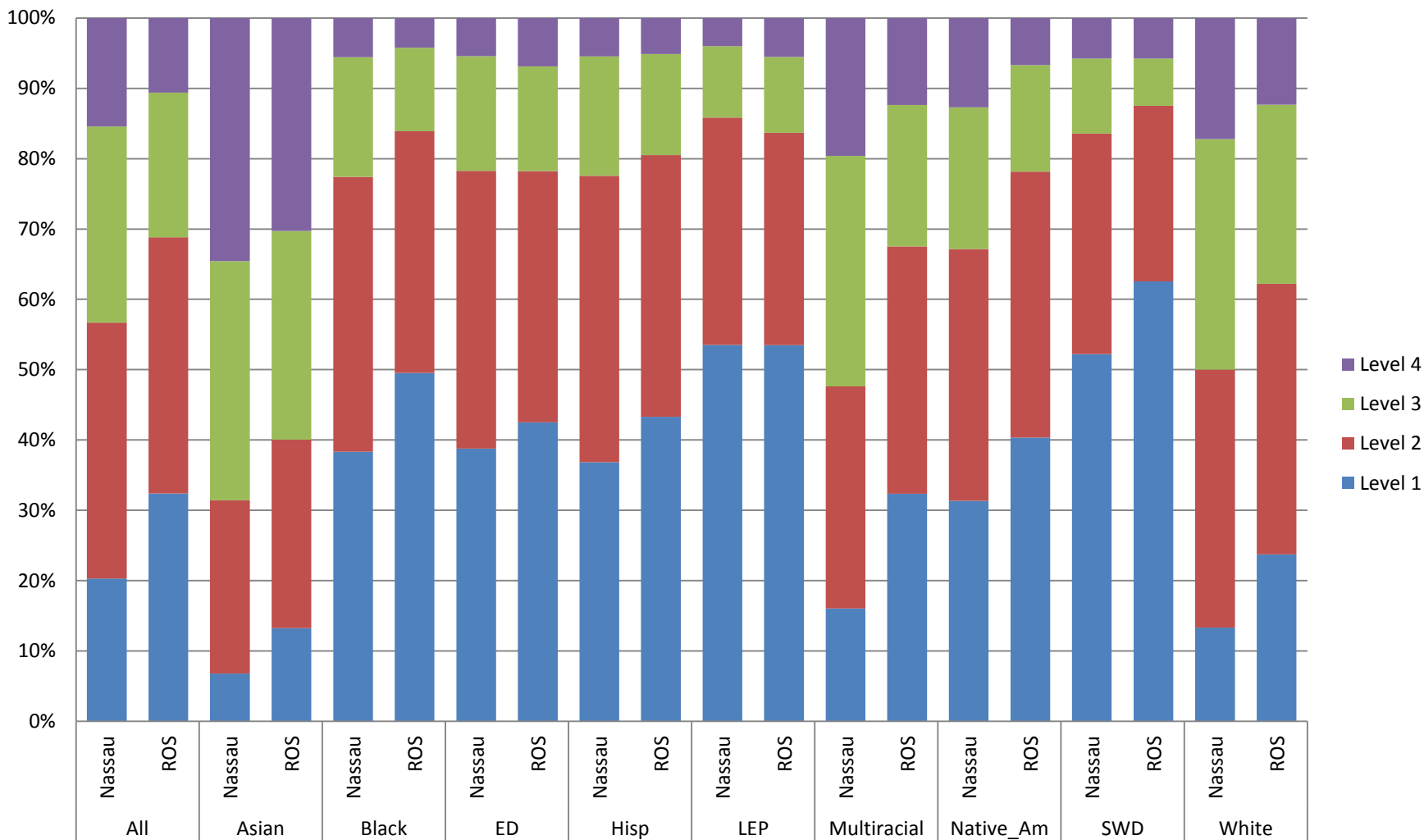
Grades 3-8 ELA Proficiency Rates—by Subgroup

