TO: The Honorable the Members of the Board of Regents

FROM: Tony Lofrumento

SUBJECT: Summary of the April 2017 Meeting

DATE: April 27, 2017

AUTHORIZATION(S):

Executive Summary

Issue for Decision

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

Proposed Handling

Approval of the Summary of April 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 April 2017 meeting.

Timetable for Implementation

Effective May 9, 2017.

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

The University of the State of New York

Education Department

SUMMARY OF THE APRIL 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

April 3 and 4, 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, April 3, 2017 at 9:00 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, April 3rd at 9:00 a.m.

Board Members in Attendance:
Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
Roger Tilles
Lester W. Young, Jr.
Christine D. Cea
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
Susan W. Mittler

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 Wade S. Norwood was absent and excused.

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

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session, Monday, April 3rd at 4:45 pm to discuss personnel matters.

Motion by:	Vice Chancellor T. Andrew Brown
Seconded by:	Regent Christine D. Cea
Action:	Motion carried unanimously

New York State Strategic Plan for the Arts
BR (A) 4
(Attachments I and II)

MOVED, that the Board of Regents approve the Statewide Strategic Plan for the Arts and direct Department staff to continue the process to update New York State learning standards that unify the existing New York State Learning Standards for the Arts and the National Core Arts Standards and propose these new arts learning standards for adoption in 2017. Along with the draft standards, a draft timeline will be released to the public that outlines the steps the Department intends to take to ensure a gradual and thoughtful transition to new standards.

Motion by:	Regent Roger Tilles
Seconded by:	Regent Lester W. Young, Jr.
Action:	Motion carried unanimously

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 Monday, April 3, 2017 at 5:10 p.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, April 3rd at 5:10 p.m.

Board Members in Attendance:
Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
Roger Tilles
Lester W. Young, Jr.
Christine D. Cea
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
Susan W. Mittler

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 Wade S. Norwood was absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 5:10 p.m.

ACTION ITEM

P-12 Education Committee Report

Your P-12 Education Committee held its scheduled meeting on April 3, 2017. All members were present, except for Regent Norwood, who was excused.

ACTION ITEMS

Renewals to Charters Authorized by the Trustees of the State University of New York [P-12 (A) 5]

Your Committee recommends that the Board of Regents return the proposed charters for Success Academy Charter School – Bronx 1, Success Academy Charter School – Bronx

2, Success Academy Charter School – Crown Heights, Success Academy Charter School – Fort Greene, Success Academy Charter School – Harlem 2, Success Academy Charter School – Harlem 3, Success Academy Charter School – Harlem 4, Success Academy Charter School – Harlem 5, Success Academy Charter School – Prospect Heights, and Success Academy Charter School – Union Square, to the Trustees of the State University of New York for reconsideration with the following comment and recommendation: Approving the renewal of any charter school years before the expiration of the charter does not allow timely review of the school's educational and fiscal soundness, community support, legal compliance, or means by which the school will meet or exceed enrollment and retention targets for students with disabilities, English language learners and students who are eligible applicants for the free and reduced price lunch program. The charters should be abandoned, and the schools should be directed to resubmit the application no earlier than one year prior to the expiration of the charter term.

This item will be voted on, separate from the other items, at a meeting of the full Board of Regents on Monday, April 3, 2017. Today's vote is necessary because the Board of Regents have 90 days to act. If no action is taken, the item goes into effect by operation of law. SUNY sent us the item on January 3, 2017 and 90 days would be today, April 3, 2017.

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 April 3, 2017, copies of which have been distributed to each Regent.

Motion by:	Regent Roger Tilles
Seconded by:	Regent Kathleen M. Cashin
Action:	Motion carried unanimously

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, April 4, 2017 at 11:10 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Tuesday, April 4th at 11:10 a.m.

Board Members in Attendance:
Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
Roger Tilles
Lester W. Young, Jr.
Christine D. Cea
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
Susan W. Mittler

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 Wade S. Norwood was absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 11:10 a.m. and asked Regent Hakanson to provide thoughts for a moment of reflection. Regent Young also spoke about the anniversary of the death of Martin Luther King, Jr. and the Board observed a moment of silence.

ACTION ITEM

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).

Supplemental Charter Applications
BR (A) 1 - SUPPLEMENTAL

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 March 2017 Meetings of the Board of Regents
BR (A) 2

MOVED, that the Summary of the March 2017 Meetings of the Board of Regents of The University of the State of New York be approved.

Regents Monthly Meeting Dates, January – December 2018
BR (A) 6

MOVED, that the list of Regents meeting dates for the period January – December 2018 is approved.

Motion by:	Regent Christine D. Cea
Seconded by:	Regent James E. Cottrell
Action:	Motion carried unanimously.

PROGRAM AREA CONSENT ITEMS

Higher Education

Proposed Amendment of Sections 80-1.8 and 80-5.18 of the Commissioner's Regulations Related to the Requirements for the Reissuance of an Expired Initial Certificate and Requirements for a Supplementary Certificate
BR (CA) 1

MOVED, that Sections 80-1.8 and 80-5.18 of the Rules of the Board of Regents be amended, effective April 19, 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) 2

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

Report of the Committee on the Professions Regarding Licensing Petitions
BR (CA) 3

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

Regents Permission to Operate in New York State: The Midwifery Institute of Philadelphia University
BR (CA) 4

MOVED, that the Regents approve the proposed permission to operate effective April 4, 2017, which authorizes The Midwifery Institute of Philadelphia University to place 6 nurse-midwifery students and 12 midwifery students enrolled in its M.S. or post-master's Adv. Cert. programs in clinical agencies in New York.

Regents Permission to Operate in New York State: University of Pennsylvania Nurse Practitioner and Clinical Nurse Specialist Programs
BR (CA) 5

MOVED, that that the Regents approve the proposed renewal for permission to operate effective April 4, 2017, which authorizes the University of Pennsylvania to use five clinical agencies to place a total of 12 nurse practitioner and 6 clinical nurse specialist students per academic year in New York for supervised clinical learning experiences.

Touro College: Master Plan Amendment to Offer a Bachelor of Science (B.S.) in Nursing Program at its Valhalla Campus
BR (CA) 6

MOVED, that the Board of Regents approve the amendment to the master plan of Touro College authorizing the College to offer the Bachelor of Science (B.S.) degree in Nursing at its Valhalla campus.

P-12 Education

Recognition of the Accreditation Programs for the Council of Islamic Schools in North America and the New York Association of Christian Schools
BR (CA) 7

MOVED, that Board of Regents recognizes the accreditation programs for two religious associations in New York State – the Council of Islamic Schools in North America and the New York Association of Christian Schools.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent James E. Cottrell
Seconded by: Regent Kathleen M. Cashin
Action: Motion carried unanimously.

STANDING COMMITTEE REPORTS

ADULT CAREER AND CONTINUING EDUCATION SERVICES (ACCES)

Your ACCES Committee held its scheduled meeting on April 3, 2017. All members were present.

ACTION ITEMS

Proposed Amendments to Part 126 of the Commissioner's Regulations Relating to Online Educational Marketplaces to Implement Chapter 475 of the Laws of 2016 – The proposed rule was presented to the ACCES Committee for permanent adoption at the April 2017 Regents meeting. If approved, the amendment will be effective April 19, 2017.

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your Adult Career and Continuing Education Services Committee recommends, and we move, that the Board of Regents act affirmatively upon this recommendation in the written report of the Committee's deliberations at its meeting on April 3, 2017, copies of which have been distributed to each member of the Board of Regents.

MATTERS NOT REQUIRING BOARD ACTION

Workforce Innovation and Opportunity Act – Your committee was provided with an update on the status of the implementation of the Workforce Innovation and Opportunity Act (WIOA) regulations for ACCES participation in the workforce development system. Since it was signed into law on July 22, 2014, ACCES has served on an interagency team with the Department of Labor, the Commissioner for the Blind, the Office of Temporary and Disability Services, and the Office for the Aging. This interagency team is charged with ensuring that the commitments expressed in the Plan are realized. In the past year, the team has provided joint presentations about the WIOA system at annual conferences in New York State; identified questions and stakeholders to participate in information sessions; provided guidance and support for a consultant to conduct customer focus groups; hired a national consultant to assist the Team with developing a Service Delivery MOU template for local areas; identified required individual partner system information to contribute to the development of a statewide WIOA information directory; identified the

applicable career services for each partner program; assessed training needs of core partners; and, identified business engagement performance measures for New York State.

ACCES will continue to work with Interagency Team partners on building a seamless workforce system; will offer guidance on the development of the MOUs and on providing leadership for the delivery of service to individuals with disabilities and to individuals in need of adult education and literacy skills training; will continue to assess data sharing options; and, will update the Plan.

AUDITS/BUDGET AND FINANCE

Your Committee on Audits/Budget and Finance had its scheduled meeting on April 3, 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, and Regent Young.

Regents, in addition to Audits/Budget Committee Members, in attendance were: Chancellor Rosa, Regents Cashin, Cea, Chen, Cottrell, Mittler and Tillis 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 March 2017 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 March fiscal report that reflects actual expenditures through March 2017 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 thirty-two audits that are being presented to the Committee this month. One audit was issued by the Office of Audit Services, thirty audits were issued by the Office of the New York State Comptroller, and one was issued by the United States Department of Education. Eighteen audits were of

school districts, seven of providers of special education services, three colleges, two of charter schools, one BOCES, and one audit report on the nationwide assessment of charter schools and education management organizations.

The findings were in the areas of budget/financial reporting, cafeteria operations, charter schools and their management organizations, information technology, payroll/leave accruals, procurement, Reimbursable Cost Manual compliance, reserve funds, tuition and fees, and the Tuition Assistance Program.

Deputy Commissioner, Sharon Cates-Williams, gave a brief overview of the following audit:

U.S. Department of Education- Office of Inspector General

Nationwide Assessment of Charter and Education Management Organizations

- New York was one of six states reviewed in audit.
- Audit focused on relationship between 33 charter schools with Charter Management Organizations (CMO).
- In New York, they reviewed three authorizers: SED - Board of Regents, NYC Department of Education, and SUNY
- Audit reviewed five charter schools: two New York City, two in Brooklyn and one in Yonkers.
- They identified a related party transaction between the charter school and the CMO as an internal control weakness. The charter school board leased facilities from the CMO. The authorizer was aware of the lease agreement and deemed it an acceptable risk.

The report's recommendations focused on providing guidance to SEAs for performing a minimum level of monitoring, risk assessment, and mitigation procedures related to charter school contractual relationships with CMOs; and updating OMB Circulars to include procedures whether the SEA or LEA have internal controls to ensure charter schools with relationships with CMOs have effective controls to mitigate risk.

SED-Charter School Office (CSO) reviewed the findings and determined the NYSED Charter School Audit Guide (Audit Guide), as well as, the continued monitoring and oversight of all Board of Regents authorized charter schools provides guidance to charters and CMO's in the future. In addition, CSO will ensure the school and other authorizers know about the fiscal standards set forth in the Audit Guide.

CULTURAL EDUCATION

Your Committee on Cultural Education had its scheduled meeting on April 4, 2017. Regent Roger Tilles, Chair of the Cultural Education Committee, submitted the following

written report. In attendance were committee members: Regent Tilles, Chair, Regent Cea, Regent Cottrell, Regent Chin, Regent Ouderkirk and Regent Johnson.

Regents, in addition to CE Committee Members, in attendance were: Chancellor Rosa, Vice Chancellor Brown, Regent Cashin, Regent Collins, Regent Finn, Regent Hakanson, Regent Mead, Regent Mittler, and Regent Reyes. Also in attendance were Commissioner Elia, Executive Deputy Commissioner Berlin, and Counsel and Deputy Commissioner for Legal Affairs Alison Bianchi.

ITEMS FOR DISCUSSION

Chair's Remarks: Regent Tilles welcomed everyone and introduced Deputy Commissioner of Cultural Education Mark Schaming. Deputy Commissioner Schaming informed the Committee that the Museum will host a preview screening of WMHT's Henry Johnson: A Tale of Courage documentary tonight (April 4) at 6:00 p.m. In addition, Deputy Commissioner Schaming informed the Committee of three upcoming exhibition at the State Museum that the entire Office of Cultural Education is working on: A Spirit of Sacrifice: New York State in the First World War (opens April 15); Enterprising Waters: New York's Erie Canal (opens September 16); and Votes for Women: Celebrating New York's Suffrage Centennial (opens November 4).

Ready to Read at New York Libraries [CE (D) 2]

State Librarian Bernard Margolis introduced Project Director for Ready to Read at New York Libraries Karen Balsen, who reported on the status of the State Library's Ready to Read at New York Libraries initiative and plans for 2017 through 2019. The initiative is designed to improve and expand the availability of quality public library early literacy and early learning services in local communities across the State. Ready to Read at New York Libraries has grown over the past three years and has now reached 444 of the over 1,000 public libraries and neighborhood branches in New York State. More than 850 library staff have benefited from the training programs thus far. Balsen introduced Patti Uttaro, Executive Director of the Monroe Library System and a member of the New York State Early Childhood Advisory Council, who shared how Ready to Read at New York Libraries has had a positive impact on public libraries and families with young children in the Rochester area. Uttaro provided an overview of the specific programs in the Rochester area that have benefited from Ready to Read, including training to expand early learning spaces and constant communication with families and caregivers.

Transfer of Court Records to the State Archives [CE (D) 1]

State Archivist Tom Ruller and Director of Archival Services Maria Holden reported on a recent acquisition of nearly 2,000 boxes of historical court materials from the New York County Clerk's Office. The records date from the 1630's to 1847 and document thousands of civil court proceedings from across the state, including records from Alexander Hamilton. The documents will be housed at the State Archives climate-controlled storage room at the Cultural Education Center. Conservation work on the documents will be

ongoing. The records are available to researchers. Link to Time Warner Cable News video about the records: http://www.twcnews.com/nys/capital-region/albany-archives/2017/02/3/new-york-history-documents-moved-to-albany.html(link is external).

Recent Acquisitions for the Contemporary Native American Art Collection [CE (D) 3]

Dr. Gwendolyn Saul, Curator of Ethnography, presented recent additions to the New York State Museum's collection of contemporary Native American art. Saul explained how the Museum's contemporary Native American art collection represents the master craftsmanship and vibrant innovation in the artistic expressions of Native American artists affiliated with New York State. The collection includes more than 150 objects, including 8 new works that were added to the collection between 2016 – 2017. Saul provided an overview of each of the 8 artworks that were acquired over the past year.

HIGHER EDUCATION

Your Higher Education Committee held its scheduled meeting on April 4, 2017. All members were present except Regent Norwood who was absent and excused.

Matters Not Requiring Board Action:

Explore Options to Establish a Computer Science Teaching Certificate

Representatives from Hunter College presented their ideas on the educational program requirements and pathways to establish a new computer science teaching certificate title. HE (D) 1

Proposed Amendment to Add a New Section 80-5.23 to the Regulations of the Commissioner of Education to Establish a Residency Certificate for Students Enrolled in a Classroom Academy Residency Pilot Program

Department staff presented a proposed amendment to Part 80 which adds a new Subpart to establish a Residency Certificate for candidates accepted and enrolled in the two year, full-time placement as a part of the Classroom Academy Residency Pilot Program under the SUNY program. The certificate will be valid for up to three years and will be considered equivalent to one year of teaching experience for candidates who successfully complete the program. The proposed amendment will be before the Board for action at the July 2017 meeting. HE (D) 2

Consent Agenda

The Board of Regents acted on the following consent agenda items at their April 4, 2017 meeting.

Proposed Amendment of Sections 80-1.8 and 80-5.18 of the Commissioner's Regulations Related to the Requirements for the Reissuance of an Expired Initial Certificate and Requirements for a Supplementary Certificate

Amendments to the requirements for a re-issuance of an expired initial certificate to allow eligible candidates the opportunity to complete the 75 hours of acceptable professional development and to receive a passing score on the required Content Specialty Test within a year before or after application for the re-issuance. This amendment allows increased flexibility to candidates seeking certification. BR (CA) 1

P-12 EDUCATION

Your P-12 Education Committee held its scheduled meeting on April 3, 2017. All members were present, except for Regent Norwood, who was excused.

ACTION ITEMS

Adjust the Eligible Score Band for an Appeal of the English Language Arts Regents Examination for Eligible English Language Learners (ELLs), to Align with the Recent Expansion of the Eligible Score Band for Appeals for Certain Regents Examinations for All Students [P-12 (A) 1]

Your Committee recommends that subclause (1) of clause (b) of subparagraph (i) of paragraph (7) of subdivision (d) of section 100.5 of the Regulations of the Commissioner of Education be amended as submitted, effective April 4, 2017, upon a finding of the Board of Regents that such action is necessary for the preservation of the general welfare to immediately adjust the existing eligible score band for an appeal of the English Language Arts Regents examination passing scores for qualifying English Language Learners for beginning in the 2016-2017 school year.

Merger Revisions to Charters Authorized by the Board of Regents [P-12 (A) 2] REVISED

Brilla College Preparatory Charter Schools

Your Committee recommends that pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1):

1. Brilla College Preparatory Charter School be and hereby is merged with Brilla College Preparatory Charter School at Highbridge, with Brilla College Preparatory Charter School at Highbridge as the surviving education corporation under the amended name Brilla College Preparatory Charter Schools.

2. Brilla College Preparatory Charter School at Highbridge, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent

corporations in the same manner as they presently exist.

3. The separate existence of Brilla College Preparatory Charter School and Brilla College Preparatory Charter School at Highbridge hereby ceases, and Brilla College Preparatory Charter School at Highbridge, the surviving corporation under the amended name Brilla College Preparatory Charter Schools is hereby vested with all the rights, privileges, immunities, powers, and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal, and mixed and all debts to each of the corporations on whatever account are hereby attached to Brilla College Preparatory Charter School at Highbridge, the surviving corporation under the amended name Brilla College Preparatory Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities, and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to Brilla College Preparatory Charter School at Highbridge under the amended name Brilla College Preparatory Charter Schools, which is hereby amended to authorize the operation of two public charter schools as follows:

i. Brilla College Preparatory Charter School, and
ii. Brilla College Preparatory Charter School at Highbridge (to be renamed Brilla College Preparatory Charter School Veritas)

5. The merger herein shall take effect on July 1, 2017.

Your Committee further recommends that the Board of Regents finds that: (1) Brilla College Preparatory Charter School at Highbridge meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Brilla College Preparatory Charter School at Highbridge can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Brilla College Preparatory Charter School at Highbridge, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Your Committee further recommends that the Board of Regents finds that: (1) Brilla College Preparatory Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Brilla College Preparatory Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational

benefit to the students expected to attend the schools operated by Brilla College Preparatory Charter Schools, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Elmwood Village Charter Schools

Your Committee recommends that pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1):

1. Elmwood Village Charter School be and hereby is merged with Elmwood Village Charter School 2, with Elmwood Village Charter School 2 as the surviving education corporation under the amended name Elmwood Village Charter Schools.

2. Elmwood Village Charter School 2, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

3. The separate existence of Elmwood Village Charter School and Elmwood Village Charter School 2 hereby ceases, and Elmwood Village Charter School 2, the surviving corporation under the amended name Elmwood Village Charter Schools is hereby vested with all the rights, privileges, immunities, powers, and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal, and mixed and all debts to each of the corporations on whatever account are hereby attached to Elmwood Village Charter School 2, the surviving corporation under the amended name Elmwood Village Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to Elmwood Village Charter School 2 under the amended name Elmwood Village Charter Schools, which is hereby amended to authorize the operation of two public charter schools as follows:

i. Elmwood Village Charter School (to be renamed Elmwood Village Charter School Days Park); and

ii. Elmwood Village Charter School 2 (to be renamed Elmwood Village Charter School Hertel)

5. The merger herein shall take effect on July 1, 2017.

Your Committee further recommends that the Board of Regents finds that: (1) Elmwood Village Charter School meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Elmwood Village Charter School can demonstrate the ability to operate in an educationally and fiscally sound manner; (3)

granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Elmwood Village Charter School, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Your Committee further recommends that (1) Elmwood Village Charter School 2 meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Elmwood Village Charter School 2 can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Elmwood Village Charter School 2, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Your Committee further recommends that (1) Elmwood Village Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Elmwood Village Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Elmwood Village Charter Schools, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Regent Reyes was in opposition; Regents Ouderkirk, Collins, Johnson and Mittler abstained.

Revision to Charter Authorized by the Board of Regents [P-12 (A) 3]

Your Committee recommends that the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter 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 Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for Bronx Charter School for the Arts and amends the provisional charter accordingly.

Regents Collins and Mittler abstained.

Merger Revisions to Charters Authorized by the New York City Department of Education Chancellor [P-12 (A) 4]

Democracy Prep New York Charter Schools

Your Committee recommends that pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1):

1. Democracy Preparatory Charter School be and hereby is merged with Democracy Prep Harlem Charter School, Harlem Prep Charter School, and Bronx Preparatory Charter School, with Bronx Preparatory Charter School as the surviving education corporation under the amended Democracy Prep New York Charter Schools.

2. Bronx Preparatory Charter School, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

3. The separate existence of Democracy Preparatory Charter School, Democracy Prep Harlem Charter School, Harlem Prep Charter School, and Bronx Preparatory Charter School hereby ceases, and Bronx Preparatory Charter School, the surviving corporation under the amended name Democracy Prep New York Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to Bronx Preparatory Charter School, the surviving corporation under the amended name Democracy Prep New York Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to Bronx Preparatory Charter School under the amended name Democracy Prep New York Charter Schools, which is hereby amended to authorize the operation of four public charter schools as follows:

i. Democracy Preparatory Charter School,
ii. Democracy Prep Harlem Charter School,
iii. Harlem Prep Charter School, and
iv. Bronx Preparatory Charter School

5. The merger herein shall take effect on July 1, 2017.

Your Committee recommends that the Board of Regents finds that: (1) Democracy Prep New York Charter Schools meets the requirements set out in Article 56 of the Education

Law, and all other applicable laws, rules and regulations; (2) Democracy Prep New York Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Democracy Prep New York Charter Schools, and the Board of Regents therefore approves the charter revision for Democracy Prep New York Charter Schools, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

Integration Charter Schools

Your Committee recommends that pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1):

1. John W. Lavelle Preparatory Charter School be and hereby is merged with New Ventures Charter School, with New Ventures Charter School as the surviving education corporation under the amended name Integration Charter Schools.

2. New Ventures Charter School, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

3. The separate existence of John W. Lavelle Preparatory Charter School and New Ventures Charter School hereby ceases, and New Ventures Charter School, the surviving corporation under the amended name Integration Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to New Ventures Charter School, the surviving corporation under the amended name Integration Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to New Ventures Charter School under the amended name Integration Charter Schools, which is hereby amended to authorize the operation of two public charter schools as follows:

i. John W. Lavelle Preparatory Charter School, and
ii. New Ventures Charter School

5. The merger herein shall take effect on July 1, 2017.

Your Committee further recommends that the Board of Regents finds that: (1) Integration

Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) Integration Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by Integration Charter Schools, and the Board of Regents therefore approves the charter revision for Integration Charter Schools, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

NYC Autism Charter Schools

Your Committee recommends that pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1):

1. New York Center for Autism Charter School be and hereby is merged with New York Center for Autism Charter School Bronx, with New York Center for Autism Charter School Bronx as the surviving education corporation under the amended NYC Autism Charter Schools.

2. New York Center Autism Charter School Bronx, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

3. The separate existence of New York Center for Autism Charter School and New York Center for Charter School Bronx hereby ceases, and New York Center for Autism Charter School Bronx, the surviving corporation under the amended name NYC Autism Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to New York Center for Autism Charter School Bronx, the surviving corporation under the amended name NYC Autism Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to New York Center for Autism Charter School Bronx under the amended name NYC Autism Charter Schools, which is hereby amended to authorize the operation of two public charter schools as follows:

i. New York Center for Autism Charter School, and

ii. New York Center for Autism Charter School Bronx

5. The merger herein shall take effect on July 1, 2017.

Your Committee further recommends that the Board of Regents finds that: (1) NYC Autism Charter Schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) NYC Autism Charter Schools can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter 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 Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by NYC Autism Charter Schools, and the Board of Regents therefore approves the charter revision for NYC Autism Charter Schools, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

Regents Ouderkirk, Collins, Hakanson and Mittler abstained.

Renewals to Charters Authorized by the Trustees of the State University of New York [P-12 (A) 5] – This item was voted on at a separate meeting of the full Board of Regents on Monday, April 3, 2017.

Renewals to Charters Authorized by Chancellor of the New York City Department of Education (NYCDOE) [P-12 (A) 6]

Your Committee recommends that the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Growing Up Green Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2022. Regent Collins abstained.

Your Committee recommends that the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the New York French-American Charter School as proposed by the Chancellor of the New York City Department of Education,

and that its provisional charter be extended for a term up through and including June 30, 2022. Regent Collins abstained.

Your Committee recommends that the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Cultural Arts Academy Charter School at Spring Creek as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020. Regents Tilles, Johnson, Reyes and Mittler voted in opposition; Regent Collins abstained.

Your Committee recommends that the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) 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 Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Summit Academy Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019. Regents Tilles, Cashin, Ouderkirk, Johnson, Reyes and Mittler were in opposition; Regent Collins abstained.

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 April 4, 2017, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Emergent Multilingual Learners (EMLLs) in Prekindergarten [P-12 (D) 1] – The Committee discussed the utilization of an “Emergent Multilingual Learners Language Profile for Prekindergarten Students” as part of a process to identify when a prekindergarten student’s home or primary language is other than English. Dr. Zoila Morell from the School of Education at Mercy College presented step by step the process used to identify these students. The Department recommends identifying such children who speak languages other than English in their homes as “Emergent Multilingual Learners (EMLLs)”, who are entitled to a combination of supports and instruction in their

home language(s) while learning English. In addition, the use of this Language Profile will assist the Department in maintaining accurate counts of emergent MLLs in Prekindergarten programs. Department staff will continue to collect data on EMLLs and will bring back proposed amendments to regulations at a future Regents meeting.

Consent Agenda

The Board of Regents will take action on the following consent agenda item at their April 4, 2017 meeting.

- Recognition of the Accreditation Programs for the Council of Islamic Schools in North America and the New York Association of Christian Schools.

PROFESSIONAL PRACTICE

Your Professional Practice Committee held its scheduled meeting on April 3, 2017. All Committee members were present, except Regent Wade S. Norwood who was excused. Regent Kathleen M. Cashin, Regent Judith Chin, Regent Judith Johnson, and Regent Susan W. Mittler 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 4 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 44 consent order applications and 10 surrender applications be granted. [PPC EXS (A) 1-3]

These recommendations are made following the review of 58 cases involving sixteen registered professional nurses, ten licensed practical nurses, five certified public accountants, five licensed practical nurses who are also registered professional nurses, three physical therapists, two dentists, two veterinarians, one chiropractor, one dentist who is also a holder of a dental enteral conscious sedation certificate, one licensed clinical social worker, one licensed mental health counselor, one massage therapist, one pharmacist, one physical therapy professional corporation, one podiatrist, and one psychologist.

Restorations

Your Committee recommends the following:

That the application of Lisa Aptaker for the restoration of her license to practice as a physician in the state of New York be granted. [PPC EXS (A) 4]

Approvals

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 May 1, 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 April 3, 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 [Oral Report] –

- Full Board Consent Agenda Items
    - Board (Re)Appointments
    - Licensing Petitions
    - Master Plan Amendment - Touro College for Bachelors in Science (B.S.) degree program in Nursing
    - Regents Permission to Operate - Midwifery Institute of Philadelphia University (Midwifery & Nurse Midwifery)
    - Regents Permission to Operate - University of Pennsylvania (Nurse Practitioner & Clinical Nurse Specialist)
    - Designation of Professional Conduct Officer

MOVED, that the Committees Reports be approved.

Motion by: Regent Christine D. Cea
Seconded by: Regent Judith Chin
Action: Motion carried unanimously.

State Education Department March 2017 Fiscal Report
BR (A) 3

MOVED, that the Board accepts the March 2017 State Education Department Fiscal Report as presented.

Motion by: Regent Josephine Victoria Finn
Seconded by: Regent Beverly L. Ouderkirk
Action: Motion carried unanimously.

Designation of a Professional Conduct Officer
BR (A) 5

MOVED, that the Board of Regents designate Douglas E. Lentivech as professional conduct officer.

Motion by: Regent Susan W. Mittler
Seconded by: Regent James E. Cottrell
Action: Motion carried unanimously.

Summary of the Board of Regents Every Student Succeeds Act (ESSA)
April 4, 2017
(Attachments III, IV, V, VI VII, VIII, IX, X and XI)

Board of Regents Members Present: Chancellor Rosa, Vice Chancellor Brown, Regents Tilles, Young, Cea, Cashin, Cottrell, Finn, Chin, Ouderkirk, Collins, Johnson, Mead, Hakanson, Reyes and Mittler

Commissioner Elia provided an overview and summary of the March 27 ESSA Retreat held at Mercy College, including a detailed report of the outcomes of the group discussions. She also, shared information on the public hearings the Department will conduct in May and June, and reviewed the timeline for submission of the State's ESSA plan.

Following the Commissioner, Deputy Commissioner Angélica Infante presented to the Regents on Diversity and Integration in relation to both how these can be incorporated into the State's ESSA plan and also as part of a long-term strategy to promote diversity and integration in the State. The Department anticipates presenting a draft policy statement to the Board at the June meeting and seeking permission from the Board to gather public comment on the draft policy statement.

Jennifer Dunn, from the Center for Assessment, provided information and ideas on important elements that policymakers must consider in terms of their oversight of assessment design. Ms. Dunn also shared information about the role of assessments

in accountability, teacher and program evaluation, and making comparisons between districts and schools.

Linda Darling-Hammond, President of the Learning Policy Institute at Stanford University, and Scott Marion, President of the National Center for Improvement of Education Assessment, provided an update and review of the feedback received from the March 27 ESSA Retreat. Discussion focused on the Tier I indicators that the Regents said were most important to them in identifying schools for Comprehensive Support and Improvement and Targeted Support and Improvement. These indicators are based on 2017-18 school year results and can be added to over time as data becomes available and the Regents deem necessary. There was also extensive discussion on how the Regents wished that these indicators be used to differentiate schools into accountability categories. The Regents informed staff that they should use a “decision rules” rather than a “summative score” approach. There will be further discussion on additional ESSA accountability design issues at the May Regents meeting.

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)
Bovina Library Association	CE	Delaware (Bovina Center)	Amend charter to: • change the corporate name to Bovina Public Library; • designate the library's service area to be coterminous with the Town of Bovina; and • specify the trustee range shall be not less than five nor more than nine.
The Museum of Democracy	CE	New York (Manhattan)	Extend provisional charter for five years.
North Country Underground Railroad Historical Association	CE	Clinton (Ausable Chasm)	Extend provisional charter for five years.
The Roscoe O&W Railway Museum	CE	Sullivan (Roscoe)	Extend provisional charter for five years.
Tottenville Historical Society	CE	Richmond (Staten Island)	Extend provisional charter for five years.
William H. Bush Memorial Library	CE	Lewis (Martinsburg)	Amend charter to specify the trustee range shall be not be less than five nor more than fifteen and to add IRS language.
Ellenville Nursery School	P12	Ulster (Ellenville)	Amend charter to update dissolution language.
Fordham Preparatory School	P12	Bronx (Bronx)	Amend to charter to specify the corporation has members and to update the dissolution language.
Kulanu Academy	P12	Nassau (Cedarhurst)	Extend provisional charter for three years.
The Manhattan Children's Center	P12	New York (Manhattan)	Extend provisional charter for three years.
The Sag Harbor Rainbow Preschool	P12	Suffolk (Sag Harbor)	Amend charter to change the corporate name to "The Rainbow Preschool".
SUPPLEMENTAL CHARTER APPLICATION			
Monroe Free Library	CE	Orange (Monroe)	Appointment of Theresa M. Schommer, Casey Ross Auerbach, Diane C. LeViseur, Elizabeth Walsh, and Ann Marie Buckley as library trustees pursuant to Education Law section 226(4).

Appendix II

REGENTS ACTIONS IN 57 PROFESSIONAL DISCIPLINE CASES AND 1 RESTORATION PETITION

April 3 - 4, 2017

The Board of Regents announced disciplinary actions resulting in the surrender of 10 licenses, and 47 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 1 restoration petition.

I. SURRENDERS

Nursing

Valerie J. Crombie a/k/a Valerie Crombie; Licensed Practical Nurse; Wyandanch, NY 11798; Lic. No. 295501; Cal. No. 29301; Application to surrender license granted. Summary: Licensee admitted to the charge of falsifying a patient's medication administration record to reflect that she administered the controlled substance Percocet, when she removed the tablets from the facility for her own use.

Carolyn Wyhowanec; Licensed Practical Nurse; Northport, NY 11768; Lic. No. 263609; Cal. No. 29426; Application to surrender license granted. Summary: Licensee admitted to the charge of submitting a registration renewal document that falsely represented that, since her last license registration application, her employment at a healthcare facility had not been terminated, when her employment had been terminated from at least three healthcare facilities.

Bonnie Lynn Bergman; Registered Professional Nurse; Port Saint Lucie, FL 34952; Lic. No. 516003; Cal. No. 29452; Application to surrender license granted. Summary: Licensee admitted to the charge of stealing controlled drugs from a medical office in the State of Florida.

William Douglas Vannice; Licensed Practical Nurse, Registered Professional Nurse; Bloomington, IN 47404; Lic. Nos. 206106, 427004; Cal. Nos. 29453, 29455; Application to surrender license granted. Summary: Licensee admitted to the charge of while caring for an adult male patient with cerebral palsy, mental retardation and development disabilities, wearing only boxers when helping said patient shower and on one occasion, disrobing in front of said patient to dry off, in the State of Indiana.

Kerry Lynn Farley; Registered Professional Nurse; Gilbert, AZ 85295; Lic. No. 550743; Cal. No. 29454; Application to surrender license granted. Summary: Licensee admitted to the charge of giving an intravenous bolus of Propofol without a doctor's order.

Janet H. Brown a/k/a Janet Hide Brown; Registered Professional Nurse; Sacramento, CA 95815; Lic. No. 540919; Cal. No. 29461; Application to surrender license granted. Summary: Licensee admitted to the charge of failing to disclose a criminal conviction for felony possession of controlled substance paraphernalia.

Jaimee B. Veltri; Licensed Practical Nurse; China Grove, NC 28023; Lic. No. 269955; Cal. No. 29463; Application to surrender license granted. Summary: Licensee admitted to the charge of being physically abusive to an 18-month-old patient, in the State of North Carolina.

Rosita Marie Lewis; Registered Professional Nurse; Stockholm, ME 04783-4115; Lic. No. 362496; Cal. No. 29471; Application to surrender license granted. Summary: Licensee admitted to the charge of professional misconduct in the State of Maine, which conduct would be considered conduct in the profession that evidences moral unfitness, if committed in New York State.

Pharmacy

Lilian Ann Wieckowski a/k/a Lilian Jakacki; Pharmacist; Greenwich, CT 06831; Lic. No. 039682; Cal. No. 29464; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Conspiracy to Distribute and Possess with Intent Oxycodone, Conspiracy to Commit Health Care Fraud and Conspiracy to Commit Money Laundering.

II. OTHER REGENTS DISCIPLINARY ACTIONS

Chiropractic

James R. Storms, III; Corning, NY 14830; Lic. No. 003280; Cal. No. 29346; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Dentistry

Norman Mitchell Rubin; Dentist, Dental Enteral Conscious Sedation; Smithtown, NY 11787; Lic. No. 047835, Cert. No. 000525; Cal. Nos. 25501, 25502; Found guilty of professional misconduct; Penalty: Dentist –1 year suspension, execution of suspension stayed, 100 hours of public service, probation 5 years; Dental Enteral Conscious Sedation – 5 year suspension, probation 5 years.

Juan Quintanar Caballero a/k/a Juan Caballero Quintanar a/k/a Caballero Quintanar Juan; Dentist; New York, NY 10019; Lic. No. 043152; Cal. No. 28314; Found guilty of professional misconduct; Penalty: $2,500 fine, probation 2 years.

Shin Sean Kim; Dentist; Poughkeepsie, NY 12601; Lic. No. 056133; Cal. No. 28495; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, $500 fine.

Massage Therapy

James Clinton Wilkes; Lihue, HI 96766; Lic. No. 028519; Cal. No. 29305; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation to commence upon return to practice in the State of New York, $1,000 fine payable within 1 month.

Mental Health Practitioners

Gizelle Marie Bullock; Licensed Mental Health Counselor; Heuvelton, NY 13654; Lic. No. 004799; Cal. No. 29364; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Nursing

Nicole M. Sorel; Licensed Practical Nurse; Waterford, NY 12188; Lic. No. 270980; Cal. No. 26744; Found guilty of professional misconduct; Penalty: Indefinite suspension for a minimum of 6 months until substance abuse-free and until fit to practice, probation 2 years to commence subsequent to termination of suspension and upon actual return to practice.

Karlene Maxine Graham; Registered Professional Nurse; Dayton, NJ 08810; Lic. No. 548231; Cal. No. 28517; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation, $500 fine.

Cheryl Ann Stewart a/k/a Cheryl Ann Schroeder a/k/a Cheryl A. Smith; Registered Professional Nurse; Hudson Falls, NY 12839; Lic. No. 361613; Cal. No. 28592; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation to commence upon return to practice.

Bernadette Helene Delecki; Licensed Practical Nurse; Varysburg, NY 14167; Lic. No. 283609; Cal. No. 29200; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, $500 fine.

Jameelah A. Lockett; Licensed Practical Nurse; Rochester, NY 14616-5303; Lic. No. 312490; Cal. No. 29212; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, $500 fine.

Onah Anne Odili; Registered Professional Nurse; Jamaica, NY 11434-2106; Lic. No. 597121; Cal. No. 29220; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Carrie OBrien; Registered Professional Nurse; Rome, NY 13440; Lic. No. 556602; Cal. No. 29245; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Maureen Smith; Licensed Practical Nurse, Registered Professional Nurse; West Seneca, NY 14224; Lic. Nos. 276400,586634; Cal. Nos. 29278, 29279; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Tyler Harvey; Registered Professional Nurse; Belmont, NY 14813; Lic. No. 688304; Cal. No. 29280; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 2 years probation to commence upon return to practice, $500 fine payable within 6 months.

Tamara M. Henry; Licensed Practical Nurse, Registered Professional Nurse; Merrick, NY 11566; Lic. Nos. 261813, 547254; Cal. Nos. 29291, 29293; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, $1,000 fine.

Kelly J. Finn a/k/a Kelly Jean Nunn; Licensed Practical Nurse, Registered Professional Nurse; Orchard Park, NY 14127; Lic. Nos. 208912, 436126; Cal. Nos. 29294, 29295; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Zandra U. Cunningham; Licensed Practical Nurse; Syracuse, NY 13215; Lic. No. 246292; Cal. No. 29307; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Valerie M. Cantasano a/k/a Valerie Marie Cantasano-Mankowski; Registered Professional Nurse; Grand Island, NY 14072; Lic. No. 486359; Cal. No. 29309; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Teisha M. Obryan-Schwarzer; Registered Professional Nurse; Pittsfield, MA 01201; Lic. No. 537419; Cal. No. 29329; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation to commence if and when return to practice in the State of New York, $250 fine payable within 30 days.

Christine Elizabeth Matanes; Licensed Practical Nurse; Little Falls, NY 13365; Lic. No. 306655; Cal. No. 29341; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, following service of 2 month actual suspension, 2 years probation, $500 fine.

Melanie Christine Busch; Licensed Practical Nurse; Schenectady, NY 12306; Lic. No. 322867; Cal. No. 29345; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $250 fine.

Timothy Sean Lambert; Registered Professional Nurse; Rome, NY 13440; Lic. No. 678656; Cal. No. 29348; Application for consent order granted; Penalty agreed upon: 6 month actual suspension, 18 month stayed suspension, upon termination of suspension, 2 years probation to commence upon return to practice, $500 fine made payable within 6 months.

Latoya Tamara Brown; Licensed Practical Nurse, Registered Professional Nurse; Yonkers, NY 10704; Lic. Nos. 303100, 671690; Cal. Nos. 29354, 29353; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 24 months probation.

Kyshara Penns; Registered Professional Nurse; Rochester, NY 14619; Lic. No. 676786; Cal. No. 29356; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

Ronald Martin Dilworth; Registered Professional Nurse; New York, NY 10029; Lic. No. 449641; Cal. No. 29370; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $1,000 fine.

Mary Ann Griffin; Registered Professional Nurse; Brandon, MS 39047; Lic. No. 521653; Cal. No. 29411; 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 payable within 30 days.

Lori Chladni a/k/a Lori Ann Mroczka; Licensed Practical Nurse; Jermyn, PA 18433; Lic. No. 285097; Cal. No. 29420; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation to commence upon return to practice in the State of New York, $250 fine payable within 60 days.

Colette Opal Dorette Allen; Registered Professional Nurse; South Orange, NJ 07079-2624; Lic. No. 612589; Cal. No. 29473; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $1,000 fine.

Physical Therapy

Hussein Mahmoud Ahmad; Physical Therapist; Brooklyn, NY 11209; Lic. No. 024084; Cal. No. 298640; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation.

Northway Physical Therapy P.C.; 944 North Broadway - Suite G-02, Yonkers, NY 10701; Cal. No. 28641; Application for consent order granted; Penalty agreed upon: $5,000 fine payable within 2 months.

Lawrence Paul Tatem; Physical Therapist; Jamaica, NY 11435; Lic. No. 016439; Cal. No. 28981; Application for consent order granted; Penalty agreed upon: 6 month actual suspension, 18 month stayed suspension, upon termination of suspension, 2 years

probation to commence upon return to practice, $500 fine made payable within 6 months.

Sean Patrick Rose; Physical Therapist; New York, NY 10028; Lic. No. 032776; Cal. No. 29468; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $1,000 fine.

Podiatry

Edgard Nau; New York, NY 10034; Lic. No. 004265; Cal. No. 29263; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, $1,000 fine.

Psychology

Diane G. Handlin; Edison, NJ 08820; Lic. No. 015840; Cal. No. 29465; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 11 month stayed suspension, 12 months probation to commence upon return to practice in the State of New York, $1,000 fine payable within 3 months.

Public Accountancy

Daniel James Rogers; Certified Public Accountant; Williamsville, NY 14221; Lic. No. 057327; Cal. No. 29271; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $500 fine.

James Michael Dry; Certified Public Accountant; Williamsville, NY 14221; Lic. No. 062863; Cal. No. 29316; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $2,500 fine.

Joseph Anthony Rossello; Certified Public Accountant; Massapequa Park, NY 11762; Lic. No. 076321; Cal. No. 29319; Application for consent order granted; Penalty agreed upon: Partial actual suspension in certain area until successful completion of course of auditing in said certain area, following termination of said partial actual suspension, 2 years probation, $1,500 fine payable within 1 month.

Richard Alan Stern; Certified Public Accountant; Mahwah, NJ 07430; Lic. No. 031745; Cal. No. 29326; Application for consent order granted; Penalty agreed upon: Partial actual suspension in certain area until successful completion of course of auditing in said certain area, following termination of said partial actual suspension, 2 years probation, $1,500 fine payable within 1 month.

Albert Steven Leotta; Certified Public Accountant; Paramus, NJ 07652; Lic. No. 047798; Cal. No. 29328; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $1,500 fine.

Social Work

Michiko Yamaguchi; Licensed Clinical Social Worker; New York, NY 10044; Lic. No. 072432; Cal. No. 29413; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 24 months probation.

Veterinary Medicine

David C. Aguirre; Huntington, NY 11743; Lic. No. 010812; Cal. No. 29236; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation.

Lawrence Charles Mauer; Monticello, NY 12701-7220; Lic. No. 003100; Cal. No. 29273; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, $2,500 fine.

III. RESTORATIONS

The Board of Regents voted on April 4, 2017 to grant the application for restoration of the physician license of Lisa G. Aptaker, New York, NY. Dr. Aptaker's license was revoked January 3, 2007.

ATTACHMENT I

New York Statewide Strategic Plan for the Arts: Dance, Music, Theater, Visual and Media Arts

April 2017

Board of Regents Meeting

New York State EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

The draft New York Statewide Strategic Plan for the Arts was shared in an online survey to solicit feedback from the public.

New York Statewide Strategic Plan for the Arts

Four Critical Components:

1. Standards
2. Professional Development
   - **2.1** Curriculum
   - **2.2** Assessment
   - **2.3** Instruction
3. Materials & Resource Support
4. Administrative and Community Support

Within various components of the strategic plan, NYSED plans to:

- Adopt revised NYS Learning Standards for the Arts
- Develop the Arts Pathway Assessment System Processes
- Support regular and substantive teaching and learning of Arts content, conceptual understandings, and practices through artistic inquiry and authentic engagement with artistic works across the arts disciplines.

Within various components of the strategic plan, NYSED plans to:

- Provide mentorships and research opportunities for teachers and students through incentives to build partnerships between business and industry, higher education institutions, and/or other arts community stakeholders.

- Review the Commissioner's Regulations pertaining to arts programs and diploma requirements P-12, and consider amendments to reflect the knowledge and skills required of high school graduates, as well as Department capacity.

- Utilize Arts education partners and their resources to promote and support new and existing innovative art education initiatives (i.e., fellowships, internships, mentorships, research opportunities).

