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Our Students. Their Moment.

# **Every Student Succeeds Act (ESSA)**

## **New York State Council of Education Associations**

**Presented by  
Jason Harmon  
October 13, 2017**



# New York's Voices, New York's Plan: *Stakeholder Feedback on ESSA Plan*

Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for all students.

## Consultation Activities



- ESSA Think Tank
- Title I Committee of Practitioners
- ESSA Winter Regional Meetings
- ESSA Spring Regional Meetings

## Work with National Experts



- Linda Darling-Hammond, Learning Policy Institute
- Scott Marion, National Center for Improvement of Educational Assessment
- CCSSO, Brustein & Manasevit



Consultation with Governor's Office  
and Legislature



# New York's Voices, New York's Plan: Stakeholder Feedback on ESSA Plan



## ESSA Think Tank

- **Over 100 Organizations Represented:** Including district leaders, teachers, parents, community members and students



## Fall & Winter Regional Meetings

- **120 Meetings statewide:**
  - ✓ 37 Boards of Cooperative Educational Services (BOCES)
  - ✓ Five largest City School Districts
  - ✓ Attended by more than 4,000 stakeholders



## Public Hearings

- **13 public hearings statewide:** Albany, Binghamton, Bronx, Brooklyn, Buffalo, Long Island, Manhattan, Plattsburgh, Queens, Rochester, Staten Island, Syracuse, Yonkers
- **ESSA Think Tank meeting on June 14**
- **270+ speakers**
- **1000+ Comments Received**

## Surveys

- **Over 4,000 Responses Received on:** Possible Indicators of School Quality & Student Success; High Concept Ideas; ESSA Plan Development; and Public Comments combined.



## ESSA Plan

- ✓ Best meets the needs of the state's students, schools and communities;
- ✓ Emphasizes promoting equity in education;
- ✓ Expands measures for school support and accountability and student success; and
- ✓ Requires school-level improvement plans for lowest performing schools and schools with the lowest performance for certain student populations.