Proficiency Levels, 3 - 8 ELA



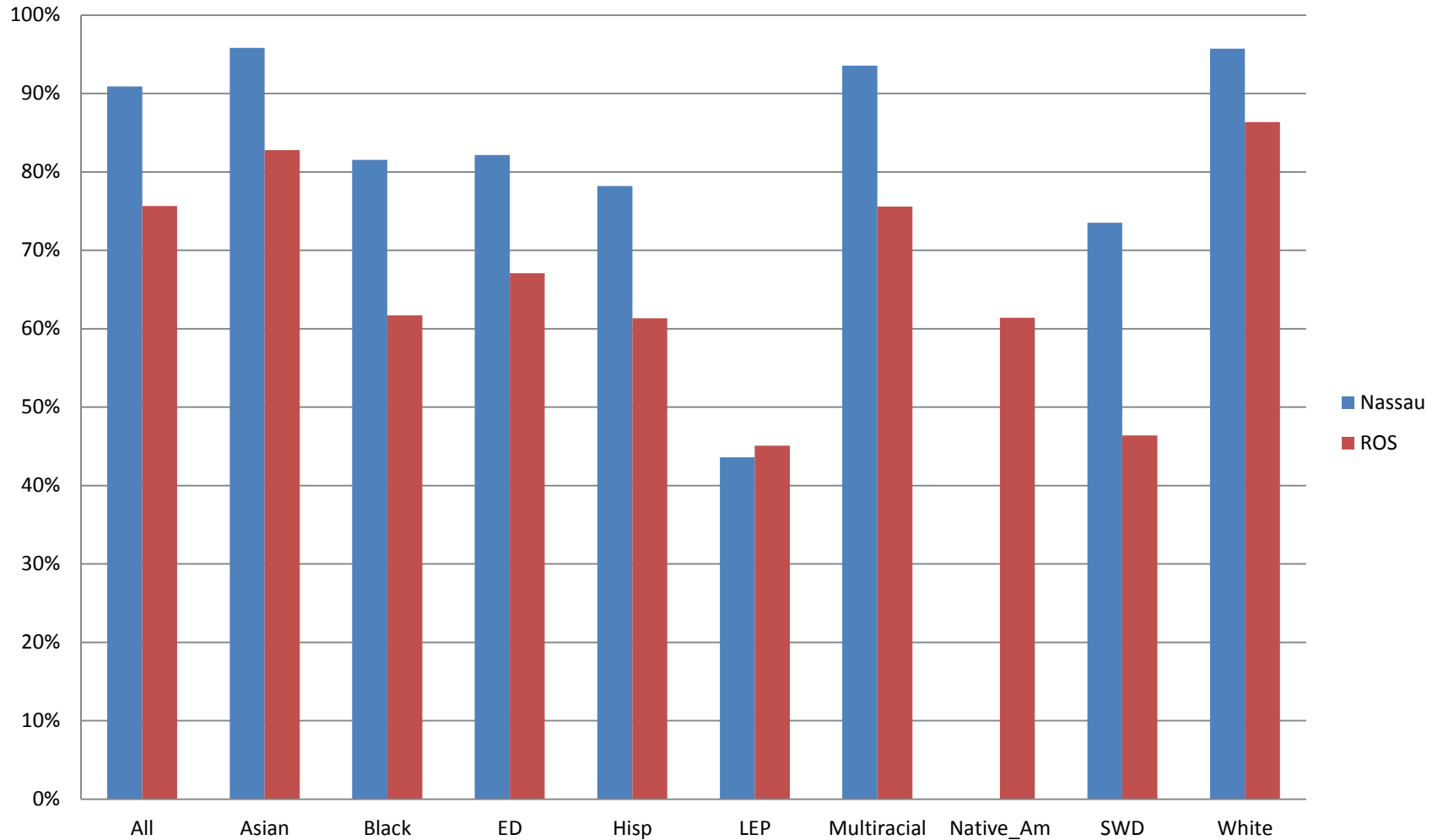
Grades 3-8 Math Proficiency Rates—by Subgroup

