



# Unlock the Power of Your Regents Data

NAVIGATING REGENTS REPORTS ON BARS

CINDY PIPIA

STAFF DEVELOPER/SHARED DATA EXPERT

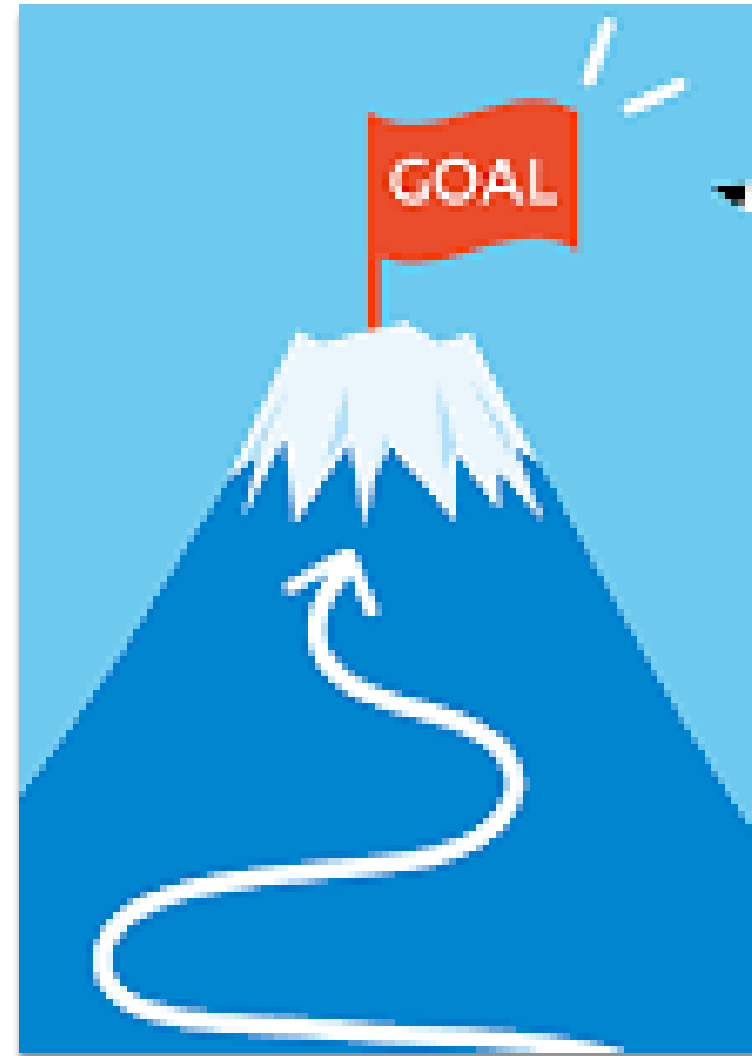
OCTOBER 28, 2025

# Why this matters: Regents + BARS

- ▶ **Measures Student Achievement:** shows how well students are mastering key subjects.
- ▶ **Informs Instruction:** Helps teachers tailor lessons to address learning gaps.
- ▶ **Drives School improvement:** Guides decisions for curriculum and resource allocation.
- ▶ **Accountability:** Ensures schools meet state standards.

# Objectives

- Develop proficiency in reading and interpreting BARS reports to identify trends, strengths, and areas of growth.
- Build individual data analysis skills that support evidence-based instructional planning and decision-making.
- Connect data insights to school-wide improvement that directly impact student outcomes on the Regents.