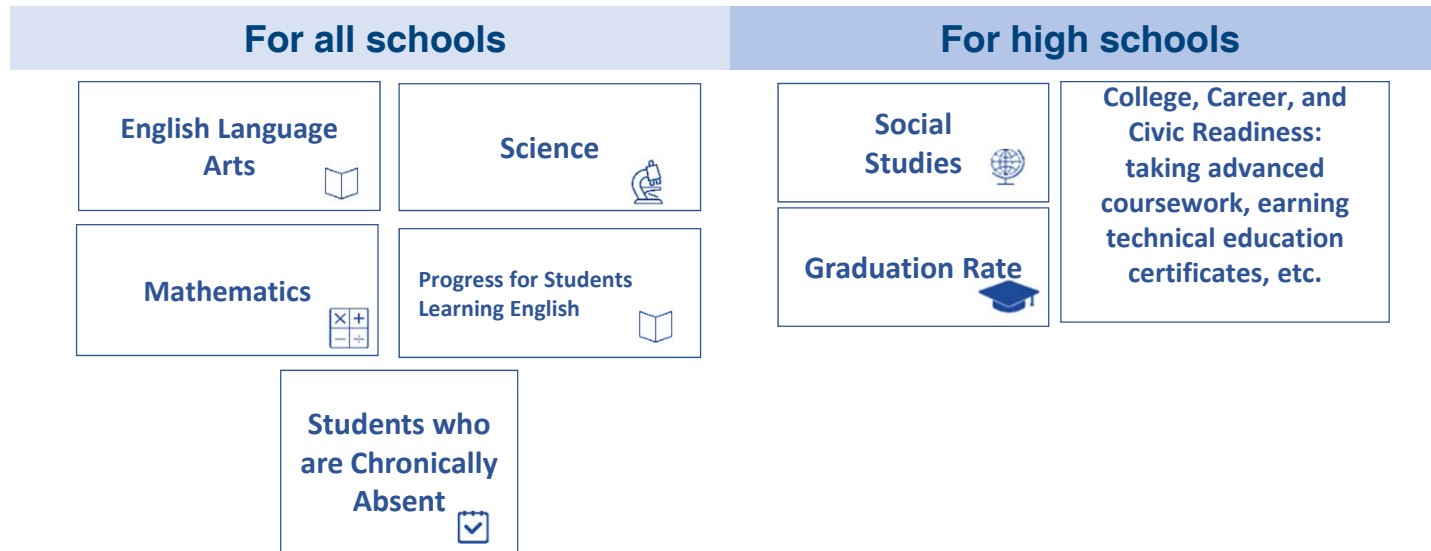


# General ESSA Update: USDE Review Timeline

- NYSED submitted the ESSA plan and the three waivers on September 18, 2017.
- By statute, USDE has 120 days to return feedback to NYSED.
- USDE has indicated that it will hold one phone conference to provide feedback to states, prior to releasing a preliminary determination letter to the state.
- Preliminary determination letters will be made public.
- At that time, NYSED will have two weeks to respond and make any revisions.
- Final plan approval from USDE is expected to be given around the end of December 2017.

# A Well-Rounded Education for All

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



- ✓ Out-of-school suspensions will be added as a measure beginning with 2018-19 school year results.
- ✓ A high school readiness index will be added once two years of data become available.

# Reduction in Testing Time

## Improvement in the Testing Experience



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in tested grades and subgroups to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.

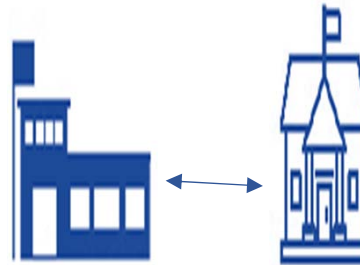


New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students' native language.

# Redefinition & Reimagination of the Educator Preparation Experience



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

# New York State's Commitment to Working with Districts to Ensure Cultural Responsiveness



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and development in culturally responsive instruction.



Schools will get assistance to write improvement plans that include culturally responsive and linguistically appropriate supports for students and parents.



# Funds Provided to Each School District to Support a Professional Development Plan Created by Educators



Each district must establish a professional development team that includes a majority of educators and one or more administrators.



This team must develop, implement, and evaluate a Professional Development Plan that includes, among other things, mentoring for new teachers.



New York State will award Title II funds under ESSA to support local implementation of these plans.

# Encouraging and Fostering the Ability of School Boards to Advance Equity and Access for All



New reports will outline how much each district and school is spending per student and from what source.



The reports also will give information on indicators such as class size or opportunity for students to participate in the arts.



School boards can use the reports to promote equity of resources within their districts.

# A New York Sample Data Dashboard

## 2017-2018 Big Apple School Data Dashboard

- At-a-Glance
- Students
- Educators**
- Expenditures
- Environment
- Annual Assessments
- Accountability
- Preparing Students for College & Careers

### STUDENTS

Grades	PK-12
Enrollment	1,357
Students with Disabilities	22%
English Language Learners	4%
Economically Disadvantaged	64%
Free and Reduced-Price Lunch	64%

(# of students)

- American Indian/Alaska Native (3)
- Asian or Native Hawaiian/Other Pacific Islander (50)
- Black or African American (388)
- Hispanic or Latino (582)
- Multiracial (17)
- White (57)

### EDUCATORS

Teachers	91
Teaching in Field of Certification	100%
3 or More Years of Experience	100%
Teacher Attendance	97%
Teacher Turnover	5%

### AVERAGE \$ SPENT ANNUALLY PER STUDENT

School	\$12,347
District	\$13,452
County	\$14,560
State	\$13,781

### ENVIRONMENT

Student Attendance	Suspensions	Incidences of Violence
96%	8%	1.77%

### PERCENT OF STUDENTS PROFICIENT ON EXAMS

Level	English	Math	Science	Social Studies
Elementary/Middle Level	40%	42%	84%	-
High School	57%	65%	53%	61%

### ACCOUNTABILITY

STATUS: Comprehensive Support & Improvement

MEASURE	ELEMENTARY/MIDDLE	SECONDARY
Academic Achievement	Low	Low
Growth	Low	Low
Progress	Low	Low
English Language Proficiency	Low	Low
Chronic Absenteeism	High	High
Graduation Rate	Low	Low
College, Career, and Civic Readiness	Low	Low

### PREPARING FOR COLLEGE & CAREERS

Diplomas	87
Regents	93%
Advanced Designation	3%
CTE Endorsement	0%
Seal of Biliteracy	0%
Local	7%
High School Equivalency Diploma	3
12 <sup>th</sup> Graders Still Enrolled	0%
Dropped Out	0%
Accelerated Coursework	12%

\*Please note this is only a conceptual draft. The actual data dashboard will be very different.