Proficiency Levels, 3 - 8 Math



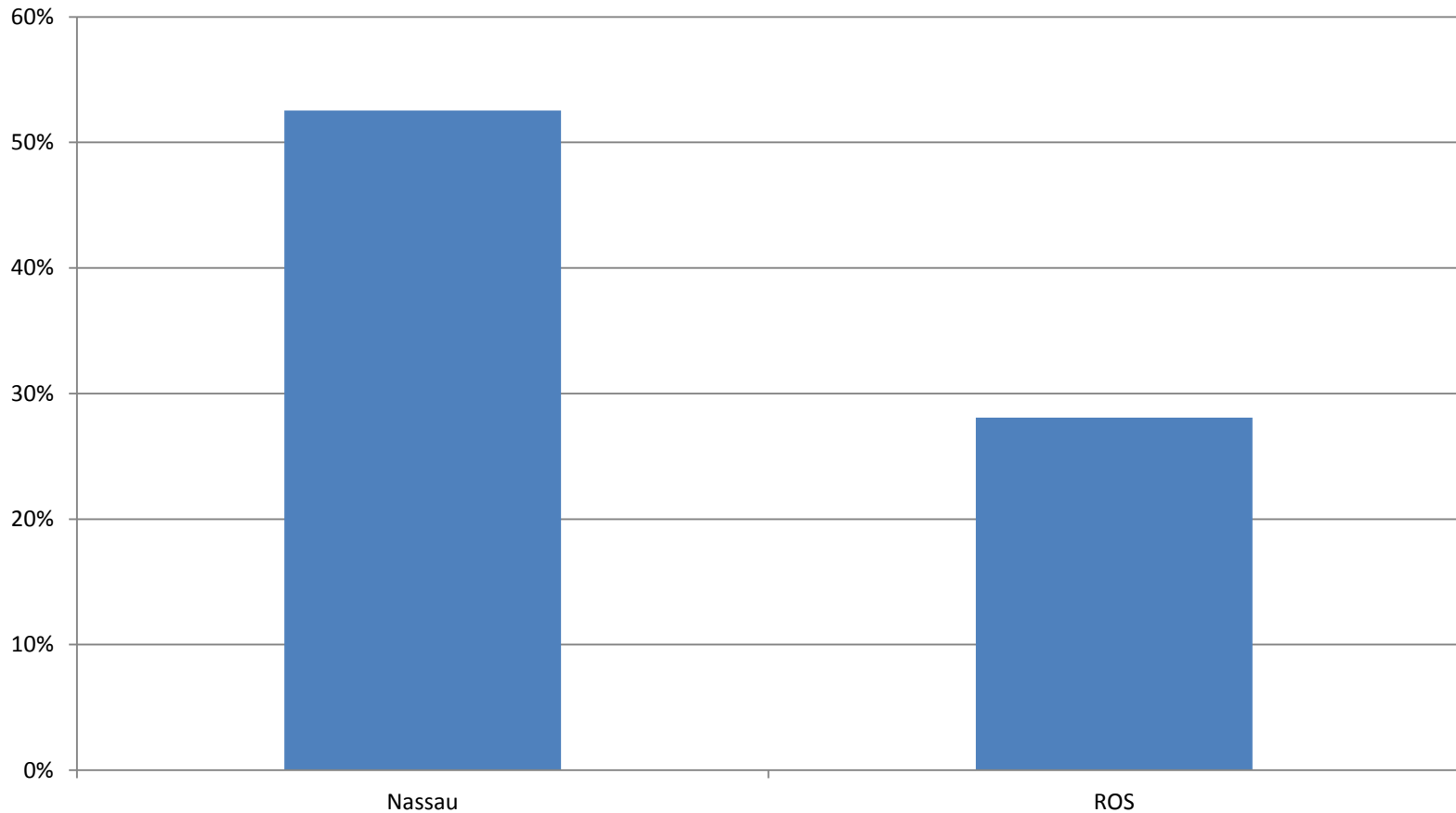
4-Year Cohort Graduation Rates—by Subgroup

4 Year Cohort Graduation Rate



Students Awarded Regents Diploma With Advanced Designation

Regents diploma with advanced designation



Previously and Revised AMOs for Grade 3-8 ELA

	Previous AMO's						New AMO's				
	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017		2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
All Students	155	159	164	168	173		82	89	97	104	111
Students with Disabilities	110	119	128	137	146		35	48	60	73	85
American Indian/Alaska Native	143	149	154	160	166		60	69	79	89	99
Asian or Native Hawaiian/Other Pacific Islander	169	172	175	178	181		116	120	123	127	130
Black or African American	136	143	149	155	162		59	69	78	88	98
Hispanic or Latino	138	144	151	157	163		65	74	83	92	102
White	167	170	174	177	180		105	109	114	119	124
Limited English Proficient	118	126	134	143	151		39	51	63	75	87
Economically Disadvantaged	140	146	152	158	164		66	75	84	93	102
Mixed Race	162	166	170	173	177		83	90	97	104	112

Previously and Revised AMOs for Grade 3-8 Math

	Previous AMO's						New AMO's				
	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	167	170	174	177	180		79	86	94	101	109
Students with Disabilities	129	136	143	150	157		37	49	62	74	86
American Indian/Alaska Native	156	161	165	169	174		60	69	79	89	99
Asian or Native Hawaiian/Other Pacific Islander	186	187	189	190	192		134	135	137	138	140
Black or African American	147	152	158	163	168		51	61	72	83	94
Hispanic or Latino	154	159	163	168	173		62	72	81	91	100
White	177	179	181	184	186		99	105	110	115	121
Limited English Proficient	145	151	156	162	167		43	54	66	77	89
Economically Disadvantaged	155	160	164	169	173		62	72	81	91	100
Mixed Race	169	172	175	178	181		72	81	89	97	106

Option to Eliminate Math Double Testing

On January 2, 2014 State Education Commissioner John B. King, Jr. announced the elimination of double testing in mathematics for 7th and 8th grade students, affecting nearly 60,000 NY students.

