



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** The Honorable the Members of the Board of Regents  
**FROM:** Tony Lofrumento *Anthony Lofrumento Jr*  
**SUBJECT:** Summary of the July 2018 Meeting  
**DATE:** September 6, 2018  
**AUTHORIZATION(S):** *MaryEllen Ecia*

**Executive Summary**

**Issue for Decision**

Review of the Summary of the July 2018 Meetings of the Board of Regents.

**Proposed Handling**

Approval of the Summary of July 2018 meetings.

**Procedural History**

This document summarizes the actions of the Board of Regents during the monthly meeting and is brought before the Board the following month for approval.

**Recommendation**

Approval of the Summary of the July 2018 meetings.

**Timetable for Implementation**

Effective September 18, 2018.

**VOTED**, that the Summary of the July 2018 Meetings of the Board of Regents of The University of the State of New York be approved.



***SUMMARY OF THE JULY 2018 MEETING***

***OF THE BOARD OF REGENTS***

***OF***

***THE UNIVERSITY OF THE STATE OF NEW YORK***

***Held at the State Education Building  
Albany, New York***

***July 16 and 17, 2018***

***Anthony Lofrumento, Secretary  
Board of Regents***

## ***THE BOARD OF REGENTS***

The Board of Regents of The University of the State of New York held a public session on Monday, July 16, 2018 at 8:45 a.m. pursuant to a call to duty sent to each Regent.

### **MEETING OF THE FULL BOARD, Monday, July 16<sup>th</sup> at 8:45 a.m.**

#### **Board Members in Attendance:**

Betty A. Rosa, *Chancellor*  
T. Andrew Brown, *Vice Chancellor*  
Roger Tilles  
Lester W. Young, Jr.  
Christine D. Cea  
Kathleen M. Cashin  
James E. Cottrell  
Josephine Victoria Finn  
Judith Chin  
Beverly L. Ouderkirk  
Catherine Collins  
Judith Johnson  
Nan Eileen Mead  
Elizabeth S. Hakanson  
Luis O. Reyes  
Susan W. Mittler

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Regent Wade S. Norwood was absent and excused.

Regent Catherine Collins was asked to provide thoughts for a moment of reflection and introduced the “Focus of Our Work” video – *Buffalo City Schools Career and Technical Education Programs: Reimagine and Redesign*.

### **ACTION ITEM**

#### **Executive Session Motion**

**MOVED**, that the Board of Regents convene in executive session, Tuesday, Tuesday, July 17<sup>th</sup> at 8:00 a.m. to discuss personnel matters.

**Motion by:** Vice Chancellor T. Andrew Brown  
**Seconded by:** Regent Josephine Victoria Finn  
**Action:** Motion carried unanimously.

**Charter Applications  
BR (A) 1 - REVISED**

**MOVED**, that the Board of Regents approve each application in accordance with the recommendations contained in the summary table (see Appendix I.)

**Supplemental Charter Actions  
BR (A) 1 - SUPPLEMENTAL**

**MOVED**, that that the Board of Regents approve the charter action in accordance with the recommendations contained in the supplemental summary table (see Appendix I.)

**Summary of the June 2018 Meeting of the Board of Regents  
BR (A) 2**

**MOVED**, that the Summary of the June 2018 Meeting of the Board of Regents of The University of the State of New York be approved.

**Interim Action by Standing Committees  
BR (A) 4**

**MOVED**, that the Standing Committees of the Board of Regents, be and they hereby are, authorized to take interim action for the Board of Regents during the period commencing on July 18, 2018 and ending on September 16, 2018 and that any such action shall be reported to the Board at its meeting on September 17-18, 2018.

**Motion by:** Regent Catherine Collins  
**Seconded by:** Regent Kathleen M. Cashin  
**Action:** Motion carried unanimously.

**PROGRAM AREA CONSENT ITEMS**

**Adult Career and Continuing Education Services (ACCES)**

**Proposed Amendment of Part 126 of the Regulations of the Commissioner of  
Education Relating to the Operation of Licensed Private Career Schools  
BR (CA) 1**

**MOVED**, that Part 126 of the Regulations of the Commissioner of Education be amended, as submitted, effective August 1, 2018.

## **Cultural Education**

**Proposed Amendment to Sections 90.2 and 90.16 of the Regulations of the Commissioner of Education to Update and Clarify Terminology Relating to Standards for Registration of Public, Free Association and Indian Libraries and to Implement Education Law §273(7), as amended by Chapter 362 of the Laws of 2013 Relating to the Conservation and Preservation of Library Research Materials  
BR (CA) 2**

**MOVED**, that §90.2 and §90.16 of the Regulations of the Commissioner are amended, effective August 1, 2018.

## **Higher Education**

**Proposed Amendment to Sections 80-3.3 and 80-3.7 of the Regulations of the Commissioner of Education to Allow Individual Evaluation for Certain Certificate Titles in the Classroom Teaching Service  
BR (CA) 3**

**MOVED**, that §80-3.3 and §80-3.7 of the Regulations of the Commissioner of Education be amended, as submitted, effective September 2, 2018.

**Amendment to Subpart 80-3 and Section 80-4.3 of the Regulations of the Commissioner of Education Relating to the Creation of Limited Extensions for Teachers Holding a Students with Disabilities Generalist Certificate Who Teach a Special Class in Grades 7-12 and a Statement of Continued Eligibility for Teachers Holding a Students with Disabilities Generalist Certificate Who Teach a Special Class in Grades 7-12 and Were Previously Allowed to Teach in Another Content Area by School Districts Using the HOUSSE Rubric for Federal Aid Purposes under the No Child Left Behind Act  
BR (CA) 4**

**MOVED**, that Subpart 80-3 and §80-4.3 of the Regulations of the Commissioner of Education be amended, as submitted, effective August 2, 2018.