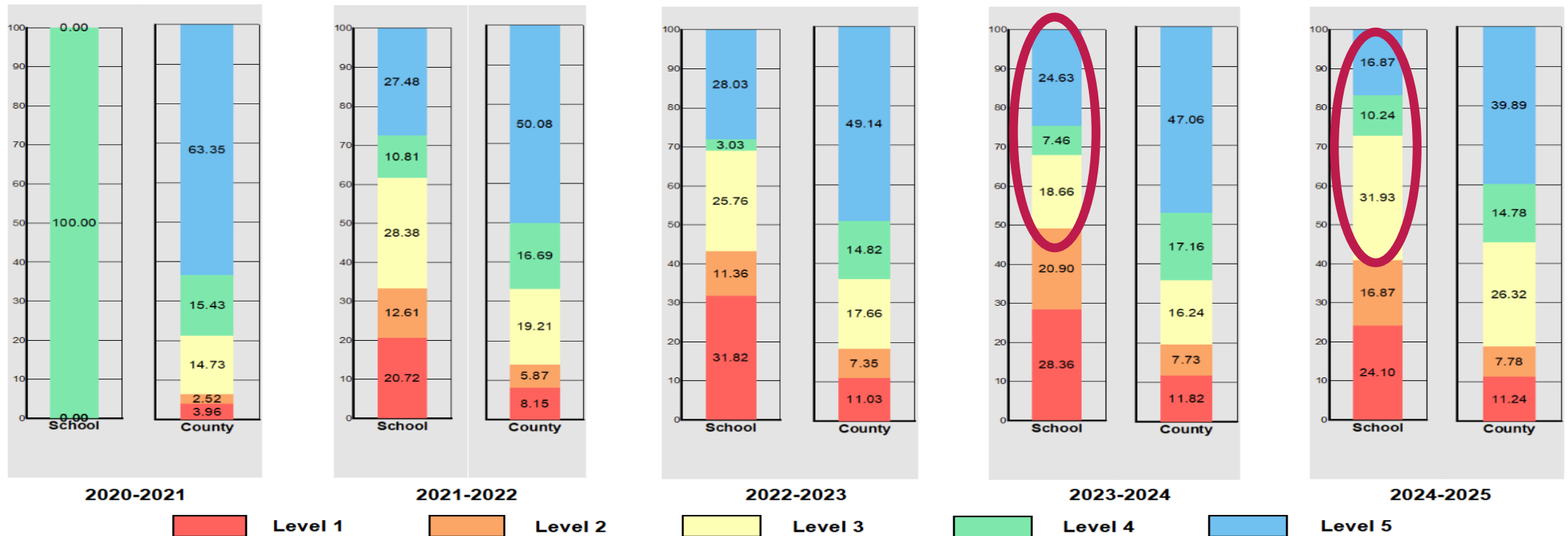
# What can we learn from Regents data?

- ▶ **Trends over time:** are scores improving or declining?
- ▶ **Subgroup performance:** How do different groups (ELLs, SWD) perform?
- ▶ **Subject strengths and weaknesses:** Which areas need more support?

# Percent @ All Levels for 5 Years

## School Summary

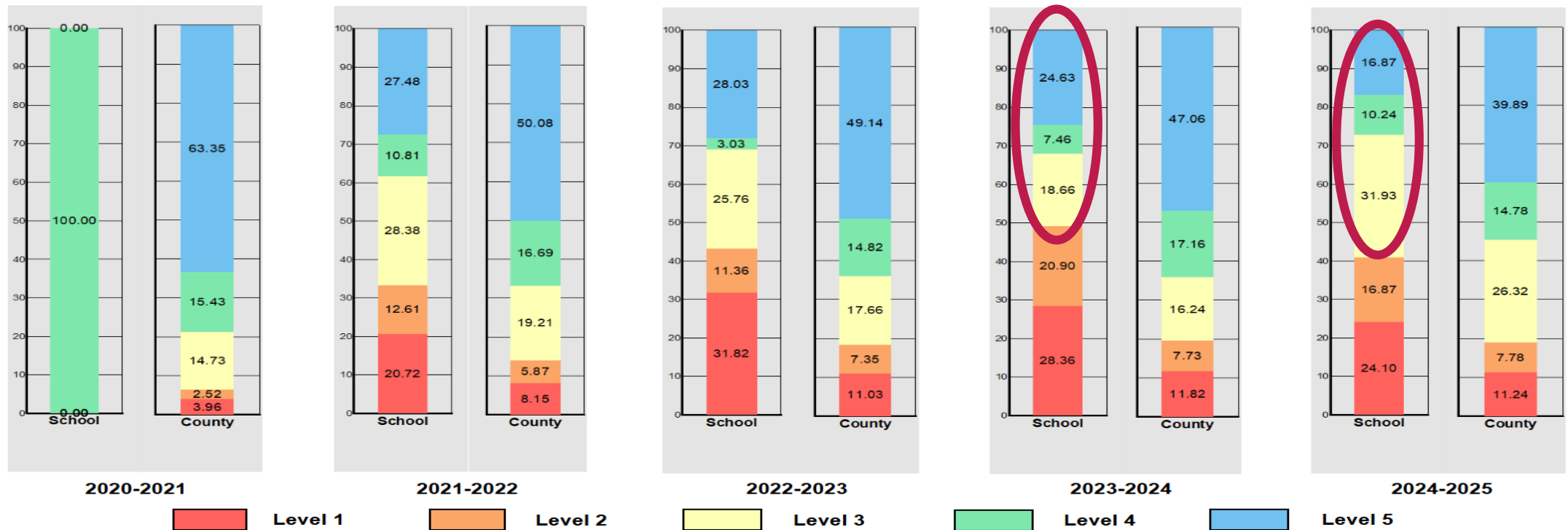
### Percent of Tested Population Achieving All Levels



