

New York
Regents Examinations

Part I: Policy Trends

Type of test	End-of-course (achievement tests aligned to New York State learning standards)
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Provide schools with student academic diagnostic information • Determine prospective high school graduates’ knowledge and skill levels relative to those needed for entry-level employment • Determine prospective high school graduates’ knowledge and skill levels relative to those needed for postsecondary education • Determine prospective high school graduates’ mastery of the state curriculum • Encourage districts and schools to identify and serve students at risk of academic failure • Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions • Increase alignment of local curriculum and programs of instruction with state education standards • Promote equity of opportunity across all student groups • Meet a state mandate
Status of the state’s decision regarding the Common Core State Standards and impact of that decision on exit exam policies	New York has adopted the Common Core State Standards in both English language arts and math.
Test used by colleges or universities for undergraduate admission?	Yes. SUNY and CUNY and some private colleges.
Year first administered	1878
Year diplomas first withheld	The class of 2000 was the first required to pass the revised Regents Examinations to graduate, but these students only had to pass the English language arts test. Since 2003, students have been required to pass five Regents Examinations to graduate.

Subjects tested	English language arts, mathematics, science, global history and geography, and U.S. history and government
Types of questions	Multiple-choice, short-answer, writing prompt/essay, and, in science, extended performance tasks
Grade first administered	Varies, depending on when students complete the course associated with a particular Regents Examination
Grade(s) exam aligned to	Grades 9-12 (commencement level) of the New York State learning standards
Number of retakes allowed before the end of grade 12	Most Regents Examinations are administered three times a year, in January, June, and August. Students may retake the examinations during any of these three administrations.
Retakes after grade 12	Students are eligible to continue working toward a diploma, including retaking the required exams, until the end of the school year in which they reach age 21.
Does the state have reciprocity with other states?	No
Exit exam used for No Child Left Behind?	Since 2005-06, student scores on the Regents Examinations in English and mathematics that are entered on the permanent record by the end of the fourth year of high school have been used to meet the high school testing requirements for NCLB. The science examination was also used for NCLB purposes in 2007-08.
Same cut score for graduation and NCLB?	Yes
Evaluations of state exit exam	<p>Various contractors have conducted evaluations of exams in the following subjects:</p> <p>Living Environment, Mathematics A, English (2006) Earth Science (2006 and 2007) Global History and Geography, U.S. History and Government (2008) Integrated Algebra (2008)</p> <p>These evaluations are available from the State Education Department upon request.</p>

Does the state provide students with alternate paths to graduation?

Students who have completed the course in a subject tested by a Regents Examination may substitute a minimum acceptable score on a department-approved alternative examination (such as the SAT II, Advanced Placement, or International Baccalaureate exam) for a Regents Examination score.

An appeals process is available to students who have entered 9th grade in September 2005 or later, have passed certain courses to prepare for a Regents Examination, have earned a 65 course average, and whose highest score on the Regents Examination is within three points of the 65 passing score. These students may appeal for permission to graduate with a local or Regents diploma using this lower score.

Depending upon the year of student's first entry to grade 9, a student who has passed with a 65 some of the five required Regents Examinations may earn a local diploma with a score of 55 on the remaining required Regents Examinations. Except for students with disabilities, this is not an alternative for students who first started grade 9 in September 2008 and thereafter. Students who do not earn passing scores on the required examinations may retake them.

Alternate paths to graduation specifically for English language learners

None. There are, however, accommodations for English language learners taking the end-of-course exams.

Schools may provide the following testing accommodations to limited English proficient (LEP) students:

- *Time extension.* Schools may extend the test time for LEP students. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the LEP students. Principals should consult with each student's classroom teacher in making these determinations.
- *Separate location.* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer Regents Examinations to LEP students individually or in small groups in a separate location.
- *Third reading of listening selection.* Proctors may read the listening passage (Part A, Session One) of the Regents Comprehensive Examination in English a third time to LEP students. This accommodation is not permitted on state examinations in languages other than English.

