

James A. Kadamus, Deputy Commissioner for Office of Elementary, Middle, Secondary and Continuing Education

-Review of Legislative season:

Court decision resulted in a proposal to NYC schools 5.6 billion dollars over 4 years  
Regents recommend same amount over 5 years; \$4.7 million from State, \$940 million for NYC local share.

The Regent suggested that there be a re-working of the funding formula:

Regents recommend statewide Foundation Formula with Save Harmless – propose \$1,518 billion increase for 2005-06 school year.

Regents recommend a comprehensive Sound Basic Education Plan for 206 high-need districts.

**SUMMARY: Regents Proposal on State Aid to School Districts for 2005-06**

- The Regents State Aid proposal for 2005-06 builds upon a foundation formula proposal begun last year and responds to recommendations of a CFE Referee Panel. Its goal is to provide a State funding system for education that provides adequate resources through a State and local partnerships so that all students have the opportunity to achieve the State's learning standards, including resources for extra time and help for students. The full proposal is available from the web address below in the following formats: HTML, PDF and Microsoft Word.

<http://www.emsc.nysed.gov/stateaidworkgroup>

We are waiting for Judge DeGrasse's final decision and Legislative action in 2005

Second Court case: The relationship between the Governor and the Legislators is changing.

Court of Appeals decision determined that the Governor has the sole ability to propose the budget in NYS. That means the legislators cannot add on money to Executive budget.

The legislators had been regularly adding on the to the Governor's budget

Because of this court ruling many legislators are not sure what their powers are in budget negotiations.

The question is:

Once the Governor takes money out of the budget like the Summer School for the Arts – how can it get back in?

High School Completion:

-Data on 2000 cohort shows 30% of students don't graduate in 4 years. Of those – 12% drop out, 2% go to GED-the rest are still in school.

-High percentages of those still in school have not taken all 5 required Regents exams

-Need for individual intervention for those students who are underprepared entering high school.

-Commissioner proposing a targeted program for high schools in 12 districts with lowest graduation rates.

High School Completion: (continued)

-Appeals process proposed for students within 3 points of passing; appeals decided locally by high school committee, with superintendent sign-off.

Regents ask: What are we going to do differently to turn the numbers around?

A program is being designed to help students complete high school.

Students who come into within 3 points of passing the Regents and have good school attendance and grades and have taken the test several times –State is looking for dispensation for them.

-Regents continue to discuss best strategies to move passing score on required regents exams to 65.

**Bob Winchester**, Past President, NYSCEA

Will there be a budget by July 1, 2005

**Kadamus:**

The way the court case is working it is forcing a three men in a room model.

It is possible a budget agreement will be made by April.

**Karl Kraus**, President, Business Teachers Association of NYS

What will the money be used for that the Court came up with?

**Kadamus:**

Substantial increase for NYC for a sound basic education.

A plan has been developed in NYC to use the funds for:

- Reducing class size
- Pre-K program
- Increasing number of specialists in areas like reading,
- Increase the overall operating aid where local decisions are being made.

Regents believe the major funding should go to a foundation aid formula

**Karl Krause**, Business Teachers Association of NYS

Shouldn't all schools have a sound basic education plan?

**Kadamus:**

The State is reluctant to dictate to students that have high performance.

The Court has embraced the learning standards as the basis of a sound basic education.

**Joe Sugar**, NYS School Music Teachers Association

Have they thought about increasing SED funding to provide technical assistance teams-to increase technical support to have better oversight of the system.

**Kadamus:**

SED has requested such money.

Hand-out: The Percentages of General-Education Students and Students with Disabilities in the Group by Outcome as of June 30, 2004 After Four Years.

Shows what happens to a cohort after four years.

Total Public School student's: 199,312

Hand-out: Regents Examination Performance of All Student Who entered Grade 9 in 2000-02 After Four Years

How have these students done on the Regents exam?

Most students, who take the exam, pass the test.

Increasingly students who stay in school pass at the 65 or above level.

The students who are not graduating come in at Level 1 in high school.

In NYC the Science test is hardest after Math. If you don't have labs and resources it is difficult to pass the exam.

The students who stay in school and attend their classes, the Regents are not a barrier  
In NYC 25% of the students repeat the 9<sup>th</sup> grade.

**Gail Kelly**, President, NYSCEA

What has been put into place in terms of AIS

Rapidly declining number of Level 1. There is major progress in Elementary and middle school program.

