

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|----------------------------------|--|--|
| Welcome and Get Organized | <ul style="list-style-type: none"> ▪ Provided instruction on travel reimbursement ▪ Reviewed dates and times for remaining 2017-2018 CAP meetings: <ul style="list-style-type: none"> ➢ February 1-2, 2018 ➢ May 17-18, 2018 ➢ Meetings are always scheduled for Thursday (10:30 a.m. – 5:00 p.m.) and Friday (8:30 a.m. – 12:30 p.m.) ▪ Members were asked to place a hold on their calendars for the remaining meeting dates ▪ Reviewed the November meeting agenda | NYSED staff will email the remaining CAP meeting dates to members. |
| Review By-laws | <ul style="list-style-type: none"> ▪ NYSED staff reviewed the by-laws for CAP ▪ Members were reminded to review these yearly | |
| Minutes | A motion was made to accept the June 2017 minutes. Motion approved; Minutes approved. | |
| Election of Officers | <ul style="list-style-type: none"> ▪ Edward Escobar continues as chairperson, as appointed by the Commissioner, for second year of two-year term. ▪ Members voted and elected vice chairperson and secretary: <ul style="list-style-type: none"> ➢ Yvonne Sinisgalli as vice chairperson (re-elected) ➢ Jacqueline Harris as secretary (re-elected) | |
| Public Comment | There was no public comment provided. | |
| Information Sharing | <ul style="list-style-type: none"> ▪ Members shared information regarding issues and activities in each of their regions. Members: <ul style="list-style-type: none"> ➢ Raised concerns about SUNY Charter Schools certifying their own teachers. ➢ Requested information regarding the 2017 New York State (NYS) law, which requires NYSED to issue guidance regarding students with dyslexia, dysgraphia and dyscalculia. ➢ Inquired about possible changes to teacher certification and noted shortage of special education teachers. ➢ Reported increase in youth served in juvenile correctional facilities based on Raise the Age legislation. ➢ Commended Mental Health Education Bill for including mental health as part of the school Health curriculum. ➢ Shared information about the Department of Health’s First 1000 Days on Medicaid Initiative; a multidisciplinary initiative which focuses on improving services for children ages 1-3. ➢ Reported a change in regulations, which extends the 100-hour Continuing Teacher and Leader Education (CTLE) requirement for individuals with professional classroom teaching certificates to private special education schools. Noted that application for private schools to become CTLE providers is cumbersome. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|--|--|------------|
| Every Student Succeeds Act (ESSA) | <ul style="list-style-type: none"> ▪ NYSED staff provided a PowerPoint “Every Student Succeeds Act (ESSA), Commissioner’s Advisory Panel for Special Education Services, November 16, 2017” to members. <ul style="list-style-type: none"> ➢ NYS submitted ESSA State Plan on September 18, 2017 to the US Department of Education (USDOE): <ul style="list-style-type: none"> ○ USDOE has 120 days to respond and will issue a preliminary response letting NYSED know what needs to be changed in the ESSA plan. ➢ ESSA includes greater emphasis on well-rounded education for all students. ➢ New Accountability system: <ul style="list-style-type: none"> ○ Identification of Districts/Schools: (Target Districts; Comprehensive Support and Improvement Schools; Targeted Support and Improvement Schools; Recognition Schools; Schools in Good Standing – schools not identified in any other category) ○ Using achievement and growth to measure performance: <ul style="list-style-type: none"> ▪ Member comment: How do we know which students are opting out of state exams? What is impact of opting out movement? (Response: Assumption that students not participating in assessments are equivalent in performance to students who took the assessments.) ▪ Member comment: Support equally valuing growth versus achievement. ○ NYS ESSA plan includes long-term goals (five years in the future) and measures of interim progress (where we want to be each year). NYS also developed end goals, which are not time delineated. At the end of the five-year period, the performance gap will be narrowed but not eliminated. <ul style="list-style-type: none"> ▪ Member comment: Students with severe cognitive disabilities (small group) may not be able to meet level of proficiency (performance index of 200). ○ Racial and ethnic groups: <ul style="list-style-type: none"> ▪ Member comment: Are Asian students measured against other Asian students in the State? (Response: No.) ○ NYSED submitted three waivers with the State Plan, which are pending USDOE approval, including a request for off-grade testing for students with disabilities (i.e., permission to allow school districts to administer Grades 3-8 assessments in English Language Arts and mathematics at not more than two grade-levels below chronological grade-level). ○ Additional Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ▪ Why are there schools on assistance plans in all quadrants? (Response: Schools may be performing overall high, but some groups may be low performing.) ▪ What part of long term goals will result in consequences? What is progress? How is a school identified? ▪ If NY had off-grade testing, it would decrease percent of students taking Alternative Assessment. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|---------------------|--|------------|
