



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents
FROM: Tony Lofrumento *Anthony Lofrumento Jr*
SUBJECT: Summary of the January 2017 Meeting
DATE: March 2, 2017

AUTHORIZATION(S): *MaryEllen Elin*
Executive Summary

Issue for Decision

Review of the Summary of the January 2017 Meeting of the Board of Regents.

Proposed Handling

Approval of the Summary of January 2017 meeting.

Procedural History

This document summarizes the actions of the Board of Regents during the monthly meeting and is brought before the Board the following month for approval.

Recommendation

Approval of the Summary of the January 2017 meeting.

Timetable for Implementation

Effective March 13, 2017.

VOTED, that the Summary of the January 2017 Meeting of the Board of Regents of The University of the State of New York be approved.



SUMMARY OF THE JANUARY 2017 MEETING

OF THE BOARD OF REGENTS

OF

THE UNIVERSITY OF THE STATE OF NEW YORK

Held at the State Education Building

Albany, New York

January 9 and 10, 2017

***Anthony Lofrumento, Secretary
Board of Regents***

THE BOARD OF REGENTS

The Board of Regents of The University of the State of New York held a public session on Monday, January 9, 2017 at 9:00 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, January 9th at 9:00 a.m.

Board Members in Attendance:

Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
James R. Tallon, Jr.
Roger Tilles
Lester W. Young, Jr.
Wade S. Norwood
Kathleen M. Cashin
James E. Cottrell
Josephine Victoria Finn
Judith Chin
Beverly L. Ouderkirk
Catherine Collins
Judith Johnson
Nan Eileen Mead
Elizabeth S. Hakanson
Luis O. Reyes

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Regent Christine D. Cea was absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 9:00 a.m. and provided thoughts for a moment of reflection.

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session, Monday, January 9th at 4:30 pm to discuss litigation matters.

Motion by: Vice Chancellor T. Andrew Brown
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously

PRESENTATION

Every Student Succeeds Act (ESSA): Improving All Schools and the Measure of School Quality and Student Success

Commissioner Elia provided a presentation to the Board of Regents regarding the Every Student Succeeds Act (ESSA) Improving All Schools and the Measure of School Quality and Student Success (Attachments I, II III and IV.)

DISCUSSION

Combating Opioid and Heroin Use and Abuse

BR (D) 1

P-12/PPC (D) 1

Regent James E. Cottrell led a discussion that included Doug Lentivech, Deputy Commissioner, Office of the Professions, Renee Rider, Assistant Commissioner, Student Support Services, Sharon Stancliff, MD, Medical Director Harm Reduction Coalition, Erin Graupman, District Coordinator Health Services, Rochester City School District, Ann Rhodes, Prevention Provider, Hamilton, Fulton Montgomery (HFM) Prevention Council and John Sumpter, SUNY College Student on combating Opioid and Heroin Use and Abuse (Attachments V and VI.)

Chancellor Betty A. Rosa adjourned the meeting.

The Board of Regents of The University of the State of New York held a public session on Tuesday, January 10, 2017 at 10:45 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Tuesday, January 10th at 10:45 am

Board Members in Attendance:

Board Members in Attendance:

Betty A. Rosa, Chancellor

T. Andrew Brown, Vice Chancellor

James R. Tallon, Jr.

Roger Tilles

Lester W. Young, Jr.

Kathleen M. Cashin

James E. Cottrell

Josephine Victoria Finn

Judith Chin

Beverly L. Ouderkirk

Catherine Collins

Judith Johnson

Nan Eileen Mead

Elizabeth S. Hakanson

Luis O. Reyes

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Regents Christine D. Cea and Wade S. Norwood were absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 10:45 a.m. and asked Regent Young to provide thoughts for a moment of reflection.

PRESENTATION

Additional Areas of Opportunities as it Relates to the Every Student Succeeds Act (ESSA)

Commissioner Elia and Linda Darling-Hammond, President and CEO, Learning Policy Institute, led a presentation to the Board of Regents regarding additional areas of opportunities as it relates to the Every Student Succeeds Act (ESSA) (Attachments VI.)

ACTION ITEMS

Charter Applications BR (A) 1

MOVED, that the Board of Regents approve each application in accordance with the recommendations contained in the summary table (see Appendix I).

Summary of the December 2016 Meeting of the Board of Regents BR (A) 2

MOVED, that the Summary of the December 2016 Meeting of the Board of Regents of The University of the State of New York be approved.

Motion by: Regent James E. Cottrell
Seconded by: Regent Roger Tilles
Action: Motion carried unanimously.

PROGRAM AREA CONSENT ITEMS

Higher Education

Amendment to Section 80-1.5 of the Regulations of the Commissioner of Education Relating to Safety Nets for the Revised Content Specialty Tests BR (CA) 1

MOVED, that Section 80-1.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective January 16, 2017, as an emergency action to ensure that candidates who take one of the revised CSTs are aware of the changes to the existing safety option for the CST - i.e., that candidates can take either the predecessor CST or the revised CST until June 30, 2017 for those CSTs already operational, and until June 30, 2019 for those CSTs which became operational in November 2016 and that the temporary safety net for those candidates who have taken and failed Part Two (the Mathematics portion) of the Multi-Subject: Secondary Teachers Grade 7 - Grade 12 Content Specialty Test has been extended until June 30, 2018 and to ensure that the emergency rule adopted by the Board of Regents at its October 2016 meeting remains continuously in effect until it can be adopted as a permanent rule; and further

MOVED, that Section 80-1.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective January 25, 2017.

**Proposed Amendment to Section 80-3.5 of the Commissioner's Regulations to Establish New Pathway Options for the Transitional A Certificate in a Career and Technical Education Subject for Candidates who do not Meet the Current Requirements but who Possess Industry Experience, Credentials, or are in the Process of Completing Certification
BR (CA) 2**

MOVED, that paragraph (2) of subdivision (b) of section 80-3.5 of the Regulations of the Commissioner of Education be amended and new paragraphs (5), (6), and (7) be added to subdivision (b) of section 80-3.5 of the Regulations of the Commissioner of Education, as submitted, effective January 25, 2017.

P-12 Education

**Proposed Addition of Section 100.2(nn) to the Commissioner's Regulations to Implement Chapter 105 of the Laws of 2016 To Require that Every Public School and Charter School Post the Child Abuse Hotline Telephone Number and Provide Directions to Access the New York State Office of Children and Family Services Website
BR (CA) 3**

MOVED, that a new subdivision (nn) shall be added to section 100.2 of the Regulations of the Commissioner of Education, as submitted, effective January 17, 2017 as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement Chapter 105 of the Laws of 2016 by its stated effective date; and further

MOVED, that a new subdivision (nn) shall be added to section 100.2 of the Regulations of the Commissioner of Education, as submitted, effective January 25, 2017.

Professional Practice

**(Re)Appointments of Members to the State Boards for the Professions and (Re)Appointments of Extended Members to the State Boards for the Professions for Service on Licensure Disciplinary and/or Licensure Restoration and Moral Character Panels
BR (CA) 4**

MOVED, that the Regents approve the proposed (re)appointments.

**Report of the Committee on the Professions Regarding Licensing Petitions
BR (CA) 5**

MOVED, that the Regents approve the recommendations of the Committee on the Professions regarding licensing petitions.

**City University of New York College of Staten Island: Authorization to Award the Master of Engineering Degree
BR (CA) 6**

MOVED, that the Board of Regents authorize the State University of New York Board of Trustees to award the M.E. degree on students who successfully complete registered M.E. programs at the City University of New York College of Staten Island effective January 10, 2017.

**Proposed Amendment of Sections 76.1 and 76.7 of the Regulations of the Commissioner of Education Relating to the Education Requirements for Occupational Therapists and Occupational Therapy Assistants
BR (CA) 7**

MOVED, that section 76.1 and subdivision (b) of section 76.7 of the Regulations of the Commissioner of Education be amended, as submitted, effective January 25, 2017.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent Kathleen M. Cashin
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously.

STANDING COMMITTEE REPORTS

ADULT CAREER AND CONTINUING EDUCATION SERVICES (ACCES)

Your ACCES Committee held its scheduled meeting on January 9, 2017. All members were present, with the exception of Regent Cea, who was excused.

MATTERS NOT REQUIRING BOARD ACTION

Proposed Amendments to Part 126 of the Commissioner's Regulations Relating to Online Educational Marketplaces to Implement Chapter 475 of the Laws of 2016

Your committee was provided with information on the Education Law 5001 (1) and 5004 (3) that was amended by Chapter 475 of the Laws of 2016, that became effective on November 28, 2016. The new law defines an online education marketplace as a website or internet-based online technology tool with which a licensed private career school or certified English as a Second Language school contracts for marketing or advertising

services, or services about the collection of tuition and/or fees; and therefore, exempts it from the requirements for a private school agent certificate. The proposed amendments to Part 126 of the Commissioner's Regulations provide a procedure whereby online education marketplaces, and the schools that contract with them, may lawfully conduct such activities without obtaining a private agent certificate pursuant to Education Law 5004, subject to certain conditions enumerated in the new law.

AUDITS/BUDGET AND FINANCE

Your Committee on Audits/Budget and Finance had its scheduled meeting on January 9, 2017. Regent Josephine Finn, Chair of the Audits/Budget and Finance Committee, submitted the following written report. In attendance were committee members: Regent Finn, Chair, Regent Collins, Regent Hakanson, Regent Mead, Regent Tilles, and Regent Young.

Regents, in addition to Audits/Budget Committee Members, in attendance were: Chancellor Rosa, Vice Chancellor Brown, Regents Cashin, Cottrell, Chin, Johnson, Norwood, Ouderkirk, Reyes and Tallon, as well as, Commissioner Elia and Executive Deputy Commissioner Berlin.

ITEMS FOR DISCUSSION

Chair's Remarks: Regent Finn welcomed everyone. She introduced Beth Berlin, Executive Deputy Commissioner, to present the December 2016 Fiscal Report and Sharon Cates-Williams, Deputy Commissioner, to present the Board of Regents Oversight of Financial Accountability Report.

2016 Fiscal Report

Our Executive Deputy Commissioner provided the Members with the December fiscal report that reflects actual expenditures through December 31, 2016 and projected expenditures through the lapse period ending June 30, 2017. Extensive spending controls continue for all funds. General Fund spending plans reflect the amounts appropriated in the 2016-17 enacted budget. General Fund accounts are in structural balance. Special Revenue accounts are all in structural balance on a current year basis and the accumulated negative balance in the Cultural Education Account is projected to remain at a negative \$3.6 million. Federal Funds reflect current year plans for two year grant awards.

Completed Audits

The Department's Internal Audit Workgroup reviewed forty-one audits that are being presented to the Committee this month. All forty-one were issued by the Office of the State Comptroller (OSC). Twenty-eight audits were of school districts, five BOCES, and eight providers of special education services.

The findings were in the areas of budget and financial reporting, capital construction, cash, claims processing, extra classroom activity fund, information technology, payroll/leave accruals, procurement, Reimbursable Cost Manual compliance, and Tuition Assistance Program (TAP).

Deputy Commissioner, Sharon Cates-Williams, gave a brief overview of the Gingerbread Learning Center

- OSC audited three fiscal years ending June 30, 2013.
- They reported costs of \$942,998 that did not comply with the Manual's requirements for reimbursement.
- The ineligible costs included \$621,356 in personal service costs and \$321,642 in other than personal service costs.

The report's recommendations focused primarily on SED reviewing the recommended disallowances and making the appropriate adjustments to the costs reported on Gingerbread's CFRs and to their reimbursement rates.

SED officials agreed with the recommendations and will review and make adjustments, as noted in the report, and recover any overpayment as appropriate, along with providing technical assistance to the provider.

CULTURAL EDUCATION

Your Committee on Cultural Education Committee had its scheduled meeting on January 9, 2017. Regent Roger Tilles, Chair of the Cultural Education Committee, submitted the following written report. In attendance were committee members: Regent Tilles, Chair, Regent Cottrell, Regent Chin, Regent Ouderkirk and Regent Johnson. Regents absent: Regent Cea

Regents In addition to CE Committee Members, in attendance were: Chancellor Rosa, Vice Chancellor Brown, Regent Tallon, Regent Young, Regent Norwood, Regent Cashin, Regent Collins, Regent Mead and Regent Reyes.

ITEMS FOR DISCUSSION

Chair's Remarks: Regent Tilles welcomed everyone and along with Commissioner Elia thanked all staff of the Office of Cultural Education for raising the bar and continuing to advocate for cultural resources and enhancing our collections to further support Education and collaboration across the state.

New York State Museum Accreditation; Review of Accreditation Documents

Mark Schaming, Director and Assistant Commissioner for the NYS Museum addressed the committee regarding Museum's efforts in pursuing accreditation by the American Alliance of Museums. Schaming provided an overview of the American Alliance of Museums' accreditation process which includes review of five institutional core documents approved by the institution's governing authority. Two documents were presented for the Board's review and approval.

Motion made by: Regent Cottrell

Seconded by: Regent Chin

Unanimously approved

HIGHER EDUCATION

Your Higher Education Committee held its scheduled meeting on January 10, 2017. All members were present except for Regents Cea and Norwood who were absent and excused.

ACTION ITEMS

Institutional Accreditation - Bramson ORT College

On April 21, 2016, the Regents Advisory Council (RAC) voted to recommend to the Board denial of accreditation. An appeal to the Commissioner pursuant to Regents Rule §4-1.5(c)(8) was filed by Bramson on May 19, 2016. Pursuant to Regents Rule §4-1.5(c)(8), on June 15, 2016, the Deputy Commissioner submitted a response to the appeal. The Commissioner found that Bramson was not in compliance with the standards for institutional accreditation, nor had the College shown good cause for the corrective action period to be extended. As such, she affirmed the recommendation of the RAC to deny renewal of Bramson's institutional accreditation. The Commissioner's decision was rendered on November 21, 2016 and transmitted to the College. VOTED: That the Board of Regents deny the renewal of accreditation of Bramson ORT College. Board of Regents members with a conflict of interest or the appearance of a conflict of interest on this application were asked to recuse themselves from participating in the deliberation and decision. HE (A) 1

Change in Scope of Institutional Accreditation - Fei Tian College

In October 2016, the Board of Regents approved a master plan amendment for the College authorizing it to award degrees at the master's level. The addition of programs at a new degree level also necessitates the approval of a change in the scope of institutional accreditation. Fei Tian College is accredited by the Commissioner of Education and Board of Regents so a change in the scope of accreditation must be approved by the Board of Regents. VOTED: That the Board of Regents approve a

change in scope of the institutional accreditation of Fei Tian College, in recognition of the institution's authority to award degrees at the master's level. Board of Regents members with a conflict of interest or the appearance of a conflict of interest on this application were asked to recuse themselves from participating in the deliberation and decision. HE (A) 2

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your Higher Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on January 10, 2017, copies of which have been distributed to each member of the Board of Regents.

Other Matters Not Requiring Board Action:

edTPA Task Force Report

The Higher Education Committee was provided an update on the work and recommendations of the Task Force as well as an overview of proposed changes to teacher certification requirements. After discussion of the recommendations related to the teacher certification requirements, the Department will further pursue the recommendations and present the Board with regulatory changes at a future Board meeting. HE (D) 2

Proposed Amendments of Section 80-5.18 and 80-1.8 of the Commissioner's Regulations related to supplementary certificates and re-issuance of expired initial certificates

Staff presented a proposed amendment to the supplementary certificate requirements to allow candidates to obtain a supplementary certificate that is valid for a period of five years, and a proposed amendment to the requirements for a re-issuance of an expired initial certificate to allow eligible candidates the opportunity to complete the required professional development within a year before or after application for the re-issuance. Both amendments will allow increased flexibility to candidates pursuing certification, as well as to school districts in hiring candidates with a supplementary certificate. It is anticipated that the proposed amendment will come before the Board of Regents for permanent adoption at its April 2017 meeting. HE (D) 1

Consent Agenda

The Board of Regents acted on the following consent agenda items at their January 10, 2017 meeting.

- **Safety Net Regulations for all Content Specialty Exams:** This change will allow candidates to take and pass either the revised CST or the predecessor of the revised CST (currently called the "safety net" examination) for certification

purposes in a particular subject area. Candidates will no longer be required to take the revised CST before becoming eligible for the safety net—they may choose to take either exam for certification. In addition, the current safety nets for all other certification examinations (edTPA, EAS, and ALST) will also be extended through June 30, 2018. Went out for public comment and no negative comments were received. BR (CA) 1

- **Career and Technical Education (CTE) Teachers:** The Department recommends changes to Part 80-3.5 of the Commissioner's Regulations that would provide three additional pathways for candidates seeking a CTE Transitional A certificate. The Transitional A certificate is a temporary three-year certificate during which time the individual must complete the requirements for an initial certification. This proposal is partly in response to New York City's need to hire qualified CTE teachers in the technical fields of study. Previously adopted at the June 2016 meeting as an emergency action, and subsequently revised and adopted at as a second, third, and fourth emergency action at the September, October, and December 2016 meetings. The consent item is before the Board this month for permanent adoption. BR (CA) 2

P-12 EDUCATION

Your P-12 Education Committee held its scheduled meeting on January 9, 2017. All members were present, except for Regent Cea, who was excused.

ACTION ITEMS

Renewal Decisions for Charter Schools Authorized by the Board of Regents [P-12 (A) 2]

Your Committee recommends that the Board of Regents finds that, the Young Women's College Preparatory Charter School of Rochester: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the Young Women's College Preparatory Charter School of Rochester and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2019. Regent Collins abstained; Regent Reyes opposed.

Your Committee recommends that the Board of Regents finds that, the Launch

Expeditionary Learning Charter School: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the Launch Expeditionary Learning Charter School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2019. Regent Collins abstained.

Your Committee recommends that the Board of Regents finds that, the Mott Hall Charter School: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the Mott Hall Charter School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2019. Regent Collins abstained.

Your Committee recommends that the Board of Regents finds that, the Global Community Charter School: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the Global Community Charter School and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including June 30, 2019. Regent Collins abstained.

Committee members requested that charter school corrective action plans be made available to them.

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your P-12 Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on January 10, 2017, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

School Health Services [P-12 (D) 1] – the Committee discussed proposed amendments to regulations that seek to address numerous requests from the field, including parents, healthcare providers, schools, and the Department of Health, for technical amendments and updates to existing regulatory language to improve school health services for students. The Committee requested that school nurses receive this information, as well as the School Nurses Association. It is anticipated that the proposed rule will be presented to the Board of Regents for permanent adoption at the April 2017 Regents meeting.

Career and Technical Education Update [P-12 (D) 2] – the Committee was provided with an update on what currently exists and opportunities for future expansion and access of high quality Career and Technical Education (CTE) programs. CTE programs offer students a number of benefits and graduation options as they pursue post-high school education and career interests. The structure in high schools for this is high quality state-approved CTE programs. Discussion focused on the sixteen national and State career clusters and the CTE program approval process. The Department's CTE office continues to follow program and labor trends at the national level, as well as observing models such as P-TECH, which began in NYS, that could provide greater access to high quality CTE program opportunities for all students. Collaboration with other SED offices and CTE stakeholders on teacher certification, assessment and data is critical work that must continue.

Consent Agenda

The Board of Regents will take action on the following consent agenda item at their January 10, 2017 meeting.

