The House, the Senate, and President Obama Act to Sunset NCLB and State Waivers

On December 2, the House of Representatives passed the Every Student Succeeds Act (ESSA), 359 to 64. The following week, on December 9, the Senate acted similarly in passing the legislation, 85 to 12. President Obama signed the legislation into law on December 10, saying, “It creates a real partnership between the states, which will have new flexibility to tailor their improvement plans and the federal government, which will have the oversight to make sure the plans are sound.” Though reauthorized seven years later, the new law is strongly supported by most educational organizations – including SAANYS.

The new federal law will be authorized for four years, rather than for the more typical five-year period. This means the law will be partially implemented under the current administration, and will be up for reauthorization before the completion of the first term of the next administration. It will be phased-in as follows:

- July 1, 2016 for noncompetitive (formula) programs
- August 1, 2016 for sun-setting state waivers
- October 1, 2016 for competitive programs
- School year 2017-18 for accountability requirements

The new law will change the federal-state relationship by returning more decision-making to the states. With respect to the state accountability system, the secretary may not:

- Require a state to add new requirements
- Require a state to add or delete specific elements to the standards
- Prescribe goals of progress or measurements of interim progress that are set by states under the accountability system
- Require a state to add new requirements consistent or outside of the scope of Title I-A or in excess of the 21 recommendations issued by the task force, along with a description of the actions already taken or planned.

The new law is strongly supported by most educational organizations – including SAANYS.

Clarkstown Admin Named an Assistant Principal of the Year

Matthew Younghans, assistant principal at Clarkstown High School South in the Clarkstown Central School District, has been selected as the 2016 New York State Secondary Assistant Principal of the Year by the School Administrators Association of New York State (SAANYS). This award is given annually by SAANYS and the National Association of Secondary School Principals (NASSP) to an assistant principal who has set the pace, character, and quality of education for the students in his or her school. Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.

Hired as assistant principal of the high school from within the district, Younghans has strived to continue his approachable and consistent leadership style, while maintaining and expanding relationships first developed at the middle school with the students now at the high school. Often visible in the hallways and at extra curricular activities, he has fostered a climate of openness at the school. As noted by Debra Tarrantino, principal of Clarkstown HS South, “Mr. Younghans is an approachable, talented, intelligent, and well-rounded assistant principal

Regents Discuss Task Force and APPR Moratorium

The State Board of Regents convened in Albany on December 14 and 15 – it was a busy meeting. A summary of important discussions and actions follows:

1. Governor Cuomo’s Common Core Task Force – On December 10, Governor Andrew Cuomo’s Common Core Task Force issued its final report and recommendations. In announcing the release of the report, Governor Cuomo said “…the task force has made important recommendations that include overhauling the Common Core, adopting new locally-designed high quality New York standards, and greatly reducing testing and testing anxiety for students.” The governor also said, “The Common Core was supposed to ensure all of our children had the education they needed to be college and career ready – but it actually caused confusion and anxiety. That ends now.

Richard Parsons, who was the chairperson of the 15-member task force, reported that information was received from more than 2,100 students, parents, teachers, administrators, and other education stakeholders. On behalf of the task force he said, “While adoption of the Common Core was extremely well-intentioned, its implementation has caused confusion and upheaval in classrooms across New York State. We believe that these recommendations, once acted on, provide a means to put things back on the right track and ensure high quality standards to meet the needs of New York’s kids.”

At the Regents meeting, Commissioner Elia reviewed each of the 21 recommendations issued by the task force, along with a description of the actions already taken or planned by the State Education Department (SED). Recommendations 1-20, along with the commissioner’s comments, can be found on the homepage at saanys.org. Given space limitations, this printed version will focus on recommendations 21 and the Regents-approved moratorium to exclude state tests from professional evaluations.

SAANYS Welcomes New Units – REGION 8 – Chittenango Administrators Association

SAANYS Welcomes New Unit: – REGION 8 – Chittenango Administrators Association

LEGAL BRIEFS

What to Do When You’re Under Investigation

As supervisors and leaders, SAANYS members are often times forced to make hard decisions and/or call people to task for not doing their jobs. Acting in this responsible manner sometimes results in administrators being blindsided by false accusations that could lead to a school district investigation. Many find it understandably frustrating that districts investigate complaints that seemingly lack merit and/or come from people who are known to be chronic problems. It is important to understand that districts have an obligation to investigate complaints in order to prevent future liability should the person making the complaint decide to sue. If you find that you are the subject of an investigation, remember the best thing you can do in these situations is to contact the SAANYS Legal Department at the earliest possible time. The following is a brief guide to help you understand what actions may be needed.