**Conferral of Degrees: Dowling College and The New York Studio School of Drawing, Painting & Sculpture  
BR (CA) 14**

**MOVED**, that the Board of Regents confer upon the following individuals, who have completed the requirements for registered degree programs at Dowling College and New York Studio School of Drawing, Painting, & Sculpture, the respective degree as listed below:

**Dowling College**

*Master of Business Administration (M.B.A.)*

Lewis, Lesmine E.  
Schnell, Christine Lynn  
Smith, Annette Ione  
Rodgers, Eldrick Dewayne

*Bachelor of Business Administration (B.B.A.)*

Furia, Diane Marie  
Nee, Bryan Joseph

**New York Studio School of Drawing, Painting, & Sculpture**

*Master of Fine Arts (M.F.A.)*

Barber, Isabel  
Becker, Seth  
Bochenska, Ewelina  
Broeksmit, Alla  
Dapoigny, Thibaut  
Erienne, John  
Esposito, Louis  
Graman, Alexis  
Jiang, Bo  
Kerr, Louise  
Kim, Minku  
Wilkie, Ainsley  
Wright, Natasha

**Culinary Institute of America (Hyde Park, New York): Master Plan Amendment to offer a Master of Professional Studies (M.P.S.) degree program in Food Business  
BR (CA) 15**

**MOVED**, that the Board of Regents approve a master plan amendment to authorize Culinary Institute of America to award a Master of Professional Studies (M.P.S.) degree program in Food Business.

**Fei Tian College: Master Plan Amendment to Establish a Branch Campus in Middletown, NY and Registration of Bachelor's and Master's Degree Programs  
BR (CA) 16**

**MOVED**, that the Board of Regents approve an amendment to the master plan of Fei Tian College to authorize the establishment of a branch campus in Middletown and authorize the College to grant Bachelor of Fine Arts and Master of Fine Arts degrees at that location. The amendment will be effective until July 17, 2019, unless the branch

campus and degree programs are registered prior to that date, in which case master plan amendment shall be without term.

**Monroe College: Master Plan Amendment to offer a Master of Arts in Teaching  
(M.A.T.) Degree Program  
BR (CA) 17**

**MOVED**, that the Board of Regents approve a master plan amendment to authorize Monroe College to offer its first masters-level programs in the Education discipline area: “Early Childhood Urban Ed/Special Ed (B-2)” and “Childhood Urban Ed/Special Education (1-6)” leading to the Master of Arts in Teaching (M.A.T.) degrees and dual teacher certification, at its Bronx and New Rochelle campuses.

**State University of New York at Stony Brook: Regents Authorization to Award the  
Bachelor of Fine Arts (B.F.A.) Degree  
BR (CA) 18**

**MOVED**, that the Board of Regents authorize the State University of New York at Stony Brook to award the Bachelor of Fine Arts (B.F.A.) degree on students who successfully complete registered programs at Stony Brook effective July 17, 2018.

**Professional Practice**

**(Re)Appointments of Members to the State Boards for the Professions and  
(Re)Appointments of Extended Members to the State Boards for the Professions  
for Service on Licensure Disciplinary and/or Licensure Restoration and Moral  
Character Panels  
BR (CA) 5**

**MOVED**, that the Board of Regents should approve the proposed (re)appointments.

**Report of the Committee on the Professions Regarding Licensing Petitions  
BR (CA) 6**

**MOVED**, that the Board of Regents approve the recommendations of the Committee on the Professions regarding licensing petitions and degree conferrals.

**Master Plan Amendment: Authorizing the College of New Rochelle to Offer a  
Bachelor of Science in Nursing (B.S. in Nursing) Program at its Rosa Parks  
Branch Campus  
BR (CA) 7**

**MOVED**, that the Board of Regents approve a master plan amendment to authorize The College of New Rochelle, Rosa Parks Branch Campus to offer its first baccalaureate level program in the health professions discipline area, a B.S. in Nursing.

The amendment will be effective until July 17, 2019, unless the Department registers the program prior to that date, in which case master plan amendment shall be without term.

**Proposed Addition of Section 64.9 to the Regulations of the Commissioner of Education Relating to Regulation of Advanced Home Health Aides  
BR (CA) 8**

**MOVED**, that §64.9 of the Regulations of the Commissioner of Education be added, as submitted, effective September 10, 2018, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare in order to timely implement the requirements of Chapter 471 of the Laws of 2016, which established the requirements for becoming an advanced home health aide, the assignment of advanced tasks to advanced home health aides, the direct supervision of advanced home health aides by registered professional nurses, the performance of advanced tasks by advanced home health aides, advanced home health aide training and competency, and advanced home health aide training programs.

**Proposed Amendment to Section 63.9 of the Regulations of the Commissioner of Education Relating to Administration of Vaccinations by Pharmacists  
BR (CA) 9**

**MOVED**, that paragraphs (2) and (4) of subdivision (b) of section 63.9 of the Regulations of the Commissioner of Education be amended, as submitted, effective September 10, 2018, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the public health and general welfare to immediately conform the Regulations of the Commissioner of Education to the requirements of Part DD of Chapter 57 of the Laws of 2018, which include authorizing pharmacists to immunize children between the ages of two and eighteen against seasonal influenza pursuant to a patient specific order or a non-patient specific order.

