



NEWSLINE

VOLUME 1/ISSUE 5 – JANUARY 2018

ESSA UPDATE

On Tuesday, January 16, 2018, the United States Department of Education (USDE) approved New York's Every Student Succeeds Act (ESSA) school and district accountability plan.

The press release regarding NY's approved plan may be accessed at: <http://www.nysed.gov/news/2018/us-department-education-approves-new-york-states-every-student-succeeds-act-plan>

NY's approved plan is posted to the Office of Accountability's ESSA Website as follows:

- Without tracked changes: <http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf>
- With tracked changes: <http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018-with-tracked-changes.pdf>

Approval of the plan ensures that New York will continue to receive approximately \$1.6 billion annually in federal funds to support elementary and secondary education.

Should you have any ESSA related questions, please send them to: ESSA@nysed.gov.

THIS JUST IN...

The Board of Regents discussed the following items presented during its [January 2018 meeting](#):

- [Innovative Strategies to Maximize Access to the Federal Child Nutrition Programs](#)
 - *Supplemental Presentation:* [Child Nutrition Programs](#)
- [Proposed Amendment to Sections 135.1 and 135.3 of the Commissioner's Regulations Relating to Health Education](#)
- [Update on Culturally Responsive-Sustaining Practices](#)
 - *Supplemental Presentation:* [Culturally Responsive - Sustaining Practices](#)
- [New York State My Brother's Keeper Changing the Narrative Newsletter](#)
 - [Percentage of Students by Race Ethnicity - Teacher Opportunity Corps II vs. All Teacher Prep Programs Statewide](#)
- [Proposed Amendment of Section 100.7 of the Regulations of the Commissioner of Education Relating to a New Pathway to a New York State High School Equivalency Diploma](#)



UPDATES FROM COMMISSIONER ELIA

- [Parent Update: Integrated Classrooms, NYSSSA, Social Media Campaigns, Public Comment](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ

On January 16, the United States Department of Education approved New York's Consolidated State Plan for Every Student Succeeds Act (ESSA) funding. This approval marks a new era in how New York will seek to increase student achievement, reduce equity gaps, hold schools and districts accountable for educational outcomes, and support districts and schools in need of improvement.



During the development of New York's ESSA plan, the New York State Education Department created a library with an extensive array of documents and supporting materials, to provide stakeholders with information regarding the contents

of the plan. These documents may be found at: <http://www.p12.nysed.gov/accountability/essa.html>. New York's ESSA plan is multifaceted, addressing among other areas, our strategies for meeting the needs of students who attend schools receiving Title I funds, neglected and delinquent youth, migrant youth, homeless youth, students attending rural schools, and English language learners (ELLs). The plan also describes the way in which all districts and schools will be held accountable for student performance since 2017-18 school year results will be the first ones used to identify schools for Comprehensive Support and Improvement, as well as Targeted Support and Improvement under ESSA. Below are some aspects of the plan that we encourage stakeholders, district and school leadership to know:

- In addition to English language arts (ELA) and mathematics, schools and districts are now also accountable for science results at the elementary and middle school level, as well as science and social studies results at the high school level.
- At the elementary and middle school level, the most important accountability indicators are academic achievement in ELA, math, and science and student growth in ELA and math.
- At the high school level, the most important accountability indicator is a school's 4-, 5-, and 6-year graduation rates. Schools with graduation rates below 67% are at risk of identification for Comprehensive Support and Improvement. The second most important indicators are student performance on Regents examinations.
- Schools and districts now receive "extra credit" for students who achieve at the advance level on State assessments. Previously no distinction was made between students who were proficient and those who were advanced.
- Accountability for ELLs has moved from the district level to the school level and measures the degree of annual growth that a student makes on the New York State English as a Second Language Achievement Test (NYSESLAT).
- All schools are now accountable for their rates of Chronic Absenteeism, and high schools are also accountable for the college-, career-, and civic- readiness of students, as measured primarily by the types of diplomas students receive upon graduation and the degree to which they have demonstrated success in advanced or CTE coursework. Beginning in 2019-20, schools will also be held accountable for their out-of-school suspension rates.
- Schools are accountable for an accountability subgroup (i.e., the all students subgroup, racial/ethnic subgroups, low-income subgroup, English language learner subgroup, and students with disabilities subgroup) when there are a minimum of 30 results for that group in the current and prior school year.
- At the elementary and middle school level, academic achievement in ELA, math and science is measured two ways:
 - one based upon just those continuously enrolled students who participated in the state assessments and
 - one, as required by ESSA, based on all students who should have participated in the assessments.
- Finally, Comprehensive Support and Improvement Schools are identified every three years based on the performance of all students in a school. These schools will be the focus of the Department's efforts and will be identified annually based on subgroup performance. The first identifications will be based on 2017-18 school year results. Districts are primarily responsible for their support.

