

## Summary of November 2016 Board of Regents Meeting

### As ESSAA's Regents Liaison, Paul Scampini attends the monthly meetings of the Board of Regents. Following is a summary of meeting held on November 14th and 15th

- The November meeting began with a progress update on NYSED's development of the ESSA plan. Commissioner Elia expressed concern that the recent election results could potentially alter some key components and the timeline of the plan. Forty four Regional Stakeholder meetings were held across the state between October 18<sup>th</sup> and November 2<sup>nd</sup> with over 2200 individuals participating. Feedback from the meetings will now be looked at as SED continues to move toward the planned July 2017 submission date. Additional stakeholder meetings will be scheduled in the coming months.

At the end of the day, the Board participated in a two hour presentation/discussion with two nationally recognized educational consultants – Michael Cohen and Linda Darling Hammond. They both have reviewed the preliminary NYSED ESSA documents along with recent NYS student achievement trends and compared them with what they are seeing on a national level. Michael and Linda offered feedback and ideas to the Board for how they can improve the ESSA plan.

[https://www.regents.nysed.gov/common/regents/files/Full%20Board%20Monday%20PM%20-%20ESSA%20and%20Equity\\_0.pdf](https://www.regents.nysed.gov/common/regents/files/Full%20Board%20Monday%20PM%20-%20ESSA%20and%20Equity_0.pdf)

<https://www.regents.nysed.gov/common/regents/files/Full%20Board%20Monday%20PM%20-%20MCohen.pdf>

- The **Regents Examination Workgroup** presented their recommendations. Originally convened in September of 2015, the group is charged to advise the BOR on technical and policy aspects of Regents exams as they relate to graduation requirements and as indicators of college readiness. The current goal is to have new guidelines in place for the Class of 2022. Recommendations include:
  - Moving away from the current multi-diploma model to a one diploma system for all high school graduates. Endorsements to the single diploma would highlight areas of strength and levels of proficiency for individual students. This would also bring the state more in line with ESSA guidelines.
  - Multiple measures that present data based on clear definitions of demonstrated skills and knowledge should be incorporated into the process for determining whether a student earns a high school diploma.
  - Report cards and transcripts should move to a 1 – 5 scale (including scale score) rather than the 0 - 100 scoring model. Levels 3-5 would be passing (3-passing, 4-mastery, 5-distinction). Students who do not reach level 3 on a Regents Exam have the right to appeal and offer proof of demonstrated

proficiency in the subject area so they can still achieve a passing grade.

- The committee has recommended that a new Regents Exam be offered in Statistics to improve college readiness in the area of mathematics.

[https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Recommendations%20of%20the%20%20Regents%20Exams%20Workgroup\\_0.pdf](https://www.regents.nysed.gov/common/regents/files/P-12%20-%20Recommendations%20of%20the%20%20Regents%20Exams%20Workgroup_0.pdf)

- The **Standards and Assessment Workgroup** made recommendations to the BOR regarding potential format changes to the state tests that will be administered in 2017 and 2018. The committee is recommending that the assessments maintain the same format over the next two years until the new learning standards are implemented in 2019. They feel that maintaining the same format (time, length, etc...) will enable NYSED to develop some consistency with data that allows them to better measure student achievement trends along with student growth.
- Finally the Board was updated on the progress of the development of the 2017-18 State Aid proposal by members of the State Aid subcommittee.

A major concern that the subcommittee is focusing on is how the state will continue to support the operating costs of districts now that the Gap Elimination Adjustment has been eliminated. It appears that the subcommittee will now emphasize support for a gradual elimination of the gap in Foundation Aid over the next three years to assist districts with funding.

The priority programs where increased funding is being sought include:

1. Continued expansion of PreK
2. Increased support for the education of English language learners
3. Career and Technical Education (CTE)
4. Professional Development for teachers and building leaders

The finalized proposal will be presented to the Board of Regents for approval at its December meeting.

<https://www.regents.nysed.gov/common/regents/files/1116sad1.pdf>