Previously, 7th and 8th grade students were required to take grade level math assessments, even if they took Regents math exams.

Now, these students have the option to take only the Regents math exam.

Option to Eliminate Math Double Testing

Results from the Regents exam will be used for accountability purposes, but **Common Core** will be used if both exams are administered.

- Regents passing score = Level 3 on the Performance Index (full credit).
- Regents failing score = Level 1 on the Performance Index (no credit).
- Scores used for middle level accountability can no longer be banked and used for high school accountability **unless both tests are administered.**

Performance Index	Score on Regents Exam (or Equivalent on New Scale)			
	0-64	65-79	80-89	90-100
Grades 3-8	No Credit	Full Credit	Full Credit	Full Credit
High School	No Credit	Part Credit	Full Credit	Full Credit

Prohibition on “Traditional Standardized Tests” in PreK-2

- Districts and BOCES are prohibited from administering traditional standardized tests in grades Pre-k to 2.
- All traditional standardized assessments for K-2 will be removed from the approved list of student assessments used in APPR plans for the 2014-2015 school year.
- “Traditional standardized tests” are defined as “a systemic method of gathering information from objectively scored items that allow the test taker to select one or more of the given options or choices as their response.” Excluded from this definition are performance assessments; assessments of real-world tasks; diagnostic screening and formative assessments.
- If districts/BOCES planned to use these assessments in their APPR plans during the 2014-2015 school year, an expedited review and approval process is available to make material changes to their plans.

Common Core Regents Exam Proficiency Levels

Common Core Regents Exam			Regents ELA Exam based on 2005 Learning Standards	
Levels	Scores	Proficiency Descriptions	Levels	Scores
Level 5	TBD	Exceeds Common Core expectations	Level 4	90 - 100
Level 4	TBD	Meets Common Core expectations. (First required for Regents Diploma purposes with the Class of 2022)	Level 3	75 - 89
Level 3	65 - TBD	Partially meets Common Core expectations. (Required for current Regents Diploma purposes)	Level 2	65 - 74
Level 2	55 - 64	Partially meets Common Core expectations. (Required for Local Diploma purposes)	Level 2 (Safety Net - Required for Local Diploma purposes)	55 - 64
Level 1	0 - 64	Does not demonstrate Knowledge and Skills for Level 2	Level 1	0 - 64

- The score that earns the school and district the most credit will be used.
- Thus if a student scores Level 3 on both the new and old exam, the student will earn the school full credit, because Level 3 equals full credit on the current exam.

Limitation on Time Spent on Test Preparation

- New law establishes a cap on testing time for required State administered assessments (1%) and on other standardized tests not specifically required by State or federal law (1%) and on test preparation time under standardized testing conditions (2%) based on the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments are not included in this calculation.

Use of Grade 3-8 ELA and Math Assessments for Promotion and Placement Determinations

- New subdivision (47) of Education Law section 305 directs the Commissioner to provide that no school district shall make any student promotion or placement decisions based solely or primarily on student performance on the State administered standardized English language arts and mathematics assessments for grades three through eight.
- School district may consider student performance on such State assessments if school district uses multiple measures and such assessments do not constitute the major factor in such determinations.
- Every school district must annually notify the parents and persons in parental relation to the students of the district's grade promotion and placement policy along with an explanation of how such policy was developed.

Graduation Standards Aligned to the Common Core

- 
- New Regents Examination graduation requirements will first affect the graduating class of 2022 (students entering 9th grade during the 2018-2019 school year).
 - New levels will be phased in over time:
 - Initially, a minimum score of 65 will continue to be the minimum score required to meet graduation requirements.
 - By 2022, a college- and career- readiness score that indicates students meet the Common Core course-level expectations will be required for graduation.