# Percent @ All Levels for 5 Years

## School Summary

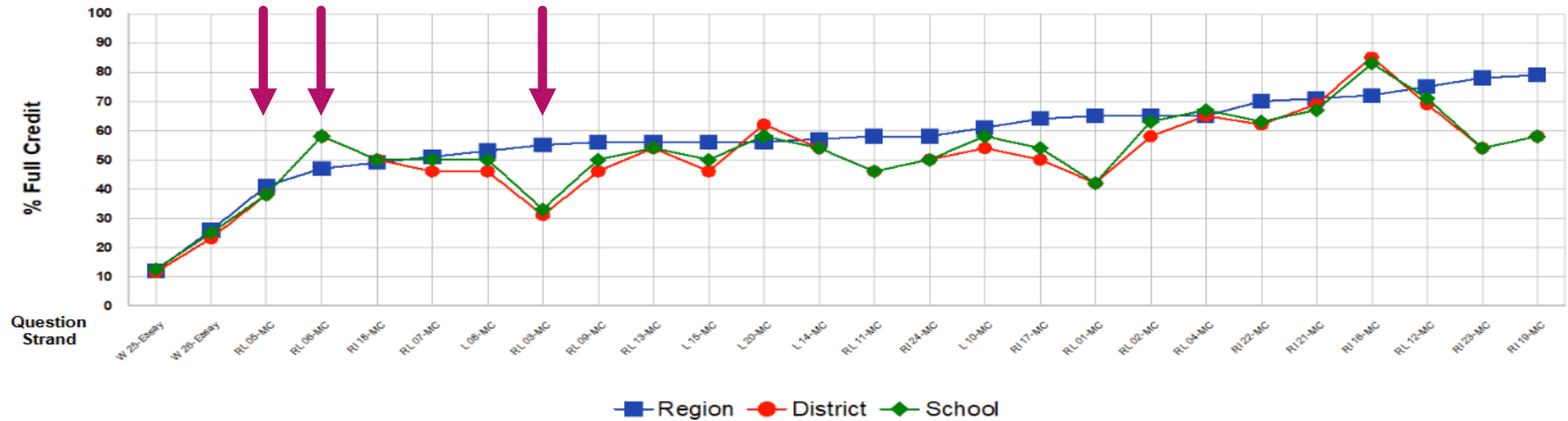
### Percent of Tested Population Achieving All Levels



