



NEWSLINE

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THIS JUST IN...

The Board of Regents P-12 Committee approved items that were presented during its September 2017 meeting including:

- [New York's Every Student Succeeds Act Plan](#)
The revised draft Every Student Succeeds Act (ESSA) State Plan and associated waivers for submission to the United States Department of Education by September 18, 2017.
- [New York's Next Generation Learning Standards for English Language Arts and Mathematics](#)
Next Generation Learning Standards for English Language Arts (ELA) and Mathematics to ensure a successful implementation of the new standards.
- [Learning Standards for the Arts \(Dance, Music, Theater, Visual and Media Arts\)](#)
New York State P-12 Learning Standards for the Arts currently under consideration for implementation in all schools beginning with the 2018-19 school year.
- [McKinney-Vento Regulations](#)
An amendment to section 100.2(x) of the Regulations of the Commissioner of Education to implement the provisions of McKinney-Vento Homeless Assistance Act for the education of homeless children and youths, as amended by ESSA.
- [Amendments to Local Assistance Plan \(LAP\) and Focus Schools Regulations](#)
An amendment to section 100.18(g) of the Commissioner's regulations to remove the requirement that Local Assistance Plan (LAP) and Focus Schools be identified using assessment results from the 2015-16 and subsequent school years.

Review and Approval of 2017-18 LEA Application for ESSA-Funded Programs

New York State Education Department staff are now reviewing and approving 2017-18 LEA ESSA-Funded Program applications. As budgets are approved, they will be forwarded to Grants Finance for processing. Once an application is approved, the Superintendent/CEO will receive a formal notification of approval. Applications requiring additional information will be returned to the LEA. Reviewer comments and requests for information will be flagged for easy identification. Information about the NYS ESSA plan can be found at:

<http://www.nysed.gov/essa/schools/consolidated-application>

<http://www.oms.nysed.gov/cafe/reports/>

LEAs are encouraged to adjust the content of response(s) and resubmit as soon as possible to expedite the approval process. The name and contact information of the LEA's reviewer will be provided in the "comments" section of the application. LEA's may also e-mail questions/concerns to conappta@nysed.gov.



UPDATES FROM COMMISSIONER ELIA

- [Board of Regents Approves NY'S Every Student Succeeds Act Plan](#)
- [New York's Next Generation Learning Standards for English Language Arts and Mathematics](#)
- [News and Notes: Back to School Edition 2017](#)
- [State Education Department Releases Spring 2017 Grades 3-8 ELA and Math Assessment Results](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ

For the past fifteen years as I have traveled the state to explain New York's school and district accountability system, one of the first slides in my deck has typically contained a quote attributed to Albert Einstein, which says, "Not everything that counts can be counted, and not everything that can be counted counts."



We recognize considerable wisdom in Dr. Einstein’s observation. We know that parents and the public believe that good schools do more than ensure that students are proficient in language arts and mathematics, as foundationally important as such proficiency is. When students graduate from our schools, we want them to be prepared for college and careers, but we also want them to be prepared to live a good life and lead lives of good.

By this, I mean that we want our children to have an appreciation for the arts, to be physically fit, to make good life choices and to be resilient. To live lives of good, we want our children to be empathetic persons who care about and engage with their communities.

For students to graduate from school prepared in this way requires that students have access to support for their social-emotional well-being and to opportunities to serve their communities and to engage in sports and the arts. It also requires that we promote a relationship of trust, cultural responsiveness and respect between schools and families.

These are not easy things to count, but in our new ESSA accountability plan, we are taking the first steps in this direction by including in our methodology for differentiating school and district performance student results in science and social studies; acquisition of English proficiency by English language learners; chronic absenteeism rates; and a measure of college, career, and civic readiness, with more “nonacademic” measures to be reported as we develop a new “data dashboard.” Over time, some of these newly reported measures may be included in our accountability system. In addition, as we conduct diagnostic reviews of schools and work with staffs to jointly develop recommendations for improvement, we will focus more on how addressing these factors can contribute to improved student results.

We are excited about the new flexibility that ESSA gives us in how we report and categorize school and district performance and support improvement activities in all schools, particularly those in need of comprehensive support. We wish you a great school year and look forward to working with you to achieve our shared goal of ensuring that every student in New York receives a high quality, well-rounded education.

THE SCHOOL AND DISTRICT REVIEW TEAM IS NOW THE FIELD SUPPORT TEAM

DID YOU KNOW...?

That “State officials plan to use student absenteeism, rates of student growth, access to higher level coursework and other measures when determining what schools fall in the bottom 5 percent in performance.”

[Read More](#)

1. What is the reason behind the renaming of the School and District Review Team to the Field Support Team? The DTSDE review process has continuously evolved since it was introduced in 2012. While the tenets and statements of practice remain as relevant as ever, the role of the on-site visit has shifted considerably over the past five years. During that time, the process has moved from being focused on evaluating and rating schools to its current focus, which is to provide high-quality feedback, guidance, technical assistance and school-specific recommendations. We want to make it clear that when we visit a school, we are not there to provide a rating; instead, we visit schools so that we can provide support and feedback necessary to help schools with their improvement efforts. In addition, schools that receive Integrated Intervention Team (IIT) visits this year will also receive a series of follow-up visits by an Outside Educational Expert to extend the support provided beyond the days of the initial IIT visit. Our team will continue to look for opportunities to provide additional support to schools under the Every Student Succeeds Act (ESSA) beginning in the 2018-19 school year.