**Renewal of Regents Permission to Operate in New York State: Yale University  
BR (CA) 10**

**MOVED**, that the Board of Regents approve Yale University's request to renew permission to operate a portion of its nursing education programs so that students enrolled in the Graduate Entry Prespecialty in Nursing program and the Acute Care Nurse Practitioner program can be placed in clinical learning experiences in New York State agencies effective July 18, 2018.

**P-12 Education**

**Proposed Amendment to Section 100.2(kk)(1) of the Commissioner's Regulations Relating to Reports of Incidents of Harassment, Bullying and/or Discrimination Pursuant to the Dignity for All Students Act  
BR (CA) 11**



**MOVED**, that a new subparagraph (x) be added to paragraph (1) of subdivision (kk) of §100.2 of the Regulations of the Commissioner of Education, as submitted, effective August 6, 2018, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to ensure that the emergency rule adopted at the May 2018 Regents meeting remains continuously in effect until it can be presented for permanent adoption in September, effective October 3, 2018, and to ensure that incidents of harassment, bullying, and/or discrimination which may constitute violations of the Dignity for All Students Act are promptly reported to the principal, superintendent, or designee.

**Proposed Amendment to Section 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  
BR (CA) 12**

**MOVED**, that clause (d) of subparagraph (iv) of paragraph (7) of subdivision (b) of §100.5 of the Regulations of the Commissioner of Education be amended, as submitted, effective August 1, 2018.

**Proposed Amendment to Sections 175.2 and 175.5 of the Regulations of the  
Commissioner of Education Relating to the Minimum Instruction Requirement for  
State Aid  
BR (CA) 13**

**MOVED**, that §§175.2 and 175.5 of the Regulations of the Commissioner of Education, be amended as submitted, effective August 11, 2018, to ensure that the emergency rule adopted by the Board of Regents at its June 2018 meeting remains in effect so school districts and applicable unions can set their calendars for the 2018-2019 school year and complete any collective bargaining negotiations necessary to comply with the new requirements of the proposed amendment and that the board directs the Commissioner to work with individual school districts to address specific concerns as they transition to implement the regulation.

**MOVED**, that the Regents approve the consent agenda items.

**Motion by:** Regent Christine D. Cea  
**Seconded by:** Regent Kathleen M. Cashin  
**Action:** Motion carried unanimously.

## **STANDING COMMITTEE REPORTS**

### **PROFESSIONAL PRACTICE**

Your Professional Practice Committee held its scheduled meeting on July 16, 2018. All members were present, except Regent Wade S. Norwood and Regent Catherine Collins, who were excused. Chancellor Betty A. Rosa and Regent Kathleen M. Cashin were also present.

### **ACTION ITEMS**

#### **Professional Discipline Cases**

Your Committee recommends that the reports of the Regents Review Committees, including rulings, findings of fact, determinations as to guilt, and recommendations, by unanimous or majority vote, contained in those reports which have been distributed to you, be accepted in 3 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 36 consent order applications and 18 surrender applications be granted.

These recommendations are made following the review of 57 cases involving twenty registered professional nurses, six certified public accountants, six licensed practical nurses who are also registered professional nurses, three licensed practical nurses, three pharmacists, one certified public accountant professional corporation, one licensed clinical social worker, one licensed master social worker who is also a licensed clinical social worker, one licensed mental health counselor, one occupational therapist, one pharmacy, one physical therapist, one professional engineer, one registered professional nurse who is also a nurse practitioner (Adult Health), one veterinarian, and one veterinary technician.

### **MOTION FOR ACTION BY FULL BOARD**

Madam Chancellor and Colleagues: Your Professional Practice Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on July 16, 2018, copies of which have been distributed to each Regent.

**MOVED**, that the Committee Reports be approved.

**Motion by:** Regent Susan W. Mittler  
**Seconded by:** Regent Christine D. Cea  
**Action:** Motion carried (Regent Catherine Collins abstained.)

**State Education Department June 2018 Fiscal Report  
BR (A) 3**

**MOVED**, that the Board accepts the June 2018 State Education Department Fiscal Report as presented.

**Motion by:** Regent James E. Cottrell  
**Seconded by:** Regent Roger Tilles  
**Action:** Motion carried unanimously.

Chancellor Rosa adjourned the meeting.

The Board of Regents of The University of the State of New York held a public Retreat on Monday, July 17, 2017 at 9:15 a.m. pursuant to a call to duty sent to each Regent.

**Department Staff Provided Program Updates and Next Steps.**

9:10 a.m. – 10:50 a.m.  
11:05 a.m. – 12:15 p.m.  
Attachments I and II

**Department Staff Provided Highlights of Significant Initiatives Advanced in the Enacted Budget and/or at the Conclusion of This Year's Legislative Session.**

4:00 p.m. – 5:00 p.m.

Chancellor Rosa adjourned the meeting.

The Board of Regents of The University of the State of New York held a public Retreat on Tuesday, July 18, 2017 at 10:30 a.m. pursuant to a call to duty sent to each Regent.

**Department Staff Shared Highlights of the Every Student Succeeds Act (ESSA)  
Plan as it Relates to Equity.**

10:30 a.m. – 12:00 p.m.

Attachments III, IV, V, VI, VII, VIII, IX and X

Chancellor Rosa adjourned the meeting.

