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Our Students. Their Moment.

New York State's ESSA Plan

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Adapted from the presentation made to Suffolk County
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What is the Every Student Succeeds Act (ESSA)?

The Every Student Succeeds Act (ESSA) is a federal law that includes requirements for schools, Local Educational Agencies (e.g., districts) and states, including some related to **accountability, school improvement, educator development and student supports.**

ESSA passed in 2015, replacing the No Child Left Behind Act from 2001. All states were required by the U.S. Department of Education (USDE) to submit by September 2017 their ESSA implementation plan for approval.

Submission of Waivers Related to the State's ESSA Plan

At the same time the ESSA plan was submitted to the USDE, the Department submitted requests for waivers to the ESSA statute in three areas:

1. Double testing of middle school students taking Regents exams (approved)
2. ELA Testing for Second Year English Language/Multilingual Learners (denied)
3. Off Grade Testing for Students with Disabilities (denied)

A Well-rounded Education for All

New York State's accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on the indicators below:		Future indicators:
For all schools	For high schools	
<ul style="list-style-type: none">English language artsMathScienceProgress in learning English (for those who are learning English as an additional language)Chronic absenteeism (absent 10% or more instructional days)	<ul style="list-style-type: none">Social studiesGraduation rateCollege, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.	<ul style="list-style-type: none">Out-of-school suspensions (beginning with 2018-19 results)Being ready for high school (once data becomes available)

Goals, Measures, and Accountability

New York State will use multiple measures of success to identify schools, beginning in 2018-2019

Student Academic Achievement

For **all schools**, measures achievement on state assessments in English language arts (ELA), math and science. Additionally, for **high schools**, measures achievement on state assessments in social studies. There are several measures of academic achievement within the system

Student Growth

For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years

Academic Progress

For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and interim targets

Graduation Rates

For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and interim targets

English Language Proficiency

For **all schools**, measures the progress of English Language Learners in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT)

Chronic Absenteeism

For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and interim targets

College, Career and Civic Readiness

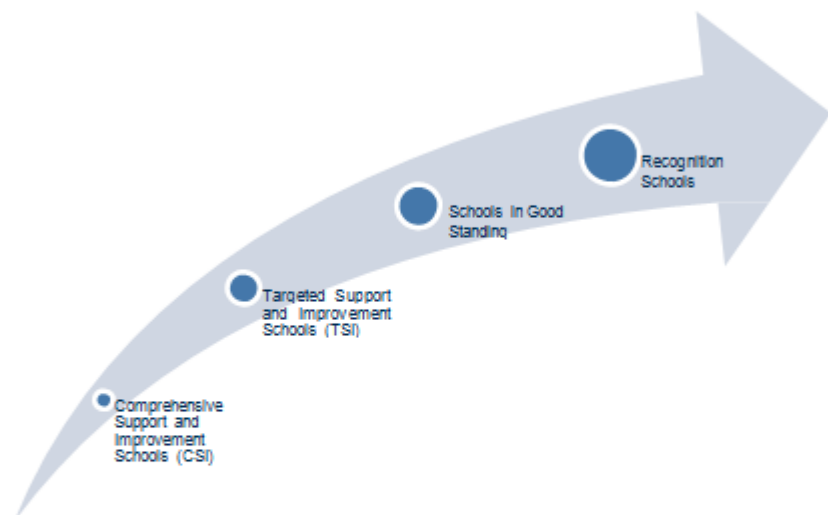
For **high schools**, measures the percentage of students who are leaving school prepared for college, career and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators

College, Career and Civic- Readiness Index

Readiness Measures	Weighting
<ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Regents Diploma with CTE Endorsement • Regents Diploma with Seal of Biliteracy • Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam • Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam • Regents Diploma and the passage of nationally certified Career and Technical Education (CTE) examination • Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics and science 	2.0
<ul style="list-style-type: none"> • Regents Diploma and high school credit earned through participation in an AP, IB or dual enrollment (in high school and accredited college) course • Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement • Skills and Achievement Commencement Credential with an average score of 3 on the NY SAA in language arts, mathematics and science 	1.5
<ul style="list-style-type: none"> • Regents or Local Diploma only • Skills and Achievement Commencement Credential with an average score of 2 on the NY SAA in language arts, mathematics and science 	1.0
<ul style="list-style-type: none"> • Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) • CDOS Credential 	0.5
<ul style="list-style-type: none"> • No high school diploma or HSE diploma 	0

Note: If a student achieves multiple readiness measures, the student is weighted at the weight of the most heavily weighted measure he or she achieves. For example, if a student receives a Regents Diploma with a Seal of Biliteracy and also passes a dual enrollment course, she is weighted at 2.0.

