

A New Standard for Proficiency: College Readiness

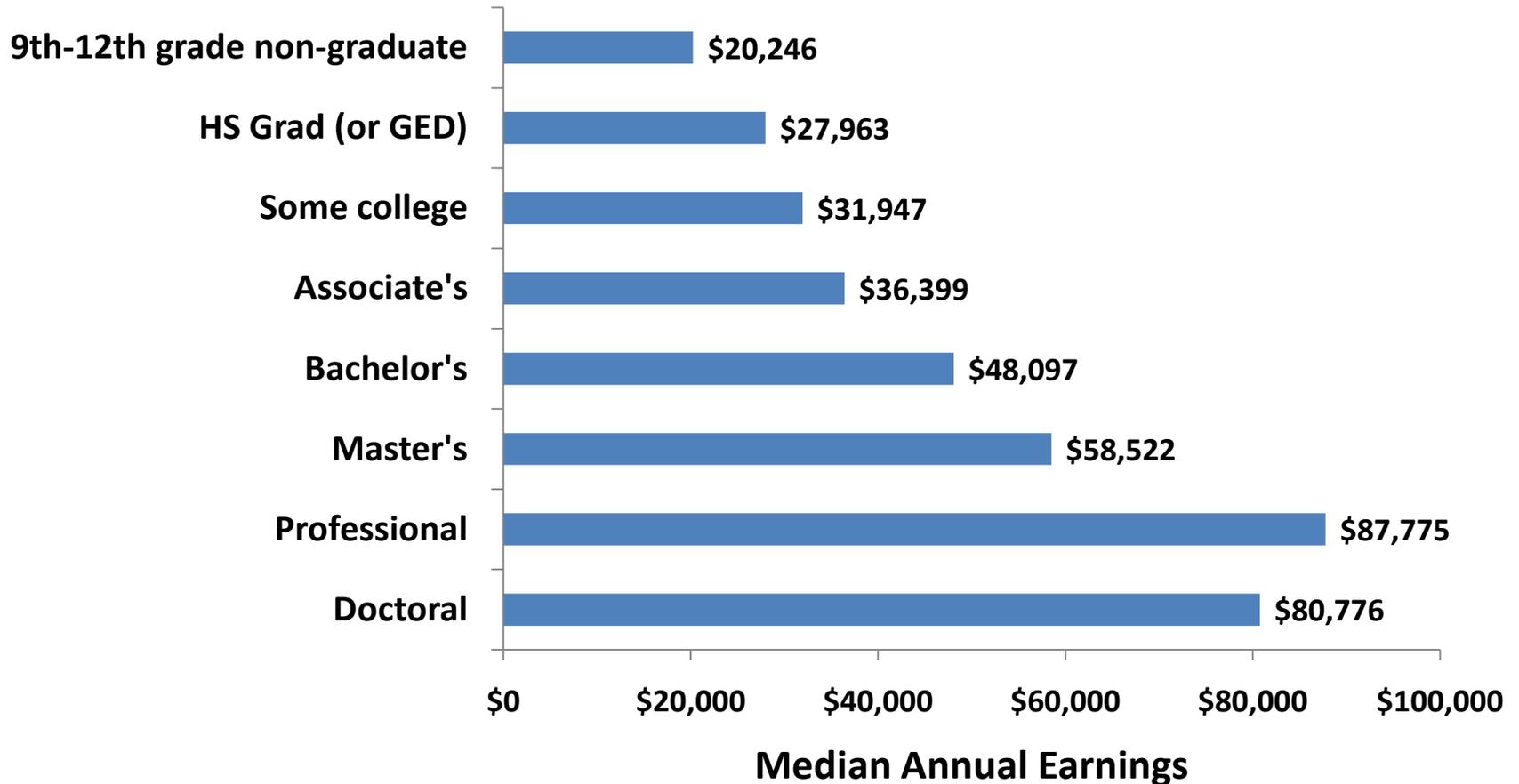
Board of Regents

July 19, 2010

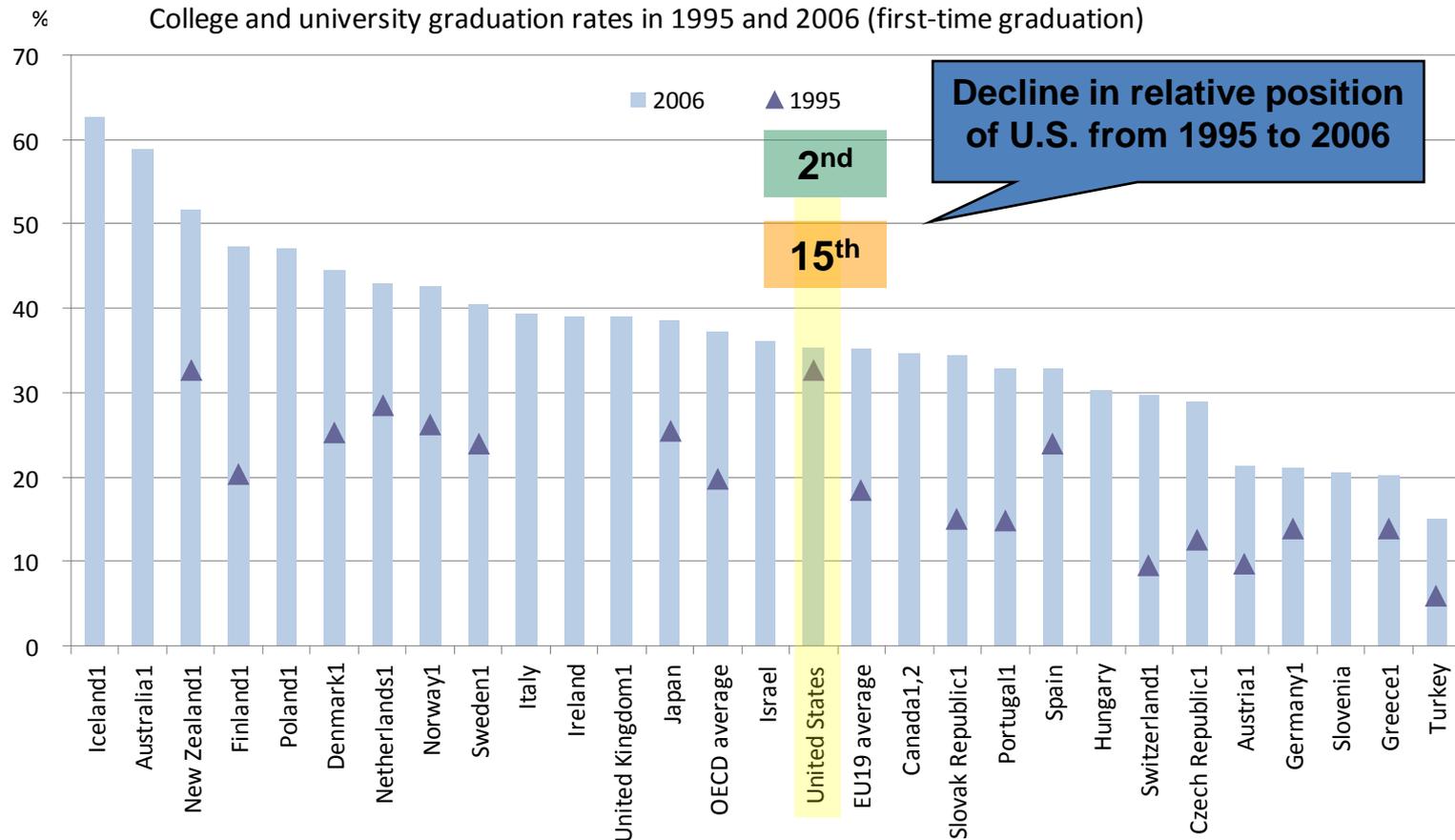
The Regents raised standards a decade ago. Now the Regents are embarking on a new era of reform to improve student achievement