**Appendix I**  
**NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS**

<b>Name of Institution</b>	<b>Program Area</b>	<b>County (City/Town) of Location</b>	<b>Description of Charter Action(s)</b>
Clarkson Historical Society	CE	Monroe (Clarkson)	Grant an absolute charter.
Corfu Free Library	CE	Genesee (Corfu)	Dissolve charter and approval to distribute remaining assets to Corfu Public Library.
Gomez Foundation for Mill House	CE	New York (New York)	Amend charter to change the corporate address.
Hendrick I. Lott House Preservation Association	CE	New York (New York)	Amend charter to change the corporate address.
The Medina Railroad Museum	CE	Orleans (Medina)	Extend provisional charter for five years.
The Museum of Advertising	CE	Kings (Brooklyn)	Amend provisional charter to appoint trustees and revive corporation and extend charter for five years.
Northeast Classic Car Museum	CE	Chenango (Norwich)	Extend provisional charter for five years.
Sanborn Area Historical Society	CE	Niagara (Sanborn)	Grant an absolute charter.
South Bristol Historical Society	CE	Ontario (Naples)	Extend provisional charter for five years.
Southampton Historical Museum	CE	Suffolk (Southampton)	Amend charter to change the corporate name to "Southampton History Museum".
The Birch School	P12	Orange (Rock Tavern)	Extend provisional charter for three years.
Chesteron Academy of Buffalo	P12	Erie (Cheektowaga)	Extend provisional charter for three years.

The Co-op School	P12	Kings (Brooklyn)	Amend charter to specify the grade levels to be K through eighth and extend provisional charter for three years.
Country Classroom	P12	Schoharie (Middleburgh)	Amend charter to change the corporate address; add authority to operate a Pre-K, grades seven and eight; and extend charter for three years.
David Hochstein Memorial Music School, Inc.	P12	Monroe (Rochester)	Consent to filing of certificate of assumed name "The Hochstein School".
The Diabetes Health and Wellness Academy of N.Y.C.	P12	Queens (Flushing)	Amend, replace, and restate provisional charter as a Regents certificate of incorporation, include change in purposes and name change to "The Diabetes Health and Wellness Academy of N.Y.C./Global Academy and Training Institute, Schools for Diabetes Health and Wellness/Home School and Community Health Initiative".
The International Academy of Hope	P12	New York (New York)	Amend charter to remove reference of being a subsidiary of The Sarah Jane Brain Foundation from the purpose clause.
King's Way	P12	Steuben (Painted Post)	Amend charter to add authority to operate a 3 year old Pre-K, and grades nine through twelve and change the corporate address.
The Mary Louis Academy	P12	Queens (Jamaica Estates)	Grant provisional charter for three years.
MUSE Academy at the Brooklyn Music School	P12	Kings (Brooklyn)	Grant provisional charter for three years.

Ohr Hayashor	P12	Kings (Brooklyn)	Grant provisional charter for three years.
Our Lady of Mercy Academy	P12	Nassau (Syosset)	Amend charter to include membership language.
St. Catharine Academy	P12	Bronx (Bronx)	Amend charter to update the membership language.
St. Ephrem Catholic Academy	P12	Kings (Brooklyn)	Grant provisional charter for three years.
Saint John Paul II Regional School	P12	Suffolk (Riverhead)	Grant provisional charter for three years.
Sara Curry Day School	P12	New York (New York)	Amend charter to restate corporate purposes to operate a Pre-K, kindergarten, grades one through five and extend provisional charter for three years.
Thevenet Montessori School	P12	Orange (Highland Mills)	Amend charter to revise eligibility date for Pre-K and add authority to operate a grade six.
Auburn Theological Seminary	HE	Cayuga (Auburn)	Amend charter to revise provisions concerning the number and composition of the board of trustees and the election and term of board members.
Fei Tian College	HE	Orange (Cuddebackville)	Amend charter to add authority to establish a branch campus in Middletown, County of Orange, State of New York, and to offer programs leading to the Bachelor of Fine Arts (B.F.A), and Master of Fine Arts (M.F.A) degrees at the Middletown branch campus.

### Supplemental Summary Table

<b>Name of Institution</b>	<b>Program Area</b>	<b>County (City/Town) of Location</b>	<b>Description of Charter Action(s)</b>
Catholic Academy of Niagara Falls	P12	Niagara (Niagara Falls)	Amend charter to add authority to operate grades 7 through 8 and extend provisional charter for three years.
Culinary Institute of America	HE	Dutchess (Hyde Park)	Amend charter to add authority to award the Master of Professional Studies (M.P.S.) degree.



## Appendix II

### REGENTS ACTIONS IN 57 PROFESSIONAL DISCIPLINE CASES

July 16, 2018

**The Board of Regents announced disciplinary actions resulting in the surrender of 17 licenses and 1 certificate, and 39 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case.**

#### I. SURRENDERS

##### **Mental Health Practitioners**

Brett Klersfeld; Licensed Mental Health Counselor; Canaan, NY 12029; Lic. No. 003523; Cal. No. 30526; Application to surrender license granted. Summary: Licensee did not contest charges of willful physical abuse and moral unfitness in the practice of mental health counseling.

##### **Nursing**

Jennifer Dee; Registered Professional Nurse; Brocton, NY 14716-9798, Bedford Hills, NY 10507-2400; Lic. No. 633163; Cal. No. 30455; Application to surrender license granted. Summary: Licensee admitted to charges of having been convicted of Attempted Endangering the Welfare of a Child, Driving While Intoxicated, Criminal Possession of a Forged Instrument in the 2nd Degree, Criminal Possession of Stolen Property in the 4th Degree, Criminal Possession of Stolen Property in the 5th Degree, Burglary in the 3rd Degree and filing a false report.