Process and Field Engagement Strategy

4. Where is your school/agency located?
__ Long Island
__ New York City
__ Lower Hudson Valley
__ Mid Hudson Valley
__ Capital District
__ North Country/Adirondacks
__ Central NY
__ Western NY
__ Southern Tier
__ Not Applicable

5. In which type of district do you work?
__ New York City
__ Large City
__ Small City
__ Suburban
__ Rural
__ BOCES
__ Not Applicable

6. In which type of school do you work?
__ Public
__ Nonpublic
__ Charter
__ Not Applicable

ANCHOR STANDARDS

7.What is your degree of familiarity with the New York State Arts Standards?
__ not at all familiar
__ vaguely familiar
__ moderately familiar
__ very familiar

Comments:

Current NYS Arts Standards

Standard 1: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

The **new** **NYS Arts Standards** extend PK-12 in *each* arts discipline and are grade-by-grade from PreK-8 with three proficiency levels at the High School.

VISUAL ARTS - Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Pre K VA:Cr1.1.PKa	Kindergarten VA:Cr1.1.Ka	1st VA:Cr1.1.1a	2nd VA:Cr1.1.2a	3rd VA:Cr1.1.3a	4th VA:Cr1.1.4a	5th VA:Cr1.1.5a	6th VA:Cr1.1.6a	7th VA:Cr1.1.7a	8th VA:Cr1.1.8a	HS Proficient VA:Cr1.1.Ia	HS Accomplished VA:Cr1.1.IIa	HS Advanced VA:Cr1.1.IIIa
Engage in self-directed play with materials.	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Pre K VA:Cr1.2.PKa	Kindergarten VA:Cr1.2.Ka	1st VA:Cr1.2.1a	2nd VA:Cr1.2.2a	3rd VA:Cr1.2.3a	4th VA:Cr1.2.4a	5th VA:Cr1.2.5a	6th VA:Cr1.2.6a	7th VA:Cr1.2.7a	8th VA:Cr1.2.8a	HS Proficient VA:Cr1.2.Ia	HS Accomplished VA:Cr1.2.IIa	HS Advanced VA:Cr1.2.IIIa
Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, to plan works of art and design.	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

investigate - plan - make

Members of the **Arts Blue Ribbon Commission** will support various activities within components of the Strategic Plan for the Arts.

Currently developing the Arts Pathway Assessment System Processes.

NYS Arts Standards Timeline

- Winter 2015-16
  - Determine core arts content, conceptual understandings, and practices required of all students
  - Crosswalk NCAS and NYS standards in each discipline
  - Determine architecture of standards documents
- Spring 2016
  - Selection of 5 teams of standards writers
- Summer 2016
  - Write draft standards in Dance, Music, Theater, Visual and Media Arts
- Fall & Winter 2016
  - Reformat and post draft standards for stakeholder review and comment
- Spring 2017
  - Revise standards, based on survey review and comments
  - Reformat standards documents for presentation
- Summer 2017
  - Propose new arts learning standards for Board of Regents adoption
  - Public comment survey
  - Develop rollout strategy & implementation guidance
  - Develop guidance to support curriculum & assessment development
- 2017-18 SY- transition year
- 2018-19 SY- full implementation

ATTACHMENT II

NYS Statewide Strategic Plan for the Arts: Dance, Music, Theater, Visual and Media Arts

April 2017

Preamble

The Statewide Strategic Plan for the Arts serves as a planning and implementation guide to support the advancement and adoption of the New York State P-12 Dance, Music, Theater, Visual and Media Arts Learning Standards. The adoption of these standards signifies New York State's understanding that the Arts are essential for a well-rounded, complete education and also contribute to raising overall student achievement. The intrinsic nature of the arts leads to and promotes a civilized, sustainable society. Artistically literate graduates are career and college ready, capable of understanding and addressing the needs of society, and participating in a global economy.

Through creating, performing, responding, and connecting in the arts, students generate experiences; construct knowledge; and build a more integrated understanding of self and community. They express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others' art, students explore and make sense of the broad human condition across time and cultures.

Arts literacy also fosters connections between the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas. Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and works to introduce the arts into those settings.

The strategic plan begins with mission and vision statements. The mission statement describes the desired result, and provides a reason for the plan's existence. The vision statement describes how the mission will be achieved. **Four critical components** – (1) Standards, (2) Professional Development (in curriculum, instruction, and assessment), (3) Materials and Resource Support, and (4) Administrative and Community Support, each augmented by a single goal – focus the vision. Each goal is supported by a number of objectives, which are achieved by successfully completing both integrated and discrete activities.

Considered in a broad sense, the four critical components are each equally important. One carries no more importance than another, and all four must be considered simultaneously at all stages of implementation. During specific stages, one or more of the four critical components may be deserving of more attention than the others, but the others must still be considered. Achieving the goal of each critical component is interdependent upon achieving the goals of the other critical components. All work together to create an effective, dynamic system.

The mission of the Statewide Strategic Plan for the Arts can be realized only if all arts educators and other stakeholders are involved in supporting its implementation. Strengthening and enhancing the statewide arts education learning community involves all community partners including, but not limited to, students, parents, teachers, counselors, librarians other supporting educators/mentors, auxiliary educators, administrators, college professors, teaching artists, museum educators, members of professional associations and councils, cultural institutions and/or societies; business and industry professionals; and government officials whose purview is arts education. Each community member is invited and expected to participate in supporting the mission. The collaboration and participation of all community members, as their expertise shall warrant, will provide the most effective avenue to achieving the mission.

Statewide Strategic Plan for Arts Education (Dance, Music, Theater, Visual & Media Arts)

The Mission of the New York State Coalition of Arts Education Associations[1] is…

To focus the statewide learning community on strengthening and enhancing arts education so that all students graduate as artistically literate citizens, ready for college and career(s) and poised to participate in the global economy through lifetime engagement.

The Vision of the New York State Coalition of Arts Education Associations[2] is that…

All New York State P-12 students are provided with access to learning in Dance, Music, Theater, Visual and Media Arts; delivered by certified teachers employing instruction reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with quality resources and support from community stakeholders at large.

Four Critical Components:

1. Standards
2. Professional Development
   - **2.1** Curriculum
   - **2.2** Assessment
   - **2.3** Instruction[3]
3. Materials & Resource Support
4. Administrative and Community Support

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[1] New York State Art Teachers Association (NYSATA), New York State Media Arts Teachers Association (NYSMATA), New York State Dance Education Association (NYSDEA), New York State Education Department (NYSED), New York State School Music Association (NYSSMA), New York State Theater Education Association (NYSTEA)

[2] IBID

[3] The order of 2.1-2.3 refers to the **Understanding by Design** work, or UbD, that is utilized for educational planning focused on "teaching for understanding" advocated by Jay McTighe and Grant Wiggins in their *Understanding by Design* (1998), published by the Association for Supervision and Curriculum Development. The emphasis of UbD is on "backward design," the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Critical Component One: Standards

Goal: Adopt new New York State P-12 Learning Standards for the Arts.[4]

Objective: Direct the process for adopting new Arts Standards and/or updating the existing NYS Learning Standards for the Arts.

Activities:
- Develop and post a public survey to gather stakeholder feedback on this draft strategic plan and timeline for comparing current New York State Learning Standards for the Arts and the nationally developed National Core Arts Standards (NCAS).
- Engage arts educators and other stakeholders in analyzing feedback from the public survey.

Objective: Determine the core arts content (in Dance, Music, Theater, Visual and Media Arts), Anchor Standards, Discipline-specific performance standards, conceptual understandings, and practices for all students P-12; laying the foundation for developing artistically literate citizens who are better prepared to pursue lifelong learning and college and/or career pathways.

Activities:
- Convene committees of arts educators and other stakeholders to review feedback from the public survey, other pertinent data, and current research in the arts and arts education, as well as other international, national, and state standards documents.
- Conduct a comparative analysis between the NYS Learning Standards for the Arts and the new National Core Arts Standards. This initial gap analysis (or crosswalk) will provide reviewers with critical information needed to complete a final analysis and recommendations.
- Develop a recommendation to the Board of Regents regarding the adoption of a revised set of current NYS Learning Standards for the Arts, the adoption of a new set of NYS P-12 Learning Standards for the Arts incorporating the tenets of the Framework for K-12 Arts Education, and/or the adoption of a new set of NYS P-12 Arts Learning Standards in congruence with the National Core Arts Standards.[5]
- Develop cross-discipline content area benchmarks for use both within and across P-12 grade levels to support horizontal and vertical articulation between the Arts disciplines.
- Identify convergences with 21st Century Skills, technology, and other New York State P-12 Learning Standards such as Science, Mathematics, Social Studies, and English Language Arts.

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[4] 1996 *New York State Learning Standards for the Arts:* "The Standards for the Arts reflect the educational goals that are common to dance, music, theater, and the visual arts, while recognizing the distinctive aspects of each discipline. Each art form has its own philosophies, methods, materials, history, and content; each is usually taught as a separate subject. Assessment techniques should account for the similarities and differences among the arts and the varying capabilities and education of students across the four disciplines."

[5] IBID

Objective: Implement and sustain the strategic plan for transitioning to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Develop a reasonable timeline for the adoption of and transition to implementation of the new NYS P-12 Learning Standards for the Arts.
- Secure funding to support and sustain the implementation process at the State, regional, and local levels.
- Ensure that the four critical components – Standards, Professional Development, Materials and Resource Support, and Administrative and Community Support – of the strategic plan are addressed concurrently during the implementation process.

Critical Component Two: Professional Development

2.1 Curriculum

Goal: Provide opportunities that are reflective of research and best practices for P-12 students to engage with artistic discovery, through implementation of innovative arts curriculum programming that fosters learning, deep understanding, and application of core arts content, conceptual understandings, and practices.

Objective: Survey current research pertaining to teaching and learning in arts, arts education, and cognitive science to develop relevant curriculum guidance and resources.

Activities:

- Explore, identify, catalog, and collate pertinent research in an easily accessible format for all stakeholders.
- Develop articulated P-12 guidance to support curriculum development and implementation aligned to the new NYS P-12 Learning Standards for the Arts.
- Provide funding opportunities for equitable development and/or adoption of exemplary arts curriculum programming.
- Provide funding opportunities for equitable implementation and evaluation of exemplary arts curriculum programming at the regional and local levels.
- Align and incorporate relevant connections to technology and the interdisciplinary nature of the arts disciplines, along with other New York State P-12 Learning Standards such as Science, Mathematics, Social Studies and English Language Arts.
- Review and update curriculum guidance and resources to be reflective of changes in instructional technology, content, and best educational practices, emphasizing active engagement in 21st Century teaching and learning.

Objective: Build the capacity of regional centers and local school districts to implement curricula and instructional programs that are based on the new NYS P-12 Learning Standards for the Arts.

Activities:

- Support the implementation of exemplary arts curriculum programming and instructional materials that utilize cross-curricular connections from technology, the New York State P-12 Learning Standards such as Science, Mathematics, Social Studies English Language Arts; and which strengthen, support, and reinforce the development of artistic literacy.
- Leverage funding opportunities for partnerships and collaborations of arts educators and other arts education stakeholders for the development, dissemination, and implementation of local and regional curriculum programming.
- Engage arts educators and other education community partners with expertise in various disciplines to support local and regional development, dissemination, and implementation of curriculum based on the new NYS P-12 Learning Standards for the Arts.
- Create opportunities to bring students into contact with professional dancers, choreographers, artists (media & visual), musicians, composers, conductors, actors, directors, technicians, designers, architects and engineers; through innovative curriculum design, internships, and mentorships with institutes of higher education and/or business and industry partners.

Objective: Incorporate the use of technology to expand the development, dissemination, and implementation of curriculum and instructional resources to broaden accessibility.

Activities:

- Leverage existing and seek new funding sources to support the use of technology to develop, disseminate, and implement arts curriculum exemplars and instructional resources through various delivery platforms.
- Facilitate use of multiple platforms to access exemplary curriculum and instructional resources.
- Build student resources by establishing community-based programs that provide relevant arts experiences in curriculum and sequential instructional programs.

2.2 Instruction

Goal: Initiate, build, and sustain collaborations and partnerships between arts educators and cultural institutions (libraries, museums, performing arts and moving image centers) to provide specific and focused professional development to support the teaching and learning of core arts content, Anchor Standards, conceptual understandings, and arts practices P-12.

Objective: Provide opportunities for local educational agencies to collaborate and partner with arts educators and other arts education stakeholders to develop and implement effective professional development models that are based upon the new NYS P- 12 Learning Standards for the Arts.

Activities:

- Establish networks of arts educators and other stakeholders in arts education to provide professional development that enhances the growth, dissemination, and implementation of curriculum, instructional, and assessment materials; and other resources.
- Engage local, state, and national professional Arts education associations to lead and sustain opportunities for face-to-face and online arts-related professional development and collaboration.
- Build the capacity of interested experts in the arts, business, and industry to effectively partner with local educational agencies by promoting pertinent professional learning opportunities and resources.
- Target funding opportunities that support partnerships between business and industry, institutes of higher education, professional and arts education associations, local education agencies, and other partners to sustain professional development for teachers and leaders in the arts.
- Partner with regional and statewide cultural resources to promote institutes, courses, and/or workshops that enhance the teaching and learning of the individual disciplines associated with Dance, Music, Theater, Visual and Media Arts, and the connections between these disciplines.
- Create access to new and/or existing online, on-demand venues for specific and focused professional development.

Objective: Increase teacher and leader participation and engagement in professional development opportunities that are based upon the new NYS P-12 Learning Standards for the Arts to build subject knowledge and pedagogical-content knowledge in the arts by leveraging the expertise of arts education stakeholders.

Activities:

- Design opportunities to coordinate professional development that articulates collaborations and partnerships across P-16.
- Target annual professional development in the arts that builds specific subject knowledge and pedagogical-content knowledge toward fulfilling the 100 hours required by Continuing Teacher and Leader Education (CTLE) Requirements.
- Provide funding opportunities for teachers and leaders to participate in sustained, online or on-site professional development institutes, professional learning communities, courses, and/or workshops during the school year.
- Incorporate career-ladder incentives for arts teachers and leaders to participate in and/or provide professional development sessions and engage in professional development opportunities related to STEAM education.
- Identify or develop and implement a needs assessment to determine the focus of future professional development opportunities.

- Create professional development opportunities that bring teachers and leaders into contact with professional dancers, media artists, musicians, actors and Theater technicians, and visual artists through internships and mentorships with peer teachers, institutes of higher education, and/or business and industry partners.

Objective: Foster collaboration between pre-service teacher and leader preparation programs and in-service teachers and leaders, to understand, support, and incorporate the new NYS P-12 Learning Standards for the Arts in school and district curricula.

Activities:

- Leverage funding resources for educational turnkey activities in higher education, BOCES, school districts, and/or cultural institutions to help provide collaborative professional development venues and programming for the new NYS P-12 Learning Standards for the Arts.
- Develop and deliver distinctive professional development components for school leaders and school leader preparation programs that target how strengthening arts education and supporting the new NYS P-12 Learning Standards for the Arts contributes to improved student success, lifelong learning, and college and career opportunities.
- Build teacher resources by establishing community-based programs that provide relevant arts experiences in Dance, Music, Theater, Visual and Media Arts curriculum, and instructional programs.

2.3 Assessment

Goal: Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts, and empower educators to use the data resulting from these assessments to enhance teaching and learning.

Objective: Explore established and contemporary arts assessment models at the international, national, state, regional, and local levels to implement changes in the local P-12 arts assessment systems that are reflective of the new NYS P-12 Learning Standards for the Arts.

Activities:

- Convene arts educators and arts education stakeholders to review and evaluate how other states provide pathways to graduation in the arts, to determine the role of assessment in this pathway, and to evaluate assessment options for the 4+1 Arts Pathway and produce recommendations to the field and the Department. (See Appendix A)
- Convene arts educators and other arts education stakeholders to review and evaluate options for formative and summative arts assessments P-12
- Collaborate between states to discuss and/or develop formative and summative arts assessments that have common blueprints.
- Propose a set of model formative and summative P-12 arts assessments that reflects the arts content, Anchor Standards, conceptual understandings, and practices that are included in the new NYS P-12 Learning Standards for the Arts.

Objective: Empower arts educators to understand and use relevant student achievement data from formative and summative arts assessments to initiate local, data-informed professional development, curriculum, instruction, and assessment.

Activities:

- Collaborate with arts educators and other arts education stakeholders statewide, regionally, and locally to provide professional development for teachers and leaders that is focused on understanding and analyzing student achievement data for improving arts teaching and learning.
- Provide professional development opportunities for teachers and leaders to better understand the intent and design of formative and summative assessments that are aligned to the new NYS P-12 Learning Standards for the Arts.
- Provide professional development on the use of formative assessment at the local level to encourage and promote student growth in the arts; and on the use of local and regional assessments to produce valid data relevant to achievement of the new NYS P-12 Learning Standards for the Arts

Critical Component Three: Materials and Resource Support

Goal: Support regular and substantive teaching and learning of arts content, Anchor Standards, conceptual understandings, and practices through artistic inquiry and authentic engagement with artistic works across the arts disciplines by providing access to New York State's culturally rich institutions, including performances and exhibitions both in and out of school.

Objective: Identify existing arts materials, cultural centers (state, regional, local, district, school-based) and related resources, and create new related resources to support the equitable access and implementation of exemplary, cost-effective curriculum programming and instructional materials that are aligned to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Seek funding opportunities to acquire equipment, materials, and supplies to support the development, implementation, and sustainability of P-12 arts curriculum and instructional programming at the local and regional levels.
- Reconvene select members of the Regents Blue Ribbon Commission on the Arts to further the development of arts education partnerships statewide.
- Identify new or use existing funding streams to support facilities planning in order to provide physical space that is conducive to the teaching and learning of the arts in state-of-the-art classrooms, theaters, studios, and concert halls.
- Develop collaborations and partnerships to promote and support comprehensive systems for the development, implementation, and sustainability of arts materials and resources.
- Seek funding opportunities for professional development in instructional technologies that support arts and 21st century content, Anchor Standards, conceptual understandings, and practices.

Objective: Build the capacity of local educational agencies, higher education institutions, business and industry partners, and other profit and nonprofit organizations to connect teachers and students to relevant, real-world authentic Arts experiences that are aligned to the new NYS P-12 Learning Standards for the Arts.

Activities:

- Develop partnerships between arts community stakeholders, parents, cultural institutions, museums, concert venues, galleries, Theaters, and school districts to provide educational outreach for arts materials and other logistical support.
- Provide mentorships and research opportunities for teachers and students through incentives to build partnerships between business and industry, higher education institutions, and/or other arts community stakeholders (e.g., museums, community organizations, etc.).
- Provide incentives for outreach opportunities and technical support for arts experiences beyond the school walls to help develop a life-long curiosity about the arts

- Investigate opportunities to expand access to Arts content through online resources.
- Capitalize on the regional and local capacity to offer distance learning and online courses through partnerships and grants.

Critical Component Four: Administrative and Community Support

Goal: Build the capacity to enhance arts education and ensure lifelong learning and career readiness by involving cultural and community stakeholder and creating partnerships and alliances between school districts, institutions of higher education, arts education professional organizations, business and industry, informal education organizations government agencies, parents, and the larger learning communities: local, regional, state, national, and international arenas.

Objective: Identify arts educators and other arts stakeholders who can lead the development and continued growth of partnerships that are focused on the comprehensive revitalization of Arts education.

Activities:

- Utilize arts partners for exploring and developing community-based arts experiences, summer, after-school, and special arts programs and experiences that could be offered to New York State students for the +1 Arts Pathway.
- Support collaborations with regional arts hubs to provide access to various higher education faculty and business and industry experts and their facilities to raise awareness of real-world applications and opportunities in the arts college and career pathways.
- Engage key arts educators and other arts stakeholders to serve as catalysts in the advancement and implementation process pertaining to NYS arts education to build and sustain an arts talent pipeline.
- Utilize informal (e.g., parents, museums, community organizations, businesses, etc.) and formal (e.g., P-12 schools, institutes of higher education, business and industry, cultural arts centers) arts education partners and their resources to promote and support new and existing innovative art education initiatives (e.g., fellowships, internships, mentorships, research opportunities).
- Identify models of effective collaborations between departments of Dance, Music, Theater, Visual and Media Arts and teacher education programs of institutes of higher education.
- Provide incentives for institutes of higher education to facilitate collaborations between departments of Dance, Music, Theater, Visual and Media Arts and teacher education programs of institutes of higher education.
- Develop and implement career ladder incentives for teachers and administrators that build the leadership capacity and talent pool of the arts departments of school districts.

Objective: Review, revise, and propose regulations that reflect engagement in innovative teaching and learning through authentic experiences in Dance, Music, Theater, Visual and Media Arts that lead to the achievement of the new NYS P-12 Learning Standards for the Arts by all students.

Activities:

- Solicit input from arts education stakeholders, ensuring the involvement of experts from P-12 education and institutes of higher education in the advisement and recommendations for regulations addressing qualifications to teach Dance, Music, Theater, and Visual and Media Arts P-12.
- Convene arts educators to re-examine the alignment of teacher certification P-12 to the structure of the new NYS P-12 Learning Standards for the Arts.
- Re-examine the pre-service program requirements for arts education P-12.
- Re-examine the current in-service professional development requirement (175 hours over 5 years) to recommend a minimum allocation of time toward teacher participation in arts pedagogical content knowledge-based professional development, and the distribution of these hours over time.
- Review the commissioner's regulations pertaining to arts program and diploma requirements P-12, and consider amendments to reflect the knowledge and skills required of high school graduates who are able to engage in the arts and cultural experiences related to their everyday lives, have well-developed critical and creative faculties, and utilize the arts to aid in understanding difference; preparing them to enter the colleges and/or careers of their choice and to enter our global community.
- Ensure internal collaboration and consultation between various program offices within the NYSED to propose the requisite changes in regulations.

Objective: Leverage fiscal and human resources, through Dance, Music, Theater, Visual and Media Arts education stakeholder partnerships, to catalyze and sustain the revitalization of Arts education statewide, regionally, and locally.

Activities:

- Explore funding opportunities offered by both the public and private sectors to establish arts stakeholder partnerships that are focused on enhancing programs in Dance, Music, and Theater, Visual and Media Arts education by embracing models that are similar to those used in the National Board Certification process.
- Re-evaluate the coordination, allocation, and distribution of state and federal funding streams to better support arts education.
- Identify available grants to sustain the implementation of the new NYS P-12 Learning Standards for the Arts through partnerships within the State's established infrastructure, such as BOCES, museums, cultural institutions, etc.

Objective: Enhance public relations to heighten the importance and strengthen the presence of P-12 arts education in New York State.

Activities:

- Develop incentives for school leaders to support and strengthen arts education and the new NYS P-12 Learning Standards for the Arts in their schools and districts, and assist them in preparing and disseminating data to local community partners and parents that demonstrate the contributions of their arts education programming to improved student success and college and career opportunities.
- Develop a statewide plan for improving communication with arts educators and other arts stakeholders, parents, and the community at large about the benefits of arts education.
- Develop a plan to build awareness regarding the importance of arts education for citizenry, lifelong learning, and readiness for college and/or careers.
- Build, support, and enhance knowledge in the public and private sectors to promote the effective implementation of arts curriculum programming, instructional practices, and standards-based assessments that are aligned to the new NYS P-12 Learning Standards for the Arts.

DRAFT

Appendix A

THE NEW YORK ARTS PATHWAY ASSESSMENT SYSTEM

REPORT OF THE NATIONAL ARTS ASSESSMENT EXPERT PANEL
TO THE BLUE RIBBON COMMISSION ON THE ARTS,
THE BLUE RIBBON EXECUTIVE COMMITTEE,
AND THE NEW YORK STATE EDUCATION DEPARTMENT

EDWARD D. ROEBER, ASSESSMENT DIRECTOR, MICHIGAN ASSESSMENT CONSORTIUM
TIMOTHY S. BROPHY, PROFESSOR AND DIRECTOR OF INSTITUTIONAL ASSESSMENT, UNIVERSITY OF FLORIDA
FRANK S. PHILIP, NATIONAL ARTS EDUCATION ASSESSMENT CONSULTANT

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INTRODUCTION

The New York State Education Department (NYSED) contracted with three national experts in the arts and arts assessment to advise the Regents Blue Ribbon Commission on the Arts, the Blue Ribbon Executive Committee, and the NYSED on the options to be considered for offering an arts assessment as a substitution for one Regents exam. The national expert panel developed recommendations for an assessment design for the future, as well as options for those students nearing the completion of their high school programs (i.e., current year juniors and seniors). This paper presents the plans from the national expert panel along with suggestions for how such a program could be implemented.

GUIDING PRINCIPLES

This work is founded on the basic belief that the arts are fundamental disciplines and thus essential for all students. Every student in our schools should have the opportunity to find and develop his or her particular voice for expression. The arts provide a process and products for communicating ideas, images, sounds, movement, and stories that are unique to our human character. The arts are powerful and necessary elements of education that augment, animate other areas of the curriculum, and provide meaning and a cultural context for learning. The arts capture and express the natural creative spirit in all learners and are a vital component to a balanced and complete education. They provide all students a means of understanding cultures, historical, political and economic influences, as well as prevailing societal climates.

Our recommendations are based on the fundamental assumption that student performance in the Arts Pathway Assessment System (APAS) will not be realized to its full potential unless there is a rigorous, sequential, standards-based curriculum and instructional program in the arts in all New York schools from pre-kindergarten through grade 12. This program should serve help all students including those with diverse needs such as English language learners and students with disabilities, to achieve at high levels through engaging opportunities in arts learning.

Several principles guided the development of the Arts Pathway Assessment System plans, both long-term and short-term.

Principle 1. Focus on student learning and engagement. The Arts Pathway Assessment System must facilitate student learning and engagement in the arts, and identify students who demonstrate significant achievement.

Principle 2. Maximize the use of existing assessment resources. The national expert panel's recommendations are to adopt or adapt existing assessment materials and assessment strategies to the extent possible, and recommend different approaches or develop new assessment materials only if necessary.

Principle 3. Promote an economy of administration. Assessment processes must capitalize on existing procedures, and new processes should be feasible, affordable, and efficient.

Principle 4. Make it adaptable to varied opportunity-to-learn contexts. Assessment options must be must be accessible to all students and adaptable to student interests and abilities. To maximize access, assessment processes must accommodate the varied opportunities to learn in the arts that are present in New York State (NYS) schools. Done well, this will provide equitable learning opportunities to all New York students and may serve to reduce student dropouts and encourage high school graduation among at-risk students.

Principle 5. Honor the professional contributions of arts educators to the assessment of arts learning. Appropriately credentialed, certified arts educators at the K-12 and college levels, as well as eligible community-based arts partners, should contribute to and be engaged in the arts assessment processes where feasible and appropriate.

Principle 6. Develop an assessment system. The Arts Pathway Assessment System must employ multiple forms of assessment (direct measures, such as on-demand measures and those completed over time, and indirect measures, such as reflections and artist statements[1]) that are embedded in courses and reviewed and approved for this purpose, and valid for program assessment. Multiple assessment measures accommodate student interests, facilitate and support student learning, and provide multiple forms of documentation of student growth in the arts.

ASSESSMENT DESIGN CONSIDERATIONS

The expert panel considers the following elements necessary for the Arts Pathway Assessment System to be successfully implemented.

- It is essential that the New York Board of Regents and NYSED define the standards that the Arts Pathway Assessment System is to measure. The state has a current set of content standards in the arts and is preparing revised standards that are anticipated to be approved in 2016. In addition, new national core arts standards were published in 2014 (National Coalition for Core Arts Standards, 2014).
- Once a set of standards is finalized, the assessment materials used must be broadly aligned to these standards and associated curricula in order to measure the content and skills the standards define at a level of rigor that meets state criteria for eligibility for a Regents examination.
- Evidence of assessment quality must be a major criterion for the selection of assessment materials. It is important now and in the future that the measures developed or selected should be of the highest quality and meet established standards for reliability, validity, and fairness (American Educational Research

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[1]**Direct assessments** of student learning are those that provide for direct examination or observation of student knowledge or skills against measurable performance indicators. **Indirect assessments** are those that ascertain the opinion or self-report of the extent or value of learning experiences.

Association, American Psychological Association, & the National Council on Measurement in Education, 2014)

- To be comprehensive and fair, the arts assessment should consist of a balanced and comprehensive set of measures. These include but are not limited to: (a) through- course/end-of-course assessment materials; (b) an Individual Arts Assessments Plan (IAAP) capstone project; and (c) indirect measures such as student self-evaluations and attitudinal surveys. Balanced assessment assures that (a) assessment materials capture the accomplishments of NY students broadly from multiple viewpoints, and (b) quality, aligned assessment materials that are administered throughout students' high school program to both encourage higher levels of achievement and to document that achievement.

- Student course participation and performance, as well as success on the Arts Pathway Assessment System should be recorded and tracked in the state student information system. Keeping a record of student success in the Arts Pathway Assessment System (and other Pathway assessments), will ensure that the NYSED has ample evidence to verify the extent to which schools with active student participation have reduced student dropouts, achieved higher graduation rates, and effectively contributed to students' career and college readiness. We strongly recommend that by the Academic Year (AY) 2018-19, the NYS School Report card include an Arts Pathway measure to designate the percentage of students that attain graduation and who are college and career ready through the Arts Pathway.

ARTS PATHWAY ASSESSMENT SYSTEM PROCESSES

In this section, we present our recommendations for the final Arts Pathway Assessment System processes and a five–year implementation plan. It is anticipated that this will be a two-phase operation, with Phase 1 (Transitional Assessments) involving the development and preparation of the materials and process, and Phase 2 constituting the completion and implementation of the Arts Pathway Assessment System. Phase 1 will commence immediately upon Regents approval. The Final Arts Pathway Assessment System (Phase 2) should be developed concurrently, beginning immediately and be fully implemented in the AY 2019-20.

Summative Arts Pathway Assessments

In order to meet current professional standards for educational testing with the level of rigor expected of a Regents exam, the expert panel believes that the Phase 2 (Final Arts Pathway Assessment System) assessment must utilize two basic types of assessment.

- ***Course-Embedded and/or End-of-Course Assessment.*** We believe that course-level measures are essential to assure that (a) students are offered quality arts education experiences, and (b) student learning in those courses is accounted for in the final evaluation of student arts achievement for the Pathway. Assessment materials approved for this Pathway should preferably be selected from those already in use, with the additional stipulation that they are reviewed and vetted through a technical review process under the direction of the NYSED.

We recommend the following as potential participants in this review process: external and internal assessment specialists, arts educators, members of the state's arts education associations, higher education representatives, community arts organizations, and NYSED employees. NYSED can also consider accessing available assessment resources developed by other states such as Michigan or Florida, or developing its own assessment resources modeled after what other states have already done for this purpose.

- ***Individual Arts Assessment Plan (IAAP).*** The IAAP is a shared-model assessment, a culminating project developed collaboratively *by the student and his or her instructors* to: (a) match the student's interests and disciplinary focus; (b) serve as an organizing framework for the student's Arts Pathway; and (c) provide a systematic structure through which the student's achievements in the arts can be developed, reviewed, and assessed. The goal of this plan is for the student, with support from high school faculty, to design a longitudinal project or activity in the student's area of interest to present her/his accumulated arts knowledge and skills at the end of high school[2]. Imagination, creativity and the acknowledgement of idea-making in artistic accomplishment are inherent in the nature of this assessment design and plan, since the IAAP is not meant as a "one-size-fits all" assessment.

The IAAP should be developed as soon as the student selects the Arts Pathway option for graduation. The project can take any form that is appropriate to the discipline and consistent with professional careers in the arts, and appropriate for and aligned with the student's interest and disciplinary focus. The end result of this Arts Pathway project is a student-generated collection of the evidence of learning and the student's artistic and creative processes, most often organized in(but not limited to) a portfolio; this collection of evidence is what the IAAP Review Committee will assess with support from NYSED Arts Associates. The primary components of the IAAP are: (a) goals/outcomes for the project or activity; (b) the specific performances or products that will be presented for assessment (including student reflections); (c) a timeline for completion, with progress checks at periodic intervals; (d) explicit understanding of any student accommodations that are needed; and (e) the names and contact information for the student's lead teacher and IAAP review committee that will assess the final project.

An IAAP Review Committee should consist of three to no more than five individuals who have been approved by the NYSED to participate in the guidance and assessment of these projects. (Note: this necessitates that the NYSED develop a process for approving appropriate individuals to serve on these IAAP review teams, including but not limited to: secondary and post-secondary faculty, community arts partners, and professional artists.) Assigned NYSED staff will oversee the IAAP process at the state level and serve as NYSED's contact with each of the district arts supervisors and/or lead teachers who have been assigned as Regional Leader of the IAAP Review Team.

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[2] IAAP projects include, but are not limited to: performances, productions, exhibitions, service-learning such as apprenticeships and internships (i.e., museum studies), costume design, script and playwriting, criticism, historical research, filmmaking, and digital media design.

Each IAAP project (and the constructed-response assessments used in course assessments) are to be assessed by arts educators from K-12 and higher education through a consensus moderation process guided at the Board of Cooperative Educational Services (BOCES), the large-city districts, regional, and state levels. The NYSED should provide the initial turnkey training of IAAP Regional Leaders and the consensus moderation process as well as provide on-going support through NYSED-assigned staff. In order to facilitate the sharing of assessment responses and the reviews of these by NY's arts educators, an electronic online network should be created using a model such as the one currently being used in Tennessee to facilitate collaboration at the BOCES, the large-city districts, regional, and state levels.

Implementation Plan for the Final Arts Pathway Assessment System

1. The Arts Pathway Assessment System should be announced to *eighth graders* in early 2016 (see Figure 1) as a program that begins for them when they are *ninth graders* in the AY 2016-17. These are students who will graduate from high school in AY 2019-20. The final plan should serve as the basis for this announcement, with Phase 1 transitional options as necessary for serving students who will graduate prior to AY 2019-20.

2. Announcing the Arts Pathway Assessment System plan for eighth grade students will permit the NYSED to position the program in terms of what it will *eventually* be, and not defined by the Phase 1 Transitional assessment options that may be necessary in the interim. Hopefully, this will mean that educators, students, and parents do not perceive the program as limited by the assessments that are used before the program is fully implemented.

TIMELINE FOR THE IMPLEMENTATION OF ARTS PATHWAY ASSESSMENT SYSTEM (APAS)

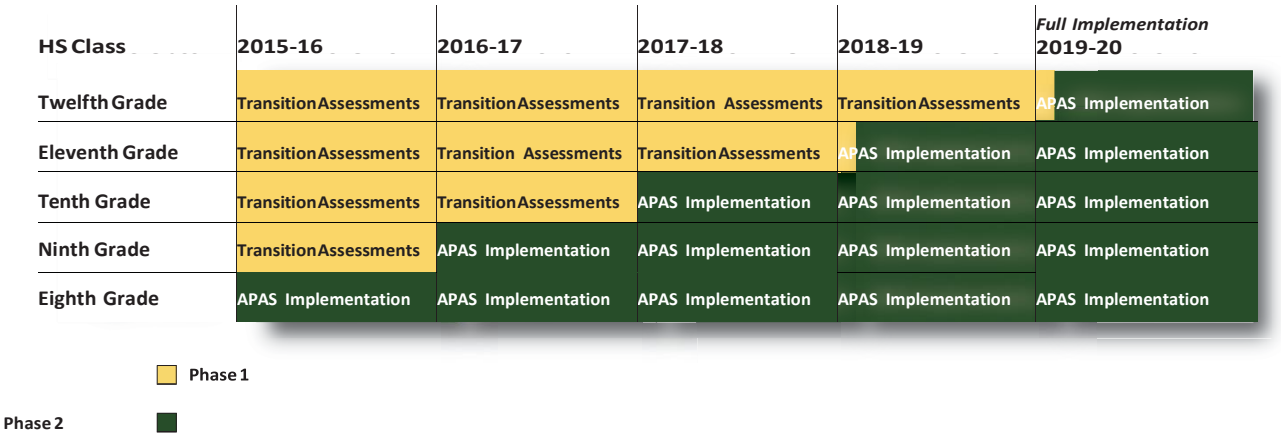

Figure 1. Recommended timeline for the implementation of the Arts Pathway Assessment System

3. Announcing the final Arts Pathway Assessment System process in early 2016 (winter or spring of AY 2015-16) will permit ninth grade students in AY 2016- 17 to plan a course of study in advance that includes taking the necessary arts (and other) courses in high school. This advanced notice will prepare these students to enroll in the courses necessary to qualify for the Regents endorsement. An accommodation should be provided for students who decide to pursue the Arts Pathway endorsement after ninth grade.

4. This will also provide the time necessary for the NYSED to prepare the resources and assessment strategies needed for the Phase 2 Final Arts Pathway Assessment System, as well as any Phase 1 transitional assessment measures to be used on an interim basis.

5. While this timeline indicates when the assessment strategies and resources for Phases 1 and 2 will be available to students, these assessments, the attendant resources, and professional development for educators need to be developed starting immediately, in the AY 2015-16. The NYSED *cannot wait* to start on the Phase 1 and 2 assessment options or the assessments will not be available on time.

6. Starting work on the Phase 2 Final Arts Pathway Assessment System in AY 2015-16 will permit time for NY educators and students to help create these resources, and for pilot testing and field-testing to occur in select NY school districts during AY 2016-17 through AY 2018-19. This development, pilot testing, and field-testing process is essential for the successful development and implementation of the assessment system.

DEVELOPMENT AND IMPLEMENTATION

There are a number of activities that the NYSED must carry out to be well prepared to implement the Phase 2 Final Arts Pathway Assessment System by AY 2019-20 (see Figure 2).

Through-Course and End-of Course Assessments

1. Determine the arts education content standards to be used as the basis for the Phase 2 Arts Pathway Assessment System as well as the measures used in the Phase 1 transition assessments.

2. Determine the courses for which through-course and end-of-course measures are to be used by local districts.

3. Collect existing through-course and end-of-course measures from NY districts, as well as state assessments and district assessments in the arts from other states, casting a wide net for existing resources.

4. Create a set of criteria for review and acceptance of existing assessment materials. Determine an assessment review process that incorporates both arts content and assessment expertise. Assessment review is an essential element of assuring that existing assessment materials are considered for use, and only those of high quality are approved and offered for use. This is an activity with which the state's arts education professional organizations, BOCES, and the large-city districts should be engaged.

5. Field test any newly developed or selected through-course or end-of-course assessment materials to ensure that the assessments meet established standards for educational testing and rigor for Regents examinations, and provide useful information to instructors and their students. It is important that field-testing occurs with representative student samples from in a range of urban, suburban, and rural districts across New York State.

6. Conduct focus groups to collect data from which to begin to develop a framework for the IAAP, led by arts experts with a small but representative sample of arts educators and their students.

Student focus groups should be asked to describe *how* they would like to be assessed and *what* would be adequate evidence of their successful completion of the Arts Pathway Assessment System. A sample student prompt might be: *If you chose the Arts Assessment Pathway option as one of your Regents exams, what do you think would be the best evidence of your arts learning? How can you best show what you have learned?*

Arts educator focus groups should be asked for their reactions to student ideas, as well as for their own descriptions of what constitutes an adequate collection of evidence that is rigorous and demonstrates clearly the degree to which the student has achieved the arts standards and college and career readiness in the art form at the appropriate level for graduation.

This data should be analyzed by a select group of arts assessment specialists and NYSED personnel as they develop the general framework or protocol for the IAAP.

7. Draft the Individual Arts Assessment Plan frameworks for both students and instructors, based on the information collected from arts educators and their students. These frameworks should include components that (a) describe the idea of the culminating project; (b) what sorts of projects meet state criteria for eligibility; (c) the process used by students to propose projects; and (d) the process for proposal review and approval by school-based educators. The materials to be used by students to present their projects, to record the efforts of students (specifications for print and video media) and for the review of the projects through a consensus moderation process should be clarified and understood. Members of state arts education professional organizations and faculty in higher education institutions could be engaged to assist with this process, and to provide validity evidence to support the framework for its intended use.

8. Pilot test the IAAP with a small sample of high school students. Once the Individual Arts Assessment Plan materials and resources are ready, a small but representative sample of high school students (in schools that represent varied opportunity to learn contexts) should review the draft materials during the AY 2016-17, pilot test the assessment process in the AY 2017-18. Then, a wider-scale field test should occur in the AY 2018-19.

9. Pilot test the consensus moderation process, starting in a few BOCES and large-city districts. The consensus moderation process should also be developed and pilot tested in one or possibly two BOCES and large-city districts (in the summer of 2018) and field-tested on a wider-scale basis in a number of BOCES and large-city districts (in the summer of 2019). The consensus moderation process should engage high school and college arts educators in the review of the work of students.

10. Pilot- and field-test data should be reviewed annually and used to refine and enhance the assessment materials and the consensus moderation procedures.

Because Phase 2 will take several school years to develop, field test, finalize, and implement, Phase 1 transition assessments are necessary. These are to be phased out as Phase 2 is implemented.

SCHEDULE FOR DEVELOPMENT, PILOT TEST, FIELD TEST, AND IMPLEMENTATION OF THE IAAP

2015-16

1. Determine the arts education content standards to be used as the basis of the Phase 1 transition and Phase 2 final assessment options.
2. Determine the courses for which through-course and end-of-course measures are to be used by local districts.
3. Collect existing through-course and end-of-course measures from NY districts, and state and district assessments in the arts from other states.
4. Create a set of criteria for review of existing assessment materials and determine an assessment review process that incorporates both arts content and assessment expertise.

2016-17

5. Field test any newly developed or selected through-course or end-of-course assessment materials to ensure that the assessments meet established standards and provide useful information to instructors and their students.
6. Conduct focus groups to collect data from which to develop a framework for the IAAP, led by arts experts with a small but representative sample of arts educators and their students.
7. Draft the Individual Arts Assessment Plan frameworks for both students and instructors that (a) describe the idea of the culminating project, (b) what sorts of projects are appropriate, (c) the process used by students to propose projects, and (d) the process for proposal review and approved by school-based educators.
8. Pilot test the IAAP with a small sample of high school students and have a similar group review the IAPP draft materials.

2017-18

9. Pilot test the assessment process to determine how the materials perform.
10. The consensus moderation process should be developed and pilot tested in one or possibly two BOCES and a large city district (summer 2018). The process should engage high school and college/university arts educators in the review of student work.

2018-19

11. The consensus moderation process should be field tested on a wider-scale basis in a number of BOCES and a large city district (summer 2019).
12. A wider-scale and final field test of the IAAP and all the assessment material and processes should be conducted, analyzed, and the final program established and disseminated for the 2019-20 school year.
13. Review Pilot and field test data annually to refine and enhance the assessment materials and the consensus moderation procedures.

2019-20

Implement the IAAP

Figure 2: Schedule for development, pilot test, field test, and implementation of the IAAP

TRANSITIONAL ASSESSMENTS

There are several Phase 1 Transitional Assessments available. Some can be used immediately (during the AY 2015-16), others will require more effort to implement, and still others might require changes to state education regulations, but could serve a useful purpose on an interim basis. The NYSED carried out a review of assessment resources that could be used immediately, based on the standard set of criteria.

SED Criteria for Review of Existing Assessments

When NYSED professionals reviewed a set of existing options for the Arts Pathway Assessment System, seven criteria were used to determine the feasibility of these measures for this purpose.

1. Pathway assessments shall measure student progress on the State Learning Standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR
2. Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.
3. Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.
4. Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.
5. Pathway assessments shall be developed by an entity other than a local school or school district.
6. Pathway assessments shall be available for use by any school or school district in New York State
7. Pathway assessments shall be administered under secure conditions approved by the commissioner.

Phase 1 Transitional Assessment Options

Viable assessment options for present-day students (eleventh and twelfth grades in AY 2015-16) are needed to give these students a chance to receive the Regents' arts endorsement. Standards should be set for any program so as to provide description of the Regents' arts endorsement to students.

A number of exams were reviewed by the NYSED. (See Appendix 2 for a summary of these, and Appendix 3 for a more complete review of each option according to the seven criteria listed above.) The national arts assessment experts reviewed these measures carefully, and rank-ordered them in order of their feasibility, viability, and general availability to NY students.

AY 2015-16 through AY 2018-19

1. ***C-GEL assessment materials and assessment process*.** This assessment option should be implemented immediately during the *AY* 2015-16. The Dance, Music, Theatre, and Visual Arts C-GEL assessment materials that were developed 15 years ago are still a viable approach for use in NY. The C-GEL could serve as a model for through-course and end-of-course assessment in more advanced arts courses in NY to be developed for Phase 2.

2. ***Arts AP examinations*.** AP exams are available in AP Studio Art: 2D Design Portfolio; AP Studio Art: 3D Design Portfolio; AP Art History; AP Studio Art; and, Drawing Design Portfolio; AP Music Theory. Pathway eligibility: One or more of these exams and receive a score of 3 or better.

3. ***International Baccalaureate Diploma Program* (IB).** These assessments are available in Dance (Standard Level [SL] or High Level [HL]); Music (SL or HL); Theatre (SL or HL); and Visual Arts (SL or HL). Pathway endorsement eligibility: One or more exams at either the SL or HL level. Standard Level (SL)—A course score of 4 or higher; Higher Level (HL)—A course score of 3 or higher.

4. ***Cambridge exams (AICE).*** There are two potential Cambridge exams in use: Cambridge Advanced International Certificate of Education Examination and the Cambridge International General Certificate of Secondary Education Examinations in schools that are enrolled in this program. It is uncertain how many schools, if any, are Cambridge schools, so this option may be quite limited. Pathway endorsement eligibility: Undefined at this time.