Initially, you need to be aware that if you are the target of an investigation, you are entitled to representation of your choosing. Districts often respect this fact, but occasionally we will hear of situations where members are told that they can only bring their union president. This is simply not the case. If you are ever the subject of an investigation, you may bring anyone from your local bargaining unit if you are comfortable, or SAANYS can arrange to send a labor relations specialist or attorney. If you receive pressure from the district to proceed with representation that is less than what you are comfortable with, contact the SAANYS Legal Department and we will intervene. Should you choose to go to an investigatory interview with just someone from your unit, you always
Never a Dull Moment

By now, just about everyone with an interest in public education is aware of significant changes, yet again, in the applicable legal and regulatory framework governing education. The recent changes have occurred in both Washington and Albany, and are largely welcome despite some resulting uncertainties.

The Elementary and Secondary Education Act (ESEA) was finally reauthorized by the Ex-

Student Councils Act (ESSA), and the No Child Left Behind Act (NCLB) was finally reauthorized by the Every Student Success Act (ESSA), and the No Child Left Behind Act (NCLB) was finally reauthorized by the Executive Committee continues its deliberations on teacher and principals evaluations. It is important to take this opportunity to think about what types of evaluation systems can meet evolving accountability and professional development requirements. In 2011, our policymakers rushed to implement an APPR plan to secure funding through Race to the Top. Other states, under the same federal initiative, designed very different evaluation models that may have achieved a more balanced approach. What could a balanced approach for New York State look like? We know from experience that with 689 school districts a one-size-fits-all model probably won’t work. That means that policy makers will need to broaden evaluation components to incorporate a wide range of district experiences and contexts. Education has become a complex enterprise, with many influences on the school and uses a five-step process that involves goal setting, planning, and feedback. Such models focus on the process of evaluation necessary to support professional growth. Another tactic taken in some states is an increased flexibility for selecting assessments used for growth score calculations. This provides districts with the ability to match the appropriate tests to the district curriculum and delivered instruction. Connecticut’s process incorporates the recognition of the role of every teacher in relation to the school and uses a required whole school performance measurement. Additionally, other states include options such as action research projects, student and parent surveys, and portfolio assessments and ratings as integral and valid part of teacher ratings. In order for teacher evaluations to provide reliable and differentiated results, they must be designed to contain components and processes that meet the dual purpose of accountability and professional development. The alignment of both of these elements is critical in order for teacher and principal evaluations to serve as valid measures of performance.

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

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APPR – Take Two

Sponsor Opinion piece by Cynthia E. Gallagher, Educational Vistas, Inc.

As the APPR Advisory Committee continues its deliberations on teacher and principals evaluations, it is important to take this opportunity to think about what types of evaluation systems can meet evolving accountability and professional development requirements. In 2011, our policymakers rushed to implement an APPR plan to secure funding through Race to the Top. Other states, under the same federal initiative, designed very different evaluation models that may have achieved a more balanced approach. What could a balanced approach for New York State look like? We know from experience that with 689 school districts a one-size-fits-all model probably won’t work. That means that policy makers will need to broaden evaluation components to incorporate a wide range of district experiences and contexts. Education has become a complex enterprise, with many influences on the school and uses a five-step process that involves goal setting, planning, and feedback. Such models focus on the process of evaluation necessary to support professional growth. Another tactic taken in some states is an increased flexibility for selecting assessments used for growth score calculations. This provides districts with the ability to match the appropriate tests to the district curriculum and delivered instruction. Connecticut’s process incorporates the recognition of the role of every teacher in relation to the school and uses a required whole school performance measurement. Additionally, other states include options such as action research projects, student and parent surveys, and portfolio assessments and ratings as integral and valid part of teacher ratings. In order for teacher evaluations to provide reliable and differentiated results, they must be designed to contain components and processes that meet the dual purpose of accountability and professional development. The alignment of both of these elements is critical in order for teacher and principal evaluations to serve as valid measures of performance.

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Clarkstown Admin Named an Assistant Principal of the Year

Continued from page 1

whose empathy towards all stakeholders allows him to be able to handle even the most delicate and difficult situations with professionalism and respect.”