# Identification of Schools/Districts for Support & Recognition Based on Multiple Measures

Targeted Districts	Comprehensive Support and Improvement Schools	Targeted Support and Improvement Schools	Recognition Schools	Schools in Good Standing
Districts with schools identified for Comprehensive Support and Improvement; or Targeted Support and Improvement.	Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.	Schools with subgroups that are among the lowest-performing in the state.	Schools that are high-performing or rapidly improving as determined by the Commissioner.	Schools that are not identified in any of the preceding categories.

# Setting the Context for Accountability

- Not everything that can be measured is important and not everything that is important can be measured (Albert Einstein).
- That which is measured, improves (Unknown).
- Goals worth pursuing are ones that are difficult to obtain, but possible to achieve (Ira Schwartz).

# Levels Drive the Accountability System

- Schools will be identified for Comprehensive Support and Improvement (CSI) based on lowest performance and low high school graduation rates, beginning with 2017-18 school year results and every three years thereafter.
- Schools will be identified for Targeted Support and Improvement (TSI) annually beginning in 2017-18 based on the performance of subgroups.
- Identification is based upon how the school and its subgroups perform on accountability measures in term of Levels of performance.
- A district must provide support to any school that has one or more subgroups performing at Level 1 for any subgroup.
- The best way to avoid identification is by working towards levels higher than level 1.
  - ❑ Level 1 = Lowest 10%; Below State Goal and Not Achieving Measures of Interim Progress
  - ❑ Level 2 = At least 10% and Below 50%; Below State Goal but meeting a Measure of Interim Progress
  - ❑ Level 3 = At least 50% and Below 75%; Meeting State Goal
  - ❑ Level 4 = At least 75%; Exceeding State Goal

# School Boards Oversee Improvement of Low-Performing Schools in Their Districts

**Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.**



The state uses data from multiple measures to determine which schools need support.



School boards must approve improvement plan developed by educators and parents based on an examination of causes for identification.

