

SED Update November 2014

Assessment

The waiver to avoid double testing in 8th grade math for students [has been tentatively approved](#). It comes back to the Regents for final approval in January.

The option for students to take both the old Comprehensive ELA Regents Examination and the new Common-Core aligned Regents ELA 11 test and have the higher of the two scores be counted [has been extended](#) through August 2015. This comes back to the Regents for final approval in January (according to their rules and procedures).

Curriculum

Information about the Social Studies Framework and subsequent [changes to social studies](#) are being monitored. We are still waiting for the Field Guide.

The [Statewide Strategic Plan](#) for science was presented to the Board of Regents. That plan included the recommendation to adapt (and not adopt) the Next Generation Science Standards (NGSS). The Statewide Plan for Science will be [open for public comment](#) this fall. A summary of the public comment will be presented to the Board of Regents in January 2015.

The Board of Regents viewed an [update](#) about arts standards.

High School Completion and Graduation

The Board of Regents has taken the [first step](#) toward the adoption of a “4+1 Pathway” model for students wishing to earn a Regents diploma. The “4” refers to a requirement of passing four Regents exams, while the “1” refers to options that students have for the fifth test. Once finalized by the Regents (according to their procedures), it will go onto effect this year.

The 4+1 model allows for different ways to meet the requirement of passing five Regents exams to graduate. The four required Regents examinations are English language arts, mathematics, science, and either US history or global history and geography.

For the fifth exam requirement, students will have the following Pathway options:

- Humanities: one additional social studies Regents examination or approved alternative;
- Science, Technology, Engineering, and Math (STEM): one additional Regents examination in a different course in mathematics, science or an approved alternative;
- Languages Other Than English (LOTE): a pathway assessment that could include a biliteracy;
- Career and Technical Education (CTE): an approved CTE pathway assessment following successful completion of a CTE program-approved pursuant, or;
- Arts: an approved arts assessment.

Although four credits in social studies have been previously required, the regulations have been changed to actually require Global I and II.

Revised [guidance](#) about the CDOS Credential has changed the way that exiting students will be labeled. They will be counted as “high school completers.”

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McKinney-Vento

Some recent clarifications and decisions:

- Students identified as homeless are categorically entitled to **free school meals**. In June, the U.S. Department of Agriculture (USDA) issued a [Memorandum \(SP51-2014\)](#) clarifying that local educational agencies (LEAs, which includes school districts, charters, and BOCES) may consider the effective date of eligibility for school meals to be the date on which documentation of eligibility is provided, not the date on which it is processed.
- School districts to use Title I funds to pay for transportation expenses for students in temporary housing and to pay the salary for the McKinney-Vento liaison, even if the liaison doesn't have other Title I responsibilities. For more information about uses of Title I funding for students in temporary housing, including the expanded uses, see [NYSED's June Field Memo](#). As a reminder, a Title I set-aside for students in temporary housing is required if the district receives Title I funding and has non-participating schools (i.e. schools that do not receive Title I funds). Districts required to do a set-aside should have included this amount in the Title I Supplement completed in late August. Title I set-aside information by district is [posted on NYSED's website](#).
- School districts have the responsibility to ensure school stability for students in foster care pursuant to the federal Fostering Connections law. School districts should maintain enrollment in the school last attended for students placed in foster care, consistent with the best interests of the students. For more information about school stability for students in foster care, please see the [2012 guidance issued by the State Education Department](#).
- The National Association for the Education of Homeless Children and Youth (NAEHCY) recently released a new interactive, online resource titled, [College Access and Success for Students Experiencing Homelessness: The Web Series](#).
- School-age children and youth have a right to go to school regardless of their immigration status. Additionally, many of these unaccompanied immigrant youth qualify for protection under the McKinney-Vento Act. For more information, please see the [September 2014 Letter issued by State Education Department](#).

Accountability

SED is currently working to incorporate the performance of students who take the Algebra Regents in Grade 8 but who do not take the Grade 8 math test into the state provided growth scores for these teachers and their principals. They are hopeful about this but are not making any timeline promises at this point.

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