Known as a lifelong learner, Younghans has offered many professional development opportunities to teachers including “Viking Institutes,” which offer workshops on Common Core, Google Classroom, the teacher evaluation process, and adapting modules to meet the needs of instruction. Several teachers have now become Google certified and are able to offer ongoing support for building teachers to incorporate Google within their classrooms. Additionally, he is recognized as a mentor to the new teachers at the school. Special education teacher, Jacqueline Hurley noted, “Matt has not only taught me to grow as a teacher, but how to be an effective building leader. Matthew Younghans truly fits the description of an outstanding leader.”

When students approached Younghans to be the staff advisor of the Youth United Way Club, he immediately jumped in to raise awareness of local poverty and to meet the needs of less fortunate students within the community. Of obtaining and distributing formal dresses and suits for underprivileged students to use at school events, one of the students in the club stated, “Mr. Younghans is up for anything including dresses. This selfless act taught me to never underestimate people’s willingness to give.”

For a complete list of the 2016 awards and criteria, as well as nomination forms, go to: www.saanys.org/about-us/awards

January 31, 2016

Application Deadline:
Regents Discuss Task Force and APPR Moratorium

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Recommendation 21 states that until the new system is fully phased in (or until the start of the 2019-2020 school year), the results from assessments aligned to the current Common Core Standards, as well as the updated standards, shall only be advisory and not be used to evaluate the performance of individual teachers and students. The commissioner presented proposed emergency regulations related to “Transition Ratings for Teachers and Principals” at the December 2015 Board of Regents meeting. This item is described below.

2. Regents Emergency Action Relate to Governor’s Common Core Task Force Recommendation 21 – Consistent with recommendation 21 of the Governor’s Common Core Task Force, the State Education Department presented an Emergency Action Item to amend regulations by adding two new sections: §30-2.14 and §30.3.17. The new regulations relate to the annual professional performance reviews (APPRs) of teachers and principals and are effective this year, 2015-16.

It should be noted that the regulations require SED to develop guidance in connection with the new requirements. SAANYS will continue to confer with the State Education Department to further clarify transition procedures to be included in forthcoming guidance from SED and from SAANYS, and to identify necessary revisions to the regulations, which are now posted for public comment. The item will be presented to the Board of Regents again in March for adoption or revision.

The following information is based on SAANYS’ initial review of the regulations in their current form.

The presentation and discussion at the Regents meeting gave many the misimpression that the new regulations pertain only to student performance on the grade 3-8 English language arts and mathematics tests. This is NOT the case. The transition provisions pertain to teachers and principals at the elementary, middle and high school levels whose APPRs are based in whole or in part on student performance on the grade 3 to 8 English language arts and mathematics assessments AND/OR on state-provided growth scores on Regents exams – regardless of whether their school district or BOCES is operating pursuant to §3012-c or §3012-d. The transition will result in two sets of APPR scores, one subcomponent/category scores and composite scores that will continue to incorporate state-provided growth scores “for advisory purposes” (and therefore will entail no “consequences”) and composite scores; and a second, with subcomponent/category scores and composite scores and ratings that are adjusted to exclude restricted state assessment components.

The transition procedures, however, are somewhat different for school districts and BOCES operating under §3012-c than for those operating under §3012-d.

The House, the Senate, and President Obama Act to Sunset NCLB and State Waivers

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• Prescribe specific assessments or items to be used in assessments
• Prescribe accountability indicators that states must use
• Prescribe the weight of measures or indicators
• Prescribe the specific methodology states must use to differentiate or identify schools
• Prescribe school improvement strategies or exit criteria for English language learners
• Prescribe minimum N-sizes for student participation in state testing
• Prescribe any teacher or principal evaluation system
• Prescribe any measures of teacher or principal effectiveness
• Prescribe the way in which the state factors the 95 percent requirement into their accountability system

For accountability, states must continue to identify and intervene in the lowest performing five percent of schools (a.k.a., priority schools), high schools where the graduation rate is 67 percent or lower (note the current cut-point is 60 percent), and schools where student subgroups are low performing (a.k.a., focus schools). Although there remains a requirement that 95 percent of students participate in state assessments, states are given discretion as to how lower participation will be addressed in the state accountability system – and there is no longer a requirement that a participation rate under 95 percent automatically results in a determination of performance failure. Finally, states will have to determine indicators of success including academic indicators (such as proficiency on tests, English-language proficiency, and graduation rates) and an additional indicator (such as student engagement, teacher engagement, and access to advanced coursework) – with the academic indicators counting “much more” in the state accountability system.