Special Ed students are not assessed.

**Gail Wilkie** – Association of Math Teachers of NYS

Re: Regent Sol Cohen

What is the happening with proposal that students can pass 4 out of 5 Regents?

Commissioner is against that.

Where tests are taken several times the best score is counted for purposes of the chart.  
Every comprehensive High School is on the list for not working.

**Bob Winchester** –Past president, NYSCEA

NYC is notorious for not following regulations. Note: non-certified teachers are in the schools. Now NYC has certified teachers. They also have high classroom size, lack of resources.

**Bonnie Deutsch** – NYS Art Teachers Association

How are transient students accounted for in the statistics?

**Kadamus:** All Students are accounted for in the numbers.

Middle Level

**Kadamus** thinks the Regents will finally approve the middle level plan.

He believes that agreement on the number of model C schools was a roadblock to the approval of the middle level plan last month.

75 Model C's allowed

There will be an application process for Model C . How a particular set of Standards, knowledge and skills will be met. There will be a peer review of applications.

There will not be a limit on Model B

Model B will have flexibility of teaching a subject differently for a different amount of time. All Standard areas will be covered.

**Jim Organ** –NYS school Music Association

There is a discrepancy between the term exploratory subjects and art and music

**Edee Tenser** – NYS English Council

5-9 certification

7-12 teacher who will teach 6<sup>th</sup> grade will teach by extension

K-8 will be organized in terms of a common branch school

Middle level is configured as 5-8 on the State level.

Fewer transitions seem easier for students.

**Pat Barbanell** NYSCEA Advocacy Chair

Re: Model C

What is the oversight?

State would have peer review by middle school staff

Is there an appeals process after the judgment?

Comments will be searched out throughout the process.

Looking for applications that come with consensus from all groups that have to sign off

**Shirley Ware** NYS Assoc of family & Consumer Science Education

Will you look for Professional Associations for peer review?

**Grace Wilkie** – Association of Mathematics Teachers of NYS

What will happen after grades 7 re: AIS

Field Testing will be done in Math in January and March.

New Math standards have been approved K-8

High School Standards will be approved in March

Grade by grade tests are not needed for accountability in Math or English Language test  
Need it to inform instruction based on doing item analysis. It gives you a better sense  
over time as to how your students are doing.

Individual student record process are helping to identify students needs.  
Score reporting will be by Individual student ID in 2006  
Increased resources are on Virtual Learning Space  
Marco Polo which content resources are included on the site.

This information changes the conversation of teachers in terms of best practices

**Joe Sugar**, NYS Council of Administrators of Music Education  
Regents have agreed that there will be 5 years for teachers to get their Masters

**Rosa Soria**, National Education Association of N.Y.  
First year teacher must have a one year mentoring experience for their Professional  
Certificate. Five years down the road they may not be able to get a Professional  
Certificate because they did not have the opportunity to have a mentor experience. What  
will happen?

**James Butterworth**, Assistant Commissioner for Office of School Improvement and  
Community Services (Regional)

He has been at SED for 6 years.

Hand-out: Assessment Review and Action on Student Performance Results for the 2000  
Student Cohort

Date: January 6, 2005

From: James A. Kadmus

Rational for item: Monitoring of Regents Policy Goals 1 and 2

Page 5: Table 3 Students don't drop out because of tests –they do not get to the tests.  
If they are Level 1 they are behind and their motivation is down-you become over-age  
and you drop out.

Page 5 –Table 4 Transition to GED did not take tests and drop-out

Page 6 Table 5 Limited English Proficient are not testing in great numbers

**Grace Wilkie** –Association of Mathematics Teachers of NYS

Table 4 Why would students take a test if they are in GED program.? Traditionally the GED was for students who did not graduate on time.

Math test in first two years was very difficult and if students did not pass they were very discouraged. The last two years were better tests and data in the next four years will show more students passing.

Changes in high school will come slowly based on Middle School experience

**Sharon?** – NYS Association of Women in Administration

Ask students grade 4-6 why they didn't take the test? Response: teacher told them not to come to school because their scores will go down.

State accountability systems preceded NCLB. NCLB carries 95% attendance requirement or school will be on needs improvement list.

**Chuck Goodwin**- NYS Technology Education Association

Do we have data on students who don't make it to grade 9? There are over-age 8<sup>th</sup> graders. Gate is held in Grade 8 because they do not want higher-grade scores lowered.