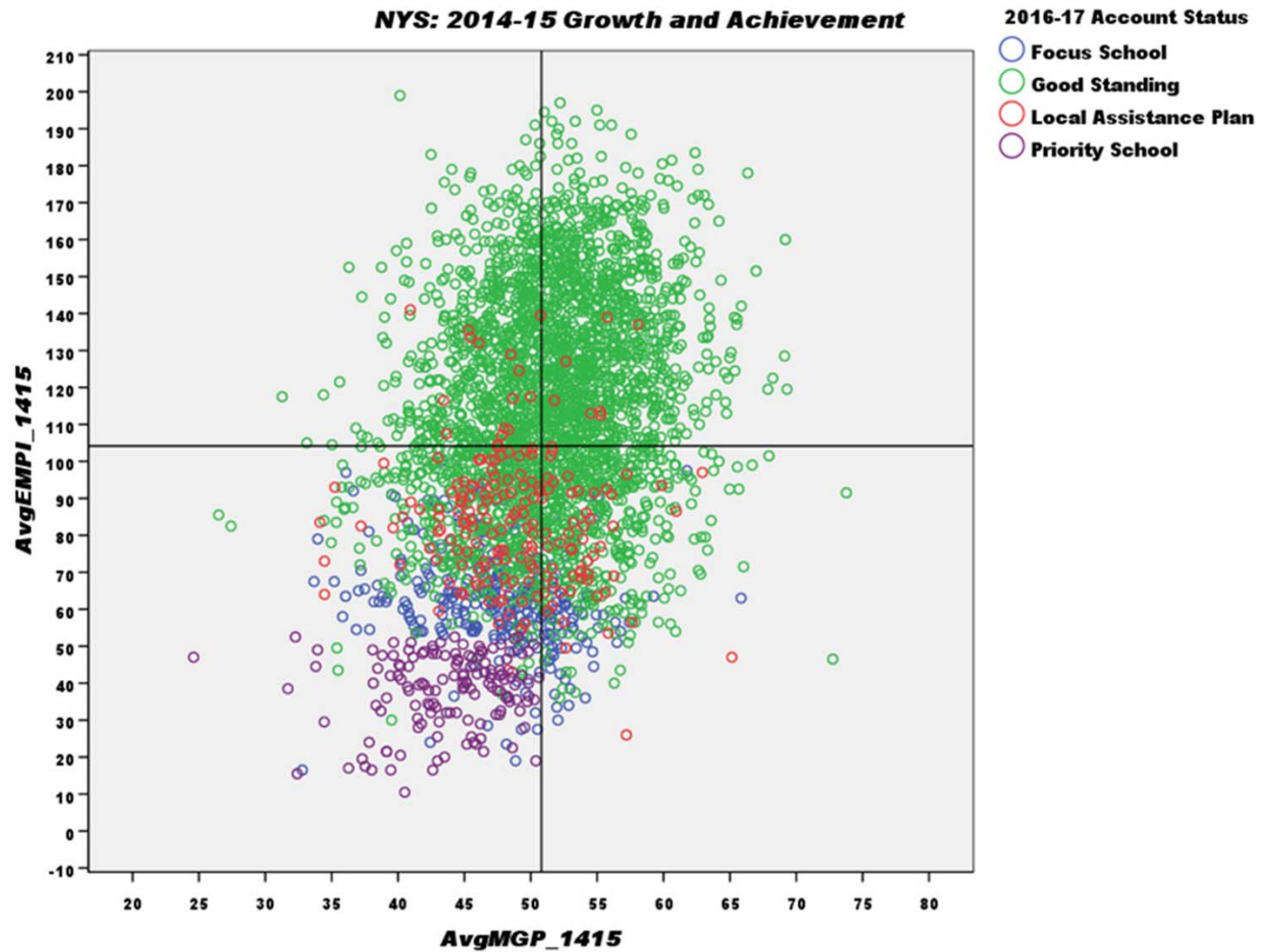


Schools review multiple sources, such as achievement data and staff surveys results, to determine if the plan has to be modified and re-submitted to the school board.



The state provides additional support to low-performing schools that struggle to make gains. The state will work with boards, if the schools need additional oversight.

# Using Achievement and Growth to Measure School Performance





# End Goals, Long-term Goals, and Measures of Interim Progress

## End Goals:

Nearly all students become proficient in English Language Arts and Mathematics (i.e., Performance Index of 200 out of 250).  
Graduation rate of 90% for 4 year, 92% for 5 year, and 94% for six year cohort for all subgroups.

## Long Term Goals:

For each subgroup to close the gap by 20 percent by 2021-22 between each subgroup's performance in English language arts and mathematics and the subgroup's performance in the 2015-16 school year.  
For each subgroup to close the graduation gap by 2021-22 by 25 percent between each subgroup's graduation rates and the subgroup's performance in the 2015-16 school year.

## Measure of Interim Progress (MIP):

Short-term progress target for subgroups to achieve in that year, based upon each group's long term goal. There are two MIPs: one statewide MIP for all schools and one school specific MIP for that subgroup using its baseline performance.

# Sample Long-Term Goal and Measures of Interim Progress by Sub-groups

Measure	Group Name	2015-16 Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
3-8 Math	All Students	101	105	109	113	117	121	200
	Asian/Pacific Islander	177	178	179	180	181	182	200
	Black	81	86	91	95	100	105	200
	Economically Disadvantaged	87	92	96	101	105	110	200
	English Language Learners	73	78	83	88	93	98	200
	Hispanic	86	91	95	100	104	109	200
	Multiracial	101	105	109	113	117	121	200
	American Indian/Alaska Native	88	92	97	101	106	110	200
	Students with Disabilities	50	56	62	68	74	80	200
	White	102	106	110	114	118	122	200

# Achievement Index and Goals

Student Achievement Level	Under ESEA	Under ESSA
1	0	0
2	100	100
3	200	200
4	200	250

**The Performance Index is computed in the following ways:**

## ESEA

- $PI = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2) \div the\ number\ of\ continuously\ enrolled\ tested\ students] \times 100$