For student assessment, the bill maintains NCLB requirements to annually assess all grade 3 to 8 students in English language arts and mathematics. It should be noted, however, that SAANYS strongly supported H.R. 4172, the Student Testing Improvement and Accountability Act, introduced by Congressman Chris Gibson. The house bill would have discontinued the requirement for annual student assessments aligned to the current Common Core Standards, as well as the updated standards, to be used to evaluate the performance of individual teachers and students. The commissioner presented proposed emergency regulations related to “Transition Ratings for Teachers and Principals” at the December 2015 Board of Regents meeting. This item is described below.

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The transition procedures, however, are somewhat different for school districts and BOCES operating under §3012-c than for those operating under §3012-d.

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Advertisement

2015 CALENDAR

JANUARY

Jan 17 World Religion Day
Jan 18 Martin Luther King Jr.’s Birthday Observance
Jan 19 Robert E. Lee’s Birthday
Jan 23 First Native American U.S. Senator
Jan 28 Christina McAuliffe Day

FEBRUARY

Advertise

National African American History Month
Feb 1 National Freedom Day
Feb 2 Groundhog Day
Feb 8 Chinese New Year
Feb 8-12 National School Counseling Week
Feb 9 Martin Gras
Feb 10 Ash Wednesday
Feb 11 Thomas Edison’s Birthday
Feb 12 Abraham Lincoln’s Birthday
Feb 14 St. Valentine’s Day
Feb 16-19 Take Your Family to School Week
Feb 15 Presidents’ Day
Feb 15 Susan B. Anthony’s Birthday
Feb 20 Frederick Douglas Day
Feb 22 George Washington’s Birthday
Feb 25 W.E.B. DuBois’s Birthday

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For more information regarding the SAANYS legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact James Viola, SAANYS director of government relations, at JViola@saanys.org.
Even though it has felt downright “springy” for this time of year, we are sure to get some winter before we’re done … but in the meantime the seeds for a spring series have been planted!

The name of the series is Locally Grown PD and the goal is to allow our member practitioners to develop topics to share with colleagues in their regions around the state. Some but not all of the topics grew out of the breakout workshops presented at our annual conference in Rochester last October. The first part of the workshop will be presented in locations around the state, many in settings within the presenters’ home districts, at the convenient time of 4:30 - 6:30pm. The second part, which consists of online follow up and support with implementation, will be presented online soon after the face-to-face workshops. Teachers and administrators can attend for a minimal cost. Attendees can call in and participate live, or view and listen to the archived version on our website.

Here are the topics that are emerging. All of the workshops will take place in March, and the goal is to hold at least one in each of the twelve SAANYS regions around the state. Additional topics will be added to the program as it continues to take root! Complete information and workshop descriptions will be appearing around the state. Additional topics will be added to the program as it continues to take root! Complete information and workshop descriptions will be appearing on the SAANYS website shortly, but see the ad on this page for details.

- Making Teacher Evaluations More Efficient
- An Innovative Model to Build Teacher Leaders
- How to “Storify” Your School to Get the Good Word Out
- Revitalize Collaborative Data Teams
- UNClog the RTI Process to Meet the Needs of ALL Students
- Use DDI to Rejuvenate Teaching
- Cultivating Teachers’ Professional Growth with the EdCamp Model
- Jump Start Blended Learning
- Innovative Disruptive Innovation How Tos
- Faculty Meetings for Professional Learning
- Meeting the Needs of ELLs in Innovative Ways
- Mindfulness for Leaders
- From Administrator to Lead Learner

As director of professional development at SAANYS, I have learned how big this great state of New York really is! Locally Grown PD will be sowing up like farmers’ markets in every part of the state in early spring. Ideas and details are germinating now, so stay tuned!
What is blended learning? Blended learning is the integration of face-to-face learning and online learning that research has shown to be the most engaging and effective model for student engagement and success.

Cost: $30 Includes a copy of the book which will be mailed to you.