# Frequency Distribution by Subgroup

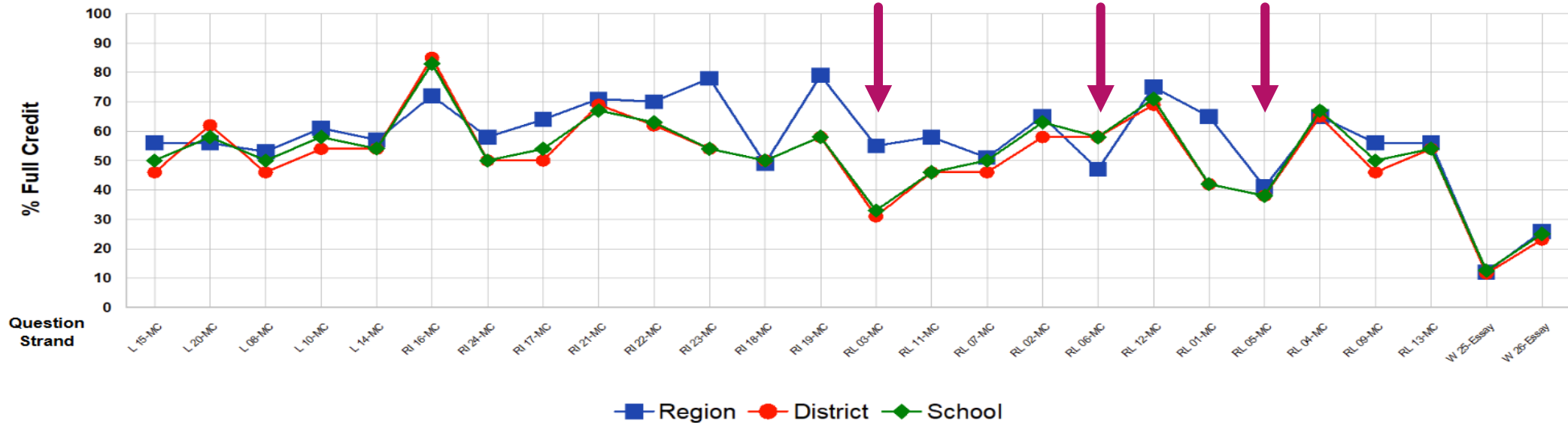
<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3, 4 &amp; 5</u>
All Students	40 24.10%	28 16.87%	53 31.93%	17 10.24%	28 16.87%	166	59.04%
Female	11 13.75%	10 12.50%	35 43.75%	6 7.50%	18 22.50%	80	73.75%
Male	29 33.72%	18 20.93%	18 20.93%	11 12.79%	10 11.63%	86	45.35%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	0 0.00%	3	33.33%
Black	15 26.79%	8 14.29%	18 32.14%	6 10.71%	9 16.07%	56	58.93%
Hispanic	23 23.96%	19 19.79%	30 31.25%	10 10.42%	14 14.58%	96	56.25%
Asian/Pacific Islander	0 0.00%	0 0.00%	2 66.67%	0 0.00%	1 33.33%	3	100.00%
White	1 25.00%	0 0.00%	0 0.00%	1 25.00%	2 50.00%	4	75.00%
Multiracial	0 0.00%	0 0.00%	2 50.00%	0 0.00%	2 50.00%	4	100.00%
GenEd	35 22.73%	24 15.58%	50 32.47%	17 11.04%	28 18.18%	154	61.69%
SWD	5 41.67%	4 33.33%	3 25.00%	0 0.00%	0 0.00%	12	25.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	19 44.19%	12 27.91%	9 20.93%	3 6.98%	0 0.00%	43	27.91%
Former LEP	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	100.00%
Economically Disadvantaged	25 22.52%	21 18.92%	44 39.64%	10 9.01%	11 9.91%	111	58.56%

# Performance Report with Gap Analysis: Difficulty - Hard/Easy



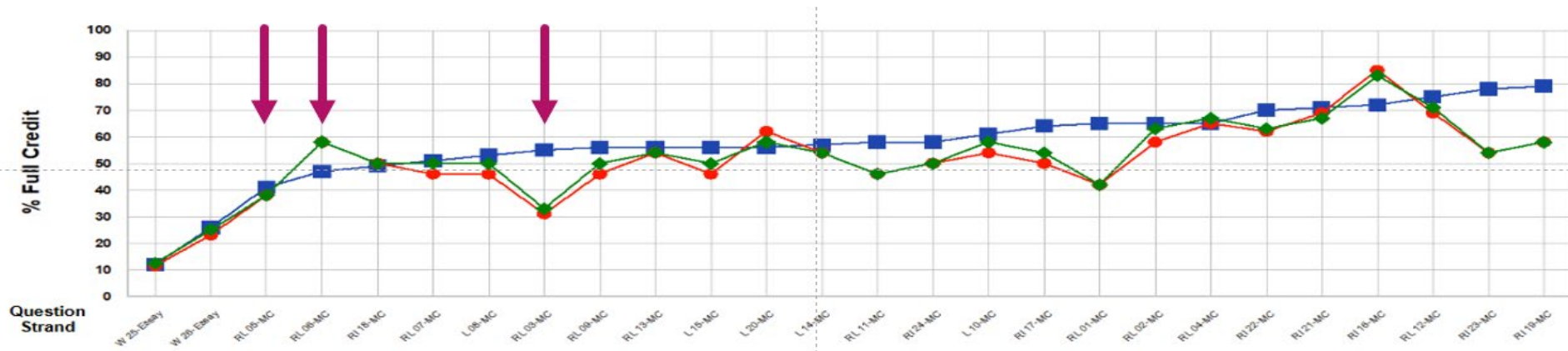
Student Counts		
Region	District	School
11,822	26	24