AY 2016-17 through AY 2018-19

5. ***Dual (concurrent) enrollment*.** Students who are or have been dual-enrolled in arts classes at the college or community college levels and who do well in these courses. Pathway endorsement eligibility: The NYSED would need to determine the number of semester credit hours, passed with what GPA (on a four-point scale) in course(s) taught by approved instructors, that students would need to take in order for students to qualify for the Regents Arts Pathway.

6. ***New York City Comprehensive Arts Examinations.*** With an exception to or a modification of NY regulations that prohibit state use of locally developed assessments, the New York City and other districts' assessments could be used in other districts in the state. Since through-course and end-of-course assessments are an essential element of the Arts Pathway Assessment System, these assessments (properly vetted for assessment quality and alignment with state arts content standards) should be made available on an optional basis throughout the state. See Appendix 1 for more information on the NYC exams. The NYSED can collect, vet, and make these assessments available for others to use.

7. ***School program waivers.*** Offer a program waiver process to permit high schools with high-quality arts education programs to apply for a programmatic waiver that would apply to all students who participate in and successfully complete the high school's program requirements to meet the Arts Pathway requirement. We

recommend that the state's arts education associations and higher education institutions assist with this process, either by creating the school waiver criteria and/or by serving as the judges of the quality of school arts programs. Pathway endorsement eligibility: All students who participate in and successfully complete the high school program of study in schools with an approved waiver.

8. ***Student developed portfolios***. Offer a process for students to be able to submit their evidence of Pathway-level achievement thereby waiving the necessity of a Regents exam. The procedures for this process needs to be determined, including the types of student evidence to be submitted, how this work is submitted, who reviews the work, and what criteria are used to judge the work. This is also an activity that the state's arts education professional organizations and higher education institutions could be engaged to assist with, either by creating the student waiver criteria and/or by serving as the judges of the quality of students' work. While this is a Phase 1 transitional activity, this work could help to define the procedures and criteria to be used in the IAAP in Phase 2. Pathway endorsement eligibility: Students whose work surpasses the waiver criteria to be developed. This is an important consideration in moving toward the IAAP.

9. ***Summer arts programs offered by the NY State Summer School for the Arts (NYSSSA)***, especially if there is an equivalent substitute for Regents exam for these students. Pathway endorsement eligibility: Undefined at this time. This could be based on the extent of participation and the measures of successful participation used in the summer arts program. Criteria for use in the Regents Arts Pathway endorsement need to be established.

10. ***Community-based arts experiences, summer, after school, and special arts programs and experiences offered by colleges/community colleges and other organizations***. Pathway endorsement eligibility: Uncertain at this time. The extent of participation (months/years), the nature of participation, and measures of successful participation would need to be defined. This is another activity that the state's arts education professional organizations and higher education institutions could be engaged to assist with, either by creating the student waiver criteria and/or by serving as the judges of the quality of students' work. Criteria for use in the Regents Arts Pathway endorsement need to be established.

AY 2017-18 through AY 2018-19

11. ***State-created model end-of-course examinations.*** The NYSED can develop these from existing course-level assessments in NY and assessment resources from other states (and/or out-of-state districts).

12. ***Model Cornerstone Assessments from the National Core Arts Standards project.*** These assessment materials are planned to be completed by the start of the 2016-17 academic year and will be readily available for educator use both during and at the end of arts education courses. These assessments will need to be reviewed for their alignment with the NY arts standards prior to their implementation.

The list of assessments and recommended pathway eligibility is summarized in Table 1.

Table 1: Summary of assessment type and pathway eligibility

	ASSESSMENT TYPE	PATHWAY ELIGIBILITY
1	***C-GEL Assessments***	Undefined at this time
2	***Advanced Placement***	3 or better on each exam
3	***International Baccalaureate Diploma Program (IB)***	One or more exams at either the SL or HL level. Standard Level (SL) — A course score of 4 or higher; Higher Level (HL) — A course score of 3 or higher.
4	***Cambridge exams (AICE)***	Undefined at this time
5	***Dual (concurrent) enrollment***	The SED would need to determine the number of semester credit hours, passed with what GPA (on a four-point scale) in course(s) taught by approved instructors, that students would need to take in order for students to qualify for the Regents Arts Pathway.
6	***New York City Comprehensive Arts Examinations***	Undefined at this time; consider the scoring criteria from NYC.
7	***School program waivers***	All students who successfully complete the high school program of study in schools with an approved waiver.
8	***Student developed portfolios***	Students whose work surpasses the waiver criteria to be developed.
9	***Summer arts programs offered by the NY School for the Arts***	Undefined at this time
10	***Community-based arts experiences, summer, after school, and special arts programs and experiences offered by colleges/community colleges and other organizations***	Undefined at this time The extent of participation (months/years), the nature of participation, and measures of successful participation would need to be defined.
11	***State-created model end-of-course examinations***	Undefined at this time
12	***Model Cornerstone Assessments from the National Core Arts Standards project***	Undefined at this time

EXPERT ASSISTANCE NEEDED

The Arts Pathway program and assessments will take a considerable level of effort, combined with adequate funding support. A number of activities need to be carried simultaneously from AY 2015-16 through AY 2019-20, and will require adequate NYSED staffing, support from BOCES/large-city districts, other local districts, active participation and support from the state's arts education professional organizations, and ongoing collaboration between the state's K-12 and higher education institutions. There are several ways in which expert assistance can be used to create the Arts Pathway Assessment System.

PHASE 1: TRANSITIONAL ASSESSMENTS

AY 2015-16

- Help collect information on available end-of-course (EOC) exams. Available resources for high school through-course and end-of-course assessment should be collected, reviewed, catalogued.
- Create a process for review of local district, state, and other assessments that can be used to approve high school through-course and end-of-course assessments.
- Develop criteria for school program waivers
- Develop criteria for the student-developed portfolio waivers

AY 2016-17 through AY 2018-19

- Carry out the review of existing assessments, using the state's arts education professional organizations and others.
- Help develop the assessment blueprints for the model state-developed high school through-course and end-of-course assessments.
- Help develop the model state-developed high school through-course and end-of- course assessments.

PHASE 2: FINAL IMPLEMENTATION

AY 2019-20 ARTS PATHWAY ASSESSMENT SYSTEM IMPLEMENTATION

- Work with a small group of schools' educators and students to see what students indicate they are able to produce that could be used as model IAAPs, thus serving to enhance the IAAP educator and student protocols.
- Develop the student and educator protocols for the Individual Arts Assessment Plan, using the state's arts education professional organizations, higher education institutions, community arts organizations, and others.
- Create a plan for moderating collections of student work through consensus from the high school through-course and end-of-course assessments and the Individual Arts Assessment Plan.

- Assist the SED to pilot test the consensus moderation model in a few sites across the state.
- Assist the SED to field test the consensus moderation model in representative sites across the state.
- Revise and refine the Individual Arts Assessment Plan framework, based on field test results, using the state's arts education professional organizations, higher education institutions, and others.
- Help create the online software to provide the state-collected and state-developed model high school through-course and end-of-course assessments to local districts.
- Help create the online software to collect student work on the model high school through-course and end-of-course assessments and results from the Individual Arts Assessment Plans from local districts for local, regional, and state review.
- Assist the SED to implement the consensus moderation model throughout the state.

REFERENCES

American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

National Coalition for Core Arts Standards. (2014). *National Core Arts Standards*. Retrieved from National Core Arts Standards: http://www.nationalartsstandards.org/

APPENDIX 1

NEW YORK CITY COMPREHENSIVE ARTS EXAMINATION – HIGH SCHOOLS

http://schools.nyc.gov/offices/teachlearn/arts/curriculum.html

The Office of Arts and Special Projects offers Comprehensive Examinations in Dance, Music, Theater and Visual Arts, available to students who have completed a high school **major arts sequence** (see eligibility requirements for each exam). Eligible students have an opportunity to earn official recognition of advanced achievement in the arts and Regents credit. The exams have multiple components, including performance on- demand, portfolio or exit project, and written examination. Students must take all sections to complete the exam. This examination aligns with the *Blueprint for Teaching and Learning in the Arts.*

New York City Comprehensive Arts Examinations -- HIGH SCHOOLS

The Office of Arts and Special Projects offers Comprehensive Examinations in Dance, Music, Theater and Visual Arts, available to students who have completed a high school **major arts sequence** (see eligibility requirements for each exam). Eligible students have an opportunity to earn official recognition of advanced achievement in the arts and Regents credit. The exams have multiple components, including performance on- demand, portfolio or exit project, and written examination. Students must take all sections to complete the exam. This examination aligns with the *Blueprint for Teaching and Learning in the Arts.*

2015 Comprehensive Examinations
Dance, Music, Theater & Visual Arts
Section III: Written Examination

Exam Date & Time: June 16, 2015 from 1:15-4:15 pm

Deadline for Schools to Order Examination Materials: May 1, 2015

DANCE

2015 Comprehensive Dance Examination Information: Memorandum / Description & Scope / Proctor Guidelines / Return Instructions

Note: Section I: Performance On-Demand was administered on Tuesday, January 27, 2015

MUSIC

2015 Comprehensive Music Examination Information: Principal Memo / Portfolio Components / Portfolio Self-Reflective Essay / Characteristics of Sequential HS Programs

THEATER

2015 Comprehensive Theater Examination Information: Memorandum / Description & Scope / Return Instructions

Note: Section I: Performance On-Demand was administered on Tuesday, January 27, 2015

VISUAL ARTS

2015 Comprehensive Visual Arts Examination Information:
Memorandum, Scope and Format, Student Instructions, Rubrics

Sample Visual Arts Commencement Examination and Answer Key for Multiple Choice Questions

APPENDIX 2

SUMMARY OF ARTS ASSESSMENTS REVIEWED BY NYSED

Assessment	Description	Cut Score
AP Studio Art: 2D Design Portfolio	For this portfolio, students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, paling, and printmaking. Sponsored by the College Board: https://www.collegeboard.org/	AP score of 3 or higher.
AP Studio Art: 3D Design Portfolio	The 3D Design Portfolio addresses sculptural issues. In this portfolio, students are asked to demonstrate an understanding of 3D design through any three-dimensional approach, as they integrate their understanding of design principles and relation of integration of depth and space, volume and surface. Sponsored by the College Board: https://www.collegeboard.org/	AP score of 3 or higher.
AP Art History	The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. Sponsored by the College Board: https://www.collegeboard.org/	AP score of 3 or higher.
AP Studio Art: Drawing Design Portfolio	The Drawing Design Portfolio is meant to address a very broad interpretation of drawing issues and media. It can also include painting, mixed media, printmaking, etc. Abstract, observational and invented works may demonstrate drawing competence. Sponsored by the College Board: https://www.collegeboard.org/	AP score of 3 or higher.
AP Music Theory	The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight singing, and keyboard harmony are considered an important part of the course. Sponsored by the College Board: https://www.collegeboard.org/	AP score of 3 or higher.
International Baccalaureate Diploma Program in Dance (SL or HL)	The IB DP Dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. Sponsored by the International Baccalaureate Organization: www.ibo.org	Standard Level: A course score of 4 or higher. Higher Level: A course score of 3 or higher.
International Baccalaureate Diploma Program in Music (SL or HL)	Involving aspects of the composition, performance and critical analysis of music, the IB DP Music course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. Sponsored by the International Baccalaureate Organization: www.ibo.org	Standard Level: A course score of 4 or higher. Higher Level: A course score of 3 or higher.
International Baccalaureate Diploma Program in Theatre (SL or HL)	The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Sponsored by the International Baccalaureate Organization: www.ibo.org	Standard Level: A course score of 4 or higher. Higher Level: A course score of 3 or higher.
International Baccalaureate Diploma Program in Visual Arts (SL or HL)	The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Sponsored by the International Baccalaureate Organization: www.ibo.org	Standard Level: A course score of 4 or higher. Higher Level: A course score of 3 or higher.

Arts Assessments Not Reviewed by NYSED

Assessment	Description	Cut Score
Cambridge Exams	Cambridge Advanced International Certificate of Education Examination	Undefined
Cambridge Exams	Cambridge International General Certificate of Secondary Education Examinations	Undefined

APPENDIX 3

ARTS ASSESSMENTS REVIEWED BY NYSED DETAILS BY CRITERIA IN 100.2(MM)

Certification Name: Advanced Placement Studio Art: 2D Design Portfolio

Responsible Organization: The College Board

Website: https://www.collegeboard.org/

Cut Score Required: AP score of 3 or higher

1. Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

The 2d Design Portfolio addresses two-dimensional design issues. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plan in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

For this portfolio, students are asked to demonstrate understanding of 2-D design through any two-dimensional medium or process, including but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, paling, and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted; however, still images from videos or films are acceptable. There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Art 2D Studio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards.

A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2. **Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.**

More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi.

The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.

3. **Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.**

AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education.

The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.

4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.
5.	**Pathway assessments shall be developed by an entity other than a local school or school district** The exam is developed by the College Board, a national organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** College Board exams are available for use by all New York districts and/or schools.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio. For Drawing and 2-D Design students also have to prepare a physical submission of five actual artworks.
Certification Name: Advanced Placement Studio Art: 3D Design Portfolio **Responsible Organization**: The College Board **Website**: https://www.collegeboard.org/ **Cut Score Required**: AP score of 3 or higher	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The 3D Design Portfolio addresses sculptural issues. In this portfolio, students are asked to demonstrate an understanding of 3D design through any three-dimensional approach, as they integrate their understanding of design principles and relation of integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual elements (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plan in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art. There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Art 3D Studio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards. A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi. The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills

	taught in corresponding courses in higher education. The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.
4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.
5.	**Pathway assessments shall be developed by an entity other than a local school or school district.** The exam is developed by the College Board, a national organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** College Board exams are available for use by all New York districts and/or schools.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio.
Certification Name: Advanced Placement Art History **Responsible Organization**: The College Board **Website**: https://www.collegeboard.org/ **Cut Score Required**: AP score of 3 or higher	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture. The assessment design for AP Art History is two sections, each worth 50%. Section 1 (1 hour) contains 80 multiple- choice questions and Section II (2 hours) contains six free response questions (two 30 minute questions and four 15 minute questions). The specific targets of this exam center around Learning objectives from the courses (skills); enduring understandings/essential knowledge (context); and knowledge of works of art. Especially important and relevant to the standards is the fact that the multiple-choice and free-response sections contain questions intended to assess achievement of multiple learning objectives and understanding of works of art from multiple content areas within the same question. This structure underscores the curricular emphasis and understandings of the interconnections and complex relationships among cultures, works of art, and art historical concepts. There is evidence of alignment between the AP Art History exam and all four NYS Visual Arts Standards, as well as two additional key standards from the Social Studies Frameworks and the Common Core ELA Standards. A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit

	and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi. The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education. AP Art History is one of the College Board's courses/exams undergoing a re-design, which will take effect in the 2015-16 school year. The redesigned course and exam will emphasize critical analysis of works of art and understanding of relationships among global artistic traditions. Increases depth and decreases breadth. New AP courses undergo an extensive audit process to ensure the course is aligned with the curriculum framework and will prepare students to take the exam. In addition, a college comparability study will be conducted as well as the full gamut of psychometric analyses.
4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.
5.	**Pathway assessments shall be developed by an entity other than a local school or school district.** The exam is developed by the College Board, a national organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** College Board exams are available for use by all New York districts and/or schools.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** AP exams are high-stakes assessments. Rigorous security protocols are employed prior to, during and after the test administration to ensure that integrity of exam booklets and answer sheets remains uncompromised. A new form of each AP exam is available each year. Forms are equated using a common item design. In some cases, AP exams use a spiral technique where two simultaneous forms of multiple choice items, which are equivalent in difficulty, are distributed in such a way that the same form of the exam is not given to students seated next to one another, which limits item exposure and the potential for cheating each year. Free-response items are released 48 hours after the exam administration. Multiple-choice questions are not made available unless the entire exam form is released. Full exams are released every five years or so as a priced, released exam book.
Certification Name: Advanced Placement Drawing Design Portfolio **Responsible Organization**: The College Board **Website**: https://www.collegeboard.org/ **Cut Score Required**: AP score of 3 or higher	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The Drawing Design Portfolio is meant to address a very broad interpretation of drawing issues and media. It can also include painting, mixed media, printmaking, etc. Abstract, observational and invented works may demonstrate drawing competence. Any work submitted that incorporates digital or photographic processes must address drawing issues as well. There are three sections within the assessment: (1) Quality, (2) Concentration (Sustained Investigation), and (3) Breadth (Range of Approaches). These sections align with NYS Learning Standard for the Arts Standard 2; Standards 1 and 3; and Standards 1, 3, and 4; respectively. By comparing the design and task of the AP Drawing Design Portfolio assessment with the Learning Standards for Visual Arts, it is clear that these tasks infer student achievement in the broad context of the standards. A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.

2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi. The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education. The AP Studio Art Development Committee recognizes that there is no single, prescriptive model for developing a rigorous, college-level studio art course. As such, guidelines for the submission of an AP portfolio are given instead of delineation for a specific course. The portfolios are designed to allow freedom in structuring the course while keeping in mind that the quality and breadth of work should reflect first-year college-level standards. The guidelines reflect the coverage and level typical of good introductory college courses as identified through college faculty counsel, college curriculum surveys, and extensive dialogue with leaders in the field.
4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.
5.	**Pathway assessments shall be developed by an entity other than a local school or school district.** The exam is developed by the College Board, a national organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** College Board exams are available for use by all New York districts and/or schools. 7.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** The AP Studio Art Digital Submission Web application is made available in late January. Teachers are encouraged to use it as a pedagogical tool from the time it is made available. It can also be helpful as an effective means for students and their teachers to track student progress toward a completed portfolio. Teachers work with their students throughout the school year to help them prepare digital images and arrange their portfolios. The website is accessed through secure teacher and student IDs and passwords. After a student submits their portfolio, their teacher has the option to forward it to their AP Coordinator for scoring (who can also send it back to the teacher if he/she has recommendations for further action) or return it to the student with recommendations for further action. The student can address teacher comments or re-submit the portfolio. For Drawing and 2-D Design students also have to prepare a physical submission of five actual artworks
Certification Name: Advanced Placement Music Theory **Responsible Organization**: The College Board **Website**: https://www.collegeboard.org/ **Cut Score Required**: AP score of 3 or higher	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural

	skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. The assessment design for AP Music Theory is two sections, Section 1 Multiple Choice (45%) and Section 2 Free Response (55%). Section 1 is composed of two types of questions: aural stimulus questions and non-aural stimulus questions. Section 2 is composed of two sections: a written portion and a sight-singing portion. The AP Music Theory Exam specifically addresses the 4 NYS Music Standards. A detailed description of the exam's blueprint is available online at the exam's AP Central homepage.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** More than 90% of colleges/universities in the US and schools in more than 60 countries use AP to grant credit and/or placement. More than 1,000 institutions that accept AP are searchable on the College Board website. Almost 6,000 college faculty participate in AP on an annual basis to ensure that the courses and exams continually evolve to keep pace with changes in academic disciplines and best practices in college-level learning. This participation includes course and exam development, exam scoring and score setting, curriculum surveys, and reviewing AP course syllabi. The American Council on Education (ACE) and the College Board recommend that colleges and universities award credit for AP scores of 3 or higher on any AP examination. This recommendation is based on ACE's most recent review of the AP program and on the recommendation of the Development Committee for each course and exam, which is made up of preeminent college faculty and AP teachers.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** AP exams regularly undergo review, with an extensive review every 5-7 years. College curriculum surveys are completed during the review process to ensure that the curriculum is aligned with the concepts and skills taught in corresponding courses in higher education. AP Art History is one of the College Board's courses/exams undergoing a re-design, which will take effect in the 2015-16 school year. The redesigned course and exam will emphasize critical analysis of works of art and understanding of relationships among global artistic traditions. Increases depth and decreases breadth. New AP courses undergo an extensive audit process to ensure the course is aligned with the curriculum framework and will prepare students to take the exam. In addition, a college comparability study will be conducted as well as the full gamut of psychometric analyses.
4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The assessment has technical characteristics consistent with those recommended for educational measurement as described in the Standards for Educational and Psychological Testing. The assessment is built on a vetted set of standards and associated blueprint, items are field tested and revised accordingly, and the psychometric characteristics of the exam are continually evaluated for appropriateness. The exam development process also follows the Code of Fair Testing Practices in Education.
5.	**Pathway assessments shall be developed by an entity other than a local school or school district.** The exam is developed by the College Board, a national organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** College Board exams are available for use by all New York districts and/or schools.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** AP exams are high-stakes assessments. Rigorous security protocols are employed prior to, during and after the test administration to ensure that integrity of exam booklets and answer sheets remains uncompromised. A new form of each AP exam is available each year. Forms are equated using a common item design. In some cases, AP exams use a spiral technique where two simultaneous forms of multiple choice items, which are equivalent in difficulty, are distributed in such a way that the same form of the exam is not given to students seated next to one another, which limits item exposure and the potential for cheating each year. Free-response items are released 48 hours after the exam administration. Multiple-choice questions are not made available unless the entire exam form is released. Full exams are released every five years or so as a priced, released exam book.
Certification Name: International Baccalaureate Diploma Programme Dance Course **Responsible Organization**: International Baccalaureate **Website**: http://www.ibo.org/ **Cut Score Required**: A course score of 3 (satisfactory) or higher.	

1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The assessment design for the IB Diploma Programme (DP) in Dance contains 3 tasks. Each task is included in the table below on the left, with the corresponding alignment to the NYS Learning Standards Captured on the right. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The recommended teaching times—150 hours (SL) and 240 hours (HL)—indicate a clear distinction between the time allowed for the completion of course assignments at SL and at HL. This differentiation between the two levels is reflected in both the breadth and depth of study. Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Dance.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions. Recognition comes in many forms, but the most common are: Recruitment—actively recruiting Diploma Programme students; Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications; Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state; Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section. 1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. 2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. 3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language. 4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). 5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.
4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing.** The primary validity argument/evidence for the IB exams are around construct validity, which is modeled after the work of Messick. The course is developed using many of the same principles of Evidence-Centered Design (although not explicitly) where the first step is to identify the course objectives, which then drives exam development, review and grading. The objectives (claims) determine which assessment tasks and instruments are used as well as the characteristics of student work that should be given credit (evidence). Objectives are typically defined in terms of skills with content playing a stronger or reduced role depending on the subject area. Given that IB uses a performance assessment model, which reduces the number of exam/item constraints, the use of authentic tasks are the primary means of collecting evidence. This model allows for the use of internal assessment that is interwoven into the course instruction, graded by teachers, but moderated externally.

5.	**Pathway assessments shall be developed by an entity other than a local school or school district.** The exam is developed by the International Baccalaureate Organization, an international organization.
6.	**Pathway assessments shall be available for use by any school or school district in New York State.** IB courses / exams are available for use by all New York districts and/or schools.
7.	**Pathway assessments shall be administered under secure conditions approved by the commissioner.** This assessment and the requirements for success in this assessment are not secure, as it is a performance assessment and evaluation is determined by student performance against a set criteria, published for anyone who is interested
Certification Name: International Baccalaureate Diploma Programme Music Course **Responsible Organization**: International Baccalaureate **Website**: http://www.ibo.org/ **Cut Score Required**: A course score of 3 (satisfactory) or higher.	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills that provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. The assessment design for the IB in Music contains 3 tasks. Each task is included in the table below on the left, with the corresponding alignment to the NYS Learning Standards Captured on the right. External assessment consists of a) the Listening paper (musical perception questions), and b) the Musical links investigation (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures). Internal assessment consists, for the Higher Level (HL) course, of a) Creating, and b) Solo performing. For the Standard Level (SL) course, students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing. Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Dance.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no published recognition policy often still consider DP performance in admissions decisions. Recognition comes in many forms, but the most common are: Recruitment—actively recruiting Diploma Programme students; Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications; Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state; Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.
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4.	**Pathway assessments shall be consistent with technical criteria for validity, reliability, and fairness in testing** The primary validity argument/evidence for the IB exams are around construct validity, which is modeled after the work of Messick. The course is developed using many of the same principles of Evidence-Centered Design (although not explicitly) where the first step is to identify the course objectives, which then drives exam development, review and grading. The objectives (claims) determine which assessment tasks and instruments are used as well as the characteristics of student work that should be given credit (evidence). Objectives are typically defined in terms of skills with content playing a stronger or reduced role depending on the subject area. Given that IB uses a performance assessment model, which reduces the number of exam/item constraints, the use of authentic tasks are the primary means of collecting evidence. This model allows for the use of internal assessment that is interwoven into the course instruction, graded by teachers, but moderated externally.
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Certification Name: International Baccalaureate Diploma Programme Theatre Course **Responsible Organization**: International Baccalaureate **Website**: http://www.ibo.org/ **Cut Score Required**: A course score of 3 (satisfactory) or higher.	
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. The assessment design for the IB in Theatre contains 4 tasks: (1) Students will create and perform theatre pieces as well as improvisational drama; (2) Students will know the basic tools, media, and techniques involved in theatrical production; (3) Students will reflect upon, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism; (4) Students will gain knowledge about past and present cultures as expressed through theatre. Taken together, the culminating performance Tasks of IB correlate directly with the standards, performance indicators, and activities that are outlined in the NYS Standards for Theatre.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions. Recognition comes in many forms, but the most common are: Recruitment—actively recruiting Diploma Programme students; Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications; Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state; Credit—providing detailed information on the courses for which credit is possible based on DP scores, specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.
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	Certification Name: International Baccalaureate Diploma Programme Visual Arts Course **Responsible Organization**: International Baccalaureate **Website**: http://www.ibo.org/ **Cut Score Required**: A course score of 3 (satisfactory) or higher.
1.	**Pathway assessments shall measure student progress on the State learning standards for their respective content area(s) at a level of rigor equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).** The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem- solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The assessment design for the IB in Visual Arts contains three tasks: (1) A comparative study, (2) a process portfolio, and (3) an exhibition. The best evidence that the IBO assessment design and tasks include a cross section of the learning standards and indicators sufficient to infer that their IBO performance signals achievement in the broader context of the (NYS) standards is to examine the curriculum on which the final assessment is based.
2.	**Pathway assessments shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.** Annually, DP students request transcripts sent to over 3,300 institutions of higher education in nearly 90 countries. The degree to which these and other institutions recognize the IB diploma and DP courses varies widely. Even institutions with no formally published recognition policy often still consider DP performance in admissions decisions. Recognition comes in many forms, but the most common are: Recruitment—actively recruiting Diploma Programme students; Admission—the IB diploma is fully recognized in the admissions process, addressing Diploma Programme students specifically in documentation and publications; Placement—acknowledging the rigor of IB courses and establishing prerequisites for IB courses that are fair and equitable in comparison with those for state; Credit—providing detailed information on the courses for which credit is possible based on DP scores,

	specifically understanding and recognizing theory of knowledge, the extended essay and the content of both standard and higher level courses; and Scholarships—providing scholarships or scholarship opportunities specifically for IB diploma students.
3.	**Pathway assessments shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.** Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section. 1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning. 2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification. 3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language. 4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application). 5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. 6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.
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APPENDIX 4

New York Blue Ribbon Commissioner for the Arts National Experts Workplan

August 3, 2015

Objective:

- Outline options to consider for state or local assessment in the Arts.
- Make recommendations to the New York Board of Regents, the New York State Education Department, the New York Blue Ribbon Commission for the Arts on arts assessment.

Assessment Options to explore

1) State Developed Assessment – Questions to be considered:
- What would New York need to have in place to pursue this route?
- What is the timeline for development of a state arts assessment?
- Can the previous assessment developed in New York State be revised for use as a state assessment?

2) Locally Developed Assessments – Questions to be considered:
- If New York allowed locally developed assessments to be used as a pathway option, what type of assessment framework would need to be in place?
- How could the state control for quality and rigor?
- Can NYSED follow the LOTE/Checkpoint B model in the Arts?

3) Assessment Item Bank – Questions to be considered:
- Can NYSED provide access to an item bank and allow teachers/schools to build their own assessments?
- How are the items developed and made available?
- What resources would be needed to provide access to an item bank?
- How often would the item bank need to be replenished?

4) Are there other state models New York should consider (i.e. Colorado)?
- If yes, which model best fits the New York context?
- What would the state need to do to replicate or borrow what has already been done?

Recommendations

- Consider feasibility, access, and resources
- Address policy constraints and any policy changes
- Outline the steps needed to implement the assessment option

Timeline

National experts explore and summarize assessment options. NYSED/RRF staff is available to answer questions, provide detail, and to answer NY-specific policy questions.	August - September
Check-in with NYSED/RRF Staff Bi-weekly calls to discuss progress, answer questions	August - September
Presentation to the Executive Committee Review of assessment options considered for the paper. Executive Committee asks questions and provides feedback on options.	Presentation – September 30th Draft provided to NYSED on September 23rd
National experts continue to review and revise options and recommendations based on feedback from the Executive Committee.	Presentation of final recommendations on October 23rd Draft provided to NYSED on October 15th
Final revisions made to recommendations	October 23rd – November 2nd
Final report submitted to NYSED	November 2nd
Recommendations presented to the full Panel	November 17th
NYSED staff provides summary to Board of Regents	December BOR Meeting

ATTACHMENT III

engage ny

Our Students. Their Moment.

Status of Development - Every Student Succeeds Act (ESSA) State Plan

Presented to the Board of Regents

April 4, 2017

engage ny

- Summary of Feedback from March ESSA Retreat
- Feedback on Supporting Excellent Teachers, Supports and Improvements for Identified Schools, and the Innovative Assessment Authority Pilot
- Goals for March and April Meetings: ESSA State Plan Development
- ESSA Public Hearings, May - June
- Work Moving Forward: ESSA State Plan Timeline

Summary of March ESSA Retreat: Whole Group Discussion

Chancellor Rosa began the meeting by presenting a mission for the Board of Regents:

"The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide highly effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship."

Summary of March ESSA Retreat: Whole Group Discussion

- National experts Linda Darling-Hammond, President of the Learning Policy Institute at Stanford University, and Scott Marion, President of the National Center for Improvement of Education Assessment, reviewed a vision for education in New York State that ensures equity in our schools and a Theory of Action to help realize that vision.

- Some of the Regents expressed their interest in having high school readiness, community engagement, and civic readiness included over time as indicators of School Quality and Student Success in the state plan.

- The experts discussed the relationship among the different tiers of indicators (e.g., indicators used for accountability, indicators reported by the state to support district and school planning, indicators used at the local level) and the relationship among the indicators that are used for accountability determinations.

- It is important that there is alignment and consistency throughout the tiers of indicators. Discussion followed on assigning indicators to tiers, methods for aggregating indicators that are used for accountability, and producing overall determinations that differentiate among schools.

Group Discussion: Supporting Excellent Educators

- As required under Title I, Part A of ESSA, NYSED must identify whether minority and low-income students in Title I schools are assigned to ineffective, out-of-field, or inexperienced teachers at disproportionate rates.

- Board members agreed that:
  - We should continue to use the definitions for minority and low-income students and out-of-field teachers, as found in NYSED's 2015 Plan to Ensure Equitable Access to the Most Effective Educators.
  - The Department should explore changing the definition of "inexperienced teachers" from first year teachers to teachers with three or fewer years of experience.
  - The Department should produce district-level equity profiles and provide technical assistance to districts where there are significant gaps in equitable access to effective, qualified, and experienced teachers to help identify strategies to close those gaps.

Group Discussion: Supports and Improvements for Schools

Discussion Summary:

- Low-performing schools should have input into the interventions they choose, but there needs to be recognition that lack of capacity to correctly choose the most appropriate interventions and to successfully implement them is frequently a major impediment to improvement of results in low-performing schools.
- Interventions should be based on the degree to which the school lacks the foundational structures for success, the specific needs of the school, and the school's capacity to address these needs.
- NYSED needs to ensure that when vacancies in leadership occur, these vacancies are filled by school leaders with specialized preparation in school turnaround.
- There were four initial areas that were identified as fundamental for building a platform for success in these schools. Consequently, these areas should be closely examined in the needs assessment conducted:
  - How schools organize the instructional day and use instructional time;
  - The coherence of the curriculum being used;
  - The effectiveness and cohesiveness of professional development; and,
  - The capacity of school leadership to change school culture.

Group Discussion: Innovative Assessment Demonstration Authority (IADA)

Discussion Summary:

- The main benefit of IADA is that it will provide flexibility to address specific issues in our education and assessment systems.
- The Innovative Assessment may start as a pilot and must be scaled statewide to replace current state assessment by the end of a 5-7 year demonstration period.
- No additional funding is provided for IADA states.
- Planning with potential partners should begin as soon as possible.

ESSA Goals for Board of Regents

Goals	Status
The Regents will agree that the ESSA mission statement represents the policy goals for the NY educational and accountability system.	
The Regents will reach an understanding of the challenges and opportunities associated with potential changes in the state assessment system under ESSA.	
The Regents will provide feedback on the Department's recommendations regarding achievement, progress, and graduation rate indicators.	
The Regents will come to general agreement in order to provide staff with direction on measures of school quality and student success to include in the accountability system.	
The Regents will engage in a discussion of "Tier II" indicators to foreshadow future conversations regarding the development of data dashboards.	
The Regents will provide broad direction to staff on the relative weighting of indicators.	
The Regents will discuss and provide direction on methods for producing an "overall determination" (differentiation) for schools.	

ESSA Goals for Board of Regents

Goals	Status
The Regents will provide general guidance to staff regarding whether to create additional categories of schools beyond the ESSA established categories of Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools.	
The Regents will give direction on long-term goals and interim measures of progress and their use.	
The Regents will engage in an initial discussion and provide general guidance to staff on identification of Targeted Support and Improvement Schools.	
The Regents will engage in a discussion regarding the opportunities and challenges regarding participation in the Innovative Assessment Demonstration Pilot.	
The Regents will provide direction to staff on recommendations pertaining to Effective Educators.	
The Regents will provide direction to staff on recommendations regarding School Improvement activities and processes.	

ESSA Public Hearings

- The Department plans to ask the Board of Regents at its May meeting for approval to post a draft application for public comment.
- During the public comment period, the Department will host 13 Regional ESSA Public Hearings during May and June, five in New York City and eight in Rest of State.
- Hearings will be open to the public; persons may sign-in at meeting site for speaking opportunities. Persons may also submit comments via e-mail and/or “snail” mail.
- Dates and general locations have been released. More details on specific locations and times will be released shortly.

ESSA State Plan Timeline

Activity	Date
May 2017 Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	May 8 - 9, 2017
The Department, with Board approval, will release the draft plan for public comment.	May 10 – June 15, 2017
Public Hearings on Draft Plan.	May 11 – June 15, 2017
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 17 - 18, 2017
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11- 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017

ATTACHMENT IV

engage ny

Our Students. Their Moment.

Promoting Diversity: Integration in New York State

April 4, 2017

Segregation in New York State

- New York State is one of the most socioeconomically and racially diverse states in the country:

Demographics of NYS Public Schools						
White	Latino	Black	Asian Pacific Islander	Multiracial	Native American	FPRL
45%	26%	18%	9%	2%	1%	52%

- More than 60 years after *Brown v. Board* New York State is the most segregated school system in the country. According to 2010 data:

The average White student attended a school where 80% of their peers were White and only 30% of their peers were low-income

Over half of Black and Latino students attended schools where less than 10% of their peers were White, and the average Black and Latino students attended a school where 70% of their peers were low-income

Sources: New York State Department of Education, Student Information Repository System (SIRS) 2015-2016 Demographic Data. Kucsera, J., & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. p 35, 48, UCLA Civil Rights Project, available at: https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf.

Benefits of Integration

- Segregated schools produce lower educational achievement and attainment for students of color and low-income students
- Racial and socioeconomic integration:
  - leads to higher academic outcomes for students of color and low-income students,
  - closes the achievement gap between students of different racial and ethnic backgrounds,
  - fosters critical thinking skills and the ability to communicate and work with people of all backgrounds,
  - reduces racial and ethnic prejudice while increasing cross-cultural trust and relationships,
  - decreases the likelihood of teenage pregnancy,
  - decreases interaction with the juvenile justice system, and
  - increases the likelihood of college going and success.

Sources: Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students, The Century Foundation, available at: https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/. See also Mickelson, R.A. (2016). School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence, The National Coalition on School Diversity, available at http://www.school-diversity.org/pdf/DiversityResearchBriefNo5.pdf.

Promoting Integration is Aligned to Board of Regents Goals

- Board of Regents mission is to raise the knowledge, skill, and opportunity of all the children and adults in New York State.

- Goals recently articulated by the Board of Regents as part of the My Brother's Keeper Initiative include ensuring that all students:
    1. Enter school ready to learn;
    2. Read at grade level by third grade;
    3. Graduate from high school ready for college and careers;
    4. Complete postsecondary education or training;
    5. Successfully enter the workforce; and
    6. Grow up in safe communities and get a second chance if a mistake is made.

Promoting socioeconomic and racial integration is a powerful mechanism to achieve these goals.

Proposed Policy Statement

- Goal is to:
  - Express the State's commitment to promote diversity and integration throughout the State
  - Define diversity and integration and provide a vision for districts and schools
  - Provide guidance on strategies districts can use to develop and innovate integration plans
  - Encourage educators to think holistically about integration as part of their district and school culture and policies;
  - Highlight a few examples of districts in the state that are doing this well; and
  - Outline initial steps the State will take to promote integration

State Policy to Promote Integration: ESSA

- NYSED has developed two High Concept Ideas as part of the ESSA work to consider ways to address segregation and promote integration
  - High Concept Idea: NYSED should measure integration in schools and consider ways to incorporate this measure into the accountability system
  - High Concept Idea: Integration is an evidence based intervention

ATTACHMENT V

Considerations for the NY State Assessment System

Jennifer Dunn & Scott F. Marion

National Center for the Improvement of Educational Assessment

New York State Board of Regents

Center for Assessment

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Assessment in NY

- The Regents have directed SED staff and technical advisors to think through issues and opportunities associated with making changes to the state testing system.

- We will be discussing:
  - Design considerations and tradeoffs
  - Implications of changing the measures

Common uses of assessments

- Student Level
  - Measure Achievement
  - Measure strengths and weakness
  - Make individual student decisions
- School Level
  - Accountability
  - Teacher evaluation
  - Program evaluation
- District & State Level
  - Accountability
  - Program Evaluation
  - Comparisons

The challenge of assessment design

We want an assessment that:

- Provides information useful for evaluating programs and interventions
- Provides information for improving teaching and learning
- Provides high-quality data for fair accountability
- Is administered during the last week of school
- Can deliver results at least a month before school gets out
- Is inexpensive

Pick one!

NY Assessment Priorities

- **Reporting Goals:**
  - Student Level
    - Overall Achievement
    - Diagnostic Achievement
    - Growth
  - School Level
    - Status
    - Improvement
    - Growth
- **Measurement Goals:**
  - Valued by Educators
  - High proportions of extended response items
  - Local Development
  - Local Scoring

Adjust Reporting Requirements

Subscores

- Reduce or eliminate reporting student subscores
  - Disadvantage: Educators (and perhaps parents) want more than just a total math score, for example, after students have spent several hours taking a test. Note: The Think Tank recommended retaining subscores
- Consider School/District Subscores: Use items that are spiraled across students to report subscores at the school or district level

Test reliability

- Reduce test reliability by shortening the test.
- Disadvantage: Student scores will be less reliable. Reduces the capability of the assessment to measure student growth.

Reduce the Measurement Requirements

Content Representation

- Reduce depth and breadth of content coverage
  - Sample standards across years
  - Disadvantage: Not all students would be measured on all standards each year.

Item types

- Reduce the number of open response items
  - Disadvantage: May reduce the ability of the assessments to measure complex skills and reduce educator buy in
- Increase the number of items/passage
  - Disadvantage: Tends to be more difficult to develop and field test. May increase costs

Test Design

Field testing

- Consider embedded field testing in lieu of stand alone field testing.
  - Items that need to be tested for future use are administered as part of the operational assessment
  - Disadvantage: would make the operational test longer and might have an impact on localized scoring
  - Advantage: will shorten overall testing time and will lead to a higher quality field test

Matrix Sampling

- Matrix sampling involves distributing the full set of test items among multiple forms
  - Students take only one form
  - All forms are administered at the class or school level

- Advantage: Efficient use of testing time while generating reliable scores at the school (or class) level
- Disadvantage: Students do not take the same items. Does not allow for student scores

- Hybrids between common and matrix designs (e.g., 50% of the items are common) offer benefits of both designs

Test Design

Connection to other assessments

- Interim assessments could be designed to measure the same learning targets and using similar types of questions(e.g., performance tasks)
  - **Intended to create coherence between the interim and summative systems**
  - **Modular** assessment designs are tied to specific aspects of the full content standards, but each assessment focuses on just a limited subset of the full domain
- Shift some content/measures **from the summative test to local assessment**
    - Could assess some knowledge and skills in greater depth, but shorten the testing experience

Turn and talk

1. What are some of the most important considerations for you with a new state summative test?
2. What elements are least important to you (you must select something)?
   a. Reporting subscores
   b. Student-level reliability (impacts measurement of growth)
   c. Content coverage on state summative test
   d. Use of performance or other open-ended tasks
   e. Stand alone field testing
   f. Expectation that all students would take the same items (e.g., allow for matrix-sampling designs)
   g. Use of a single summative assessment (as opposed to one that was connected to interim assessments)

The Importance of Stability

- One of the most common uses of assessments is related to monitoring achievement over time
  - Trend Lines
- Any change to the assessment can potentially impact the ability to maintain valid achievement trend lines
  - Administration policies
  - Content standards
  - Test length
  - Test composition

Al Beaton's Axiom

If you want to measure change…

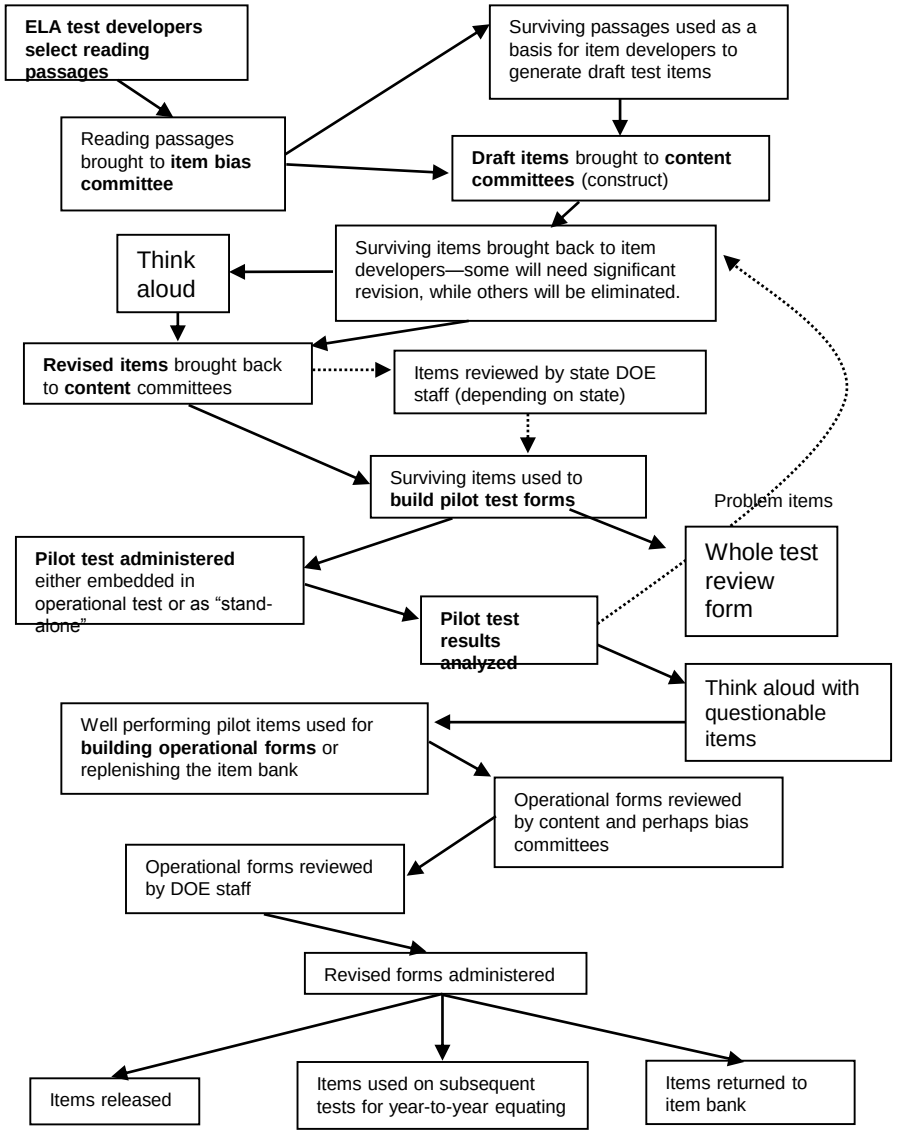
don't change the measure

Why does this take so long?

- Scott created the following graphic to illustrate the various steps involved in developing items for a large-scale, standards-based assessment…

The Life Cycle of an ELA Test item

This schematic illustrates the many steps involved in developing a test item for an operational test form. Believe it or not, this is actually a bit of an oversimplification.