- Curriculum and professional development
- State assessments
- Teacher preparation and effectiveness
- School turnaround
- Increased graduation rates
- School leader preparation and effectiveness
- NYSED a support-oriented agency
- World-class data system
- Early childhood learning opportunities

Higher education degree holders earn more and contribute more to economic growth



U.S. college graduation rates have stagnated relative to the rest of the developed world



1. Net graduation rate is calculated by summing the graduation rates by single year of age in 2006.

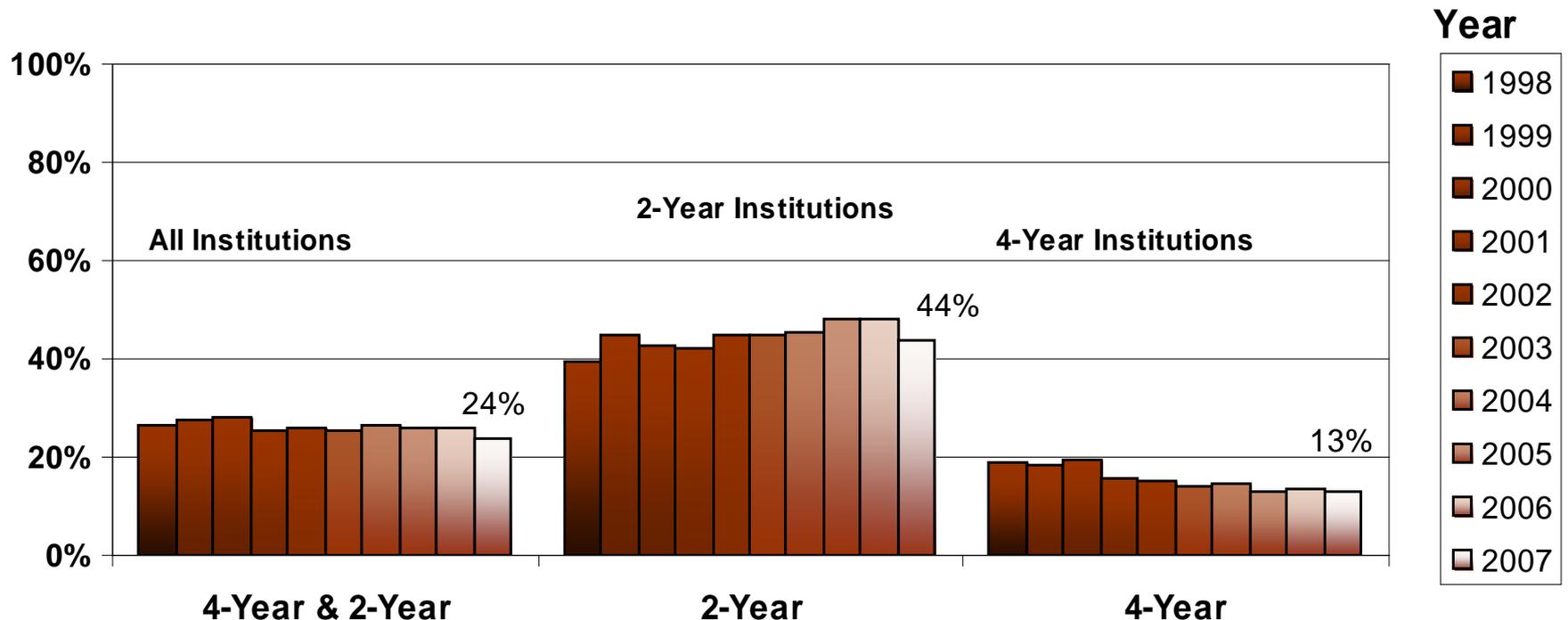
2. Year of reference 2005.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2006.

Source: OECD. Table A3.2 See Annex 3 for notes (www.oecd.org/edu/eag2008)

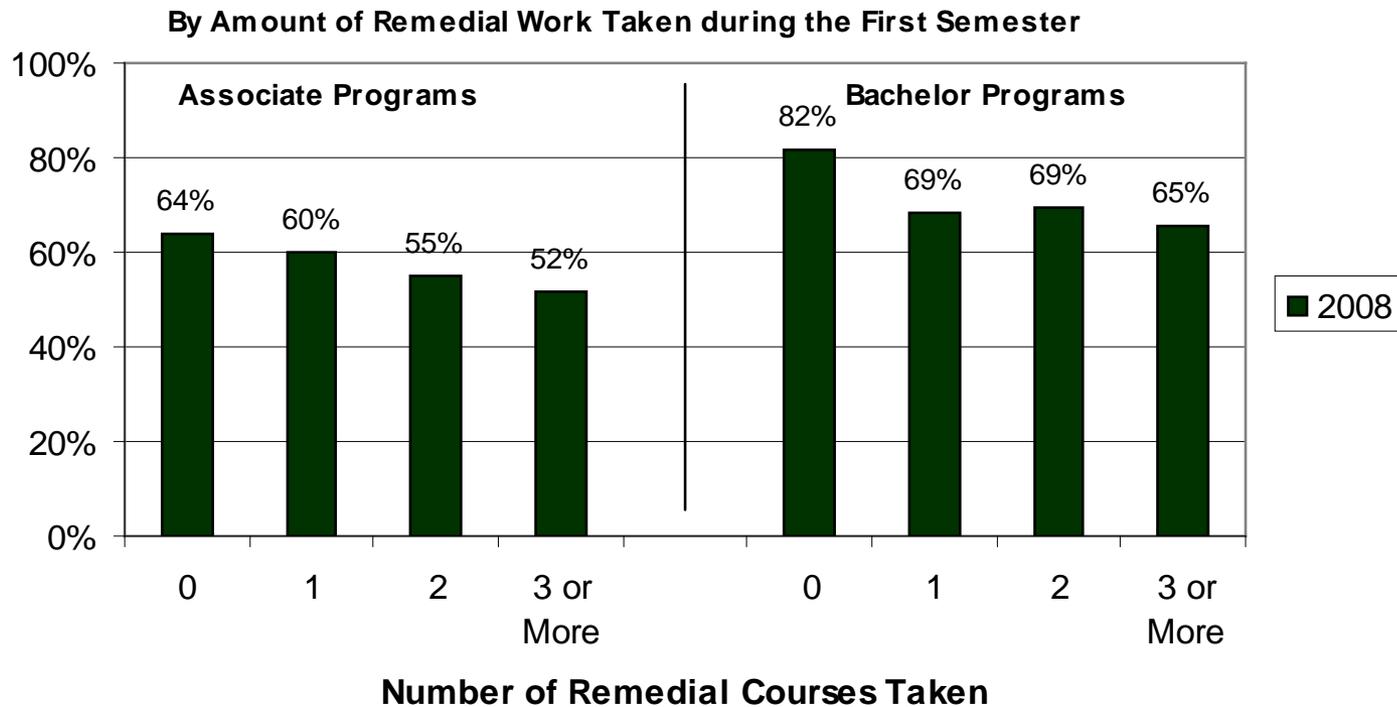
Nearly a quarter of students in all NYS two- and four-year institutions of higher education take remedial coursework

