



# NEWSLINE

VOLUME 1/ISSUE 7 – MARCH 2018

## EVERY STUDENT SUCCEEDS ACT (ESSA) FINANCIAL TRANSPARENCY

At the March 2018 Regents meeting, Department staff provided an overview of the requirements, recommended approach and time line for implementing the fiscal transparency provisions of the Every Student Succeeds Act (ESSA).

To view the March 2018 Regents item regarding fiscal transparency and ESSA, please visit:

<http://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20Monday%20-%20Every%20Student%20Succeeds%20Act%20Financial%20Transparency%20Requirement.pdf>

Should you have any ESSA related questions, please send them to: [ESSA@nysed.gov](mailto:ESSA@nysed.gov).

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## OFFICE OF ACCOUNTABILITY NEWSLINE SURVEY

The Office of Accountability continues to seek feedback regarding the content and design of the 2017 – 18 OA Newsline. Please complete a survey, which may be accessed at:

<https://www.surveymonkey.com/r/OANewslineFeedback>.

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## THIS JUST IN...

***The Board of Regents discussed the following items presented during its March 2018 Meeting***

- [Funding for Preschool Special Class Integrated Setting Programs](#)
  - [New Funding Methodology for Preschool Inclusion Recommendations for Consideration](#) (presentation)
- [Amendment to §100.5\(b\) of the Commissioner's Regulations Relating to the Laboratory Experiences Required in Order to Take a Science Regents Examination for Students in State Agency Educational Programs and Correctional Facilities](#)
- [My History My Future: Elevating Student Voices in Honor of Black History Month](#)
- [LEAD Coalition Education Priorities](#)
- [Amendments to §52.21 and 80-5.22 of the Regulations of the Commissioner of Education Relating to the Transitional G and Pre-Professional Certificates](#)
- [Amendments to Part 30 of the Regents Rules and §52.21 and Part 80 of the Regulations of the Commissioner of Education Relating to a New Certification Area and Tenure Area for Computer Science](#)
- [Addition of a New §80-5.27 to the Regulations of the Commissioner of Education Relating to the Creation of a Transitional K Certificate for Certain New York State Licensed and Registered Health Professionals to Teach Health Education in the Classroom](#)



## UPDATES FROM COMMISSIONER ELIA

- [New York State Protects Transgender Students](#)
  - [Parent Update: PTA Legislative Summit, Black History Month, FAFSA](#)
  - [News and Notes High School Graduation Rates](#)
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**FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ  
PROMOTING EQUITY THROUGH FISCAL TRANSPARENCY**

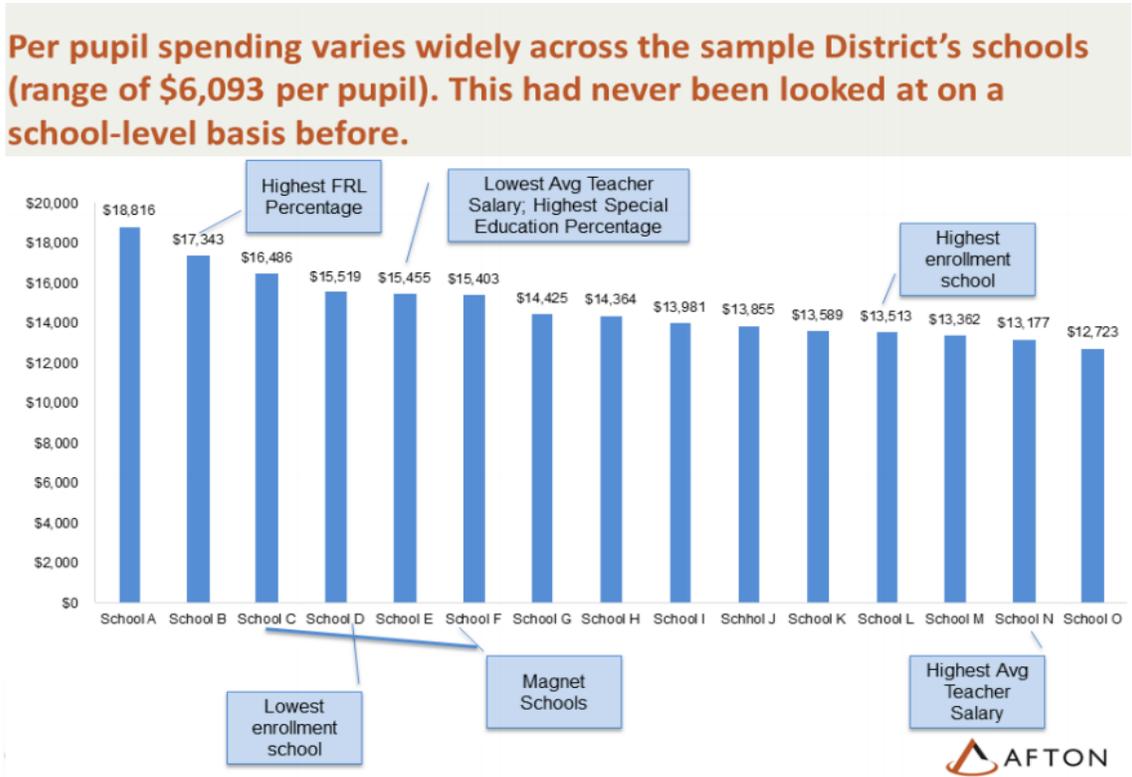


At the March Board of Regents meeting, Commissioner Elia briefed the Board of Regents on the new requirements for fiscal transparency contained in the Every Students Succeeds Act (ESSA). Beginning with the 2018-19 school year, public school report cards must contain information on “[t]he per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