2. Will the Field Support Team follow the same procedures in the school and district review process this school year or should the field expect a change? If the procedures are different, how have they changed? The procedures will be similar to previous years; however, schools and districts should expect a greater emphasis on the IIT visit serving as a needs assessment. Since the goal of the visit is to identify the best recommendations possible, the IIT will focus its discussions on the needs of the schools, with an increasing focus on the root causes

behind those needs. Additionally, collaborative problem solving with stakeholders will allow us to provide solutions that address the needs of each school/district. In addition, NYSED will increase the number of follow-up visits to schools following the initial IIT visit to provide further support to school leaders as they consider the next steps toward improvement.

3. Will the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric/Six Tenets continue to be utilized to consider how a school and district's practices can create the optimal conditions of learning? If not, what tool(s) will be utilized to measure a school and district's practices? The DTSDE rubric is the foundation for which we work with schools and districts to reflect on their current practices. Similar to previous years, the role of the rubric will not be used to “assess” schools for the purpose of providing schools with a rating; instead, the rubric will be used to help consider areas of need within the six Tenets.

4. What new practices will the Field Support Team implement as a result of the Every Student Succeeds Act (ESSA)? One of the requirements of ESSA is that all identified schools receive a needs assessment that informs an annual plan developed by stakeholders. The identification of schools and the work of the Field Support Services team under ESSA will commence during the 2018-19 school year; however, as mentioned earlier, schools and districts being visited this year can expect to see a greater emphasis on the IIT visit serving as a needs assessment. Schools and districts will also see

evidence of this emphasis on the visit as a needs assessment in the revised self-reflection and can expect thorough questioning about areas of need.

5. How are you planning to handle the transition of existing Priority and Focus schools to Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools? New York State has spent the past five years developing and enhancing the DTSDE process, which began as an evolution of previous review processes, including the Joint Intervention Team (JIT) visits, and School Quality Reviews (SQRs). As such New York is uniquely positioned among states across the country for the ESSA requirement that all schools receive a thorough needs assessment.

During the 2018-19 school year, NYSED will release its new accountability determinations based on the criteria outlined in New York's ESSA plan. The schools identified as being in the bottom five percent of the state or as having a graduation rate below 67 percent will be known as Comprehensive Supports and Improvements (CSI) schools. NYSED will actively be involved in the needs assessment process for CSI schools, and the Department will also approve the plans that are developed following the needs assessment. NYSED will focus its attention on the CSI schools under ESSA. The Department will rely on local school districts to provide the required oversight and support for Targeted Supports and Improvement (TSI) schools, which are identified for subgroup performance. This practice will be different than the current practice, since NYSED currently provides support and oversight for both Priority and Focus schools.

The Department is hopeful that in being able to target its support toward schools most in need, it will be able to focus its resources and provide greater support to CSI schools. The Department is also hopeful that its efforts to promote a standard needs assessment process through the DTSDE will ensure a smooth transition under ESSA when districts will be responsible for conducting needs assessments and approving plans of TSI schools.

6. Is there anything else that the field should be aware of as they prepare for the upcoming on-site diagnostic school and district visits? We want those in the field to know that our staff are here to support them. School leaders can continue to expect to receive initial contact from NYSED six weeks prior to the schedule review. Throughout the review process, schools and districts are encouraged to submit any questions they may have to the Field Support Team representative who will be visiting the school. In addition, they should not hesitate in reaching out to the Field Support team with any questions they may have via e-mail to fieldsupport@nysed.gov. We will gladly answer inquiries.

Contact Us

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THINGS TO NOTE

A newly updated Request For Qualifications (RFQ) for Independent Receivers in New York State has been posted by the New York State Education Department (NYSED) to enable non-profits, individuals, and school districts in good standing to apply to become Approved Independent Receivers of Persistently Struggling and Struggling Schools. For complete guidelines, please visit:

<http://www.p12.nysed.gov/comprcontracts/rfq-17-002/home.html>
<http://www.p12.nysed.gov/comprcontracts/comprcontracts.html>

STRATEGIES FOR SUCCESS – JAMES I. O'NEILL HIGH SCHOOL

[James I. O'Neill High School](#) of the [Highland Falls-Fort Montgomery CSD](#) is honored to be recognized as a Reward School for the 2017-18 school year. A dedicated faculty and supportive school board and community are certainly due credit for this recognition. Moreover, fidelity to a number of practices has created a learning environment where students are supported and gains in achievement are made.

The Highland Falls – Fort Montgomery CSD has focused on a number of practices which have engendered success. The District:

- implemented instructional rounds as a research-based tool to examine our teaching practice, developing an understanding of what quality instruction looks like, and as a means of moving in directions that impact student learning.
- focused on questioning and critical thinking as tools by which deeper teaching and learning is accomplished.
- embraced Family and Community Engagement as a research-based tool for student achievement. Bridging home and school through various activities, we foster positive relationships and have energized our primary focus of student success.
- effectively used data to inform decisions in all facets of our program.

For more information please contact Dr. Frank Sheboy, Superintendent, Highland Falls-Fort Montgomery CSD.