The Importance of Stability

- We are beginning to understand some of the **policy challenges** facing the Regents and SED
- We recommend the Regents **minimize the number of changes** in the assessment system prior to the necessary change to measure the new standards
- At a minimum, we need **to create a clear 5± year plan** to provide **predictable information** as we move into our new accountability system

How to move forward to a plan…

- Assessment is highly **political** and **visible**
- Broad-based surveys help gather stakeholder opinions, but it is often necessary to turn to a deliberative body to wrestle with the difficult choices (optimization under constraints)
- Many states have turned to ad hoc committees (e.g., Assessment Task Force) to advise policy makers
  - Includes various types of educators from different types of school systems, higher education, business, politics, parents, and others
  - For example, see this report from Wyoming that was used to guide the recent RFP.

Costs and benefits

- As I mentioned earlier, every potential solution carries certain costs

- We need to layout the obvious tradeoffs as well as considering the potential **unintended negative consequences**

- Again, it is critical **to create a multi-year plan** so that educators and others have **predictable information**

Turn and talk

1. How important is it for you that the trend lines are maintained?
2. How important is it for you that the items are developed by NY teachers?
3. What are some of the key features that you'd like to see as part of a future test design (e.g., performance-based tasks, projects, computer-adaptive, curriculum-embedded assessments)?

Innovative Assessment and Accountability

- Allows for a pilot for **up to seven (7) states** to use **competency-based or other innovative assessment approaches** for use in making accountability determinations
- Initial demonstration period of **three (3) years** with a two (2) year extension based on satisfactory report from the director of Institute for Education Sciences (IES), plus another potential two (2) years at the discretion of the Secretary
- **Rigorous assessment, participation, and reporting requirements**
- Subject to a **peer review** process
- Maybe used with a subset of districts based on strict "**guardrails**," with a **plan to move statewide by end of extension**

Innovative Assessment and Accountability

*An **Innovative Assessment System** means a system of assessments that may include:*

(1) competency-based assessments, instructionally embedded assessments, interim assessments, cumulative year end assessments, or performance-based assessments that combine into an annual summative determination for a student, which may be administered through computer adaptive assessments;

(2) assessments that validate when students are ready to demonstrate mastery or proficiency and allow for differentiated student support based on individual learning needs.

Assessment Flexibility Under the Pilot

- **Assessments are not Required to be the Same Statewide**
  - Approved states would have the flexibility to pilot the assessment system with a subset of districts before scaling the system statewide by the end of the Demonstration Authority.
- **Assessments may Consist Entirely of Performance Tasks**
  - Approved states would have the flexibility to design an assessment or system of assessments that consists of all performance tasks, portfolios, or extended learning tasks.
- **Assessments may be Administered When Students Are Ready**
  - Approved states can assess students when they are ready to demonstrate mastery of standards and competencies as applicable.

Latest on the Demonstration Authority

- Final Rules were published on December 8, 2016, which means we are passed the 60 day window to employ the Congressional Review Act (CRA)
- The Secretary **MAY** release an application for states
- We have not heard much talk about such an application, but this could be due to the lack of high-level staff in place at USED

Recapping last week's small group discussion

Four Regents participated in the "Innovative Pilot" small group at the March 27th meeting and discussed:

- NY should continue to investigate the ways in which NY might take advantage of the flexibility offered in the pilot
- The decision must be "vision driven" and we must be clear about what we hope to accomplish with this pilot
- There was an interest in "starting small" by focusing first on either writing and/or science
- There was a recognition of funding and other resource issues associated with engaging in such a pilot

Therefore, the small group recommended including NY's intention to apply for the Demonstration Authority as part of the State Plan

ATTACHMENT VI

LEARNING POLICY INSTITUTE

CCSSO
Council of Chief State School Officers

Developing and Measuring Higher Order Skills:
Models for State Performance Assessment Systems

March 2017

Linda Darling-Hammond

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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Melody Schopp (South Dakota), President
Chris Minnich, Executive Director

One Massachusetts Avenue, NW, Suite 700 • Washington, DC 20001-1431
Phone (202) 336-7000 • Fax (202) 408-8072 • www.ccsso.org
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EXECUTIVE SUMMARY

The Every Student Succeeds Act (ESSA) opened up new possibilities for how student and school success are defined and supported in American public education. States have greater responsibility for designing and building their assessment and accountability systems. The law also broadens the concept of student learning, requiring that assessments measure "higher-order thinking skills and understanding." It explicitly allows the use of multiple assessments including "portfolios, projects, or extended-performance tasks" as part of state systems. States are also invited to apply for an innovative assessment pilot to develop new approaches to assessment and gradually scale them up statewide.

These new opportunities to develop performance assessments are critically important to provide incentives for teaching the more complex skills students increasingly need to succeed in the rapidly evolving U.S. society and economy. The modern workplace requires students to demonstrate well-developed thinking skills, problem solving abilities, design strategies, and communication capabilities that cannot be assessed by most currently used tests.

This paper discusses four models for integrating performance-based components into assessment systems, all of which have been used successfully at scale in states and nations around the world. It also discusses what is needed to assure validity, reliability, and comparability in the use of such assessments. These models --which can also be combined in various ways – include:

I. ***Performance items*** *or tasks* as part of traditional 'sit-down' tests.

II. ***Curriculum-embedded tasks*** that are implemented in the classroom during the school year, assessing more complex sets of skills. These may be common or locally developed and may stand alone or be combined with test results to produce a summative score.

III. ***Portfolios or collections of evidence*** that aggregate multiple tasks to display a broad set of competencies in multiple domains or genres.

IV. ***Comprehensive assessment systems*** that include traditional sit-down tests, curriculum-embedded tasks, and portfolios and exhibitions leading to a student defense, each serving distinctive complementary purposes.

In each case, the paper describes what states and some nations have done and are doing to develop and implement sound assessments in terms of design, implementation, and scoring. It also outlines what research has found in terms of productive practices in developing performance assessment practices that produce strong outcomes for teaching and learning.

INTRODUCTION

In December 2015, passage of the Every Student Succeeds Act (ESSA) opened up new possibilities for how student and school success are defined and supported in American public education. One of the most notable shifts in the law is that states have greater responsibility for designing and building their state assessment and accountability systems. The concept of student learning is also much broader than it was under NCLB.

States are expected to adopt challenging academic standards that will serve to guide curriculum and instruction for all students. Furthermore, states must implement assessments that measure "higher-order thinking skills and understanding." Because traditional multiple-choice tests are insufficient for these goals, the law explicitly allows the use of "portfolios, projects, or extended-performance tasks" as part of state systems.[1]

To measure academic achievement in mathematics, reading/language arts, and science, states may use a single summative assessment or "multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth."[2] This strategy might allow schools to better integrate assessment into curriculum and teaching and provide timely information to inform instruction.

States are also invited to apply for an innovative assessment pilot[3] that will allow up to seven states initially to develop and pilot new approaches to assessment, refine the assessments, and gradually scale them up across the state.

These new opportunities are critically important because current tests in the U.S. are focused almost exclusively on low-level skills of recall and recognition.[4] Consequently, they do not provide incentives for teaching the more complex skills students increasingly need to succeed in the rapidly evolving U.S. society and economy. The modern workplace increasingly requires students to demonstrate well-developed thinking skills, problem solving abilities, design strategies, and communication capabilities.

To succeed, people need to be able to find, evaluate, synthesize, and use knowledge in new contexts, frame and solve non-routine problems, and produce research findings and solutions – skills employers find inadequately represented in the current workforce.[5] Additionally, college faculty have identified critical thinking and problem solving as areas in which first-year college students are lacking when they enroll.[6]

As important as these skills are, the educational policy system and the larger political system are not functioning effectively to foster their development and implementation in U.S. schools. More than a decade of test-based accountability targeted narrowly on reading and mathematics focused schools on the importance of these subjects, but ignored the application of these skills to complex, real-world situations. New systems of curriculum, assessment, and accountability will be needed to ensure that students are given the opportunities to learn what they need to be truly ready to succeed in college and careers.

Given these expectations, states are examining how they can create systems that include more robust assessments that encourage and measure higher-order thinking and performance skills. Many states created systems in the 1990s that included performance tasks and portfolios, and learned to manage these so that they produced reliable results at scale. Most of these were abandoned during the No Child Left Behind Act of 2001 (NCLB) era, but some survived, and a number of states are re-establishing performance-oriented systems today. Many countries also routinely use performance tasks to measure higher-order thinking skills as part of their examination systems.

In this paper, I discuss four models for integrating performance-based components into assessment systems, all of which have been used successfully at scale in states and nations around the world. I also discuss what is needed to assure validity, reliability, and comparability in the use of such assessments. The models below can be combined in various ways:

I. ***Performance items*** *or tasks* as part of traditional 'sit-down' tests.

II. ***Curriculum-embedded tasks*** that are implemented in the classroom during the school year, assessing more complex sets of skills. These may be common or locally developed and may stand alone or be combined with test results to produce a summative score.

III. ***Portfolios or collections of evidence*** that aggregate multiple tasks to display a broad set of competencies in multiple domains or genres.

IV. ***A comprehensive assessment system*** that includes traditional sit-down tests, curriculum-embedded tasks, and a portfolio leading to a student defense, each serving distinctive complementary purposes.

Before I describe these models at length, I discuss what we mean by performance assessment and why it is essential for measuring higher-order skills and abilities to apply knowledge.

WHAT IS PERFORMANCE ASSESSMENT? WHY IS IT IMPORTANT?

For many people, performance assessment is most easily defined by what it is *not* — specifically, it is not multiple-choice testing. In a performance assessment, rather than choosing among pre-determined options, students must construct an answer, produce a product, or perform an activity.[7] From this perspective, performance assessment encompasses a very wide range of activities from writing a few sentences (short response), to developing a thorough analysis (essay), to conducting and analyzing a laboratory investigation (hands-on).

The goal of performance assessment is to more closely reflect the genuine performance of interest to "emulate the context or conditions in which the intended knowledge or skills are actually applied,"[8] so that they are better predictors of what students can do in the real world. Because such assessments allow students to construct or perform an original response rather than just recognize a potentially right answer out of a list provided, performance assessments can measure students' cognitive thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems.

Almost every adult in the United States has experienced at least one performance assessment — the driving test that places new drivers into an automobile with a DMV official for a spin around the block and a demonstration of a set of driving maneuvers, including, in some parts of the country, the dreaded parallel parking technique. Few of us would be comfortable handing out licenses to people who have only passed the multiple-choice written test also required by the DMV. We understand the value of this performance assessment as a real-world test of whether a person can actually handle a car on the road. Not only does the test tell us some important things about potential drivers' skills, we also know that preparing for the test helps improve those skills as potential drivers practice to get better. (What parent doesn't remember the hair-raising outings with a 16-year-old wanting to practice taking the car out over and over again?) The test sets a standard toward which everyone must work. Without it, we'd have little assurance about what people can actually *do* with what they know about cars and road rules, and little leverage to improve actual driving abilities.

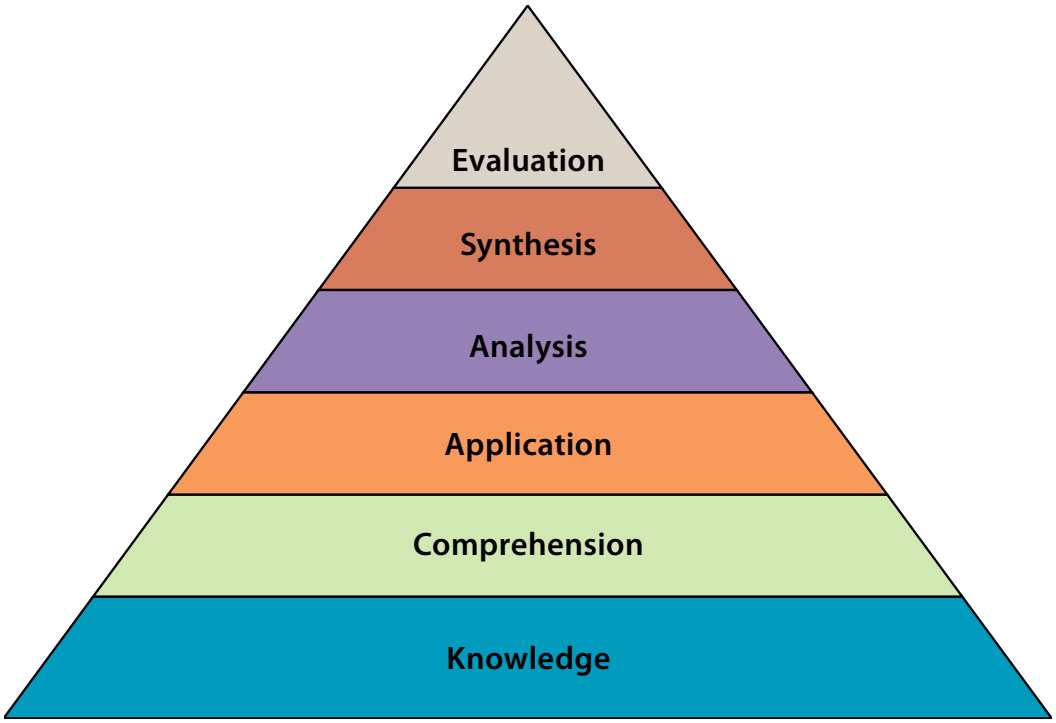
What makes the driver's performance assessment valid is that it directly exhibits the actual skills needed, as they are used in the real world. The assessment does not need to be secret in order to be a useful test, since the driver must work to acquire and display the necessary skills in order to pass. Rather than relying on secrecy around what facts must be memorized, a robust performance assessment evaluates the way knowledge and skills are mastered, combined, and used in practice.

Performance assessments in education are very similar. They gather information about what students can actually do with what they are learning — science experiments that students design, carry out, analyze, and write up; computer programs that students create and test out; research inquiries that they pursue; evidence they have assembled about a question that they present in written and oral form. Whether the skill or standard being measured is writing, speaking, scientific, or mathematical literacy, or knowledge of history and social science research, students perform tasks in which they directly apply the relevant knowledge and skills. As with the driver's test, even if the task is known, the student must work to acquire and display the necessary skills in order to pass.

Performance assessments are essential to measuring higher order skills — those shown at the top of Bloom's taxonomy:[9] applications of knowledge, analysis, synthesis, and evaluation. (See Figure 1.) These assessments can take different forms, including questions that can be answered by what are called "constructed-response" items — those that require students to create a response — within a relatively short time in a traditional "on-demand" test that students sit down to take. They can also include more extended tasks that require time in class. These classroom-based performance tasks allow students to engage in more challenging activities that demonstrate a broader array of skills, including problem framing and planning, inquiry, and production of more extended written or oral responses.

Figure 1:

Bloom's Taxonomy of the Cognitive Domain



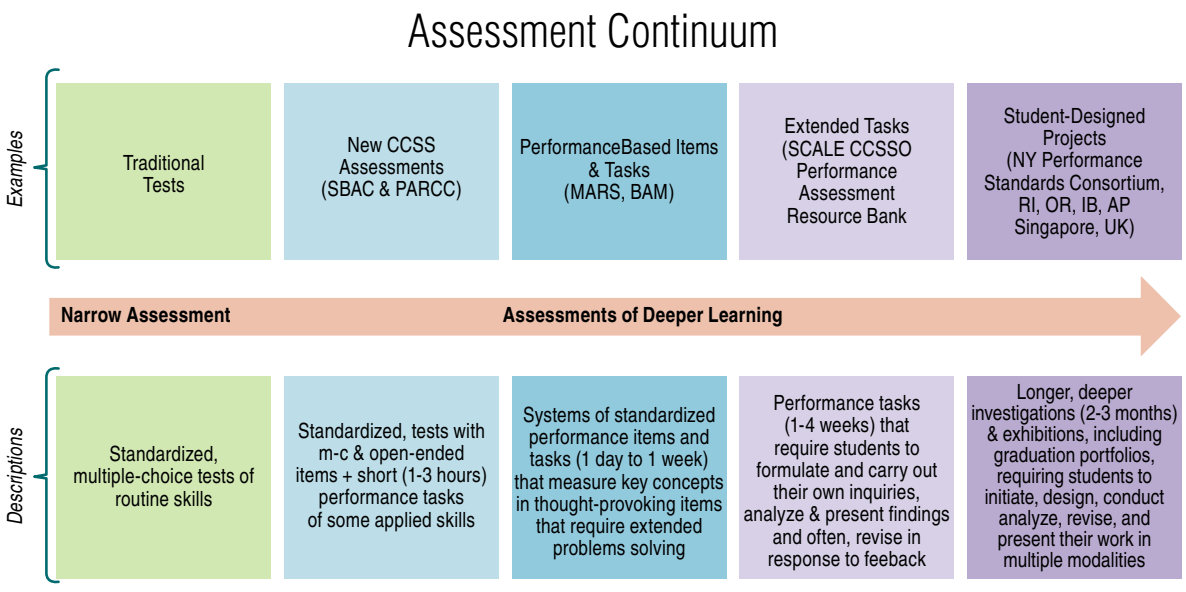
A CONTINUUM OF ASSESSMENT OPTIONS

Performance tasks may be highly standardized in their content or they may offer students some choices, for example, in the topic they research or write about, the way they conduct an inquiry, or in the way they display their results. In any event, the tasks are scored based upon a set of pre-determined criteria, usually codified in a rubric. Scoring may be conducted by the student's classroom teacher if the purpose is to inform classroom instruction, or by another rater (usually another trained teacher) or even a jury of assessors, if the purpose is for comparable reporting or accountability. When comparability is needed, scorers are trained to rate the work consistently, often in a "moderated" process that assures reliability, and sometimes with an external audit of scores.

Assessment strategies can be thought of as existing along a continuum.[10] At one end are the multiple-choice and close-ended items found in today's traditional tests. These items measure recall and recognition, but cannot measure higher level thinking skills or the ability to apply them. When the RAND Corporation evaluated the depth of knowledge represented in state tests under NCLB, for example, they found that only 2 percent of math items and only about 20 percent of English language arts items represented higher-order thinking skills, and that the limitations imposed by multiple choice testing were a major reason for this 'dumbing down' of test content.[11]

At the other end are assessments that require substantial student initiation of designs, ideas, and performances, tapping the planning and work management skills especially needed for college and careers. As shown in Figure 2, in between, at each step along the continuum, tasks become more complex, measuring progressively larger and more integrated sets of knowledge and skill, more cognitively complex aspects of learning, and more robust applications of knowledge to new problems and situations.

Figure 2



Along this continuum, the role of the student also changes from passively receiving and responding to external questions at one end of the continuum, to taking increasing initiative for finding and making sense of information, as well determining questions, methods, and strategies for investigation at the other end. At the right hand end of the continuum, where students are conducting substantial research, presenting and defending their work, and revising it in response to feedback, they are also developing and demonstrating a range of communication skills, meta-cognitive and "learning-to-learn" skills, resilience that accompanies a growth mindset with regard to academic pursuits, and – in some cases – skills of collaboration, as well.

These deeper learning skills are demonstrated in the context of robust performance tasks, portfolios, and exhibitions of work that more authentically represent how work is developed and evaluated outside of school. Interestingly, a growing number of countries include these kinds of assessments in their examination systems as they seek to move their systems toward 21st century skills.

Rather than trying to have one test address all needs, different methods can be combined in a *system of assessments* that strategically uses different types of information for different purposes, as our fourth model illustrates. Performance assessments can be designed to provide formative and/or summative information, to gauge student growth on learning progressions, to support proficiency determinations, or to be combined in a student profile or portfolio.

MODELS OF PERFORMANCE ASSESSMENT

Along a continuum of assessment options, schools, districts, and states can encourage and evaluate the development of a range of knowledge, skills, and dispositions – collecting evidence for a range of different purposes and supporting instruction that is focused both on deep understanding of content and its use in complex applications. States can mix and match these approaches as they develop their overall assessment models, depending on their theory of action and the kind of educational improvements they are seeking to support.

Under ESSA, states must assess students annually to make a determination about each student's degree of proficiency in ELA and math in grades 3-8 and once in high school, and at least once in each grade span in science.[12] They can do this with a single test or with a set of assessments that also includes classroom-based projects or performance tasks. They may also combine multiple student pieces of student work into portfolios that are scored. Considerable work has been done over the last 25 years to develop and implement systems that allow for comparability in tasks and scoring, as well as feasibility in implementation.

This report is meant to inform state agency leaders, other state and district policymakers, and educators about the options that are available, where and how they have been used, and the considerations decision makers and users should keep in mind as they evaluate what is most appropriate for their own contexts. It reviews possibilities and their potential utility for various purposes within each of the three categories of assessment models: 1) tests that include performance items or tasks; 2) curriculum-embedded performance tasks; and 3) portfolios. The report then discusses how task design and scoring can be structured to support both comparability and teacher learning.

I. TESTS THAT INCLUDE PERFORMANCE ITEMS OR TASKS

The most basic form of performance tasks may require a student to write an essay that analyzes a piece of text or other evidence; solve a multi-part problem and explain his or her solution; or conduct a brief inquiry and analyze the resulting data to answer a question or solve a problem. These tasks assess knowledge and skills that cannot be gauged well with multiple-choice items. They are used in traditional testing contexts, where students are taking a sit-down test in which they respond to specific prompts in a standardized fashion.

Many countries in Europe, Asia, Africa, and the Caribbean use essays, open-ended problems, oral examinations, and inquiry tasks almost exclusively in their examinations. Some states, such as Kentucky, Massachusetts, other New England states who jointly created the New England Common Assessment Program (NECAP) tests, and New York have long included constructed response items, along with open-ended essays and problem solutions in their tests, accounting for a substantial part of the score. (On Kentucky's Core Content Tests (KCCT), for example, open-ended items and tasks accounted for 50 percent of the total score.)

New tests that evaluate more challenging standards, such as the Smarter Balanced and PARCC assessments and the College and Work Ready Assessment (CWRA) include open-ended items and performance tasks that require students to engage in more complex research, problem solving, and analysis. Tests like the National Assessment of Educational Progress (NAEP) science test include computer-assisted simulations that evaluate inquiry, and new science assessments under development may adopt these strategies.

In the context of large-scale assessment systems, examples of these kinds of tasks include

- ***Essays*** used to evaluate writing, either as part of an English language arts test or as a stand-alone writing assessment, responding to a question or interpreting literature.

- ***Document-based questions*** (DBQ) used to examine students' knowledge, reasoning, and use of evidence in a content area – as in the essays that are part of the Advanced Placement history tests or the New York State Regents history tests, which provide multiple documents that must be evaluated in answering a complex question.

- ***Problem solutions*** that require showing the work and explaining the reasoning that leads to a solution – for example to a mathematics or physics problem.

- ***Computer-based simulations*** in which students pursue interactive inquiries to solve questions or problems.

- ***Research tasks*** that engage students in investigating questions and evaluating evidence to reach a conclusion or explanation.

Essays and Inquiry Tasks

States can choose to develop or select assessments that incorporate performance tasks to better measure higher order thinking skills and to encourage teachers to attend to these skills in their teaching. The rationale for such tasks is based on what the learning sciences reveal about transferable knowledge — that true understanding is best developed and revealed by students' abilities to apply what they know in the context of new questions or situations where they must apply, analyze, evaluate, and communicate their ideas. Furthermore, assessing knowledge in ways that require these cognitive moves is more likely to encourage the teaching that develops such skills.

New York Regents Tests. Since 1865, for example, New York State has had a history of state-level assessment that includes performance-based testing. The Regents examinations, emulating the British tradition, began as open-ended essays and tasks. The Regents Science Examination still includes expectations for laboratory performance tasks, along with a written test with a number of open-ended questions. In English, students write responses to both spoken and written texts. In addition, they are asked to write an essay discussing a controlling idea within two literary texts and the authors' use of literary elements and techniques, and, in a separate essay, "to interpret a statement provided to them about some aspect of literature and write an essay using two works they have read to support their interpretation of the statement."[13]

In history and social studies, students complete essays that are document-based questions requiring analysis of a set of documents and artifacts to weigh and balance the answers to a question. Teachers are trained to score all extended writing tasks using benchmark performances and rubrics.[14] They do

so on professional development days set aside at the end of the school year. A certain proportion of tests are annually audited by the state education agency to assure consistent standards.

New York Regents U.S. History Document-Based Question

After the Civil War, the United States became a much more industrialized society. Between 1865 and 1920, industrialization improved American life in many ways. However, industrialization also created problems for American society.

Using information from at least four of the documents provided and your knowledge of United States history, write an essay in which you discuss the advantages and disadvantages of industrialization to American society between 1865 and 1920. In your essay, include a discussion of how industrialization affected different groups in American society.

The Partnership for Assessing Readiness for College and Careers and Smarter Balanced Assessment Consortium Tests. The Partnership for Assessing Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) assessments, launched in 2014-15, were designed to measure higher order skills more fully, and analyses of the tests have found they do so.[15] The increased use of constructed response items and performance tasks provides opportunities for students to analyze information; collect, evaluate, and use evidence to solve problems; and to communicate their results and reasoning. The sample tasks released by the two consortia include performance tasks that encourage instruction aimed at helping students acquire and use knowledge in more complex ways. (See Figures 3 and 4 below.)

Figure 3

Mathematics Performance Tasks

SBAC 6th Grade Task: Planning a Field Trip

Classroom Activity: The teacher introduces the topic and activates students' prior knowledge of planning field trips by:

- Leading students in a whole class discussion about where they have previously been on field trips or other outings, with their school, youth group, or family.
- Creating a chart showing the class's preferences by having students' first list and then vote on the places they would most like to go on a field trip, followed by whole class discussion on the top choices.

Student Task: Individual students:

- Recommend where their class should go on a field trip, based on their analysis of the class vote.
- Determine the per-student cost of going on a field trip to three different locations, based on a chart showing the distance and entrance fees for each option, plus formula for bus charges.
- Use information from the cost chart to evaluate a hypothetical student's recommendation about going to the zoo.
- Write a note to their teacher recommending and justifying which field trip the class should take, based on an analysis of all available information.

PARCC High School Task: Golf Balls in Water

Part A: Students analyze data from an experiment involving the effect on the water level of adding golf balls to a glass of water in which they:

- Explore approximately linear relationships by identifying the average rate of change.
- Use a symbolic representation to model the relationship.

Part B: Students suggest modifications to the experiment to increase the rate of change.

Part C: Students interpret linear functions using both parameters by examining how results change when a glass with a smaller radius is used by:

- Explaining how the y-intercepts of two graphs will be different.
- Explaining how the rate of change differs between two experiments.
- Using a table, equation, or other representation to justify how many golf balls should be used.

Source: Herman & Linn (2013).[16]

Figure 4

English Language Arts Performance Tasks:

PARCC 7th Grade Task: Evaluating Amelia Earhart's Life

Summary Essay: Using textual evidence from the Biography of Amelia Earhart, students write an essay to summarize and explain the challenges Amelia Earhart faced throughout her life.

Reading/Pre-Writing: After reading *Earhart's Final Resting Place Believed Found*, students:

- Use textual evidence to determine which of three given claims about Earhart and her navigator, Noonan, is the most relevant to the reading.
- Select two facts from the text to support the claim selected.

Analytical Essay: Students:

- Read a third text called Amelia Earhart's Life and Disappearance.
- Analyze the evidence presented in all three texts concerning Amelia Earhart's bravery.
- Write an essay, using textual evidence, analyzing the strength of the arguments presented about Amelia Earhart's bravery in at least two of the texts.

SBAC 11th Grade Task: Nuclear Power - Friend or Foe?

Classroom Activity: Using stimuli such as a chart and photos, the teacher prepares students for Part 1 of the assessment by leading students in a discussion of the use of nuclear power. Through discussion:

- Students share prior knowledge about nuclear power.
- Students discuss the use and controversies involving nuclear power.

Part 1: Students complete reading and pre-writing activities in which they:

- Read and take notes on a series of Internet sources about the pros and cons of nuclear power.
- Respond to two constructed-response questions that ask students to analyze and evaluate the credibility of the arguments in favor and in opposition to nuclear power.

Part 2: Students individually compose a full-length, argumentative report for their congressperson in which they use textual evidence to justify the position they take pro or con on whether a nuclear power plant should be built in their state.

Source: Herman & Linn (2013).

These tasks are scored by teachers or other trained raters. As described in the later section on scoring, some states like California, New Hampshire, and New York have required that practicing teachers must be the primary scorers of the performance tasks in statewide assessments. Evidence shows that this

involvement strengthens teachers' understanding of the standards and the assessments and informs classroom instruction.[17]

Collegiate Learning Assessments. The tasks young people encounter in college and in modern careers increasingly require them to analyze and synthesize diverse kinds of information, weighing and balancing evidence to solve complex problems. The Council for Aid to Education has developed assessments for high school and college students that represent this kind of learning. The Collegiate Learning Assessment (CLA) used at the college level, and the College and Work Ready Assessment (CWRA, used at the high school level, both use an in-basket approach. Students draw on multiple sources of textual, graphic, and quantitative evidence to evaluate a real-world situation, come to a conclusion, and explain their solution to a problem or their rationale for a course of action.

Research shows a strong relationship between performance on these assessments and success in college.[18] While measuring complex skills, the responses can be scored reliably by computer, as well as by human scorers.

Figure 5:

Collegiate Learning Assessment Sample Performance Task

You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. You are provided with the following documentation:

1: Newspaper articles about the accident

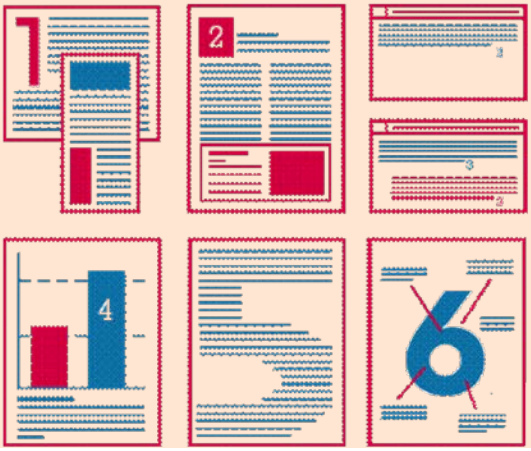
2: Federal Accident Report on in-flight breakups in single engine planes

3: Pat's e-mail to you & Sally's e-mail to Pat

4: Charts on SwiftAir's performance characteristics

5: Amateur Pilot article comparing SwiftAir 235 to similar planes

6: Pictures and description of SwiftAir Models 180 and 235



Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

Computer-Based Simulation Tasks

The advancements of computer technology have made it possible to use performance-based simulations, which assess problem-solving and reasoning skills in large-scale assessment programs. The most prominent large-scale assessments that use computer-based simulations are licensure examinations in medicine, architecture, and accountancy. As an example, computer-based case simulations have been designed to measure physicians' patient-management skills, providing a dynamic interaction simulation of the patient-care environment.[19] The examinee is first presented with a description of the patient and then must manage the case by selecting history and physical examination options or making entries into the patient's chart to request tests, treatments, and/or consultations. The patient's condition changes in real time based on the disease and the examinee's course of action. The computer-based system generates a report that displays each action taken and when it was ordered. The examinee's performance is then scored by a computerized scoring system for the appropriateness of the sequence of actions. The intent of this examination is to capture essential and relevant problem-solving, judgment, and decision-making skills required of physicians.

Some designers of new K-12 science assessments are seeking to build in such simulations, as has the National Assessment of Educational Progress (NAEP) in items that test students' abilities to design experiments, display and interpret results, and search the internet effectively. One 8th grade NAEP simulation task, for example, required students to investigate why scientists use helium gas balloons to explore outer space and the atmosphere. Below is an example of an item within this task that requires students to conduct an internet search:

Figure 6:

NAEP Science Inquiry and Simulation Tasks

Some scientists study space with large helium gas balloons. These balloons are usually launched from the ground into space but can also be launched from a spacecraft near other planets.

> Using the web, investigate the answer to this question: Why do scientists use these gas balloons to explore outer space and the atmosphere instead of using satellites, rockets, or other tools? Be sure to explain at least three advantages of using gas balloons. Base your answer on more than one web page or site. Be sure to write your answer in your own words.[20]

This task assesses students' online research skills. A related scientific inquiry task required students to evaluate their work, form conclusions, and provide rationales after designing and conducting a scientific investigation to answer this question:[21]

> How do different amounts of helium affect the altitude of a helium balloon? Support your answer with what you saw when you experimented.

These simulation tasks assess problem-solving, reasoning, and evaluation skills valued within the scientific discipline, providing new possibilities for evaluating student cognition and learning. They, too, can use computer-based scoring as well as human scoring.

Using Performance Items and Tasks in Tests: A Summary of Implications for States	
Features	Open-ended performance items and tasks can be used to evaluate students' abilities to solve problems, conduct research, communicate, and explain their thinking. In addition to individual state tests, such tasks are part of the SBAC, PARCC, and College and Work Readiness Assessments (CWRA). Among others, tasks can include • Essay responses or problem solutions in response to a prompt • Online research to answer a question • Interactive simulations of experiments or strategies • Designs (such as laying out a garden or designing a structure using mathematical considerations)
Benefits	Including performance items and tasks in summative tests allows states to • More completely assess college and career-ready standards, including communication, research, and inquiry • Evaluate higher order skills, such as analysis, synthesis, evaluation, and application of knowledge to complex problems • Better reflect how learning is applied in real world settings (and thus strengthen validity) • Incentivize good practice in classrooms and broaden the focus of curriculum to include the skills that are tested • Provide opportunities to teachers to see and analyze student work and, when they are involved in scoring open-ended tasks, to deepen their understanding of the standards, curriculum, and assessment.
Considerations	Scoring of open-ended tasks requires strong task design and careful training. (See also the section on scoring below.) • Performance items or tasks can sometimes be evaluated using computer-based AI scoring. This is true for many essays and for tests like the CWRA, as well as some simulations. • Often these tasks must be human-scored, which adds modest costs. SBAC and PARCC developed systems for reliably scoring tasks for a few dollars per item per student. • Reliable scoring can be achieved through training, moderation processes, and auditing. • Teachers learn significantly and can improve their practice from the scoring process. One way to enhance teacher learning and reduce costs is to allocate professional development days for scoring, or to include teacher scoring as part of the test administration contract.

II. CURRICULUM-EMBEDDED PERFORMANCE ASSESSMENTS

Curriculum-Embedded Performance Tasks

Moving rightward along the continuum in Figure 2 toward student-directed inquiry, *curriculum-embedded performance tasks* extending over many days or weeks can test more challenging intellectual skills that come even closer to the expectations for performance found in colleges and careers. These tasks are conducted during the school year and are typically scored using common rubrics. They can be highly standardized in their design or they can allow elements of student choice (for example, choice of topic or product design) with standardized rubrics. (For an example of such a rubric for a science investigation, see Appendix A.) Several curriculum-embedded tasks can be combined into a summative score or determination, or one or more performance tasks can be combined with a traditional test (sometimes an end-of-year test) to produce a summative score.

There are several reasons to choose these kinds of assessments. First, because the tasks are embedded in classroom units that can be conducted over an extended period of time, they allow students to undertake more challenging work and demonstrate a broader range of skills that more closely resemble what they will need to do in real-life situations. Second, high-quality tasks can strengthen classroom instruction, helping teachers learn how to teach the higher-order skills the tasks embody and providing greater curriculum equity for students who experience common opportunities to do research, write about, and present their findings. This enables them to develop a deeper understanding of content and college- and career-ready skills they need.

Third, students and teachers do not experience these tasks as formal tests, as they are embedded into instruction like any assignment would be. They are simply more carefully constructed and scored, and more commonly used than an individual classroom project might be. For this reason, these tasks should not be thought of as part of "testing time." They are more appropriately considered part of teaching and learning time, although states or districts need to put aside professional development time for scoring the tasks.

Many countries and the International Baccalaureate (IB) program use a combination of externally designed tasks (papers or projects) that are conducted in the classroom and scored by trained teachers in systems that are "moderated" or audited as part of their assessment system. These are often coupled with the results of an end-of-year test in producing a

summative score. The tasks typically comprise 30-60 percent of the total score. For example, the General Certificate of Secondary Education (GCSE) exams in England, like the exams in many Australian states and in Singapore, include performance tasks during the year coupled with an end-of-the-year test, usually comprised of essays and problem solutions.

The General Certificate of Secondary Education. In the General Certificate of Secondary Education (GCSE) English exam, there are a number of what might be called "through course assessments," designed to evaluate different genres and demonstrations of reading, writing, speaking, and listening. These are either designed by a centralized exam board and marked by teachers or designed by teachers and marked by the exam board. Either way teachers determine the timing of the assessments. Together, they count for 60 percent of the total score; the remainder is from a written exam which asks students to write responses to specific prompts.

Example of Tasks: GCSE English	
Unit and Assessment	**Tasks**
Reading Literacy Texts Classroom assessment 40 marks	Responses to three texts from choice of tasks and texts. Candidates must show an understanding of texts in their social, cultural, and historical context.
Imaginative Writing Classroom assessment 40 marks	Two linked continuous writing responses from a choice of Text Development or Media.
Speaking and Listening Classroom assessment 40 marks	Three activities: a drama-focused activity, a group activity, an individual extended contribution. One activity must be a real-life context in and beyond the classroom.
Information and Ideas Written exam 80 marks (40 per section)	Non-Fiction and Media: Responses to unseen passages. Writing information and Ideas: One continuous writing response – choice from two options.

In GCSE Interactive Computer Technology Task, the performance assessment is a single task that combines into one major project many of the major skills taught in the class and used in the real world: researching and designing a software solution to meet a specific need, testing it with users, and figuring out improvements.

GCSE Controlled Assessment Task in Interactive Computer Technology (ICT)

Litchfield Promotions works with over 40 bands and artists to promote their music and put on performances in England. The number of bands they have on their books is gradually expanding. Litchfield Promotions needs to be sure that each performance will make enough money to cover all the staffing costs and overheads as well as make a profit. Many people need to be paid: the bands; sound engineers; and lighting technicians. There is also the cost of hiring the venue. Litchfield Promotions needs to create an ICT solution to ensure that they have all necessary information and that it is kept up to date. Their solution will show income, outgoings, and profit.

Candidates will need to: 1) Work with others to plan and carry out research to investigate how similar companies have produced a solution. The company does not necessarily have to work with bands and artists or be a promotions company. 2) Clearly record and display your findings. 3) Recommend a solution that will address the requirements of the task. 4) Produce a design brief, incorporating timescales, purpose and target audience.

Produce a solution, ensuring that the following are addressed: 1) It can be modified to be used in a variety of situations. 2) It has a friendly user interface. 3) It is suitable for the target audience. 4) It has been fully tested. You will need to: 1) incorporate a range of software features, macros, modeling, and validation checks - used appropriately. 2) Obtain user feedback. 3) Identify areas that require improvement, recommending improvement, with justification. 4) Present information as an integrated document. 5) Evaluate your own and others' work.

States could add one or more curriculum-embedded tasks as components of the state assessment in any subject area, to contribute to the overall assessment score, with proper management of the task selection and scoring. Alternatively, they could create a system, as New Hampshire has, that uses curriculum-embedded assessments as the bulk of the system, with traditional standardized tests as periodic information to validate the results of the performance tasks. (See Section IV on Comprehensive Assessment Systems.) Finally, states can offer high-quality tasks to districts for their own instructional and formative assessment use – for example in subjects and graduate levels that are not otherwise tested.

Performance Assessment Task Banks

States that are using curriculum-embedded performance tasks often create a statewide bank of tasks from among those developed by teachers that have been reviewed and validated so that they can be shared across classrooms. Some of these can be selected as common tasks used for comparisons across districts and schools. Educators in these and other states can also contribute to and draw from a task bank available nationwide to schools, districts, and states — the Performance Assessment Resource Bank[22] — developed by the Council for Chief State School

Officers (CCSSO) in collaboration with the Stanford Center for Assessment, Learning, and Equity (SCALE) and the Stanford Center for Opportunity Policy in Education (SCOPE). Other states can use performance tasks from this bank that have been reviewed for quality by a team of assessment experts and, frequently, piloted and revised. These tasks are presented with the units within which they are embedded, along with rubrics and scored samples of student work. The resource bank includes tools and protocols for training educators to develop, review, revise, and score tasks with consistency.

The resource bank includes tasks which apply concepts to real world contexts. For instance, in the mathematics task below, students are asked to research the rising costs of a college education in several kinds of colleges. They are encouraged to choose schools that they may be interested in. They need to collect and analyze data, develop equations and graphs that represent the different trajectories of increases, and ultimately interpret what they have found in a new article on the subject.

Rising Cost of a College Education

STUDENT INSTRUCTIONS

A. Task context:

You are a reporter for the *US News and World Report* magazine. (They are the ones who rank colleges). You have been tasked with writing an article about the rising cost of obtaining a college education. In order to be able to write the article you first need to collect and analyze data on the cost of a college education. You will be creating equations and graphs showing the rising cost of education at different types of colleges including an in-state college, a community college, and out-of-state college, and an Ivy League college. You will provide a short (500 - 750 words max) article on the rising cost of college education. It is recommended that you choose schools that are relevant to you. Are there schools that you might consider attending in the future that you might consider researching?

These tasks require students to tackle a substantial, multi-part problem and use a range of analytic skills while producing a solution and a product that illustrates and explains their thinking.

New Hampshire and Colorado are drawing on the Performance Assessment Resource Bank while developing their own task banks. Kentucky is developing a performance task bank for science, initially, which it expects to expand to other content areas.

Science Assessments

Science is an area where curriculum-embedded assessments are widely used around the world. In the 1990s, Connecticut, Maryland, New York, and Vermont included common science inquiry tasks conducted by students in the classroom as part of their science assessments, in some cases paired with a traditional "sit-down" test at year's end. Kentucky is developing a new science assessment that will include curriculum-embedded inquiry tasks along with a test that includes performance components in its system.

An example of one of Connecticut's tasks can be seen in Figure 7. This kind of standardized classroom-embedded task, which all students complete, is scored by teachers using common rubrics. Before NCLB, this assessment was factored into the score on the end-of-year science test to produce a summative score used in state-level and federal reporting, as is done in many countries' examination systems.

Figure 7:

Connecticut 9th / 10th Grade Science Assessment
Acid Rain Task

Acid rain is a major environmental issue throughout Connecticut and much of the United States. Acid rain occurs when pollutants, such as sulfur dioxide from coal burning power plants and nitrogen oxides from car exhaust, combine with the moisture in the atmosphere to create sulfuric and nitric acids. Precipitation with a pH of 5.5 or lower is considered acid rain. Acid rain not only affects wildlife in rivers and lakes but also does tremendous damage to buildings and monuments made of stone. Millions of dollars are spent annually on cleaning and renovating these structures because of acid rain.

Your Task

Your town council is commissioning a new statue to be displayed downtown. You and your lab partner will conduct an experiment to investigate the effect of acid rain on various building materials in order to make a recommendation to the town council as to the best material to use for the statue. In your experiment, vinegar will simulate acid rain.

You have been provided with the following materials and equipment. It may not be necessary to use all of the equipment that has been provided.

Suggested materials:

- containers with lids
- graduated cylinder
- vinegar (simulates acid rain)
- pH paper/meter
- safety goggles

Proposed building materials:

limestone chips
marble chips
red sandstone chips
pea stone

Designing and Conducting your Experiment

1. **In your words, state the problem you are going to investigate.** Write a hypothesis using an "If … then … because …" statement that describes what you expect to find and why. Include a clear identification of the independent and dependent variables that will be studied.

2. **Design an experiment to solve the problem.** Your experimental design should match the statement of the problem and should be clearly described so that someone else could easily replicate your experiment. Include a control if appropriate and state which variables need to be held constant.

3. **Review your design with your teacher before you begin your experiment.**

4. **Conduct your experiment.** While conducting your experiment, take notes and organize your data into tables.

Communicating your Findings

Working on your own, summarize your investigation in a laboratory report that includes the following:

- **A statement of the problem you investigated. A hypothesis ("If ... then … because …" statement) that described what you expected to find and why.** Include a clear identification of the independent and dependent variables.
- **A description of the experiment you carried out.** Your description should be clear and complete enough so that someone could easily replicate your experiment.
- **Data from your experiment.** Your data should be organized into tables, charts and/or graphs as appropriate.
- **Your conclusions from the experiment.** Your conclusions should be fully supported by your data and address your hypothesis.

Discuss the reliability of your data and any factors that contribute to a lack of validity of your conclusions. Also, include ways that your experiment could be improved if you were to do it again.

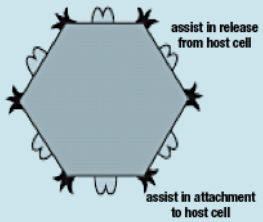
The curriculum-embedded inquiry tasks can also be connected conceptually to the end-of-the year test as Connecticut did. Having designed and conducted their own experiments, which they wrote up during the year, students would also demonstrate their understanding of scientific inquiry in a variety of ways on the end-of-year test. For example, students might receive a sample of a report from an experiment, which

they would have to analyze in terms of the appropriateness of its methods and the validity of its results, drawing on the experiences they have had in the classroom conducting experiments. Thus, the scientific inquiry skills developed through more extensive performance tasks can also be validated on the sit-down test.

Similarly, in Victoria, Australia, students engage in a set of activities that essentially serve as "through-course assessments" that allow them to learn hands-on investigation skills while also preparing them for questions in the end of the year test. Figure 8 shows one example from a high school biology course in which students complete a set of "practical tasks" during the year. These tasks are graded according to criteria set out in the syllabus and count toward the examination score. The quality of the tasks assigned by teachers, the work done by students, and the appropriateness of the grades and feedback given to students are audited through an inspection system which provides schools feedback on all of these components.

