

## SED Update March 2015

### Standards

It looks like the “recipe” for the New York State Science Learning Standards (NYSSLS) will be similar to that employed for Common Core math and ELA. Namely, that we’ll be adding 10-15% more content to the Next generation Science Standards (NGSS), but not abandoning the structure, core ideas, scientific and engineering practices, or crosscutting concepts from the NGSS. The goal is to have a draft of the NYSSLS to the Board of Regents next winter. This might be an ambitious timeline.

A recent [field memo](#) from SED explains the timeline for changes to social studies. In that memo, it suggests that districts begin to align their K-8 and 12<sup>th</sup> grade programs this summer. The inquiries that support the Social Studies Framework are now not promised until the very end of the summer. Requests have been made to have the middle-level inquiries released earlier but it is uncertain. The New York inquiries will be kept at [c3teachers.org](http://c3teachers.org) and that collection will grow as teachers from around the country add other inquiries. They may also be kept at engageNY.

It does look like the Arts are queuing up for a standards revision. No details are available yet. It would not be a bad idea to become familiar with the [National Arts Standards](#).

### Accountability

There are a few (but not too many) changes in store when it comes to the next NCLB waiver and school accountability in New York State. SED is applying for a four-year waiver this time. The waiver is important because just about all of our schools would be on some sort of an accountability list without it. Most of the waiver is similar to the previous version. A few of the changes:

- Schools that have been LAP for three consecutive years will be identified as Focus.
- Ensure that schools with large gaps in performance between members of a subgroup and non-members of a subgroup are not identified, if members of the subgroup are performing well in relation to the rest of the state.
- Double testing would be rolled in to this waiver and would no longer need annual reapproval.
- The state would no longer maintain a list of approved SES providers.
- Set new 3-8 AMOs for the 2017-18 through the 2022-23 school year based on 2015-16 school year results.
- Reset AMOs prior to 2017-18 as more students take the Common Core based Regents ELA and mathematics exams.
- New list will be developed based on 2014-15 School Year assessment data.
- Eliminate the incorporation of “Growth to Proficiency” in computation of Grades 3-8 ELA and math Performance Index (PI).
- Align the “Progress Filters” for LAP identification with those for Priority and Focus Schools.
- Participation rate may cause districts to be identified as LAP schools.

## **Counseling/Guidance**

Two elements of school counseling are under review in New York and are expected to change during the next year:

1. Planning requirements will change
2. Certification requirements will change, including ongoing PD requirements to remain certified

SED has issued a reminder that District Guidance Plans are a requirement and requested all districts to have their plan posted on their website by June 30, 2015. The requirement that plans be posted to the website is, in fact, a recommendation and not a requirement (at this time). Expectations for these plans are changing as New York moves to the [National Model](#), which means that districts have both a short term and a long term planning trajectory. In the short term, districts are supposed to have plans in place. In the long term, districts should develop plans that are aligned with the National Model. Districts are not advised to invest too much time to develop a plan in the present format. Rather, districts should consider the development of a process through which a new comprehensive counseling plan will be developed during 2015-2016 (and annually reviewed and updated). The Board of Regents will return to this topic in April.

## **Part 154 Changes**

Guidance that explains the changes to Part 154 have not yet been released. The key points that continue to be mentioned:

- ELL Identification is changing
- Notification and Communication expectations are changing
- All teachers are teachers of English Language Learners
- District and school plans will have to be in place
- Professional Development will change (15%, 50% guidelines)
- Additional reporting will be required; subgroup accountability will be expanded
- There will be instructional impacts, including co-teaching in the content areas
- Certification will be changing
- The paradigm of bilingualism should change