# Performance Report with Gap Analysis: Difficulty - Standards

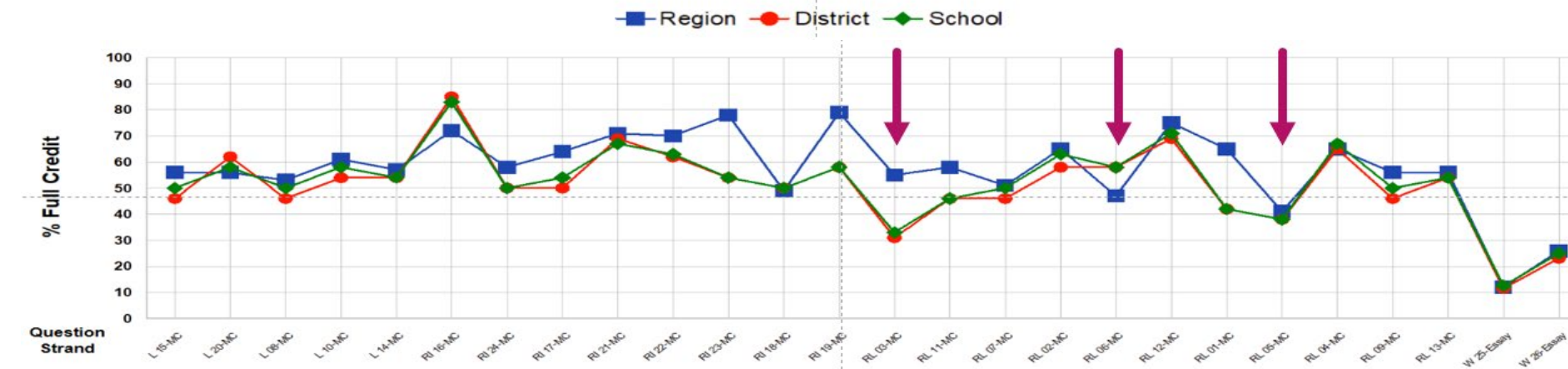


Student Counts		
Region	District	School
11,822	26	24

# Performance Report with Gap Analysis: Comparing the sorts



Sort:  
Hard/Easy



Sort:  
Standard

# Performance Report with Gap Analysis: Difficulty - Hard/Easy

Standard	Question Number	Strand	Max Points	School n = 24		District n = 26		ESB n = 7,653		Region n = 11,822		Distractor by School (Bold denotes correct answer)						
				% Points Earned	% Full Credit	% Full Credit	Gap to District	% Full Credit	Gap to ESB	% Full Credit	Gap to Region	A/F	B/G	C/H	D/J	Other		
1 Write arguments to support claims in an analysis of substantive topics or texts, using valid	25-Essay	W	6	74%	13%	12%	1%	11%	2%	12%	1%							
2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information	26-Essay	W	4	77%	25%	23%	2%	26%	-1%	26%	-1%							
2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	05-MC	RL	1	38%	38%	38%	0%	40%	-2%	41%	-3%		13%	<b>38%</b>	13%	38%	0%	
6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	06-MC	RL	1	58%	58%	58%	0%	45%	13%	47%	11%		<b>58%</b>	8%	21%	13%	0%	
3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	18-MC	RI	1	50%	50%	50%	0%	49%	1%	49%	1%		21%	25%	<b>50%</b>	4%	0%	
5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well a	07-MC	RL	1	50%	50%	46%	4%	50%	0%	51%	-1%		21%	4%	<b>50%</b>	25%	0%	

# Performance Report with Gap Analysis: Difficulty - Hard/Easy

Standard	Question Number	Strand	Max Points	School n = 24		District n = 26		ESB n = 7,653		Region n = 11,822		Distractor by School (Bold denotes correct answer)							
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# Constructed Response Distribution of Points Awarded

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School																								District n = 26	ESB n = 7,653			Region n = 11,822			
			#												%													% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region		
			6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1	.5	0	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1							.5	0
<b>Strand: Writing</b>																																		
1 Write arguments to support claims in an analysis of substantive topics or texts, using valid																																		
2-25	74%	13%	3	2	4	2	9	1	2	1	0	0	0	0	0	13%	8%	17%	8%	38%	4%	8%	4%	0%	0%	0%	0%	0%	0%	12%	11%	2%	12%	1%
2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information																																		
3-26	77%	25%	-	-	-	-	6	3	11	2	0	1	0	0	1	-	-	-	-	25%	13%	46%	8%	0%	4%	0%	0%	4%	23%	26%	-1%	26%	-1%	