Figure 8:

Victoria Australia Biology Course Assessment

Classroom-based assessments – 50 percent of score (conducted during the year)	End of the Year Test – 50 percent of score Sample Question (open-ended)
A set of practical tasks during the school year cover specific outcomes in the syllabus and prepare students for the end of year test. In combination, these count for 50% of the final exam score. They include: 1. Using a microscope to study plant and animal cells by preparing slides of cells, staining them, and comparing them in a variety of ways, resulting in a written product with visual elements. 2. Conducting lab experiments on enzymes and membranes, and on the maintenance of stable internal environments for animals and plants. 3. Conducting and presenting a research report on characteristics of pathogenic organisms and mechanisms by which organisms can defend against disease.	A. Scientists aim to develop a drug against a particular virus that infects humans. The virus has a protein coat and different parts of the coat play different roles in the infective cycle. Some sites assist in the attachment of the virus to a host cell; others are important in the release from a host cell. The structure is represented in the following diagram:  The virus reproduces by attaching itself to the surface of a host cell, injecting its DNA into the host cell. The viral DNA then uses the components of the host cell to reproduce its parts and hundreds of new viruses bud off from the host cell. Ultimately the host cell dies. B. Design a drug that will be effective against this virus. In your answer outline the important aspects you would need to consider. Outline how your drug would prevent continuation of the cycle of reproduction of the virus particle. Use diagrams in your answer. Space for diagrams is provided on the next page. C. Before a drug is used on humans, it is usually tested on animals. In this case, the virus under investigation also infects mice. Design an experiment, using mice, to test the effectiveness of the drug you have designed.

Including the curriculum-embedded component offers at least four benefits:

1) It incentivizes and helps teachers learn to teach scientific inquiry.
2) It supports students in learning to design and conduct such investigations so that they begin to deeply understand the process.
3) It also expands curriculum equity by ensuring that all students, not just the advantaged, experience high-quality science instruction and tasks, so that performance is more equitably improved both in the classroom and on the tests.
4) By involving teachers, supported by assessment experts, in scoring tasks, their understanding of the standards and assessments and their shared sense of what constitutes high-quality performance are increased.

All of these things strengthen instruction and learning, as well as the quality of testing.

The practice of requiring curriculum-embedded assessments in science is widespread across the world, because learning scientific inquiry is intrinsically performance-based. The example below from Queensland, Australia, is very similar to the assessments in Great Britain, Hong Kong, Singapore, and other nations. It is a step beyond the examples from Connecticut and Victoria, because it requires students to identify and define their own, more extensive investigation. Students who have had the experience of investigations in more structured tasks will be learning how to take this next step, which might occur as a capstone assessment in which they design and conduct their own investigation in the 11th or 12th grade. (See Figure 9.)

Figure 9:

Queensland, Australia
Extended Experimental Investigation at the Senior Level (Grade 11-12)

Over four or more weeks, students must develop and conduct an extended experimental investigation to investigate a hypothesis or to answer a practical research question. Experiments may be laboratory or field based. The outcome of the investigation is a written scientific report of 1500 to 2000 words.

The student must:

- develop a planned course of action
- clearly articulate the research question and provide a statement of purpose for the investigation
- provide descriptions of the experiment
- show evidence of student design
- provide evidence of primary and secondary data collection and selection
- execute the experiment(s)
- analyze data
- discuss the outcomes of the experiment
- evaluate and justify conclusion(s)

Kentucky is currently creating a science assessment system that will combine performance tasks that engage students in science investigations during the school year with an end-of-year test that includes open-ended tasks along with selected-response items. Teachers are helping to develop the assessments and will be involved in scoring them. The tests will meet federal requirements for a science assessment once in each grade span. In addition, a bank of performance tasks drawing on the tasks teachers have developed will make it possible for educators statewide to select and use curriculum-embedded investigations at every grade level, building a science inquiry culture throughout the state.

A sample science assessment plan that follows a similar model is shown below in Figure 10. Once in each grade span, a federally-required summative assessment would be offered, with scores combining the results of an innovative test (including constructed-response items, web-based research, and simulations that tap inquiry skills) at perhaps 50-70 percent of the score and a common investigation, scored by teachers with statewide training and moderation, comprising the other 30-50 percent of the score. (Teachers would not score their own students' work for this purpose.) In other years, teachers could use the tasks and related curriculum units pegged to the standards in their grade levels individually or on a school-wide basis, scoring the tasks themselves. Schools or districts that want to develop strong understanding and curriculum planning among teachers could sponsor joint scoring and curriculum discussions on professional development days. This approach would develop a culture of science inquiry across a state and give teachers and students regular experiences of well-designed tasks.

Figure 10:

Sample Science Assessment Plan		
Grades K-2		Locally-selected/designed performance tasks
Grade 3		Locally-selected/designed performance tasks
Grade 4	Innovative Science Test	Common curriculum-embedded science inquiry
Grade 5		Locally-selected/designed performance tasks
Grade 6		Locally-selected/designed performance tasks
Grade 7	Innovative Science Test	Common curriculum-embedded science inquiry
Grade 8		Locally-selected/designed performance tasks
Grade 9		Locally-selected/designed performance tasks
Grade 10	Innovative Science Test	Common curriculum-embedded science inquiry
Grades 11-12		Capstone science investigation (local)

Assessments in Social Studies, the Arts, and other Areas

Approaches to document-based questions that are part of the Regents exams and the AP exams in U.S. History were discussed earlier. More extensive curriculum-embedded assessments can also be used in a wide range of subjects. For example, Washington state uses state-developed classroom-based assessments (CBA), including performance assessments, to gauge student understanding of the Essential Academic Learning Requirements (EALR) learning standards in social studies, the arts, and health/fitness. Districts must report to the state that they are implementing the assessments/strategies in those content areas, but individual student scores are not reported for state accountability purposes. Below is a civics example that asks students to study a constitutional issue that balances the public good against individual preferences or freedoms, examine case law or legislation on that topic, and represent both sides of the issue in proposing a resolution. (See Figure 9.)

Figure 11:

Washington State Classroom-Based Assessment in Civics

Culminating Projects and Exhibitions

Further along the continuum are longer duration projects that require several weeks or even months as students demonstrate a comprehensive set of skills within or across fields. Often, it is the student who defines the focus of the project and who is responsible for organizing the task and locating all the necessary information to complete it. The science investigation task from Queensland is an example. The student may be expected to follow a particular outline or to address a particular problem or range of requirements in the process of completing the project. The project may be judged by the teacher alone, or may be scored by one or more other teachers in a moderated process that allows teachers to calibrate their scores to a benchmark standard.

Finally, a culminating project can be designed to gauge student knowledge and skill cumulatively, including the ability to apply disciplinary standards of practice and modes of inquiry in a subject-specific or interdisciplinary way. These are competency-based assessments that evaluate deep understanding of an area of study, much like a dissertation does for PhD students. Students may study one topic for a semester or even an entire year, applying what they are learning in their academic classes to help them work on the project. In Singapore, the project must also be collaborative, integrating another key skill. The culminating project generally includes a terminal paper and accompanying product and documentation, reflecting overall cognitive development and a range of academic skills. The results may be presented to a panel that includes teachers, experts from the community, and/or fellow students.

This method of juried exhibitions is used in some examination systems abroad (for example, in the Project Work task required as part of the International Baccalaureate and the A-level exams in Singapore) and by a number of school networks in the United States.[23] Students communicate their ideas in writing, orally, and in other formats (e.g., with the use of multi-media technology or through products they have created), while they demonstrate the depth of their understanding as they respond to questions from others, rather like a dissertation defense.

Using Curriculum-Embedded Assessments Summary of Implications for States	
Features	States can include curriculum-embedded performance tasks in their systems of assessment to deepen learning and provide greater curriculum equity. These can occur over several days or weeks to evaluate more challenging intellectual skills that come even closer to the expectations for performance found in colleges and careers. • Tasks can be highly standardized in their design or they can allow elements of student choice (e.g., choice of topic or product design) with standardized rubrics. • Common tasks, embedded in curriculum units, can, properly scored, provide comparable results across schools and districts. • Several of these can be combined into a summative score or determination, or one or more performance tasks can be combined with a traditional test to produce a summative score. • When tasks and tests are combined, they can be designed together to reinforce knowledge and skills, supporting applied learning and conceptual understanding. • A system of assessments can be constructed to use a strategic combination of tests, common performance tasks, and locally-developed or selected tasks to support validation, deeper learning, and formative information for teachers and students.
Benefits	Including curriculum-embedded tasks as part of the system of summative assessments allows states to • More completely assess college and career-ready standards, including independent and collaborative student-initiated research and inquiry; ability to take and use feedback productively; and oral, written, and multimedia communication. • Evaluate higher order skills, such as analysis, synthesis, evaluation, and application of knowledge to complex problems. • Better reflect how learning is applied in real world settings (and thus strengthen validity) • Create greater curriculum equity for students by using assessments to create strong units and instructional practices across classrooms, rather than having only some students experience instruction for deeper learning. • Increase teachers' understanding of the standards and of high-quality teaching and assessment by involving them in developing, reviewing, and scoring tasks.

Considerations

States that want to use curriculum-embedded assessments will need systems to develop and acquire high-quality tasks and engage in reliable scoring. (See also section IV on task design, comparability, and scoring.)

- As one source, states can draw from the CCSSO/SCALE/SCOPE Performance Assessment Resource Bank[24] which includes high- quality tasks mapped to standards, grade levels, and learning progressions, along with rubrics, scored samples of student work, and protocols for developing, reviewing, and scoring tasks. The bank can be used for common tasks (which can be kept secure as needed) and for tasks selected for use at the classroom, school, or district level.

- States can also contribute to the bank in order to have tasks developed by their teachers reviewed and revised to meet task quality standards.

- Where common tasks are used, required materials should be readily available in the schools, in homes, or online so that all students and schools can readily and fairly engage in the necessary activities.

- States may want to establish a technical advisory committee or assessment review panel to evaluate and approve performance tasks, and to oversee scoring plans and audits.

- States generally create guidelines for what kind of assistance and feedback are allowable in the classroom as tasks are conducted.

- To support reliable scoring, states will need to create plans for training and calibration. Teachers may come together for training and scoring sessions or they may engage in distributed online scoring that embeds a training and calibration process.

- It will be useful to integrate time for teacher scoring into the annual school schedule, and perhaps to link it to professional development time in order to experience the benefits of both scoring and related reflections on curriculum, instruction, and assessment.

- Finally, as curriculum-embedded tasks are part of the instructional process, they should not be thought of as part of "testing time." They are more appropriately considered part of teaching and learning time.

III. PORTFOLIOS / COLLECTIONS OF EVIDENCE

Portfolios are collections of evidence about students' learning, organized around a set of standards or competencies to be demonstrated in a single content area or across multiple content areas. They are often collections of performance tasks,

although other evidence, for example, from traditional sit-down tests or out-of-school internships, can also be included.

Single-subject portfolio systems have been used by states including Kentucky and Vermont, both of which have writing and mathematics portfolios, and by the Advanced Placement (AP) program for course assessments in Art, Technology, AP Research, and AP Seminar. In addition, portfolios covering multiple disciplines are increasingly common at the high school level. Rhode Island has long used portfolios for graduation. Oregon now allows a portfolio as one of several options for graduation. New Hampshire's system envisions a graduation capstone project or portfolio. Some districts (e.g., Pasadena, CA), and many networks of schools (Envision, New Tech High, Asia Society, Big Picture Learning, the Internationals Network) require portfolios for graduation. Schools participating in the New York Performance Standards Consortium are authorized by New York State to use these assessments in lieu of state Regents examinations.

Single-Subject Portfolios

Vermont was an early pioneer in using embedded classroom assessments for accountability and to guide curriculum development. Vermont was the first state to develop portfolios in ELA and math during the 1990s, and the state's experience produced considerable learning about how to use this assessment approach effectively.

Initially, teachers and students jointly selected student work to include in each student's mathematics and writing portfolios, but there was little consistency across students in what kind of work was included. This variation made the first round of portfolios difficult to score reliably. However, the state soon created more standardized portfolios featuring common task expectations and analytic rubrics, which could be scored with much greater consistency.[25] Teachers came together in the summers to score the portfolios, engaging in a moderated process designed to produce consistency across raters in how they judged the work.

Although NCLB ended the use of Vermont's portfolios for state accountability, most districts in the state continue to use these strategies locally. Currently, each school's Local Comprehensive Assessment System must assess students in the required standards not covered by the state assessment.[26] With the goal of placing "classroom assessment at the core of the assessment system,"[27] the state furnishes a variety of assessment tools that schools may use in developing their systems. For example, in the content areas of mathematics and writing, the state offers benchmarks, rubrics, calibration materials, and data analysis tools to effectively use mathematics and writing portfolios as local classroom assessments.

Additionally, the Department of Education reviews district-based assessment systems and gives specific guidance to teachers and other educators

responsible for scoring common assessments.[28] For example, districts "need to use common, agreed upon criteria for student expectations, [use either] scoring scales or rubrics, and benchmark performances in order to make consistent judgments about the quality of student work."[29]

Kentucky's writing and math portfolios were begun as part of the Kentucky Instructional Results Information System (KIRIS), a performance-based assessment system introduced in 1992. Eventually the mathematics portfolio was replaced by performance tasks, while the writing portfolio continued for two decades. The Writing Portfolio was used in grades 4, 7, and 12 and an On-Demand Writing Assessment was used in grades 5, 8, and 12.

Figure 12:

Kentucky's Writing Portfolio

Kentucky's writing portfolio was designed to ensure that students would write in several major genres, toward a common set of criteria. A 3-piece portfolio was required in grades 4 and 7, and a 4-piece portfolio was required in grade 12. In addition to a letter to the reviewer, the work samples included

- ***Personal expressive writing*** in the form of a Personal Narrative focusing on one event in the life of the writer; a Memoir, focusing on a person and the student's relationship with the person; a Vignette which captures a moment in time in the life of the writer and focuses on painting a picture with words, or a Personal Essay, which focuses on a central idea supported by a variety of incidents in the writer's life.
- ***Imaginative writing*** in the form of a short story, poem, script, or play
- ***Transactive writing*** which presents/supports a position, defends a conclusion, tells about a problem, explains a process or concept, or informs. (These selections may include forms such as letters, brochures, and articles, among other appropriate forms.)
- In grade 12, ***transactive writing with an analytical or technical focus***.

The writing samples were scored by teachers using common rubrics, supported by scored benchmark portfolio samples, evaluating common criteria:

Purpose/Audience – Students demonstrate a clear sense of the reason(s) for producing a piece of writing. They meet the needs of the audience by focusing on the reason for the piece.

Idea Development/Support – Students decide which idea(s) to develop and make the idea(s) clear to the reader. Students support the idea(s) by elaborating on them with relevant details.

Clear Organization – Students arrange ideas in a clear and logical manner. They join ideas in a smooth way that guides the reader through the piece of writing.

Sentence Level Meaning – Students compose sentences that are grammatically correct, as well as varied in length and structure.

Use of Language – Students use wording and language that demonstrate standard usage. They choose correct and effective words with growing precision and sophistication.

Correctness/Conventions – Students spell correctly, use correct punctuation, and capitalize letters according to standard rules.

The state provided training to teachers, who scored their own students' portfolios. Kentucky used an audit procedure by which samples of portfolios were scored centrally and audit results reported back to schools with additional scorer training provided to teachers as needed. Over time, the scores became highly reliable. By 2008, the agreement rate (exact or adjacent scoring) for independent readers involved in auditing school-level scores was over 90 percent.[30]

The benefits of a portfolio process include the fact that common standards and high-quality tasks can guide classroom practice throughout the school year; students experience similar kinds of high-quality instruction across classrooms and schools; and students learn how to revise work toward high standards. Teachers' involvement in orchestrating and scoring the assignments that are part of the portfolio helps them learn about the curriculum standards and about how to support learning toward the standards, as well as how to develop curriculum and performance assessments for the classroom.

These portfolios had a noticeably positive effect on instruction. Researchers studying the Vermont and Kentucky reforms found considerable evidence that teachers were changing their classroom practices to support problem solving and communicating in mathematics and writing. Furthermore, Kentucky teachers were more likely to report that open-response items and portfolios had an effect on practice than multiple choice items, adding credence to the idea that performance assessments could help create "tests worth teaching to." Both states experienced increases in their students' achievement on NAEP during these years.

Other single subject portfolios have been used by the College Board for Advanced Placement courses. The College Board has long used an Art portfolio and has recently developed three courses — the AP Computer Science Principles (CSP), AP Research, and AP Seminar — in which students complete performance tasks during the academic year with components submitted using the AP Digital Portfolio.

Two new AP courses — **AP Seminar** and **AP Research** — are of particular interest for evaluating college and career readiness. The courses together comprise the AP Capstone, a College Board program that "equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions."[31] AP Capstone was developed in response to feedback from higher education about what students really need to be able to do to be college ready.

The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to

- Analyze topics through multiple lenses to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

In AP Research, students are assessed on an academic paper of 4,000 to 5,000 words based on an original research question, along with a presentation and oral defense of research to a panel of at least three members, including their AP teacher.

In the AP Seminar, five different work samples are collected and assessed,[32] then combined with an end-of-course exam to create the final summative score. These include a team research project and multimedia presentation (20 percent altogether), along with an individual research-based essay, multimedia presentation, and oral defense (35 percent altogether). All of these are scored by the classroom teacher with the written products' scores validated by the College Board. The end-of-course exam (45 percent altogether) consists of 3 short-answer questions associated with analyzing an argument and a longer essay that produces an evidence-based argument. This is scored by other College Board teachers who teach the course and participate in the annual AP scoring process.

Multiple Subject Portfolios

A growing number of school networks and districts use collections of evidence or portfolios for graduation, as do some states (Rhode Island, for all students; Oregon, as an option for demonstrating graduation competencies; and New York, for the New York Performance Standards Consortium schools, which operate on a waiver from traditional Regents exams). These are designed to demonstrate that students have met defined standards or competencies within and across subject areas. These, too, are scored with common rubrics, often with teacher training and moderation to support comparability.

Similarly, the National Academies Foundation has developed a portfolio model used in its career academies and scored with common standards across hundreds of schools nationally. Both colleges and employers can use the portfolio to evaluate student learning and accomplishments.

The Rhode Island High School Diploma System[33] requires that all students must demonstrate proficiency in applied learning skills — critical thinking, problem solving, research, communication, decision making, interpreting information, analytic reasoning, and personal or social responsibility — across six core content areas. The Diploma System requires local districts to determine, with state guidance and review, how they will certify mastery of content knowledge as well as the ability to apply that knowledge to real world projects and problems through portfolios, exhibitions, or a certificate of mastery. The state's description notes

> For decades, employers and colleges complained that applied skills are sorely lacking in current high school graduates. Merely remembering facts is only a good first step toward a true subject mastery, which involves using facts and formulas to solve problems in widely different contexts. The mechanics of English are only valuable if a student can compose competent, effective business letters to a variety of clients, co-workers or potential employers, for example…. After high school, employers and higher education evaluate their workers or students primarily from evidence of mastery – such as completed and on-time tasks, written work, plans, designs, products, records and so forth.[34]

Students demonstrate applied learning skills through evidence of mastery from presentations – such as speeches, projects, or performances – or from products – such as essays, collections of short stories, or science journals. In the body of evidence treating the core content areas and Applied Learning standards, students must include one successfully-completed on-demand task, one extended task, and one task reflecting one of their own interests or passions. A goal of the diploma system is that

> … it harnesses students' interests in the service of their own learning. Traditional education asked students to 'park' their passions at the door, which invited alienation
>
> among those students who find course work irrelevant to their real concerns. School advisors and content-area teachers help students design exhibition and portfolio projects that satisfy their own natural thirst for information and skills.

As one example, Central Falls High School's portfolio requirement is designed to reflect the students' best work over a four-year period demonstrating the Applied Learning standards in each of the core content areas. It is compiled over the course of each year, with a written reflection to accompany each of the selected entries. Some of these entries are required by teachers while others are chosen by the student to be a part of their final portfolio. At the end of each school year, students make a presentation to their Advisory class on entries selected for that year. Each entry ultimately placed in the graduation portfolio is scored on a common rubric used for that type of task. A given entry will generally address several of the proficiencies. Students can tap a variety of learning experiences to provide indicators of their Performance-Based Graduation requirements as a Creative problem solver, Effective communicator, Skillful user of technology, Responsible member of the community, and Supporter/performer of the arts.

A final Graduation Portfolio presentation to the Graduation Portfolio Review Committee takes place during their senior year. This committee is comprised of administrators, teachers, support staff, parents, and prominent members of the community, who score the presentation using a common rubric to determine if proficiency is achieved.

Another example of a multi-subject portfolio is that used by the schools in the New York Performance Standards Consortium. All of the schools include at least four entries in their portfolio:

- An analytic essay (often a literary analysis)
- An applied mathematics product (involving mathematical modeling)
- A science investigation
- A research paper (often a social science paper)

Some of the consortium schools also require an arts exhibition, a world language demonstration, and/or a presentation of learning from an internship. Among the assessments, students must provide evidence of competence in

oral and written communication, critical thinking, technology use, and other 21st century skills. They present selected entries to a jury of teachers and external judges from local colleges and businesses in a portfolio defense that includes a formal presentation plus questions and answers about the work, much like a dissertation defense.

Across schools, the portfolio entries and defenses are evaluated using common scoring rubrics that reflect critical skills in each discipline. Teachers are trained to calibrate their scoring within schools and departments, and they periodically engage in cross-school moderation sessions to calibrate the scoring across the consortium as a whole.

This approach is not unlike that taken in Queensland, Australia, where schools use a system of performance assessments with external tests as additional information in alternate years. At the high school level, a student's work is collected into a portfolio that is used as the primary measure of college readiness. Portfolio scoring is moderated by panels that include teachers from other schools and professors from the higher education system. A statewide examination in 12th grade serves as an external validity check, but not as the accountability measure for individual students.[35]

Assessments can strengthen student learning when

- they are clearly linked to standards that are reflected in the rubrics used for scoring the work;
- these criteria are made available to students as they are developing their work;
- students are given the opportunity to engage in self- and peer review using these tools;
- assessments ask them to exhibit their work in presentations to others, where they must both explain their ideas or solutions and answer questions that probe more deeply; and
- students revise the work to address these further questions and better meet the standards.

Portfolios offer some particular benefits for developing self-directed learners. Portfolio processes assume that students are a primary consumer of the information they produce, as students own their own portfolio and must typically choose and sometimes revise the work samples they will submit to meet the standards. The process develops students' metacognitive skills and gives them opportunities for reflection and revision. As students see their own

progress over time and reflect on how they have improved and can improve further, they develop a growth mindset. Not incidentally, these processes also support student learning by deepening teachers' learning about what constitutes high-quality work and how to support it, both individually and collectively as a staff.

Furthermore, through the use of rubrics and public presentations, students can receive feedback that is specific and detailed, providing them a much better idea of how to improve than would an item analysis from a standardized test or generalized comments from a teacher on a paper such as "nice job" or "good point." When students receive feedback of many different types from different sources, they are able to begin to triangulate among them to identify patterns of strength and weakness beyond just the specific questions they got right or wrong. This more comprehensive, holistic sense of knowledge and skills can empower the learner and build self-awareness and self-efficacy.

When students repeatedly develop and revise projects and exhibitions evaluated according to rigorous standards, they internalize standards of quality and develop college- and career-ready skills of planning, resourcefulness, perseverance, a capacity to use feedback productively, a wide range of communication skills, and a growth mindset for learning — all of which extend beyond the individual assignments themselves in shaping their ability to learn to learn in new contexts.

Using Portfolio Models Summary of Implications for States	
Features	States can include portfolios in their systems of assessment for a single subject, such as writing, or across several subject areas. • Work samples for the portfolio are selected because they demonstrate a set of competencies and represent key subject matter. • The tasks can be standardized in their design or they can be teacher or student-designed to address the competencies. • Students often present and defend their work to a jury of educators, peers, and, sometimes, external judges. • Common rubrics are used to evaluate the individual tasks and the presentation. • Portfolios can be scored both by task and overall.

Benefits	Including portfolios as part a system of assessments allows states to • More completely assess college and career-ready standards, including independent and collaborative student-initiated research and inquiry; ability to take and use feedback productively; and oral, written, and multimedia communication. • Evaluate higher order skills, such as analysis, synthesis, evaluation, and application of knowledge to complex problems. • Better reflect how learning is applied in real world settings. • Increase the likelihood that common standards and high-quality tasks will guide classroom practice throughout the school year, and that students will experience similar kinds of high-quality instruction across classrooms and schools. • Involve students in a process that explicitly develops their metacognitive skills by giving them opportunities for reflection as they choose and revise work to meet standards. • These processes also deepen teachers' learning about what constitutes high-quality work and how to support it, both individually and collectively as a staff.
Considerations	States that want to incorporate portfolios into their assessments will want to think about how to support classroom work to ensure high-quality portfolio submissions and ensure scorability. (See also section below on scoring.) • To be scorable with high inter-rater reliability, portfolios must be comprised of tasks that clearly measure the same set of standards with the same or similar genres of tasks (rather than open-ended choices of work samples). • Teachers will need clear specifications, training, and readily available technical assistance to learn how to select, design, and support student work with guidelines for what kinds of assistance are appropriate. • States may want to establish a technical advisory committee or assessment review panel to evaluate and approve portfolio specifications, and to oversee scoring plans and audits. • As with other curriculum-embedded tasks, states will need to create plans for training and calibration. As in Kentucky and the AP program, an audit system can be established to re-score a subset of tasks (10-15 percent is common) to evaluate comparability and to re-train raters as needed. • Where portfolio defenses or exhibitions are to be presented, schools will need to learn strategies from other experienced schools for adjusting the use of school time to support the process.

IV. COMPREHENSIVE ASSESSMENT SYSTEMS

A comprehensive assessment model is designed to provide the opportunities for high-quality teaching, student learning, and evaluation in a carefully integrated system that artfully blends state and local components to provide reliable information *about* learning while minimizing unnecessary testing and maximizing the benefits of assessment *for* learning. As in many jurisdictions abroad, periodic statewide standardized measures are used to validate local assessment results, while classroom-embedded performance assessments are used to inform instruction, provide feedback to students and teachers, and enable diagnostic decisions, as well as to provide evidence of ambitious student learning. Collections of evidence that allow students to evaluate their own progress and revise and present their work to meet a standard can also play a role in giving students ownership and agency in the process of developing evidence of their readiness for college and careers.

New Hampshire's PACE system (Performance Assessment for Competency Education), piloted in an expanding number of districts, and eventually to be used statewide, is a comprehensive model that uses a mix of assessments strategically to leverage high-quality learning and teaching. The system includes a standardized test once in each grade span in ELA and math, with common, performance tasks in the other years augmented by locally developed tasks to make determinations about student proficiency. New Hampshire is developing a capstone project/portfolio system at grade 12 through which students will demonstrate graduation competencies with an exhibition and defense before a jury of educators and peers. This component will be implemented in 2017-18. The state hopes to translate its previous NCLB waiver into an innovative assessment pilot under ESSA to continue to develop this model.

Figure 13:

PACE System of Assessments (New Hampshire)
[PBA = Performance-Based Assessment]

Grade	ELA	MATH	SCIENCE
K-2	Local PBA	Local PBA	Local PBA
3	**Smarter Balanced**	**Common PACE PBA**	Local PBA
4	**Common PACE PBA**	**Smarter Balanced**	**Common PACE PBA**
5	**Common PACE PBA**	**Common PACE PBA**	Local PBA
6	**Common PACE PBA**	**Common PACE PBA**	Local PBA
7	**Common PACE PBA**	**Common PACE PBA**	Local PBA
8	**Smarter Balanced**	**Smarter Balanced**	**Common PACE PBA**
9	**Common PACE PBA**	**Common PACE PBA**	**Common PACE PBA**
10	**Common PACE PBA**	**Common PACE PBA**	**Common PACE PBA**
11	**SAT**	**SAT**	**Common PACE PBA**
12	**Capstone project / Portfolio with Exhibition and Defense**		

New Hampshire's system of common tasks plus local performance tasks, validated periodically by standardized tests, is similar to the system in Queensland, Australia. There, national testing occurs at grades 3, 5, 7, and 9, and the state offers a reference exam at grade 12 that is used as a comparison point at the school level for the scores on the graduation portfolios. Most assessment is conducted through common statewide performance tasks that are administered by schools — the centrally developed Queensland Comparable Assessment Tasks — plus a very rich system of local performance assessments that are developed at the school level, but are subject to quality control and moderation of scoring by a state panel. The Queensland Curriculum, Assessment, and Reporting Framework (QCAR) helps provide consistency from school to school based on the state's content standards, called *Essential Learnings*, which include unit templates, guidance for assessments, and rubrics in each subject. These include extended research projects, analyses, and problem solutions across fields.

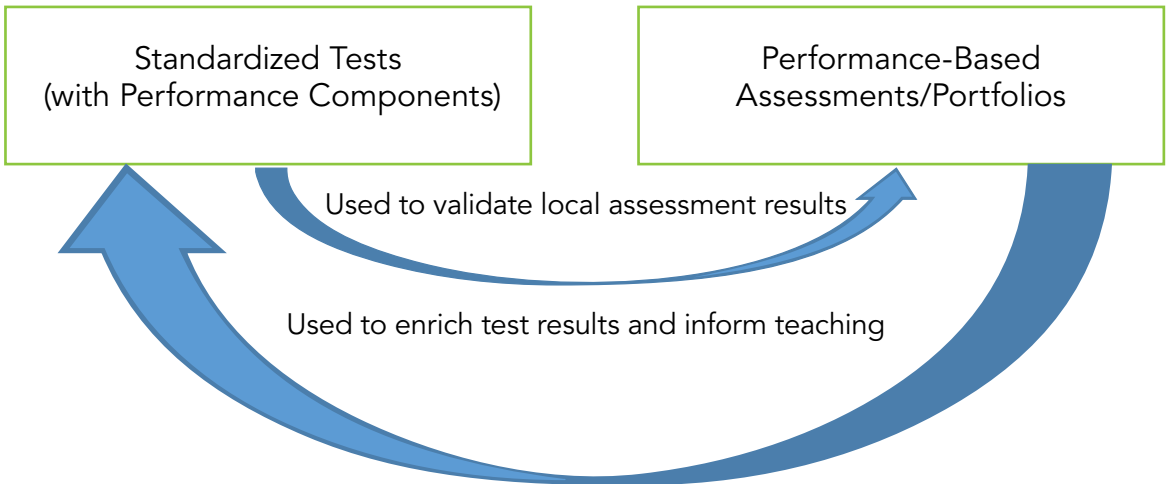
Figure 14:

Queensland's System of Assessments		
	Pre-Secondary Level	Senior Level (Grades 11-12)
External tests	National tests of literacy and numeracy at grades 3, 5, 7, 9 — Centrally scored.	Queensland Core Skills Test, grade 12
Locally administered performance tasks	Queensland Comparable Assessment Tasks (QCAT): Common performance tasks at grades 4, 6, and 9 — Centrally designed and locally scored.	Course assessments, outlined in each syllabus — locally scored / externally moderated
Locally developed assessments	Local performance assessment systems — Locally designed based on the *Essential Learnings* curriculum framework. Locally scored and externally moderated.	Graduation portfolios — locally scored/externally moderated by a state panel

Like Queensland's system, New Hampshire has built systems to develop high quality tasks, to train teachers to develop and score these tasks, and to calibrate scoring so that it is consistent across schools and districts. Determinations of student proficiency are made by reviewing the collection of local and common tasks each year. These scores are compared to the outcomes of students on the standardized tests given periodically to validate that the system is working in a consistent fashion. (See Figure 15.)

Figure 15:

Elements of a Comprehensive Assessment System



New Hampshire's System of Assessments

To ensure its students' preparation for college and careers, New Hampshire has created a system of assessments that is tightly connected to curriculum, instruction, and professional learning. In addition to the Smarter Balanced Assessments in English language arts and mathematics offered at one grade level each in elementary and middle school, this system includes a set of common performance tasks that have high technical quality in the core academic subjects, locally designed assessments with guidelines for ensuring quality, regional scoring sessions, and local district peer review audits to ensure sound accountability systems and interrater reliability, a web-based bank of local and common performance tasks, and a network of practitioner "assessment experts" to support schools.

The state's view is that a well-developed system of performance assessments that augment the traditional tests will drive improvements in teaching and learning, as they "promote the use of authentic, inquiry-based instruction, complex thinking, and application of learning...[and] incentivize the type of instruction and assessment that support student learning of rich knowledge and skills." Because the state's theory of change identifies educator capacity as essential to this goal, the system will also offer a strategic approach for building the expertise of educators across the state, by

organizing professional development around the design, implementation, and scoring of these assessments, which model good instruction and provide insights about teaching and learning.

Assessment information gathered from the local assessment system, including common and locally-developed performance tasks, provides the bulk of the information used for school, educator, and student accountability systems. Meanwhile, the large-scale assessment systems are a means to validate the accountability determinations. The state's approach is to

- Develop a process, tools, and protocols for supporting districts and schools in developing and validating high-quality ***local performance tasks***, along with guidance for teachers in how to use these to enhance curriculum and instruction.
- Assemble both the common and locally developed tasks into a ***web-based bank*** of validated performance tasks to be used for formative as well as summative assessments.
- Organize ***professional development institutes*** for cohorts of schools to support task design, validation, and reliable scoring, as well as data analysis to track student progress and inform instruction. Build cohorts of *expert teacher leaders* in each content area to support this work.
- Create ***regional support networks*** led by practitioner assessment experts to help build capacity in schools and to support regional task validation and calibration scoring sessions, with a goal of 80 percent or greater inter-rater reliability on locally-scored tasks.
- Maintain technical quality and consistency through ***district peer review audits***, in which districts will submit evidence of their performance assessment systems to peer review teams of external practitioners, who will review the evidence based on common criteria.

A key part of the accountability system, these audits will examine how districts administer common and local tasks, manage a quality assurance process, develop educators' skills, and design policies and practices that support the state performance assessment system.

Several states, such as Connecticut, Kentucky, Maine, and Vermont, built versions of such comprehensive systems of assessment during the 1990s, using a combination of periodic on-demand tests, which included performance items, alongside curriculum-embedded performance tasks and portfolios. Studies of these systems found that the mix of assessments encouraged instructional strategies fostering reasoning, problem solving and communication, as well as a focus on research and writing.[36] Furthermore, the regular use of performance assessments measuring complex thinking skills has been found to influence student learning and achievement.[37]

Systems where performance assessments are regularly embedded in classroom instruction produce stronger learning for students in part by ensuring that students are undertaking intellectually challenging tasks. If teachers use these kinds of assignments consistently, with feedback and opportunities to revise to meet high standards, the level of rigor in the classroom increases. In addition, these assessments can provide information to teachers regarding how students think and try to solve problems. This feedback allows teachers to diagnose students' strengths as well as gaps in understanding.

The clear criteria and rubrics that accompany well-designed performance tasks and portfolio entries also help improve teaching and learning. As rubrics yield multiple scores in different domains of performance, reflecting students' areas of strength and weakness, they help teachers identify what kinds of assistance students need and tailor instruction accordingly.[38] They also help students learn how to improve their own work, especially if the criteria carry over across multiple formative and summative assessments over time. For example, if writing is repeatedly evaluated for its use of evidence, accuracy of information, evaluation of competing viewpoints, development of a clear argument, and attention to conventions of writing, students begin to internalize the criteria and guide their own learning more productively.

Gains in student learning increase as students spend more time using such criteria to discuss content, discuss the assignment, and evaluate their products.[39] An analysis of hundreds of studies by British researchers Paul Black and Dylan Wiliam found that the regular use of open-ended formative assessments with clear criteria to guide feedback, student revision, and teachers' instructional decisions produces larger learning gains than most instructional interventions that have been studied.[40]

Developing Comprehensive Assessment Systems: Summary of Implications for States	
Features	States can create a **comprehensive system of assessments** using both state and local sources of information — periodic standardized tests measuring certain aspects of students' learning that are assessable in a testing context, including performance items that measure analytic skills, augmented by local performance assessments that can support and evaluate more complex abilities. Tests are used periodically to validate the judgments made based on the richer data produced by local assessments, which can include statewide common tasks as well as locally-selected tasks based on the standards.
Benefits	Creating comprehensive systems of assessment can • Reduce testing time, while more completely assessing college and career-ready standards with classroom-based tasks and providing information throughout the year to improve teaching and learning. • Create more coherence in instructional efforts, if assessments are orchestrated to allow teachers and students to focus on the same standards across assessment vehicles. • Evaluate and develop deep understanding of content along with co-cognitive skills, for example, the ability to design and conduct extended investigations; to collaborate; to communicate in multiple forms; to plan and persevere in implementing complex tasks, exhibit resilience, use feedback productively, and learn-to-learn. • Increase rigor and equity in the classroom by ensuring that students are engaging in challenging work guided by common standards and high-quality tasks across classrooms and schools. • Improve student achievement through both the quality of the tasks and the quality of feedback by using rubrics that provide more information about strengths and weaknesses that can be addressed through instruction and revision of work. • Deepen teachers' learning about what constitutes high-quality work and how to support it, both individually and collectively as a staff.
Considerations	States that want to create comprehensive assessment systems will want to design their standardized tests and related performance assessments to complement each other in providing useful, valid assessment decisions. • Tests and tasks should be designed to measure overlapping constructs in ways that well represent the standards efficiently. • Systems of task design, scoring, and evaluation of results should be designed to support and evaluate comparability across tasks, venues, and assessment contexts. • Teachers should receive training and readily available technical assistance to learn how to select, design, support, and score student assessments, as well as how to use the results to improve instruction. • States may want to establish an assessment quality review panel to set standards for task design, evaluate and approve tasks used for common assessments, and oversee scoring plans and audits. • States can develop cadres of expert teachers who can lead institutes and teacher networks involved in task design, review, selection, scoring, and improvements in curriculum and instruction.

COMPARABILITY, TASK DESIGN, AND SCORING

Perhaps the most common questions about using performance assessments as part of state accountability systems have to do with the comparability of results across settings and scorers. The key to comparable assessment lies in the design of tasks and rubrics on the one hand, and the implementation of thoughtful scoring systems on the other.

New Hampshire's strategies for establishing comparability in scores on its performance assessments, for example, include guided development with expert review of tasks and rubrics, along with training and calibration of scorers. To evaluate the success of these efforts, the state has regularly conducted comparability analyses, reported as part of its waiver agreement to the U.S. Department of Education, including

- within-district inter-rater agreement and cross-district calibration audits on the common tasks used across schools and districts;
- comparisons of individual student-level annual determinations in grades using performance assessments and those using statewide standardized assessments.[41]

These have found strong agreement among raters, improving over time as expected in a new system, and acceptable levels of comparability across assessments.

TASK DESIGN

A well-designed performance assessment begins with clarity about the knowledge and skills to be assessed and the kinds of performances that should be elicited by the assessment. The design should be guided by state standards, as well as the purposes of the assessment, and the intended inferences to be drawn from the assessment results.[42]

Task models, sometimes called templates or task shells, help ensure the cognitive skills of interest are assessed. Task models can be developed for performance tasks that allow for tasks to be designed that assess the same cognitive processes and skills, and a scoring rubric can then be designed for the tasks that can be generated from a particular task model. The use of task models for task design allows for an explicit delineation of the cognitive skills to be assessed, and can improve the generalizability of the score inferences.

Assessments are stronger when test specifications are clear about what

cognitive skills, subject matter content, and concepts are to be assessed and what criteria define a competent performance.[43] Specifications of content, skills, and criteria can guide templates and scoring rubrics that are used with groups of tasks that measure the same sets of skills. Rubrics and templates help ensure that both the content of the assessment and its scoring are comparable across settings, versions, and scorers.[44]

Quality scoring rubrics that support validity and scoring reliability

- Are designed for a family of tasks or a particular task template;
- Include criteria aligned to the processes and skills that are to be measured — for example, in a mathematics task, students' computational fluency, strategic knowledge, and mathematical communication skills;
- Develop criteria for judging the quality of the performance with the involvement of content and teaching experts who know the domain and understand how students of differing levels of proficiency would approach the task;
- Identify score levels that reflect learning progressions as well as each of the important scoring criteria; and
- Are validated through research with a range of students.[45]

More valid and reliably-scored tasks result, in part, from careful review and field testing of items and rubrics to ensure they measure the knowledge and skills intended. This can include interviewing students as they reflect on what they think the task is asking for and how they tried to solve it.[46] The individual piloting of tasks also provides an opportunity for the examiner to pose questions to students regarding their understanding of task wording and directions, and to evaluate their appropriateness for different subgroups of students, such as students whose first language is not English.

Field testing provides additional information regarding the quality of the tasks, including the psychometric characteristics of items. This includes analyzing student work to ensure that the tasks evoke the knowledge and skills intended, ensuring the directions and wording are clear, and testing different versions of tasks to see which work best across different groups of learners. When these processes are followed, developers have been able to create tasks that are more clearly valid for their intended purposes and are able to be more reliably scored.

SCORING

Perhaps the most frequently asked question surrounding these assessments is how to ensure comparability in scoring across different raters. It is necessary but not sufficient to have well-developed tasks and rubrics. Most of the systems described earlier, both in the United States and abroad, use common scoring guides, or rubrics, and engage teachers who are graders in training, calibration, and moderation processes to ensure consistency.

Much has been learned about how to establish effective processes of training and moderation. In the moderation process, teachers receive training and then score and discuss model answers until their judgments are reliable — that is, that they accurately represent the standards and are consistent with one another. Sometimes these moderation processes occur within schools; at other times, teachers are assembled from across a region. Teachers use benchmark examples of student work at different levels along with a rubric or set of scoring criteria to calibrate their own judgments. As teachers learn to look for the key features of the work expressed in the criteria, they become more aware of the elements of strong student performance. As they continue to score and discuss the work, they fine-tune their capacity to evaluate so that high rates of reliability are achieved.

Developing a shared understanding of student competence among educators relies on discussion regarding specific student performance on specific tasks. Strengthening and expanding this understanding from year to year is facilitated by the creation of professional learning communities that develop shared norms, standards, and practices.

This process drove the strong inter-rater reliability that was achieved in the Kentucky writing portfolio, for example. Moderated scoring processes allowing for these conversations among professionals working together regularly over time was critical to these results, as was the construction of a set of well-specified tasks within particular genres, with well-constructed scoring rubrics, and a strong audit system that provided feedback to schools. Many developers of performance assessments have learned how to manage these processes in ways that achieve inter-rater reliabilities around 90 percent, matching the level achieved in the Advanced Placement system and on other long-standing tests.

A variety of systems for calibration and moderation of teacher scoring exist around the world. In New York State, teacher scoring of Regents examinations has been conducted at the school or regional level following training and is supplemented by a regular audit of scores from the state department of education, which can follow up with both rescoring and retraining of

teachers. In Alberta, Canada, teachers have been convened in centralized scoring sessions that involve training against benchmark papers and repeated calibration of scores until high levels of consistency are achieved. All scoring occurs in these sessions with "table leaders" continually checking and re-checking the scoring for consistency, while it is going on.

In the small state of Vermont, teachers came together in the summer to conduct centralized scoring. Kentucky's solution (similar to the strategy used in New York for the state Regents examinations) was to have local educators score their students' work in the writing portfolio, while the state audited the local scoring on a sampling basis and providing additional training as needed. For example, at the end of the second year of assessment, Kentucky audit results showed that the scores submitted by some schools were inappropriately high. These audit results were verified by an audit of the audit. Teachers in schools whose scores were found to be inaccurate were given extra training; they rescored their portfolios with close monitoring for accuracy; and the new scores, which were considerably more comparable, became the scores of record. The following year, the writing portfolio scores in the previously audited schools, where extra training was furnished, were found to be accurate. The audit sample design was such that over a three-year period all schools would have their portfolio scores audited and derive the benefit of additional training, if needed.[47] Ultimately, Kentucky reached very high levels of inter-rater reliability, with score agreements (exact and adjacent scores) between teachers and auditors of over 90 percent.[48]

In England and Singapore, similar strategies are used, with benchmark papers and student "record files" used to train teachers and calibrate scoring. In addition, moderation processes are used within schools for teachers to calibrate their scores to benchmarks and to each other, while external moderators also examine schools' scored examinations and initiate additional training where it is needed. At the high school level, examination boards perform these functions of training and calibrating scorers.

In Queensland, Australia, samples of performance tasks from schools are rescored by panels of expert teachers, who guide feedback to schools and potential adjustments in scores. In Victoria, Australia, the quality and appropriateness of the tasks, student work, and grades is audited through an inspection system, and schools are given feedback on all of these elements. In both of these jurisdictions, statistical moderation is used to ensure that the same assessment standards are applied to students across schools. The schools' results on external exams are used as the basis for this moderation, which adjusts the level and spread of each school's performance assessments of its students to match the level and spread of the same students' collective scores on the common external test score.

In sum, it is possible to train qualified raters to score well-constructed, standardized performance tasks with acceptable levels of consistency using thoughtful rating criteria. The keys to achieving consistency among raters on performance tasks include

1) selecting raters who have sufficient knowledge of the skills being measured and the rating criteria being applied,

2) designing tasks with a clear idea of what is being measured and what constitutes poor and good performance,

3) developing scoring guides that are clear and specific about how to apply the criteria to the student work,

4) providing sufficient training for teachers to learn how to apply the criteria to real examples of student work, and

5) monitoring the scoring process through moderation and auditing to maintain calibration over time.