**Dennis Tosetto** – Executive Director, NYS Middle School Association

Students' classwork may not correlate with test grades. They get good course grades and poor scores on the tests. There needs to be better correlation

Tools available: Data Warehouse – VLS – New Math Standards

Teachers need to know these tools exist.

We need to effectively use the data.

**Edee Tenser**- NYS English Council

A five year program works very well for Limited English students. But a school is penalized because they go beyond the NCLB 4 year standard.

General agreement that there is a problem in high schools.

**Tom Schiland**-President-Elect Science Teacher Association of NYS, Inc.

To what extent is the State going to correct teacher's procedure in correcting the exams to eliminate subjectivity?

**Butterworth** – we are moving towards electronic testing. Electronic testing is being piloted. It is a big concern.

Hand-out: Assessment Review and Action on Student Performance Results for the 2000 Student Cohort (continued)

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Where is the greatest problem?

Identify the students in trouble

Identify where they are going to school –these are places that more than 30% of the students do not graduate on time (4 years)

Strategies:

We need to build capacity in the early grades – not wait till middle school and beyond.  
Students can get discouraged early.

There needs to be a learning community – to learn ways out of problems.

Develop IEP for low performing students

Develop Attendance improvement strategies

Mobility matters within a school district

Suspension rates-indicator of turmoil in a school.

Rekindling motivation is very important. Need to make things feel relevant.

Breaking Ranks II by Secondary Principals

Need;

1. Rigorous curriculum

Don't dumb down for students

2. Relevant

3. Good relations between adults and students

Small school movements – rather than 3/ 4,000 student high schools.

What happens to the students in the middle? They live lives of quiet desperation.

P. 10-11

What SED is doing about problems:

-work with most difficult students and ensure they get help.

-Do we need to begin a high school conversation.

**Pat Barbanell** – Advocacy Chair, NYSCEA

Using the middle school discussion model

-Seek out people who have a passion for high school level and their subject area.

Who speaks for high schools?

Parents, Teachers, Curriculum heads,

Themes emerge by talking to everyone.

**Grace Wilkie** – Association of Mathematics Teachers of NYS

Suggestions for “How to work with the 12 schools”:

On BEDS forms AIS teachers are not identified

Students wait for 20 weeks to get help because test data is late coming back.

Solution: Tests to be given January and March so results will be back earlier.

AIS staff need to be talked to because they have developed strategies that work.

Superintendents should hold a conversation with high school staff – to ask question what are the needs of high school.

**Bob Winchester**, Past President, NYSCEA

When will schools get student ID numbers?

Tom Ruller SED in charge of this.

Tom Ruller should be invited to next NYSCEA meeting.

Page 9 bullet #4

Expand proven career and technical education programs. Delete: in the lowest performing schools.

**Dennis Tosetto** – Executive Director, NYSMSA

Collect data to show what the program is today and determine what is right.

Identify what needs to be adjusted. What matters is school completion.

**David Abrams**, Assistant Commissioner for Office of Standards Assessments and Reporting

**Where do we stand with grade 3-8 testing?**

**Overview:**

1. Why test in grades 3-8 every year?
2. What will these tests look like?
3. How will these tests be scored?
4. How will tests results be used?
5. Information to help schools prepare.

**Why Test in Grades 3 Through 8**

Initially mandated by Federal Government

Also presents the opportunity to:

-evaluate the implementation of the learning standards annually

-Measure student progress

-Gather information about student readiness for study at the next level.

**No Child Left Behind (NCLB)**

Specifics that statewide tests must:

-address the depth and breadth of the state content standards

-be valid, reliable, and of high technical quality

-Be signed to provide a coherent system across grades and subjects.

### **What Will These Tests Look Like?**

- the NYS tests are designed to measure student achievement in ELA and ,mathematics in grades 3-8
- the tests reflect the NYS content/process standards in each grade and subject area.
  - signal priority content
  - are instructionally sensitive
- for ELA: independent writing prompts have been removed; editing paragraph has been added. It is basically about measuring mechanics. Mirrors what is done in class-students are asked to edit their work or the work of their peers.
- Tests in both subjects will be similar in format to existing Grade 4 and 8 assessments.
- The tests (both ELA & math) will not contain overlapping items.
  - For example: items from grade 3, 4 and 5 will not be on grade 4
- SED is currently reviewing administration schedules in light of this change in test design.