New York State First-Time Students Taking Remedial Coursework By Type of Institution, 1998-2007



Students taking more remedial courses in their first year of college are less likely to persist in higher education

New York State Fall 2007 to Fall 2008 Persistence of Full-time, First-time Students



Students who score below an 80 on their Math Regents have a much greater likelihood of being placed in a remedial college course

	Arithmetic	Elementary Algebra	Intermediate Algebra**	College Algebra	Pre-Calculus	Calculus
Less than 55	68.3%	29.7%	0.0%	1.4%	0.7%	0.0%
55 to 64.9	61.4%	33.7%	0.6%	3.2%	0.8%	0.0%
65 to 69.9	38.9%	44.7%	1.8%	8.0%	4.8%	0.7%
70 to 79.9	14.7%	24.6%	5.9%	23.5%	21.3%	1.8%
80 to 89.9	0.8%	2.8%	4.3%	17.3%	30.6%	32.3%
Above 90	0.0%	0.2%	0.5%	3.4%	12.7%	39.2%

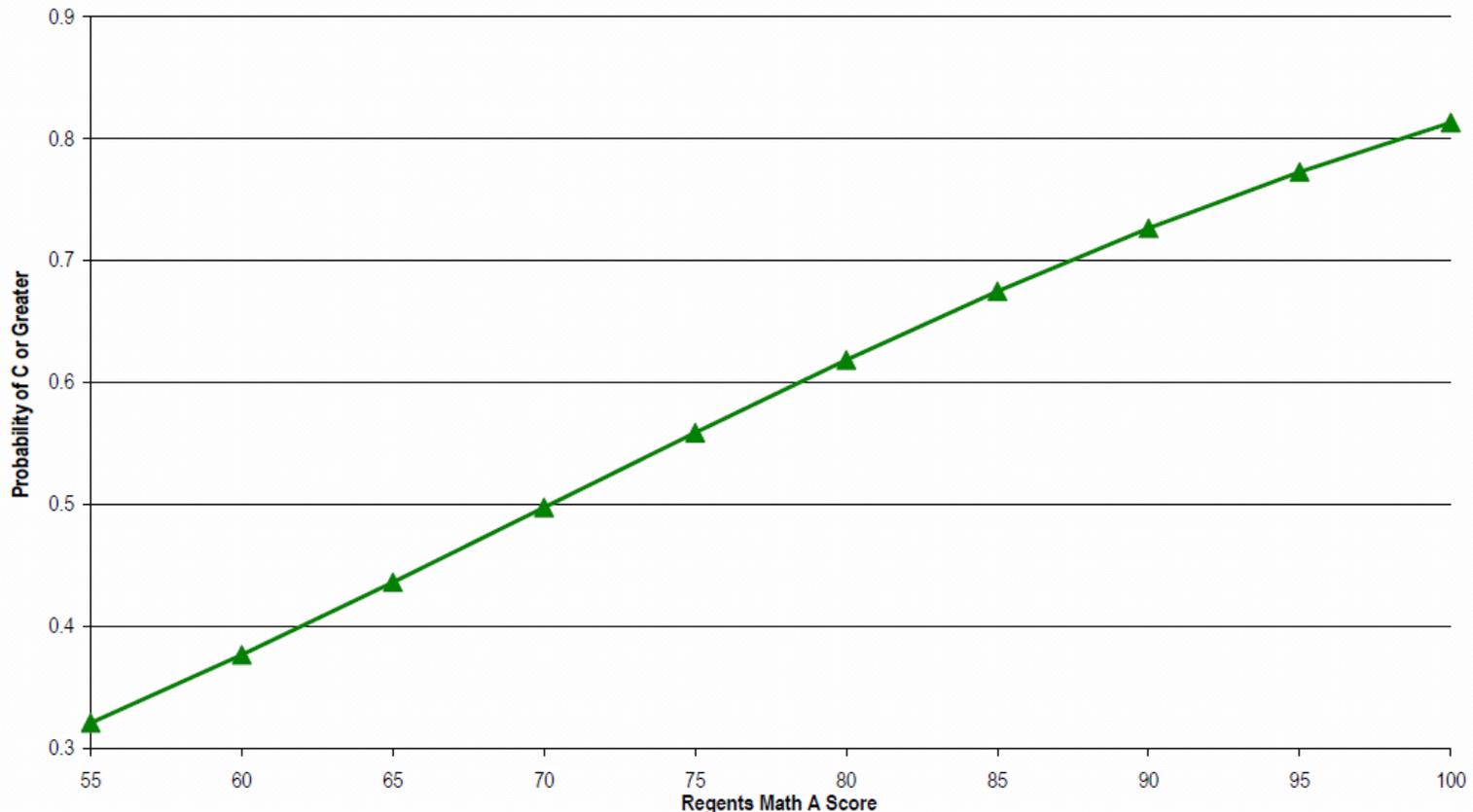
**Intermediate Algebra is considered a remedial course in some schools in the CUNY system and a credit-bearing course in others.

Totals sum to 100 percent along rows, but not down columns.

Source: CUNY Office of Institutional Research and Assessment, Math A Regents; all CUNY 2- and 4-year institutions

Students who score above an 80 on their Regents exam have a good chance of earning at least a C in college-level math

Figure 1
Probability of C or Greater in College Level Math Courses by Regents Math A Score
Recent Graduates of New York City Public High Schools Entering CUNY in Fall 2008