Uses of Technology in Scoring

In the International Baccalaureate program, which operates in 125 countries, teachers receive papers to score via computer delivery, and they calibrate their scoring to common benchmarks through an online training process that evaluates their ability to score accurately. The teachers upload their scored papers to be further evaluated or audited, as needed, and to have the scores recorded. Similarly, in Hong Kong, most delivery and scoring of open-ended assessments is becoming computer-based, as it is in 20 other provinces of China. There, as in many other places, double scoring is used to ensure reliability, with a third scorer called in if there are discrepancies. In the U.S., teachers and teacher educators who score the edTPA portfolio, used for teacher licensure, receive training and calibration via a computer-based program and do their scoring of portfolios online as well.

More recently, automated scoring procedures have also been developed to score both short and long constructed-response items. Automated scoring has been used successfully in contexts ranging from state end-of courses exams to the Collegiate Learning Assessment[49] and NAEP — in both the Math Online project that required students to provide explanations of their mathematical reasoning and the NAEP simulation study that required students to use search queries.[50] In the NAEP study that used physics simulations, the agreement between human raters and computer ratings in a cross-validation study was 96

percent. In the more complex, extended CLA task, correlations of human and computer ratings are nearly as high, at 86 percent.[51]

As these innovations have demonstrated, technological advances are beginning to enable highly reliable computer-based scoring of complex student responses. Coupled with appropriate use of human scoring to help produce the data for developing a scoring algorithm, to check on its reliability, and to score outlier responses that cannot be evaluated by machine, this technology can also enhance the feasibility of performance assessments.

Teacher Involvement in Scoring

As noted above, human scoring is needed even when technology can help support some aspects of scoring for performance tasks. Many commercial testing companies send open-ended responses to individuals hired to score who may not be teachers. But some systems in the U.S. and abroad rely on teachers for scoring, which provides additional benefits for instructional quality. Researchers have found that involving teachers in scoring performance assessments is powerful professional development because it connects teacher learning directly to their examination of student learning, and gives them the opportunity to think together about how to improve that learning.[52] It also sends an important message by signaling that teachers can be active participants in shaping the direction of school change. As this kind of professional development acknowledges the critical role of teachers in supporting students' learning, it put teachers in their rightful place — center stage in the school improvement process.

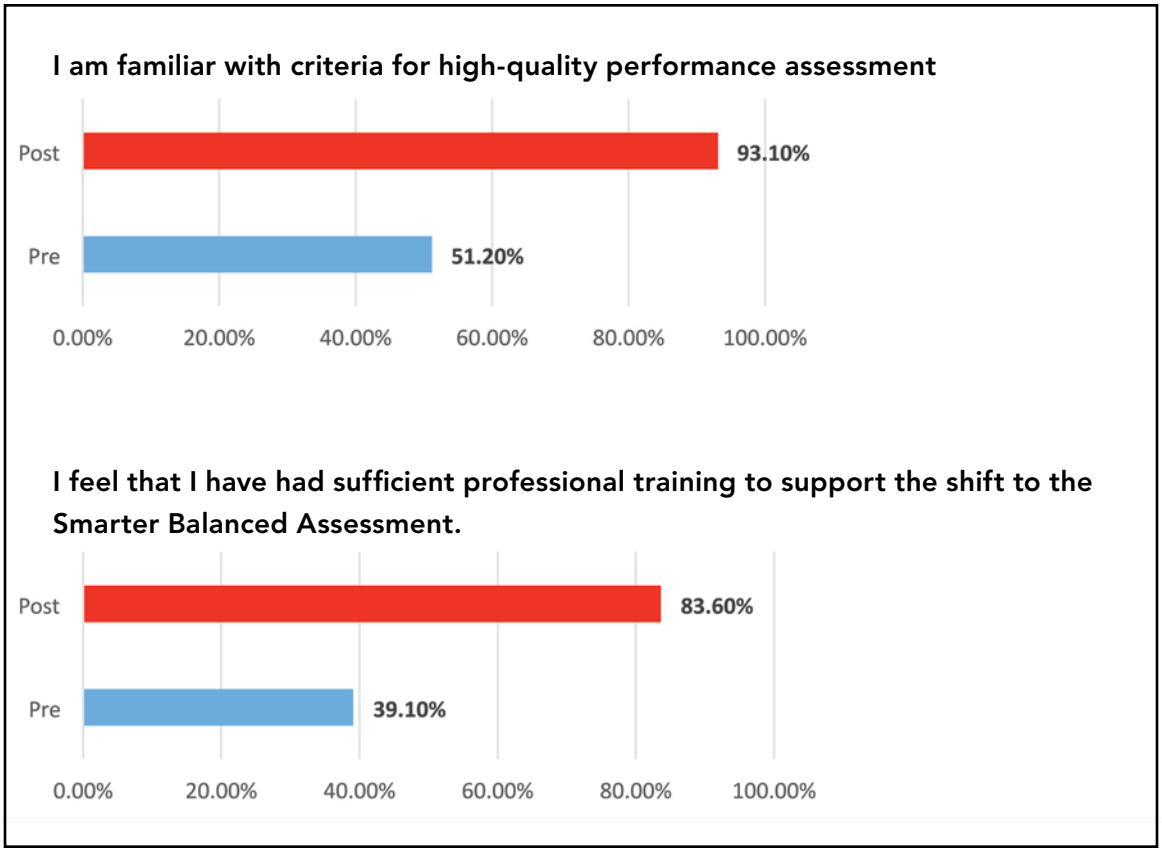
Where school systems have devoted resources to assessment at the classroom level and have invested in classroom-based performance assessors, teachers have developed deep expertise that translates into shared judgments and common mental models of what constitutes acceptable student performance on complex types of learning. Furthermore, when teachers become experienced in developing and evaluating high quality performance assessments, they are more able to design and deliver high quality learning experiences because they have a stronger understanding of what kinds of tasks elicit thoughtful work, how students think as they complete such tasks, and what a quality standard looks like.

These outcomes were recently illustrated in a project launched in 2015 by SCALE and WestEd, which engaged teachers in three states — California, New Hampshire, and Oregon — in scoring the performance tasks from the Smarter Balanced assessments used in those states. The Building Educator Assessment Literacy (BEAL) project, which continues to offer scoring sessions

as a professional development opportunity, seeks to build teacher capacity and knowledge of the new standards and of assessment practices.[53] Teachers learn to score student work and reflect on the implications of the tasks, the student work, and the scoring experience for their own instructional practice.

Teachers were emphatic about how valuable this scoring and reflection experience was for their own learning. Across the three states, 97 percent said that the training "deepened my understanding of the assessment system;" 96 percent said it "helped me think about ways to enact curriculum-embedded performance assessment with my students;" and 88 percent said that the scoring process "deepened my understanding of the Common Core State Standards."

The proportion who agreed they were familiar with criteria for high-quality performance assessment increased from 51 percent to 93 percent, and the proportion who felt they had sufficient training to support the shift to the Smarter Balanced assessment more than doubled, from 39 percent to 87 percent.



Their comments stressed the value of the professional development and its influence on their teaching:

> *This was probably the most productive professional development I have attended in my 13 years of teaching. I think it would be great to offer it again and involve more districts if possible.*
>
> *This experience has dramatically impacted my future instruction.*
>
> *… looking at student work will reveal the gaps and guide the shifts that need to be made in the classroom. Hand scoring a writing task is like opening a student's brain and getting a more intimate perspective on the thinking and learning. There is much to be learned from these comprehensive summative performance tasks.*

Many were very specific about the instructional shifts they would make. For example:

> *This is invaluable to seeing how the rubric criteria translates into a student response, the many different acceptable ways students can respond, and see areas where instruction could be strengthened such as in developing explanations.*
>
> *Being aware of how items are scored gives me a better idea of the kinds of tasks students will be asked to do and the level of complexity. This will help me to select appropriately rigorous enough tasks. My teaching focus will be primarily on the thinking process and use of information to solve problems.*
>
> *…teachers could begin to analyze their instruction as it pertains to offering students multiple opportunities to reason, explain their reasoning, and thinking about how assumptions and answers to one part of a question can and does impact other portions. Also, the idea that one needs to consider "what is reasonable" when answering a question and be able to logically defend that decision.*
>
> *I will be more intentional about classroom discourse and assure my students are doing real problems that push their mathematics to the deeper thinking level.*

These comments reflect those of teachers scoring performance assessments in many other contexts. One teacher remarked after a performance assessment scoring session:

> *We are moving in the right direction as an education system! I am very excited and rejuvenated as an educator after the drill and kill years of NCLB. I can finally teach real skills students will use.*

CONCLUSION

Because performance assessments model worthwhile tasks and expectations, embed assessment into the curriculum, and develop teachers' understanding of how to interpret and respond to student learning, their use typically improves instruction. Learning is also strengthened as students are able to work on these assessment tasks intensively, revise them to meet standards, and display their learning to parents, peers, teachers, and even future professors and employers. Both teachers and their students gain insights into how students learn in the specific content area and how, as a team, they can facilitate improvements in this learning. Meanwhile, state and district policymakers are able to track progress and trends as scores from these measures are aggregated, reported, and analyzed. Thus, when states assess performance authentically and engage teachers in the scoring, they generate positive instructional impact as well as leverage on productive accountability.

As described in this report, states can choose among several models for integrating performance assessments into their state systems. Building on models that have been developed, studied, and refined, it is possible to achieve the policy benefits of comparable assessments, reliably scored along with the learning benefits that come from engaging students and teachers in rich tasks that inform the teaching and learning process.

APPENDIX A: NEW YORK PERFORMANCE STANDARDS CONSORTIUM SCIENCE RUBRIC

New York Performance Standards Consortium **Student** _____

Extended Science Project or Original Experiment **Title of Experiment** _____

Circle one: Teacher or External Evaluator _____ **Date**_____

Circle one: Holistic evaluation _____ **Signature** _____

03/11

Performance Indicator	Outstanding	Good	Competent	Needs Revision
Contextualize	Background research has been thoroughly conducted using at least two original sources. Sources are all appropriately cited. The significance of the problem is clearly stated. The hypotheses/theses are grounded in the background research.	Background research has been thoroughly conducted. Sources are appropriately cited. The significance of the problem is stated. The hypotheses/theses are relevant to the background research.	Background research is included in the introduction. Sources are cited. The significance of the problem is stated. The hypotheses/theses are clearly stated.	Background research is not included in the introduction. Sources are not cited. The significance of the problem is not stated. The hypotheses/theses are not stated.
Critique Experimental Design	Identifies, describes and controls all relevant variables. Thoughtfully evaluates the procedure and/or set up Clearly describes bias in the design	Identifies, describes and controls most relevant variables. Evaluates the procedure and/or set up Clearly describes bias in the design	Identifies, describes and controls some relevant variables. Evaluates the procedure and/or set up Attempts to describe bias in the design	Does not identify, describe or control any variables. Does not evaluate the procedure and/or set up Does not attempt to describe bias in the design
Collect, Organize and Present Data	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, charts and graphs with data and makes appropriate calculations. Conducts thorough mathematical analysis of the data.	Collects data in a reliable and valid manner. Presents relevant data that is consistent with the problem. Generates appropriate tables, charts and graphs with data and/or makes appropriate calculations. Conducts mathematical analysis of the data.	Collects data in a reliable and valid manner. Presents data that is consistent with the problem. Generates tables, charts and graphs with data. Conducts analysis of the data.	Collects data in a non-reliable and/or invalid manner. Does not present data or presents data that is not relevant to the problem. Does not generate tables, charts and graphs. Does not analyze the data.
Analyze and Interpret Results	Draws thoughtful conclusions that are supported by the data. Relates conclusions to original question. Thoroughly describes sources of error and their effects on the data.	Draws conclusions that are supported by the data. Relates conclusions to original question. Describes several sources of error and their effects on the data.	Draws conclusions that are partially supported by the data. Attempts to relate conclusions to original question. Describes sources of error and attempts to describe their effects on the data.	Draws no conclusions or draws conclusions that are not supported by the data. Does not attempt to relate conclusions to original question. Does not describe sources of error or does not attempt to describe their effects on the data.

Performance Indicator	Outstanding	Good	Competent	Needs Revision
Revise Original Design	Proposes effective and relevant revisions for the experimental plan to lessen the effects of bias and sources of error. Poses thoughtful and relevant questions for future research.	Proposes relevant revisions for the experimental plan to lessen the effects of bias and sources of error. Poses relevant questions for future research.	Proposes revisions for the experimental plan to lessen the effects of bias and sources of error. Poses questions for future research.	Does not propose revisions for the experimental plan. Does not pose questions for future research.
Defense (for oral component only)	Thoroughly answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment.	Does not adequately answer questions relevant to the experiment.

ENDNOTES

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Council of Chief State School Officers

One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
voice: 202.336.7000 | fax: 202.408.8072

ATTACHMENT VII

NYS Regents Meeting
April 4, 2017

Building an Accountability and Assessment System under ESSA

Goals

The Accountability and Continuous Improvement system will:

1. Articulate the state's **expectations** for districts & schools and its **commitments** for how it will support schools;
2. Foster **quality and equity**:
   - Develop college, career, and civic readiness that prepares students for the new global economy
   - Promote diversity, linguistic & cultural responsiveness
   - Close opportunity and achievement gaps
3. Provide useful information that helps parents, districts, schools, and policymakers make important decisions;
4. Build capacity that allows educators, schools, and districts to be more effective;
5. Encourage continuous improvement focused on practices and outcomes that matter for student success;
6. Promote system-wide learning and innovation.

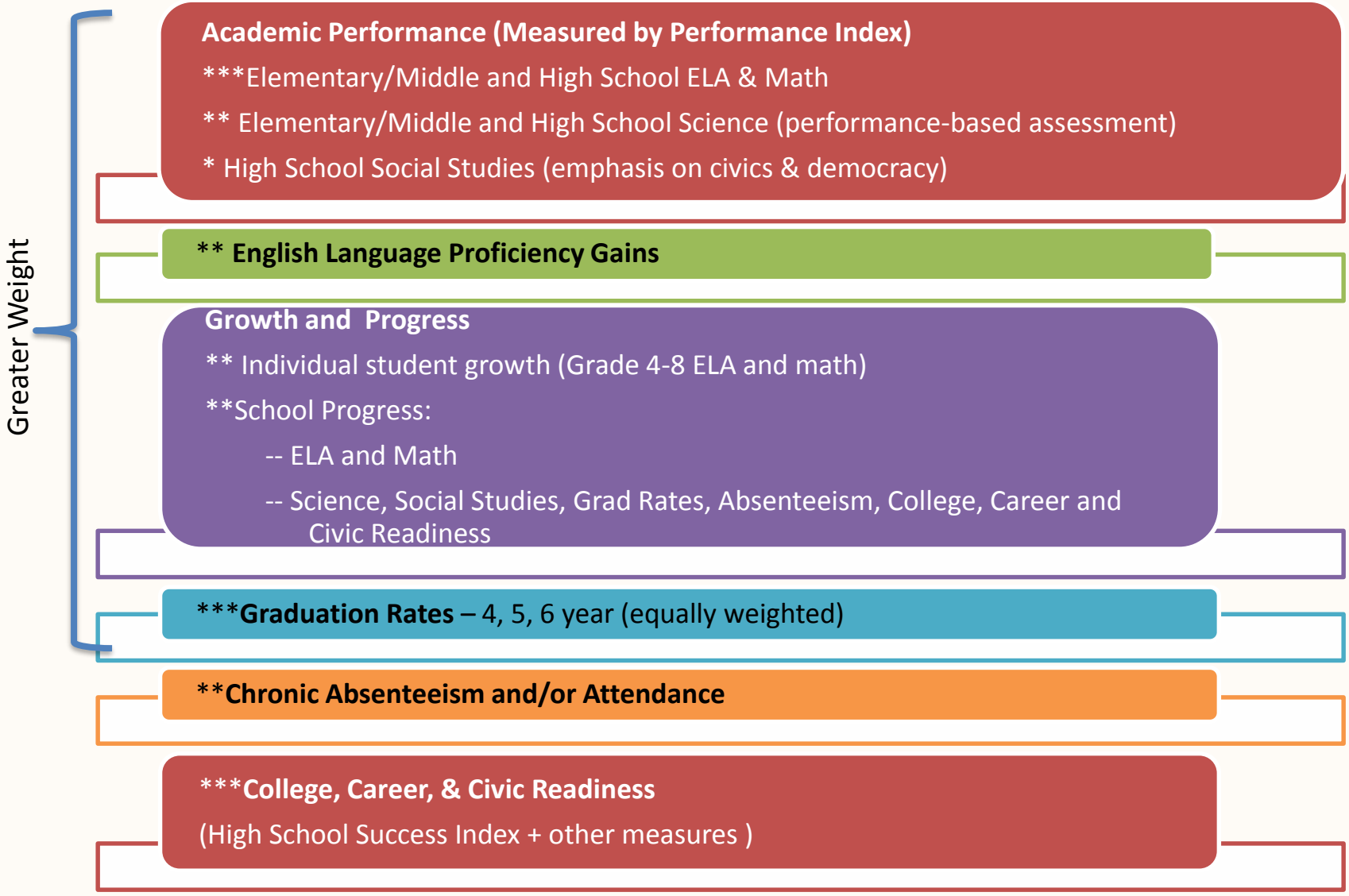
What to Measure?

Tiers of Indicators

State-required, Used for Federal Accountability	**Measures used for differentiating among schools, and identifying schools for support and 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.

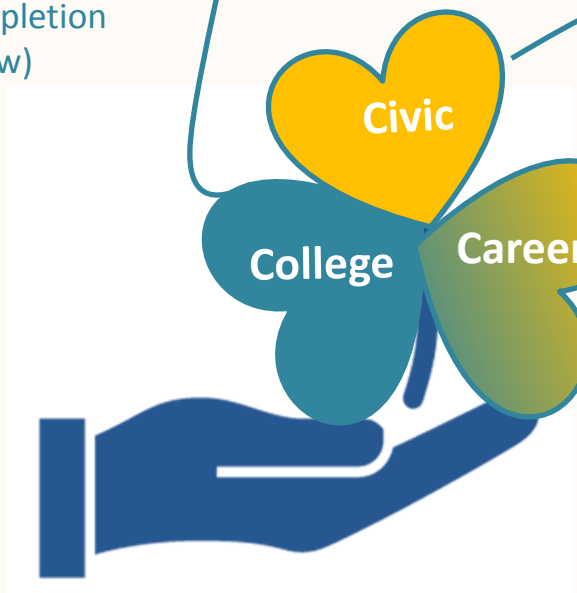
Source: Adapted from *Preparing all students for college, career, life, and leadership in the 21st Century: Superintendent's Advisory Task Force on Accountability and Continuous Improvement. (2016). Sacramento: California Department of Education.*

Potential Tier I Indicators
Used for Federal Accountability (Based on 2017-18 School Year Results)



College, Career & Civic Readiness

1. AP / IB/ Dual Credit courses;
2. Postsecondary enrollment/ persistence (once data are reliable)
3. College prep coursework completion (if data allow)



4. State Seal of Civic Engagement [via Community Service, civic engagement project, or other], if adopted by BOR

5. CTE Pathway completion;
6. Industry-recognized credentials

7. State Seal of Biliteracy
8. Successful Completion of Coursework for Graduation
9. High School Diploma Types

Note: Indicators in Red will be used beginning with 2017-18 School Year. Indicators in Blue will be used when approved and ready.

Potential Tier II Indicators
State-Reported: Used for Diagnosis and Improvement
(Some could move to Tier I, when ready, if appropriate)

Opportunity to Learn Indicators:

***Curriculum access (STEM, arts, music, PE, social studies, early learning)

**Resource access ($, qualified & experienced teachers, staffing ratios, etc.)

**Teacher turnover / attendance

*Safe, adequate, clean facilities

***School safety (Incidence rates; also sense of safety if survey data become available)

*Teacher Learning Opportunities (e.g. access to professional development)

**High school readiness indicator / Secondary school on-track indicator

**Suspension rates (out of school)

***Chronic Absenteeism and/or Attendance

Potential Tier III Indicators (State-Supported Measures/Tools that LEAs Can Use)

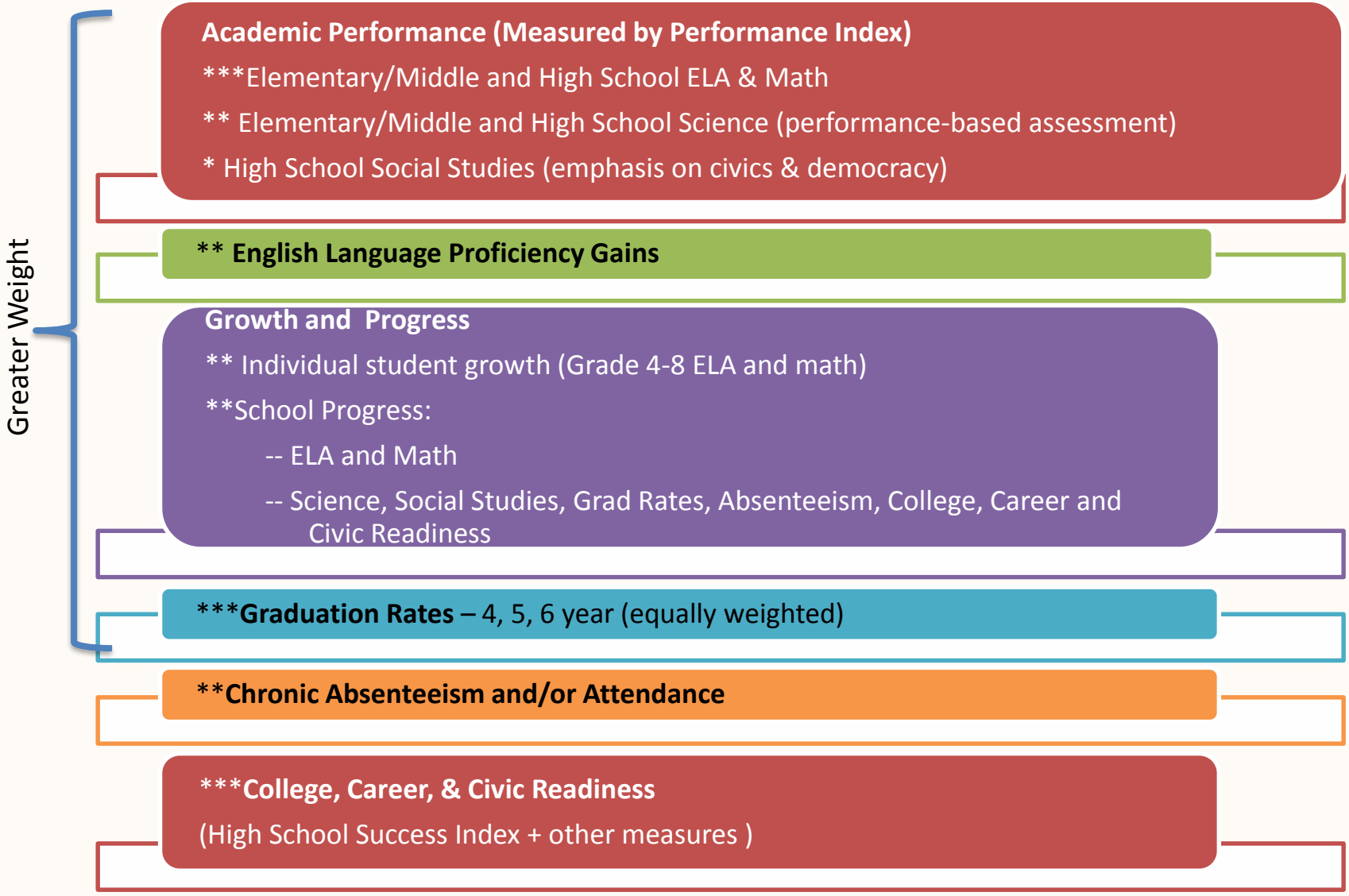
- School Climate Surveys (student, teacher, parent) – pilots currently underway
- Performance Assessment Tools (tasks, rubrics, scoring protocols)
- Meaures of Student Integration - The extent to which students of different groups (by race/ethnicity, SES, EL status, and students with disabilities) are in schools and classrooms together relative to their presence in the district as a whole.
- Measures of teaching and learning conditions (e.g. TELL survey)
- Measures of professional development quality
- Measures of parent / community involvement & engagement

Discussion

- Are these appropriate indicators for Tier I federal accountability (guiding identification of schools for intervention & assistance)?

- What additional comments, questions, or considerations do you have?

Potential Tier I Indicators
Used for Federal Accountability (Based on 2017-18 School Year Results)



ATTACHMENT VIII

Putting it all Together: Annual Differentiation under ESSA

Scott Marion & Jenn Dunn

Center for Assessment

New York Regents Retreat

Center for Assessment

April 4, 2017

Key Questions for the Regents

1. Are the indicators that Linda shared the right indicators for Tier 1?
2. Do the general depictions of the accountability models (presented shortly) resonate with you?
3. Does the approach for identifying schools for Comprehensive Support and Improvement make sense?

What does the law say?

‘‘(C) ANNUAL MEANINGFUL DIFFERENTIATION.—Establish a system of meaningfully differentiating, on an annual basis, all public schools in the State, which shall—

‘‘(i) be based on all indicators in the State’s accountability system under subparagraph (B), for all students and for each of subgroup of students, consistent with the requirements of such subparagraph;

‘‘(ii) with respect to the indicators described in clauses (i) through (iv) of subparagraph (B) afford—

‘‘(I) substantial weight to each such indicator; and

‘‘(II) in the aggregate, much greater weight than is afforded to the indicator or indicators utilized by the State and described in subparagraph (B)(v), in the aggregate; and

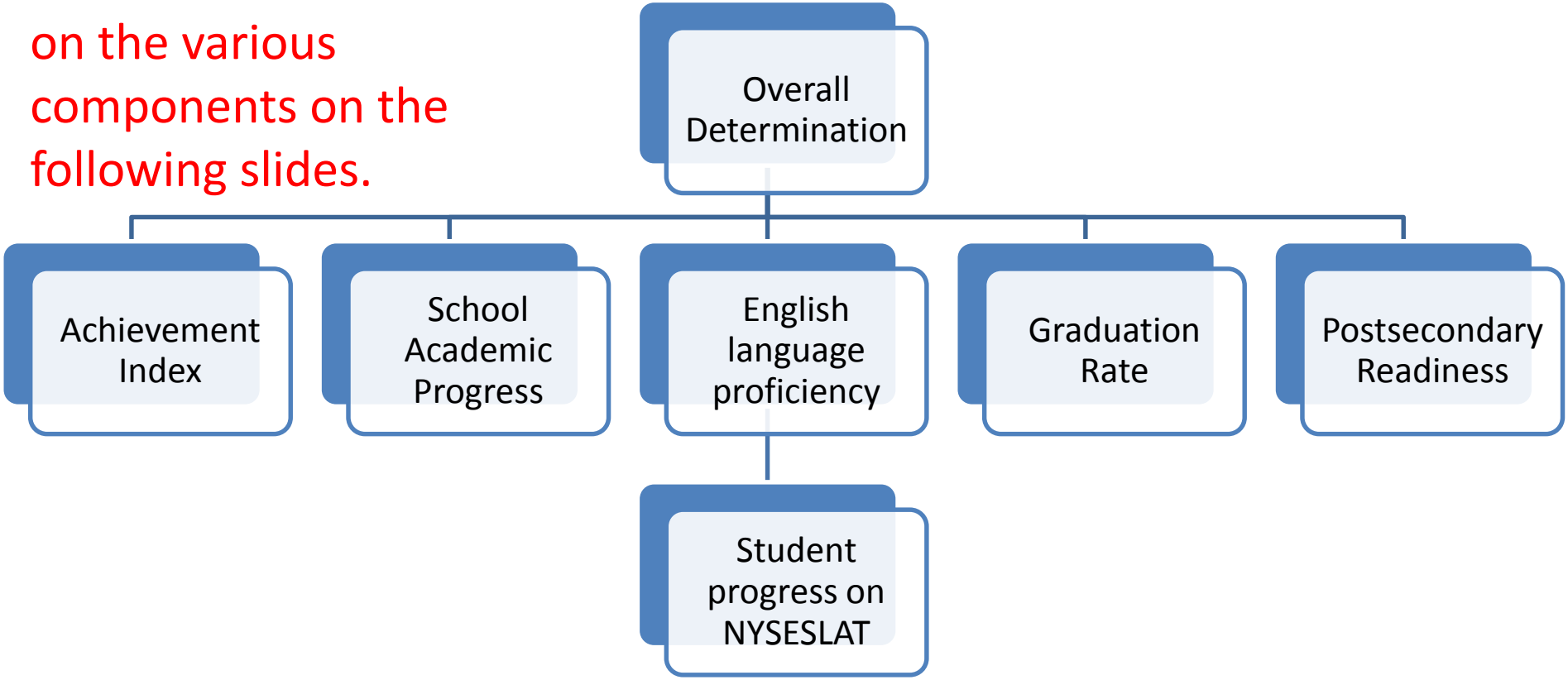
‘‘(iii) include differentiation of any such school in which any subgroup of students is consistently underperforming, as determined by the State, based on all indicators under subparagraph (B) and the system established under this subparagraph.

What does the system look like?

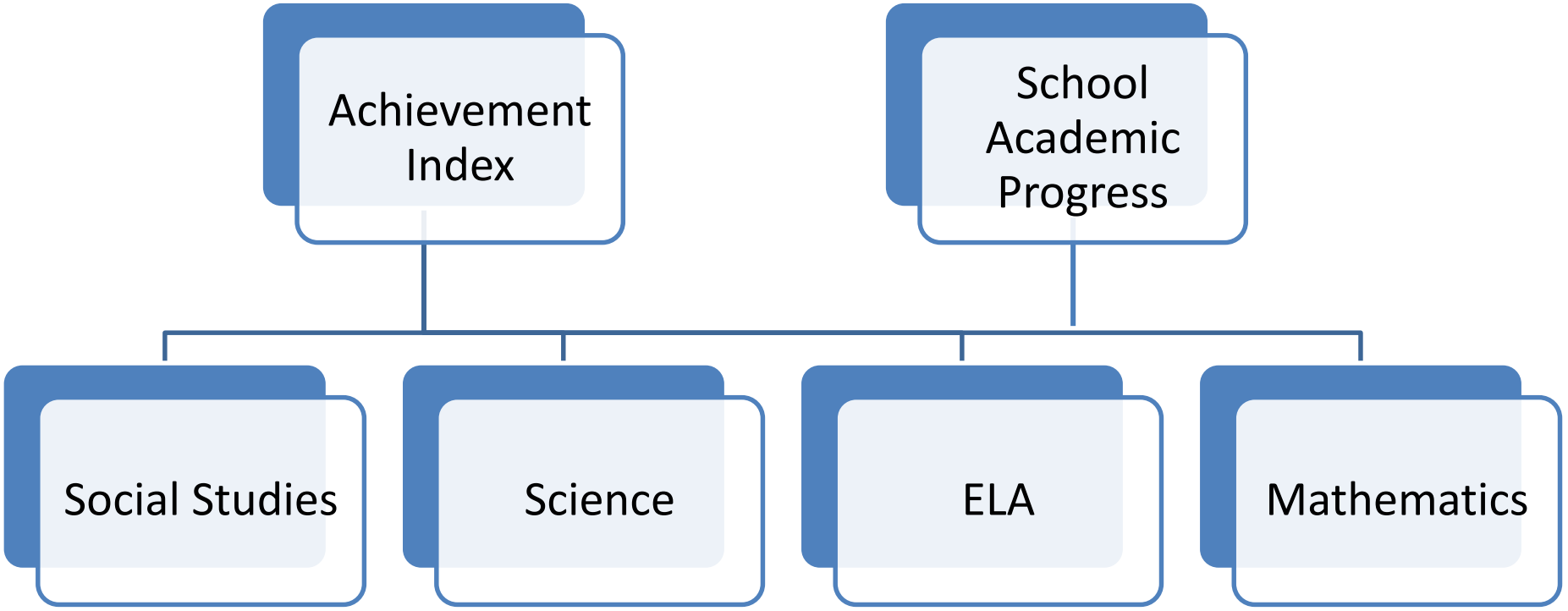
- As Linda just showed us, you selected several important indicators of school quality for Tier 1 and Tier 2
- We really have two related, but separate systems:
  - High schools
  - Elementary and middle schools
- In fact, depending on the School Quality and Student Success indicator(s) selected for middle schools, we might have **three** systems

A Schematic of the High School System

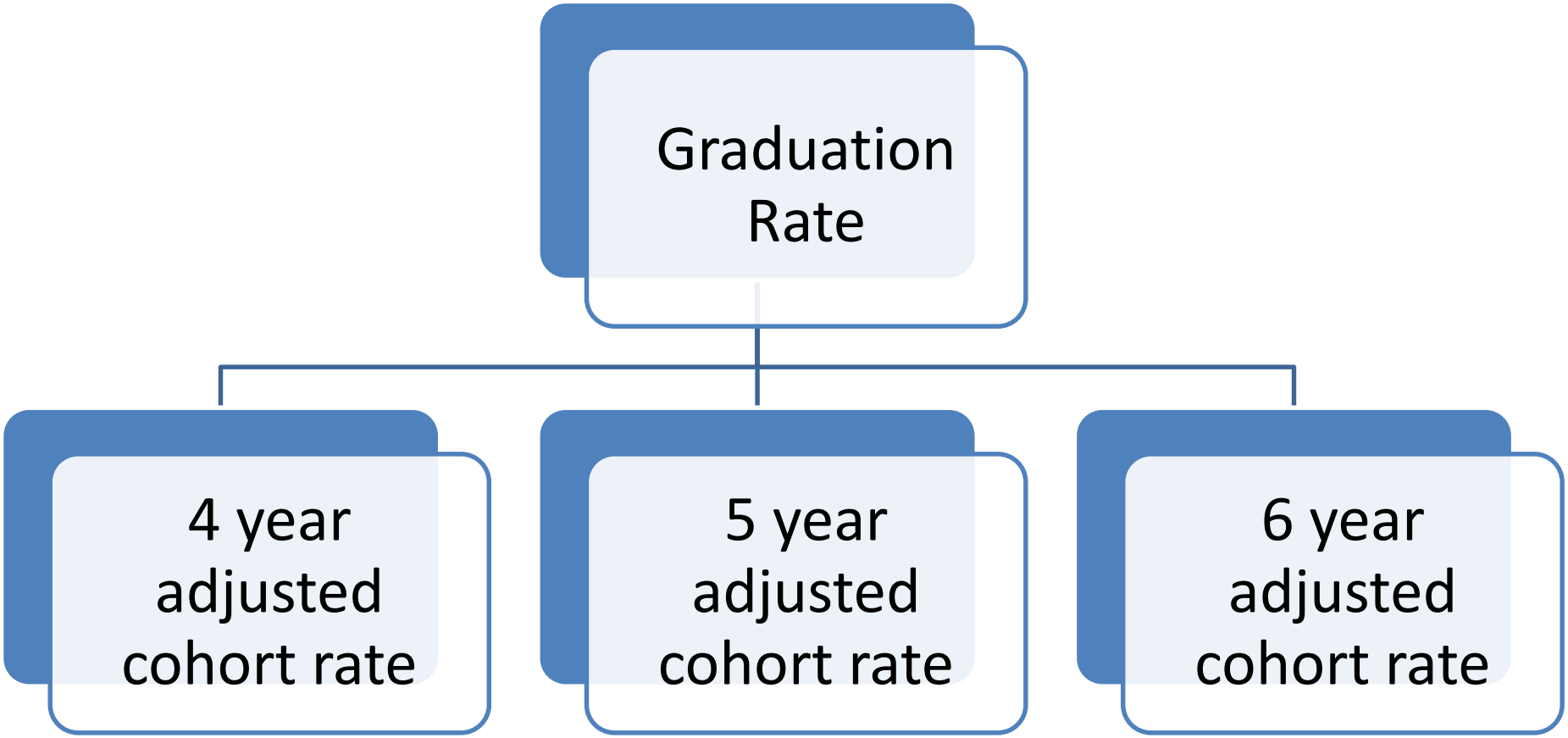
This is the 20,000 foot view. We will zoom in on the various components on the following slides.



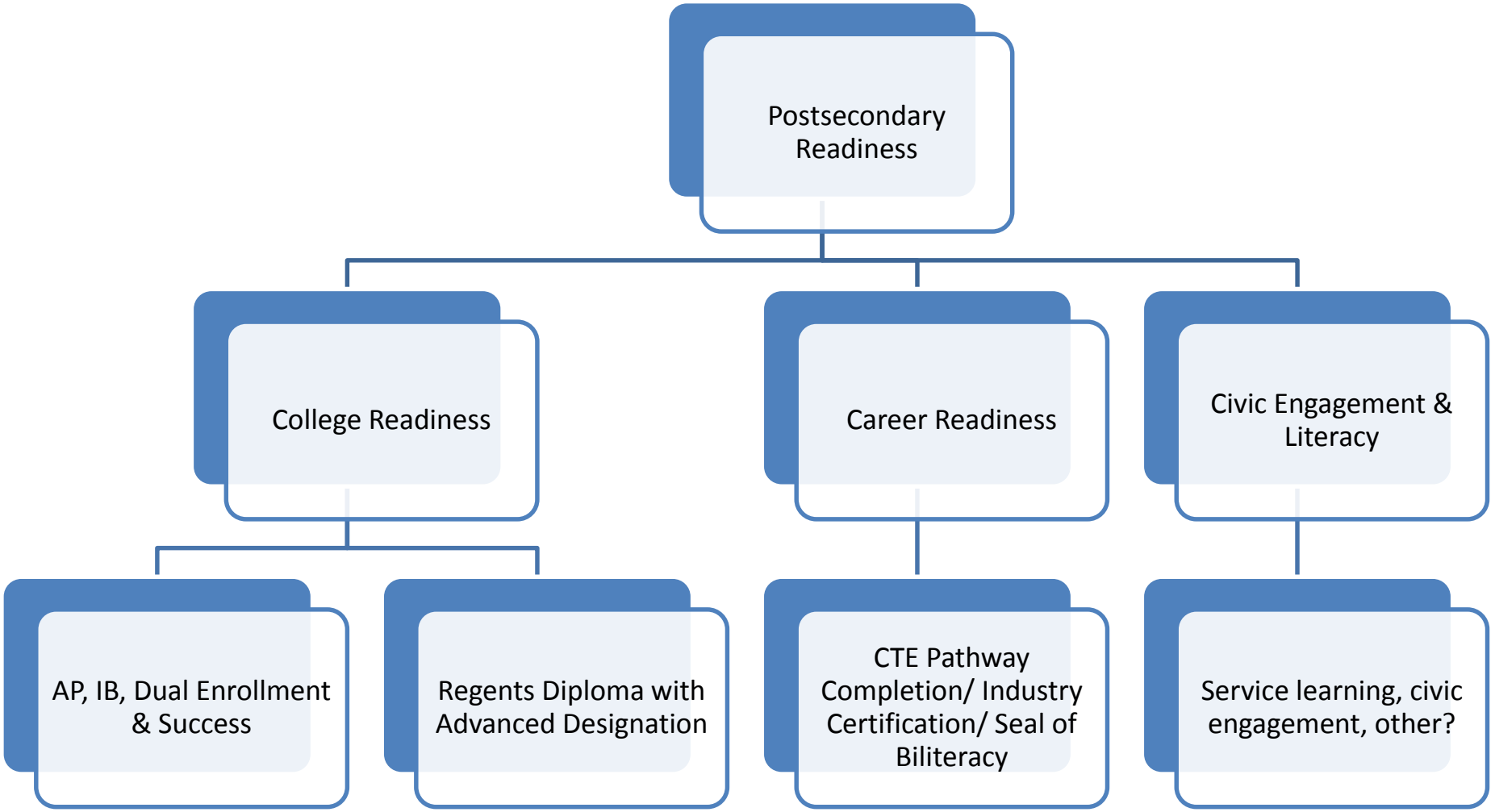
Zooming into the HS system-Academic indicators



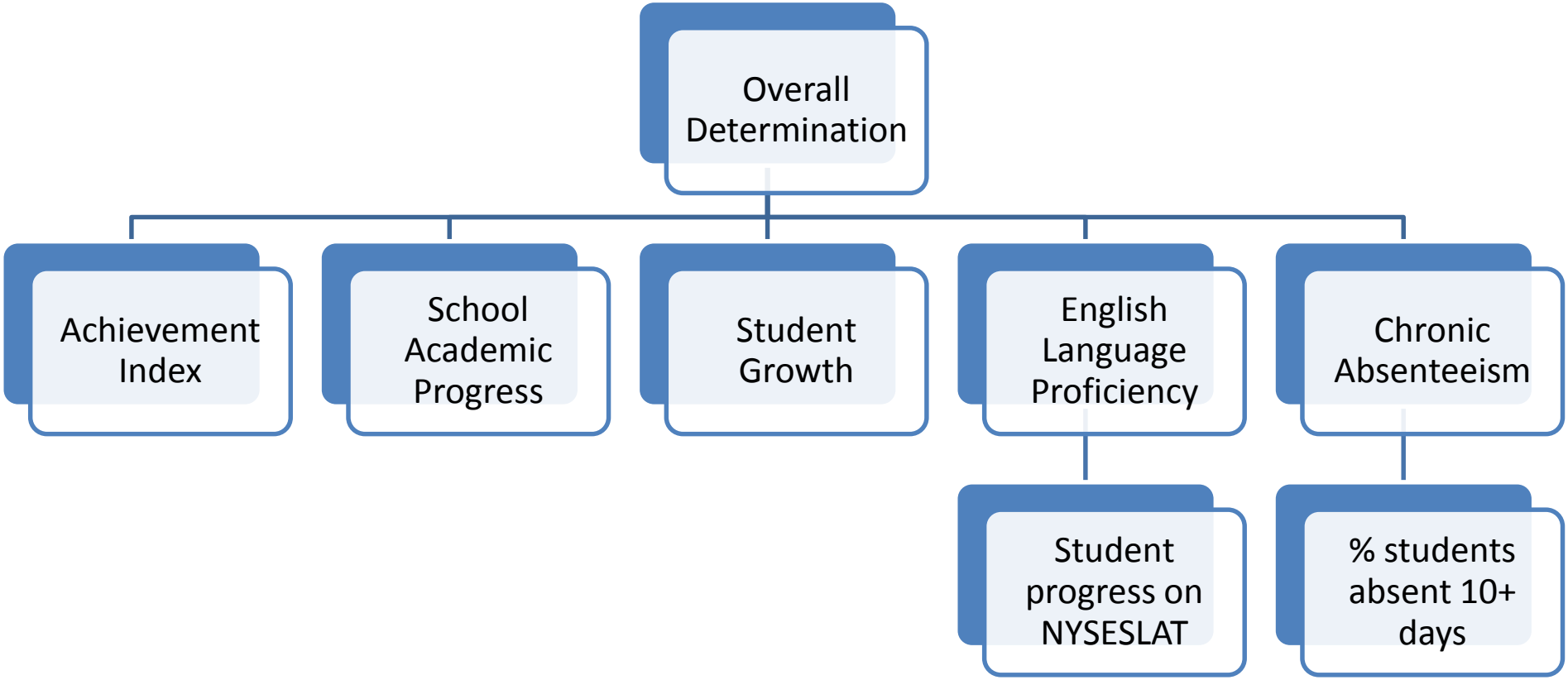
Zooming into the HS system-Graduation Rate



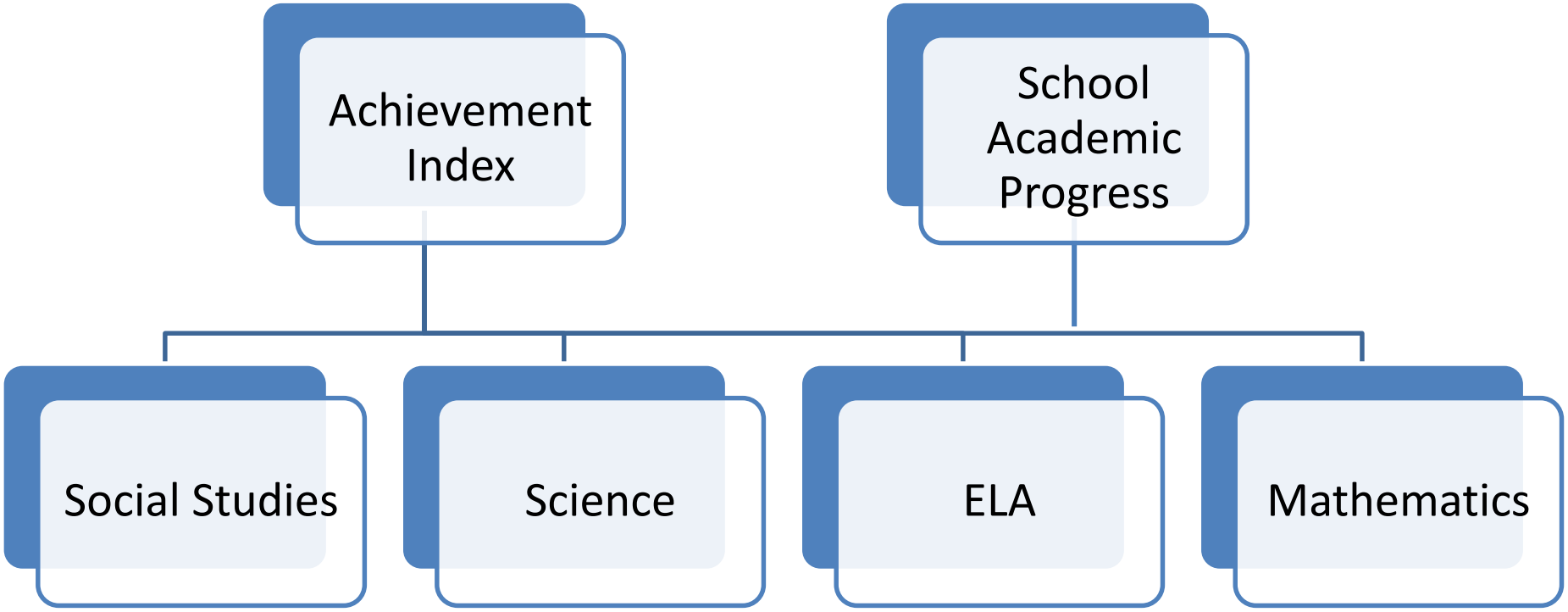
Zooming into the HS system- Readiness



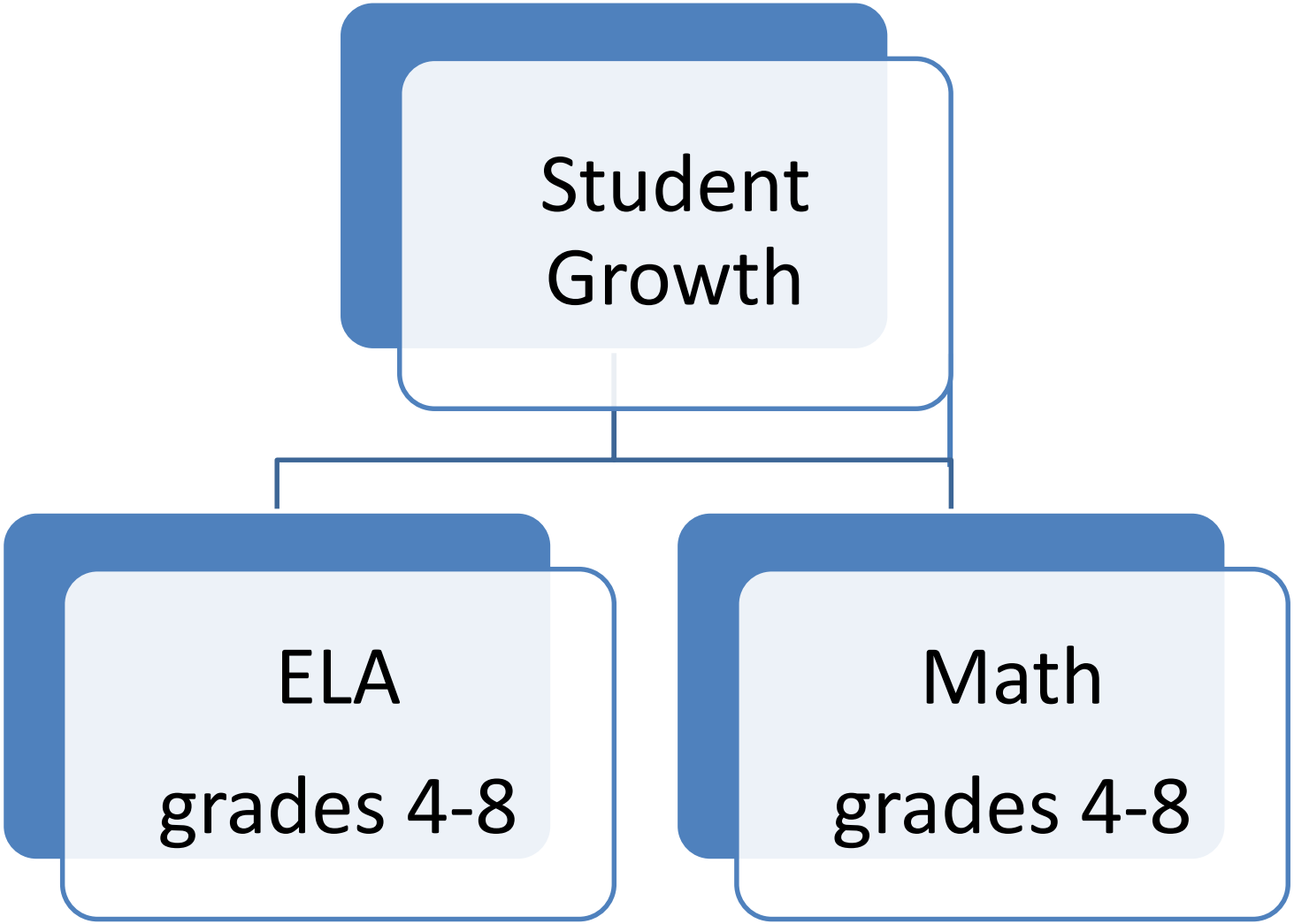
The Elementary/Middle School System



Zooming into the 3-8 system-Achievement/Progress



Zooming into the 3-8 system-Student Growth



Reflection from 3/27/17

- While there was not a consensus, it appears that the group favored a reporting system that included:
- an **overall** evaluation of "school quality"

AND

- Reports for **each indicator** in a dashboard
- We present a few examples in Appendix A to help ground our thinking…

Methods for producing overall determinations

If the desire is to produce overall determinations, there are three general classes of methods for doing so

- Weighted Index or Composite
- Profiles or Decision Rules
- Decision Tables or Matrices

- Each approach has strengths and shortcomings..
  - Decision tables are likely too complex given the number of indicators
  - If you want a **score**, weighted index/composite is the only choice
  - Should be coherent with the approach used to identify schools for Comprehensive and Targeted Support and Improvement

Method #1 - Weighted Index or Composite

- Most **commonly** used method among states right now
- Relatively easy to implement
- Results in a total **score** is often translated into an overall **rating** (but does not necessarily have to be)
- Assumes that the weights assigned ("nominal") are the same as when the composite is calculated ("effective")
  - This is usually wrong!
- Should employ a deliberative process (e.g., standard setting) to convert scores to ratings
- The following slides provides a typical example…

Weighted composite elementary example

School	Achieve x 0.25	Progress x 0.25	Growth x 0.25	ELP x 0.15	Chronic Absence x .1	Total Score
PS 1	3	2	1	1	2	1.85
PS 2	4	2	3	3	3	3.00
PS 3	2	2	4	3	3	2.75
PS 4	1	2	2	3	2	1.90

In this example of a weighted composite model, four fictional schools are used with the weights indicated in the header. All the indicators were first converted to a common scale (1-4 in this case) before creating the total composite. This is not a requirement but used here for simplicity.