- Proposed regulations to Implement Chapter 105 of the Laws of 2016 To Require that Every Public School and Charter School Post the Child Abuse Hotline Telephone Number and Provide Directions to Access the New York State Office of Children and Family Services Website.

PROFESSIONAL PRACTICE

Your Professional Practice Committee held its scheduled meeting on January 9, 2017. All Committee members were present, except Regent Christine D. Cea, who was excused. Chancellor Betty A. Rosa, Regent Kathleen M. Cashin, Regent Nan Eileen Mead, and Regent James R. Tallon, Jr. were also present, but did not vote on any case or action.

ACTION ITEMS

Professional Discipline Cases

Your Committee recommends that the reports of the Regents Review Committees, including rulings, findings of fact, determinations as to guilt, and recommendations, by unanimous or majority vote, contained in those reports which have been distributed to you, be accepted in 5 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 39 consent order applications and 12 surrender applications be granted, with four members of the committee voting acceptance of the consent application in the case of Monesh Hanoman, Pharmacist, Calendar No. 27407 and with Regent Josephine Victoria Finn voting in opposition to the application in said case. [PPC EXS (A) 1-3]

In the case of Dennis VanZandt, licensed practical nurse, Calendar No. 28887, we recommend that the Regents Review Committee report be corrected as follows: (1) wherever in the report of the Regents Review Committee or in the terms of probation set forth in Exhibit "B" to the Regents Review Committee report the specialty for a nurse practitioner is referred to as "psychological", the report and terms of probation be deemed corrected insofar as the word "psychological" be deemed deleted and, in lieu thereof, the word "psychiatric" be deemed substituted in its place as the specialty for a nurse practitioner; and (2) term of probation numbered three set forth in Exhibit "B" to the Regents Review Committee report be deemed deleted and the following term of probation be deemed substituted in its place as term of probation numbered three in the terms of probation in this matter:

3. That, during the period of probation, respondent shall remain psychologically fit to practice respondent's profession and shall not commit any crime involving a child, including Possessing A Sexual Performance by a Child; that respondent shall submit, at respondent's expense, to an examination and any necessary treatment by a physician, psychiatrist, psychologist, licensed clinical social worker or nurse practitioner (psychiatric specialty) selected by and previously approved, in writing, by the New York State Education Department, and respondent shall, once every three (3) months during the period of probation, submit a report from said physician, psychiatrist, psychologist, licensed clinical social worker or nurse practitioner (psychiatric specialty) to the New York State Education Department, addressed to the Director, Office of Professional Discipline, as aforesaid, in which said physician, psychiatrist, psychologist, licensed clinical social worker or nurse practitioner (psychiatric specialty) shall state whether respondent is or is not psychologically fit to practice respondent's profession as a licensed practical nurse in the State of New York and is or is not a risk to commit any crime involving a child, including Possessing A Sexual Performance by a Child. If any information is received by the New York State Education Department indicating that respondent is not psychologically fit to practice respondent's profession as a licensed practical nurse in the State of New York or is a risk to commit any crime involving a child, including Possessing A Sexual Performance by a Child, such

information shall be processed to the Board of Regents for its determination in a violation of probation proceeding initiated by the New York State Education Department and/or such other proceedings pursuant to the Education Law and/or Rules of the Board of Regents;

and we also recommend that the recommendation as to the penalty to be imposed upon respondent be modified as follows:

that respondent's license and registration to practice as a licensed practical nurse in the State of New York be suspended upon the specification of the charge of which respondent has been found guilty for a period of no less than 30 days and until such time as respondent shall (1) submit, at respondent's expense, to an evaluation and, if necessary, treatment with respect to his psychological health and risk of committing any crime involving a child, including Possessing A Sexual Performance by a Child, by a physician, psychiatrist, psychologist, licensed clinical social worker, or nurse practitioner (psychiatric specialty), other than "M.M.", approved, in writing, by the Director, Office of Professional Discipline, New York State Education Department, 1411 Broadway – Tenth Floor, New York, NY 10018-3496; (2) said physician, psychiatrist, psychologist, licensed clinical social worker, or nurse practitioner (psychiatric specialty), other than "M.M.", submits a written report to the New York State Education Department, addressed to the Director, Office of Professional Discipline, as aforesaid, in which said individual certifies that respondent is psychologically fit to practice as a licensed practical nurse in the State of New York and is not a risk to commit any crime involving a child, including Possessing A Sexual Performance by a Child; and 3) said Director, Office of Professional Discipline, is thereafter satisfied that respondent was found to be fit to practice as a licensed practical nurse in the State of New York and to not be a risk to commit any crime involving a child, including Possessing A Sexual Performance by a Child, at which time said Director shall notify respondent, in writing, of the termination of the suspension of respondent's license to practice as a licensed practical nurse in the State of New York and the effective date of said termination. Further, that at such time as stated below, respondent shall be placed on probation for a period of 3 years, as prescribed by the Regents Review Committee, except as term of probation numbered 3 is modified as stated above, with special terms that he remain psychologically fit to practice respondent's profession and shall not commit any crime involving a child, including Possessing A Sexual Performance by a Child; and that he continue to submit quarterly reports from a physician, psychiatrist, psychologist, licensed clinical social worker, or nurse practitioner (psychiatric specialty), said requirement may be satisfied by such reports being submitted by "M.M." if respondent so desires, to the New York State Education Department, addressed to the Director, Office of Professional Discipline, as aforesaid, in which said professional shall state whether or not respondent is currently psychologically fit to practice as a licensed practical nurse in the State of New York and is not a risk to commit any crime involving a child, including Possessing A Sexual Performance by a Child. Said three year period of probation shall commence subsequent to the termination of the suspension of

respondent's license, and upon respondent's actual return to practice as a licensed practical nurse in the State of New York as to which respondent shall inform the New York State Education Department, by certified mail, return receipt requested, to the Director, Office of Professional Discipline, addressed as aforesaid, at least seven (7) days prior to respondent's actual return to practice as a nurse in the State of New York;

and that the recommendation of the Regents Review Committee in this matter shall otherwise be accepted, with four members of the committee voting acceptance with the corrections and modification noted herein, and with Regent Catherine Collins abstaining.

These recommendations are made following the review of 56 cases involving sixteen licensed practical nurses, thirteen registered professional nurses, seven pharmacists, four licensed practical nurses who are also registered professional nurses, two dentists, two professional engineers, one architect, one chiropractor, one licensed master social worker, one licensed master social worker who is also a licensed clinical social worker, one massage therapist, one pharmacy, and one physical therapist.

Restorations

Your Committee recommends the following:

That the application of John Mikuszewski for the restoration of his license to practice as a professional engineer in New York State be denied. [PPC EXS (A) 4]

That the application of Douglas A. Vernoia for the restoration of his license to practice as a certified public accountant in New York State be denied. [PPC EXS (A) 5]

Approvals

Regulations: Continuing Education Requirements for Veterinarians and Veterinary Technicians – Your Committee recommends the following:

That paragraph (3) of subdivision (a) of section 62.8 of the Regulations of the Commissioner of Education, paragraph (1) of subdivision (c) of section 62.8 of the Regulations of the Commissioner of Education, and subdivision (g) of section 62.8 of the Regulations of the Commissioner of Education be amended, and paragraph (4) of subdivision (a) of section 62.8 of the Regulations of the Commissioner of Education be added, as submitted, effective February 2, 2017, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare to conform the Regulations of the Commissioner of Education to timely implement the requirements of Chapter 398 of the Laws of 2016, which provides that applicants for registration as veterinarians may satisfy up to three hours of their 45 hours of required triennial continuing education by providing free spaying and neutering and other veterinary services. [PPC (A) 1]

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your Professional Practice Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on January 9, 2017, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Your Committee discussed several topics of interest, including:

Deputy Commissioner's Report/Update

Full Board Consent Agenda Items

- Board (Re)Appointments
- Licensing Petitions
- Proposed Amendment to Sections 76.1 and 76.7 of the Regulations of the Commissioner of Education Relating to the Education Requirements for Occupational Therapists and Occupational Therapy Assistants
- The City University of New York College of Staten Island: Authorization to Award the Master of Engineering Degree

MOVED, that the Committees Reports be approved.

Motion by: Regent Roger Tilles
Seconded by: Regent Catherine Collins
Action: Motion carried unanimously.

State Education Department December 2016 Fiscal Report BR (A) 3

MOVED, that the Board accepts the December 2016 State Education Department Fiscal Report as presented.

Motion by: Regent Catherine Collins
Seconded by: Regent Judith Chin
Action: Motion carried unanimously.

Chancellor Betty A. Rosa adjourned the meeting.

Appendix I
NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS

Name of Institution	Program Area	County (City/Town) of Location	Description of Charter Action(s)
The Isamu Noguchi Foundation and Garden Museum	CE	Queens (Long Island City)	Grant an absolute charter.
Narrow Bay Historical Society	CE	Suffolk (Mastic Beach)	Grant provisional charter for five years.
West Islip Historical Society	CE	Suffolk (West Islip)	Grant provisional charter for five years.
Amalgamated Nursery School	P12	Bronx (Bronx)	Grant provisional charter for three years.
Brown School	P12	Schenectady (Schenectady)	Amend charter to add authority to operate grades nine through twelve.
Children at Play Early Intervention Center	P12	Richmond (Staten Island)	Amend charter to expand corporate purposes to include provisions of services to adults with developmental disabilities.

Appendix II

REGENTS ACTIONS IN 56 PROFESSIONAL DISCIPLINE CASES AND 2 RESTORATION PETITIONS

January 9-10, 2017

The Board of Regents announced disciplinary actions resulting in the revocation of 1 license, surrender of 12 licenses, and 43 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case.

In addition, the Board acted upon 2 restoration petitions.

I. REVOCATION AND SURRENDERS

Dentistry

Robert C.Y. Wang; Dentist; Cupertino, CA 95014; Lic. No. 040628; Cal. No. 29347; Application to surrender license granted. Summary: Licensee admitted to the charge of falsely stating on an application for licensure as a dentist in the State of California that he had never had charges filed against a dental license, including charges that were still pending.

Nursing

Matthew Karl Schroeder; Registered Professional Nurse; North Tonawanda, NY 14120-1831; Lic. No. 622361; Cal. No. 28701; Found guilty of professional misconduct; Penalty: Revocation.

Antoinette Muhl; Licensed Practical Nurse; Syracuse, NY 13208; Lic. No. 240967; Cal. No. 29232; Application to surrender license granted. Summary: Licensee admitted to charges of medication administration errors and having been convicted of Willful Violation of Health Laws and Petit Larceny.

Ronald E. Huntone; Licensed Practical Nurse; Clifton Springs, NY 14432; Lic. No. 232342; Cal. No. 29287; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Willful Violation of Health Laws.

Cordella Ursula Edgehill; Licensed Practical Nurse; Tulsa, OK 74105; Lic. No. 267913; Cal. No. 29311; Application to surrender license granted. Summary: Licensee admitted to the charge of having been found guilty of improper professional practice or professional misconduct by a duly authorized professional disciplinary agency of another state when the conduct upon which the finding was based would, if committed in New York State, constitute professional misconduct under the laws of New York State, Oklahoma discipline.

Irma L. Ramos a/k/a Irma Luisa Ramos; Licensed Practical Nurse; Del Valle, TX 78617-5215; Lic. No. 152539; Cal. No. 29313; Application to surrender license granted. Summary: Licensee did not contest the charge having been found guilty of professional misconduct by the Texas Board of Nursing for careless or repetitive conduct that may endanger a client's life, health or safety, which, if committed in New York State, would constitute professional misconduct for practicing with negligence on more than one occasion, in violation of §6509(2) of the New York Education Law.

Danielle Nicole McKeown; Registered Professional Nurse; Mooresville, NC 28117; Lic. No. 632500; Cal. No. 29324; Application to surrender license granted. Summary: Licensee admitted to the charge of falsely stating on a renewal application for licensure as a registered nurse in the State of Connecticut that she had not had any disciplinary action taken against her nursing license.

Linda D. Macdonald; Registered Professional Nurse; Crescent City, FL 32112; Lic. No. 370646; Cal. No. 29327; Application to surrender license granted. Summary: Licensee did not contest the charge of having been found guilty of professional misconduct in the State of Florida, which conduct would be considered practicing the profession of nursing with gross negligence, if committed in New York State.

Aleyamma Thomas; Registered Professional Nurse; Everett, WA 98203-4961; Lic. No. 343087; Cal. No. 29339; Application to surrender license granted. Summary: Licensee did not contest the charge of a finding of professional misconduct by the Texas Board of Nursing for fraud or deceit in procuring or attempting to procure a license to practice professional nursing by lying about a prior professional disciplinary record, which, if committed in New York State, would constitute professional misconduct for obtaining the license fraudulently, in violation of §6509(1) of the New York Education Law.

Pharmacy

Mohamed Hassan Ahmed; Pharmacist; Flushing, NY 11367-1438; Lic. No. 057049; Cal. No. 29310; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Grand Larceny in the 2nd Degree.

Christine Busuttil Uzcategui a/k/a Christine Busuttil Parker; Pharmacist; Wilmington, NC 28403; Lic. No. 045457; Cal. No. 29315; Application to surrender license granted. Summary: Licensee did not contest the charge of stealing controlled drugs from a pharmacy in the State of North Carolina.

Glenn George Schabel; Pharmacist; Dix Hills, NY 11747-1347; Lic. No. 036226; Cal. No. 29320; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Criminal Diversion of Prescription Medicine in the 1st Degree, a class C felony; and Commercial Bribery Receiving in the 1st Degree, a class E felony.

Vicki Sue Highet a/k/a Vicki Sue Frydrych; Pharmacist; North Salt Lake, UT 84054; Lic. No. 042487; Cal. No. 29334; Application to surrender license granted. Summary: Licensee admitted to the charge of practicing pharmacy in the State of Oklahoma without a license.

II. OTHER REGENTS DISCIPLINARY ACTIONS

Architecture

John Peter Knauth; Kenmore, NY 14217; Lic. No. 011762; Cal. No. 29171; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$2,500 fine.

Chiropractic

Bradley S. Leader; Auburn, NY 13021; Lic. No. 008312; Cal. No. 27609; Found guilty of professional misconduct; Penalty: Indefinite suspension for no less than 2 years and until alcohol and substance abuse-free and until fit to practice, probation 2 years to commence subsequent to termination of suspension and upon actual return to practice.

Dentistry

Ian Jacob Walker; Dentist; Amherst, NY 14226; Lic. No. 049040; Cal. No. 28880; Application for consent order granted; Penalty agreed upon: 2 year suspension, 2 years probation to commence upon return to practice, \$3,000 fine payable within 1 month.

Engineering and Land Surveying

Jose Antonio Velasquez Blanco a/k/a Jose A. Velasquez; Professional Engineer; South Ozone Park, NY 11420; Lic. No. 064348; Cal. No. 26559; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$5,000 fine.

Joe Lieberman; Professional Engineer; Jamaica Estates, NY 11432; Lic. No. 059515; Cal. No. 29214; Application for consent order granted; Penalty agreed upon: 12 month actual suspension, 12 month stayed suspension, 5 years probation, \$20,000 fine.

Massage Therapy

Denise Tripodi; Bronx, NY 10461; Lic. No. 029036; Cal. No. 29244; Application for consent order granted; Penalty agreed upon: Annulment of massage therapist license in the State of New York.

Nursing

David James Lince; Licensed Practical Nurse; Largo, FL 33778-2348; Lic. No. 282938; Cal. No. 27454; Found guilty of professional misconduct; Penalty: \$500 fine, indefinite

suspension for a minimum of 1 year and until fit to practice and until substance abuse-free, probation 2 years to commence subsequent to termination of suspension and upon actual return to practice in the State of New York.

Kimberly Denise Rodriguez a/k/a Kimberly D. Rodriguez; Licensed Practical Nurse; Poughkeepsie, NY 12603-1246; Lic. No. 291304; Cal. No. 28031; Found guilty of professional misconduct; Penalty: 2 year suspension, execution of last 22 months of suspension stayed, probation 2 years to run concurrently with period of suspension.

Michael Kaszynski; Registered Professional Nurse; Kenmore, NY 14217; Lic. No. 390555; Cal. No. 28852; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Dennis Arthur VanZandt; Licensed Practical Nurse; Elbridge, NY 13060; Lic. No. 304597; Cal. No. 28887; Found guilty of professional misconduct; Penalty: Indefinite suspension of no less than 30 days and until fit to practice, probation 3 years to commence subsequent to termination of suspension and upon actual return to practice.

Janelle Marie Hawkins; Registered Professional Nurse; Lockport, NY 14094; Lic. No. 633100; Cal. No. 28888; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Catherine Twyford; Registered Professional Nurse; Staten Island, NY 10306; Lic. No. 477429; Cal. No. 28926; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$1,000 fine.

Donna D. Mason; Licensed Practical Nurse; Walton, NY 13856; Lic. No. 302760; Cal. No. 29155; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation, \$500 fine.

Katie J. Struebing a/k/a Katherine Struebing; Registered Professional Nurse; West Falls, NY 14170; Lic. No. 589216; Cal. No. 29168; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Lesley Ann Wilcox; Licensed Practical Nurse; Belmont, NY 14813; Lic. No. 216249; Cal. No. 29183; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Sue A. Huling; Licensed Practical Nurse; Port Gibson, NY 14537; Lic. No. 245754; Cal. No. 29187; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 2 years probation, \$500 fine.

Nicolle L. Stinson a/k/a Nicolle Stinson; Licensed Practical Nurse, Registered Professional Nurse; Fort Plain, NY 13339; Lic. Nos. 264083, 561689; Cal. Nos. 29188,

29189; Application for consent order granted; Penalty agreed upon: 2 year actual suspension, upon termination of actual suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Crystal Patricia Davis; Registered Professional Nurse; Catskill, NY 12414; Lic. No. 593440; Cal. No. 29193; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

Cynthia A. Montag; Licensed Practical Nurse; Waterloo, NY 13165-1131; Lic. No. 238271; Cal. No. 29201; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

Carolyn Anita Calderaro; Licensed Practical Nurse, Registered Professional Nurse; Plattsburgh, NY 12901; Lic. Nos. 258644, 543400; Cal. Nos. 29206, 29207; Application for consent order granted; Penalty agreed upon: 4 month actual suspension, 20 month stayed suspension, 2 years probation to commence upon return to practice.

Brian Joseph McNally; Licensed Practical Nurse, Registered Professional Nurse; Plattsburgh, NY 12901; Lic. Nos. 159465, 495356; Cal. Nos. 29215, 29216; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Blessing Okon Oliver; Registered Professional Nurse; Schenectady, NY 12309; Lic. No. 615412; Cal. No. 29222; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Richard Mack Duggan; Licensed Practical Nurse; Buffalo, NY 14224-3638; Lic. No. 303833; Cal. No. 29224; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 3 months.