We are indebted to the thousands of persons who participated in meetings, completed surveys or provided comments on our ESSA plan. Your input made the plan stronger, and we look forward to working with you to implement the plan in a way that best meets the needs of New York's students, families, schools and districts.

DID YOU KNOW...?

The U.S. Department of Education approved 16 ESSA State Plans in January 2018.

[Read More Here](#)

TITLE I TEAM SEEKING LEAs FOR NEW SELF-ASSESSMENT PILOT

The Title I School and Community Services team is seeking up to 50 Local Education Agencies (LEAs) willing to collaborate with program staff to pilot a new Self-Assessment Monitoring tool in early Spring 2018. Our goal is to create and deploy a new resource for providing school and district staff with targeted technical assistance on a range of programmatic and fiscal topics related to implementation of several

federal grant programs outlined in the Every Student Succeeds Act (ESSA). Toward that end, NYSED is seeking to establish a cohort of LEAs that reflect the diversity of the state (e.g., geographic, district size, urban/rural/suburban settings, high/medium/low need/resource capacity) to participate in the pilot. Participating LEAs will have the opportunity to provide staff with valuable input about how to most effectively engage with district and school staff in order to ensure the effective implementation of program requirements that maximizes positive outcomes for students.

LEAs may also call the Title I office at: (518) 473-0295 or e-mail questions and concerns to: conappta@nysed.gov with the subject line "Self-Assessment Pilot."

THINGS TO NOTE

- [January 10, 2018 Office of Accountability Release of Final Progress and Removal of Focus Schools/Districts Based on 2016-17 Assessments](#)
- [Non-Receivership Schools with a SIG or SIF Grant Mid-Year Report Template -September 1, 2017 – January 31, 2018](#)
- [2017-18 Progress Reporting and Performance Management for Non-Receivership Schools Receiving SIG 1003\(g\) Funding](#)
- [2017-18 1003\(g\) School Improvement Grant \(SIG\) Fiscal Monitoring Process](#)
- [Board of Regents Accepts Two Grants for Education Department Priorities](#)
- [State Education Department Proposes More Flexibility in Meeting Safety Net Requirements for Teacher Certification](#)
- [State Education Department Now Accepting Applications for Two New My Brother's Keeper Grant Programs](#)
- [Statement from Board of Regents Chancellor Betty A. Rosa and State Education Commissioner MaryEllen Elia on Executive Budget Proposal](#)
- [New York State Education Department Announces \\$1.4 Million in Grants Available to Support School Integration Efforts](#)
- [Written Testimony from Commissioner Elia for NYS Assembly Committee on Libraries & Education Technology](#)
- [New York State Summer School of the Arts Receives Award](#)
- [Reminder: New York State is Accepting Nominations for 2019 Teacher of the Year Until February 1, 2018](#)

OA TEAMS

[Accountability, Policy & Administration](#)
[Field Support](#)
[Metrics](#)
[Title I](#)

Contact Us

Via Mail:
New York State Education
Department
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, NY 11217

Via Phone:
718.722.2797

Via E-Mail:
accountinfo@nysed.gov
conappta@nysed.gov
essa@nysed.gov
selfassessment@nysed.gov

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STRATEGIES FOR SUCCESS - MAINE-ENDWELL SENIOR HIGH SCHOOL

The [Maine-Endwell Senior High School](#), located in the [Maine-Endwell Central School District](#), has been focusing its efforts on initiatives that have had a dramatic impact on the success of its students in recent years. One primary initiative is the development of Spartan Academies. These teams, created in each grade level, are the result of the school's work with DuFour's Professional Learning Communities and provides time for teachers to:

- Meet by grade level and
- Focus and synergize their efforts to maximize the impact on shared students.

The Maine-Endwell High School Spartan Academies have concentrated their efforts in three significant areas:

- Aligning expectations
- Identifying students who are struggling and implementing a team approach for intervention
- Action planning and identifying best practices in the classroom

The Spartan Academy began with 9th grade teachers and support staff to help students make a positive transition to the high school and develop deeper connections with teachers. Since its inception, the number of students failing classes has decreased significantly and the program has been expanded to all grade levels at Maine-Endwell High School.

For more information regarding these strategies, please contact Thomas Burkhardt, Principal, Maine-Endwell High School, at: tburkhardt@me.stier.org.