Detective for content.
What to Do When You’re Under Investigation

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If you would like someone to come with you, all too often, you may not call someone from SAANYS present, we will make every effort to accommodate the request—time, however if we cannot get someone for the appointment, the district is under an obligation to reschedule the meeting for a mutually convenient date and time. Once in the interview, it is important to know your rights. Members will often ask whether they are entitled to a copy of the allegations. The answer to that will depend on what your district’s harassment policy states, but we always recommend that you press to at least hear the allegations before the interview in order to prepare any supporting documentation you may have. It is extremely important to note that tenured certificated administrators have the right not to answer any questions and the district may not use such refusal against the administrator. Probationary certificated administrators and Civil Service administrators do not enjoy this protection and may be found insufficient if they refuse to answer questions. There is one extremely important exception to this fact, if the allegations could have criminal implications, you do need to (and should not without the guidance of a criminal attorney) answer the questions. Typically, you will know that you are the target of an investigation and the general subject matter. Being the subject of an investigation, you may bring someone from your local bargaining unit if you are comfortable, or SAANYS can arrange to send a labor relations specialist or attorney.

If you are ever the subject of an investigation, you may need help planning for retirement. We're here to help.

With AXA, you will receive the one-on-one, personalized guidance and support you need. We can come to your school or home to help you learn about your 403(b) retirement plan and get started. We will also help you figure out how much you should save and which investments to select for your goals.

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What to Do When You’re Under Investigation

Report to an interview in a short period of time. Typically, you will know that you are the target of an investigation and the general subject matter (teacher complaint, specific incident with a parent, etc.) before the interview. When that occurs, the first thing to do is to take a deep breath and calm down, being frantic has never helped anyone.

The next is to begin to collect documentation on the issue: emails, notes from meetings, and any other evidence are all helpful. Not only might this information help the district to exonerate you, but it may also assist you in writing a rebuttal should anything come of the investigation.

In the event that the person making the complaint decides to sue you and/or the district, you are entitled to a defense attorney, who often is the same attorney who will represent the district, and pay any potential settlements or verdicts, with limited exceptions. If you ever are served papers in a lawsuit, you must specifically request a defense and indemnification. Call the SAANYS Legal Department and we will happily walk you through the process. Being the subject of a complaint and investigation is a stressful thing. Always call the SAANYS Legal Department at the earliest possible point so we may ease some of the stress and provide you with specific advice and representation.
fessional development on family and community engage-
and engage in professional development (including pro-
include additional time for (A) activities and instruction 
The term “expanded learning time” means using a lon-
Results for the Nation (LEARN) program.
drop rates. Title II Subpart 2, consistent with SAANYS 
school student transitions, decreasing the risk of students 
recommendations, supports high-need under-perform-
directly addresses student achievement; improve student achievement in reading and writing 
up to an additional 3 percent of Title II funds to provide 
made exceptional contributions to the 
Awards Program
SAANYS is proud to honor many 
exceptional New York State 
administrators with an annual awards program. This program was established to 
recognize educators who demonstrate outstanding leadership skills and have 
made exceptional contributions to the educational process.
For a complete list of the awards and 
criteria, as well as nomination forms, go to www.saanys.org/awards.
For additional information, contact 
Susan Jaronski at sjaronski@saanys.org

Separate line items are also set for:
• Full-service community schools
• Parent engagement
• Gifted education
• Arts education
• Preschool development
In Title III, funding is allocated to help English language 
learners (EFL) advance (English proficiency). Some (though not 
ensuring that enough) state flexibility is provided for the inclusion of 
ELL students in state assessments; and a requirement is 
established for the state education department to provide 
technical assistance to districts serving large numbers of 
English learners.
For more information regarding SAANYS legislative 
positions and meetings with house and senate repre-
sentatives, contact James Viola, director of government relations, 
by e-mailing JViola@saanys.org. To access a 
summary of the ESSA provisions, visit the SAANYS web-
site. ■

Regents Discuss Task Force 
and APPR Moratorium
continued from page 3
§30-2.14 – for school districts and BOCES operating 
under §3012c, is in effect for the current school year only.
The following transition procedures are applicable:
• For subcomponent 1 (Student Growth), omit the 
state-provided growth score that is based on 48 assessments 
or Regents exams.
• For subcomponent 1 (Student Growth), if back-up 
Student Learning Objectives (SLOs) have been developed, omit any SLO that includes 3-8 assessments. 
However, a back-up SLO that does not include Regents 
exams must be used for the subcomponent and 
composite calculations. There is no requirement for 
school districts or BOCES to repeat SLO-development procedures in order to develop back-up SLOs that 
do not include the restricted SED assessments and measures. 
In fact, based on information subsequently 
received from the State Education Department, “... different assessments cannot be used as an alternative for §3012c since districts must still implement their 
§3012c APPR plan as it has been approved by the 
department and the deadline for submitting a material change was March 1, 2015.”