Wendy Jo Thompson; Licensed Practical Nurse, Registered Professional Nurse; Tupper Lake, NY 12986; Lic. Nos. 248291, 496061; Cal. Nos. 29225, 29226; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Julie Ann Murphy; Licensed Practical Nurse; Castleton-on-Hudson, NY 12033; Lic. No. 298484; Cal. No. 29233; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Mindy L. Davis; Licensed Practical Nurse; Syracuse, NY 13215-1905; Lic. No. 303352; Cal. No. 29237; Application for consent order granted; Penalty agreed upon: Indefinite

actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Peter Joshua Whitehouse; Licensed Practical Nurse; Schenectady, NY 12304; Lic. No. 287051; Cal. No. 29247; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

Carol Lynn Hissin; Licensed Practical Nurse; Port Crane, NY 13833; Lic. No. 275094; Cal. No. 29251; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

S. Brianne Maclellan; Registered Professional Nurse; Tuscon, AZ 85749-7108; Lic. No. 662988; Cal. No. 29275; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation to commence upon return to practice in the State of New York.

Susan M. Yannetti; Registered Professional Nurse; Las Vegas, NV 89123; Lic. No. 263071; Cal. No. 29276; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation to commence upon return to practice in the State of New York, \$500 fine.

Meaghan Lara Stanton a/k/a Meaghan Lara Salz; Registered Professional Nurse; Apex, NC 27539-9050; Lic. No. 586236; Cal. No. 29338; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until successfully participate in course of therapy and treatment and until fit to practice, upon termination of suspension, 3 years probation to commence if and when return to practice in the State of New York.

Pharmacy

Monesh Hanoman; Pharmacist; Brooklyn, NY 11232; Lic. No. 056097; Cal. No. 27407; Application for consent order granted; Penalty agreed upon: 2 year suspension with leave to apply for a stay of execution of any unserved portion thereof after service of a minimum of 3 months and until successfully participate in course of therapy and treatment as to mental fitness and until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$5,000 fine.

Amy Sue Herman; Pharmacist; Medina, NY 14103; Lic. No. 049704; Cal. No. 29154; Application for consent order granted; Penalty agreed upon: 4 month actual suspension, upon termination of 4 month actual suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

New SNS Corp. d/b/a Junction Pharmacy; Pharmacy; 2109 Nostrand Avenue, Brooklyn, NY 11210; Reg. No. 033864; Cal. No. 29182; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, \$2,500 fine payable within 30 days.

Mary Bridget Murphy; Pharmacist; Ballston Spa, NY 12020; Lic. No. 041919; Cal. No. 29261; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 9 months and until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$1,000 fine payable within 10 months.

Physical Therapy

Samuel Badas Ignacio; Physical Therapist; Yonkers, NY 10703; Lic. No. 011119; Cal. No. 29136; Application for consent order granted; Penalty agreed upon: 6 month actual suspension, 18 month stayed suspension, 2 years probation, \$4,000 fine.

Social Work

Ward V. Halverson; Licensed Master Social Worker, Licensed Clinical Social Worker; Dolgeville, NY 13329; Lic. Nos. 062108, 071284; Cal. Nos. 27350, 27351; Application for consent order granted; Penalty agreed upon: 12 month actual suspension, 12 month stayed suspension, 2 years probation to commence if and when return to practice, \$500 fine payable within 6 months.

Lucy Marie Notaro-Salvo; Licensed Master Social Worker; Little Neck, NY 11426; Lic. No. 075277; Cal. No. 29228; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension of not less than 12 months and until successfully complete course of therapy and treatment and until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

III. RESTORATIONS

The Board of Regents voted on January 10, 2017 to deny the application for restoration of the professional engineering license of John Mikuszewski, Forest Hills, NY. Mr. Mikuszewski's license was surrendered May 17, 2010.

The Board of Regents voted on January 10, 2017 to deny the application for restoration of the certified public accountant license of Douglas A. Vernoia, Medford, NY. Mr. Vernoia's license was originally revoked May 23, 2006.

ATTACHMENT I



engage^{ny}

Our Students. Their Moment.

Development of the New York State Every Student Succeeds Act Plan

Presented to Board Of Regents

January 9, 2017

Work Thus Far

- ✓ Engaged in extensive research to understand the law and the opportunities it provides, including, but not limited to meetings with:
 - United States Department of Education (USDE)
 - Brustein & Manasevit – a law firm recognized for its federal education regulatory and legislative practice
 - Council of Chief State School Officers (CCSSO), which has provided access to many national experts including:
 - Linda Darling Hammond, Learning Policy Institute
 - Brian Gong, Center for Assessment
 - Kenji Hakuta, Stanford University
 - Delia Pompa, Migration Policy Institute
 - Gene Wilhoit, National Center for Innovation in Education
 - Susie Saavedra, National Urban League

- ✓ In the past three months, the Board of Regents has engaged in discussions with national educational experts regarding ESSA:
 - ✓ Linda Darling Hammond, Learning Policy Institute
 - ✓ Scott F. Marion, National Center for the Improvement of Educational Assessment
 - ✓ Michael Cohen, Achieve

- ✓ Met approximately ten times with Title I Committee of Practitioners to discuss ESSA.

- ✓ Established an ESSA Think Tank with representatives from over 100 organizations. The Think Tank has met at least monthly since June.
 - Work Groups have met twice a month: Supporting All Students, Supporting English Language Learners, Supporting Excellent Educators, Challenging Academic Standards and Assessments, Accountability Methodologies and Measurements, and Supports and Improvement for Schools

Work Thus Far

- ✓ Developed draft Characteristics of Highly Effective Schools and Guiding Principles for development of the ESSA state plan.
 - Surveyed Think Tank, COPs and the field for feedback on these documents.
- ✓ Drafted High Concept Ideas, which were presented at Regional State Plan Development Meetings during November and December. (Handout)
 - Participant feedback on the High Concept Ideas was gathered through meeting discussion and a survey.

Organization of High Concept Idea

The High Concept Ideas are organized in accordance with USDE's draft ESSA State Application Plan Template and ESSA Think Tank Workgroups:

- Supporting All Students (November)
- Challenging Academic Standards and Assessments (December)
- Supports for Improving Schools (January-handout)
- Accountability Measurements and Methodologies
- Supporting Excellent Educators
- Supporting English Language Learners

Full Board Presentations

Monday:

- Presentation of High Concept Ideas regarding providing supports and interventions in low-performing schools.
- Plan to seek feedback from the field on potential measures of school quality and student success.

Tuesday:

- Linda Darling-Hammond, Learning Policy Institute

Supports and Interventions in Low-Performing Schools

- It is important that the first step for all schools identified as low performing is a comprehensive needs assessment to identify root causes and ultimately drive the school's improvement plan. This is required in ESSA.
- Schools will need some flexibility to address school-specific barriers.
- NYSED can best promote teaching and learning through a system that focuses on technical assistance and support rather than monitoring and evaluation.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

High Concept Idea #33: To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.

- ESSA requires that schools receive a diagnostic needs assessment upon identification.
- This needs assessment will identify root causes that will subsequently be addressed in the plans schools develop.
- The “prescription” – what to do next – should not be pre-determined, but should come after the diagnosis.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

High Concept Idea #34: To ensure that plans are driving improvement, schools identified as low-performing will receive an annual review and develop annual plans.

- This High Concept Idea is intended to ensure that practices are examined often and that the plan driving improvement is a working document that can be responsive to needs that emerge.
- The annual review will not repeat the diagnostic review process, but will rather focus on the degree to which the plan that has been developed is being successfully implemented and whether either the elements of the plan or the strategies for implementation need revision.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

New School Identification:

- **COMPREHENSIVE SUPPORT AND INTERVENTION SCHOOLS** - Schools in the Bottom 5% of schools or schools with graduation rates below 67%. Similar to the current Priority Schools. ESSA requires that the Department have primary oversight of these school's improvement efforts.
- **TARGETED SUPPORT AND INTERVENTION SCHOOLS** - Schools identified because of low subgroup performance. Similar to current Focus Schools. ESSA envisions districts having primary responsibility for oversight of these schools' improvement efforts.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

High Concept Idea #35: To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.

- Comprehensive Support and Improvement Schools need sufficient flexibility to tailor their plans to their circumstances. The diagnostic needs assessment should inform the path chosen.
- The current school reform models would remain options for schools:
 - Transformation Model
 - Turnaround Model
 - Innovative Framework Model
 - Early Learning Intervention Model
 - Evidence-based Model
 - Restart Model
 - Whole School Reform

Supports and Interventions in Low-Performing Schools – High Concept Ideas

High Concept Idea #36: To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

- ESSA already requires that states set aside seven percent of their Title I funding to support school improvement efforts. 95% of these funds must be provided as grants to districts.
- ESSA allows the option for states to set aside an additional three percent of the statewide Title I allocation. If the Set-Aside option was pursued, 7 percent would be directed toward school improvement, 3 percent would be set aside for direct services, and the remaining 90 percent would be distributed to districts as “unrestricted” Title I funds.
- The 3 percent set-aside would be offered as grants to districts serving the highest percentages of comprehensive or targeted support and improvement schools.
- Funds must be used for direct student services offered by the district or by providers.
- District representatives on the ESSA Think Tank, including those representing districts that would likely receive direct service funding, strongly oppose the set-aside. Districts without identified schools would see a three percent reduction in their Title I allocation. Districts with identified schools believe the constraints on how Direct Service funds may be used outweigh the benefit of the additional funds that would be provided to the district.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

Issue Needing Further Refinement: Public School Choice

Under ESSA, public school choice is no longer required to be provided to students who attend identified Title I schools.

If districts do offer public school choice, they may use Title I funds only for transportation of students from Title I schools identified for Comprehensive Support and Improvement, not for those identified for Targeted Support and Improvement. In addition, no more than 5% of a district's Title I allocation may be used to support Public School Choice.

Currently, Commissioner's Regulations require that Public School Choice be offered to any student in an identified Title I Priority or Focus School.

The Regents must decide whether to continue to mandate public school choice in identified schools or whether to allow each district with identified schools to decide whether to offer choice.

The ESSA workgroup tasked with this issue recommends that the public school choice mandate be sunset.

Soliciting feedback from the field on this issue will be part of the Department's next round of public engagement.

Supports and Interventions in Low-Performing Schools – High Concept Ideas

Additional High Concept Idea Still Under Development:

- Under ESSA, states must ensure that districts are providing sufficient resources to schools to implement their school improvement plans and to ensure that there are not resource inequities between identified schools and schools in good standing at the district level.
- The ESSA Think Tank workgroup has proposed that the state collect and analyze data on fiscal resources and human resources in districts with identified schools, though it has yet to agree on a recommendation regarding how this will be operationalized.

Indicators of School Quality and/or Student Success

Indicators of School Quality and/or Student Success:

- May vary by each grade span;
- Must meaningfully differentiate among schools and be valid, reliable, comparable, and available for schools statewide; and,
- Must be calculated in the same way for all schools across the state and be able to be disaggregated for each subgroup of students.

Examples include, but are not limited to: measures of student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; student engagement; and teacher engagement.

Indicators of School Quality and/or Student Success

- ESSA requires states to develop accountability systems for differentiating public school performance using the following measures:
 - The proficiency rates of students in reading/language arts and mathematics;
 - For elementary and middle schools, a measure of student growth or another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance;
 - For high schools, four-year graduation rates, and at the state’s discretion extended-year graduation rates;
 - The progress that English language learners make towards acquisition of English proficiency; and
 - **At least one additional indicator of School Quality or Student Success.**

Proposal for Public Engagement on Possible Indicators

- The Department proposes to survey the field's response to a list of possible indicators of School Quality and/or Student Success. (Handout)
- The survey would be sent out to the field the week of January 16th, and the public would have three weeks to respond.
- ESSA Think Tank Members will also be asked to distribute the survey to their constituents and encourage them to participate in the survey.

Development of Survey

The indicators included in the survey were compiled based upon:

- A review of nationally researched educational organization policy papers on metrics for measuring school quality;
- A review of researched metrics used in other states;
- Discussions with and surveys completed by the Accountability Measurements and Methodologies work group of the ESSA Think Tank, the ESSA Think Tank, and members of the Board of Regents.

The indicators are divided into two sections within the survey:

- Indicators ready for use beginning with 2017-18 school year data
- Indicators not ready for use beginning with 2017-18 data, but which could be considered for incorporation in future accountability determinations.

List of Proposed Indicators – Ready for 2017-18 SY

Possible Student Success and School Quality indicators that are based on information that NYSED already collects or could have ready for use beginning with the 2017-18 school year results:

- Chronic Absenteeism
- Promotion Rates
- High School Credit Accumulation*
- High School Success Index
- School Safety
- Student access to highly qualified teachers
- Student completion of required credits by year to determine “on track” status*
- Student enrollment in and successful completion of dual-credit coursework*
- Student participation in Advanced Placement (AP), International Baccalaureate (IB), and honors courses*
- Student Attendance
- Student participation in and successful completion of Career and Technical Education (CTE) courses*
- Student participation in and performance on college entrance and/or college placement exams*
- Student successful completion of required courses for graduation*
- Student Suspension Rate (Out of School)
- Success on Regents Exams
- Teacher Attendance
- Teacher Certification/Effectiveness

* The department is in the process of developing the reporting structures for these items that would be sufficiently robust to allow their use as measures of school quality and student success.

List of Proposed Indicators – To be incorporated over time

Possible Student Success and School Quality indicators that the Department believes will not be available for implementation using 2017-18 school year results, but that the Department may be able develop for future implementation:

- Career Readiness
- Opportunity to Learn Standards (e.g., class sizes; guidance counselors; many other possibilities)
- Parent and Community Engagement
- Post-Graduation Outcomes
- Postsecondary enrollment rates
- Postsecondary persistence rates
- Student access to engaging coursework (e.g., project-based learning, wide selection of offerings)
- Student access to high quality materials
- Student access to safe and clean facilities
- Student attainment of certificates and/or licenses
- School Climate Surveys
- Student, staff, and/or parent surveys
- Teacher access to professional learning opportunities that support effective teaching strategies.
- Teacher access to a variety of professional learning activities that meet teacher needs in various stages of development.
- Teacher Turnover

Survey Sample

2. Chronic Absenteeism

Definition: In New York State, chronic absenteeism for a student is defined as missing 10% or more (excused and unexcused) of the days that the student has been enrolled and school has been in session.

Measured by: Calculating the percentage of students annually who meet the definition of being chronically absent within a school.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

- ❖ Respondents will have access to mini-webinars that explain and provide background on each indicator.

Proposed Survey Timeline

Activity	Timeline
Upon Regents approval, the survey will be issued to the field.	Week of January 16, 2017
Survey will be open for responses.	Through February 8, 2017
Update to Board of Regents on Survey Responses	February 13-14, 2017
Public Meetings	Late February/March 2017
Recommendations to Board of Regents on Indicators of School Quality and Student Success	March 13-14, 2017

Full Board Presentations

Monday:

- Presentation of High Concept Ideas regarding providing supports and interventions in low-performing schools.
- Plan to seek feedback from the field on potential measures of school quality and student success.

Tuesday:

- Linda Darling-Hammond, Learning Policy Institute

ATTACHMENT II

New York State Education Department ESSA State Plan High Concept Ideas

Challenging Academic Standards and Assessments

1. To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed rigorous action that will lead to improvements in the participation rate of schools that do not test 95 percent of their students (as opposed to an action designed by USDE).
2. To ensure all students have access to advanced coursework, New York develop procedures to allow districts to administer and accept multiple types of alternatives to state assessments at the secondary level.
3. To ensure all students have access to advanced coursework, New York will seek USDE approval to allow grade 7 and grade 8 students to take a Regents exam in mathematics in lieu of the grade level math test.
4. To ensure all students have equal access to learning and being able to demonstrate what they have learned, New York proposes to:
 - a. Expand on the current set of testing accommodations that enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers.
 - b. Provide accessibility features that will enhance the test experience for all students, including the use of assistive technologies on computer-based tests as they are developed.
5. To ensure that the appropriate assessment is administered to English learners and they are not over tested, New York proposes to seek USDE approval to not require English learners to take multiple English skills tests (i.e., the state ELA test and the NYSESLAT) in a single year to satisfy the English Language Arts (ELA) assessment requirement.
6. To ensure that parents, teachers, principals, other school leaders, and administrators can address specific needs of students in relation to assessments, the State proposes to report assessment sub-scores in student-level reports provided to the parents and school.

Accountability Methodologies and Measurements

7. To ensure that schools focus on students with low performance in ELA and math, we will give schools "full credit" for students who are proficient (Level 3 and 4 scores on Grade 3-8 assessments and Levels 4 and 5 on Regents) and "partial credit" for students who are partially proficient (Level 2 scores on grade 3-8 assessments and Level 3 on Regents).
8. To ensure that students are able to meet assessment requirements for graduation, we will give schools credit for a student's best score on state exams within four years of the student entering high school.
9. To incentivize schools to make efforts to have students reach advanced levels of proficiency, we will give "extra credit" to schools for students who are performing at the advanced or college- and career- readiness level.
10. To ensure that all schools value student proficiency, student growth, and improving student outcomes, we will hold schools accountable for percentages of students who are proficient and partially proficient in ELA and math; progress in increasing the percentage of proficient students over time; and growth of students in ELA and math from year to year.
11. To ensure that schools support students until they graduate, we will use 4-, 5-, and 6- year graduation rates to determine how well schools are doing in getting students to graduate.

12. To ensure that schools support students regardless of the subgroup that they are part of, we will hold schools accountable for closing gaps between groups of students.
13. To ensure that schools maximize opportunities for students, we will create a high school “Success Index” that gives partial credit for students who successfully complete the TASC through AHSEP programs and programs at the school, BOCES, or night school; and extra credit for students who earn a Regents diploma with advanced designation, CTE endorsements, or a Seal of Biliteracy.
14. To ensure that all students benefit from access to rigorous coursework, we will measure student participation in advanced coursework and measure the degree to which students score at specified levels on advanced high school assessments or earn college credit.
15. To ensure that students have access to a well-rounded curriculum, we will differentiate school performance by using student results on Grades 4 and 8 Science exams; Science and Social Studies Regents; and approved graduation pathway examinations.
16. To ensure that school districts have time to implement improvement strategies, we will create new lists of Comprehensive Support and Improvement Schools once every three years.
17. To ensure that schools engage students, we will hold schools accountable based on measures of chronic absenteeism and removal of students from instruction (e.g., suspensions).

Supporting Excellent Educators

18. To ensure that all students have equitable access to the most effective educators, regardless of their physical location, the Department will support school districts, BOCES and Institutes of Higher Education to develop comprehensive systems of educator support that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective teachers; and 5) extending the reach of the most effective educators to the most high-need students; and family and community engagement.
19. To ensure that educators entering the field from preparatory programs understand and are prepared to enter the profession, the Department will increase the minimum placement requirement of 100 hours, require that these placements include a full-time workload for an extended period (e.g., one semester), and require that field experience occur throughout the preparatory program rather than at the end of the program to allow prospective educators exposure to the rigors of the profession before committing to program completion.
20. To ensure that educators entering the field from preparatory programs understand the demands of the profession and are prepared to enter it, the Department will work to expand clinically rich preparatory programs.
21. To ensure that novice educators receive the supports that are necessary to persist in the profession, the Department will seek to revise the current first year mentoring requirement to require a full school year of formal mentoring.
22. To ensure that early career educators (both those new to teaching and to leadership) receive the supports that are necessary to persist in the teaching profession, the Department will develop and encourage districts/Boards of Cooperative Education Services (BOCES) to adopt induction models to support educators during the first three years of their educators’ careers.
23. To ensure that principals and other school leaders receive the supports that are necessary, the Department will use the optional 3% set-aside under Title IIA to develop programs that provide for systemic improvements for principals and other school leaders.