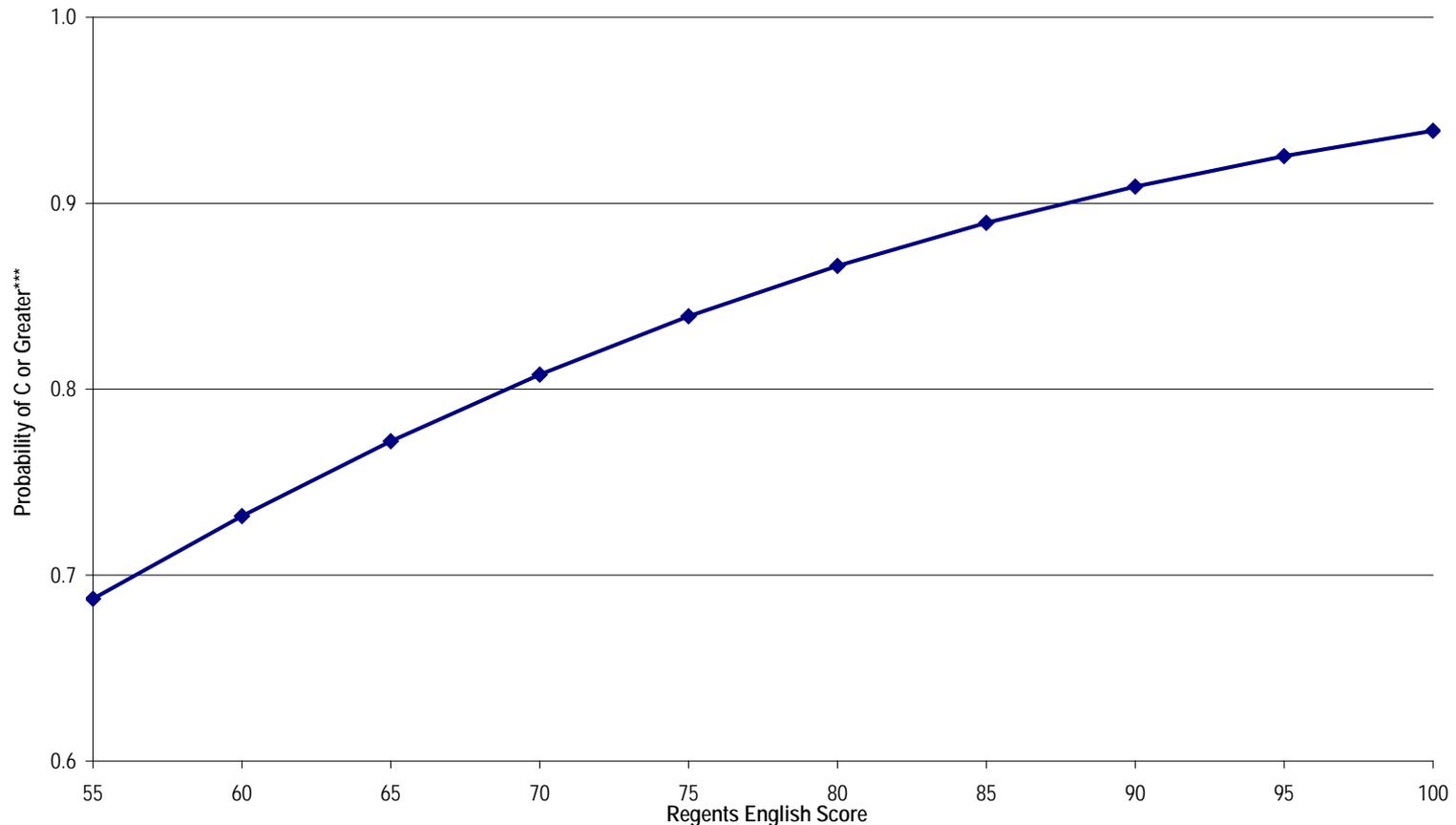
*Analysis based on students enrolled in a course who started but may not have completed the course.

**Graduated within 15 months of entering CUNY as a first-time freshman.

*** Probabilities displayed are limited to those within the range of actual scores.

Students who score at least a 75 on their English Regents have a good chance of earning at least a C in Freshman Composition

Figure 3
Probability of C or Greater in Freshman Composition by Regents English Score*
Recent Graduates of New York City Public High Schools Entering CUNY in Fall 2008**



*Analysis based on students enrolled in a course who started but may not have completed the course.

**Graduated within 15 months of entering CUNY as a first-time freshman.

*** Probabilities displayed are limited to those within the range of actual scores.

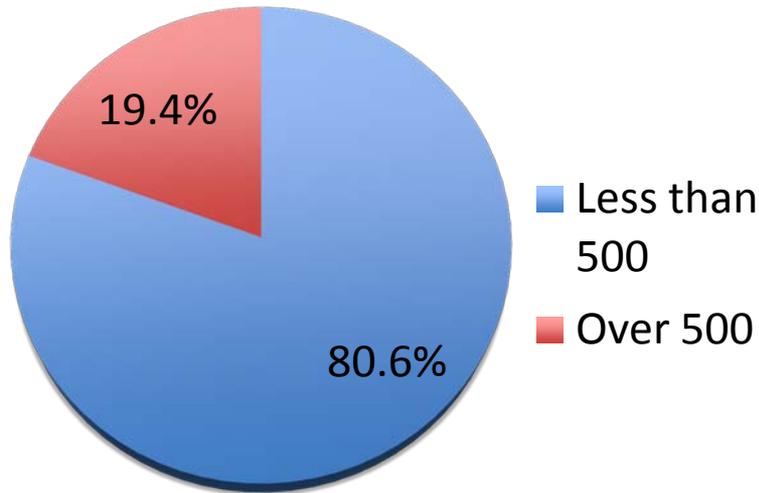
Institutions of Higher Education around the state consider a score of 75 to 85 to be a bare minimum for college readiness

Conversations with admissions directors of two- and four-year public and private colleges in the Western NY, Central NY, Hudson River, and New York City regions indicate that:

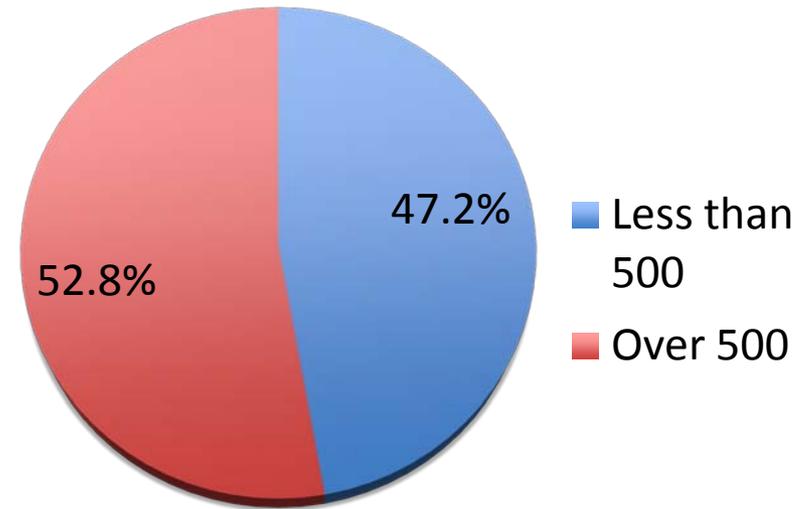
- 75 to 85 on the Regents is considered by selective schools (as part of their holistic review of applicants) the lower threshold for admissions;
- SUNY campuses use 85 as a mark of solid competence, below 75 is a mark of “inadequately prepared”;
- 75 on Regents is a threshold for placement in remediation for CUNY; and
- 75 on Regents is considered roughly equivalent to a 500 on the SAT and serves as a threshold for remediation.