Nicolle Dauphinee; Registered Professional Nurse; Kennebunkport, ME 04046; Lic. No. 656715; Cal. No. 30498; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Unlawful Possession of Scheduled Drugs, a class D crime in the State of Maine which in New York, would constitute Criminal Possession of a Controlled Substance in the 7th Degree, a class A misdemeanor.

Deborah D. Gonzalez a/k/a Deborah Ann Demoss; Registered Professional Nurse; Glendale, AZ 85308-4326; Lic. No. 543527; Cal. No. 30523; Application to surrender license granted. Summary: Licensee did not contest the charge of practicing as a registered nurse in the State of Arizona while impaired by mental disability and receiving psychiatric treatment for mental health disorders.

Charlene Berger; Licensed Practical Nurse; Snellville, GA 30039-3304; Lic. No. 262166; Cal. No. 30550; Application to surrender license granted. Summary: Licensee did not contest the charge of practicing the profession of nursing as a licensed practical nurse while having an expired license in the State of Georgia.

Ann Marie Ebling; Registered Professional Nurse, Nurse Practitioner (Adult Health); Webster, NY 14580; Lic. No. 456575, Cert. No. 302182; Cal. Nos. 30556, 30555; Application to surrender license and certificate granted. Summary: Licensee admitted to charges of having been convicted of Criminal Possession of a Forged Instrument in the 3rd Degree; forging the signatures of another practitioner for personal gain; moral unfitness in the practice and failure to maintain accurate records.

Jennifer Jorgensen; Registered Professional Nurse; Poplar Grove, IL 61065; Lic. No. 677314; Cal. No. 30602; Application to surrender license granted. Summary: Licensee admitted to the charge of diverting controlled substances with false prescription orders in the State of Illinois.

Valerie Ann Baughman-Ake a/k/a Valerie Ann Ake Baughman; Registered Professional Nurse; Spring Hill, FL 34606; Lic. No. 499671; Cal. No. 30603; Application to surrender license granted. Summary: Licensee did not contest the charge of stealing controlled drugs from a medical facility in the State of Florida.

Nimfa R. Realeza a/k/a Nimfa Realeza Punzalan a/k/a Nimfa Reyes Realeza Punzalan; Licensed Practical Nurse; Vallejo, CA 94591; Lic. No. 171792; Cal. No. 30604; Application to surrender license granted. Summary: Licensee admitted to the charge of failing to formulate a nursing diagnosis, evaluate or assess a patient's physical condition and act as an advocate for the patient, in the State of California.

Craig LeBern Jackson; Licensed Practical Nurse, Registered Professional Nurse; Pinole, CA 94564-1101; Lic. Nos. 251072, 496220; Cal. Nos. 30606, 30605; Application to surrender licenses granted. Summary: Licensee admitted to the charge of, in the State of California, obtaining a patient's telephone number and birthdate and telephoning and texting her approximately four to six times after she was discharged.

Marian Soares Hampton a/k/a Marian Correia; Registered Professional Nurse; Tulare, CA 93274-3123; Lic. No. 519738; Cal. No. 30630; Application to surrender license granted. Summary: Licensee did not contest the charge of having been convicted of driving while having a blood alcohol level of 0.08 percent or more with two minors as passengers in the vehicle in the State of California, a misdemeanor which in New York, would constitute Driving While Intoxicated with a child who is fifteen years of age or less, a class E Felony.

### **Occupational Therapy**

Dorene Ann Bullwinkle; Occupational Therapist; Wilmington, NY 12997; Lic. No. 004341; Cal. No. 29944; Application to surrender license granted. Summary: Licensee did not contest charges of practicing the profession of occupational therapy while willfully failing to register and filing a false report.

## **Pharmacy**

Larry J. Lipetz; Pharmacist; Flushing, NY 11367; Lic. No. 029925; Cal. No. 30601; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Offering a False Instrument for Filing in the 1st Degree, a class E felony; and Medical Assistance Provider, Prohibited Practices, a misdemeanor.

## **Public Accountancy**

Christopher J. Chalavoutis; Certified Public Accountant; Greenlawn, NY 11740-1611; Lic. No. 045775; Cal. No. 28687; Application to surrender license granted. Summary: Licensee admitted to the charge of having been convicted of Conspiracy to Commit Money Laundering, a felony.

Joseph Michael Stella; Certified Public Accountant; Palm Beach Gardens, FL 33418-6205; Lic. (Cert.) No. 026336; Cal. No. 30549; Application to surrender license (certificate) granted. Summary: Licensee admitted to charges of failing to report two New York State criminal convictions on his license re-registration application.

## **Social Work**

Dale L. Goldstein; Licensed Clinical Social Worker; Rochester, NY 14617; Lic. No. 026286; Cal. No. 30553; Application to surrender license granted. Summary: Licensee did not contest the charge of moral unfitness in the practice of social work.

## **II. OTHER REGENTS DISCIPLINARY ACTIONS**

### **Engineering, Land Surveying and Geology**

Robert Leon Flansburg; Professional Engineer; Saratoga Springs, NY 12866; Lic. No. 072040; Cal. No. 30182; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$3,500 fine.

