

Update May 2013

Assessment

Assessment blueprints and **test specifications** have been [released](#) by PARCC. These describe the structure and content of assessments. There are overall descriptions as well as grade-by-grade guidelines. PARCC has also released [information](#) about how they intend to handle testing accommodations for EWDs and ELLs.

As with all State assessments, the **Grade 4 and 8 science tests cannot be scored by the student's science teacher**. The Board of Regents decision regarding scoring of State exams applies even if the test is not being used for APPR purposes.

Curriculum

The Board of Regents is considering an additional [requirement](#) for the 11th Grade Common Core-aligned Regents Examination: a **required research paper**. The Regents [research paper](#) requirement was changed from an action item to a discussion item at the April Regents meeting. The “research” that is being emphasized is not just research to support a thesis but looking at research and then drawing conclusions from that research. SED says that they will have modules for this at the high school level in draft form later in May.

The rest of the **Next Generation Science Standards** (NGS) are [due to be released](#) at any time. The parts that are missing are the connections to the Common Core math and ELA standards (appendices L and M). SED has a [process](#) to evaluate the new Standards and plans to present the result of that evaluation to the Board of regents in September. OCM BOCES has developed a resource to help educators understand the “[six shifts in science](#)” that the NGSS demand. There is Race To The Top (RTTT) money to pay for the development of science curriculum modules but it is unclear whether decisions about the Framework and content guides will be made in order to use the RTTT money prior to the conclusion of RTTT in September of 2014.

The SED feedback received about the **Social Studies** Framework suggests there is both too much and too little content. Another round of feedback gathering is impending. Those data will then be analyzed and presented to the Board of Regents in late summer/early fall. The Framework will lead to content guides. There is Race To The Top (RTTT) money to pay for the development of social studies curriculum modules but it is unclear whether decisions about the Framework and content guides will be made in order to use the RTTT money prior to the conclusion of RTTT in September of 2014.

Accountability

SED is getting closer to releasing School Report Cards and Accountability Status, including the Local Assistance Plan (LAP) Schools list for 2013-2014. According to SED's Accountability Waiver [application](#), a LAP school:

- a) Has large gaps in student achievement among subgroups of students or
- b) Has failed to make AYP for three consecutive years with same subgroup on same measure or
- c) Is located in a non-Focus district but is among the lowest in the state for the performance of one or more subgroups and for which the school is not showing progress.

Graduation

The Board of Regents [adopted](#), by emergency action, the NYS **CDOS Commencement Credential** for Students with Disabilities (SWD). The purpose of the action is to authorize school districts to award a credential to a student with a disability upon graduation that would recognize the student's preparation for entry level employment.

APPR

SED continues to prepare the switch from "growth" to "**value-added**" for this year (2012-2013). They anticipate making a [recommendation](#) to the Board of regents in June. This would mean that 4-8 ELA and math teachers as well as middle-level and high school principals would use the 25/15 rather than 20/20. For 4-8 teachers, they anticipate including these student characteristics in the calculations:

- Up to three years of state test history, same subject
- Poverty
- Student with Disability (SWD)
- English Language Learner (ELL)
- Prior year test score, other subject
- SWD spending less than 40% time in general education setting
- NYSESLAT score
- New to school in year other than typical entry year (i.e. non-articulation year)
- Over/under age
- Retained in grade

They plan on including these school characteristics in the calculations:

- Average prior achievement-same subject
- Range of scores around the average (i.e. Heterogeneity) of prior achievement
- Percent poverty
- Percent SWD
- Percent ELL
- Class Size

They expect to see a distribution similar to last year:

2011-2012 Growth Score Rating	% of 4-8 ELA and math teacher receiving growth score	% of principals receiving growth score
Highly Effective	7%	6%
Effective	77%	79%
Developing	10%	8%
Ineffective	6%	7%