

New York: The State of Accountability

New York State of Council of Educational Associations
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University of the
State of New York
State Education
Department

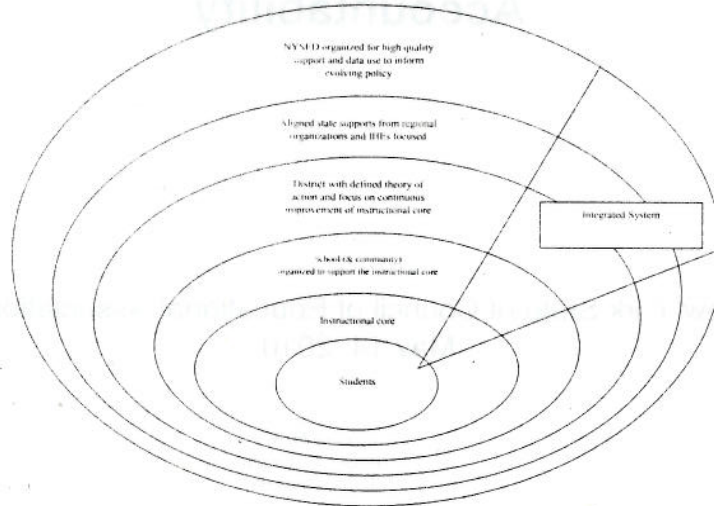
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The Board of Regents envisions a **New York** where ALL students are prepared for college, the global economy, 21st century citizenship, and continued learning throughout their lives; where gaps in achievement have closed; and the overall level of knowledge and skill among the people matches or exceeds the best in the world.



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New York's **VISION for EDUCATIONAL EXCELLENCE** is focused on the centrality of the teaching and learning experience in the classroom supported by the synergistic efforts of the NYS, regional, district and school-based infrastructures.



The Times Keep Changing



You don't need a weatherman to know
which way the wind blows...

Or maybe you
do.

Recent Changes

Graduation Rate Goal and Target(s)

Innovative Paths to Graduation

Changes to Grade 3-8 ELA and Math Assessments

SWDs and AYP: Sunset of USED's 34 point flexibility;
Declassified Students in Subgroup for 2 Additional Years