## ESSA

- $PI-1 = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2.5) \div the\ greater\ of\ the\ number\ of\ continuously\ enrolled\ tested\ students\ or\ 95\% \ of\ continuously\ enrolled\ students] \times 100$
- $PI-2 = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2.5) \div the\ number\ of\ continuously\ enrolled\ tested\ students] \times 100$

# Determining Achievement Index Percent

- The Performance Index for Achievement is Computed Two Ways:
  - PI-1 is computed using the greater of 95% of continuously enrolled students or the number of continuously enrolled students with valid test scores as the denominator
  - PI-2 is computed using the number of continuously enrolled students with valid test scores as the denominator

# Determining Achievement Index Percent

- All elementary and middle schools are ranked ordered based upon PI-1 and are also rank ordered based upon PI-2.
- A third rank order is then created using the higher of a school's rank order for PI-1 and PI-2.

# Combining Achievement Index Results Using PI-1 & PI-2

School	PI-2 (Tested)	PI-1 (95%)	PI-2 Rank	PI-1 Rank	Final Higher Rank
A	44.7	40.4	1	1	1
B	51.3	42.8	3	3	3
C	50.2	49.8	2	4	4
D	56.1	51.4	4	5	5
E	65.8	55.3	7	6	7
F	60.1	57.3	5	7	7
G	64.1	58.6	6	8	8
H	79.3	63.9	9	9	9
I	85.8	41.7	10	2	10
J	76.2	76	8	11	11
K	94.8	77.8	12	12	12
L	92.1	92.1	11	14	14
M	99.6	95	14	15	15
N	98.5	98.3	13	16	16
O	119.3	65.3	17	10	17
P	120.7	91.3	18	13	18
Q	118.1	101.7	16	18	18
R	103.1	103.3	15	19	19
S	132.3	98.6	20	17	20
T	127.7	108	19	20	20

# Decision Rule Method: Achievement

<u>School Average Rating on Achievement Index</u>	<u>School/Subgroup Achievement Level</u>
10th Percentile or Less	1
10.1 to 50th Percentile	2
50.1 to 75th Percentile	3
Greater than 75th Percentile	4

# Accountability Progress Measure

The Progress Measure results in a score of between 1-4 as follows:

	<u>Did Not Meet Goal</u>	<u>Met Long-Term Goal</u>	<u>Exceeded Long-Term Goal</u>
Did not meet MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

The chart above also applies to the graduation rate, English language proficiency, and measures of school quality and student success.



# Comprehensive Support and Improvement Schools – Proposed Identification Rules for Elementary/Middle Schools

## For Elementary and Middle Schools:

- ✓ Rank order the schools on the Achievement Index and determine the lowest 10% (Achievement = 1)
- ✓ Determine the Schools that are Level 1 for Growth (i.e., schools with a three year Mean Growth Percentile of less than 45%) (Growth = 1) Add the Achievement Index rank and the Growth Ranks and determine the lowest 10% (Combined Achievement & Growth = 1)

Classification	Achievement	Growth	Combined Achievement & Growth	ELP	Progress*	Chronic Absenteeism*
CSI	Both Level 1		1	Any	Automatically Identified	
CSI	Either Level 1		1	None	Any One Level 1	
CSI	Either Level 1		1	1	Automatically Identified	
CSI	Either Level 1		1	2	Any One Level 1	
CSI	Either Level 1		1	3-4	Any Two Level 1	

# Comprehensive Support and Improvement Schools – Proposed Identification Rules for High Schools

## For High Schools:

- ✓ Rank order the schools on the Achievement Index and determine the lowest 10% (Achievement = 1)
- ✓ Rank order the schools on the 4-, 5-, and 6-year unweighted graduation rate and determine the lowest 10%
- ✓ Add the Achievement Index rank and the Growth Ranks and determine the lowest 10% (Combined Achievement & Growth = 1)