### **Testing times for ELA & Mathematics**

Times of individual parts were adjusted based on comments from the field.

### **Field-Testing update**

- ELA February 7-11. No change from original schedule.  
Teachers need to volunteer to field test so the test can reflect good questions.
- Math; Late May – change from original schedule due to demands of test development and the approval of new math standards.

### **How will these Tests be Scored?**

- a number of scoring models are being considered:
  - For year 2, districts will have to hand-score.
- An Electronic Distributive Scoring System is being designed - will take two years.  
Superintendent's Conference Day to score math is being looked into..

### **How will Tests Results be Used?**

- Achievement in relation to the standards. It clearly signals priority content for time.
- Accountability. It shows what is instructionally sensitive. Aim: to help inform curriculum instruction.

### **Achievement in relation to the Standards**

- annual feedback to schools
- Standardized statewide reports
- Tracking student progress

**Accountability**

- Federal and State reporting
- Performance index computed based on Grade3-8 results.
- Annual measurable objectives will be revised
- Discussions ongoing with USDOE regarding transition process

**Jean C. Stevens**, Assistant Commissioner for Officer of Curriculum and Instructional Support

**English Language Arts Standards**

- Have not revisited these standards as was done in Math
- Published grade-by-grade ELA performance indicators on NYS Virtual learning System.
  - Early literacy competencies are going to be added to the document.
- Target; for Performance Indicators: End of February

**NYS Math Learning Standards**

Independent Math Panel Recommendations were accepted by the Regents.

Math Standards committee :

25 members that represent all levels.

Appointed by Commissioner, January 2004

“examine the existing Regents standards in mathematics, consider relevant research and other standards from the U.S. and other nations, and then propose modifications to the Regents mathematics standards to improve clarity, specificity, and functionality”

<http://www.emsc.nysed.gov/msc>

Mathematics Advisory group:

- Established by the Office of Curriculum and Instructional Support
- “to advise the NYS Education department on the statewide rollout of:
  - The New York State learning Standards in Mathematics (Standard 3)
  - Curriculum guidance materials and resources
  - Grades 3-8 Testing in Mathematics.”

Mathematics Curriculum Committee

Resources will include but are not limited to:

- Crosswalk from the “old” to the “new”
- Sample tasks for each performance indicator
- Glossary (for teachers)
- Vocabulary lists by grade level (for students)
- Instructional guidelines
- Role of manipulatives
- Role of Technology
- Calculator Guidelines
- Assessment Module

**Key Dates:**

SED launches new website on NYS Learning Standards & Grades 3-8 Testing in ELA and Mathematics

<http://emsc@nysed.gov/3-8home.html>

click on latest information

NYSED website: [www.nysed.gov](http://www.nysed.gov)

**Grace Wilkie** – Association of Mathematics Teachers of NYS

Resources

Money from budgets from other subjects will be coming to the Math standards.

There are going to be lots of void areas for resources.

What is SED doing about that? Giving districts more money or math resources?

**Chuck Goodwin**, NYS Technology Education Association

How are the MST Standards different now?

There have been no changes in the Science and Technology Standards.

**Karl Krause**, Business Teachers Association of NYS

How much is the Math testing going to cost?

Mandate for testing result of NCLB law - 1.6 billion dollars

Do we get Federal Funding for Districts?

**Tom Schiland**, Science Teacher Association of NYS, Inc.

What does the SED plan to do to keep quality of scoring up?

State will have very consistent training processes

We must use our own teachers to score them- cornerstone of the validity argument.

Spiking in any direction.

We know that when we look at large number of students –stable numbers

We will have a better trend results.

If we see spiking SED will look into it to see if cheating has been the cause.

**Grace Wilkie**, Association of Mathematics Teachers of NYS

Preparation of Teachers: Some teachers may not have Math, ELA, Science background.

How are we going to deal with Teacher certification?

Pre-service requirements-conversations are being held with Education staff of higher education institutions- some of the requirements have to be re-visited.

What do teachers get in Testing and Measurements in pre-service education ? – nothing.

If you train new teachers how to grade correctly that may eliminate scoring problems.

**Jim Organ**, NYS School Music Association

What is the name for committee that will be reviewing checklist for non-tested areas?

No name yet.

Convening in March.

NYSCEA February 4 Delegate Meeting Summary  
Submitted by Joan Davidson, Secretary, NYSCEA