| | <ul style="list-style-type: none"> ▪ Need to strengthen professional development, so we are supporting schools - not just looking for where schools are not meeting standards. ➤ Parent Engagement: <ul style="list-style-type: none"> ○ Member Comment: Plan is missing student engagement. Need fact sheets for students. (Response: Board of Regents had a discussion regarding regular access to student voice and using this in identified schools – e.g., When stakeholders vote on portion of what funding is used for, students will be included in the voting). ➤ Anticipate hearing back from USDOE in December 2017, with final approval in January or February 2018. | |
| State Policy | <ul style="list-style-type: none"> ▪ NYSED staff provided policy updates and responded to member questions regarding: <ul style="list-style-type: none"> ➤ <i>Procedural Safeguards Notice: Rights for Parents of Students with Disabilities, Ages 3-21</i> <ul style="list-style-type: none"> ○ Reflects regulatory changes relating to appeals to the State Review Officer. ➤ Field Memorandum on <i>Requirements Related to Special Education Impartial Hearings</i> ➤ State Performance Plan (SPP) Indicator 13 – Transition: <ul style="list-style-type: none"> ○ Revisions are being made to the Self-Review Monitoring Protocol consistent with checklist developed by the National Technical Assistance Center on Transition. ○ Member Comment: Pre-employment transition services are only available after school, on weekends and summer. Students will not want to stay late for services. Need clear guidance regarding what school is responsible for and what Vocational Rehabilitation provides. ➤ Unified English Braille (UEB): <ul style="list-style-type: none"> ○ Districts should begin instruction and order instructional materials in UEB. ○ NYSED will continue to use Nemeth code for mathematics and science. ➤ Next Generation English Language Arts and Mathematics Learning Standards – adopted September 2017: <ul style="list-style-type: none"> ○ Additional resources, including scaffolding guides will be made available. ➤ Executive Order “Enforcing the Regulatory Reform Agenda:” <ul style="list-style-type: none"> ○ October 2017 the Office of Special Education and Rehabilitative Services (OSERS) rescinded 72 guidance documents that were considered outdated or ineffective. ➤ Indicator 17 - State Systemic Improvement Plan (SSIP) Updates: <ul style="list-style-type: none"> ○ Multi-year achievable plan, developed in consultation with stakeholders, designed to increase capacity of school districts to implement, scale up, and sustain evidence-based practices to improve outcomes for students with disabilities. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|---------------------------------------|---|------------|
| | <ul style="list-style-type: none"> ○ Pilot schools – students Grades 3-5 with learning disabilities. Focus on Multi-Tiered Systems of Support for academics and behavior to identify practices that impact student performance. ○ Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ Is there a separate budget line for the work under the SSIP? (Response: No) ✓ Do districts have a choice or are we targeting specific schools? (Response: NYSED focused on specific districts but they had a choice to become a pilot school) ✓ Are leaders involved? This won’t work if there’s a disconnect. (Response: Yes, NYSED obtained buy-in from school leaders. They are also part of the district’s SSIP team.) ✓ Think it is great that pilot schools include a private school. ➤ USDOE Office of Special Education Programs – Due Process and Fiscal Corrective Actions: <ul style="list-style-type: none"> ○ Timelines of impartial hearings – NYS has many more impartial hearings than other states along with multiple extensions to the hearing timeline. ○ Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ Use IEP facilitation as part of plan to improve the impartial hearing process. (Response: Districts and parents must both agree to use IEP facilitation and it is only available in certain parts of the State.) ✓ Teach CSE chairpersons the art of IEP facilitation. ✓ Use resources to train parent advocates - Talking to someone who does not understand the special education process is very frustrating for parents. | |
| Significant Disproportionality | <ul style="list-style-type: none"> ▪ NYSED staff provided a follow-up discussion on the Individuals with Disabilities Education Act (IDEA) regulations relating to significant disproportionality in special education. ▪ NYSED staff also provided members with a PowerPoint “Equity in IDEA: New Disproportionality Requirements” to guide the discussion. <ul style="list-style-type: none"> ➤ Understanding equity issues in special education. ➤ Understanding significant disproportionality: <ul style="list-style-type: none"> ○ IDEA Equity Requirements – Three Basic Requirements <ul style="list-style-type: none"> ▪ Disproportionate Representation (SPP Indicators B/9/B10) ▪ Significant Discrepancy (SPP Indicator B4A/B4B) ▪ Significant Disproportionality ○ Overrepresentation of some racial or ethnic group in a category. ○ Becomes significant when the overrepresentation exceeds a defined threshold. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|-------------|---|------------|