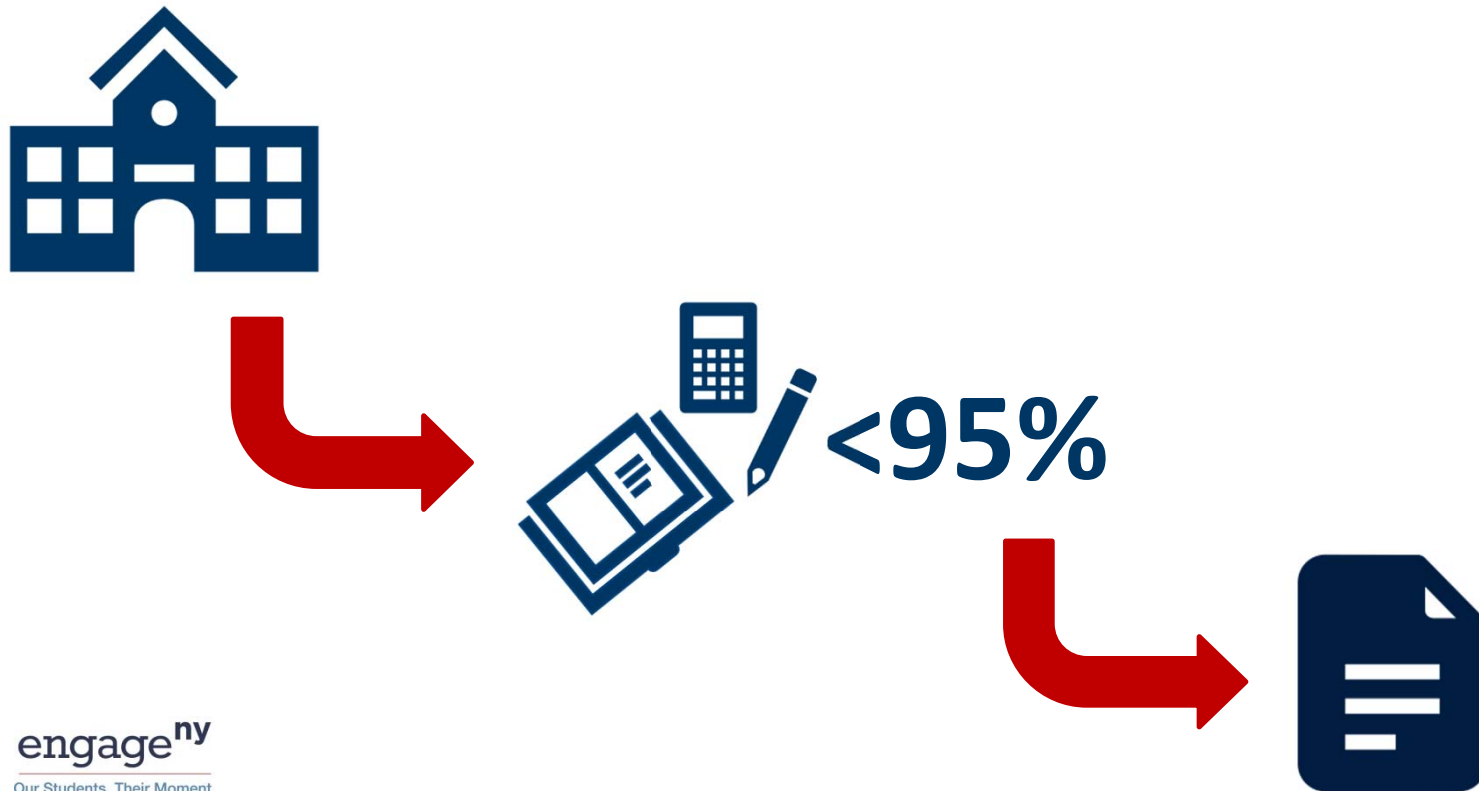
Classification	Achievement	Graduation Rate	Combined Achievement & Graduation Rate	ELP	Progress*	Chronic Absenteeism*	College, Career & Civic Readiness*
CSI	Both Level 1		1	Any	Automatically Identified		
CSI	Either Level 1		1	None	Any other Level 1		
CSI	Either Level 1		1	1	Automatically Identified		
CSI	Either Level 1			2	Any One Level 1		
CSI	Either Level 1			3-4	Any Two Level 1		