Only 19% of students who scored below 75 on their English Regents scored above 500 on their SAT Reading, but 53% of students who scored above 75 scored above 500 on the SAT

English under 75

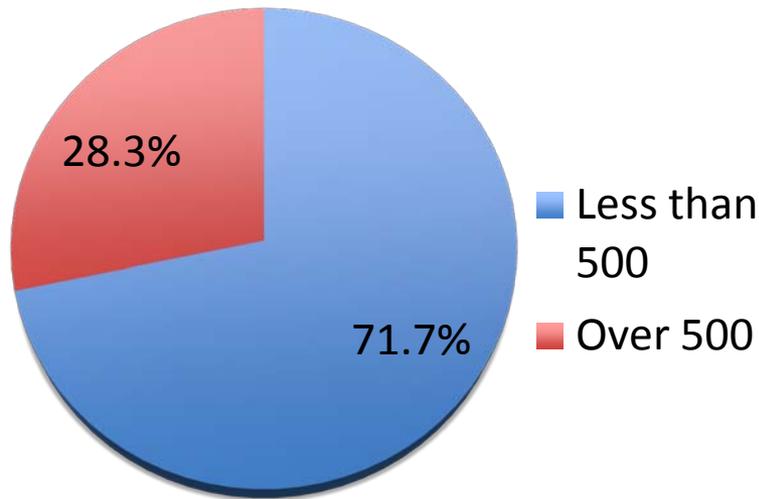


English 75 or over

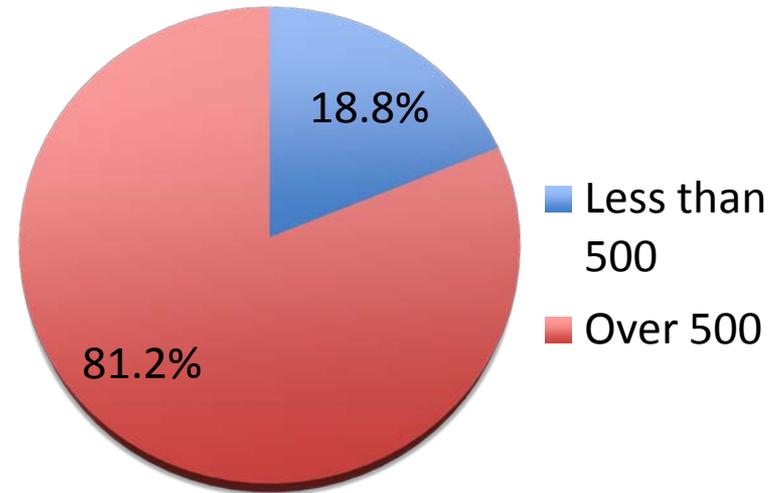


Similarly, 28% of students who scored below 80 on their Math Regents scored above 500 on the SAT Math, but 81% who scored above 80 scored above 500 on the SAT

Math under 80

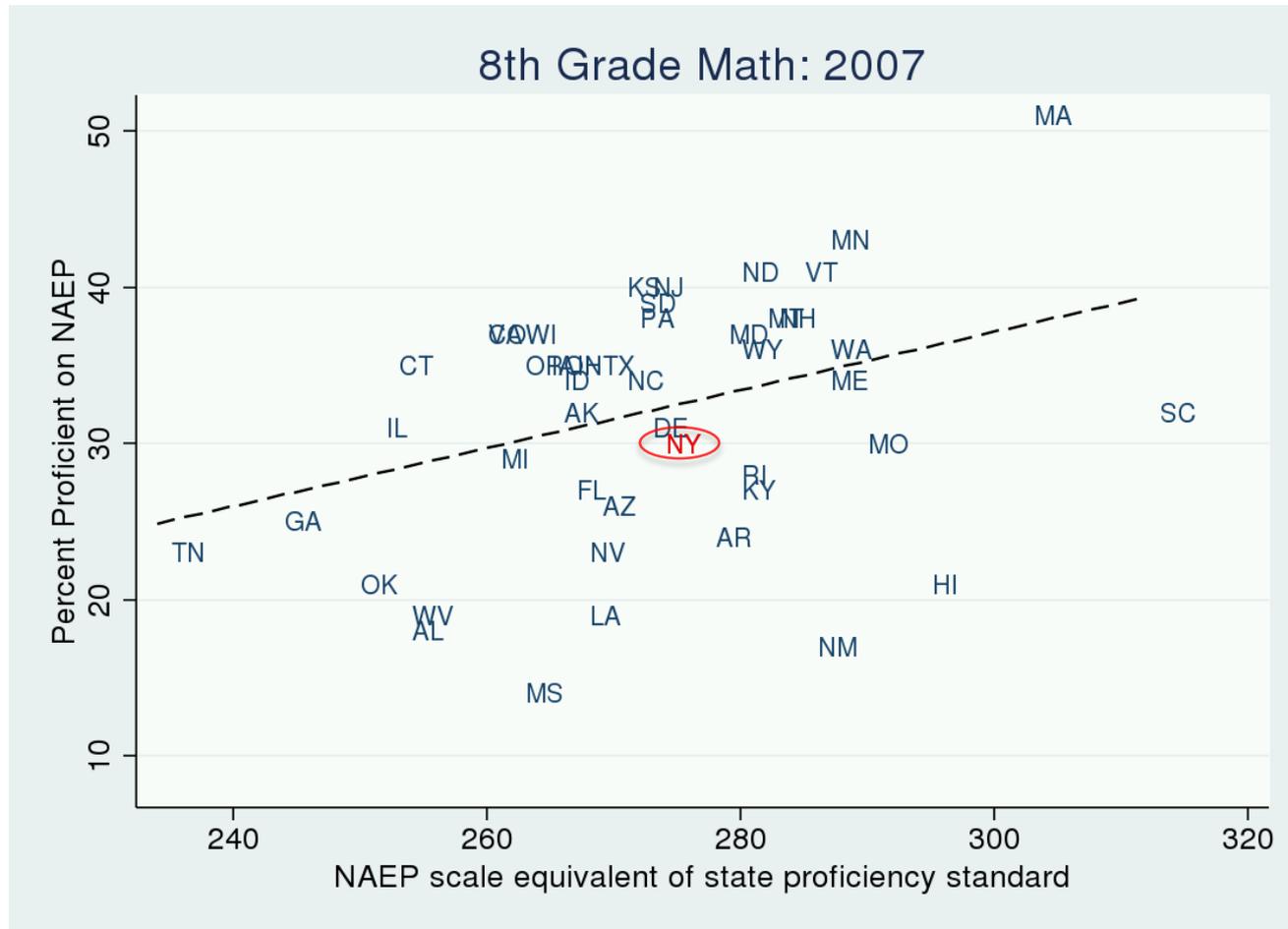


Math 80 or over



High levels of achievement on the Regents set students up well for college readiness and admission

States with higher standards for proficiency on their own tests have higher NAEP scores. New York's Level 3 proficiency threshold ranks 18th among all states for 8th Grade Math