# School-wide Regents improvement framework linked to data

## Administrators

- ▶ Data-driven curriculum alignment
- ▶ Equity audits
- ▶ School-wide goals
- ▶ Progress monitoring systems

## Teachers

- ▶ Instructional focus areas
- ▶ Common formative assessments
- ▶ Tiered intervention
- ▶ Instructional coaching & PD

# School-wide Regents improvement framework linked to data

## Students

- ▶ **Progress monitoring:** Set personal goals using Regents aligned assessment data to track growth.
- ▶ **Student Data Talks:** Review test results with teachers and reflect on areas of strength/need.
- ▶ **Targeted Supports:** Participate in after-school Regents Prep aligned to data needs.
- ▶ **Celebrate Growth:** Recognize incremental improvements to build confidence and persistence.



# Examination Schedule: January 2026

## EXAMINATION SCHEDULE: JANUARY 2026

*Students must verify with their schools the exact times that they are to report for their State examinations.*

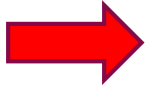
JANUARY 20 TUESDAY	JANUARY 21 WEDNESDAY	JANUARY 22 THURSDAY	JANUARY 23 FRIDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.
English Language Arts	Geometry U.S. History & Government	Global History & Geography II	Earth and Space Sciences Physical Setting/Earth Science
1:15 p.m.	1:15 p.m.	1:15 p.m.	<b><u>Uniform Admission Deadlines</u></b>
Life Science: Biology Living Environment Physical Setting/Chemistry	Algebra I Physical Setting/Physics*	Algebra II	Morning Examinations – 10:00 a.m.  Afternoon Examinations – 2:00 p.m.

**THE STATE EDUCATION DEPARTMENT**  
Office of State Assessment  
Albany, New York 12234

## EXAMINATION SCHEDULE: JUNE 2026

*Students must verify with their schools the exact times that they are to report for their State examinations.*

June 9 TUESDAY	June 10 WEDNESDAY	June 17 WEDNESDAY	June 18 THURSDAY	June 19 FRIDAY	June 22 MONDAY	June 23 TUESDAY	June 24 WEDNESDAY	June 25 THURSDAY	June 26 FRIDAY
<b>9:15 a.m.</b>	<b>9:15 a.m.</b>	<b>9:15 a.m.</b>	<b>9:15 a.m.</b>	<b>Juneteenth Holiday Observed</b>	<b>RATING DAY</b>  ** Suggested date for local assessments: May include Checkpoint exams or other end-of-year assessments at district discretion.	<b>9:15 a.m.</b>	<b>9:15 a.m.</b>	<b>9:15 a.m.</b>	<b>RATING DAY</b>
English Language Arts*	Algebra II*	Algebra I	Life Science: Biology Living Environment			U.S. History & Government	Physical Setting/ Chemistry	Physical Setting/ Physics	
<b>1:15 p.m.</b>	<b>1:15 p.m.</b>	<b>1:15 p.m.</b>	<b>1:15 p.m.</b>			<b>1:15 p.m.</b>	<b>Uniform Admission Deadlines</b>  Morning Examinations: 10:00 a.m.  Afternoon Examinations: 2:00 p.m.		
Physical Science: Chemistry* (NYSP12SLS)	Physical Science: Physics* (NYSP12SLS)	Global History & Geography II	Earth and Space Sciences  Physical Setting/ Earth Science			Geometry			



\* The Conversion Chart for this exam will be available no later than June 26, 2026. Questions about the early administration? See [Why New Exams are Administered Early](#)

\*\* As the Checkpoint A and B exams in world languages are locally-developed, districts may choose the date on which they are administered. When scheduling the Checkpoint exams be mindful of conflicts students may have with other scheduled assessments, including both local assessments and the Regents examinations.

# Why do new Regents Exams have to be administered early to students?

- ▶ **The early administration of new exams ensures that the raw-to-scale score conversion charts can be prepared and posted no later than the end of exam week in June (Rating Day).** The standard setting and score collection process, managed by NYSED's contractor, is essential to ensuring equitable results for each new Regents Exam. **The participation of schools is vital to this work to ensure that the resulting cut scores are representative of students from across the state.**
- ▶ NYSED continually strives to balance placing additional responsibilities on selected schools with the need to collect and analyze student assessment data. To minimize the burden, NYSED selects the fewest number of schools needed to ensure a representative sample of students. Moreover, schools are never selected to participate in more than one score collection per year.