Method #2 - Profiles or Decision Rules

- A set of decision rules used to evaluate school profiles (scores on the various indicators) against narrative descriptions of performance
- By working through this process, rules are established to place schools into various overall levels based on the constellation of indicator values

Profile/Decision Rules Example--Elementary

School	Achieve	Progress	Growth	Absent	ELP	Overall
PS 1	4	4	4	4	4	Level 4
PS 2	3	3	3	3	3	Level 3
PS 3	2	2	2	2	2	Level 2
PS 4	1	1	1	1	1	Level 1
PS 5	1	2	4	2	3	Level 1/2?
PS 6	3	1	2	2	3	Level 2/3?
PS 7	2	4	3	2	4	Level 2/3?

As you can see, the homogeneous profiles are easy to evaluate. The heterogeneous profiles require decision rules to make determinations. For example, for E, F, G, decision rules could result in all of these schools be same level (2) or each being a different level (1, 2, 3).

What do you value?

- Which approaches do you think will have the most credibility with district and school leaders, policymakers, and the general public?
- Sometimes it is difficult to have both transparency and high technical quality. Which feature should be prioritized?
- Should this be an empirical decision largely by (once we settle on indicators) seeing how schools fare under the different approaches to shed light on how the different approaches work with NY data?

Identification for Comprehensive Support

- We have been discussing two potential options, both of which are based on the notion that low achievement, combined with other factors, puts the children most at risk

- For high schools, keep in mind that all high schools with graduation rates (can use 5- or 6-year rate) less than 67% must be identified for Comprehensive Support and Improvement

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low					
PS 12	Low					
PS 13	Low					
PS 14	Low					
PS 15	Low					
PS 16	Low					
PS 17	Low					

First, we identify Title I schools with very low achievement, likely in the lowest 10% or so of the state distribution.

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low	Low				
PS 12	Low	Average				
PS 13	Low	Average				
PS 14	Low	Low				
PS 15	Low	Average				
PS 16	Low	High				Watch?
PS 17	Low	High				Watch?

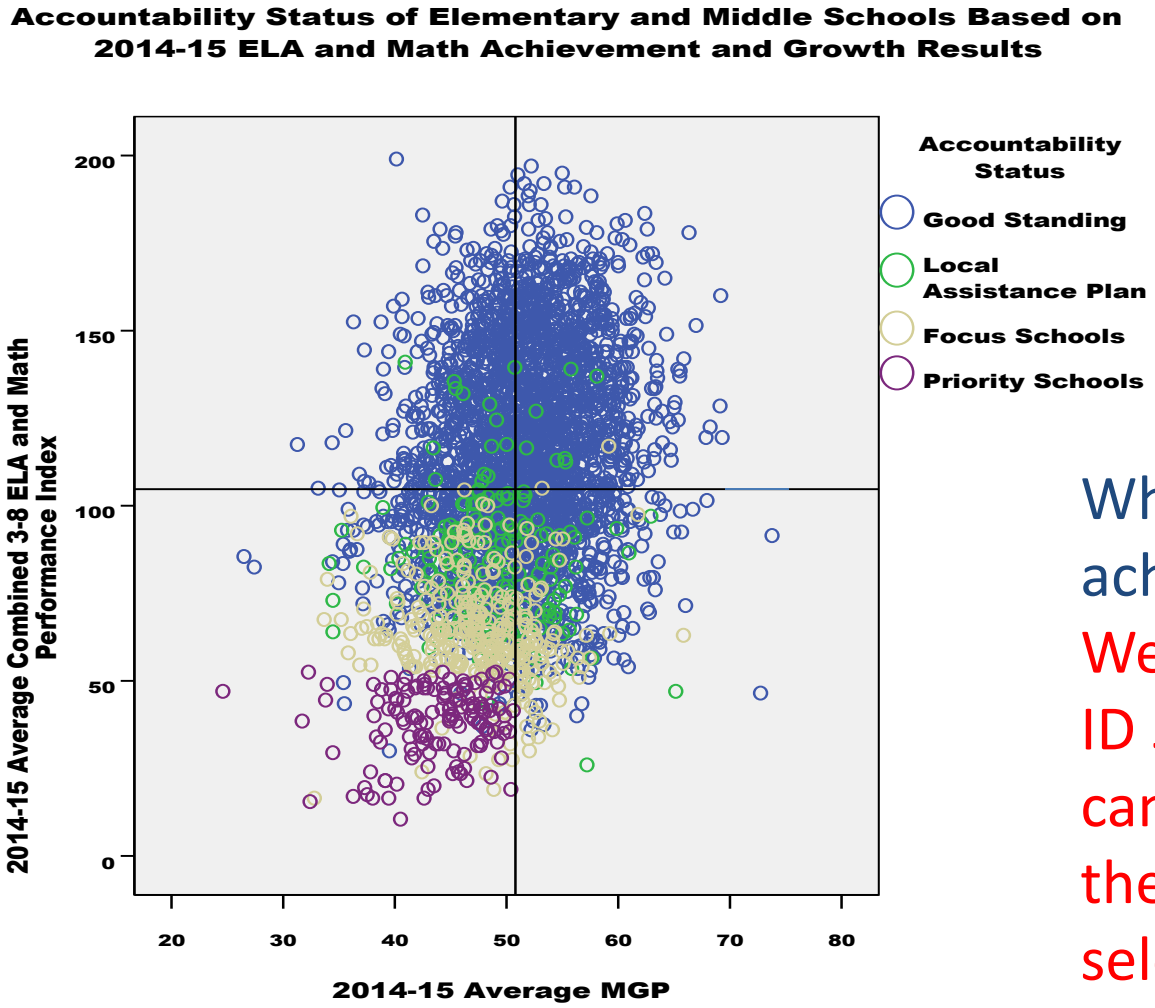
We then look at the growth indicator and we see evidence of high growth for schools 16 & 17 which might allow the school to be placed on a "watch" list or to avoid identification altogether.

Potential CSI-ID Approach #1 (Elementary)

School	Achieve	Growth	Progress	Chronic Absence	ELP	Decision
PS 11	Low	Low	Low	Low	Low	CSI
PS 12	Low	Average	Low	Average	Low	CSI
PS 13	Low	Average	Average	Low	Average	Watch?
PS 14	Low	Low	Low	Average	Average	CSI
PS 15	Low	Average	Low	High	High	Watch
PS 16	Low	High	Average	Average	Average	OK?
PS 17	Low	High	Average	Low	Low	Watch

We then follow this procedure by examining school performance on the rest of the indicators to evaluate whether the schools should be placed on a "watch" list or to avoid identification altogether.

Potential CSI ID approach #2 (growth & achievement)



What do we value: achievement or growth?

We can adjust axis until we ID 5% of Title I schools. We can rely on signal-detection theory to help fine-tune our selection.

Potential CSI Approaches

- Which of these approaches, if either, make the most sense to you?
- Are there other approaches that we should consider?
- Which is most coherent with the proposed method for producing annual determinations for all NY schools?

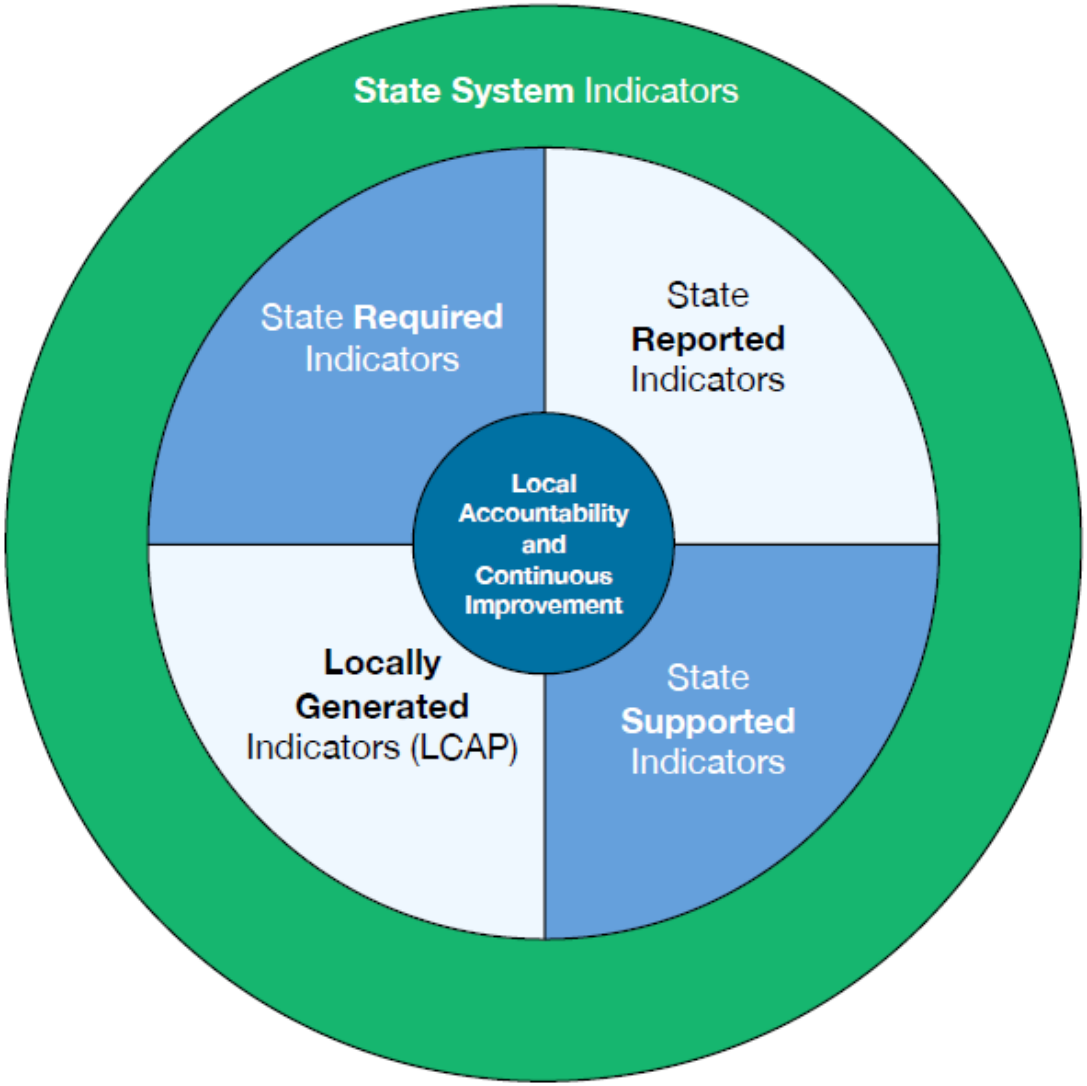
Questions/Comments

- Other questions and comments?

Appendix A: Reporting Considerations and Examples

Possible Approaches to Reporting

- Reporting can address as many or as few of the system's indicators as desired
- Report cards can be cumbersome
- Dashboards can be more flexible
  - Larger amounts of information
  - More intuitive ways of drilling into information (down, up, across)
- Both must provide ratings and information on achievement, graduation, and ELP rates

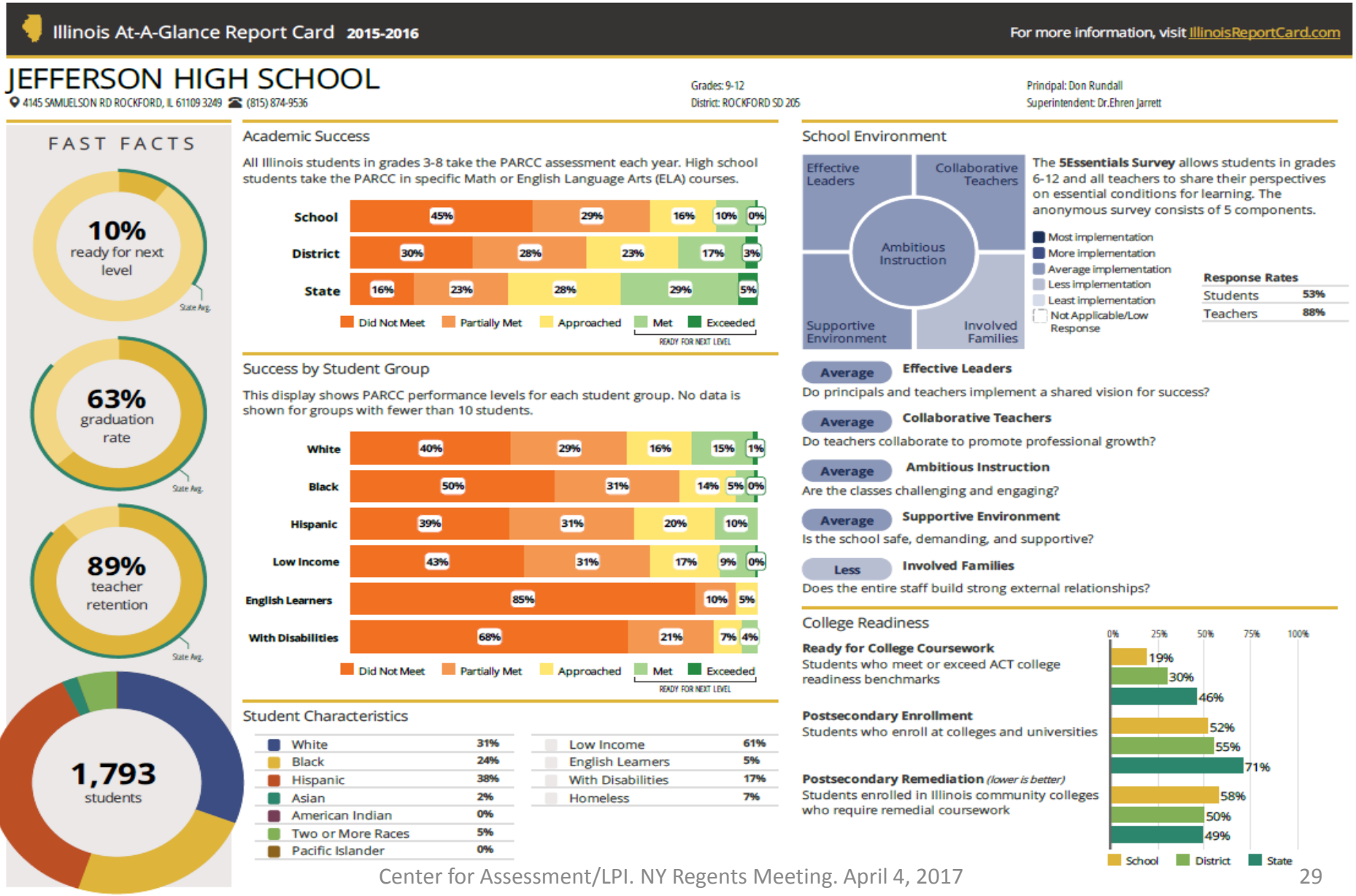


Examples of Reporting Approaches

- Three examples will be presented
  - Illinois Report Card
  - Ohio Report Card (but more like a dashboard)
  - Wisconsin Report Card & Dashboard

- Displays will differ in their approach
  - Zooming in
  - Drilling down to make additional comparisons
  - Degree of companion reporting for schools

Illinois Example—No overall rating



Illinois Example

Illinois At-A-Glance Report Card **2015-2016** For more information, visit IllinoisReportCard.com

JEFFERSON HIGH SCHOOL

School Highlights

Academic Courses
AP Biology, AP Calculus AB, AP Chemistry, AP English Language and Composition, AP English Language and Composition, AP English Literature and Composition, AP Environmental Science, AP Macroeconomics, AP Physics B, AP Psychology, AP Spanish Language, AP Spanish Language, AP Statistics, AP Studio Art-Drawing Portfolio, AP Studio Art-General Portfolio, AP United States Government and Politics, AP United States History, Automotive Technician I, Fire-Fighting I, French I-II, French I-III, French I...

Career Development Courses and Programs
Accounting II, Accounting I, Architectural Drafting I, Automotive Technician I, Automotive Technician II, Beginning Digital Graphics, Beginning Machining, Business and Technology Concepts, Care and Learning Services Occupations, Child Development and Parenting, Communication Technology, Computer Concepts and Software Applications, Cooperative Education, Digital Graphics, Drafting, Information Processing I, Information Processing II, Introduction to Family and Consumer Sciences Careers, Intro...

Physical Education, Heath and Wellness

Athletics

Other Programs and Activities

School Personnel Resources
Librarian/Media Specialist, Paraprofessional, School Guidance Counselor, Special Education Teacher

School Awards

Facilities

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

	2013	2014	2015
District	$6,440	$6,691	**$7,145**
State	$7,094	$7,419	**$7,712**

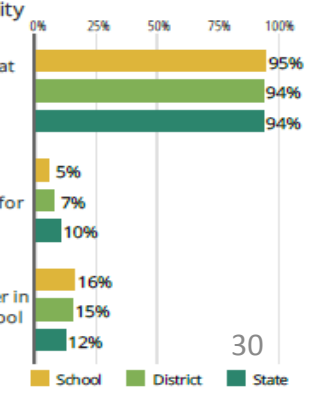
Operational Spending per Pupil includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.

	2013	2014	2015
District	$11,246	$11,867	**$12,141**
State	$12,045	$12,521	**$12,821**

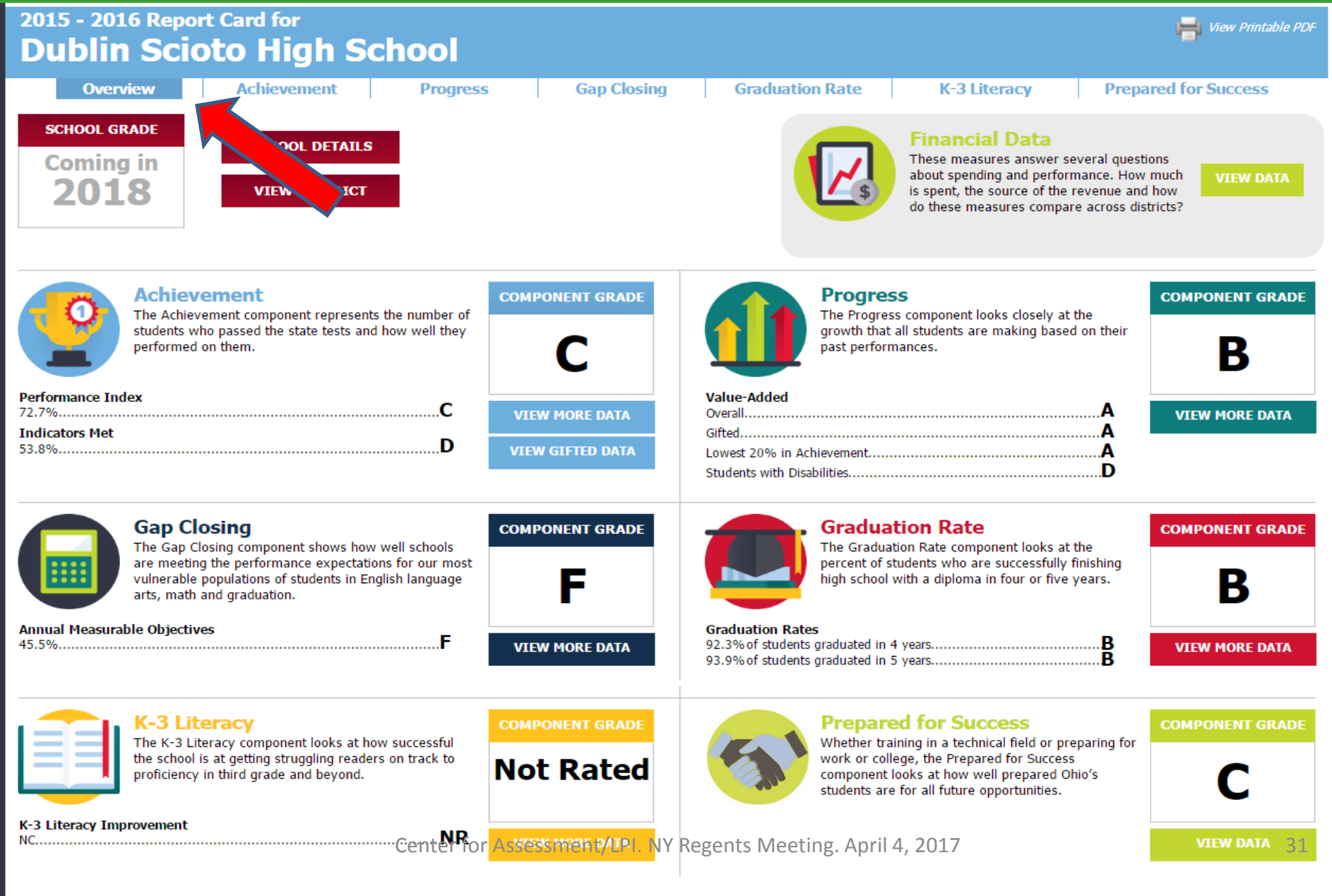
Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **89% of teachers** return to this school each year.

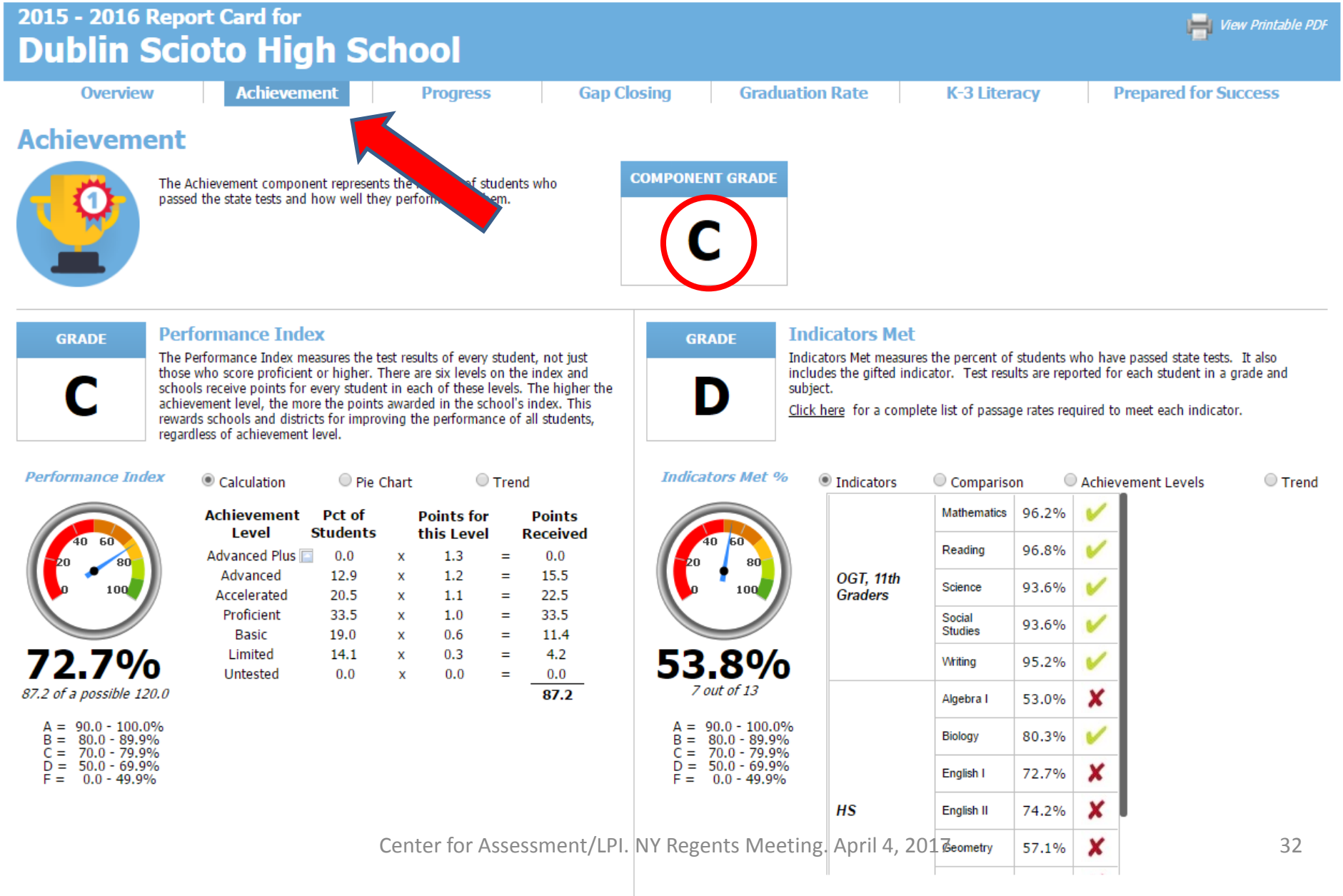
Student Attendance and Mobility



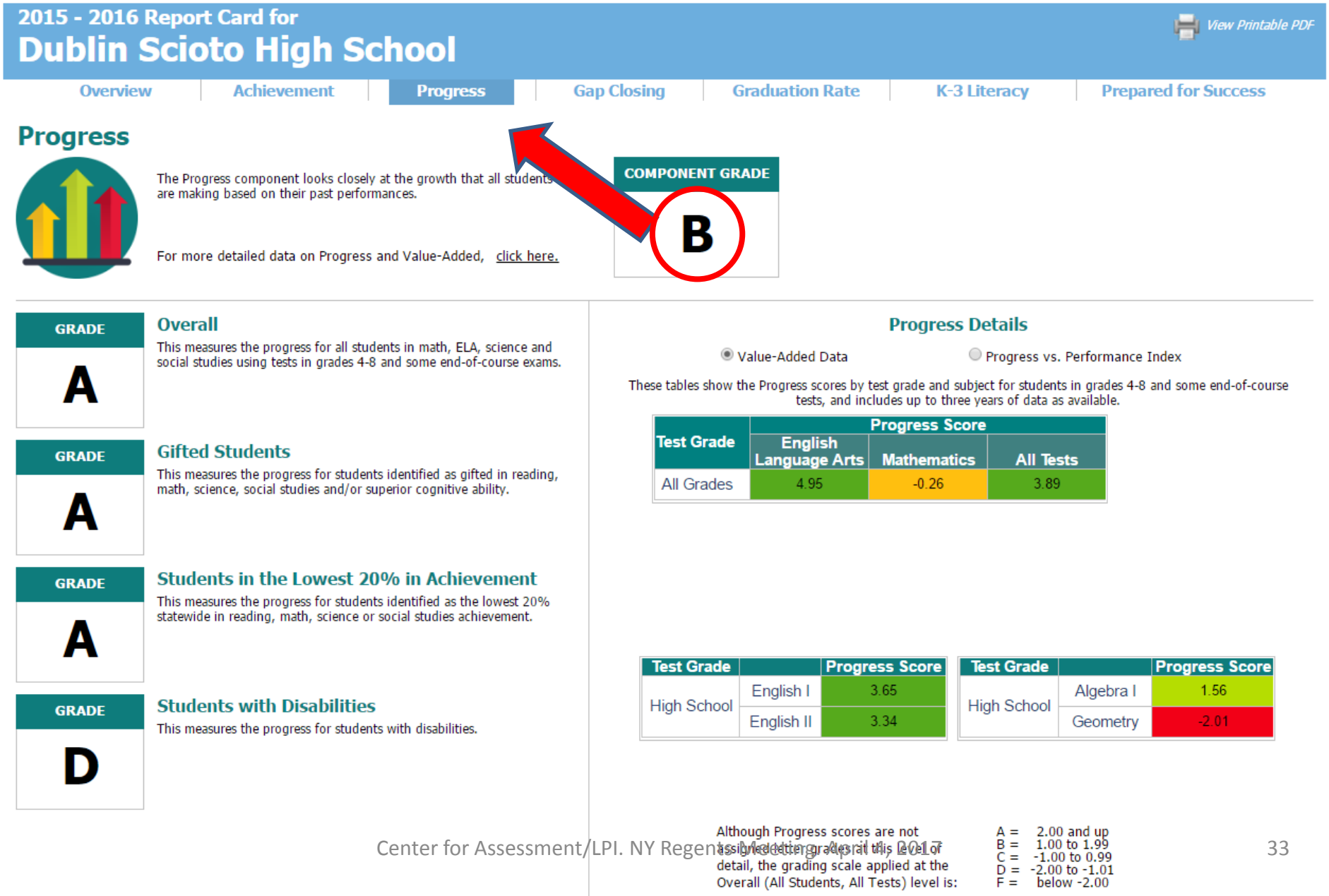
Ohio Example—Overall grade & grades by indicator



Ohio Example



Ohio Example



Wisconsin Example (Report Card)

SCHOOL REPORT CARDS AT-A-GLANCE

OVERALL ACCOUNTABILITY SCORE AND RATINGS

Each school receives an Overall Accountability Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores minus any Student Engagement Indicator deductions.

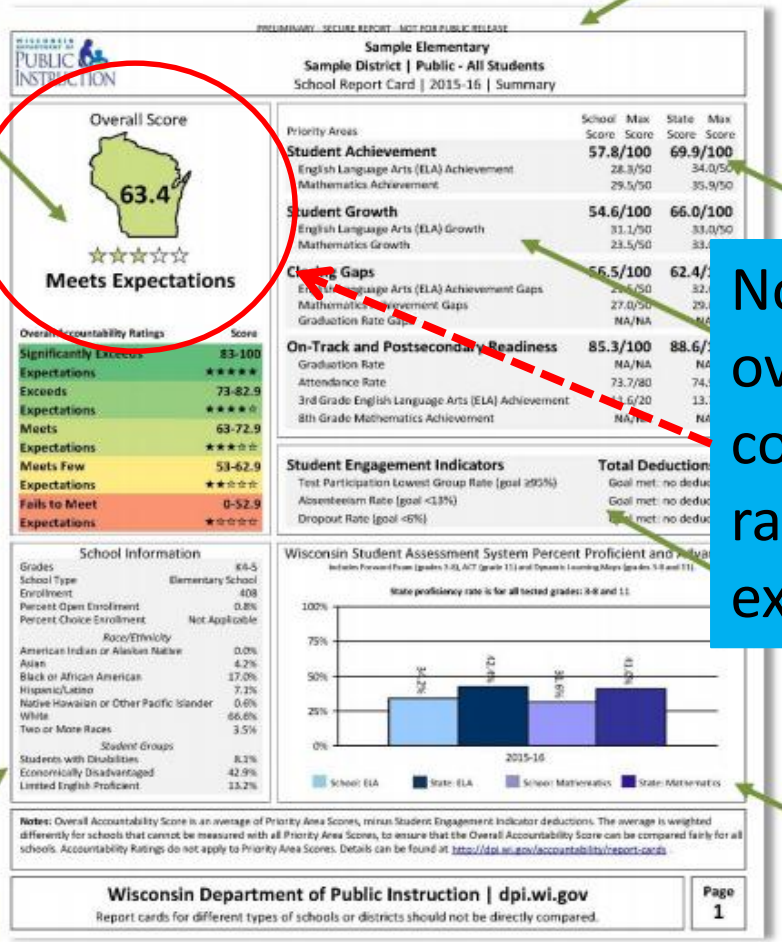
A weighted average of Priority Area scores is used—not simple averaging. Wisconsin schools are diverse in size, grade spans, and student populations—and not all schools have data in all four Priority Areas. To account for this and to ensure the scoring is fair to all school types, the average is weighted differently for schools that do not have all four Priority Areas.

The weighted average includes variable weighting between Student Achievement and Student Growth based on the proportion of economically disadvantaged (ECD) students. The higher the proportion of ECD students, the greater the weight assigned to Student Growth and the lesser to Student Achievement, and vice versa.

The Overall Accountability Score places a school in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five star rating system is also provided. The 0-100 index is not "percent correct" so these scores are never the same as grades.

SCHOOL INFORMATION

Basic demographic data for the school is provided for context. The performance of student groups is reported throughout the detailed report card.



PUBLIC REPORT

Each year a School Report Card is released publicly on the DPI website (http://dpi.wi.gov/accountability/report-cards). You can select any district or private school participating in the choice program in the state*, and view any school or district report card. Report cards for **2011-12, 2012-13, 2013-14** and **2015-16** are available online in both summary and detailed versions. Report cards were not produced for the 2014-15 school year as per state law.

STATE SCORES

The state scores are given for comparison purposes only. They do not factor into the accountability scores or ratings.

Note that they provide an overall score that is converted into an overall rating ("meets expectations) and stars

Targets for student engagement are set. Schools and districts receive a deduction for each Student Engagement Indicator not met. These deductions are subtracted from the Priority Areas' weighted average, and are reflected in the Overall Accountability Score.

COLLEGE & CAREER READINESS BENCHMARKS

This chart provides supplemental information about student proficiency in relation to college and career readiness benchmarks on the most recent state assessments. These data do not factor into the accountability scores or ratings. The chart shows a school's recent ELA and mathematics proficiency alongside statewide performance, allowing for comparisons to state averages.

Wisconsin Dashboard

Home | WSAS | Other Assessments | Attendance-Dropouts | Enrollment | Graduation | Postgraduation | Other Topics | Help

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- Data in the news
- Get started !
- 3-minute how-to video
- WISEdash updates 10/03/2016
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- Data sources

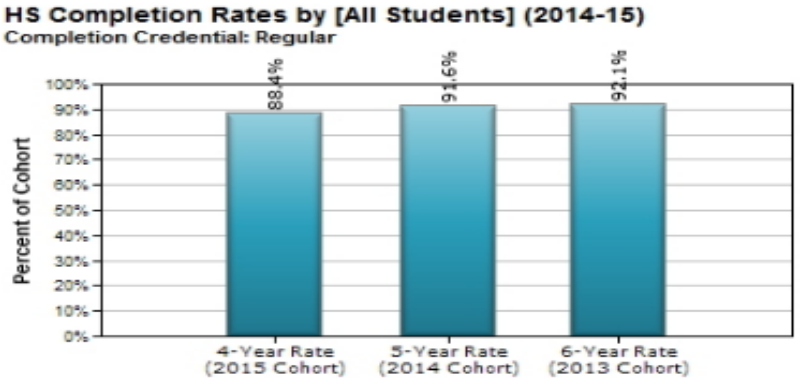
High School Completion Results

Wisconsin had 57,698 students graduate from high school with a regular diploma in 2015, a graduation rate of 88.4 percent. Both state and federal law provide additional time for students to complete their high school education. For the Class of 2014, an additional 1,480 students earned a regular diploma, taking an extra year to do so. For the Class of 2013 cohort, 2,133 students earned a diploma in six years. The 2014-15 six-year graduation rate is 92.1 percent.

Learn more in the news release on graduation rates.

View previous news items.

CLICK THE GRAPH to see High School Completion Rates. >



popular searches

COMPARE

1. DISTRICTS SIDE-BY-SIDE. How can I compare 2 school districts and their schools for state assessments?
2. UP TO 5 DISTRICTS. How can I compare high school completions among school districts?
3. COMPARE ME TO STATE. I want to quickly compare my district's academic performance to the rest of Wisconsin.
4. GRADUATION RATE. What's the state graduation rate this year?

TRENDS AND CHANGE

1. ENROLLMENT. Is the number of students in my school district growing or shrinking?
2. SPENDING. How much is spent per student in public schools?
3. DISCIPLINE TRENDS. How are my district's suspensions and expulsions trending?

