



ESSA UPDATE

New York State's Every Student Succeeds Act (ESSA) plan and three waivers were submitted to the United States Department of Education (USDE) on September 18, 2017. Preliminary feedback on the plan from USDE is expected in December 2017. Approval of the final ESSA Plan is anticipated in mid-January 2018.

Detailed ESSA Monographs, which concisely explain New York's ESSA plan, are available for parents, teachers, and school board members on the ESSA website at: <http://www.p12.nysed.gov/accountability/essa.html>.

Please note that the New York State Education Department plans to make recommendations to the Regents in December 2017 regarding budgetary and legislative initiatives to support ESSA implementation. Please send your ESSA related questions to: ESSA@nysed.gov.

THIS JUST IN...

The Board of Regents P-12 Committee discussed the following items presented during its October 2017 meeting:

- [Students Displaced by Recent Hurricanes](#)
- [New Section of the Commissioner's Regulations to Allow a Temporary Certificate for Teachers Displaced from Puerto Rico and/or Another U.S. Territory, as a Result of Hurricane Maria, to Teach in New York State](#)
- [Proposed Amendment of Section 100.7 of the Commissioner's Regulations of Education Relating to a New Pathway to a New York State High School Equivalency Diploma](#)
- [Discussions Regarding the Charter School Performance Framework, Section 3.16 of the Rules of the Board of Regents, and Key Decision-Making Points](#)
 - [New York State Charter Schools - Overview of the Charter School Performance Framework](#)
- [Review of the New York State High School Diploma Requirements and Plan and to Seek Input from the Field and Various Stakeholder Groups](#)
 - Additional information is available here:
 - [A Discussion of Diploma Requirements](#)
 - [PTECH Presentation](#)



UPDATES FROM COMMISSIONER ELIA

- [State Education Department Proposes Regulation Changes To Add A New Pathway To A High School Equivalency Diploma](#)
 - [Board Of Regents Acts To Help Teachers Displaced By Hurricane Maria Get Temporary Certification To Work In NY](#)
 - [Parent Update](#)
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FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



“April is the cruelest month,” wrote T.S. Eliot in his famous poem, “The Waste Land.” But this year it is September that has brought devastation to communities throughout the Gulf Coast and the Caribbean. In particular, hundreds of thousands of families in Puerto Rico have been displaced by effects of Hurricane Maria. With New York being home to the largest population of persons of Puerto Rican heritage outside of Puerto Rico itself, the New York State Education Department is anticipating that large numbers of students from Puerto Rico will be enrolling in schools throughout the state in the coming months. The Department recently issued guidance on students displaced by recent hurricanes that can be found here:

<http://www.nysed.gov/common/nysed/files/students-displaced-by-recent-hurricanes.pdf>.

I encourage all districts and school leaders to review this guidance and to note especially that almost all students who enroll in your schools as a result of being displaced by hurricane damage will be considered homeless under the provisions of the McKinney-Vento Homeless Education Assistance Act, even if these students are living temporarily with relatives. Under the McKinney-Vento Act, students in temporary housing can enroll immediately in a school in the district where they are temporarily living, even if they do not have the documents normally needed or missed enrollment deadlines. In addition, these displaced children are eligible for free school meals, Title I services, and services to support students with disabilities and English language learners.

If you need assistance addressing the needs of this population, the Department’s homeless education technical assistance center, NYSTEACHS, has many resources available, including outreach posters and brochures, and a hotline available to answer your questions Monday - Friday from 9:00 am to 5:00 pm, (800) 388-2014. You may also contact, Melanie Faby, State Homeless Program Coordinator, at melanie.faby@nysed.gov or call (518) 473-0295 for assistance.

As educators, it is our responsibility to illuminate the world with learning, and I know you will welcome students who are facing their darkest times to your schools and make them safe havens for these students.

2017-18 TITLE I COMPARABILITY REPORT

Local Education Agencies (LEA) are required to use state and local funds to provide services in Title I schools that are comparable to those provided in non-Title I schools. All LEAs that submitted a 2017 - 18 LEA Application for ESSA-Funded Programs provided assurances that services would be comparable within their LEA. NYSED will use the 2017 - 18 Comparability Report to monitor each LEA’s implementation of those assurances.

Please note that:

1. Many LEA are eligible for an exemption.
2. The Title I Office has posted a Technical Assistance webinar to help LEA complete the Comparability Report.
3. LEAs should use the Comparability Workbooks to review student-to-staff ratios that are used to demonstrate Comparability.