| | <ul style="list-style-type: none"> ○ IDEA Regulations (December 2016) – Changes to Significant Disproportionality <ul style="list-style-type: none"> ● States must determine if significant disproportionality based on race is occurring with respect to identification, placement, and discipline. Require a standard methodology but allow States some flexibility. ● Clarify that school districts must review and revise policies, procedures, and practices every year significant disproportionality is found. ● Require that districts identify and address factors contributing to significant disproportionality. ● Based on state procedures, school districts that have been identified must reserve 15% of their IDEA funds (611/619 grants) for comprehensive coordinated early intervening services (CCEIS). Funds can be used to support students at an earlier age and can also be used for students in special education to address root causes. ● Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ How many NYS districts have been identified in the past? (Response: Approximately – 61 for significant discrepancy in suspension rates; 8 for disproportionate representation of racial and ethnic groups in special education due to inappropriate identification; 16 for disproportionate representation of racial and ethnic groups in specific disability categories; and 4 for placement/least restrictive environment.) ✓ How will 611/619 funds be distributed? (Response: Control of the funds, including CESIS, is the determination of the school district.) ✓ If district is not identified as having significant disproportionality, may it still spend 15% on general education students? (Response: Yes, it may be voluntary.) ✓ If district is not identified as having significant disproportionality, may it still use funds for special education students? (Response: Yes.) ✓ Will charter school data be counted by the school district? (Response: Depends on who has Committee on Special Education responsibility. Federal requirements are for public school districts, not state agencies like correctional facilities.) ✓ Situational disproportionality - data may be disproportionate, but root cause analysis will help identify the “why.” ● What data/information do CAP members need to give input and make informed recommendations on cell and N sizes, and a reasonable risk ratio? Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ Information on current school districts on significant disproportionality with an explanation as to why a district would or would not be identified under the new accountability system. ✓ Before and after comparison – last year’s list versus a possible new list. | |

**Commissioner's Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|-------------|---|------------|
| | <ul style="list-style-type: none"> ✓ Raw numbers are not helpful. Provide case study format for a few districts (four or five examples of districts that have significant disproportionality). ✓ Why 30 or less for N sizes? Seems like the State would want a larger N size. ✓ Trend data by disability categories. ✓ Data from other states. What are their thresholds? (Response: 3.0 and 4.0 are most commonly used thresholds.) ✓ Demographics – need to compare NYS to other states. (Response: Would need to ensure that other states are similar to NYS. Able to compare current data but cannot run data for other states based on proposed changes to methodology.) ✓ Significant disproportionality is not just a special education issue. General education is not being held accountable. Need change at district level, therefore, we should look at district level data. • Additional Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ Is NYSED looking to reduce the number of districts identified? (Response: No. Looking at NYS's definition in light of changes to federal regulations.) ✓ Need to look at how to improve district practices. ✓ What controls are in place to prevent districts from under reporting? (Response: State does calculations.) ✓ Issue that districts are not allowed to identify students with two disability classifications. ✓ Need to change the cultural mindset in districts. • Reasonable Progress - State can use three years of data, which will reduce volatility. Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ✓ Which years cause identification? Must district meet threshold for all three years? (Response: Must be two years in a row.) ✓ Do other states use averages? May we use average for reasonable progress? What if there is a fluctuation (district below threshold one year but above the next)? Would district still be identified? (Response: No. We need to use separate years of data. One year can break the cycle with three-year trend). ✓ Are many states using the three-year span? (Response: Most states are using three years for reasonable progress.) ✓ Do we have data from other states? (Response: No. Data is not available using new definitions.) ✓ Need more data for different risk ratios. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|--|---|---|
| <p>Discussion with Assistant Commissioner</p> | <ul style="list-style-type: none"> ▪ NYSED leadership provided information and responded to member questions about Office of Special Education (OSE) updates and priorities: <ul style="list-style-type: none"> ➢ OSE’s work is driven by the <i>Blueprint for Improved Results for Students with Disabilities</i>. NYSED is continuing to focus on least restrictive environment; achievement/performance; secondary transition; disproportionality; access to general education curriculum through specially-designed instruction; career development and work-based learning; and culturally and linguistically responsive education (need to revise the Blueprint for students with disabilities looking through this lens). ➢ SPP outcomes – looking to change landscape and where we are not meeting our targets. ➢ Special education waiver for out of level testing for students with “significant cognitive disabilities,” not for students with “severe cognitive disabilities” who are eligible for the New York