

NEW YORK STATE APPROVED APPR PLANS

2012-2013 SCHOOL YEAR

ARTS (DANCE, MEDIA ARTS, MUSIC, THEATER, VISUAL ART) TEACHER ASSESSMENT DATA

	<u>TOTAL</u>	<u>PERCENTAGE</u>
DISTRICTS IN NEW YORK STATE (CITY, COMMON, CENTRAL, UNION FREE, BOCES)	735	100%
APPROVED DISTRICT APPR PLANS	719	95%
DISTRICTS USING LOCALLY CREATED, SUBJECT AND LEVEL SPECIFIC ASSESSMENTS	339	47%
DISTRICTS USING REGIONALLY CREATED SUBJECT AND LEVEL SPECIFIC ASSESSMENTS	85	12%
DISTRICTS USING SCHOOL-WIDE ASSESSMENTS	273	38%
DISTRICTS USING COMBINATION OF LOCAL, REGIONAL AND SCHOOL-WIDE ASSESMENTS	12	2%
DISTRICTS NOT ASSESSING ARTS TEACHERS	10	1%
DISTRICTS USING SOME TYPE OF SUBJECT AND LEVEL SPECIFIC ASSESSMENT	436	61%

ANALYSIS

Methodology

- The data for this analysis was compiled from the NYSED website listing approved APPR plans, found at <http://usny.nysed.gov/rttt/teachers-leaders/plans/home.html>.

Regionally Developed Assessments

- Regionally-developed assessments have been selected by some districts in which their BOCES initiated the creation of Arts Assessments.
- These include Broome-Tioga, Capital Region, Franklin-Essex-Hamilton, Genessee Valley, Greater Southern Tier, Oneida-Herkimer-Madison, Onondaga-Cortland-Madison, Orange-Ulster, St. Lawrence-Lewis, Tompkins-Seneca-Tioga, and Washington-Saratoga-Hamilton-Warren-Essex.

School-Wide Assessments

- The choice of school-wide assessments appears to vary greatly across the state.
- Most frequently cited are NYSTP Assessments in ELA and Math for grades 3-8, NYS Regents Exams, AIMS WEB, Stamford, STAR, and Terra Nova.

Combination Assessment Plans

- All districts using hybrid plans have differentiated between elementary and secondary level teachers, and have chosen to apply subject specific assessment to one level and school-wide assessments to the other.

Trends

- There are very few generalizations that can be applied to the choice to utilize subject specific assessments in the Arts.
- Region, size, wealth, and demographics do not appear to be indicators of any specific trends in the use of subject specific versus school-wide assessments.
- For example, there is much disparity in Arts Assessment plans among the five large city school districts. Buffalo and Yonkers are using locally-developed grade and subject specific assessments, Rochester is utilizing regionally-created grade and subject specific assessments, Syracuse is using locally developed grade and subject specific assessments for Grades K-8 and NYS Regents Exam results for Grades 9-12, and New York City has not submitted a plan.
- Anecdotal evidence provides many reasons for subject-specific assessment choices, including accountability of teachers and district pride in quality of instruction in each subject area, as well as poor results on school-wide assessments.
- Reasons for the use of school-wide assessments include a history of superior results in these areas, lack of resources to create and administer subject specific assessments, and lack of willingness to commit district resources to develop assessment programs in support of the APPR model.
- Locally-developed grade and subject specific assessments are featuring a wide variety of formats, including paper and pencil tests, portfolios, performance tasks, and combinations of these formats.

Implications

- The majority of school districts in New York State have chosen to utilize subject and level specific assessment tools for students in the Arts.
- Schools are using a wide variety of assessment tools in the Arts with varying degrees of complexity and commitment of time and resources for their administration.
- The New York's professional arts education associations are committed to facilitating sharing of assessment experiences amongst its members to enable them to learn from one another's experiences and to utilize this knowledge as they prepare assessment models for the 2013-2014 school year.

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