

## SED Update September 2015

### Assessment

SED has changed their mind and will ask the Board of Regents to approve an overlap between the new and old [Algebra 2 Regents](#) examinations. Their recommendation: students enrolled in Algebra II (Common Core) would be allowed, at the discretion of the school, to take the Regents Examination in Algebra 2/Trigonometry (2005 Standard) in addition to the Regents Examination in Algebra II (Common Core). If students take the old Regents Examination in addition to the new Regents Examination, the higher of the two scores could be used for transcript purposes, and would be used for institutional accountability purposes for the 2015-16 school year results. The department didn't originally support this plan because of the difference between the old and new standards. However, due to feedback from across the state, they are going to request for approval of the overlap.

There continues to be confusion about the difference between a **scale score** and a percentage score. This is particularly true for Regents exams because a 100 point scale is used for the scores. Scales are used because not all questions are of equal difficulty. The state has never recommended the incorporation of a Regents score into a student's overall average. Now that a scale is used rather than percentages it is even more inappropriate to do. An [article](#) written by someone from the Office of State Assessments elaborates.

Schools will have the opportunity to do a stand-alone **field test in a computer-based format** for 3-8. The ordering system will ask schools to indicate whether they would like to do paper or computer-based formats for field testing. There will be a drop-down menu that will have to be chosen prior to ordering any exams. SED would like it if at least one school in each district would try computer-based. This is the [memo](#) that describes New York's transition to Computer-Based testing. It is an option for stand-alone field testing this year and will be an option for the actual 3-8 testing next year.

There will be two different approaches and vendors for NYSAA. It is likely that administration will be a little later than it has been in the past. The science and social studies components are like last year. Dynamic learning maps will be used for ELA and math, in a computer-based adaptive in format that is part of a multi-state consortium from Kansas University. Training in this new system will be later in the fall.

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### Standards

Arts standards are being explored in 2015-2016 but there is no official review and consideration, yet.

More **social studies** inquiries continue to be posted to the c3 teachers.org site. A video about the Social Studies Toolkit should be available soon (and posted to the c3 site).

The draft of the **science standards** are on target to be presented to the Board of Regents this fall. Following that there will be a review and comment period. All three dimensions of the *Next*

*Generation Science Standards* will be utilized in the New York State Science Learning Standards.

## APPR

The Board of Regents has to [review the regulations](#) at their September meeting.

A few plans have been approved. The Review Room features more drop-down menus rather than open-ended responses, thus reducing the number of choices as well as simplifying and expediting the review and approval process.

The [assessment RFQ](#) is up and assessments will be reviewed on a rolling basis. Not yet having assessments approved is considered a valid hardship reason. Assessments have to be able to show a year's worth of growth.

[EngageNY](#) has resources about §3012-d, as does OCM BOCES on its [APPR site](#).

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## Accountability

The **Academic Intervention Services** (AIS) cut-points have been described in a recent [memo](#) from SED. Remember that all sorts of interventions are permitted and that effective interventions never take the place of grade-level instruction. Interventions should occur in addition to grade-level instruction. Here's the Regents [item](#) about it.

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## Certification

Future **professional development is going to be required of all certificate holders**: 100 hours every five years (provided by an approved source). Consultants, BOCES, and Teacher Centers will have to be approved in order to provide acceptable professional development. Without re-registration, professionals will not be able to practice. This law goes into place in July of 2016 and would impact future certification. Permanent certificate holders would be required to re-register every five years, too, but would not have to document 100 hours of professional development from an approved provider.

After several delays, it is expected that the Board of Regents will take [action](#) at their September meeting on proposed **school counseling** regulation and programmatic changes, including:

- The ratio of school counselor to student, to the extent practicable, should conform to nationally recognized standards;
- Provide all students in P-12 public and non-public schools with annual individual progress review plans reflecting educational progress and career plans;
- Districts establish a school counselor advisory council;
- Annually updated comprehensive school counseling plans should be available on the district website;
- Future school counselors will be required to complete a minimum of 48 semester hours of graduate study in an approved school counseling program (and 60 hours beginning in 2020); and

- Use “school counseling” rather than “guidance” and “school counselor” rather than “guidance counselor.”