State Alternate Assessment. – Submitted with NYS’s ESSA State Plan <ul style="list-style-type: none"> ○ Member comment: Will the waiver impact graduation rates? (Response: No. The waiver only applies to 3-8 State assessments and does not impact graduation.) ➢ Graduation: <ul style="list-style-type: none"> ○ Department is looking at additional pathways leading to a diploma. ○ ESSA – Allows for one diploma - Will need to determine what diploma students will receive and if NY will require five Regents examinations moving forward. ➢ First 1000 days of Medicaid: <ul style="list-style-type: none"> ○ Focus on improving outcomes for children in first 1000 days of life. ○ Collaborative effort with Department of Health to ensure smoother transition from early intervention to preschool and better coordination of services. ➢ Early Childhood Blue Ribbon Committee: <ul style="list-style-type: none"> ○ Improving Early Childhood (birth to grade 3) system and what this should look like in NYS. ○ Final recommendations to be presented at the December 2017 Board of Regents. ➢ Raise the Age Legislation: <ul style="list-style-type: none"> ○ NYS will no longer be incarcerating 16-year-olds in adult jails - Students will be placed in detention centers, special act school districts, NYSED approved private schools (16-year-olds starting in October 2018; 17-year-olds in October 2019). ○ Need to ensure students are provided full access to general education curriculum, including career and technical education and work-based learning. | <p>Assistant Commissioner informed members that he will send them his PowerPoint presentation</p> |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|--|---|------------|
| Special Education Teacher Certification | <p>NYSED leadership provided information and obtained member input on proposed extensions for certain candidates who hold a Students with Disabilities Generalist teaching certificate.</p> <ul style="list-style-type: none"> ➤ Shortage of special education teachers is a nationwide issue – fewer individuals are going into teaching and others are leaving the teaching field or retiring. ➤ Proposal would extend the grade bands in which qualified teachers of students with disabilities may teach based on experience at certain grade levels and teachers completing continuing teacher and leader education (CTLE) or college course requirement. ➤ Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ○ Would college course option be available for teachers who are already certified? (Response: Yes. The proposal applies to currently certified teachers.) ○ Agree with not going back to special education Birth – Grade 12 generalists. ○ Teachers should be taking CTLE coursework specific to students with disabilities. ○ Support possible change to allow private school teachers to participate in teacher retirement system. ○ CTLE application to provide credits is different for 4410 (preschool providers) and private schools than it is for public schools and it is difficult to get approved. ○ Look at option of getting a general education teacher working in co-teaching class being mentored by a someone with special education teacher certification. Possibly count co-teaching experience toward special education certification. ○ Suggest having a transitional certificate for general education teachers while they complete coursework. ○ Support NYSED’s recognition of need for special education teachers at high school level. ○ How does the proposal impact teachers of Students with Disabilities Grades 5-9 certification who are interested in going up or down grade levels? (Response: NYSED will look into this.) ○ What is being done to expand student with a disability teaching option as a career? Need more career and technical education (CTE) opportunities for exposing students to teaching field. Need to generate interest in the teaching field and provide early teaching preparation, including for students with disabilities. ○ Should not counsel students with disabilities out of teaching field. Institutions of higher education need support to provide support for individuals with disabilities in teacher preparation programs. ○ Students with Disabilities Grades 3-4 certification is not included in the chart. Consider adding this. (Response: May be able to refine this.) | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|---|---|------------|
| State Policy - Preschool | <ul style="list-style-type: none"> ▪ NYSED staff provided a PowerPoint “Preschool Updates, November 17, 2017” to guide the discussion on preschool policy: <ul style="list-style-type: none"> ➢ Current Initiatives: <ul style="list-style-type: none"> ○ Application and regional need process. ○ SPP Indicator 12 - Percent of children who have an IEP developed and implemented by third birthday. <ul style="list-style-type: none"> • Impacted by NYS law, which allows parents to keep preschool child in early intervention beyond his/her 3rd birthday. • Working with national technical assistance center as well as Department of Health and early intervention officials to look at process. ○ Special education integrated data system <ul style="list-style-type: none"> • Need a more cohesive system program for Pre-K. ○ Instructional mealtime <ul style="list-style-type: none"> • Member comment: Are Committees on Preschool Special Education required to add goals for lunch? (Response: Not all students need goals, e.g., therapeutic feeding goals, social emotional goals, etc.) ○ Early Childhood Blue Ribbon Committee <ul style="list-style-type: none"> ✓ Provide input to Board of Regents (BOR) workgroup to help advance a policy agenda in the areas of education and legislative policy and budget. ✓ Final recommendations will be presented to the NYS BOR in December 2017. | |