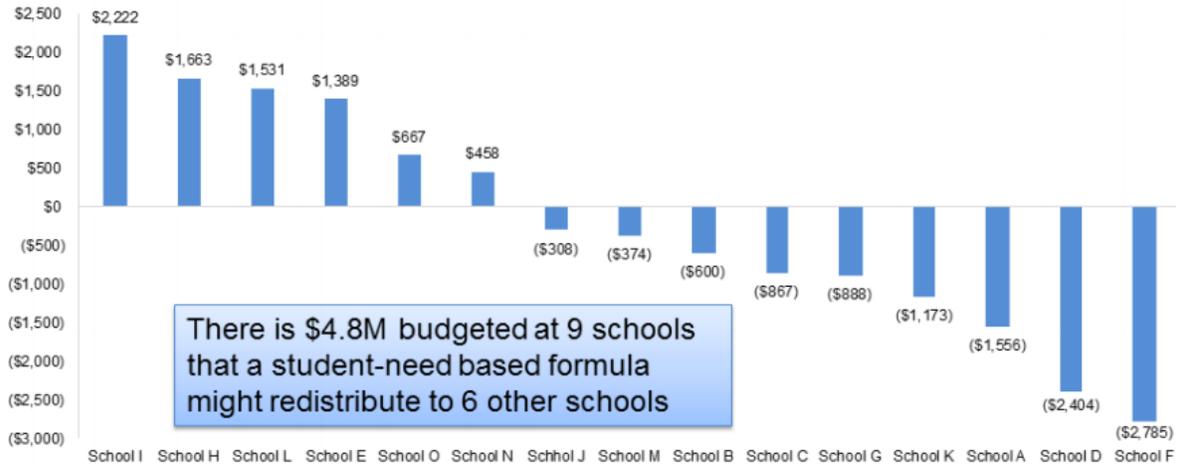
This new provision of ESSA provides an opportunity for school districts to review and analyze their allocational methodologies among schools in their district. This analysis, and the ability to compare among and across school districts, will help district and school leaders, parents, and community members determine how best to address achievement, efficiency, and equity issues within their district and schools. Per-pupil comparisons will allow district and school leaders to examine their practices and answer key questions such as:

- Do actual spending practices align with stated district goals?
- Is the district using its resources equitably?
- Are there areas where over- or underspending can be identified, and reallocations made?

With this opportunity comes challenges. Stakeholders will need to be provided with sufficient context to be able to appropriately contextualize and act upon this new information. In the Commissioner’s March 2018 presentation, shared with the Board of Regents, are two graphs regarding schools in another state. The first shows per-pupil expenditures among schools in a district, along with some information about the schools. The second shows how the district reallocated funds among these schools based on that information.



**This chart shows how much more or less budget would be provided to each school if we implemented a weighted funding formula, based on student needs**



The redistribution of funding shown in Graph 2 would narrow the gap in the amount of per-pupil expenditures among schools. But this is achieved, in part, by reducing the amount of funding being provided to the school with the highest percentage of low income students (School B) and increasing the funding to the school with the most experienced staff (School N). The magnet school in the district (School F) would have such a large decrease in funding that the school might not be able to any longer operate as a magnet school. Has the district made the right decisions in terms of increasing equity in resources among schools in the district? While at first glance this appears to be the case, without further context, we simply don't know, because more equal does not always mean more equitable.

In the months ahead, the Department will work with stakeholders to address such issues as:

- Implementing budget accounting at the school level
- Developing understanding in local communities about what to interpret and use these reports
- Ensuring accuracy and internal controls for future audits

Knowledge can be a powerful tool, but a little knowledge devoid of context can be a distraction. We look forward to working with you to make these fiscal transparency reports a mechanism to engender in your district and school communities meaningful and productive conversations regarding how best to use resources to support your educational goals.

The Every Student Succeeds Act Financial Transparency Requirement presentation may be found at: <http://www.regents.nysed.gov/common/regents/files/Full%20Board%20-%20Monday%20--%20Every%20Student%20Succeeds%20Act%20Financial%20Transparency%20Requirement.pdf>.

### DID YOU KNOW...?

That New York State offers the Excelsior Scholarship - a tuition-free degree program for families and individuals making up to \$125,000 per year?