# Exercise: Identify Likely CSI Elementary/Middle Schools

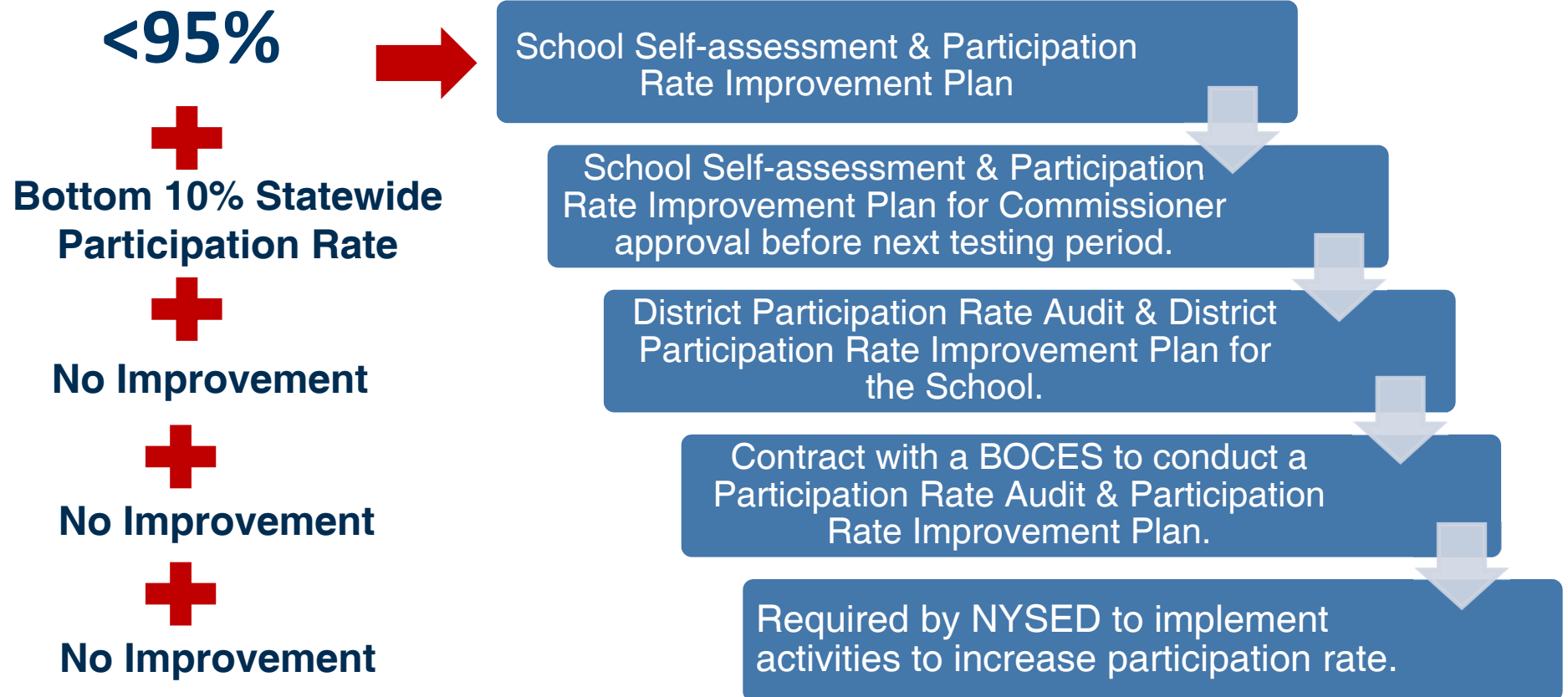
School	Achievement	Growth	Combined Achievement & Growth	Progress	ELP	Chronic Absenteeism
A	1	1	1	2	3	4
B	1	2	1	1	2	3
C	2	1	1	1	1	2
D	1	2	1	2	2	2
E	2	1	1	1	2	3
F	1	2	2	1	1	1
G	2	1	2	1	1	1

# Districts & Schools Failing to Meet 95% Participation Rate

Districts and schools that consistently 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.