- *Bilingual dictionaries and glossaries.* LEP students may use bilingual dictionaries and glossaries when taking Regents Examinations in all subjects except languages other than English. The bilingual dictionaries and glossaries may provide only direct translations of words. Bilingual dictionaries or glossaries that provide definitions or explanations are not permitted.
- *Simultaneous use of English and alternative language editions.* For Regents Examinations for which the department provides written translations, LEP students may use both an English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- *Oral translation for lower-incidence languages.* Schools may provide LEP students with an oral translation of a Regents Examination when there is no translated edition provided by the department. This accommodation is permitted for state examinations in all subjects except English and examinations of foreign languages. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration. The department's Office of Bilingual Education and Foreign Language Studies and the Bilingual/ESL technical assistance centers (BETACs) can assist schools in locating suitable translators.
- *Writing responses in the native language.* LEP students making use of alternative language editions or oral translations of Regents Examinations may write their responses to the open-ended questions in their native language. Scoring the tests is the responsibility of the school. However, the department's Office of Bilingual Education and Foreign Language Studies and the BETACs can assist schools in locating persons who can translate the students' responses into English to facilitate scoring.

Alternate paths to graduation specifically for students with disabilities

Students with disabilities who enrolled in 9th grade prior to September 2010 and who fail a required Regents Examination may still receive a regular diploma if they pass the corresponding Regents Competency Test, an assessment available for students with disabilities.

There are accommodations for students with disabilities taking the exit exam. Principals must ensure that students with disabilities receive the testing accommodations specified in their individualized education program (IEP) or 504 plan that are permissible on state examinations. Students who have been declassified must be provided the permissible testing accommodations documented in the declassification IEP. Principals must also ensure that only the accommodations specified in each student's IEP, 504 plan, or declassification IEP are allowed for the student. The use of these accommodations provides students with disabilities the opportunity to demonstrate proficiency on state examinations without being limited or unfairly restricted by the disabilities.

Information concerning the administration of state examinations to students with disabilities can be found in the publication *Test Access & Accommodations for Students with Disabilities, Policy and Tools to Guide Decision-Making and Implementation*. This publication is available on the department's Web site at:
<http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>

Regents Competency Tests. Any accommodation listed in *Test Access & Accommodations for Students with Disabilities* may be authorized for students with disabilities in their IEP, 504 plan, or declassification IEP.

Subject to a set of protocols that must be strictly observed, a principal may reschedule an RCT to the next available school day for a student with a disability who generally requires extended time to complete state examinations and who is scheduled to take that RCT on the same day as another state examination. This option is *not* permitted for Regents Examinations.

Regents Examinations and second language proficiency examinations. The testing accommodations that may be authorized when students with disabilities take the RCTs may also be authorized for these examinations, in the following manner:

- Questions designed to measure reading ability in English or in a second language may be read or signed to students. Sections of the Regents Comprehensive Examination in English may *not* be deleted.

- Answers to questions designed to measure writing ability in English or in a second language may be recorded in an alternative manner (for example, dictation by means of a scribe or an electronic recording device). Devices with spell-checking and/or grammar-checking capability are permitted. Students with severe spelling disabilities may be excused from spelling requirements.
- The listening comprehension section may *not* be deleted from the Regents Comprehensive Examination in English or from modern language examinations. The teacher dictation copy may be read to the student more than the standard number of times; in those cases the examination must be administered in a separate location. In addition, schools may permit students with hearing impairments who are not proficient in sign language to read the teacher dictation copy.
- The oral skills sections may not be deleted from examinations in foreign languages. The utterances spoken by the teacher may be repeated for students with hearing impairments. In addition, the utterances ordinarily spoken by the teacher and student may instead be handwritten by the teacher and student in notes that they exchange.

Who makes decisions on whether a student is eligible to use alternate paths?

For general education students, the school decides. For students with disabilities, the student decides.

How are students identified as eligible for alternate paths to graduate?