### **Nursing**

Taria Lashawn Smith; Licensed Practical Nurse, Registered Professional Nurse; Northport, NY 11768; Lic. Nos. 274748, 622911; Cal. Nos. 29394, 29395; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation, \$500 fine.

Tina M. Desnoyers; Licensed Practical Nurse; Cohoes, NY 12047; Lic. No. 304755; Cal. No. 29615; Found guilty of professional misconduct; Penalty: \$500 fine, suspension until alcohol abuse-free and until fit to practice, probation 2 years to commence subsequent to termination of suspension and if and when return to practice.

Kelly Phelps Avallone; Registered Professional Nurse; Harrisville, NY 13648; Lic. No. 321254; Cal. No. 30065; Application for consent order granted; Penalty agreed upon: 3 months actual suspension, 21 months stayed suspension, 2 years probation to commence upon return to practice, \$1,000 fine payable within 6 months.

Lina Basile; Licensed Practical Nurse, Registered Professional Nurse; Yonkers, NY 10710; Lic. Nos. 150888, 346647; Cal. Nos. 30098, 30099; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective October 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Mary Cyriac Mathew; Licensed Practical Nurse, Registered Professional Nurse; Nanuet, NY 10954; Lic. Nos. 192328, 426666; Cal. Nos. 30101, 30102; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of October 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Brunette Dookhie; Licensed Practical Nurse, Registered Professional Nurse; Bronx, NY 10472; Lic. Nos. 171260, 407439; Cal. Nos. 30103, 30104; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of October 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Catherine Frances Denecko; Registered Professional Nurse; Bronx, NY 10465; Lic. No. 375631; Cal. No. 30105; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of October 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Concepcion P. Echeverria; Registered Professional Nurse; New Rochelle, NY 10801; Lic. No. 371614; Cal. No. 30106; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of September 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Maloida Natividad Manalo; Registered Professional Nurse; Yonkers, NY 10703; Lic. No. 376404; Cal. No. 30107; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of October 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Deon Carlene Reid; Registered Professional Nurse; Baldwin, NY 11510; Lic. No. 544315; Cal. No. 30200; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of September 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Selfi James Alapat; Registered Professional Nurse; New City, NY 10956-3829; Lic. No. 557931; Cal. No. 30201; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective as of September 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Margaret Anne Peri; Registered Professional Nurse; Putnam Valley, NY 10579-2019; Lic. No. 301157; Cal. No. 30202; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective September 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Andrea Mackiewicz; Registered Professional Nurse; Bronx, NY 10469-5612; Lic. No. 304636; Cal. No. 30203; Application for consent order granted; Penalty agreed upon: 1 month actual suspension effective September 1, 2018, 23 months stayed suspension, 2 years probation, \$500 fine.

Jacob S. Gaik; Registered Professional Nurse; Buffalo, NY 14203-1315; Lic. No. 585404; Cal. No. 30244; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until successful participation in course of therapy and treatment and until fit to practice, upon termination of suspension, 2 years probation to commence if and when return to practice, \$500 fine payable within 3 months.

Donna Ellen Bernstein; Registered Professional Nurse; Norwich, NY 13815; Lic. No. 466929; Cal. No. 30295; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Angelia Denise Stablewski; Registered Professional Nurse; Depew, NY 14043; Lic. No. 559687; Cal. No. 30310; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Susan M. Rucci; Licensed Practical Nurse, Registered Professional Nurse; Niagara Falls, NY 14304; Lic. Nos. 269674, 596873; Cal. Nos. 30319, 30320; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Amanda N. Ely; Registered Professional Nurse; Friendship, NY 14739; Lic. No. 644263; Cal. No. 30411; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Melissa Evelyn Scott; Registered Professional Nurse; Manlius, NY 13104; Lic. No. 517171; Cal. No. 30434; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 4 months.

Ulumma Ngozi Butler a/k/a Ulumma Ngozi Ayera; Registered Professional Nurse; Richmond, TX 77469; Lic. No. 540272; Cal. No. 30548; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation to commence upon return to practice in the State of New York, \$500 fine payable within 30 days.

## **Pharmacy**

CVS Albany, L.L.C. d/b/a CVS Pharmacy; Pharmacy; Seaford, NY 11783; Reg. No. 026564; Cal. No. 30044; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation, \$5,000 fine.

Alex Babakhanov; Pharmacist; Forest Hills, NY 11375-1348; Lic. No. 056058; Cal. No. 30222; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

Francis E. Toner; Pharmacist; Webster, NY 14580; Lic. No. 030013; Cal. No. 30293; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$500 fine.

## **Physical Therapy**

Monsuru Bello; Physical Therapist; Bloomfield Hills, MI 48302; Lic. No. 014881; Cal. No. 30344; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation to commence upon return to practice in the State of New York, \$2,000 fine payable within 60 days.

## **Public Accountancy**

Rolando S. King; Certified Public Accountant; East Elmhurst, NY 11370-1919; Lic. No. 052539; Cal. No. 30197; Application for consent order granted; Penalty agreed upon: 2 years suspension with leave to apply for a stay of execution of any unserved portion thereof upon satisfactory successful completion of certain continuing education requirement, upon service of or earlier termination of suspension, 2 years probation, \$2,500 fine.

Jerome Rosenberg, C.P.A. P.C.; Melville, NY 11747; Cal. No. 30297; Application for consent order granted; Penalty agreed upon: \$5,000 fine payable within 2 months.

