STATE OF NEW YORK

3232

2021-2022 Regular Sessions

IN ASSEMBLY

January 22, 2021

Introduced by M. of A. KIM -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to requiring the commissioner of education to make recommendations to the board of regents relating to the adoption of a new definition of student academic success and performance that includes a "character growth score" to supplement student grades and testing in kindergarten through twelfth grade

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The education law is amended by adding a new section 309-b to read as follows:

§ 309-b. New definition of student academic success. 1. The commissioner shall make recommendations to the board of regents relating to the adoption of a new definition of student academic success and performance that includes a "character growth score" to supplement student grades and testing in kindergarten through twelfth grade.

2. Prior to making the recommendations to the board of regents, the commissioner shall:

a. seek the recommendations of teachers, school administrators, teacher educators and others with educational expertise in the proposed "character growth score" of student performance and academic success;

b. consider using all non-cognitive and emotional intelligence traits that include grit, zest, self-control in completing school work, interpersonal self-control, optimism, gratitude, social intelligence and curiosity as part of the "character growth score". For the purposes of this section, these terms shall have the following meanings:

(i) Grit. The term "grit" means the student finishes whatever he or she begins; tries very hard even after experiencing failure; and works independently with focus.

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

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(ii) Zest. The term "zest" means the student actively participates; shows enthusiasm; and invigorates others.

(iii) Self-control -- school work. The term "self-control -- school work" means the student comes to class prepared; pays attention and resists distractions; remembers and follows directions; and gets to work right away rather than procrastinating.

(iv) Self-control -- interpersonal. The term "self-control -- interpersonal" means the student remains calm even when criticized or otherwise provoked; allows others to speak without interruption; is polite to adults and peers; and keeps his or her temper in check.

(v) Optimism. The term "optimism" means the student gets over frustrations and setbacks quickly; and believes that effort will improve his or her future.

(vi) Gratitude. The term "gratitude" means the student recognizes and shows appreciation for others; and recognizes and shows appreciation for his or her opportunities.

(vii) Social intelligence. The term "social intelligence" means the student is able to find solutions during conflicts with others; demonstrates respect for feelings of others; and knows when and how to include others.

(viii) Curiosity. The term "curiosity" means the student is eager to explore new things; asks and answers questions to deepen understanding; and actively listens to others.

c. consider the amount of evaluation time such "character growth score" will require and whether such time would distract from other mandated academic measurements;

d. consider the fiscal impact, if any, on the state of New York and individual school districts;

e. consider how the "character growth score" will be part of the annual professional percentage review and the state of New York teacher evaluation system; and

f. consider any additional factors the commissioner deems relevant.

3. No later than one hundred eighty days after the effective date of this subdivision, the commissioner shall provide a recommendation to the board of regents to adopt and promulgate appropriate rules and regulations implementing such "character growth score". Upon receiving a recommendation from the commissioner, pursuant to this subdivision, the board of regents shall vote either to accept or reject the commissioner's recommendation no later than sixty days after receiving such recommendation.

4. If the board of regents adopts such measurement, the measurement requirement shall take effect no later than the next school year after such score has been adopted.

5. If the board of regents rejects such "character growth score", the commissioner shall provide a report as to the determination of the board to the governor, the temporary president of the senate, the speaker of the assembly and the chairs of the senate and assembly committees on education providing the reasons for such rejection no later than thirty days after the board of regents rejects such measurement.

§ 2. This act shall take effect immediately.