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- Printed publications from DPI

state and national reports

STATE

- School Report Cards (DPI)
- School District Performance Reports (DPI)
- Wisconsin Essential Facts (DPI)
- Wisconsin Youth Risk Behavior Survey (DPI)
- Special Education District Profiles (DPI)
- Comparative Cost and Revenue Data per Pupil (DPI)
- Data for private, charter, choice, home-based schools (DPI)
- UW System's report on remedial course taking, as required by 2015 Wis. Act 28 (UWS)

REGION AND NATION

- Map regional education data at StoryMaps (REL)
- Wisconsin State Snapshot (US Dept of Education)
- Nation's Report Card (NAEP)
- International Data Explorer (IES)
- U.S. Education Finance search (NCES)
- Private School Universe Survey (NCES)

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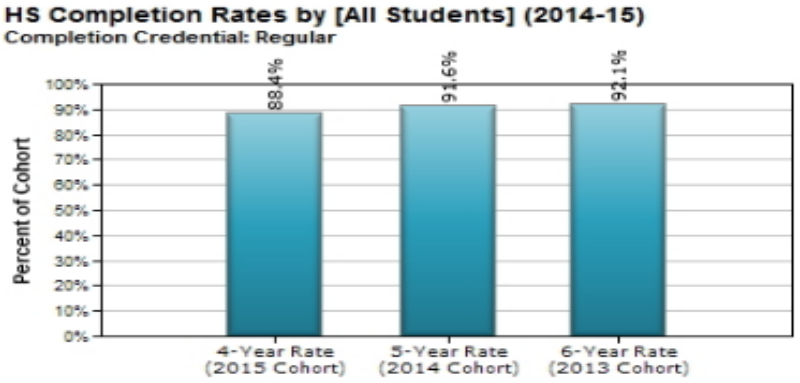

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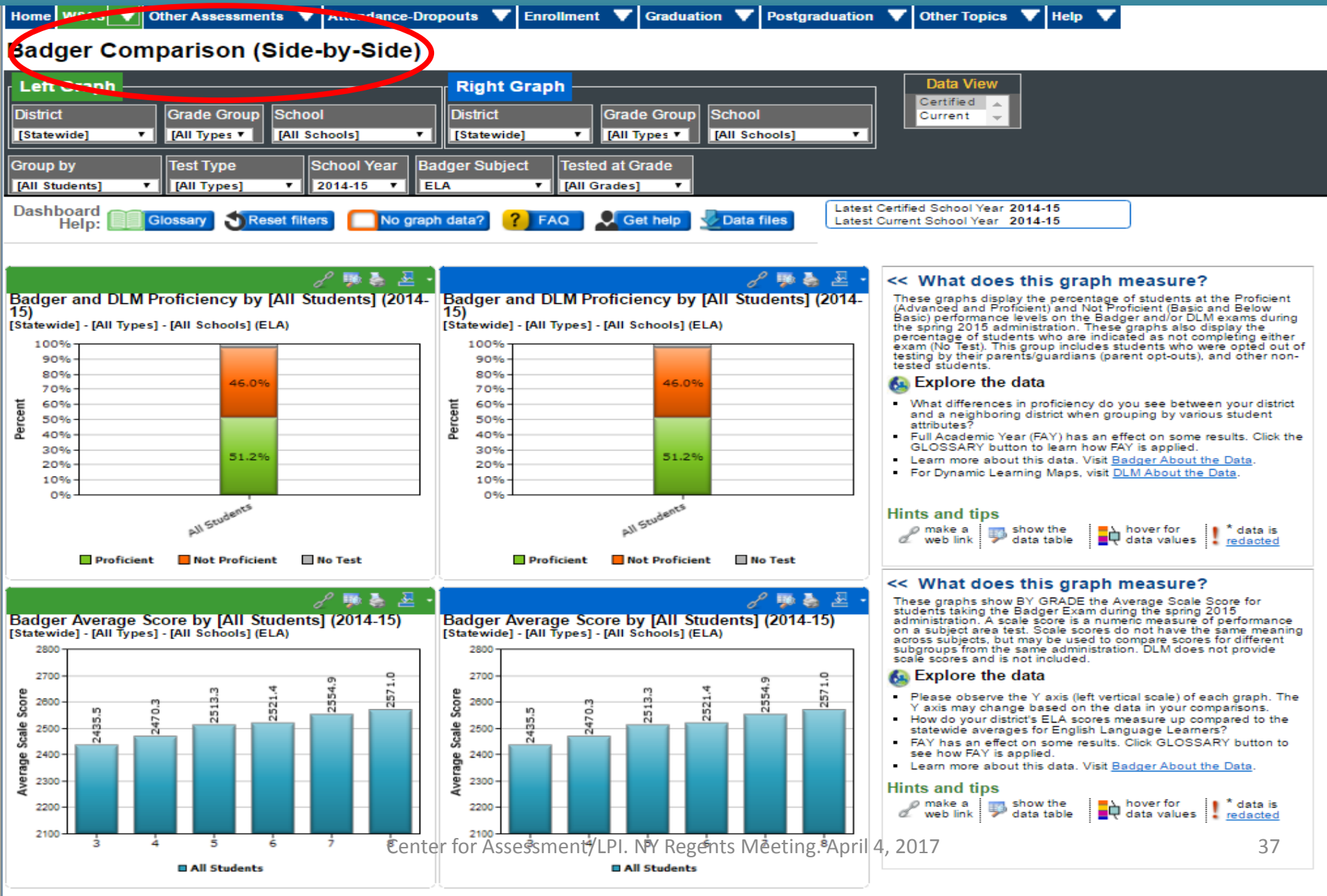
- School District Performance Reports (DPI)
- Wisconsin Essential Facts (DPI)
- Wisconsin Youth Risk Behavior Survey (DPI)
- Special Education District Profiles (DPI)
- Comparative Cost and Revenue Data per Pupil (DPI)
- Data for private, charter, choice, home-based schools (DPI)
- UW System's report on remedial course taking, as required by 2015 Wis. Act 28 (UWS)

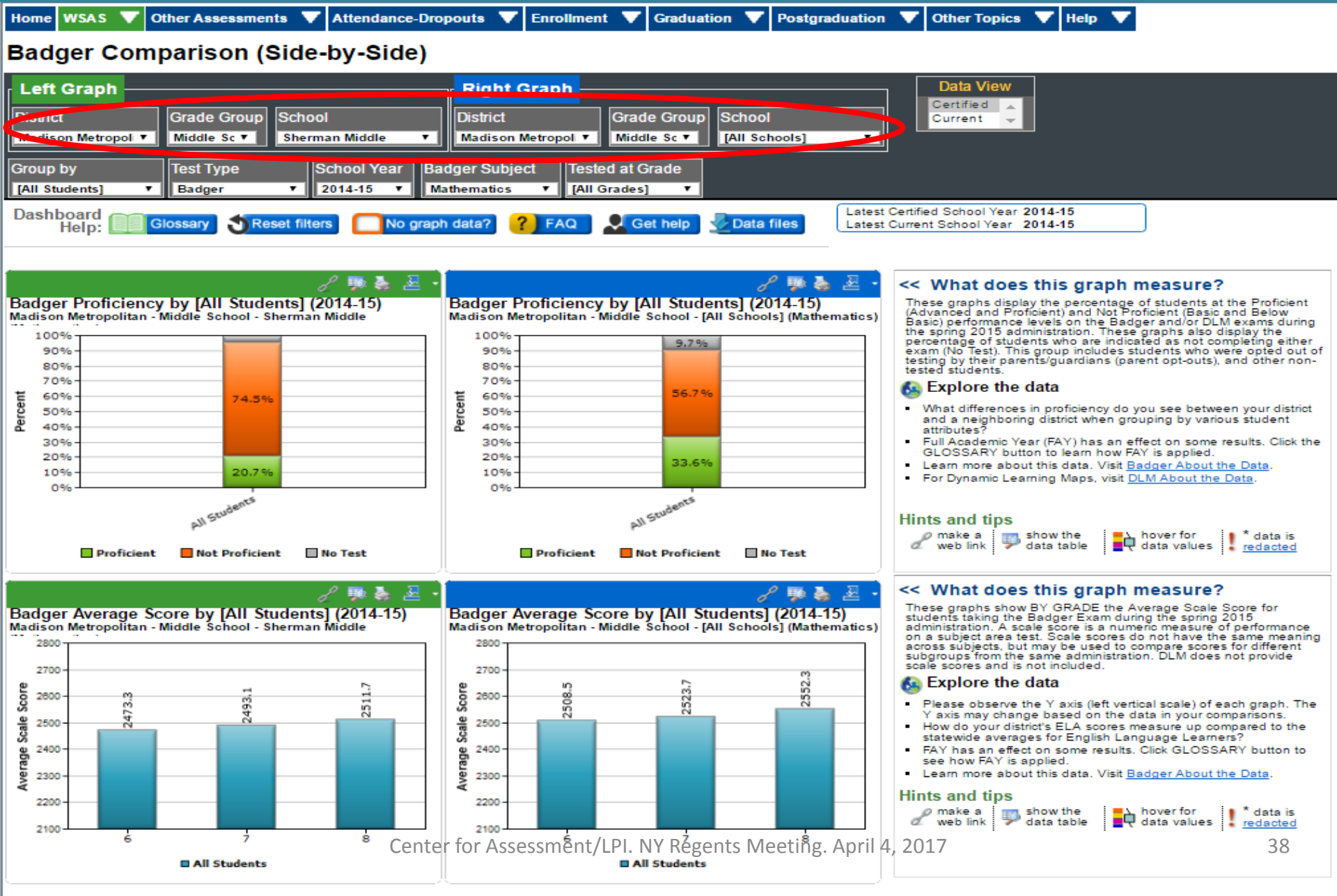
REGION AND NATION

- Map regional education data at StoryMaps (REL)
- Wisconsin State Snapshot (US Dept of Education)
- Nation's Report Card (NAEP)
- International Data Explorer (IES)
- U.S. Education Finance search (NCES)
- Private School Universe Survey (NCES)

Wisconsin Dashboard



Wisconsin Dashboard



Wisconsin Dashboard

Home | WSAS | Other Assessments | Attendance-Dropouts | Enrollment | Graduation | Postgraduation | Other Topics | Help

Postsecondary Enrollment (Trends)

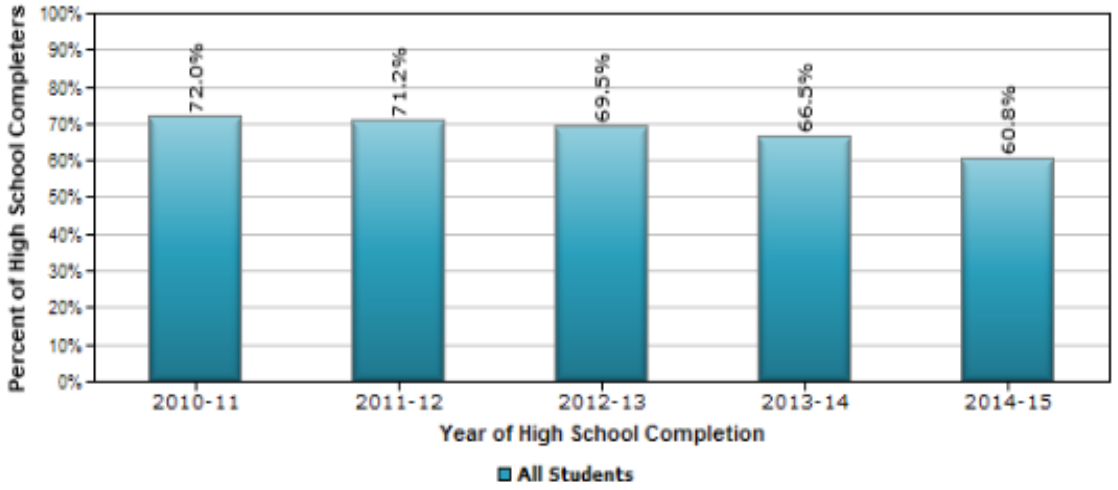
District	Grade Group	School
[Statewide]	[All Types]	[All Schools]

Group by	Initial Enrollment	Institution Level	Institution Type	Institution Location
[All Students]	[All]	[All]	[All]	[All]

Dashboard Help: Glossary | Reset filters | No graph data? | FAQ | Get help | Data files

Latest Certified School Year **Not Applicable**
Latest Current School Year **2014-15**

Postsecondary Enrollment by [All Students]



<< What does this graph measure?

This graph shows the trend in high school completers who enroll in a postsecondary institution (college) by the selected grouping. When comparing enrollment trends, First Fall initial enrollment generally provides the best point of comparison.

Explore the data

- HOW IS THE RATE CALCULATED? The denominator is the count of high school completers in the selected group by year of completion. The numerator is the count of matched students in the NSC data set with the enrollment attributes selected in the filters.
- WISEdash uses National Student Clearinghouse (NSC) college enrollment data which is reported to DPI twice a year. As the NSC receives new data over time, WISEdash rates will also change. Second Fall and Later Enrollments may change the most. For more details, see the About the Data-Postsecondary page.

Hints and tips

make a web link | show the data table | hover for data values | * data is redacted

How to Help the Public Navigate Data

- What should be the focus and for which stakeholders?
  - To provide at-a-glance information specific to ESSA?
  - To support a deep dive into a school's story including non-accountability indicators?
  - To help the public make comparisons to…
    - Other schools within the district or state?
    - Other districts?
    - The state as a whole?

How to Help the Public Navigate Data

- Several examples were presented
  - Illinois Report Card
    - Focus on accountability indicators and engagement indicators
    - No zoom, no drill-down
    - Very straightforward presentation
  - Ohio Report Card (but more like a dashboard)
    - Focus on accountability indicators
    - Zoom in, but no drill-down
    - Still easy to navigate
  - Wisconsin Dashboard & Report Card (report card was distinct)
    - Focus on both accountability and non-accountability indicators
    - No zoom in to components (no high-level view from which to start)
    - Drill-down to support comparisons and go from state → LEA → school within and across measures
    - The most complex of the four presented

After seeing these potential displays…

Do you want to report the accountability results using:

1. A multiple indicators "**dashboard**" only
2. A multiple indicators "**dashboard**" and an overall **rating** (e.g., 1-4)
3. A multiple indicators "**dashboard**" and an overall **score** (e.g., 200-500)
4. A multiple indicators "**dashboard**," an overall **rating** (e.g., 1-4), and an overall **score** (e.g., 200-500)

We think we heard #2 on March 27, but need to confirm.

ATTACHMENT IX

Every Student Succeeds Act: "High Concept Ideas" for Consideration for Inclusion in State Plan

Promoting Socioeconomic and Racial Integration

Topic: Promoting Integration and Avoiding Racial and Socioeconomic Isolation
High Concept Idea: To ensure students are prepared for post-secondary success and positive civic engagement and to reduce achievement gaps, we will leverage the diversity of New York students by treating multiple forms of socioeconomic and racial integration of schools and districts as evidence-based interventions.
Additional Information about High Concept Idea: Multiple strategies are available for achieving the demonstrably beneficial effects of socio-economic and racial integration. LEAs in the state have effectively implemented known strategies and innovated new ones. Without identifying any "one right way," we will encourage LEAs to adopt existing or develop new integration strategies as evidence-based interventions.
Relevant Requirements of ESSA law and/or draft rulemaking: Section 1003(b)(1)(A) of ESSA provides that SEAs may allocate funds to LEAs on a formula or competitive basis for school improvement as described in §1111(d). Such funding may extend to "evidence-based" interventions. For an intervention to be considered evidence-based under § 1003, § 8101(21) requires that at least one study support the efficacy of the intervention through strong, moderate, or promising evidence.
Rationale for High Concept Idea: A rich body of research including a number of high-quality studies shows that, everything else equal, schools that are racially and economically segregated produce lower educational achievement and attainment for students of color and low-income students than schools with less segregation, which in turn limits their lifetime opportunities.[1] At the same time, the same body of research shows that increased socioeconomic and racial integration leads to higher academic outcomes for students of color and economically disadvantaged students without lowering outcomes for other students, closes the achievement gap between students of different racial and ethnic backgrounds, fosters critical thinking skills and the ability to communicate and work with people of all backgrounds, decreases the likelihood of teenage pregnancy and interaction with the juvenile justice system, and increases the likelihood of college going and success, among students of color and economically disadvantaged students, again, without negatively affecting results for other students.[2] Among the high-quality studies demonstrating that students in integrated settings achieve these positive academic and non-academic outcomes are the following. In 2009, Robert Bifulco et al. produced a study that compared academic results in Connecticut between students selected through a blind lottery to attend integrated

[1]John Kuscera and Gary Orfield, "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future," *School Segregation in the Eastern States*, (Los Angeles, CA: The Civil Rights Project, 2014), 29.

[2] Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo. "How Racially Diverse Schools and Classrooms Can Benefit All Students," *The Century Foundation,* (New York, NY: The Century Foundation, 2016), 9.

magnet schools and those who were not selected and as a result attended highly segregated schools.[3] Included in the study were students from urban areas who were mostly black and Latino. Among these students, the ones randomly selected to attend magnet schools made greater gains and performed significantly better in high school math and reading and on middle school reading tests than the otherwise identical class of urban students who were not selected. The study also included suburban students who were generally more affluent and included a larger percentage of white students. Among this group of students, those selected to attend magnets also outperformed their peers who were not selected for magnet schools and attended traditional suburban schools. As a randomized control trial, Bifulco et al.'s study provides "strong" evidence as defined by ESSA that integration contributes to positive academic outcomes and thus qualifies an evidenced-based intervention under ESSA §§ 1003 and 8101(21).[4]

Several other studies provide strong or moderate evidence, as required by ESSA, that integration improves outcomes for students of color and low-income students. A study of urban, mainly students of color and low-income students selected to participate in inter-district transfers to traditional suburban schools in the greater Hartford, Connecticut area found smaller achievement gaps between students of different racial and ethnic backgrounds in the integrated settings, including no achievement gap on grade 3 reading scores between black, white and Latino students and less than a five percent gap as of grade 10 between low-income students and their peers, compared to a gap of 28% of students at the state level.[5] Another national study found a larger SAT score gap between black and white students in segregated districts than comparable students in integrated school settings, and predicted that switching students from a segregated to an integrated setting had the potential to reduce the score gap by up to 25%.[6] Finally, studies demonstrate that students of color who attend integrated schools are more likely to graduate from high school and attend college than otherwise similarly situated students in segregated schools, while the likelihood that white, middle-class students in integrated settings graduated high school and attended college at the same rate as otherwise similarly situated students in segregated settings.[7] Other studies with

[3] Bifulco, R., Cobb C. D., & Bell C. (2009). Can Interdistrict Choice Boost Student Achievement? The Case of Connecticut's Interdistrict Magnet School Program. *Educational Evaluation and Policy Analysis, 31*(4), 323.

[4] The study also satisfies the requirements that it cover over 350 students at multiple sites and that the intervention has a statistically significant positive effect on student outcomes. U.S. DEP'T OF EDUC., NON-REGULATORY GUIDANCE: USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS 8, n. IX (2016), https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.

[5] Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo. "How Racially Diverse Schools and Classrooms Can Benefit All Students," *The Century Foundation,* (New York, NY: The Century Foundation, 2016), 12.

[6] David Card and Jessie Rothstein. "Racial Segregation And The Black-White Test Score Gap," *National Bureau of Economic Research*, (Massachusets, MA: National Bureau of Economic Research, 2006), http://www.nber.org/papers/w12078.

[7] Roslyn Arlin Mickelson and Mokubung Nkomo, "Integrated schooling, life course outcomes, and social cohesion in multiethnic democratic societies," *Review of Research in Education,* (Davis, CA: SAGE Publishing, 2012), 197-238.

strong or moderate evidence, as required by ESSA, demonstrate significant long-term impacts on integration, such as increased civic engagement,[8] increased likelihood of living in an integrated setting,[9] and higher earnings.[10]

In addition, inclusion of different perspectives within classroom and group settings promotes creativity [11] and develops critical thinking skills.[12] Working cooperatively in racially and economically diverse classrooms and sharing experiences and perspectives with students with different backgrounds leads students to raise their expectations, anticipate and appreciate differences of opinion, and work more effectively to form consensus.[13] A meta-analysis, qualifying under ESSA standards as moderate evidence, examined a variety of studies of school settings demonstrated a positive correlation between integration of groups and the ability to cooperate, understand, and show empathy toward people of diverse backgrounds.[14]

Promoting integrated school environments is a cost-effective strategy for raising student achievement for districts; for instance, a moderately strong research study found that socioeconomic integration raises high school graduation rates, which generate "higher individual earnings and public savings to the point of exceeding integration's costs."[15] High-quality early childhood education is the only intervention that has shown a higher return on investment than racial and socioeconomic integration.[16]

Other Ideas Considered, if any:

Topic: Promoting Integration and Avoiding Racial and Socioeconomic Isolation

High Concept Idea: To ensure students are prepared for post-secondary success and positive civic engagement and to reduce achievement gaps, we will leverage the diversity of New York students by developing measures of racial and/or socio-economic integration of schools and use that measure appropriately to incentivize integration of schools throughout New York State.

Additional Information about High Concept Idea: Developing a measure that

[8] Michal Kurlaender, and John T. Yun, "Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes," *International Journal of Educational Policy, Research and Practice* (2005), *6*(1), 70.

[9] Amy Stuart Wells, *How Racially Diverse Schools and Classrooms Can Benefit All Students*, (New York, NY: The Century Foundation, 2016), 28.

[10] John Kucsera, "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future,"(Los Angeles, CA: The Civil Rights Project, 2014), 29.

[11] Phillips, K. (2014). How Diversity Works. *Scientific American, 311(4).* https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/

[12] Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo. "How Racially Diverse Schools and Classrooms Can Benefit All Students" (New York, NY: The Century Foundation, 2016), 8.

[13] Phillips, K. (2014). How Diversity Works. *Scientific American, 311(4).* https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/

[14] Tropp, L. R., & Prenovost, M. A. (2008). The Role of Intergroup Contact in Predicting Children's Interethnic Attitudes: Evidence From Meta-Analytic and Field Studies. In S. R. Levy & M. Killen (Eds.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 236–248). New York, NY: Oxford University Press.

[15] Basile, M. (2012). The Cost-Effectiveness of Socioeconomic School Integration. *The Future of School Integration*, 149.

[16] Kahlenberg, R. (2012) All Walks of Life: New Hope for School Integration. *American Educator*, *36*(4),

recognizes the extent to which LEAs and schools achieve racial and/or socio-economic integration will incentivize integration and provide valuable information to families and the public. There are various ways to measure school integration for this purpose, including Dissimilarity, Interaction/Exposure, Entropy, and Diversity Indices.

A Dissimilarity Index measures the distribution of groups of students within smaller units, such as schools, to determine the level of segregation in a larger unit, such as a district. The Dissimilarity Index indicates the smallest number of members of each of these groups of students who would need to shift among schools in order to reach the same distribution of students within each school as exists within the district as a whole. An Interaction/Exposure Index measures the likelihood that a person within one group will come into contact with a person of another group in a given setting, such as a school. While the Dissimilarity and Interaction Indices can measure the segregation of only two groups at once, the Entropy and Diversity Indices can measure the distribution of members of multiple groups. The Entropy Index does this by measuring the deviation of each geographical unit, such as a school, from the area's, or district's, "entropy" or racial and ethnic diversity, which is greatest when each group is equally represented in the area. A Diversity Index is a weighted average of the number of students in each group in a given school. A school is "integrated" when the diversity index rating falls within a certain range relative to the proportion of students in those groups in the district as a whole.

Once a method of measuring integration is selected, the measure can be employed in different ways to incentivize schools and districts to integrate. One approach, among many that are possible, is to include the measure in NYSED's data dashboard, to inform the public about the level of integration in the district and encourage districts with high levels of racial and socio-economic isolation in some schools to address this issue in their improvement plans. Another approach is to incorporate one of these indices into an LEA accountability system, if NYSED continues to identify LEAs.

Relevant Requirements of ESSA law and/or draft rulemaking: Section 1111(h)(1)(D) of ESSA requires SEAs to report annually required indicators and allows states to include additional information about all schools that will best provide parents, students, and other members of the public with information regarding the status and progress of each school. Section 1111(c)(4)(B) of ESSA requires SEAs to incorporate into their annual reports on elementary and middle schools and high schools four indicators. The fourth indicator gives states significant flexibility to add their own metrics into their accountability plan. This indicator may include any measure that: 1) allows for meaningful differentiation in school performance; and 2) is valid, reliable, comparable, and statewide.

Rationale for High Concept Idea: A rich body of research including a number of high-quality studies shows that, everything else equal, schools that are racially and economically segregated produce lower educational achievement and attainment for students of color and low-income students than schools with less segregation, which in turn limits their lifetime opportunities. At the same time, the same body of research shows that increased socioeconomic and racial integration leads to higher academic outcomes for students of color and economically disadvantaged students without lowering outcomes for other students, closes the achievement gap between students of different racial and ethnic backgrounds, fosters critical thinking skills and the ability to

communicate and work with people of all backgrounds, decreases the likelihood of teenage pregnancy and interaction with the juvenile justice system, and increases the likelihood of college going and success, among students of color and economically disadvantaged students, again, without negatively affecting results for other students.[17]

Developing a measure of integration will allow NYSED to encourage districts to build on the growing number of innovative and sustainable incentive-based strategies being explored by school districts in the state and around the country to increase the integration of schools.[18] These incentive-based strategies allow districts to innovate at the local level and respond to the needs of their own communities. Over 80 school districts nationwide, including several in New York, have been working toward achieving integrated schools with plans that rely on incentives rather than mandates.[19]

Currently, at least one state, and a number of schools districts use socioeconomic and/or racial diversity as a measure of accountability. Connecticut subjects schools that do not reasonably mirror the racial makeup of the communities they serve to intervention and review by the State.[20] Affected districts must fashion plans to mitigate the racial imbalance present in the school. Failure to take corrective action triggers intervention by the State. Several school districts, such as Jefferson County, Kentucky and Berkeley Unified School District in California, divide students into relevant socioeconomic and/or racial demographic categories, then audit schools to determine if they enroll a representative number of students from each category.[21] Schools that do not enroll representative numbers of students are required to develop plans to reach enrollment goals.[22] In addition, several districts produce annual reports on the diversity of their schools and district. Metropolitan Nashville Public Schools, for example, defines school diversity based on race, socio-economic status, language, and disability, and produces an annual report on whether schools meet the diversity criteria. The district also includes information on staff diversity in their annual report.[23]

Other Ideas Considered, if any:

[17] John Kuscera and Gary Orfield. "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future," in *School Segregation in the Eastern States*, (Los Angeles, CA: The Civil Rights Project, 2014), 29; Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo. "How Racially Diverse Schools and Classrooms Can Benefit All Students" (New York, NY: The Century Foundation, 2016), 9.
[18] Halley Potter, Kimberly Quick & Elizabeth Davies, A New Wave of School Integration, The Century Foundation (Feb. 9, 2016), https://tcf.org/content/report/a-new-wave-of-school-integration/ (listing several dozen districts currently implementing an incentive-based integration plan); Richard D. Kahlenberg, School Integration in Practice, Lessons from Nine Districts (Oct. 14, 2016), https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/ (detailing the integration plans of nine of the over 100 districts with integration plans).
[19] *Id.*
[20] Conn. Gen. Stat. Ann. § 10-226e-2 (West).
[21] See e.g., Jefferson County Public Schools. (2016). Student Assignment Plan (p. 17). Retrieved from https://www.jefferson.kyschools.us/sites/default/files/Student%20Assignment%20Handbook%202016-17%20%28Updated%20March%209%202016%29.pdf. Berkeley Unified School District. (2016). BUSD Student Assignment Plan/Policy. Retrieved from http://www.berkeleyschools.net/information-on-berkeley-unifieds-student-assignment-plan/;
[22] *Id.*
[23] Metropolitan Nashville Public Schools. (2016). 2015-16 Annual Diversity Report (p. 2). Retrieved from https://static1.squarespace.com/static/57752cbed1758e541bdeef6b/t/57927bc1579fb3fb9d306e2f/1469217732838/2015_16_Annual%2BDiversity%2BReport.pdf.

ATTACHMENT X

Potential Tier I Accountability Indicators: Outcomes

Measures of Student Outcomes will be disaggregated to the subgroup level within a school and used as part of the process for differentiation of schools and identification of schools for improvement and support.

Indicator	Measure	Notes	Questions
Achievement: English Language Arts (ELA) Mathematics Science Social Studies (HS only)	Performance Index - Index would give partial credit to students who are partially proficient and could give additional credit to students who are more than proficient. At the high school level, the ELA and math Performance Index would be based on a student's best performance on Regents exams or approved alternatives within four years after the student's entry into grade 9.	ELA and math required grades 3-8, plus once in HS. Science and Social Studies are not required. Depending on USDOE ruling, Science / SS might be counted as part of the academic set of indicators or as part of School Quality indicator set.	Should Science and Social Studies (which are optional) be reported in addition to ELA and math? Should results be reported along an index scale instead of only % proficient? [Note: Research suggests that measures focused on % proficient direct attention to the "bubble kids" near the cut score and away from students who have greater educational needs.] If so, should the index give greater credit to students who score 'advanced'?
Growth: **Student Progress:** ELA and Math	Individual Student Growth in ELA and Math – Could be measured by Student Growth Percentiles or another method that evaluates student growth.	ESSA requires that student growth or another measure of progress be used at the elementary / middle school level. A student growth measure is permitted, not required, at the high school level.	Should the accountability system include a growth indicator for individual student progress? If a growth indicator is used, should it be applied both at the elementary/middle and high school levels? (NY currently has a growth indicator at the high school level that is used for principal evaluation purposes, but not for school accountability.)
School Progress	Changes in Performance Index - Measured by change in school's Performance Index between two points in time.	Could be linked to long-term goals and measures of interim progress.	Should the accountability system include a progress indicator? Should status & growth be represented separately or as a combined measure in the system?
English Learner Progress toward Proficiency	Measure of student gains on the NYSESLAT across multiple levels on a proficiency scale.	Rulemaking requires grades 3-8 plus a single year in high school	Should NY start this measure at before grade 3 (at K or grade 1) as many states are doing?
Graduation Rate	4-year, 5-year, and/or 6-year adjusted extended year graduation rate measured as the % of students graduating with the diploma earned by the preponderance of students in the state.	4-year rate is required; 5 and 6 year rates are optional	How much should NY weight the 5- and 6- year graduation rate, if extended rates are used? [Note: Research suggests that crediting schools with extended graduation rates creates incentives to keep and bring back high-need students who cannot graduate in 4 years, rather than pushing them out.]

Potential Tier I Accountability Indicators: School Quality or Student Success (SQSS)

Measures of School Quality and Student Success will be disaggregated to the subgroup level within a school and used as part of the process for differentiation of schools and identification of schools for improvement and support.

Indicator	Measure	Notes	Questions
Chronic Absenteeism --- Attendance	Chronic absenteeism is often calculated as the percentage of students who miss 10% or more of school days. Definitions may also distinguish between excused and unexcused absences.	Highly rated in the public survey. Chronic absenteeism differentiates more effectively between schools than attendance.	Should NY consider using chronic absenteeism as part of its accountability system? If yes, should chronic absenteeism be defined as any absence from school?
High School Success Index	An Index based upon the percentage of students earning a high school equivalency diploma, a local or Regents diploma, or a Regents diploma with advanced designation, CTE endorsement or Seal of Biliteracy. Also possibly successful high school completion by students with severe disabilities.	One of top 5 in the public survey. Other indicators could be added to the index if desired. (See below.)	Should the state adopt a high school success index to use in the accountability system? What factors should receive the greatest weight?
Successful completion of coursework for graduation	Percentage of students in a high school cohort who have successfully completed all required coursework for graduation.	Highest ranked indicator in the survey. Could be added to the HS Success Index.	Should the state consider successful completion of graduation coursework as an indicator – either alone or as part of HS Success Index?
Participation and Success in Advanced Coursework	Percentage of students in a high school cohort who have taken advanced courses (e.g. AP, IB, dual credit courses) and % who have achieved specified scores on nationally recognized assessments or earned college credit.	Well rated in the public survey. Could be added to the HS Success Index or reported separately.	Should the state consider reporting participation and success in advanced coursework as an indicator – either alone or as part of a HS Success Index?
Completion of CTE Coursework Sequence --- Completion of College Prep Coursework Sequence?	Percentage of students in a high school cohort who have successful completed a series of CTE coursework [Note: Some states also include an indicator of completion of college prep coursework, aiming for all graduating students to have completed CTE, college prep, or both.]	Highly rated in the public survey. Could be added to the HS Success Index and/or participation in Advanced Coursework or reported separately.	Should the state consider reporting completion of a CTE coursework sequence as an indicator – either alone or as part of a HS Success Index and/or as part of a measure of advanced coursework? Should this coursework need to meet specified criteria (e.g., coherent sequence, work-based learning)? Should college prep coursework sequence also be considered?
Promotion Rates ---	% of students promoted Average credit accumulation per year	Less well rated in the public survey. Some are redundant with other indicators that are	Should any of these factors be considered for accountability indicators – either alone or as part of a HS Success Index?

High School Credit Accumulation or Completion of Required Credits	% of students reaching a specified # of credits	stronger measures. Could encourage 'social promotion' or weaker coursework.	Should any be considered as Tier 2 indicators (for statewide reporting?
Admissions test scores	Average SAT or ACT test scores	Poorly rated in survey. Admissions test scores are less predictive of college success than course taking, class rank, and GPA. Use of this measure could create disincentives for schools to encourage more students to take the test.	Should college test scores be considered as an accountability indicator – either alone or as part of a HS Success Index—or as a Tier 2 indicator? [Note: Average scores are difficult to interpret because they are affected by the share of students taking the test.]
Success on Regents Exams	Average Regents Exam Scores or % of students passing different exams at specified levels or a performance index.	Less well rated in survey. Overlaps with required measures of high school performance in ELA and math. Already included in the HS Success Index where diploma levels are incorporated.	Should Regents exam scores be considered as an accountability indicator – either alone or as part of a HS Success Index? Should they be considered as Tier 2 indicators (for statewide reporting?)
High school readiness indicator	Can be measured as an index, like the HS Success Index. California's CORE districts report the percentage of 8th graders who meet the following criteria: grade point average (GPA) of 2.5 or better; attendance rate of 96% or better; no D's or F's in ELA or math; and no suspensions.[1]	Not rated in survey. Student-level indicators such as grades, attendance, and suspensions are predictive of dropping out of school. Can provide data about which students are at risk, allowing for early intervention, which research shows improves student graduation rates.	Should a high school readiness indicator be considered for development, initially as a Tier 2 indicator with the possibility of eventual inclusion in the accountability system?
Suspension Rates	Suspension rates can be reported as the percentage of students suspended at least once at a school or the total number of days of suspension or a combination of both.	Less well rated in survey. Strongly related to high school dropout / graduation. Can incentivize schools to reduce exclusion, introduce social-emotional learning, and restorative practices.	Should suspension rates be considered as an accountability indicator? Should suspension rates be considered as a Tier 2 indicator (for statewide reporting?)

Potential Tier 2 State-reported Indicators

Can be reported annually in a comparable form statewide and used for state and local accountability and continuous improvement. Alternatively, any of these could supported by the state with data or optional survey tools and reported locally (Tier 3). Most of the indicators below cannot be disaggregated to the student subgroup level and therefore would not be appropriate as Tier 1 measures for accountability purposes.

Indicator	Measure	Notes	Questions
School Safety	Can be reported as # of incidents / enrollment annually and/ or as the responses of students on a school climate survey about their experience of school safety.	Highly rated on the survey. Difficult to disaggregate as required for Tier 1 but could be reported in tier 2.	Should NY consider reporting incident rates as a Tier 2 indicator? Should NY consider developing a school climate survey for either local use or statewide use? (See Tier 3 discussion below.)
Teacher Turnover ---------- Teacher Absences	% of teachers leaving each year Average # of teacher absences per year	Rated positively in the survey. Both are predictors of student achievement.	Should the state consider reporting teacher turnover and / or absences as Tier 2 indicators?
Teacher Professional Development	Can be reported as # of days of PD or, though teacher surveys, as access to kinds of PD, duration, topics, and satisfaction.	Many states use a statewide teacher survey. Could also be state-supported through a tool made available to locals.	Should the state consider reporting aspects of teacher learning opportunities or other teaching conditions as Tier 2 indicators, or providing an optional tool that LEAs could use locally (tier 3)?
Teaching Conditions	Teacher Survey, such as TELL or similar tool.		
Equity / Opportunity to Learn Indicators			
Student Access to Highly Qualified Teachers	% of fully certified / effective teachers % of in-field teachers in each school % experienced teachers (e.g. with 3+ years of experience)	Positively rated in the survey. Required as part of ESSA monitoring for comparability.	Which indicators of access to school resources and learning opportunities, should NY consider collecting and reporting as part of its system of equity indicators?
Access to Staffing Resources	Ratios of teachers / counselors / administrators / librarians, etc. to students Average class size by grade	Ratios for staff are readily available and reported federally. Class sizes would likely have to be reported from the school.	
Per Pupil School Funding	Could be reported by function (e.g., total, instructional, capital, non-capital) spending.	Per pupil expenditures must be reported at State, local educational agency, and school level as part of new ESSA fiscal transparency requirements.	
Access to Specific Learning Opportunities	Student access to types of courses / curriculum (e.g., preschool, full-day kindergarten, STEM, arts, physical education, history / social studies) measured either	Highly rated in Part 2 of survey. Learning opportunities indicators can require new data collection strategies but are	Should NY consider collecting and reporting curriculum access data from schools or incorporating indicators of learning opportunities into surveys of students or teachers?

	through school reports of hours taught, # of courses offered, or # of students enrolled, or through student survey results.	typically highly valued by parents and the public.	
Student Access to Safe and Clean Facilities	Measure typically relies on a state rating system of facilities.	Difficult if a state rating system does not already exist.	Should the state consider reporting on access to clean, safe facilities.
Other Outcome Indicators			
Post-Graduation Outcomes	Percentage of students going onto college or employment.	Often evaluated based on school leaving surveys, which can be inaccurate.	Should NY consider any additional post-graduation outcomes to be reported individually or as part of a HS success or postgraduate success index? If some indicators are desired, but do not currently have reliable data available, should the state consider developing data collection strategies, waiting for the field to develop them, or providing tools to locals for their own use?
Postsecondary Enrollment Rates	Percentage of students enrolling in 2- or 4-year colleges within set time after graduation.	Often evaluated using the college clearinghouse data for but it has limitations, including missing data, especially for immigrant students and those who attend private colleges or universities out of state.	
Postsecondary Persistence Rates	Percentage of students who persist to a 2nd or 3rd year of college.		
Student Attainment of Industry- Approved Licenses or Certificates	Percentage of students acquiring an industry-recognized license of certificate.	A number of states use an indicator like this as part of a college-career readiness index.	

Potential Tier 3 State-Supported Indicators

The state can support local districts by providing tools that may be used for local tracking, diagnostics, and improvement. The state might further choose to use these tools in schools that are identified for comprehensive or targeted intervention and assistance, as appropriate to school needs. None of these indicators are currently systemically collected statewide by the State Education Department.

Indicator	Measure	Notes	Questions
Surveys of Students, Teachers, and Parents			
School Climate Teaching and Learning Opportunities School Responsiveness	Surveys completed by students, parents, and staff are a common measure of school climate and conditions, and can measure learning opportunities. Constructs often include • perceptions of safety and belonging, • supports for teaching and learning, • learning opportunities • adult-student relationships, • the physical environment. The NYC School Survey measures • rigorous instruction • collaborative teachers • supportive environment • effective school leadership • strong family-community ties • trust.[2] Staff surveys can examine staff time and opportunity for collaboration and professional learning, teaching conditions, support and trust. Parent surveys can include information on how responsive the school is their questions or their child's needs.	A recent report reviewed 78 school climate studies and found that a positive school climate can mitigate the negative effects of poverty on academic achievement.[3] Measures of staff collaboration and support and leadership are also a key predictors of teacher turnover and thus student success.[4] Can provide actionable data to schools for improvement. Student surveys can be included in the federally-required tier of indicators (tier 1), although teacher and parent indicators cannot. See Appendix 1: School Climate Survey Tools.	Should NY consider student surveys as data for Tier 1 accountability, Tier 2 state reporting, Tier 3, state-supported tools for local use and reporting, or Tier 4 local discretion? Should New York offer one or more student, teacher, and/or parent survey tools to local districts as options for their use? Should the state require, as some do, that local districts must use surveys of their choice and analyze them annually as part of a continuous improvement process? If local surveys are used, should they include a small number of common statewide questions?
Parent Involvement and Engagement	Parent engagement may be measured in many ways. A common measure is parent surveys, although other local measures might also be encouraged, such as evidence of participation in school leadership or other school events.	Positive family-program connections have been linked to greater academic motivation, grade promotion, and socio-emotional skills.[5]	Should NY provide survey tools or other measures to support locals in assessing parent involvement and engagement?

Measures of Program Quality			
Program quality (e.g., for preschool)	Observational tools such as the CLASS (early childhood programs), or program review protocols (like those used in VT and KY) can be used to evaluate the quality of programs.	Strong local observation / review tools can help set standards and guide ongoing improvement efforts.	Should the state make available program quality assessment tools for local use?
Integration of Students	A measure of the extent to which students of different subgroups (by race/ethnicity, socioeconomic status, English language learners and students with disabilities) are in schools and classrooms together relative to their presence in the district as a whole.	A district measure of integration could raise awareness of school & class assignment policies that may reinforce segregation.	Should the state suggest tools for local assessment of integration?
Professional Development Quality	Organizations like Learning Forward have created standards for evaluating professional development quality that can be made available to local districts to assess their offerings and strategies.	Self-assessments using standards grounded in the research can help develop shared understandings among stakeholders about design and conduct of professional learning or other district functions.	Should the state suggest tools for local assessment of professional development quality?
Measures of Student Learning			
Authentic Measures of Student learning	Tools for supporting performance assessment development, scoring, and use, such as portfolio guidelines, banks of performance tasks, and rubrics, are available through several sources, including the Performance Assessment Resource Bank https://www.performanceassessmentresourcebank.org/ Some states provide recommendations for tools for assessing young children (PK – 2) with high-quality performance-based measures that offer strong information about student knowledge and skills, such as the Primary Language Record, the Developmental Reading Assessment, the Mathematics Assessment Resource Services.	States like NH, CO, VA, and others are supporting local districts in developing and using performance tasks, in part by using the resource bank and similar tools. States like CT and CA have supported local districts selection and use of high-quality tools for assessing young children. This can be a strategy to reduce state testing time, by embedding more fine-grained information at the local level.	Should the state support local district selection and development of authentic assessments to give more information about students?

Appendix 1: School Climate Survey Tools[1]

Survey	Description	School climate constructs measured[6]
U.S. Department of Education School Climate Surveys (EDSCLS) Developed by American Institute for Research for USDOE	EDSCLS a national survey that is free and offers results in real time for states, districts, and schools. The survey is linked to a school climate improvement resource package to help schools interpret data and facilitate school discussion.[7]	• Engagement (cultural and linguistic competence, relationships, school participation • Safety (emotional safety, physical safety, bullying/cyberbullying) • Environment (physical environment, instructional environment, mental health, discipline)
California School Climate, Health, and Learning Survey (CalSCHLS) Developed by WestEd for CDE	CalSCHLS includes a core set of survey items along with add-on modules for school climate, social and emotional learning, equity, cultural responsiveness, and the achievement gap. [8] It has been used widely across California since it was a requirement for Title IV Safe and Drug- Free Community grants, and is currently administered by approximately 85% of districts in the state.[9]	• School connectedness • School supports (caring relationships, high expectations, opportunities for meaningful participation) • Violence victimization and perpetration • Peer supports (caring relationships, high expectations) • SEL (problem-solving, self-efficacy, cooperation and communication, empathy, self-awareness)
The 5 Essentials School Report Developer by U of Chicago Consortium on School Research	This study measures the extent to which schools have effective leaders, collaborative teachers, involved families, a supportive environment, and ambitious instruction. Schools in Chicago have administered a version of this survey for over 15 years.[10] Schools may customize their survey.	• Academic engagement • Academic press • Peer support for academic achievement • Teacher personal attention • Schoolwide future orientation • Student sense of belonging • Safety • Incidence of disciplinary action • Relationships (student-teacher trust, teacher personal support • Student classroom behavior • Culture
Tripod Developer: Ronald Ferguson, Harvard University	Tripod survey scores are available for schools, districts, and states, with data that is calibrated at the national level. Tripod's surveys were chosen as a measure in the Gates Foundation's Measures of Teaching project. The survey has been used by over	• Instructional climate • Climate of safety and respect[12]

[1] To be included in this table, surveys needed to be widely used, strengths-based, normed with a population of students without disabilities, administered in less than 20 minutes, include an online platform, and have strong evidence of validity and reliability. All surveys were included in the U.S. Department of Education's Safe and Supportive Schools compendium, with the exception of the Tripod survey, which has also been externally validated. Source: Melnick, H., Cook-Harvey, C., Darling-Hammond, L. (Forthcoming). *Encouraging social and emotional learning in the context of new accountability.* Palo Alto, CA: Learning Policy Institute.

	100,000 teachers since 2001, and is currently administered statewide in Hawaii.[11]	
Comprehensive School Climate Inventory (CSCI) Developer: National School Climate Council	This survey provides school-level analysis with accompanying action planning worksheets and recommendations for how school leaders can take action. Schools can customize it by adding items. It is used in schools across the country.[13]	• Orderly school environment • Administration provides instructional leadership • Positive learning environment • Parent and community involvement Instruction is well-developed and implemented • Expectations for students • Collaboration between administration, faculty, and students
Conditions for Learning Survey Developed by American Institutes for Research	This survey has a particular focus on school supports for learning, including SEL, as well as measuring the impact of school discipline reforms. It is conducted in schools across the nation and is used districtwide in Cleveland Metropolitan School District.[14]	• A safe and respectful climate • Challenge/high expectations • Student support • Social and emotional learning

Endnotes

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[8] Hanson, T. & Voight, A. (September 2014). The appropriateness of a California student and staff survey for measuring school climate (REL 2014-039). Washington, DC: U.S. Department of Education, Institute of Education Sciences. http://files.eric.ed.gov/fulltext/ED546900.pdf; California Department of Education. (2005). What does getting results say about student health, supportive schools, and academic success? http://www.cde.ca.gov/ls/he/at/documents/getresultsfs5.pdf.

[9] Benbenishty, R., Astor, R.A., Roziner, I., & Wrabel, S. (April 2016). Testing the causal links between school climate, school violence, and school academic performance: A cross-lagged panel autoregressive model. *Educational Researcher*, *45*(3), 197–206. See also April 27, 2016 Memo. "California's accountability and continuous improvement system—further analysis of potential key indicators." http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item02.doc. The U.S. [The hyperlink extends to "The U.S." here.] Department of Education has also found state surveys from Alaska, Arizona, Delaware, and Maryland to be valid and reliable measures.

[10] Surveys of CPS schools. (n.d.). UChicago Consortium on School Research. https://consortium.uchicago.edu/surveys.

[11] *Districts and states*. (n.d.). Tripod. http://tripoded.com/districts-states/.

[12] Presentation given by Ron Ferguson to the Raikes Foundation, October 2016.

[13] CSCI school report. (n.d.). National School Climate Center. http://www.schoolclimate.org/programs/csci-report.php.

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ATTACHMENT XI

Feedback / Questions Re: Potential Tier I Accountability Indicators: Outcomes

Indicator	Measure	I feel comfortable with this as a Tier I indicator	I have the following questions / concerns:
Achievement: English Language Arts (ELA) Mathematics Science Social Studies (HS only)	Performance Index - Index would give partial credit to students who are partially proficient and additional credit to students who are more than proficient. At the high school level, the ELA and math Performance Index would be based on a student's best performance on Regents exams or approved alternatives within four years after the student's entry into grade 9.	☐	
Student Growth: ELA and Math	Individual Student Growth in ELA and Math – Could be measured by Student Growth Percentiles or another method that evaluates student growth.	☐	
School Progress	Changes in Performance Index - Measured by change in school's Performance Index on ELA and Math between two points in time. For other indicators (science, social studies, graduation rate, CCCR, chronic absenteeism), measured as part of the indicator	☐	
English Learner Progress toward Proficiency	Measure of student gains on the NYSESLAT across multiple levels on a proficiency scale.	☐	
Graduation Rate	4-year, 5-year, and 6-year adjusted extended year graduation rates measured as the % of students graduating with the diploma earned by the preponderance of students in the state.	☐	
Attendance **And/or** **Chronic Absenteeism**	Average Daily Attendance. Chronic Absenteeism = The % of students who have been absent 10% of school days or more (initially calculated as both excused and unexcused absences; with change in Regents policy could be based on unexcused absences). Could be expanded over time to include other school climate measures.	☐ ☐	
College, Career, & Civic Readiness Index	Completion of coursework for graduation, diploma type, seal of biliteracy, AP / IB/ dual credit coursework, CTE coursework, industry-approved credentials. [Potential later additions: seal of civic engagement, college preparatory coursework, postsecondary participation and persistence]	☐	