Jerome Rosenberg; Certified Public Accountant; Melville, NY 11747; Lic. (Cert.) No. 026799; Cal. No. 30298; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$5,000 fine.

Anthony Victor Bruno; Certified Public Accountant; Pine Brook, NJ 07058; Lic. No. 055755; Cal. No. 30363; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$2,500 fine.

Jack Gutierrez; Certified Public Accountant; Ramsey, NJ 07446; Lic. No. 041860; Cal. No. 30364; Application for consent order granted; Penalty agreed upon: 2 years stayed suspension, 2 years probation, \$2,500 fine.

## **Social Work**

Ronjonette Nacole Harrison a/k/a Ronjonette Nacole Ellis; Licensed Master Social Worker, Licensed Clinical Social Worker; Buffalo, NY 14206, Buffalo, NY 14204, Lilburn, GA 30047; Lic. Nos. 074583, 079253; Cal. Nos. 29643, 29636; Found guilty of professional misconduct; Penalty: L.M.S.W.— 2 years stayed suspension, 2 years concurrent probation, \$1,500 fine; L.C.S.W.— 6 months actual suspension, 18 months stayed suspension, 2 years concurrent probation , \$500 fine (said fines to run consecutively and to total \$2,000), “R” privilege annulled, and may not apply for, obtain, or use an “R” privilege during probation.

## **Veterinary Medicine**

Burton D. Miller; Veterinarian; Huntington Station, NY 11746; Lic. No. 004578; Cal. No. 29543; Application for consent order granted; Penalty agreed upon: 6 months actual suspension, 18 months stayed suspension, 2 years probation.

Eva Januszyk; Veterinary Technician; Brooklyn, NY 11220; Lic. No. 003955; Cal. No. 30493; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 months stayed suspension, 2 years probation, \$500 fine.

# ATTACHMENT I

## Civic Readiness Index

---



### THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

### **SUMMARY**

The civic readiness index reflects our commitment to equity by empowering all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Through civic readiness, students learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. These skills can help stimulate and motivate students to excel in other academic areas. Civic readiness strengthens the relationships of schools and students with parents, families, civic leaders, and organizations and community partners. New York State chose to include the civic readiness index in our Every Student Succeeds Act (ESSA) Plan as a tool to measure school's success in providing life-long skills to support student success. We are now in the process of defining and strengthening this important measure for our students.

### **NEXT STEPS**

The Office of Curriculum and Instruction will establish a practitioner committee that will meet in person and online to define Civic Readiness.

The committee will include but is not limited to:

- New York State teachers (P-12 classroom teachers, special education teachers, English Language Learner teachers)
- parents
- curriculum specialists
- school librarians
- school administrators
- college professors

Representatives will reflect New York State's rich diversity, including parents and teachers of students with disabilities and English Language Learners, and representatives from all of New York's regions including the Big 5 cities, urban, suburban, and rural communities.

The goals of the committee include developing and discussing initiatives such as:

- Capstone Project
- State Seal of Civic Engagement
- Active Citizenship Portfolio Based Assessment
- Service Learning
- Voter Registration Awareness





**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Implementing School Climate Frameworks in NYS Schools

---

### SUMMARY

Research has proven that suspension is often the first step in a series of events leading to lower student academic achievement, higher truancy, higher dropout rates, and increased contact with the juvenile justice system. Research continues to show that students of color and students with disabilities are at higher risk for suspension and expulsion, and the disparate rates are not due to higher rates of misbehavior or poverty. Emerging research shows that Lesbian, Gay, Bisexual, Transgender (LGBT) students are also experiencing suspension at higher rates than their peers. In addition, research has also shown these populations to experience higher rates of suicide due to bullying, harassment, and discrimination by their peers. Research has also demonstrated that the use of punitive and exclusionary discipline adversely impacts school climate overall, does not make students feel safer, and can have a negative effect on other students' academic performance and achievement. (Skiba, Arredondo & Rausch, 2014; Perry & Morris, 2014)

As the US Department of Education (USDE) reported in 2014 in its *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, "...no school can be a great school – and ultimately prepare all students for success – if it's not first a safe school." The Guide continues to explain, "...to improve safety in schools, we first must take deliberate steps to create positive school climates that can help prevent and change inappropriate behaviors."

With guidance from the USDE and the New York State Safe Schools Task Force, the Department has begun a pilot in the 2017-18 school year with 30 school districts to **promote school climate** that includes 5 steps:

- 1) Adopt a **school climate framework** that includes strategies such as embedding **Social Emotional Learning** into academics and implementing **Restorative Practices** and **Trauma-Sensitive Practices**, among others;
- 2) Establish a Community Engagement Team;
- 3) Administer the valid, and reliable **USDE School Climate Surveys** to students, parents, and school personnel;
- 4) Analyze Survey Results and other pertinent data such as chronic absenteeism data, school violence index, and **suspension data** with the Community Engagement Team; and,
- 5) Create an Action Plan with the Community Engagement Team to address areas for improvement in the following school year.

To support these initiatives, New York State's approved Every Student Succeeds Act (ESSA) Plan commits to fostering the development of **Social Emotional Learning** competencies for all students and adults in our schools and communities to ensure that all students have access to support for their social-emotional well-being. Another goal in the ESSA Plan is to promote a relationship of trust, cultural responsiveness, and respect between schools and families, which is also a key aspect of promoting **school climate** and student engagement. The ESSA Plan also states that students should have access to non-academic support services such as **mental health**, social-emotional, behavioral, and social services provided by specialized instructional support personnel.