Four Categories for Identification of Schools



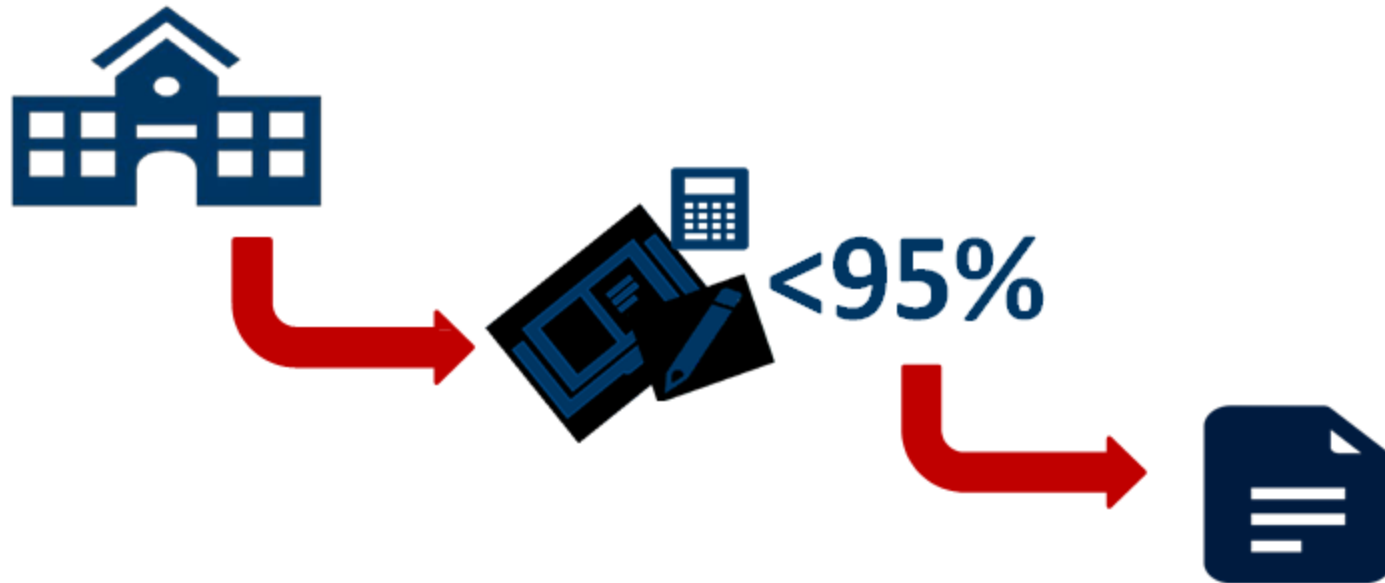
How does New York State identify schools for recognition and support?

- New York uses each of the seven indicators to identify schools.
- All public schools will receive one of four ratings:

Recognition Schools	A school in Good Standing that is high-performing or rapidly improving as determined by the Commissioner
Schools in Good Standing	A school that is not TSI or CSI
Targeted Support and Improvement Schools (TSI)	A school with low-performing subgroups of students
Comprehensive Support and Improvement Schools (CSI)	A school with low overall performance for the all students group or a school with low-performing subgroups that have not improved

Districts & Schools Failing to Meet 95% Participation Rate

Districts and schools that fail to meet the 95% participation rate for all students and/or one or more subgroups will be required to create a plan that will address low testing rates.



Financial Transparency Requirement

Header -Section 60-

ESSA requires that beginning with the 2019-2020 School Year, all State Report Cards must include:

“The 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.”

Footer -Section 60-

ESSA Plan Implementation:

Next Steps

Winter 2018 - Draft Commissioner's Regulations (CR) to align with approved ESSA Plan

Spring 2018 –CR presented to Board of Regents, information disseminated

Summer 2018 – adoption of CR

Fall 2018 – new Accountability Determinations