Supporting English Language Learners

24. To ensure that accountability for ELLs/MLLs beginning in their first year of enrollment is equitable and reliable, New York State will use student specific factors (such as prior schooling, level of English proficiency, and age) to determine whether a student takes either the ELA or NYSESLAT to set a baseline for accountability in Year 1, after which schools will be held accountable for a student's growth in language arts on that same assessment in Year 2 and beyond Year 2.
25. To ensure that language arts assessments of ELLs/MLLs are equitable and accurate, New York State will seek funding to develop and implement high quality native/home language arts assessments aligned to standards and curricula.
26. To ensure that ELLs/MLLs have enough time and English instruction to understand coursework, New York State ELLs/MLLs will be expected to become English proficient in three to six years, and this timeline should be extended based on factors like age, prior amount of schooling, and the level of proficiency at entry.

Supporting All Students

27. To ensure that all students have access to a well-rounded education, we will allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.
28. To ensure that all students benefit from strong home-school partnerships, we will promote state, district, and school-level strategies for effectively engaging parents and other family members in their student's education.
29. To ensure that schools are meeting the diverse academic and non-academic needs of all students, we will support districts in strengthening early intervention strategies for English Learners; Students with Disabilities; Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; Neglected, Delinquent, and At-Risk Students as defined in Title I, Part D; and other at-risk/underserved groups such as girls and LGBTQ Youth.
30. To ensure that LEAs are developing and implementing plans that meet the academic and non-academic needs of all students, we will deploy a data-driven performance management system focused on differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of continuous improvement of student outcomes.
31. To ensure that Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; and LGBTQ youth experience the maximum level of educational stability, we will develop and/or update policies, procedures, and guidance related to transportation, disputes and continuous enrollment practices.
32. To ensure that students served in Neglected and Delinquent facilities graduate from high school and meet college- and career- readiness standards, the Department will work closely with the New York State Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate, to develop a plan for requiring facilities to create a formal transition plan for each student. Additionally the Department will require each LEA to identify a liaison to support the implementation and monitoring of those plans for all students who return to their district.

Support and Improvement For Schools

33. To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.

34. To ensure that plans are driving improvement, schools identified as low-performing will conduct an annual review and develop annual plans in collaboration with the families and school community.
35. To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.
36. To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

The Department is also requesting assistance from the public in answering these additional questions:

37. What indicators can the Department use to hold schools accountable for student engagement?
38. Should the Department use part of its 5% Title II set-aside for competitive grants designed to improve the quality of teaching and learning in New York State?
39. Should the Department require LEAs, in their annual Title IIA applications, to describe how funds will be used to address gaps in equitable access to effective educators?
40. Should Title I schools that are identified as Comprehensive (lowest 5%) be required to offer parents the opportunity to transfer their children to another public school in the district, or should it be an option for interested districts?
41. What nationally recognized high school assessments would be appropriate to use in place of the Regents Exams?
42. What testing accommodations should NYSED make available for students with disabilities beyond those already provided?
43. What should be included in New York's State-designed action for schools that do not test 95 percent of their students? The action must be "equally rigorous" to USDE's pre-approved sanctions ("assign a lower summative rating to the school," "assign the lowest performance level on the State's Academic Achievement indicator," or "identify the school for targeted support and improvement")?

ATTACHMENT III

New York State Education Department
Every Student Succeeds Act (ESSA)
Proposed “High Concept Idea” Summaries, 12/01/16
Supports and Improvements for Schools

Topic: School improvement requirements for schools identified as low performing
High Concept Idea #33: To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.
Additional Information about High Concept Idea #33: Schools that are identified as low performing will complete a diagnostic needs assessment that examines root causes contributing to the school’s low performance. The NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) rubric would be used to conduct this analysis. Following the review, the school will develop a school improvement plan based on the results of the needs assessment. The review of Targeted Support and Improvement Schools will be mostly managed by the district. The review of Comprehensive Support and Improvement Schools will be managed by both the district and the state.
Relevant Requirements of ESSA law and/or final rulemaking: ESSA requires that all Comprehensive Supports and Improvement Schools receive a Diagnostic Needs Assessment. ESSA requires that School Improvement plans are then developed based on the needs identified in this needs assessment.
Rationale for High Concept Idea #33: The Department’s rationale for this idea is based upon the understanding that the needs at schools identified as low performing will vary across schools, and that schools will need to develop school specific plans to address the specific barriers that are contributing to their low performance. The needs assessment serves a critical role in allowing schools and districts the flexibility necessary to address the specific needs at the school. The DTSDE rubric was selected with the understanding that the rubric has been used for the past four years in New York State; has been the subject of professional development at the state, district, and school level; and has created a common language and a common system across the state. The rubric was developed through stakeholder input and research into the pillars of effective practices of schools and districts. Research has shown the value of school improvement plans ¹ , along with the need for school improvement plans to be developed following a needs assessment. For example, researchers found that better school improvements are associated with the ability to carry out a careful analysis of the context, prioritize elements in the diagnostic phase of the process and detect specific improvement goals. ² Other research has shown the value of having needs assessment as the first step in the planning process. ³ In addition, the School Improvement Grant process has required that schools complete comprehensive needs assessment as part of the planning process. As noted in guidance, needs assessments are also able to provide the tool through which districts can provide support to schools in turnaround. ⁴
Reaction to the High Concept Idea #33, based on October Survey to Regional Meeting Participants: <ul style="list-style-type: none">• 20% strongly agreed with this idea.• 49% agreed with this idea.

¹ Huber, D. J., & Conway, J. M. (2015). THE EFFECT OF SCHOOL IMPROVEMENT PLANNING ON STUDENT ACHIEVEMENT. *Planning & Changing*, 46(1/2), 56-70.

² CCaputo, A., & Rastelli, V. (2014). School improvement plans and student achievement: Preliminary evidence from the Quality and Merit Project in Italy. *Improving Schools*, 17(1), 72-98. doi:10.1177/1365480213515800

³ Daniel Cook (1989). Systemic Needs Assessment: A Primer. *Journal of Counseling and Development*. 67, 462-464

⁴http://centeronschoolturnaround.org/wp-content/uploads/2015/03/CenteronSchoolTurnaround_SIGPlanning_20150310.pdf

**New York State Education Department
Every Student Succeeds Act (ESSA)
Proposed “High Concept Idea” Summaries, 12/01/16
Supports and Improvements for Schools**

- 14% indicated that they were neutral on this idea.
- 3% disagreed with this idea.
- 2% strongly disagreed with this idea.
- 4% indicated that they were unfamiliar with this idea, and therefore did not wish to respond.
- 8% answered “other” and provided their response in the comment section.

Topic: Annual review and annual plans for low-performing schools

High Concept Idea #34:

To ensure that plans are driving improvement, schools identified as low-performing will receive an annual review and develop annual plans in collaboration with the families and school community.

Additional Information about High Concept Idea #34:

Following the initial needs assessment of the school, both Targeted and Comprehensive Supports and Improvement schools shall receive some form of an annual review to determine if the school improvement plan is being implemented effectively and achieving its desired impact. The annual review will also consider factors that have emerged since the initial needs assessment to provide feedback to the school to allow the school to ensure that its annual plan addresses its most pressing needs. The schools will develop annual plans based on these reviews and other relevant data collected since the initial needs assessments.

Relevant Requirements of ESSA law and/or final rulemaking:

Each state is required to have low-performing schools submit school improvement plans.

Rationale for High Concept Idea #34: The Department’s rationale for this idea is based upon the understanding that school improvement is an ongoing process, and that feedback is essential in helping schools improve. The stakeholder workgroup acknowledged that schools identified as low-performing face a number of challenges that would make a multi-year plan a challenge, such as teacher turnover, leadership turnover at the school and district level, and struggles with implementation. This led the workgroup to acknowledge that the feedback provided by an initial needs assessment may be insufficient to serve as the basis for a multi-year plan, knowing that the plan being pursued needs to be based on the current circumstances at the school, and knowing that in low-performing schools, a needs assessment may identify a number of needs, and it may not be feasible to address all of these immediately. As schools embark on their plan, these schools will need feedback concerning the implementation of their plan to determine if their plan should be revised, rewritten, or continued.

In addition to this concept being an idea supported among the workgroup, research on needs assessments has shown the importance a periodic review of the needs assessment data to ensure continuous focus on small increments of change.⁵

Reaction to the High Concept Idea #34, based on October Survey to Regional Meeting Participants:

- 19% strongly agreed with this idea.
- 39% agreed with this idea.
- 12% indicated that they were neutral on this idea.
- 9% disagreed with this idea.
- 5% strongly disagreed with this idea.
- 3% indicated that they were unfamiliar with this idea, and therefore did not wish to respond.

⁵ Moore-Thomas, C., & Erford, B. T. (2003). *Needs Assessment: An Ongoing Process for School Improvement*.

**New York State Education Department
Every Student Succeeds Act (ESSA)
Proposed “High Concept Idea” Summaries, 12/01/16
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- 13% answered “other” and provided their response in the comment section.

**New York State Education Department
Every Student Succeeds Act (ESSA)
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Topic: Comprehensive Support and Improvement School Flexibility

High Concept Idea #35:

To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.

Additional Information about High Concept Idea #35:

New York shall allow districts with Comprehensive Supports and Improvement schools to determine the most appropriate school reform model that they should pursue. The options to districts would include options that currently exist: Transformation Model, Turnaround Model, Innovative Framework Model, Early Learning Intervention Model, Evidence-based Model, Restart Model, and the Whole School Reform Model. The workgroup recommends that the Whole School Reform model as currently defined by Commissioner’s Regulations be modified to provide for more flexibility for districts and comprehensive schools. These changes would be changes to the language outlined in Commissioner’s Regulations as follows:

- Change “Review the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort;” to “Review the quality of all staff **and ensure that staff** have the ability to be successful in the turnaround efforts;”
- Change “Prevent ineffective teachers from transferring to these schools; “ to “**Only permit** transfers for teachers **who have been rated as Effective or Highly Effective in the most recent evaluation year;**”
- Change “Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;” to “Provide job-embedded, ongoing professional development informed by **the diagnostic review**, the teacher evaluation and support systems and tied to teacher and student needs;” and
- Change “Redesign the school day, week, or year to include additional time for student learning and teacher collaboration” to “**Review** the school day week or year to **consider** additional time for student learning or teacher collaboration **as informed by the diagnostic review.**”

Relevant Requirements of ESSA law and/or final rulemaking:

ESSA requires states to have differentiated supports and improvements for schools based on their identification status. Comprehensive Supports and Improvement schools would be expected to pursue one of the whole school reform models identified above, while Targeted Supports and Improvement schools would not.

Rationale for High Concept Idea #35: The Department’s rationale for this idea is based upon the acknowledgment among the stakeholder workgroup that the needs at Comprehensive Support and Improvement schools vary, and that schools identified as Comprehensive should have the flexibility to pursue the school reform model that best suits the needs of the school and district. Some of the proposed changes to the language currently in Commissioner’s Regulations were rooted in the desire to be more specific, while other changes are presented with the acknowledgment that the staffing in various districts and the collective bargaining agreements in place may make some of the requirements difficult for some schools interested in the Whole School Reform Model option, and therefore may result in those schools pursuing a different reform model, even though that different model may not have been the model that best suited the needs of the school.

Reaction to the High Concept Idea #35, based on October Survey to Regional Meeting Participants:

- 27% strongly agreed with this idea.
- 49% agreed with this idea.
- 10% indicated that they were neutral on this idea.
- 1% disagreed with this idea.
- 1% strongly disagreed with this idea.

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- 9% indicated that they were unfamiliar with this idea, and therefore did not wish to respond.
- 3% answered “other” and provided their response in the comment section.

**New York State Education Department
Every Student Succeeds Act (ESSA)
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Supports and Improvements for Schools**

Topic: Direct Service Set Aside option

High Concept Idea #36:

To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

Additional Information about High Concept Idea #36:

New York shall not pursue the option in ESSA that permits states to set aside up to 3 percent of all Title I funds in order to establish a program of Direct Student Services (DSS). The option presented contained the following requirements:

- 1) The state would reserve up to 3% of Title I funding for all New York State schools, and distribute it for DSS to schools identified as low performing.
- 2) The state would award grants to districts based on the district’s plan to implement DSS.
- 3) Districts would choose which specific types of DSS they will make available to students. Allowable services would include a wide variety of educational opportunities, including personalized learning, public school choice, tutoring, credit recovery, accelerated learning, and access to courses not otherwise available to students in their schools, such as AP.
- 4) Districts would identify eligible providers (although in the case of tutoring providers, the state would develop a list of eligible providers).
- 5) Families of eligible students would choose from among the DSS services and providers offered by their district.
- 6) States and districts would provide ongoing oversight.

Relevant Requirements of ESSA law and/or final rulemaking:

The criteria for Direct Student Services set aside is outlined in *SEC. 1003A. DIRECT STUDENT SERVICES* of ESSA and summarized above.

Rationale for High Concept Idea #36: The Department’s rationale for this idea is based upon the consensus of the stakeholder workgroup. The workgroup presented a number of concerns regarding the DSS option. These included the concern that Title 1 schools that are in good standing receiving less funding, potentially leading to a decline in performance and the concern that based on their experiences with the Supplemental Education Services (SES) requirement of No Child Left Behind, stakeholders were concerned with the quality of the services that external providers are able to provide. There was also concern about the ability of the eligible students with the greatest needs being able to access DSS options presented outside of the school day. Stakeholder members from districts with low-performing schools shared that the provisions contained in the law were too restrictive to offset the benefit of additional funds being available. Workgroup members concluded that identified schools needed adequate flexibility to address the school-specific needs contributing to the school’s low performance, and the DSS provision put restrictions on that flexibility, while also negatively impacting Title 1 schools not identified as low-performing.

Reaction to the High Concept Idea #36, based on October Survey to Regional Meeting Participants:

- 30% strongly agreed with this idea.
- 28% agreed with this idea.
- 12% indicated that they were neutral on this idea.
- 2% disagreed with this idea.
- 11% strongly disagreed with this idea.
- 26% indicated that they were unfamiliar with this idea, and therefore did not wish to respond.
- 2% answered “other” and provided their response in the comment section.

**New York State Education Department
Every Student Succeeds Act (ESSA)
Proposed “High Concept Idea” Summaries, 12/01/16
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ATTACHMENT IV

Survey of School Quality and Student Success Indicators

Context: The Every Student Succeeds Act (ESSA) requires states to reconsider their accountability systems for public schools. As was required under the No Child Left Behind Act, states must use the proficiency rates of students in English language arts and mathematics and high school graduation rates to hold schools accountable for their performance. ESSA requires that schools also be held accountable for the progress that English language learners make towards acquisition of English proficiency. In addition, states must also include in their school accountability system at least one additional indicator of School Quality or Student Success. These indicators may vary by each grade span and can include measures of student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; student engagement; teacher engagement; or any other measure that meaningfully differentiates among schools and is valid, reliable, comparable, and available for schools statewide. Any indicators chosen must also be calculated in the same way for all schools across the State and be able to be disaggregated for each subgroup of students. Below are a number of possible indicators New York State is considering for use in measuring School Quality and Student Success.

The survey has two sections. Section 1 has Student Success and School Quality indicators that are based on information that the New York State Education Department (NYSED or “the Department”) already collects or could have ready for use beginning with the 2017-18 school year results. Section 2 has Student Success and School Quality indicators that the Department does not collect currently and will not be available for implementation using the 2017-18 school year results, but that the Department may be able develop for future implementation.

Section 1: Student Success and School Quality Indicators that are available for implementation beginning with the 2017-18 school year results.

Directions: Please review each indicator, and indicate whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.

1. Please identify the stakeholder group that you most closely align to:
 - a. Civil Rights Organization Representative
 - b. Community Based Organization Representative
 - c. District Personnel
 - d. Government Official
 - e. Parent
 - f. Principal
 - g. School Board Member
 - h. Student

- i. Teacher
- j. Other
- k. Other Educator

2. **Chronic Absenteeism**

Definition: In New York State, chronic absenteeism for a student is defined as missing 10% or more (excused and unexcused) of the days that the student has been enrolled and school has been in session.

Measured by: Calculating the percentage of students annually who meet the definition of being chronically absent within a school.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

3. **Promotion Rates (not currently in use, but could be implemented beginning with 2017-18 school year results)**

Definition: The percentage of students in a school who are promoted to the next grade in the following year.

Measured by: The percentage of students at a school who are promoted to the next grade in the following school year.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

4. **High School Credit Accumulation (not currently in use, but could be implemented beginning with 2017-18 school year results)**

Definition: The percentage of students in each high school who earn 5 or more credits during the school year.

Measured by: Credits earned during the full year.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree

- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

5. High School Success Index (not currently in use, but could be implemented beginning with 2017-18 school year results)

Definition: An index used to give schools credit for students who earn different kinds of diplomas.

Measured by: An index (to be created) that gives school partial credit for students who earn a high school equivalency diploma and extra credit for students who earn a Regents diplomas with advanced designation, CTE endorsements, or a Seal of Biliteracy.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

6. School Safety (Count of serious incidents data would be lagged by one year, i.e., 2016-17 school year data would be used instead of 2017-18 school year data)

Definition: Count of individual serious incidents throughout the school year. Serious incidents are defined as: Homicide, Forcible Sexual Offences, Other Sex Offences, Robbery, Assault with Serious Physical Injury, Arson, Kidnapping, Assault with Physical Injury, Reckless Endangerment, any incident with use of a Weapon, Weapons Possession.

Measured by: Data gathered annually on the number of serious incidents. Could compare against standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

7. Student Attendance

Definition: Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum

of the number of enrolled students who should have been in attendance on each day the school was open during the school year.

Measured by: Comparing school against a standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

8. Student access to highly qualified teachers (not currently in use, but could be implemented beginning with 2017-18 school year results)

Possible Definition: The number of students in each school that are taught by teachers who have been rated effective or highly effective in the last two years and are certified and teaching in their certification area.

Measured by: The ratio of students to “highly qualified” teachers, however it is defined.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

9. Student completion of required credits by year to determine “on track” status (not used now, but could be implemented with the 2017-18 school year results)

Definition: Student who earns a specified number of credits at the end of each year will be determined to be “on track.”

Measured by: Comparing school to a standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

10. Student enrollment in and successful completion of dual-credit coursework (not used now, but could be implemented beginning with the 2017-18 school year results)

Definition: The percentage of students in a high school cohort who enroll and complete courses that both satisfy high school diploma requirements and enable the students to receive college credit.

Measured by: The percentage of students in a high school cohort who enroll and complete courses that both satisfy high school diploma requirements and enable the students to receive college credit.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

11. Student participation in Advanced Placement (AP), International Baccalaureate (IB), and honors courses (not available now, but could be implemented beginning with the 2017-18 school year results)

Definition: The percentage of students in a cohort who participated in AP, IB and honors courses.

Measured by: The percentage of a cohort who participated in AP, IB and honors courses.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

12. Student participation in and successful completion of Career and Technical Education (CTE) courses (not currently in use, but could be implemented beginning with 2017-18 school year results)

Possible Definition: The percentage of students in a high school cohort that enroll and complete CTE courses.