The Consequences of Opting Out

There are potentially multiple negative consequences for not meeting the 95% participation rate requirement:

- Schools in which subgroups do not meet the participation rate will fail to make Adequate Yearly Progress (AYP). *
- SED will continue to determine and report AYP every year. A school that has not been designated as Focus or Priority and fails to make AYP for the same subgroup for the same measure for 3 successive years will be identified as a Local Assistance Plan (LAP) school.
- Schools failing to make AYP cannot come off Priority and Focus Status.
- Schools failing to make AYP cannot become Reward Schools and be eligible for grants for schools in that status.

* If a subgroup does not meet the 95% participation requirement in 2013-12 , but does meet it for 2012 - 13 and 2013-14 combined, the group gets credit for meeting the participation rate.

Changes Made During the First Year of APPR

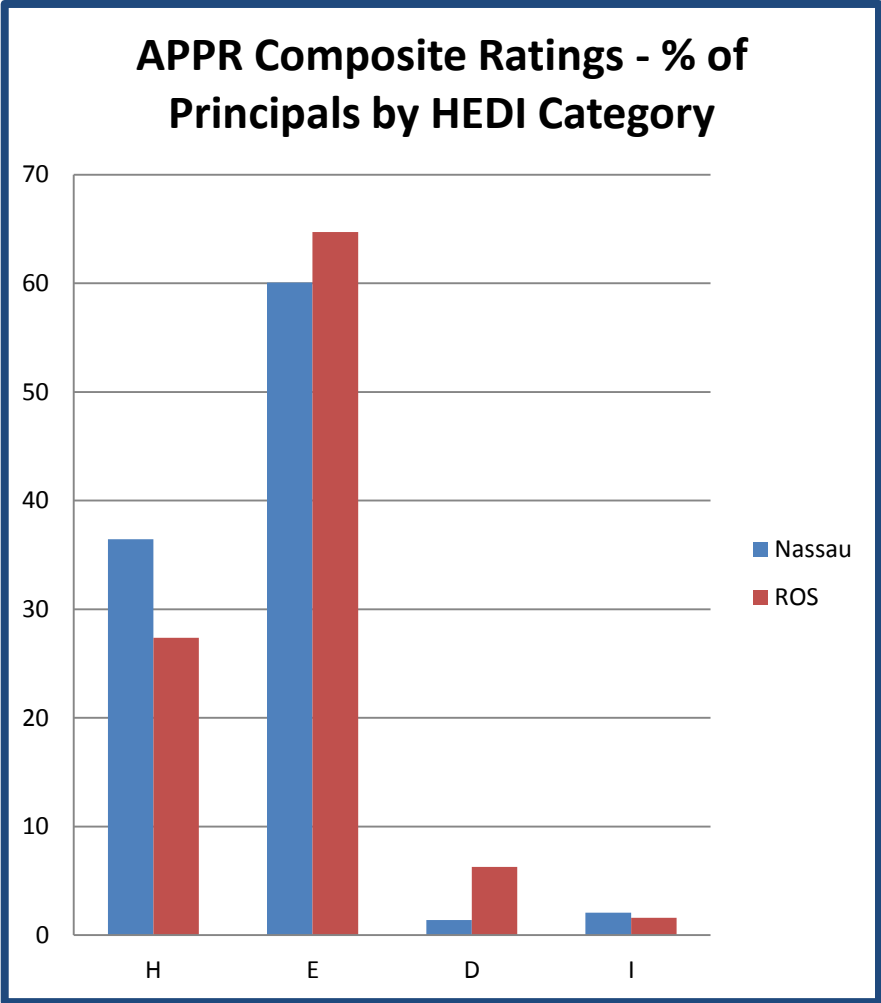
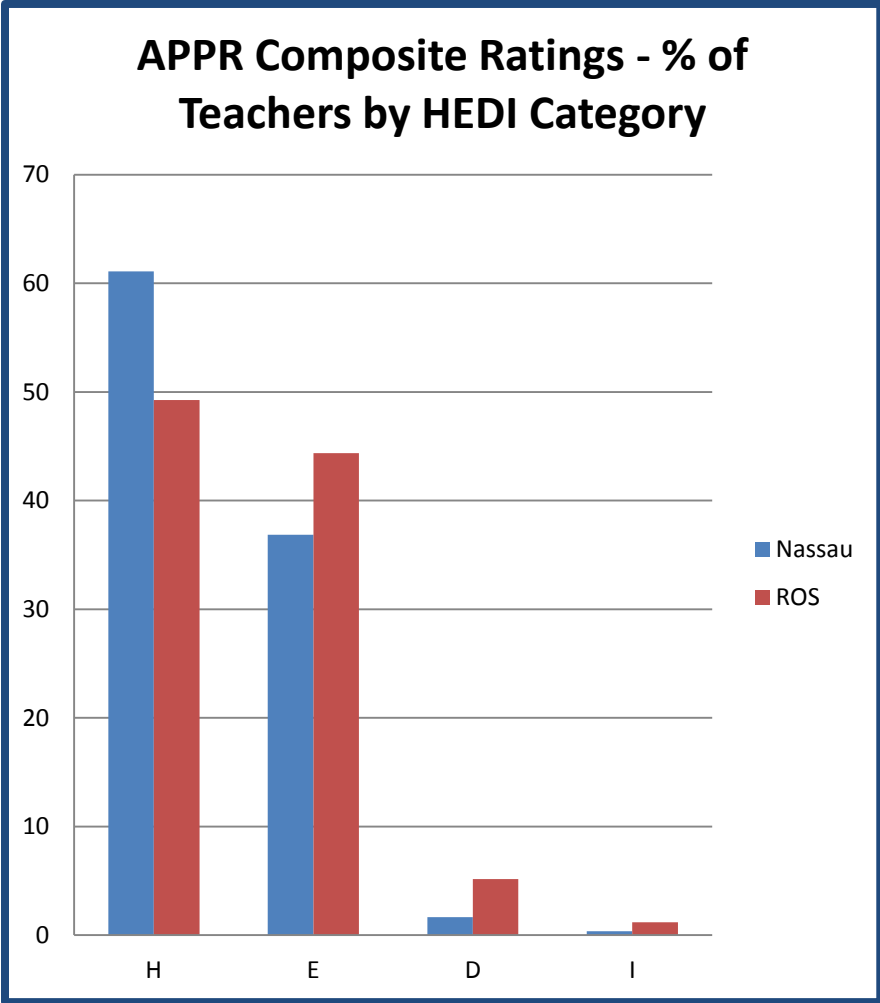
- Standardized assessments for K-2 were removed from the approved assessments for use in APPR.
- APPR plans for 2014-2015 must include a signed certification by the Superintendent, District Superintendent, or Chancellor that attests that no more than 1% of instructional time in the classroom is spent on standardized assessments for APPR purposes.
- APPR core subject areas redefined to allow for flexibility in use of measures for these grades and subjects:
 - Removal of 6th-8th grade social studies
 - Removal of 6th-7th science
- Strengthening Teacher and Leader Effectiveness grants focus on a comprehensive approach to recruitment, development, support, retention and equitable distribution of effective teachers and school leaders as part of the implementation of an APPR plan.
 - Awarded in cohort 3: 42 school districts and charter schools and 8 BOCES-led consortia.
 - Awarded in cohort 2: 33 school districts and 6 BOCES-led consortia specifically for development, implementation, and/or enhancement of career ladders for both teachers and principals.