[Read More Here](#)



## TITLE I TEAM SEEKS INPUT OF SPRING/SUMMER TECHNICAL ASSISTANCE TOPICS

The Title I School and Community Services team is committed to providing staff from Local Education Agencies (LEAs), Boards of Cooperative Educational Services (BOCES), and private school officials with technical assistance to support the timely and effective implementation of new ESSA requirements. Toward that end, the Title I team is seeking input from the field about topics of interest for technical assistance (e.g., equitable services for private schools, Title I supplement not supplant requirements, schoolwide program planning and flexibilities, and evidence-based use of Title IIA funds). In addition, we are interested in hearing what formats are most effective for sharing information with school and district leaders from across the state (e.g., webinars, regional trainings, conference calls, Q&A documents). Your input will help us to develop our Technical Assistance plan for the remainder of 2018.

Current technical assistance resources are posted online at <http://www.nysed.gov/essa/schools/consolidated-application>.

Individuals should send an e-mail with suggested technical assistance topics and formats to [conappta@nysed.gov](mailto:conappta@nysed.gov) with the subject line “Technical Assistance Recommendation.”

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### THINGS TO NOTE

- [Press Release: State Education Department Proposes New Teaching Certificate to Allow Certain Licensed Health Professionals to Teach Health Education](#)
- [Statement by Board of Regents Chancellor Betty A. Rosa and Education Commissioner MaryEllen Elia on National School Walkout](#)
- [Commissioner Elia Issues Open Letter to Governor Cuomo](#)

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### WE USED TO BE A FOCUS DISTRICT, AND NOW WE'RE NOT

School improvement is anything but a controlled experiment. After many years of being on the Focus List, the [Haviland Middle School](#) and [Franklin D. Roosevelt Senior High School](#), in the [Hyde Park Central School District](#) (CSD), have met their targets and are on a journey of continuous learning and growth.

The Hyde Park CSD believes that it owes its progress to many factors, including strong building and district leadership and an excellent instructional staff. They also credit the Advancement Via Individual Determination (AVID) College Readiness System for their success (<http://www.avid.org/>). AVID is a global nonprofit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

The first cohort of AVID elective students in the Hyde Park Central School District graduated last spring. While the overall four-year graduation rate was at 80%, the rate was 100% for AVID students. Aviva Kafka, Deputy Superintendent of Hyde Park CSD, states that students were also offered over \$279,000 in college scholarships. This is especially impressive when you consider that they are all first-generation college students.

“The professional development offered at Summer Institute is the best training at the secondary level that I have ever seen” said Ms. Kafka. “Teachers come back motivated to bring high engagement strategies into their classrooms. The infrastructure of the college readiness system has enabled us to align all of initiatives with AVID so that we are preparing all of our students for success!” For more information, please visit: <https://www.hpcsd.org/>.

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### STRATEGIES FOR SUCCESS - [BRONXVILLE ELEMENTARY SCHOOL](#)

Bronxville Elementary School has built on the vision of Bronxville UFSD's Promise to develop students as critical thinkers, innovators, leaders and engaged citizens through the implementation of a consistent and clearly articulated curriculum that is student-centered. Its curriculum includes Teachers College Reading and Writing Project, Singapore Mathematics, Makerspace and coding and Project Based Learning. The school allows students to engage in inquiry, problem-solving, authentic learning and 21st-century literacy in which they are called to action.

The Bronxville Elementary School has made great efforts to consistently monitor student progress for all students. The school has also implemented specific interventions for students based on data, which has helped each child work towards achieving their goals.

For more information regarding how the school achieved Reward School status, please visit: <http://www.bronxvilleschool.org/about/news/bronxville-elementary-recognized-reward-school/>. In addition, you may contact principal, Tricia Murray at: [tmurray@bronxvilleschool.org](mailto:tmurray@bronxvilleschool.org) for further information.

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## REMINDER: REGISTRATION OF PUBLIC SCHOOLS

The Department requires that school districts making changes to the registration of schools and creating new schools for the 2018-19 school year, submit the appropriate forms for Public School Registration, which may be found at: <http://p12.nysed.gov/accountability/PublicSchoolRegistrationAPA.html>. The deadline for the 2018-19 school year was **Thursday, March 1, 2018**. However, extensions for submitting School Registration forms can be granted based on a written request from the district. The written request can be sent to: [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

Public School Registration changes include:

- opening a new public school,
- closing an existing public school,
- modifying the grade organization of an existing public school, and/or
- changing the location of a school.

In addition to the submission of forms, regulations also require districts to submit a signed copy of the Board of Education resolution, explicitly approving all changes that have been requested for each school.

After a district's submission is received, NYSED staff will review the submission and the Commissioner will make recommendations to the Board of Regents regarding the approval of petitions for new schools. The district must satisfactorily demonstrate that the school will be operated in an educationally sound manner; follows applicable statutes, rules and regulations relating to public schools; and will operate in accordance with applicable building codes pursuant to a certificate of occupancy. School Registration submissions and inquiries regarding the process can be sent to: [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

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