| Special Class in an Integrated Setting | <ul style="list-style-type: none"> ▪ NYSED staff provided a PowerPoint “Preschool Special Class in an Integrated Setting (SCIS) Methodology Workgroup, November 17, 2017” to guide the discussion on SCIS methodology: <ul style="list-style-type: none"> ➢ SCIS is a special class consisting of preschool students with disabilities grouped together because of similar needs for specially-designed instruction, located in the same physical space as a preschool class of students without disabilities receiving an early childhood education program. ➢ Chapter 59 of the Laws of 2017 requires the Department to recommend an alternative methodology for SCIS reimbursement to the Division of Budget no later than April 1, 2018. ➢ Programs will be reimbursed based on the alternative methodology beginning with the 2018-19 school year. ➢ Purpose of the workgroup is to inform how changes to existing program requirements and funding structure could be implemented to support quality programming opportunities for preschool students with disabilities to be educated in the least restrictive environment. | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|--|---|------------|
| <p>Computer-Based Testing (CBT)</p> | <ul style="list-style-type: none"> ▪ NYSED staff provided two PowerPoints to guide the discussions: <ul style="list-style-type: none"> ➢ PowerPoint “Computer-Based Testing (CBT), Student Testing Accommodations 2017-18, November 2017” <ul style="list-style-type: none"> ○ CBT, 2016-17 <ul style="list-style-type: none"> • Grades 3-8 ELA and mathematics - more than 28,000 students tested on computer for operational CBT. • 84 districts had schools participating in operational CBT – 167 schools administered CBT ELA and 136 schools administered CBT Mathematics. • More than 60,000 students from more than 900 schools participated in CBT field testing. • There may still be some students who need testing on paper such as: <ul style="list-style-type: none"> ✓ Low incidence languages, oral translation ✓ Test read on paper by human reader ✓ Students who are blind and read using Braille ○ Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> • How are students taught to use accommodations? (Response: Practice tests are available to public and are also available to teachers and students in secure browser.) • During practice do you get to explore accommodations? (Response: Yes, students can explore these.) Are there restrictions during testing? (Response: Yes. Accommodations must be on student’s IEP.) • Some students had trouble with mathematic tools. • Clarify difference between a test tool and an accommodation. • After the pilot, go back to districts for more feedback. Teachers are very nervous about new testing. Have districts talk about experiences publicly. Could reduce angst other districts may have. (Response: Direct feedback sessions have occurred in some areas.) • Have those who used CBT become converts? (Response: State has received positive feedback on the use of CBT. Need to get the tests in the hands of teachers early on in the school year so that it can be integrated into instruction and developing classroom tests.) • Have there been issues with time constraints? (Response: Grades 3-8 assessments are untimed, except for field tests.) • Do passages fit on screen at one time? (Response: ELA passages are custom fit.) • Are features of CBT available for classroom instruction? (Response: Not yet. Google Chrome has similar features.) | |

**Commissioner’s Advisory Panel for Special Education Services
November 16-17, 2017
New York State Education Department, Albany, New York**

| AGENDA ITEM | KEY POINTS DISCUSSION/RECOMMENDATIONS | NEXT STEPS |
|--------------------|---|-------------------|
| | <ul style="list-style-type: none"> • What is timeline for full CBT? (Response: Original timeline was 2020. Working with the Commissioner to set a new time line.) • Is CBT for Regents being considered? (Response: Possibly. Grades 3-8 assessments are developed by a vendor, whereas, the Regents are developed in-house.) • What accommodations are available for English language learners? (Response: CBT available in five languages.) <p>➤ PowerPoint “The New York State Alternate Assessment (NYSAA), Dynamic Learning Maps Alternate Assessment System”</p> <ul style="list-style-type: none"> ○ The NYSAA is part of the NYS testing program that measures student performance on alternate achievement learning standards for students with most severe cognitive disabilities. ○ NYS adopted the Essential Elements (i.e., grade level specific expectations). ○ No social studies testing for NYSAA – new this year. ○ Students are assessed using the Dynamic Learning Maps (DLM) alternate assessment system, a computer-delivered, adaptive assessment system that measures student knowledge on the Essential Elements. ○ Learning Profile: <ul style="list-style-type: none"> ▪ Provided to school where student was tested. ▪ Shows skills the student has mastered relating to specific essential elements. ▪ Bridges instruction and assessment and provides actionable steps for teachers. ○ Member Comments/Questions/Recommendations: <ul style="list-style-type: none"> ▪ Are the essential elements the same as the Alternate Grade Level Indicators? (Response: Similar but not the same.) ▪ Testing has gone well for schools. ▪ This is a very flexible assessment program. ▪ Need to provide adaptive testing for all students. | |