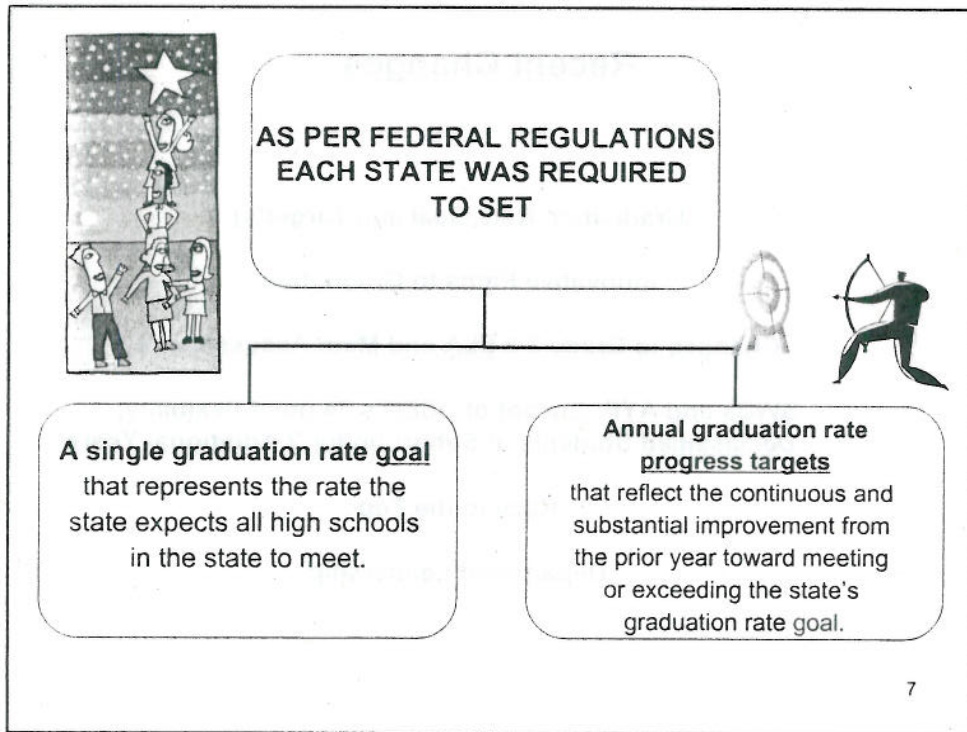
Race to the Top

Department Leadership

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**NEW
GRADUATION
RATES**

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**New York's transitional goals and targets to be used
between the 2009-2010 and 2011-2012 school year.**

- An **accountability goal**: 80% of applicable accountability groups **graduate from high school** within the specified number of years (four years after first entering grade 9 through August of the fourth year for the All Students group for the 2009-10 and 2010-11 school years).
- A **progress target**: Schools and districts below the graduation-rate goal achieve a **20% gap reduction (1 percentage point minimum)** for the All Students group.
- An **aspirational goal**: 95% for the All Students group.

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An example of the gap reduction:

If 2004 cohort All Students graduation rate = 65%,

Then 2005 cohort All Students progress target = 68% for 2009–10 school year results.

Graduation goal = 80%

Gap = 80% - 65% = 15%

Gap Reduction = 15% X 20% = 3%

Progress Target = 65% + 3% = 68%

Note: Graduation rate is lagged by one year, so 2009-10 accountability results are based on performance of 2005 Graduation Rate Cohort through August 2009.

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Beginning with the 2010-11 school year results:

- States must publicly report graduation using the "four year adjusted rate cohort" definition. (For NY this means elimination of the "five month" rule, ungraded SWDs, and automatic removal of incarcerated youth from cohort.)

Beginning with the 2011-12 school year results:

- States must use the "four year adjusted rate cohort" definition for accountability purposes and must use disaggregated graduation rates for determining AYP for all high schools, LEAs, and the state.

***Currently AYP decisions are based only on a school's or a LEAs aggregate graduation rate, not the disaggregated graduation rate for racial/ethnic, low-income, students with disabilities, or English language learner groups.**

The subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

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**Implications for high school English language arts (ELA)
and mathematics AYP determinations for 2009–10 and
2010–11 school year results**

For a school or district to qualify to use the Safe Harbor provision at the secondary level, that group must now either meet or exceed the 80% graduation rate goal or the graduation progress target of a 20% gap reduction (1 percentage point minimum).

We encourage school districts to review their 2005 graduation-rate total cohort results for all disaggregated groups to determine which groups will be eligible to make AYP in high school ELA or math using the Safe Harbor provision in 2009–10.

Your school's or district's 2005 graduation-rate total cohort data for the 2009–10 school year will be available in the B Report (Subgroup Report) of the *2009–10 High School Accountability Verification Reports on the New York State Testing and Accountability Reporting Tool* at www.nySTART.gov soon.

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**INNOVATIVE PATHS TO GRADUATION:
CREDIT RECOVERY, VIRTUAL SCHOOLING, INDEPENDENT STUDY**

Different paths to graduation will be used to enable students to take advantage of unique learning opportunities and accommodate special circumstances.

CREDIT RECOVERY: Commencing July 1, 2010, a school district, registered nonpublic school, or charter school may provide a student who had the opportunity to complete a unit of study in a given high school subject, but who failed to demonstrate mastery of the learning outcomes for such subject, with an opportunity to make up a unit of credit for such subject toward either a Regents or local diploma.

INDEPENDENT STUDY: To allow students to pursue a subject in greater depth. Proposal that up to three credits can be earned by independent study.