It is possible that the transition procedure will result in 
no subcomponent 1 score. In such case, the composite 
score will be based on subcomponents 2 and 3 only, 
consistent with forthcoming SED guidance.

• For subcomponent 2 (Locally Selected Measures of 
Student Achievement), omit any measure that includes 
3-8 assessments or is based on the Regents exam state-
providing growth score. If two measures are included in 
subcomponent 2, one that includes a 3-8 assessment 
measure based on the Regents exam state-provided growth score and one that does not include such a 
measure, the former measure should be omitted from the 
subcomponent calculation and the latter 
should receive full weighting for the subcomponent 
calculation, consistent with forthcoming SED guidance.

It is possible that the transition procedure will result in 
no subcomponent 2 score. In such case, the composite 
score will be based on subcomponent 1 (if there is 
a usable SLO) and subcomponent 3. Therefore, it is possible that the APPR composite score and rating will 
be based completely on subcomponent 3 (Observation 
and Other Measures for Teachers and Principals), 
consistent with forthcoming SED guidance.

§30-3.17, for school districts and BOCES operating 
under §3012-d, is in effect for a four-year period, from 
2015-16 through 2018-19. The following transition 
procedures are applicable:
• For category 1 (Student Performance), omit the state-
provided growth score that is based on 48 assessments 
or on Regents exams.
• For category 1 (Student Performance), if an optional 
second subcomponent has been collectively 
bargained that is not a state assessment or does not utilize 
the state-provided growth score based on Regents 
examinations, such assessment must be used in determining the category HEDI rating.
• For category 1 (Student Performance), omit any Student
Regents Discuss Task Force and APPR Moratorium

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Learning Objective that includes 3-8 assessments or includes a state-provided growth score based on Regents exams. However, in instances where no scores/ratings can be generated, a backup SLO must be developed using assessments that are approved by the department that are not state assessments.

A category 1 (Student Performance) rating must be generated for all teachers and principals and be used for the determination of the final composite rating.

For all school districts and BOCES, a teacher’s or principal’s transition composite results (not the original composite score/rating) must be reflected in the teacher’s/principal’s employment records and must be used for tenure and other employment decisions, for teacher or principal improvement plans, and for proceedings pursuant to §3020-a/§3020-b. For purposes of public reporting of aggregate data and disclosure to parents, the original (unadjusted) composite score and rating must be reported with the transition scores and ratings and an explanation of the transition composite score and rating.

The Regents item was unanimously supported by all board members, except for Chancellor Merryl Tisch, who expressed concern that the regulatory amendments would result in less “differentiation” across the HEDI ratings.

Though SAANYS supports the above regulatory amendments, we take issue with the contention that statutory revisions are unnecessary. It is our position that statutory revisions are necessary not only in regard to the new regulations, but to revise other provisions of the state APPR system.

The major takeaway from survey feedback is that approximately 71 percent of responses are supportive of the standards. Of the 29 percent of responses that did not indicate support of the Common Core Standards, most were focused on ELA and mathematics at the early grade levels. In a corresponding manner, the top five grades receiving feedback in mathematics were kindergarten, grades 1, 2, 3, and 4; and in language arts the top five grades were pre-kindergarten, kindergarten, and grades 1, 2, and 3. Most who participated in the survey were teachers (48.9 percent), followed by parents (32.8 percent), administrators (5.1 percent), and others (13.2 percent).

The commissioner explained that in the coming weeks, SED will share the survey results with the English Language Arts and Math Content Advisory Panels, which are made up of educators from across the state.

The report of Governor Cuomo’s Common Core Task Force, SAANYS Testimony to the Governor’s Common Core Task Force, and the Regents item containing the proposed APPR transition regulations are posted on the SAANYS website. For additional information regarding the December meeting of the State Board of Regents, contact James Viola, director of government relations at JViola@saanys.org.