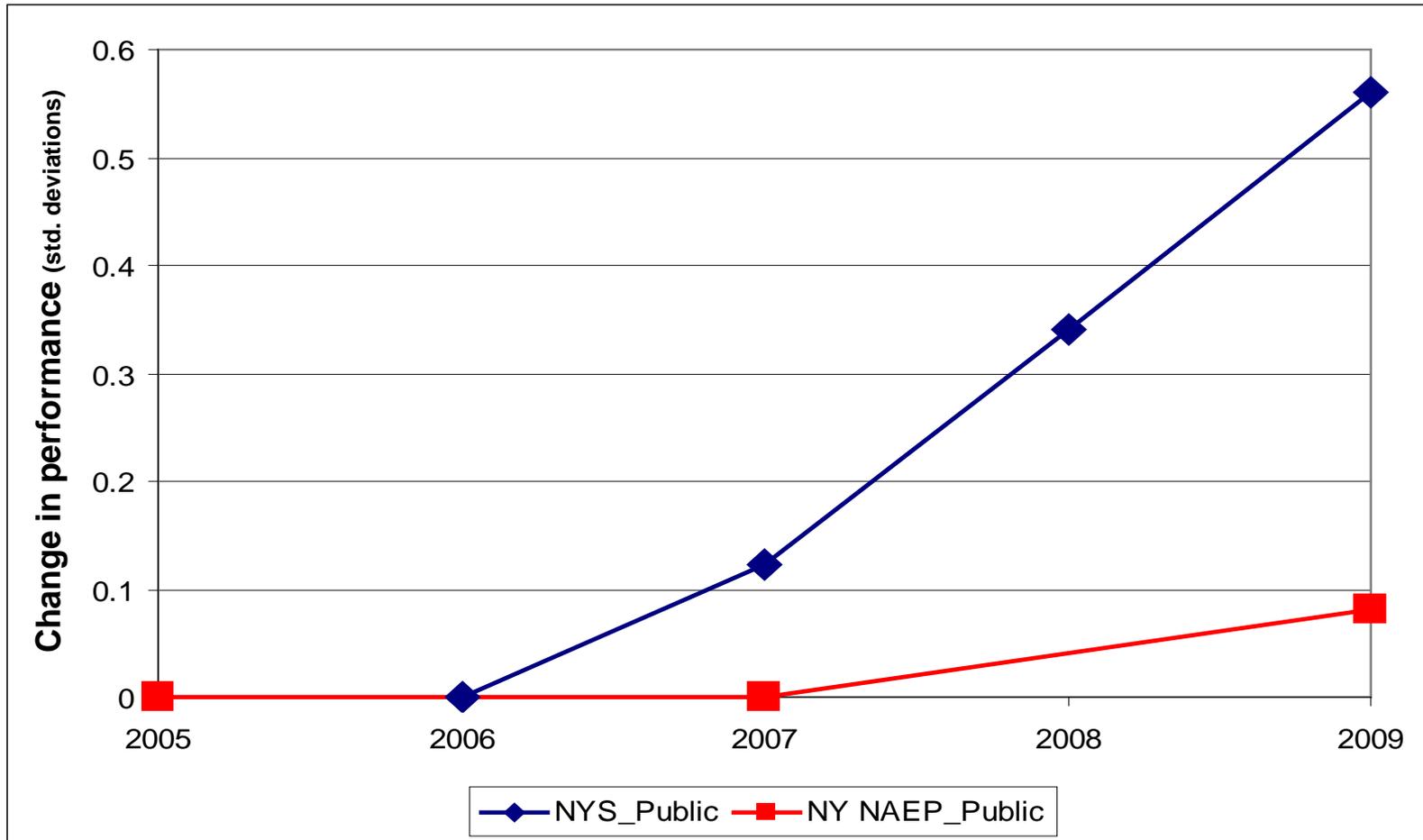
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts SY 2006-07, Washington, DC, 2008. The National Longitudinal School-Level State Assessment Score Database (NLSLSASD) 2008.

A larger percentage of NYS students achieved the Level 3 proficiency standard in 2009 than in 2007, but the 2009 NYS cut score was 11 percentile points easier in ELA and 17 percentile points easier in Math than in 2007 when benchmarked against NAEP performance

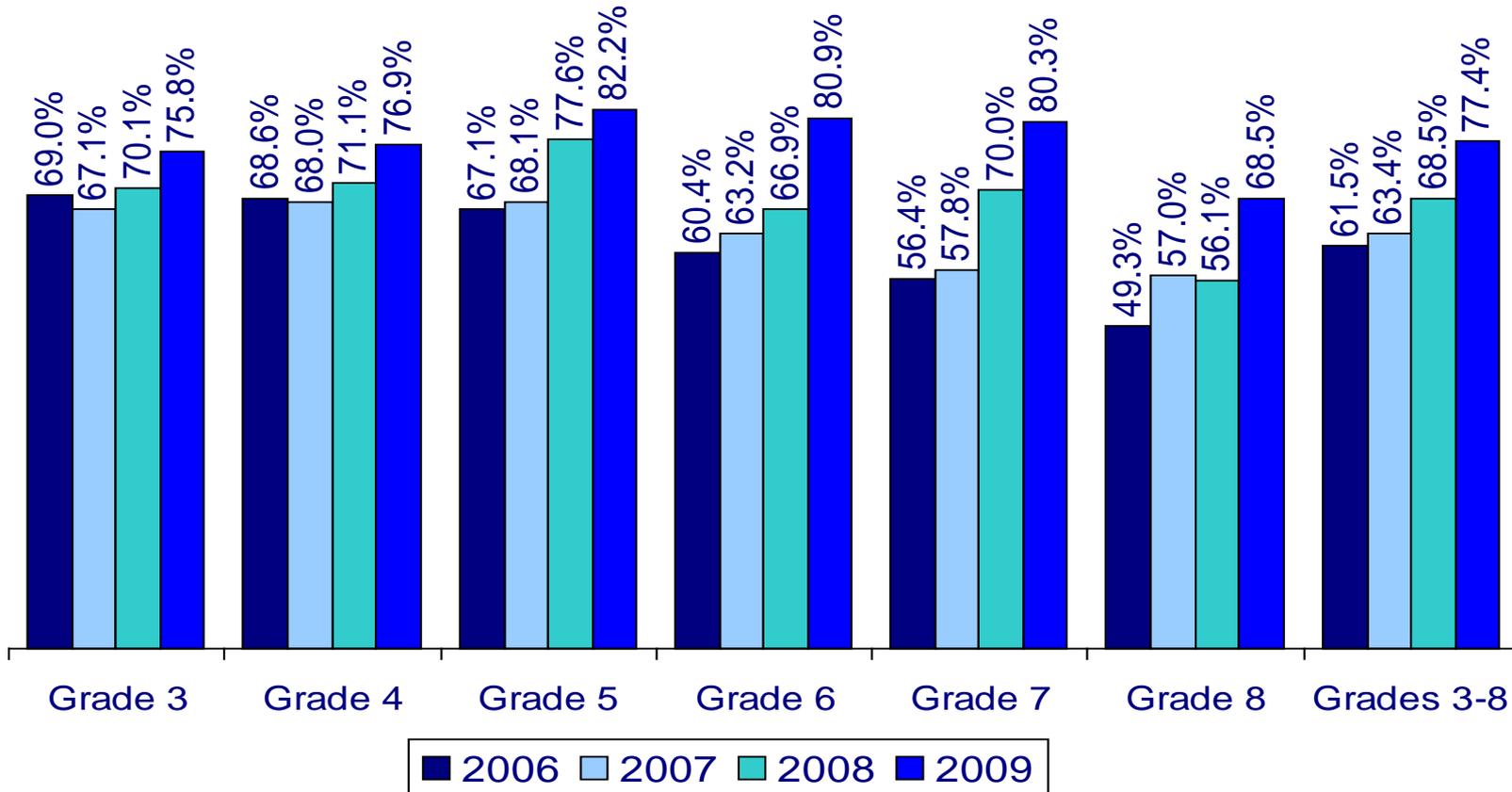
Percentile ranks of New York's 8th grade cut scores, NY tests and national NAEP, 2007 & 2009