# Districts & Schools Failing to Meet 95% Participation Rate – continued



# Emphasis on Parental Involvement

- Under ESSA, identified schools will be required to consult with parents to develop the School Comprehensive Educational Plan (SCEP) – an annual improvement plan.
- Below are supported State-level activities to foster the Department’s efforts in family and community engagement:
  - ✓ Diagnostic Tool for School and District Effectiveness
  - ✓ Inclusion of family engagement in Dignity Act guidance documents
  - ✓ Parent consultations in special education decision-making process
  - ✓ Partnerships that support transition for students & families during early childhood
  - ✓ Family and community engagement in charter school planning, implementation, and design
  - ✓ Inclusion of family and community engagement principles in NYS Teacher Standards
  - ✓ Support of Family Literacy programs and Literacy Zones in adult education
  - ✓ Library programs to engage families
  - ✓ EngageNY Toolkit for Parent and Family Resources

# General ESSA Update: Submission of Three Waivers Related to the State's ESSA Plan

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

1. Double testing for high achieving middle school students enrolled in High School courses
  2. ELA Testing for Second Year English Language and Multilingual Learners
  3. Off Grade Testing for Students with Disabilities
- ✓ Each of these waivers have been referenced within the state's draft ESSA plan and discussed at length by the Board of Regents and with stakeholders across the state.
  - ✓ The Department issued a press release regarding the public comment period on August 25, 2018. Subsequently, the notice was posted on the Department's social media accounts and website, distributed to members of the state's Title I Committee of Practitioners and the ESSA Think Tank, as well as sent out to the field to superintendents and principals through the Deputy Commissioner's e-mail newsletter. The public comment period ended on Friday, September 8.
  - ✓ In general, the comments that were received are in support of the waivers. However, there were comments from special education advocacy groups opposed to the waiver related to testing students with the most significant cognitive disabilities.

# Waiver—Eliminate Double Testing for High Achieving MS Students Enrolled in HS Courses

## What waiver requests:

- Allow schools with Grade 7 students taking high school math courses and Grade 8 students taking high school science courses to be exempt from taking the associated grade level assessments in math and science. Regents results are used for accountability purposes.

## Justification

- Currently allowed in Commissioner's Regulations, Section 100.18(14)(v)



# Waiver—ELA Testing for Second Year ELL and MLL

## What waiver requests:

- Allows the state to not have to include in school accountability determinations the first administration of an ELA examination to newly arrived students and to use student's growth between the first two ELA test administration's for accountability purposes.

## Justification

- A school will have four years instead of just two years before becoming accountable for demonstrating the proficiency of newly arrived English Language Learners and Multilingual Learners on a language arts administered in English.
- Waiver request consistent with NYS Education Law 305(48)

# Waiver—Off Grade Testing for Students with Disabilities

## What waiver requests:

- Allow selected group of students with disabilities who have significant cognitive and intellectual disabilities that preclude their meaningful participation in chronological grade-level instruction to take grades 3-8 assessments up to two levels below their grade-level.

## Justification

- Consistent with ESSA provisions allowing off-grade testing through computer adaptive tests
- Waiver request consistent with NYS Education Law 305(48)

# General ESSA Update: Internal Plans for Supporting Implementation

The Department has convened six internal work groups to create strategic plans for ESSA implementation:

1. Regulations and Legislation Work Group
2. Work Plan and Budget Work Group
3. Communications Work Group
4. Data Reporting and Report Cards Work Group
5. Expenditures Work Group
6. Nonpublic Schools Work Group

# Questions to Consider

1. What needs to be communicated, by when, to whom about ESSA and in what manner?
2. What support does NYSED need to provide to help you effectively implement ESSA?
3. What will success look like in October 2018, if ESSA has been successfully launched?
4. What are you going to do to assist your stakeholders understand ESSA?

# Next Steps: ESSA Plan Submission

Activity	Date
ESSA State Plan Submitted to USDE	September 18, 2017
USDE provides formal feedback on the plan to NYSED	Estimated: December 2017
Final Approval of New York's ESSA Plan by USDE	Estimated: January/February 2018
Engagement and Professional Development with the Field regarding new ESSA plan requirements	Spring 2018
First Identification of schools under ESSA	Summer/Fall 2018

# ESSA Resources Available

NYSED has created an ESSA website located at:

<http://www.p12.nysed.gov/accountability/essa.html>.

There you may find ESSA resources such as:

- NYS ESSA Plan
- ESSA Plan Summary
- Fact Sheets for Parents & Educators
- ESSA PowerPoint Presentations
- Upcoming videos

# ESSA Related Questions

If you have any questions related to New York's ESSA plan, please email them to [ESSA@nysed.gov](mailto:ESSA@nysed.gov).

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