Information available at:
<http://www.vesid.nysed.gov/specialed/publications/policy/55-64pass.htm>

Section 100.5(d)(7)

7. Appeals process on Regents Examinations passing score to meet Regents diploma requirements.

i. School districts shall provide unlimited opportunities for all students to retake required Regents Examinations to improve their scores. A student who first enters grade 9 in September 2005 or thereafter and who fails, after at least two attempts, to attain a score of 65 or above on a

required Regents Examination for graduation shall be given an opportunity to appeal such score in accordance with the provisions of this paragraph, provided that no student may appeal his or her score on more than two of the five required Regents Examinations and provided further that the student:

- a. has scored within three points of the 65 passing score on the required Regents Examination under appeal and has attained at least a 65 course average in the subject area of the Regents Examination under appeal
 - b. provides evidence that he or she has received academic intervention services by the school in the subject area of the Regents Examination under appeal
 - c. has an attendance rate of at least 95 percent for the school year during which the student last took the required Regents Examination under appeal
 - d. has attained a course average in the subject area of the Regents examination under appeal that meets or exceeds the required passing grade by the school and is recorded on the student's official transcript with grades achieved by the student in each quarter of the school year; and
 - e. is recommended for an exemption to the passing score on the required Regents Examination under appeal by his or her teacher or department chairperson in the subject area of such examination.
- ii. An appeal may be initiated by the student, the student's parent or guardian, or the student's teacher, and shall be submitted in a form prescribed by the commissioner to the student's school principal.
 - iii. The school principal shall chair a standing committee comprised of three teachers (not to include the student's teacher in the subject area

of the Regents Examination under appeal) and two school administrators (one of whom shall be the school principal). The standing committee shall review an appeal within 10 school days of its receipt and make a recommendation to the school superintendent or, in the City School District of the City of New York, to the chancellor of the city school district or his/her designee, to accept or deny the appeal. The standing committee may interview the teacher or department chairperson who recommended the appeal, and may also interview the student making the appeal to determine that he or she has demonstrated the knowledge and skills required under the state learning standards in the subject area in question.

- iv. The school superintendent or, in the City School District of the City of New York, the chancellor of the city school district or his/her designee, shall make a final determination to accept or deny the appeal. The school superintendent or chancellor or chancellor's designee may interview the student making the appeal to determine that the student has demonstrated the knowledge and skills required under the state learning standards in the subject area in question.
- v. A student whose appeal is accepted for one required Regents Examination, and who has attained a passing score of 65 or above on each of the four remaining required Regents Examinations, shall earn a Regents diploma. A student whose appeal is accepted for two required Regents Examinations, and who has attained a passing score of 65 or above on each of the three remaining required Regents Examinations, shall earn a local diploma.
- vi. Each school shall keep a record of all appeals received and granted and report this information to the state education department on a form prescribed by the commissioner. All school records relating to appeals of scores on required Regents Examinations shall be made available

When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?

Yes

for inspection by the state education department.

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam

The state offers technical assistance to help:

- Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance;
- All teachers prepare students for the exam, which includes online assistance and specialist(s) in the state education agency;
- Teachers become more proficient in their content area, which includes online assistance and specialist(s) in the state education agency;
- Schools identify and target students for assistance, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, fiscal resources to fund local personnel to provide assistance, and a “regional network strategy,” which includes large presentations for administrators on data to aid instruction;
- Schools implement comprehensive school reform, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance;
- Districts improve formative uses of assessment, which include online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, and grants to districts;
- Districts improve professional development for teachers, which includes online assistance, specialist(s) in the state education agency, field-based specialists, and train-the-trainer workshops;
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency and field-based specialists.

Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam

The state also provides test items from prior years.

The state provides:

- Targeted remediation programs for students
- Additional professional development for teachers in the formative uses of assessment
- Additional professional development for administrators

The state has a Regional Technical Assistance System in seven regions of the state to provide technical assistance to those identified at the highest accountability levels with most at-risk students. Data provided shows which groups are most at risk.

Does the state provide funding for remediation?

No

Are districts mandated by law to provide remediation?

No, but they are required by regulation.

Are students required to participate in remediation?

Schools are required to provide remediation, but a student may refuse to participate.

Part II: Student Performance

At this time New York is unable to verify or report initial or cumulative pass rates for the Regents Examinations.