	2007		2009	
	NYS	NAEP	NYS	NAEP
ELA	37 (650)	45	30 (650)	34
Math	41 (650)	36	20 (650)	19

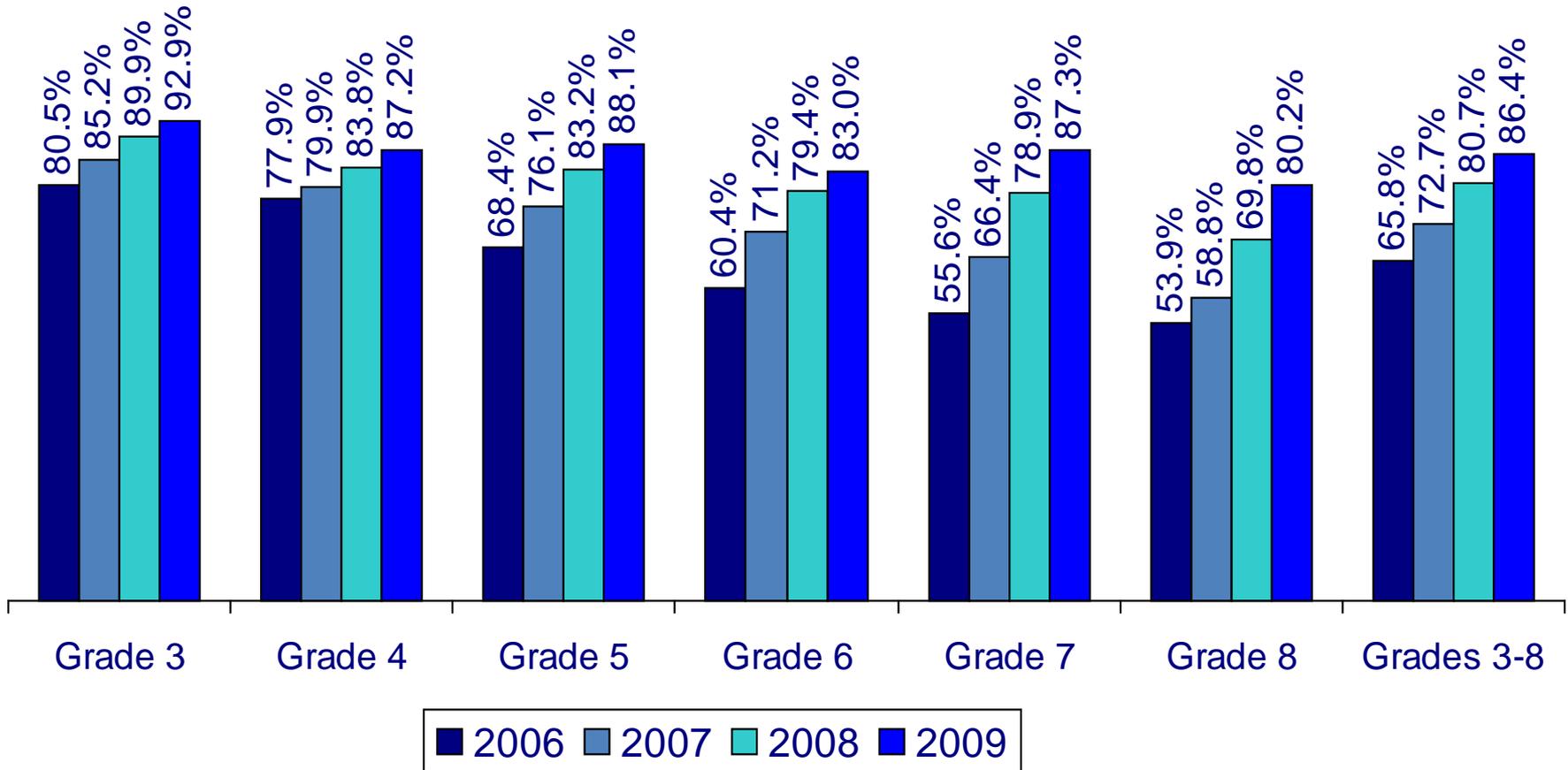
Since 2006, New York's 8th grade students have improved substantially on the state math test, but their performance on the NAEP has remained nearly flat



In 2009, nearly 80% of 3rd through 8th graders scored at the Level 3 Proficiency standard or above on the ELA exam compared to 61% in 2006