The 2017-18 LEA application for ESSA-Funded Programs is located at: <http://www.nysed.gov/essa/schools/consolidated-application>

LEA may e-mail questions/concerns regarding the 2017-18 Title I Comparability Report to conappta@nysed.gov.

HIGHLIGHTS THE FROM FOCUS DISTRICT INSTITUTE

Approximately 200 educators met in Albany on September 25 and 27, 2017 for the Fall Focus District Institute. Participants received updates on the continued evolution of the Diagnostic Tool for School and District Effectiveness (DTSDE) process and attended workshops based on feedback that is commonly given to schools during DTSDE visits. The following items were emphasized during the Focus District Institute:

1. School leaders must plan carefully when thinking about how to implement initiatives specific to their schools.
2. When giving feedback, school leaders must make sure that they have the opportunity to give feedback on the quality of what they observe, as opposed to just noting the existence of something or the frequency with which it occurs.
3. There is no such thing as “it is too soon to see impact.” School leaders are expected to be looking for the impact of their efforts as soon as they start an initiative. When planning new initiatives, schools should be specific about what they want to see right away once the initiative is rolled out. In addition, school leaders are expected to examine outcomes to determine if intended targets are achieved by closely monitoring the roll out of initiatives.

Please contact the School and District Field Support Services team at fieldsupport@nysed.gov with any questions concerning the DTSDE process.

DID YOU KNOW...?

That October 2017 is
School Vision Health
Month?

[Read More Here](#)

THINGS TO NOTE

- [State Education Department Advises Schools on Rights of Students Displaced By Recent Natural Disasters](#)
- [Statement from Board of Regents Chancellor Betty A. Rosa And State Education Commissioner MaryEllen Elia on SUNY Charter Teacher Certification Vote](#)
- [State East Ramapo Monitors Provide Update on District's Continued Academic & Fiscal Progress](#)

STRATEGIES FOR SUCCESS - ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

The Achievement First Bushwick Charter Schools is honored to be recognized as a Reward School for the 2017 - 18 school year. We at [Achievement First Schools](#) believe that instruction hinges on one audacious goal—outstanding student achievement.

To support this goal, rigorous standards are set for students and the school provides high-quality curriculum and ongoing professional development. Teachers regularly analyze student data to drive daily instruction and long-term planning. Simultaneously, teachers and staff work hard to build a warm, joyful environment, where scholars feel loved, supported, and WANT to work hard every day.

The Achievement First Bushwick Charter School (K-12) attributes its strong results to some core practices. Below are a few highlighted practices:

In math -

1) Strategically responding to weekly quiz data & looking at student work in order to address misconceptions immediately, and close gaps within a single week. Weekly teachers:

- Administer a quiz across the Achievement First network
- Conduct a looking at student work (LASW) protocol to identify the biggest conceptual gaps for the most commonly missed question(s)
- Plan a strategic questioning preview for students to discuss, identify, and fix their misunderstanding
- Redesign materials for our “Cumulative Review” block based on data, so students can get multiple at bats at practicing the skill (and skills taught in the prior week) before the next weekly quiz

2) Use of effective in-the-moment rapid feedback & strategic interventions based on recent data (e.g. pull-out groups, prioritized circulation/feedback during independent practice, parallel teaching of core instruction in specific grades, after-school home work support, daily intervention for most struggling scholars).

In English Language Arts (ELA) -

- 1) Daily delivery of a rigorous program that focuses on all aspects of literacy development – phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.
- 2) Strategically responding to bi-weekly quiz data & looking at student work in order to address misconceptions immediately, and close gaps within a single week. Weekly teachers:
 - Administer a quiz across the Achievement First network
 - Conduct a looking at student work (LASW) protocol to identify the biggest conceptual gaps for the most commonly missed question(s)
 - Plan a reteach lesson to address misconceptions
- 3) Our scholars get to read for over 90 minutes each day, and they read books across many genres that are at their independent level and instructional level. This creates a love of reading across grades.

Robust RTI -

- 1) Teachers and staff consistently collect and monitor data throughout the year in both ELA and math. By doing so, the school is able to support scholars who are not yet meeting grade level benchmarks and provide targeted, small-group intervention.

For more information please contact Courtney Sartzky, Principal, Achievement First Bushwick Charter at courtneysartzky@achievementfirst.org.

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