VIRTUAL LEARNING: To provide all students greater access to rigorous, content rich instruction, aligned to NYS Learning Standards.

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STATE ASSESSMENTS

Accountability Implication Regarding Changes in Grade 3-8 ELA and Math Assessments:

Timeline for Release of AYP Determinations

Baseline for Calculation of Safe Harbor

Adjustment to Annual Measurable Objectives (AMO)

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Changes to Accountability for Students with Disabilities

1. Sunset of "34 point rule." Schools will no longer be deemed to have made AYP if Students with disabilities are the only group to have failed to make AYP; the addition of 34 points would have the Performance Index for the students with disabilities group equal or exceed the AMO; and the students with disabilities group had a participation rate of at least 95%.
2. Beginning with 2009-10 school year results, subject to USDE approval, the performance of former students with disabilities who have been declassified in the past two years will be included in calculating AYP for the students with disabilities subgroup.

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RETURN OF THE GROWTH MODEL

NYSED Growth Model Collaboration: Draft Working Principles

- Growth determinations shall be based on growth to standards and percentile growth (i.e., comparing a student to all other students in the State who have comparable assessment histories) to the extent permissible by ESEA.
- No factors other than a student's assessment history should be the basis of making a determination regarding the student's performance in relationship to growth.
- The model shall only utilize such data that is collected through State data collection processes.
- The growth model shall be designed to be implemented Statewide beginning with 2010-11 school year results.
- The growth model shall be designed to meet the requirements of Chapter 57 of the Laws of 2007 that require that such growth model be one that is determined by external experts in educational testing and measurement to be valid, reliable and in accordance with established standards for educational and psychological testing.
- The growth model shall be designed so that it can be integrated into NY's ESEA accountability system.
- The model shall be sufficiently flexible, so as to remain valid and reliable as NY's assessment program is modified over time.
- The model shall use an "open architecture." All calculations should be transparent.
- The model shall be able to measure growth for all students, including those who perform at the low basic and high advanced levels.
- To the maximum extent, consistent with good psychometric practice, a student's entire state assessment history should be used to determine a students' growth performance.
- Long-term, the growth model should be extended to include measures of growth for students at the high school level.

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STUDENT ACHIEVEMENT AND TEACHER AND PRINCIPAL EFFECTIVENESS

In April 2010, the Board of Regents amended Commissioner's Regulations pertaining to the Annual Professional Performance Review of Teachers.

Beginning with the 2011-12 School Year, classroom teachers will receive one of four ratings:

- Highly Effective
- Effective
- Developing
- Ineffective

One factor on which teachers must be evaluated is student growth, which is defined as change in student achievement between at least two points in time.

Student achievement means a student's score on State assessments and other measures of student learning that are rigorous and comparable across classrooms.

The APPR regulations do not specify how much of a factor student growth must be in a teacher's annual evaluation.

USDE has sent many signals that it wants states to make student growth an important part of teacher and principal evaluations:

- LEAs that have persistently lowest achieving schools and wish to access School Improvement Grant funding by implementing a transformation model must demonstrate that they have developed evaluation systems for teachers and principals in which student growth is a significant factor.
- Race to the Top also asks states to provide their plan for ensuring how LEAs will develop evaluation systems for teachers and principals, in which student growth is a significant factor.

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**STUDENT ACHIEVEMENT AND TEACHER AND PRINCIPAL
EFFECTIVENESS: REGENTS PROPOSAL**

- Establishes a comprehensive evaluation system for teachers and principals based on multiple measures.
- Initially, student standardized tests scores are limited to 20 percent of teacher evaluation and other measures of achievement count for an additional 20 percent.
- Over time these percentages change to 25 percent and 15 percent respectively.
- System begins with common branch or teachers of ELA or math in 2011-12 and their principals and extends to all teachers and principals in 2012-13.
- Developing and ineffective teachers and principals would receive a customized improvement plan.
- Teachers and principals who are rated ineffective for two consecutive years could be charged with incompetence and subject to an expedited hearing that can result in removal.
- Regulations will be developed in consultation with an advisory committee of teachers, principles, superintendents, school board, and other interested parties.