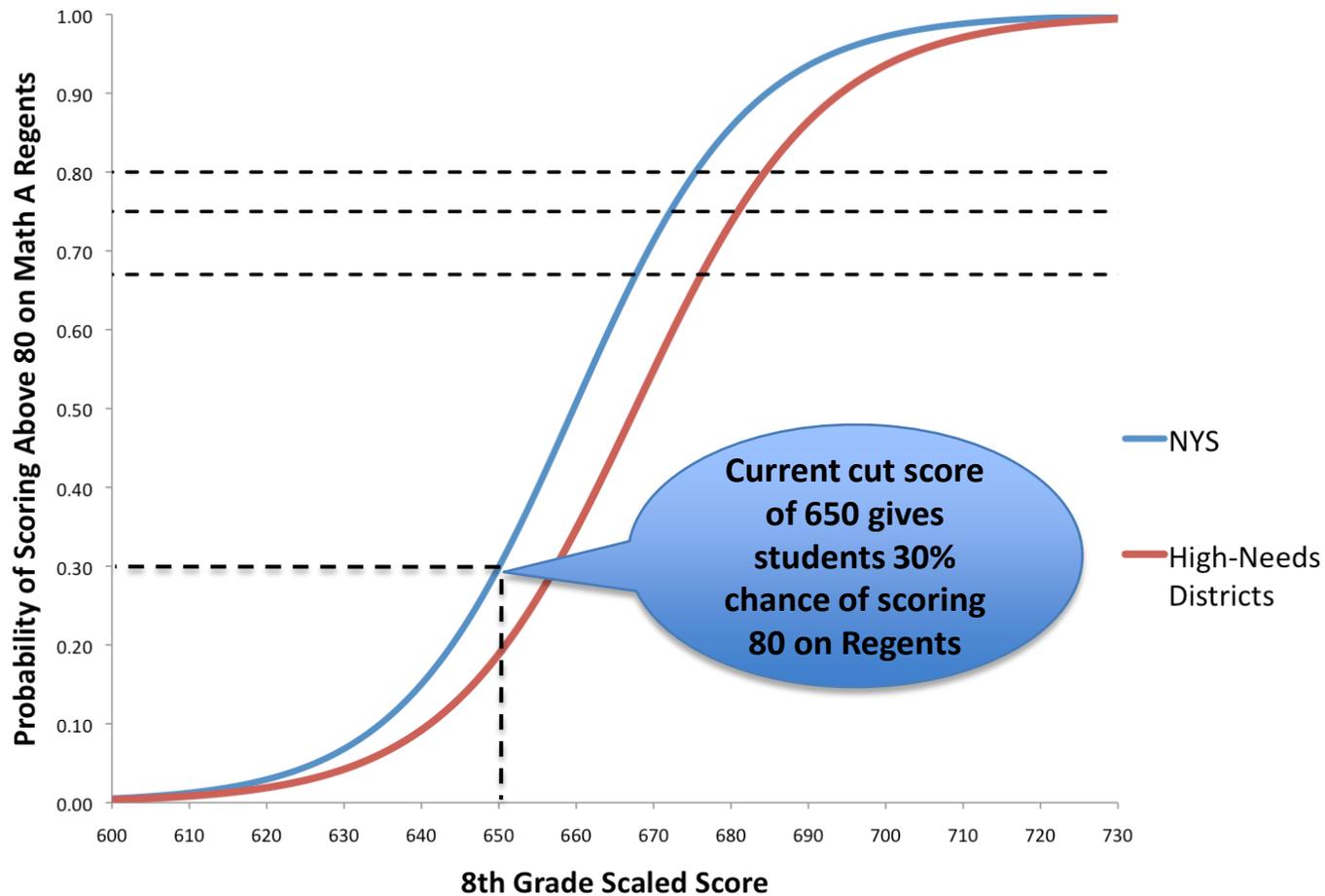
In 2009, nearly 90% of 3rd through 8th graders scored at the Level 3 Proficiency standard or above on the Mathematics exam compared to 66% in 2006



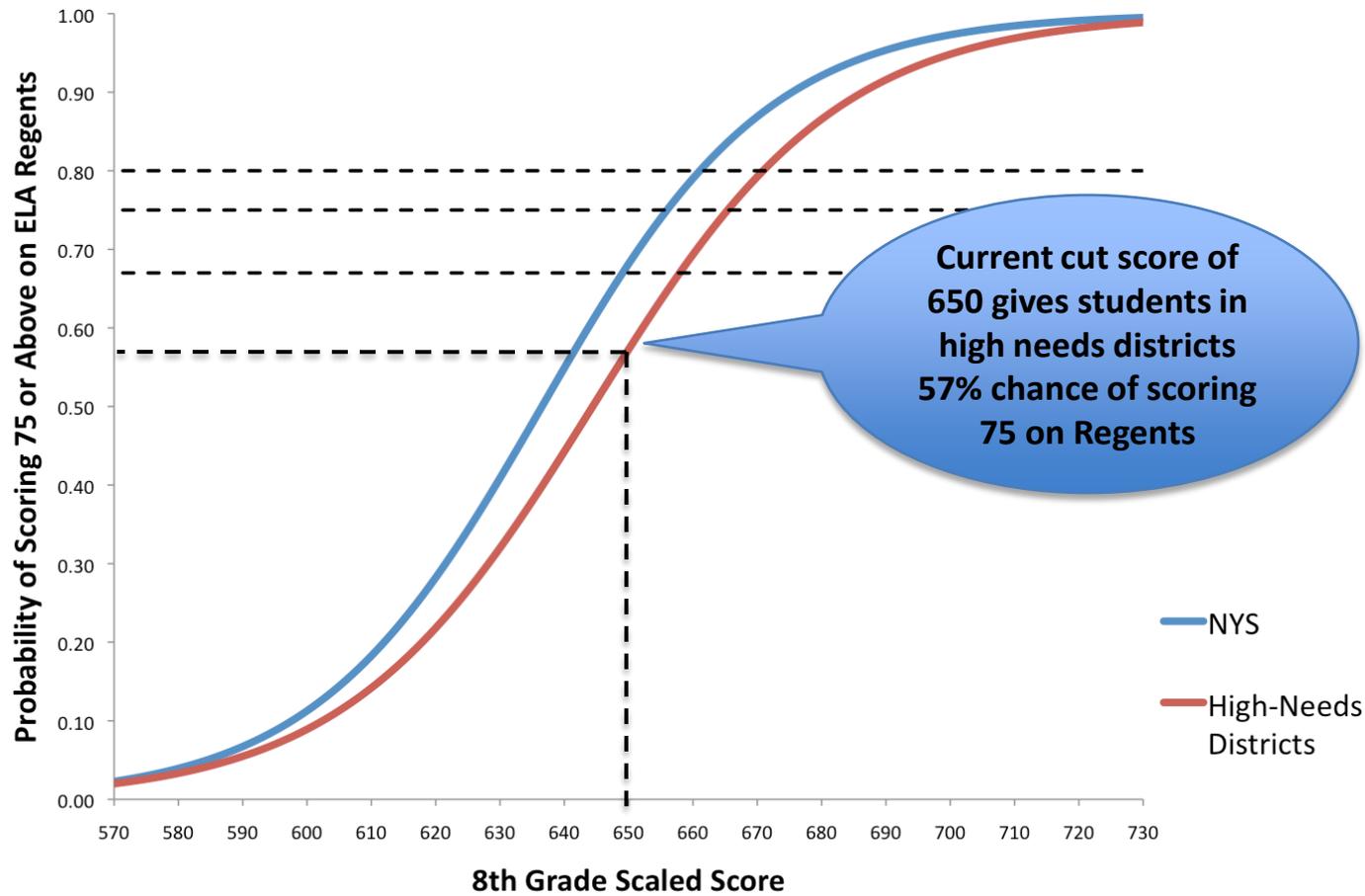
Possible reasons for this divergence include:

- Focus of instruction on narrow strands of content;
- Differences between what the NYS assessments and NAEP measure;
- Student difficulty in translating knowledge and skills from NYS tests to differently formatted NAEP;
- Increased learning by students on content tested by NYS tests;
- Technical issues related to how items are developed in field tests; and
- Technical issues in the equating of scores from year to year.

Students at the current Level 3 Proficiency standard on their 8th grade Math exam have less than a 1 in 3 chance of earning an 80 on their Math Regents



Students in high needs districts at the current Level 3 Proficiency standard on their 8th grade ELA exam have about a 50-50 chance of earning a 75 on their ELA Regents



We are improving the state assessments

- 2010
 - Raised cut scores for Level 2 and Level 3 Proficiency
 - Increased the unpredictability of items on the Math assessment, including adding audit items
 - Tested new performance indicators
- 2011-2013
 - Increase length of Math and ELA tests
 - Test new performance indicators
 - Make test items more difficult to predict
- 2014-2015
 - Common Core Assessments

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