Changes Made During the First Year of APPR

State-Provided Growth Scores

- 9th-12th grade principals continue to be measured by Mean Growth Percentile (MGP) using the Regents Exam results in Algebra and ELA, as well as a Growth in Regents Exams Passed measure.
 - For principals whose students take both the Common Core Regents Exams and non-Common Core Regents Exams in 2013-2014, the higher student growth percentile result will be used to calculate MGP.
- Principal-specific scores will be provided based on the grade levels for which a principal is responsible.
- School/building-specific scores will be provided for use in APPR.

Nassau County APPR HEDI Ratings



What May Change in the Coming Year

- Assess students with significant disabilities based on instructional level instead of chronological age.
- Modify accountability and assessment practices for English Language Learners (ELLs):
 - Include NYSESLAT performance in accountability determinations;
 - Exempt new ELLs from ELA assessments for the first two years; and
 - Creation of a Spanish Language Arts assessment.
- Give schools and district credit for making AYP with “all students” group in a measure if all subgroups of students within a measure for which a school/district is accountable for make AYP.
- Align DTSDE rubric ratings with the allowable activities schools choose from when creating a DCIP or SCEP.
- Credit on ELA and Math high school performance index for passage of Blue Ribbon Panel endorsed CTE exams.

The Perennial Challenge

- How do we reach consensus on what we want children to know and be able to do?
- How do we organize schooling to provide students with instruction and support they need so that they can meet these goals?
- How do we assess how students, educators, schools, and districts are doing in terms of these goals?
- What are the consequences (positive and negative) of the performance of students, educators, schools, and districts in terms of these goals?
- How do we create incentives for people to do the right thing while avoiding unintended consequences of the creation of perverse incentives?



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