Measured by: The percentage of students in a high school cohort that enrolled in and completed CTE courses.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

13. Student participation in and performance on college entrance and/or college placement exams (not used now, but could be implemented beginning with the 2017-18 school year results)

Definition: The percentage of students in a high school cohort who enroll and receive a standard score on college entrance and/or college placement exams.

Measured by: The percentage of students in a high school cohort who enroll and receive a specified score on college entrance and/or college placement exams.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

14. Student successful completion of required courses for graduation.

Definition: The percentage of students in a high school cohort who successfully complete the number of courses required to earn a Regents or other diploma.

Measured by: The percentage of students in a high school cohort who successfully complete the required courses for graduation.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

15. Student Suspension Rate (Out of School)

Definition: Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer, anytime during the school year, by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Measured by: Comparing school data to a standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.

- g. Other

16. Success on Regents Exams

Definition: Percent of students passing Regents examinations with a score of 90 or higher, and receiving Regents Diplomas with advanced designation.

Measured by: Percentage of students in a high school cohort who have earned scores of 90 or higher on Regents exams or specified scores on approved alternative to Regents exams.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

17. Teacher Attendance

Definition: A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. Vacation days, medical leave and maternity leave days that are administratively approved are not to be included in the numerator and denominator for the calculation of attendance. Teachers participating in field trips or other off-campus activities with students are considered present and should be included in the numerator and denominator for the calculation of attendance.

Measured by: Comparing school to a standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

18. Teacher Certification/Effectiveness

Definition: For Receivership Schools, it is defined as the percent of all teachers teaching one or more assignments outside of certification.

Measured by: Teacher Certification

- a. Strongly Support
- b. Support
- c. Neutral

- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

19. Teacher Turnover

Definition: Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Measured by: Comparing school to a standard or statewide average.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

Section 2: Student Success and School Quality Indicators that are not available now for implementation with the 2017-18 school year results, but the Department may develop for future implementation.

20. Career Readiness

Definition: A measure of how prepared a student is to enter a career after high school, not based on academic data.

Measured by: Gathering data on student attainment of “soft skills” such as, but not limited to: critical thinking and problem solving; collaboration; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

21. Opportunity to Learn Standards (e.g., class sizes; guidance counselors; many other possibilities)

Definition: TBD

Measured by: TBD

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

22. Parent and Community Engagement

Definition: A measure of the degree to which parents and teachers are involved in the education of their children.

Measured by: TBD; one possible measure is participation in events at the school, such as parent-teacher conferences.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

23. Post-Graduation Outcomes

Definition: The percentage of students who within a specified time period are gainfully employed or enrolled in postsecondary education.

Measured by: TBD

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

24. Postsecondary enrollment rates

Definition: The percentage of students in a high school cohort who graduate or receive a high school equivalency diploma and who subsequently enroll in two- or four-year colleges.

Measured by: The percentage of high school students in a cohort who enroll in two- or four-year colleges.

- a. Strongly Support
- b. Support

- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

25. Postsecondary persistence rates

Definition: The percentage of students in a high school who graduate or receive a high school equivalency diploma and who subsequently enroll in two- or four-year colleges and complete the college program within a specified period of time.

Measured by: The percentage of high school students who enroll in two- or four-year colleges and who subsequently complete the college program in a specified period of time.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

26. Student access to engaging coursework (e.g., project-based learning, wide selection of offerings)

Definition: The variety of coursework that a student has access to at the school annually, regardless of student characteristics.

Measured by: The various types of coursework offered in the school, matched with data on the types of students who are accessing the coursework.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

27. Student access to high quality materials

Definition: TBD

Measured by: TBD

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree

- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

28. Student access to safe and clean facilities

Definition: The number of accidents reported annually and/or the number of health and safety violations reported annually.

Measured by: The number of accidents and/or health violations reported annually at the school.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

29. Student attainment of certificates and/or licenses

Possible Definition: The percentage of students in a high school cohort who complete a Career and Technical Education course and receive a certificate or license that qualifies them for employment in that field.

Measured by: The percentage of students in a high school cohort who complete a Career and Technical Education course and receive a certificate or license that qualifies them for employment in that field.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response
- g. Other

30. School Climate Surveys**

Definition: Annual survey of students, parents, and teachers related to the safety and climate of the school.

Measured by: Comparing survey results of a particular school to a standard or statewide results.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.

- g. Other

31. Student, staff, and/or parent surveys

Definition: Responses provided on annual surveys that gather feedback from students, staff and/or parents regarding the school.

Measured by: The results of the annual survey for a particular school compared to a standard or the results of other schools.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

32. Teacher access to professional learning opportunities that support effective teaching strategies.

Definition: The average number of professional learning opportunities a teacher has within a school year at a particular school.

Measured by: The statewide average number of professional learning opportunities a teacher has within a school year compared to the average number available at a particular school.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree
- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

33. Teacher access to a variety of professional learning activities that meet teacher needs in various stages of development.

Definition: The average number of professional learning opportunities a teacher has that are related to areas that they teach, within a school year, at a particular school.

Measured by: The statewide average number of professional learning opportunities a teacher has that are related to areas that they teach, within a school year compared to the average number available at a particular school.

- a. Strongly Support
- b. Support
- c. Neutral
- d. Disagree
- e. Strongly Disagree

- f. I am not familiar with this idea, and therefore I do not wish to provide a response.
- g. Other

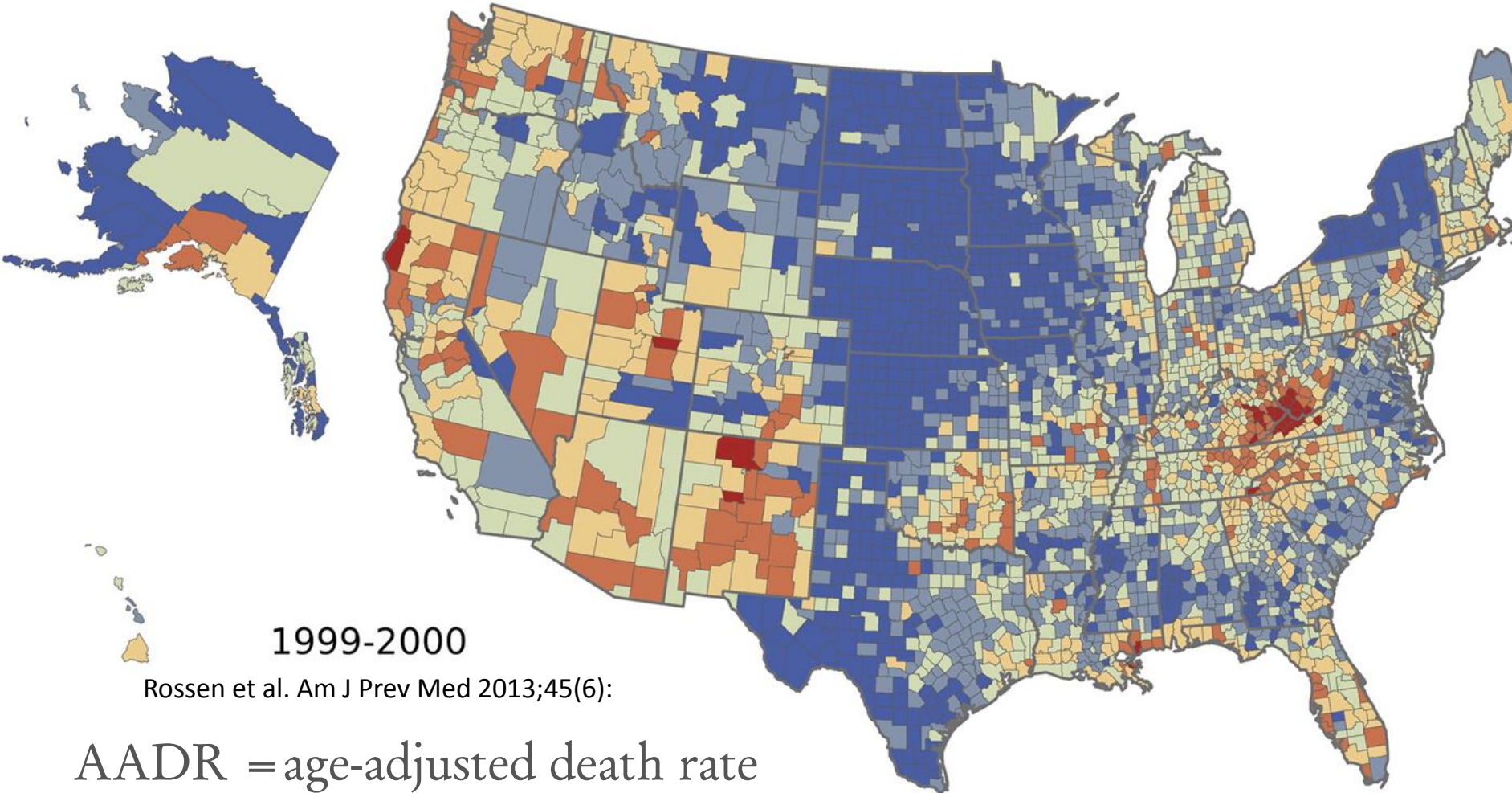
ATTACHMENT V



“So I hope we can work together this year on .. helping people who are battling prescription drug abuse and heroin abuse.”

Drug Poisoning Death Rate

Predicted Annual AADR per 100,000



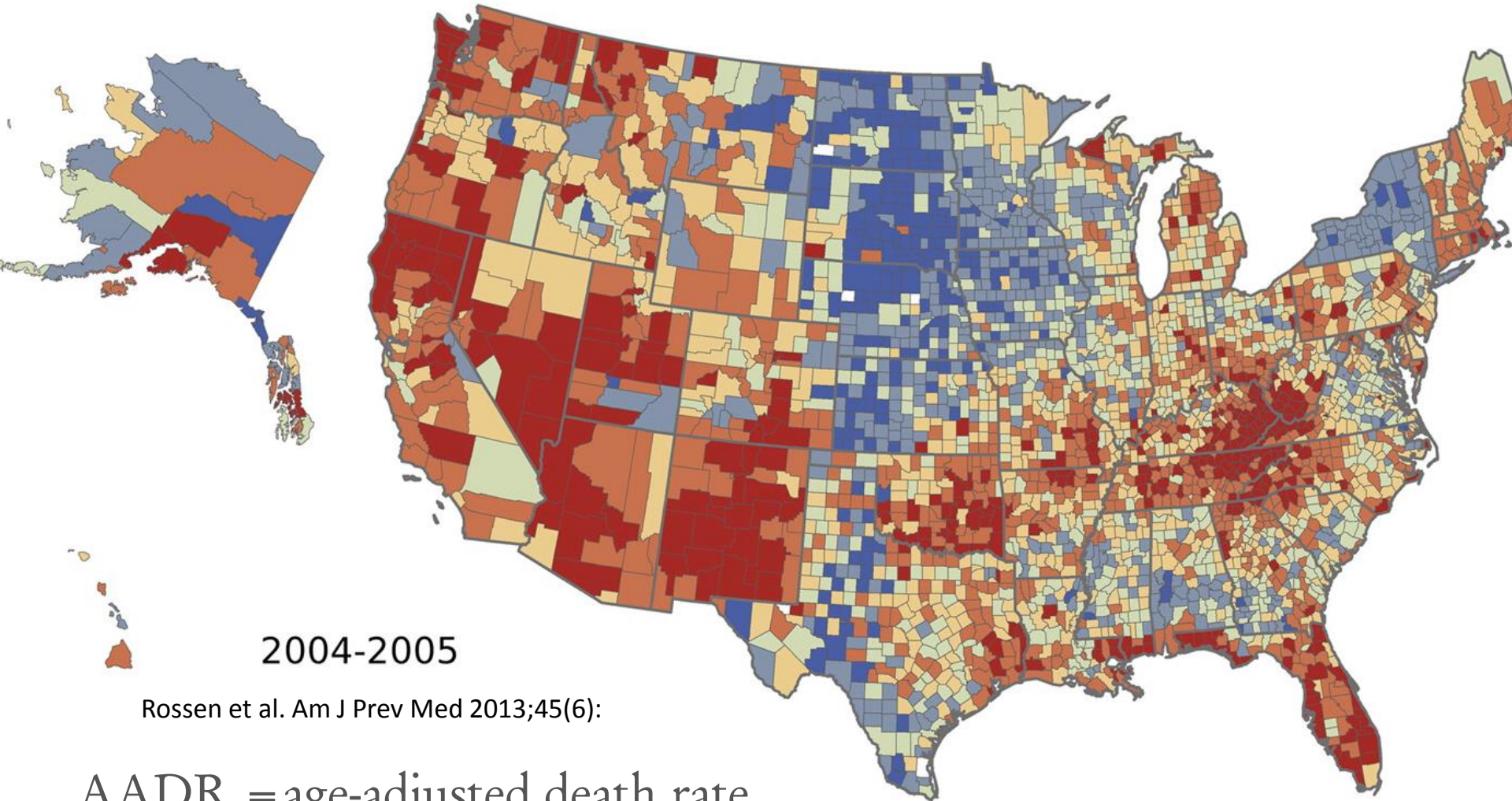
1999-2000

Rossen et al. Am J Prev Med 2013;45(6):

AAADR = age-adjusted death rate

Drug Poisoning Death Rate

Predicted Annual AADR per 100,000



2004-2005

Rossen et al. Am J Prev Med 2013;45(6):

AADR = age-adjusted death rate

JAMA Pediatrics | [Original Investigation](#)

National Trends in Hospitalizations for Opioid Poisonings Among Children and Adolescents, 1997 to 2012

Julie R. Gaither, PhD, MPH, RN; John M. Leventhal, MD; Sheryl A. Ryan, MD; Deepa R. Camenga, MD, MHS

ATTACHMENT VI

Combating Opioid and Heroin Use and Abuse

BOARD OF REGENTS
JANUARY 9, 2017



Panel Discussion about Heroin & Opioid Abuse & Use in NYS

- ❖ Doug Lentivech, Deputy Commissioner, NYSED
- ❖ Renée Rider, Assistant Commissioner, NYSED
- ❖ Sharon Stancliff MD, Medical Director Harm Reduction Coalition (HRC)
- ❖ Erin Graupman, District Coordinator of Student Health Services, Rochester City School District (RCSD)
- ❖ Ann Rhodes, Director Hamilton-Fulton-Montgomery (HFM) Prevention Council
- ❖ John Sumpter, SUNY College Student

AGENDA

1. Overview of the NYSED's Guidance for Implementing Opioid Overdose Prevention Measures in Schools
2. Current Opioid Epidemic & Consequences (HRC)
3. Implementation of an Opioid Overdose Prevention Program in Schools (RCSD)
4. Community & Prevention Partnerships in Schools (HFM)
5. Experiences from a Youth Perspective (HFM)
6. Next Steps
7. Discussion: Questions & Answers

Legislative Framework for Opioid Overdose Prevention in NYS Schools

Public Health Laws

- Public Health Law Section 3309
- 10 NYCRR 80.138

NYS Education Laws and Guidelines

- Article 19 §922 School Health Services
- Article 131 §6527 Medicine
- Article 139 §6909 Nursing
- Education Law §922, as added by Section 4 of Part V of Chapter 57 of the Laws of 2015, was amended by Chapter 68 of the Laws of 2016 to include NYS public libraries as eligible participants in the opioid overdose prevention programs
- Education Law 6509-d provides protection from liability of professional misconduct who is licensed to practice a profession under Title Eight

School District Policy and Procedures

Education Law- Article 19 Section 922

Trained School Personnel May Administer An Opioid Antagonist

- Voluntary, not a mandate. Schools may elect to participate.
- Permits an opioid antagonist (i.e., naloxone) use on-site for emergencies in public and nonpublic schools.
- Ensures access during emergencies for students or personnel having opioid overdose symptoms.
- School nurses and licensed professionals may administer within their professional practices pursuant to a patient non-specific order.
- Employees who volunteer to be trained must complete the training approved by the NYSDOH pursuant to section 3309 of Public Health Law for Opioid Overdose Prevention.

Administration of Naloxone in School Settings Option Chart

Prior to participation in an opioid overdose prevention program and providing an opioid antagonist in a school, district boards of education and school governing bodies should develop policies consistent with the laws and regulations of New York State.

All options should include communication with those providing health oversight to the school/school district.

Note: Education Law permits NYS school districts, boards of cooperative educational services, county vocational education and extension boards, charter schools, and non-public elementary and secondary schools to participate in NYSDOH opioid overdose prevention programs. Therefore, these groups will be generally referenced under school/school district.

	Options for Non-Patient Administration of Naloxone	Non-Patient Specific Order Is Issued By:	Opioid Antagonist (Naloxone) Available free from NYSDOH	Volunteer School Personnel Training	Volunteer School Personnel Administration of Naloxone	School Nurses (RN) Administration of Naloxone
Option 1	School/school district registers with the NYSDOH to operate a NYSDOH Opioid Overdose Prevention Program; School Medical Director required	School Medical Director Only	Yes	To be trained using the NYSDOH-NYSED approved training program	May administer to students or staff on-site at school who exhibit signs of overdose	RNs can only administer naloxone pursuant to a valid non-patient specific order and protocol issued by a licensed physician or NP
Option 2	School/school district allows school nurses to execute non-patient specific orders & protocols for administering opioid related overdose treatment to students and staff in school	School Medical Director or Licensed Physician or Certified Nurse Practitioner (NP)	No	Not applicable	Not applicable	May assign with proper training and on-site direction to Licensed Practical Nurses (LPNs) to administer
Option 3	The school/school district staff receives training as a participant in a NYSDOH Registered Opioid Overdose Prevention Program that is operated by another organization	Clinical Director of a NYSDOH Registered Opioid Overdose Prevention Program Note: An RN can only follow non-patient orders from a licensed physician or NP	Yes	To be trained using the NYSDOH-NYSED approved training program	May administer to students or staff on-site at school under a non-patient specific order	

PRACTICE NOTE: RNs and LPNs may administer an opioid overdose drug/treatment to a student that has a valid **patient specific** order prescribed by a duly licensed physician, physician assistant or nurse practitioner. Students at risk for opioid overdose may already have these orders in place.

