

No Child Left Behind...

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lack of votes.

Fast forward five months later, and with new more controversial and conservative amendments ruled in order, the bill passed in a 218-213 vote on July 8. While there were some good provisions in H.R. 5, NASSP and our colleagues at the American Federation of School Administrators (AFSA) and the National Association of Elementary School Principals (NAESP) opposed the bill because we felt the bad outweighed the good. In our letter to House Education and the Workforce Committee Chairman John Kline (R-MN), we expressed concern about the authorization levels for Title I; a proposal to make Title I portable; the lack of mandatory funding for professional development; and the lack of additional resources for middle and high schools, literacy, and education technology.

Unlike the House bill, which had no democratic support, the senate successfully passed a bipartisan bill, the Every Child Achieves Act (S. 1177), on July 16. The bill includes a lot of great provisions for principals, including a new section on school leader recruitment and support programs based on a bill that NASSP championed with Sen. Al Franken (D-MN) and Rep. Susan Davis (D-CA). Under Title II, states would be allowed to reserve up to 3 percent of funds for principals and other school leaders, and districts could use funds for residency, induction, and mentoring programs designed to improve school leadership. S. 1177 also included the text of the Literacy Education for All, Results for the Nation (LEARN) Act, which NASSP helped write as a member of Advocates for Literacy. The bill also includes a new authorization for the Innovative Technology Expands Children's Horizons (I-TECH) program to support school-wide and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. S. 1177 also includes some good provisions concerning early education in middle level and high schools, although we would like to see stronger language in these areas.

NASSP, in collaboration with AFSA and NAESP, sent a letter to congressional leaders outlining our priorities for the final conference report and will be conducting joint advocacy activities throughout the month of October. While the finish line is in sight, we have to keep the pressure on Congress and President Obama to finish this work before the end of the 114th Congress. ■

Dimensions of an Educational Data Assessment and Management System

Sponsor Opinion piece by Scott B. Crowder, CEO Educational Vistas Inc.

This is the time that districts must look seriously at institutionalizing a comprehensive assessment data management system with the ability to create, print, and administer tests on paper, as well as use them securely online! This system needs to not only link to whatever student management system (SMS) the district has, but also integrate program information on students from any other database that may be required. These points represent a prerequisite or starting point in the eventual selection of a particular product and vendor.

Other vital considerations are that this system be graphical, user-friendly, and "non-threatening" to teachers. Such a solution must easily handle all NYS assessment data along with any and all publisher/locally developed assessment data. The product must be dynamic with the ability to use item-level student responses that are reflected against a "live" answer key – all in real time to calculate scores and levels. It must link items to the Common Core State Standards (CCSS) and display depth of knowledge (DOK) codes for use in reporting. Those reports, charts, graphs, and export files need to be powerful/informative drivers of professional learning/development (PD) throughout the school year. This in-process access to information will also display "proof-of-goodness" of the delivery of your district curriculum. The solution offers you the ability to make decisions on what to keep, what to enhance, what to abandon, and what must be added to the instructional process to guarantee student success.

Board of Regents Meeting...

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New York's high schools to offer their students lessons in cardiovascular resuscitation. The new regulations, part of legislation approved last year, went into effect October 7 and also call for lessons in the use of automated external defibrillators.

Appointment of SED Senior Staff

Jhone Ebert appointed senior deputy commissioner; Cheryl Atkinson appointed assistant commissioner for the office of innovation and school reform; Angelica Infante-Green appointed deputy commissioner for the Office of P-12 Instructional Support; Charles Szuberla appointed associate commissioner for the Office of P-12 School Services; and Lissette Colon-Collins has been appointed as assistant commissioner for the Office of Bilingual Education and World Languages.

Teacher of the Year

The BOR announced that Dana McDonough has been named the 2016 New York State Teacher of the Year. McDonough is a second grade teacher at the Newburgh Enlarged City School District. Read the press release here: <http://www.nysed.gov/news/2015/newburgh-enlarged-school-district-second-grade-teacher-named-2016-new-york-state-teacher>. ■

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More than 170 graduates have become superintendents.

An emerging requirement of any such system is the feature of assessment creation across academic areas and at all grade levels. An internal "item bank" is necessary to facilitate the grouping of selected items into assessments that then may be instantly printed and followed by pre-drilled answer sheets that match the courses, sections, and home rooms selected to take this assessment. If taken on paper, the software needs to allow for the scanning of the answer sheets and optically character read (OCR) the sheets and post the data to the system automatically. For online assessments, it must provide an easy process to select who will take that test and when it will be available. Also, it should provide for internal protocol (IP) restrictions for security. ■

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