# Updated Exam Descriptions & Course Codes

LEAs Should update these courses in their SMS accordingly.

Former Exam Name/Course Number	2025-26 Exam Name/Course Number
Regents Common Core ELA (01003CC )	Regents English Language Arts (01003)
Regents Common Core Algebra II (02056CC ) (Final Administration Jan. 2026 )	Regents Algebra II (02056)
Regents US History&Gov't (04101F)	Regents US History&Gov't (04101)
Regents NF Global History (04052NF)	Regents Global History and Geography (04052)

# Overlapping Exams for June 2026

The new learning standard are not strongly aligned to the prior science standards. This necessitates an overlap period of the old and new exams to **ensure that students can complete the exam that matches the instruction they received.**

CC Standards Exam Name/Course Number	NGS Standards Exam Name/Course Number
Regents Phy Set/Chemistry (03101)	Regents Physical Science: Chemistry (03120)
Regents Phy Set/Physics (03151)	Regents Physical Science: Physics (03170)
Regents Living Environment (03051)	Regents Life Science: Biology (03050)
Regents Phy Set/Earth Sci (03001)	Regents Earth and Space Sciences (03008)

# Educator Guide to the Regents Examination

English Language Arts

[NYS Educator Guide to the  
Regents Examination in English  
Language Arts](#)

Algebra II

[NYS Educator Guide to the  
Regents Examination in Algebra II](#)

Past Regents Exams

<https://www.nysedregents.org/>



## ***New York State Testing Program***

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### **Educator Guide to the Regents Examination in English Language Arts**

Next Generation English Language Arts Learning Standards

Updated August 2025



## ***New York State Testing Program***

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### **Educator Guide to the Regents Examination in Algebra II**

Next Generation Mathematics Learning Standards

# FAQs and Q&A: Quick answers + your questions

- ▶ How should we address the challenge of small subgroup sizes (small n-size) in our data analysis??
- ▶ What type and quantity of data are necessary to substantiate that a problem exists?
- ▶ How do we prioritize resources when multiple areas of opportunity are identified?
- ▶ How can we measure whether our instructional changes improved Regents outcomes?


# Student Data Services Regents Scanning Workshop

**Time:** 9:00 AM to 11:30 AM

**Location:** Instructional Support Center @ Sequoya

**Dates:** December 3, 2025

**Audience:** Any District Personnel Involved with Regents Scanning



The flyer is titled "Student Data Services Regents Scanning Workshop" and is presented in a white box with a black border and a dotted line. It includes the Eastern Suffolk BOCES logo and tagline, a "HOME" button, and a list of topics to be covered. The registration deadline is November 26, 2025, with a link to the registration page. A disclaimer at the bottom states that BOCES does not discriminate on various grounds. A "STUDENT DATA SERVICES" logo is in the bottom right corner.

**HOME**

**Eastern Suffolk BOCES**  
Educational Services That Transform Lives

## Student Data Services Regents Scanning Workshop

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**TIME:** 9:00 AM to 11:30 AM  
**LOCATION:** Instructional Support Center @ Sequoya  
**DATES:** December 3, 2025  
**AUDIENCE:** Any District Personnel Involved with Regents Scanning

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**DESCRIPTION:**

- Order Form and Timeline
- Pre-print File Verification
- New Regents Exams
- Scan Sheet Preparation
- Scanning Demonstration
- Processing Tips and Techniques
- Error Messages with Correction Methods
- Batch Tracking Website
- ASAP Score Reports
- Scanning Deadlines
- Regents Data Loading Service

**PLEASE REGISTER ON OR BEFORE November 26, 2025**  
At: <http://datacentral.esboces.org/>

**Charles King, Divisional Administrator**

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**STUDENT DATA SERVICES**

# With gratitude

Dear Participants,

Thank you for taking the time to enhance your data inquiry skills today. Your commitment to exploring assessment reports and making data-driven instructional changes and data driven decisions reflects your dedication to student success.

I look forward to collaborating with you in the future.

In partnership,

*Cindy Pipia*

cpipia@esboces.org

Complete the Workshop Evaluation



<https://survey.k12insight.com/r/4IIB1U>



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[www.esboces.org](http://www.esboces.org)

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