This resource was created by the New York State Center for School Health and is available on the Opioid Overdose Prevention Toolkit and Resources Page at: www.schoolhealthny.com Updated 12/2016

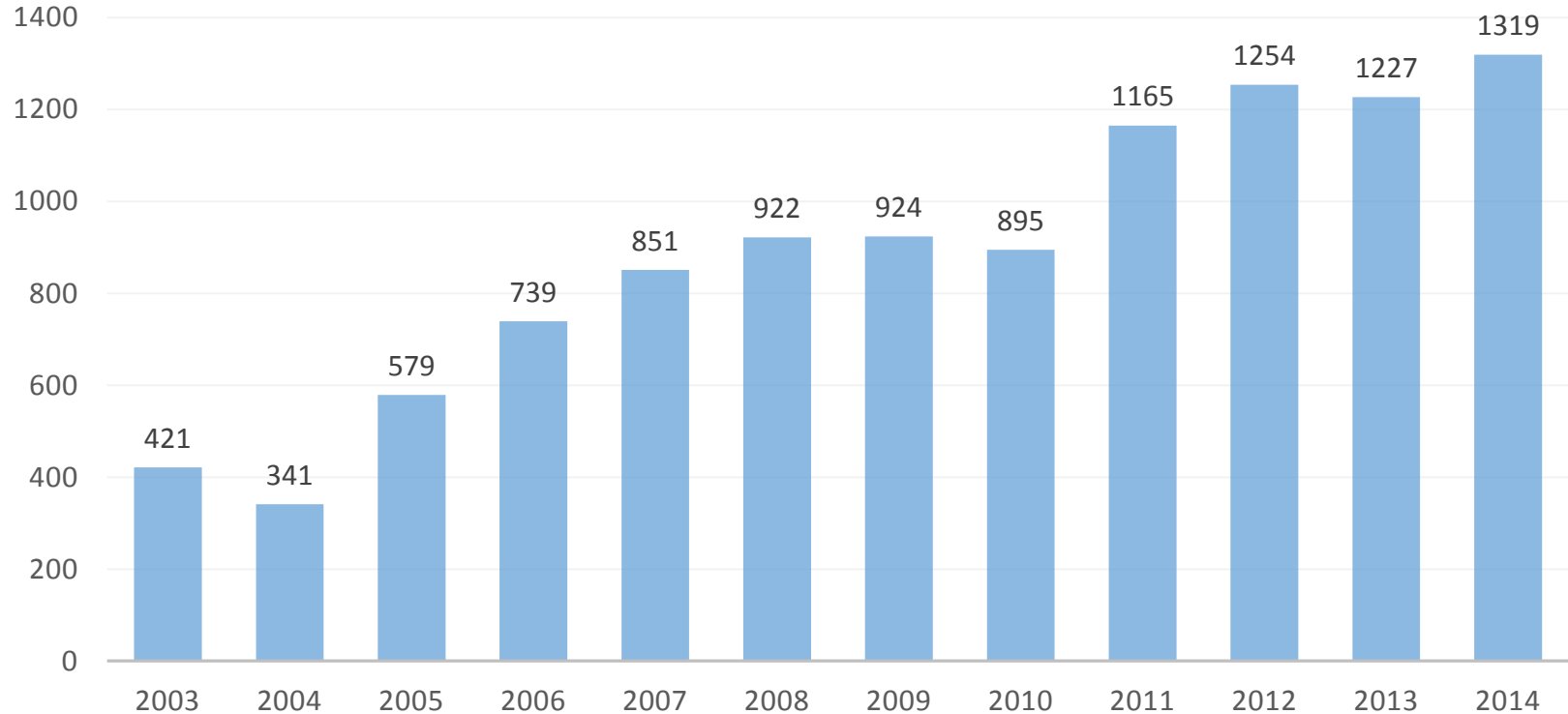
Current Opioid Overdose Epidemic Statistics

- Approximately 30,000 deaths nationally from opioid overdoses (prescription and illicit drugs) in 2015.
- Approximately 2,300 heroin or prescription opioid overdose deaths in 2014 in NYS.
- With over 21 million Americans with substance abuse disorders, the cost burden nationally is \$442 billion.
- Nearly 50% of new Syringe Exchange Program (SEP) enrollees in NYS outside of NYC are younger injectors.
- > 54% of approximately 2,400 naloxone administrations by law enforcement personnel are on persons under 30.

Data Sources: NYS OASAS and NYS Department of Health

Opioid-Related Deaths in NYS—2003-2014

Opioid-Related Deaths in NYS—2003-2014



LIMITATIONS OF THESE DATA SOURCES FROM THE NYSDOH

- Known underreporting
- Data only as good as certificates
- Variability among counties in thoroughness of tox screens and reporting

Schools/Districts Registered as Opioid Overdose Programs- Option 1

YEAR	District Registrations	Individual Schools
2015	12	56
2016	42	155
TOTAL	54	211

Types of Schools/Districts Registered as Opioid Overdose Programs – Option 1

Type of School/District	Number of Registrations	Number of Schools/Sites
Central School Districts	46	174
BOCES	6	35
Private Schools	2	2
TOTAL	54	211

Summary of Registered School Programs Through December 2016 By County

N = 29 Counties

Albany	Onondaga
Broome	Ontario
Cattaraugus	Orange
Chautauqua	Orleans
Delaware	Otsego
Erie	Saratoga
Essex	Seneca
Franklin	Suffolk
Fulton	Tioga
Genesee	Tompkins
Jefferson	Ulster
Kings	Wayne
Monroe	Westchester
Nassau	Yates
Niagara	

Implementation of an Opioid Overdose Prevention Program in Schools

- The Rochester City School District (RCSD) participates as a registered program in the NYS Opioid Overdose Prevention Program and has implemented Option 1.
- Naloxone is available in all RCSD high schools. RNs and LPNs may administer naloxone through a non-patient specific order written by the District Medical Director.
- The district has added the availability of naloxone to the RCSD board policy.
- Parents and staff were informed and educated.

Referrals and Resources for Students and Families

- Five High Schools have School Based Health Centers (SBHC) serving students in that school.
- Four Centers utilize SBIRT (Screening, Brief Intervention, and Referral to Treatment), which screens all students enrolled in the Centers.
- Referrals and/or therapy occur at the Centers.
- Depending on the severity of the abuse, Rochester City School District's support staff can provide referrals and resources to students and families.

Tracking Outcomes

- Rochester City School District administers their own Youth Risk Behavior Survey (YRBS) every two years to all high school students.
- The District is adding the delivery of this Survey to the Local Level District Wellness Policy to ensure implementation.
- Survey allows tracking of trends and awareness of students' behaviors on drug and alcohol usage.
- Survey has potential to implement data-driven decisions on guiding educational health programs beneficial to youth.

Community and Prevention Partnerships in Schools

- OASAS-funded Prevention Councils and Prevention Providers support substance abuse prevention efforts.
- The Hamilton, Fulton, and Montgomery Counties (HFM) Council serves these counties.
- The overarching goal is to stem the tide of the addiction and the opioid crisis by preventing young people from becoming addicted.

Prevention Partnerships Rendered

- Universal school-based prevention programs that are evidence-based are implemented in as many grades as possible (K through 12).
- The OASAS Youth Development Survey is completed in schools every two years in grades 7 -12.
- Identification of risk and protective factors.
- Assist prevention providers and schools in targeting effective interventions.

Continuous Improvement

- Evidence-based programs decrease substance use and increase school performance.
- School-based prevention programs are excellent opportunities to reach many students with inexpensive, effective curricula.
- Partnerships between schools and Community Prevention Councils or Prevention Providers that bring substance abuse prevention programs and Youth Development Surveys to their schools are critical.

Protective Factors That Promote Healthy Youth Development

Community

1. Community Opportunities for Prosocial Involvement
2. Community Rewards for Prosocial Involvement

Family

3. Family Opportunities for Prosocial Involvement
4. Family Rewards for Prosocial Involvement
5. Family Attachment

School

6. School Opportunities for Prosocial Involvement
7. School Rewards for Prosocial Involvement

Individual & Peer

8. Social Skills
9. Belief in the Moral Order
10. Religiosity
11. Prosocial Involvement

Research Findings:

- All Risk and Protective factors from the research predict youth substance use and the other problem behaviors.
- Research from Univ. of Washington, Social Development Research Group provides evidence that the Risk and Protective factor scores also predict statewide standardized academic test scores at the school district level.
 - **Risk factors** increase the probability of problem behaviors.
 - **Protective factors** decrease the probability of problem behaviors.

Why Evidenced-Based Substance Abuse Prevention Programs?

Associated Outcomes:

- 50 to 90% reduction in disruptive behaviors in the classroom, hallways, and other school settings
- 30 to 60% reduction in behavioral referrals, suspensions, or expulsions
- Up to 25% more time for teaching and learning
- 20 to 50% increase in number of children being fully engaged in learning
- Significant increases on students' reading benchmark scores
- 10 to 30% reduction in special education referrals
- Life-time decreased reliance on public services
- Reduction in teacher stress level and teacher turnover
- 50% reduction in the use of drugs over a child's lifetime
- Decrease prevalence and incidence of opioid use

Why Evidenced-Based Substance Abuse Prevention Programs?

Current Delivery Model:

- OASAS has 260 substance abuse prevention providers.
- 85% of substance abuse prevention services are delivered in the schools.
- 25% of schools receive substance abuse prevention curricula support from providers.
- 250,000 students access an EBP curricula-based program annually (about 8% of total NYS student enrollment).

The Power of Prevention

How Can Students Access Prevention Programming?

- Continue growing NYSED-OASAS-DOH partnership
- Consider options for teacher training
- Optimize prevention providers' access to schools
- Link to existing NYSED support structures
- Align with current school frameworks

Reflections from a Youth Impacted by Substance Abuse

- The journey is as unique as the individual, but cannot be made alone.
- Barriers often exist when attempting to obtain support.
- Ways schools can be more supportive in treatment and recovery.

NEXT STEPS

1. Continue to work with our partners and other key stakeholders to move the prevention and recovery agenda forward and to develop additional guidance on Health Education Standards Modernization (*An Instructional Resource Packet for Heroin and Opioids*).
2. Engage in Anti-Stigma Campaigns to break down stereotypes about people who use drugs and alcohol.
3. Collaborate with NYSED's Offices of Early Learning, Curriculum and Instruction, and Higher Education to identify gaps in prevention education and increase capacity to provide assistance on health education.
4. Recommend legislative changes so opioid antagonists can be administered to anyone on school property and at any school event.

Discussion, Questions & Answers



ATTACHMENT VII

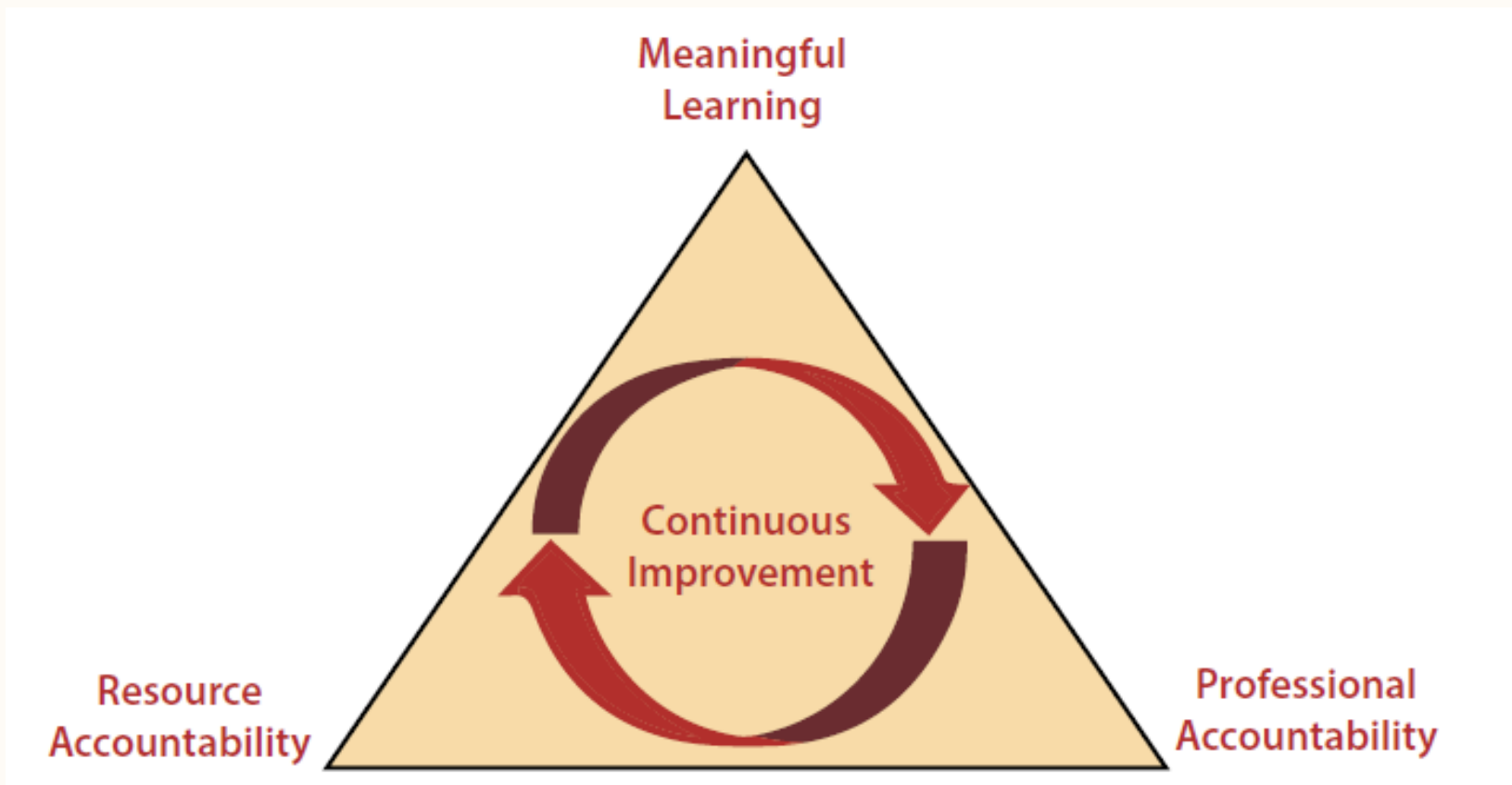


NYS Regents

Building an Accountability System

Key Questions for States

- What to Measure?
 - to promote meaningful learning
 - to promote greater equity
- How to Measure?
- How to Use the Data?
- How to Support Improvement?



A Theory of Action Aimed at Continuous Improvement

Theory of Action

The Accountability and Continuous Improvement system will:

1. Articulate the state's **expectations** for districts & schools
2. Foster **quality and equity**;
3. Provide **useful information** that helps parents, districts, schools, and policymakers make important decisions;
4. **Build capacity** and increase support for districts and schools.
5. Encourage **continuous improvement** focused on student-level outcomes, using multiple measures for state and local priorities; and
6. Promote system-wide **integration and innovation**.

**California's Accountability and
Continuous Improvement System**

Performance

Equity

Improvement

WHAT TO MEASURE?

ESSA Required Measures

Academic Achievement

- English language arts and mathematics, 3-8 and once in HS
- Science, once in 3-5, 6-8, 10-12

English Proficiency

- Progress / gains in achieving English proficiency

Another Academic Indicator



- Another academic indicator in elementary school
- 4-year adjusted cohort graduation rate (states can add extended rate)

At Least One Other Indicator

- E.g. School climate; opportunity to learn; readiness for post-secondary



Federal Accountability Indicators Must:

- Be able to be disaggregated by student subgroup*

	
Student surveys about school climate	Teacher surveys about school climate
Student enrollment or completion of advanced coursework	School-level course offerings

*ESSA Sec. 1111(c)(4)(B)(v)(II)(IV) suggests “educator engagement” as a possible measure for the “5th Indicator,” which seems to be a contradiction. Additional clarification will be needed.

- ⌘ Be able to meaningfully differentiate among schools

	
Chronic absenteeism	Average daily attendance (tends to be around 90% for all schools)

ACADEMIC OUTCOMES

Achievement on Assessments

- Standardized test results, reported in terms of status and growth for individual students and/or student cohorts
- Performance assessment results from common state tasks
- Progress toward English language proficiency / EL reclassification rates
- Students meeting college standard on AP/IB or other college readiness tests or dual credit college coursework

Graduation / School Progress

- 4-, 5-, and/or 6-year adjusted cohort graduation rates
- % of 8th graders who are ready for HS (grades, attendance, suspensions)
- Promotion rates / Dropout rates

Career and College Readiness

- Students completing college preparatory coursework, approved CTE sequence, or both
- Students meeting standard on graduation portfolios, or industry-approved certificates, licenses, or badges recognized by post-secondary institutions and businesses

OPPORTUNITIES TO LEARN

Curriculum Access

- Access to a full curriculum, including science, history, and the arts, as well as reading and math
- Availability of and participation in rigorous courses (e.g. college preparatory, Advanced placement), programs, etc.
- Availability of standards-based curriculum materials, technology resources

Access to Resources

- Ratios of students, counselors, and specialists to students
- Teacher qualifications
- Safe, adequate facilities

School Climate

- Evidence from student and staff surveys about school offerings, instruction, supports, trust, belonging

Teachers' Opportunities to Learn

- Access to and participation in professional development

ENGAGEMENT

Student Participation

- Attendance / chronic absenteeism
- Suspensions / expulsion rates
- Student perceptions of belonging, safety, engagement, school climate on student surveys

Social-emotional learning

- Student attitudes towards learning (academic mindset)
- Indicators of social -emotional skills (from assessments)
- Indicators of social-emotional supports (from surveys)

Parent / Community Engagement

- Indicators of engagement, school responsiveness from parent surveys

Teacher Engagement

- Indicators of participation, engagement from teacher surveys

How do you choose?