Schools designated to a DA phase in 2009-2010

Improvement Status	NYC	Rest of State	Total
Improvement (year 1) - Basic	34	42	76
Improvement (year 1) - Focused	2	7	9
Improvement (year 1) - Comprehensive	13	4	17
Improvement (year 2) - Basic	23	29	52
Improvement (year 2) - Focused	5	3	8
Improvement (year 2) - Comprehensive	12	5	17
Corrective Action (year 1) - Focused	16	17	33
Corrective Action (year 1) - Comprehensive	6	4	10
Corrective Action (year 2) - Focused	17	14	31
Corrective Action (year 2) - Comprehensive	3	0	3
Restructuring (year 1) - Focused	20	14	34
Restructuring (year 1) - Comprehensive	8	14	22
Restructuring (year 2) - Focused	26	13	39
Restructuring (year 2) - Comprehensive	7	5	12
Restructuring (Advanced) - Focused	64	13	77
Restructuring (Advanced) - Comprehensive	41	18	59
TOTAL	297	202	499

Implications of 2009-10 Changes

The number of NYS schools that do not make AYP will likely increase.

- ✓ NEW, MORE RIGOROUS GRADUATION RATE GOAL AND TARGETS
- ✓ PHASE IN OF SCORE OF 65 REQUIREMENT FOR REGENTS EXAM TO GRADUATE WITH LOCAL DIPLOMA
- ✓ LOSS OF "34 POINT" RULE FOR DETERMINING AYP FOR SWDs
- ✓ CONTINUING ANNUAL INCREASE IN AMOs
- ✓ CHANGES TO 3-8 ELA AND MATH ASSESSMENTS

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RACE TO THE TOP



To qualify for Race to the Top funding (\$4.35B competitive grant), states are required to advance

FOUR SPECIFIC REFORMS:

ADOPTING STANDARDS AND ASSESSMENTS

BUILDING DATA SYSTEMS

RECRUITING, DEVELOPING, REWARDING AND RETAINING EFFECTIVE
TEACHERS & PRINCIPALS

TURNING AROUND LOWEST-ACHIEVING SCHOOLS

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Race to the Top Assessment Grant

- USDE has made \$350 million available to a consortium of states to build ELA and math assessments aligned to the common core standards.
- USDE will award up to two grants of up to \$160 million each for developing Grade 3-8 and high school assessments, as well as a separate \$30 million grant for end of course high school assessments.
- There are currently two consortiums of states developing applications for the \$160 million grants.
- NY is a governing member of the Partnership For Assessment of Readiness for College and Career, which currently has 22 members.

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Assessment of Readiness for College and Career: Guiding Principles

- Purposes: Improve Accountability and Teaching and Learning by measuring students' college and career readiness. Students meeting the standards will be eligible for placement in college courses without remediation.
- Assessment results should:
 - Be comparable across states
 - Meet internationally rigorous benchmarks
 - Assess student growth over time
- Results should:
 - Inform decisions about promotion and graduation
 - Teacher and leader evaluations
 - School and district accountability
- Design should include:
 - End of year component
 - Through course periodic components
 - Computer Based Testing and Innovative Items Types
 - Common Performance Levels and Growth Measures
 - Released Items and Item Analysis
 - Model Instructional Supports
 - Comparable testing conditions and accommodations
- Design should consider development of K-2 Assessments

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And... on the horizon

- Re-authorization of the Elementary, Secondary Education Act
- Continuing Fiscal Challenges

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Additional Questions

Contact: Ira Schwartz

Assistant Commissioner for Accountability

ischwartz@mail.nysed.gov

718 722-2796

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