

Dear PTA Member,

After a great deal of education and advocacy, including the many voices of our members, the Board of Regents has proposed certain changes to the Common Core Learning Standards rollout. While not completely satisfied with the outcome, some of the changes do speak directly to the NYS PTA's five points as outlined in the Hear Our VOICE campaign. More needs to be done and we will continue to advocate to our legislators to realize greater improvement. We thank you all for your contributions thus far.

*While the Board of Regents has recognized the value of feedback, policy makers are not hearing our **VOICE** on everything.*

V: We sought for the Board to **Value** input from parents.

Result: The Board is listening to *some* input from parents.

O: We sought to **Order** at least a one year delay on test scores being used for teacher evaluations.

Result: We are disappointed to report that the Board has not addressed suspending the link between student assessment outcomes and teacher evaluations. Considered the responsibility of the Legislature rather than Regents, we must focus continued efforts on our state senate and assembly representatives to support this suspension for a period of at least one year. Consideration of an adjustment allowing a teacher to raise as a defense an alleged failure by the board of education to timely implement the Common Core by providing adequate professional development has been postponed until April.

I: We sought to **Implement** first, test second.

Result: The Board approved a delay to 2022 on student performance scores for graduation requirements, recognizing the need to fully implement CCLS and sequence learning; the Board did not recommend a delay of Common Core testing as a whole.

C: We sought to **Create** flexible and less frequent testing of our students.

Result: The Board seeks to cap standardized testing time for local tests at 1% of instructional time and eliminate standardized tests for grades K-2. The Board also seeks funding to develop additional test forms that will eliminate the need for stand alone field tests and provide more useful feedback by making it possible for the education department to share more question and response detail. The Board will apply for federal waivers related to testing of student with disabilities (SWDs) and English Language Learners (ELLs). We laud the Board's intent to assure appropriate and useful assessment of certain students with disabilities at their instructional level, yet we are concerned that eligibility criteria are too narrow. Transition to an adaptive testing model would likely eliminate concerns and should be pursued as a top priority. We support the ELL waiver and, for both ELLs and SWDs, urge that accountability not be compromised.

E: We sought to get **Expanded** services and funding for professional development for teachers.

Result: The Board of Regents proposes \$125 million in 2014-15 funding for professional development and parent engagement activities, with as much as \$200 million in funding such efforts in the 2015-16 school year.

Moving forward, we are cautiously optimistic that more change will come. We are at the table and are being heard, but our **VOICE** needs to be louder in order for real change to occur.

Recognition by the Board of Regents that change is necessary was the first step in the process – but now is the time for us to really let them hear what we have to say and advocate for our five points. If you need to brush up on the five points and what the NYS PTA is seeking, I urge you to visit the Advocacy tab on the NYS PTA website (www.nyspta.org) and stay active in your community. The time for change is now!