⇒ *What information is meaningful?
(To the state, to communities?)*

⇒ *How can that information be accurately measured
and responded to in ways that drive positive
behaviors?*

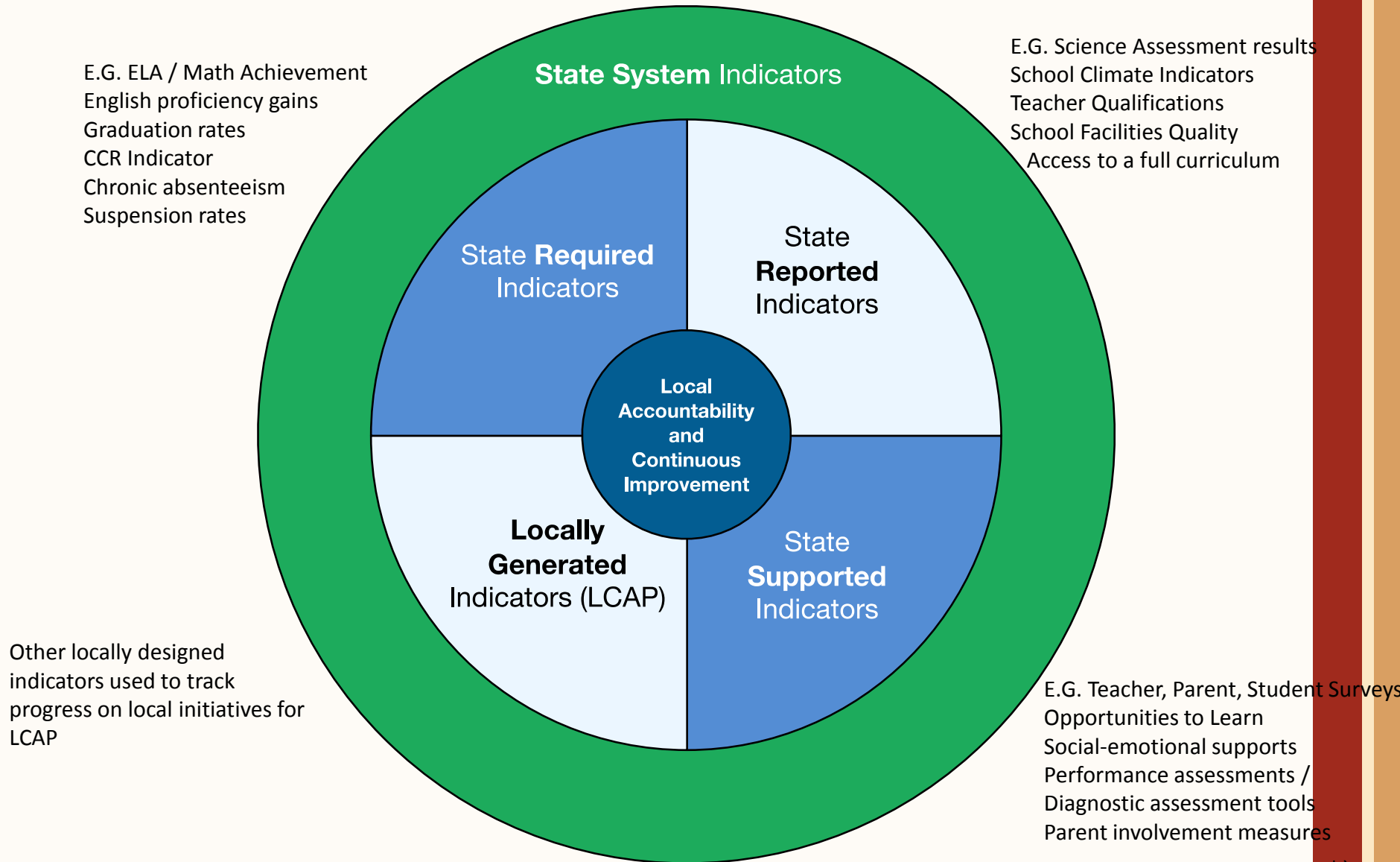


Criteria for Including Indicators

- Relevance: Measures what matters based on research
- Transparency: Supports public understanding
- Usefulness: Incentivizes productive behaviors
- Solution-Oriented: Offers diagnostics; informs change
- Accountability: Guides support based on ***what students are getting*** as well as ***how they are doing***



Different Types of Indicators



Tiers of Indicators

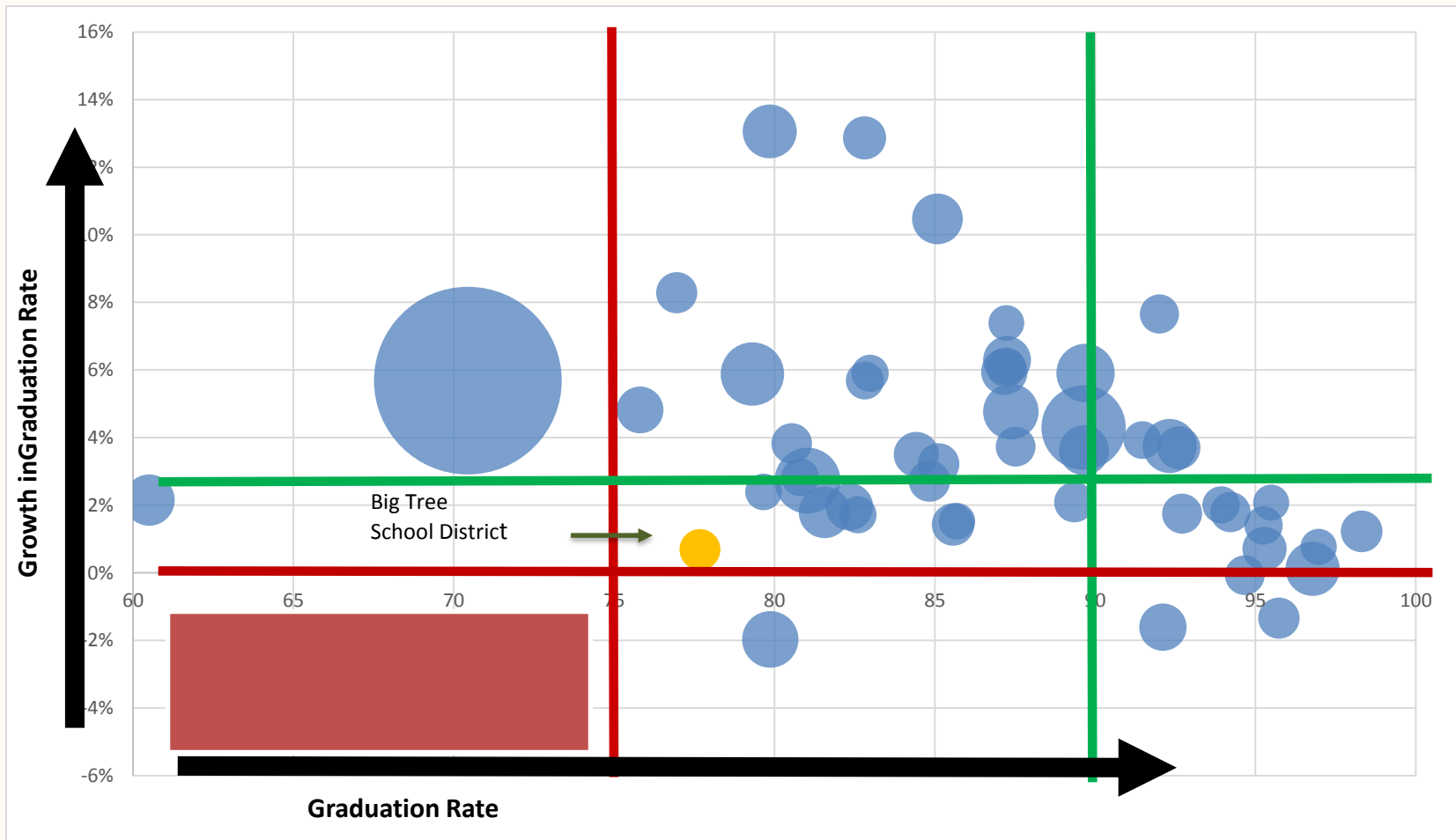
State-required, Used for Federal Accountability	Measures used for monitoring and identifying schools for intervention as required by ESSA. Data must meet ESSA's requirements: comparable, differentiates among schools, and reportable by student subgroup
State-reported	Measures available in a comparable way across districts and schools to inform ongoing evaluation and continuous improvement processes.
State-supported	Tools and measures provided by the state that districts or schools may choose to use to measure and improve teaching and learning.
Locally Developed	Indicators schools and districts may adopt for their own purposes to guide their monitoring and improvement efforts.

HOW TO MEASURE?

Key Issues in Use of Assessment Measures

- Emphasize progress for all students
- Focus on gains in scale scores across the entire continuum of achievement (not just hitting a “proficiency” benchmark)
 - for ELA and math tests
 - for EL assessments
- Avoid “Catch 22” for English learner group by including reclassified students for 4 years
- Consider measuring status *and* growth
- Consider combining some indicators into an index where they measure related constructs

Graduation Rates and Growth



Looking at Performance and Improvement Together (Career /

Example of Performance on CCI

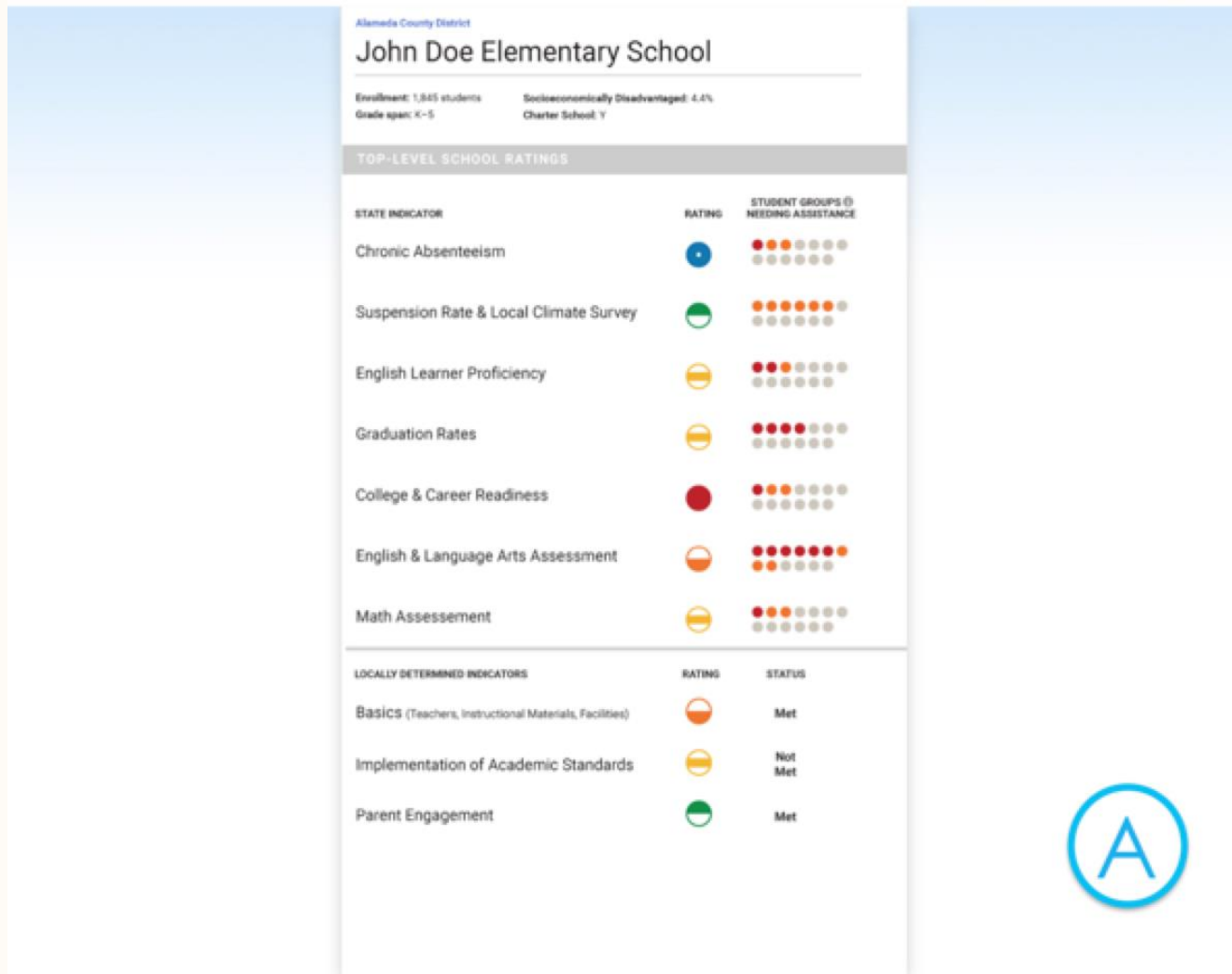
Example: A school with an Increase in **Change** and a Very Low **Status** would have an overall performance of **Orange** for the CCI.

Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	by more 10%	by 10% to 1%	Declined or improved by less than 1%	by 1% to less than 10%	by 10% or more
Very High 75% or more	Yellow	Blue	Blue	Blue	Blue
High 50% to less than 75%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 50%	Orange	Orange	Yellow	Green	Green
Low 5% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 5%	Red	Red	Red	Orange	Yellow

Status

California Dashboard



College & Career Readiness Indicators

Emphasize learning outcomes that enhance equity and access

- % of students finishing college prep sequence (California A-G sequence)
- % of students completing a career pathway (CA, CT, GA, KY, MD, MA, NV, NM, NC, SC, TX, VA, WA)
- % reaching college standard on AP / IB/ dual credit courses
- % of students receiving industry-recognized credentials (Kentucky, Virginia)
- % of students in approved work-based learning (South Carolina)

College and Career Indicator Standard Model

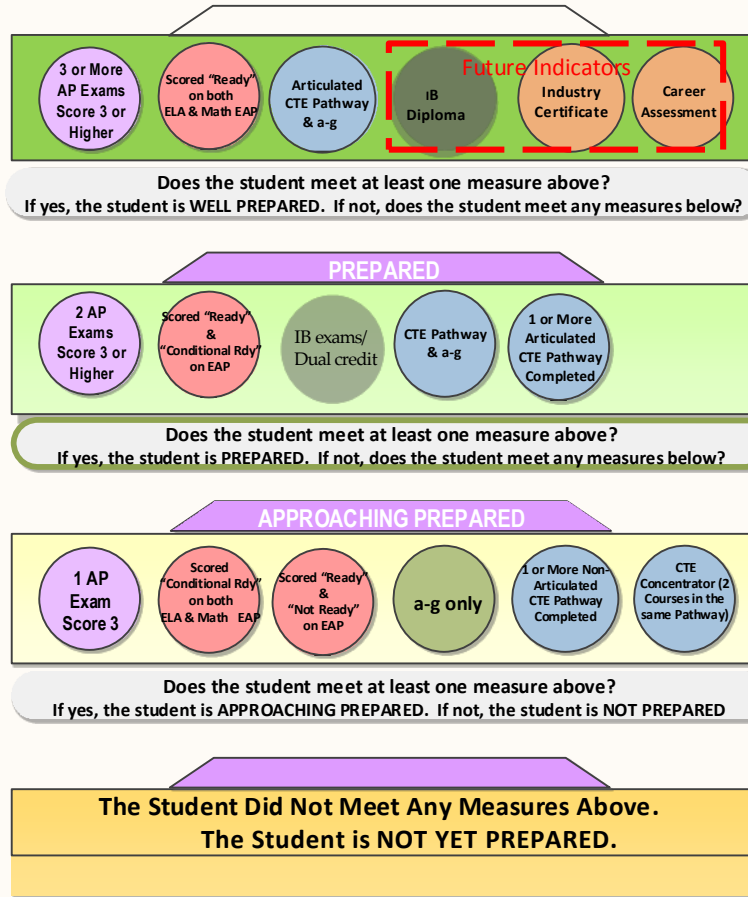
Points are awarded based on a student's highest achievement on any one measure*.

Indicators:

A-G (College prep courses)
 CTE sequence
 AP / IB / Dual Credit
 College readiness exam
 (SBAC)

Possible additions:

State Seal of Biliteracy
 Golden State Merit Diploma
 Approved performance
 assessments/ portfolios



*

Measure: Each measure identified in this conceptual model may be a college measure, a career measure, or a combination of both.

NOTE: The following measures will be added when available:

- International Baccalaureate (IB)
- Dual Enrollment
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

HOW TO USE THE DATA?

Next big questions ahead....

- How will the measures be combined to identify schools eligible for support?
- How will the measures be weighted across categories?
- How will the manner of combining indicators impact improvement supports and strategies?



Different logics about how to help schools improve

Focus on identifying and fixing “low performers”
and helping them to “measure up”

Goal = finding and improving bottom 5%

Focus on continuous improvement by all
schools, belief that the “next level of work”
is different in different schools

Goal = providing information for diagnosis and
opportunities for focused improvement

Options

- Weighting indicators and combining into an index or single score for ranking schools
- Looking at indicators individually and using decision rules to determine when and where intervention is needed
- Combining both purposes by keeping the dashboard (rather than rankings) front and center, aside from identification each 3 years

A Multiple Measure Accountability System in CA

COLLEGE & CAREER READY GRADUATES CORE DISTRICTS

Academic Domain

60%

40%

Social-Emotional and
Culture-Climate Domain

Elimination of Disparity and Disproportionality

- Achievement and Growth
- Graduation Rate
- On Track to Graduate (Grade 8)*

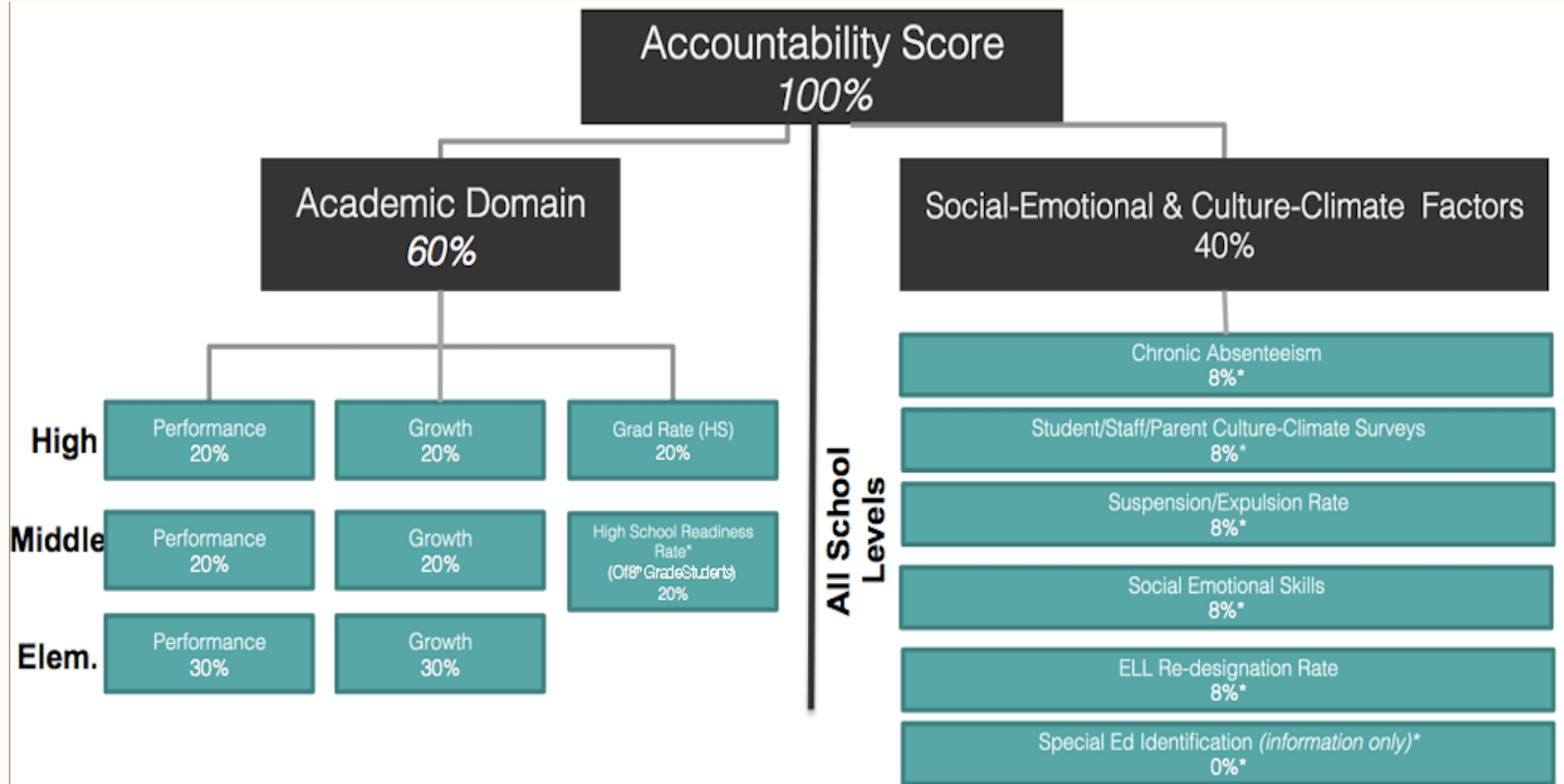
College/ Career Readiness

All Students
and
Subgroups

- Chronic Absenteeism
- Student/Staff/Parent
- Culture-Climate Surveys
- Suspension/Expulsion Rate
- Social Emotional Skills
- ELL Re-Designation Rate

CORE'S Weighting System:

Used for Identification / Dashboard Used for Reporting





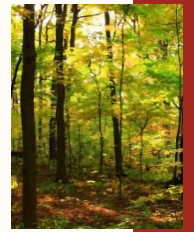
Next Generation Accountability Report, 2014-15

Choose a District

Ashford School District

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	72.0	75	96.0	100	96.0	67.9
1b.	ELA Performance Index – High Needs Students	62.8	75	83.7	100	83.7	56.7
1c.	Math Performance Index – All Students	61.7	75	82.3	100	82.3	59.3
1d.	Math Performance Index – High Needs Students	53.9	75	71.8	100	71.8	47.8
1e.	Science Performance Index – All Students	54.2	75	72.2	100	72.2	56.5
1f.	Science Performance Index – High Needs Students	47.1	75	62.8	100	62.8	45.9
4a.	Chronic Absenteeism – All Students	6.8%	<=5%	46.3	50	92.6	10.6%
4b.	Chronic Absenteeism – High Needs Students	10.0%	<=5%	40.0	50	80.0	17.3%
5	Preparation for CCR – % taking courses	N/A	75%	0.0	0	0.0	66.1%
6	Preparation for CCR – % passing exams	N/A	75%	0.0	0	0.0	37.3%
7	On-track to High School Graduation	84.8%	94%	45.1	50	90.2	85.6%
8	4-year Graduation All Students (2014 Cohort)	N/A	94%	0.0	0	0.0	87.0%
9	6-year Graduation - High Needs Students (2012 Cohort)	N/A	94%	0.0	0	0.0	77.6%
10	Postsecondary Entrance (Class of 2014)	N/A	75%	0.0	0	0.0	72.8%
11	Physical Fitness (estimated part rate) and (fitness rate)	98.6% 47.9%	75%	31.9	50	63.8	87.6% #####
12	Arts Access	N/A	60%	0.0	0	0.0	45.7%
	Accountability Index			632.1	800	79.0	

Type of Aggregation- Index- Average with Weights



School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Average
Jones High School	58	65	61	98	72	64	76	15	63.6
Smith Academy High	35	37	36	76	79	56	39	29	48.4
Frakes Secondary School	24	29	31	59	21	75	35	26	37.5
Madson High School	86	80	85	43	54	96	80	82	75.8
Darwish Secondary High School	32	25	35	72	70	57	58	56	50.6
Icenogle High School	86	84	79	84	61	25	72	78	71.1
Palmquist Secondary School	95	89	82	94	35	68	92	89	80.5
Solina High School	31	26	36	35	63	95	47	16	43.6
Spencer Community School	65	63	70	61	49	64	63	73	63.5
Lindsay High School	23	27	25	57	67	43	50	64	44.5

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

Type of Aggregation- Index- Counts of Struggling Areas



School	Reading/ELA	Math	Science	Grad. Rate	PLP	Climate	Staff Satisfaction	Return on Investment	Counts
Jones High School	58	65	61	98	72	64	76	15	1
Smith Academy High	35	37	36	76	79	56	39	29	0
Frakes Secondary School	24	29	31	59	21	75	35	26	2
Madson High School	86	80	85	43	54	96	80	82	0
Darwish Secondary High School	32	25	35	72	70	57	58	56	1 (2)
Icenogle High School	86	84	79	84	61	25	72	78	1
Palmquist Secondary School	95	89	82	94	35	68	92	89	0
Solina High School	31	26	36	35	63	95	47	16	1 (2)
Spencer Community School	65	63	70	61	49	64	63	73	0
Lindsay High School	23	27	25	57	67	43	50	64	2 (4)

Source: CCSSO Conference, Ryan Reyna and Andrew Rice presenters 6/8/16

HOW TO SUPPORT IMPROVEMENT?

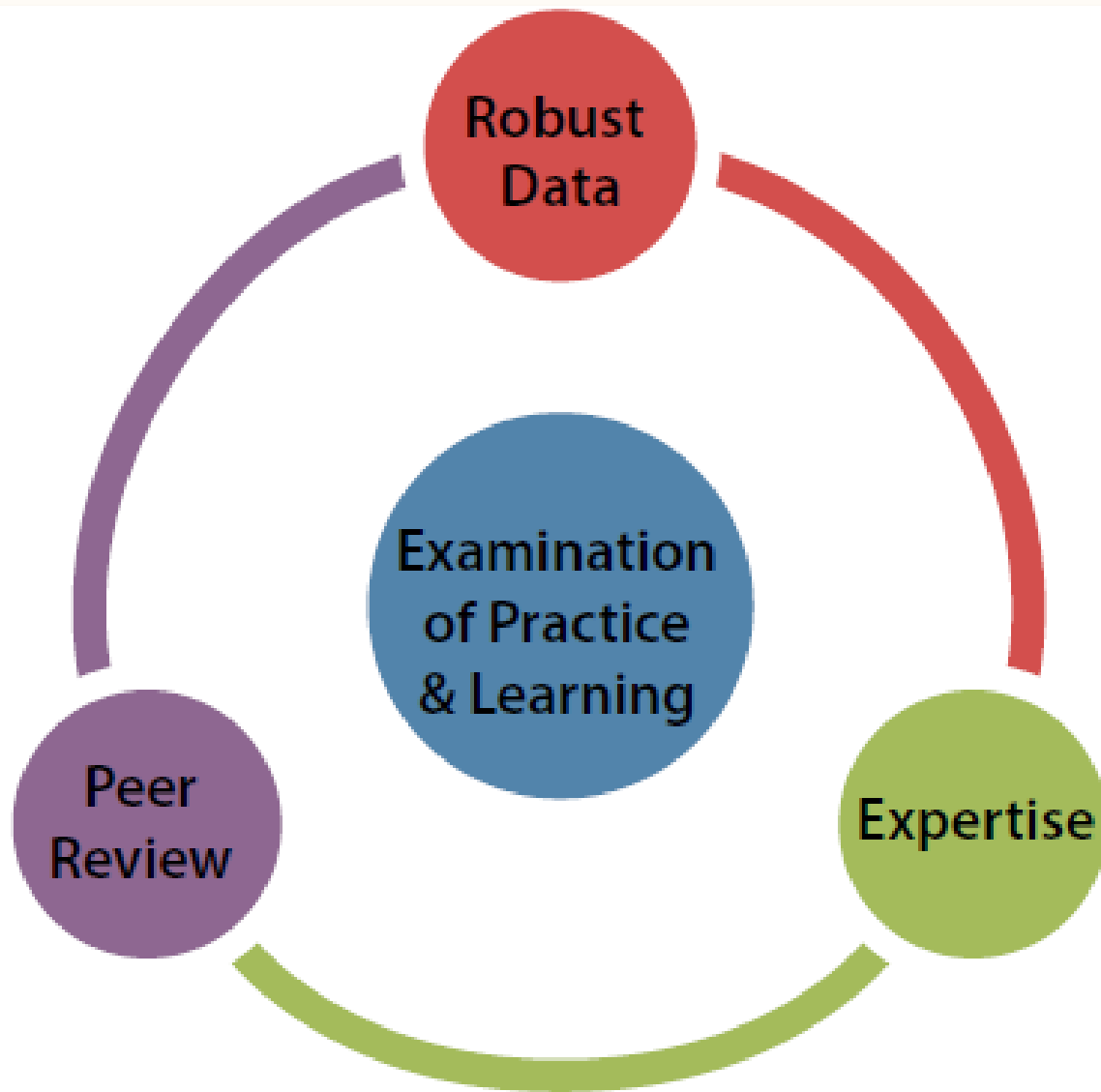
After identifying schools:

For schools that fall into one of the intervention categories (overall, equity gap, high school graduation), school districts must complete a *comprehensive support and improvement plan* that:

- is informed by the indicators and long-term goals from the state's accountability system,
- includes evidence-based interventions,
- is responsive to a school-level needs assessment, &
- identifies resource inequities that will be addressed.

Using the Dashboard for Improvement

- School / District annual review in the context of planning and goal-setting
- Regional (e.g. BOCES) or state review to offer learning supports for networks, examine trends (locally and statewide), identify successes for documentation and emulation
- Identify districts / schools for needed intervention
 - Diagnostic review
 - Supports for strategic changes



**School Quality Review /
Diagnostic Tool for School and District Effectiveness**

Support for Improvement

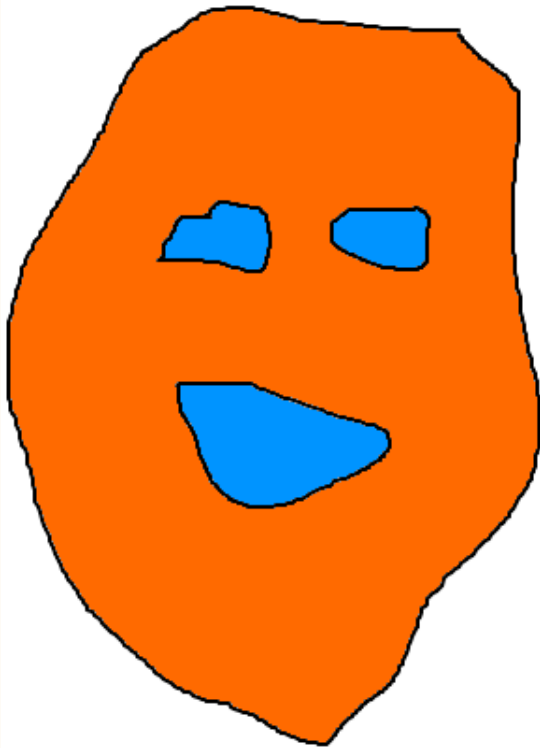
- Teams of expert educators trained to work with struggling schools
- School pairs and networks for learning
- Content collaboratives / subject matter projects
- Trained curriculum coaches
- Wraparound services, including extended learning after school and in summer
- School redesign initiatives based on research and best practices

Multiple Levels of Support

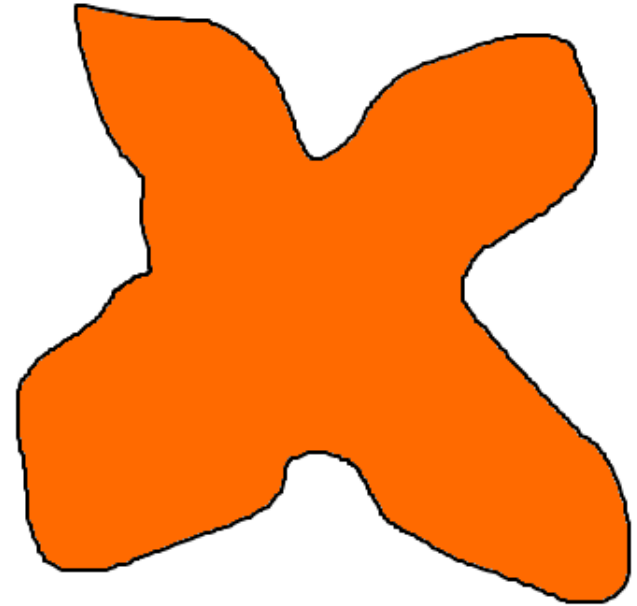
Tier/level	Type of Support
All Improvement and Shared Learning for All LEAs	The measures will help recognize success/identify the strengths of LEAs and schools and therefore will serve as a means to identify which LEAs and schools are well-positioned to share their successful practices with others through formal and informal improvement efforts across schools and LEAs. State and County Offices of Education will also develop tools and supports available to all LEAs and schools (Planning supports, professional development, vetted best practices, etc.)
Focused Improvement Support	State and County Offices of Education will use the selected accountability measures to identify schools and LEAs in need of focused intervention, and the areas in which improvement supports are needed, and help connect them to useful supports and learning opportunities.
Intensive Improvement Support	State and County Offices of Education will use accountability measures to identify LEAs and schools that need more comprehensive and intensive supports to make large improvements in performance and/or growth. These measures will not only help to identify where intensive supports are needed, but what other similar LEAs might be best positioned to provide them in a partner relationship.

A Tale of Two (Hypothetical) States:

Goodlanda

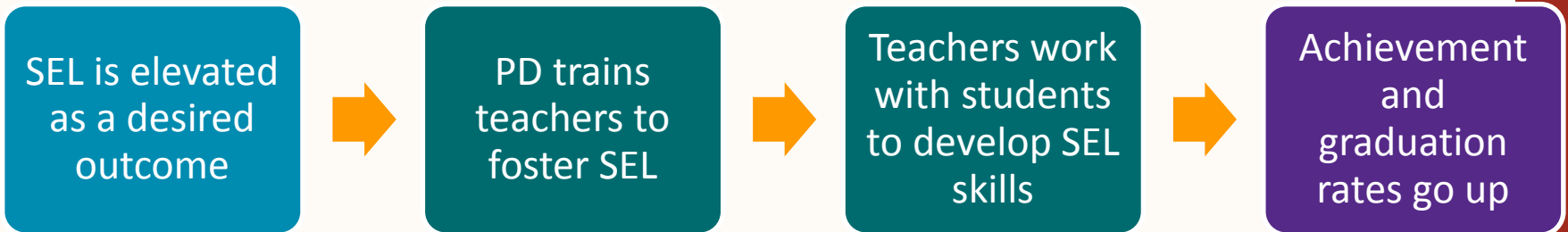


Badlanda

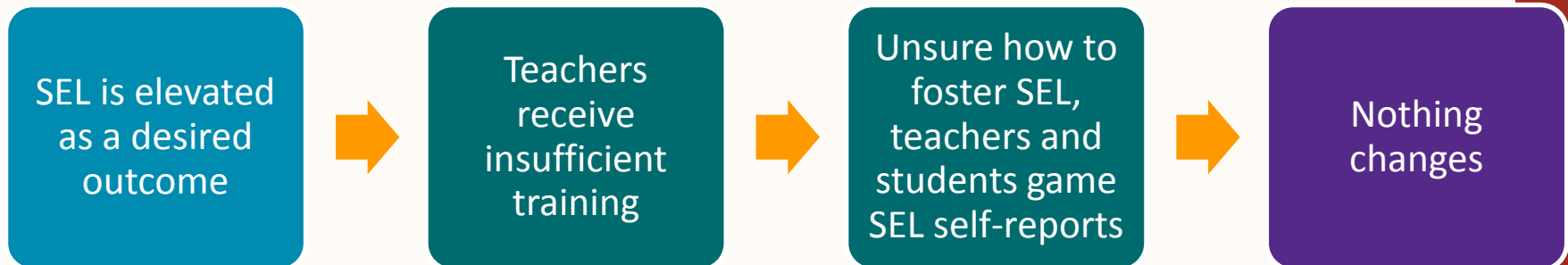


Example: Social-Emotional Learning

In Goodlanda:



In Badlanda:



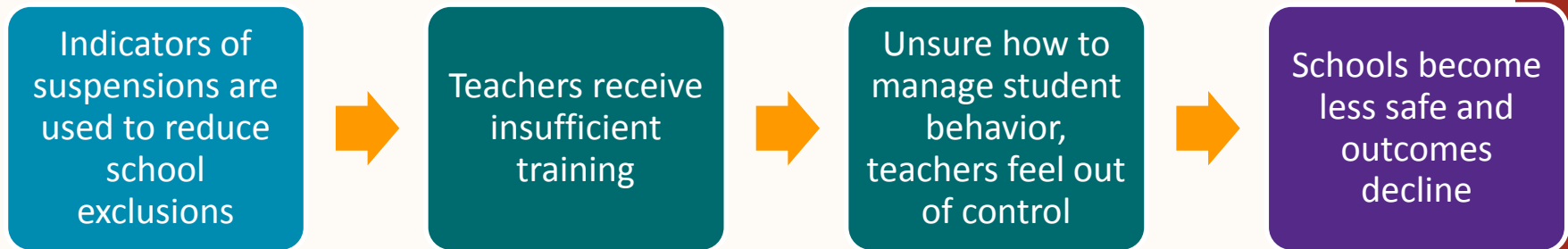
The Moral: (1) Be sure that measures can “stand up” to the pressures of accountability. (2) Consider bundling SEL measures with information on school climate and teacher professional learning.

Example: Suspension Rates

In Goodlanda:



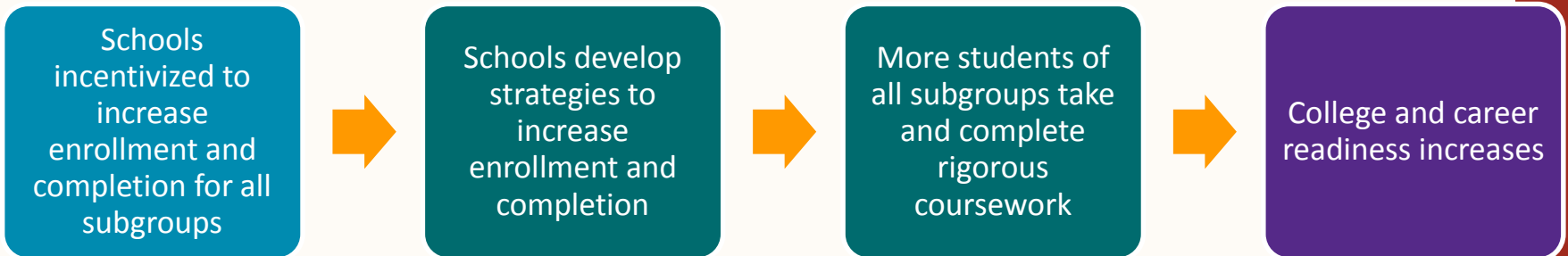
In Badlanda (second scenario):



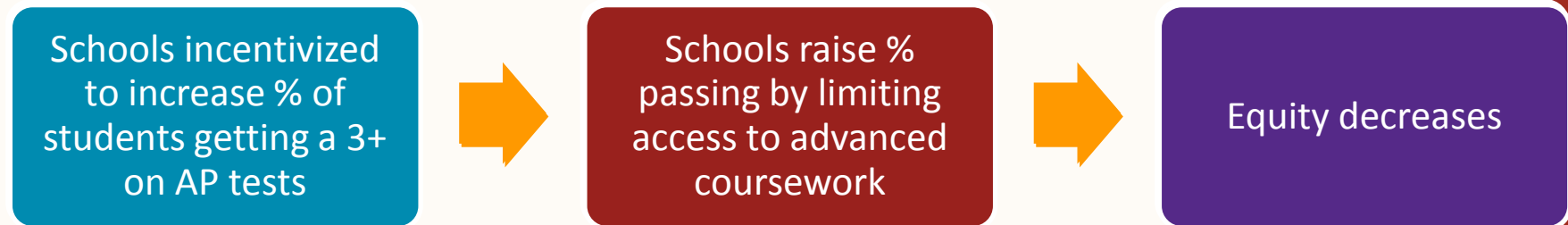
Professional development for teachers and leaders must accompany the use of measures intended to change practices

Example: Rigorous Coursework

In Goodlanda:



In Badlanda (second scenario):



The Moral: (1) Monitor both course access and completion, and disaggregate both by subgroup. (2) Consider bundling these measures with postsecondary indicators such as placement, enrollment, or completion of credit-bearing college coursework.

In sum...

- **Be thoughtful about the implications of indicators**
 - What supports will be needed for schools to succeed in achieving the genuine goal of the indicator?
 - What unintended consequences might occur if schools do not have knowledge or capacity to meet the goals of an indicator?
- **Be wary of including indicators without a clear purpose**
 - How might the number of data points affect clarity of message about what matters? What are the most important messages you want to send to parents, students, advocates?
- **Consider what measures belong in federal accountability, and which will be implemented as part of deeper diagnostics and continuous improvement processes**
 - Accountability indicators are just the starting point – they should lead to further analysis and capacity-building to address root causes.