Over the past year, the Department has worked with mental health and health education experts along with other key stakeholders to implement the new Mental Health Education in Schools legislation that requires instruction be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Knowing how to recognize the signs of crisis, emotional trauma, and other related mental health issues is critical.

**NEXT STEPS**

1. Department staff will gather feedback from the **school climate pilot districts** and will work with those districts to develop guidance and resources related to interpreting survey results, facilitating Community Engagement Teams, and developing and implementing action plans to address areas of need.
2. Develop guidance for schools on best practices for student discipline to reduce disproportionate **suspension** and exclusionary policies and implement **restorative practices**. Under ESSA, beginning in the 2019-20 school year, out-of-school suspensions will be used as an indicator of school quality. In the summer of 2018, 25 BOCES and school district staff will participate in a train-the-trainer course on **restorative practices**, which will build capacity in the field to bring restorative practices to schools across the State.
3. Distribute **Social Emotional Learning** guidance and resources, including: a) New York State Social and Emotional Learning (SEL) Benchmarks for voluntary implementation; b) Social Emotional Learning: Essential for Learning, Essential for Life; c) Social Emotional Learning: A Guide to Systemic Whole School Implementation; and d) District-developed resources aligning Social Emotional Learning competencies, academic standards, classroom activities, and general teaching practices. Rollout of resources will begin in July 2018.
4. The NYSED guidance document for schools on **mental health** instruction was recently released and includes a variety of resources to support schools in providing K-12 health education curricula that includes mental health.



## THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Improving Service Availability for Students with Disabilities

Decisions

Data

Information Knowledge

Informed Outcomes

### SUMMARY

The Department oversees special education programs for students with disabilities between the ages of three and twenty-one, ensuring that the State is in compliance with federal requirements under the Individuals with Disabilities Education Act (IDEA) and that monies are used for the maximum benefit to students with disabilities. Although most school-age students with disabilities attend a public school district or BOCES program, in the 2014-15 school year approximately 29,000 students attended an approved private school (Article 853 school), Special Act School District, or State Supported School for the Blind or Deaf at a cost of \$731 million in total State and local tuition reimbursement for these programs.

Preschool students with disabilities are served by approved section 4410 programs including Multidisciplinary Evaluation (MDE), Special Education Itinerant Services (SEIS), Special Class in an Integrated Setting (SCIS) and Special Class (SC) and related service providers, and in the 2014-15 school year 79,000 preschool-age children were served at a cost of \$1.3 billion in State and local reimbursement (including MDE, related services, SEIS, SCIS, SC, and transportation).

Through several program offices, the Department collects extensive student-related and cost data directly from placing school districts, providers, and municipalities. Although the Department has various data sources, they are not consolidated or coordinated into one system that can be shared among the multiple program offices that have oversight responsibilities. A significant amount of information and essential data is collected and stored in paper form and not available electronically. As a result, data is not in a format that is readily or easily accessible internally to staff and there is no method of publicly reporting student-related and cost data for the benefit of parents, school districts, municipalities, and external stakeholders.

Concerns from the field have been raised regarding the lack of available services and programs to meet students' needs, insufficient reimbursement, and challenges with the timeliness of Department decisions impacting approved providers.

The 2017-18 Enacted State Budget provided funding to the Department to pursue the development of a student services and provider management system which would improve our ability to collect, use and disseminate programmatic and fiscal information relating to programs and services operated by approved providers in New York State. Staff have worked to develop a blueprint for the system which would enable the Department to:

1. Identify and respond to capacity needs in real time;
2. Provide parents, school districts, counties, and other stakeholders with information using a single, accessible source;
3. Recommend where targeted fiscal investments are needed;
4. Improve processing timelines; and,
5. Better inform school district and BOCES program decisions.

### NEXT STEPS

The second phase of the project is to develop the student services and provider management system which will require additional funding and new data reporting requirements to identify seat availability and student needs.



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Assessments

---

### SUMMARY

The June Standards and Assessment Workgroup meeting included the following topics:

1. The 2018 Grades 3-8 English Language Arts and Mathematics Tests were reduced from three sessions to two sessions per the Board of Regents' June 2017 directive. The number of passages, multiple choice questions, and constructed responses were all reduced to arrive at the shortened test design while continuing to provide a valid and reliable measurement of student achievement.
2. Teachers were involved in all stages of developing and reviewing the 2018 Grades 3-8 tests. Activities since February 2016 include:

#### Reading Passage Review

- Grade-specific panels of classroom educators review the rigor, appropriateness, and quality of all proposed reading passages.

#### Item Writing Workshops

- Educators receive training in test development and item writing and are given assignments to write items for certain learning standards.

#### Item and Passage Review

- A different committee of educators review items generated by the Item Writing Workshops, where the items are evaluated based on grade level appropriateness and whether they measure the learning standard. Items meeting these criteria are reviewed at Educator Item and Passage Review.

#### Educator Item/Passage Review

- A separate group of educators review and recommend edits to all passages and items that have yet to be field tested.

#### Field Testing

- A representative sample of NYS students complete test questions that have been created for their grade level. The results of the field test are meant to inform the creation of the operational test.

#### Rangefinding

- Additional educators rate student responses to field-tested constructed response questions in order to inform the production of scoring materials and standard setting for future exam administrations.

#### Test Forms Construction

- Another panel of educators select the questions that will appear on the operational tests.

#### Test Forms Final Eyes

- A different group of educators review the final draft of each operational test before test administration.

### NEXT STEPS

NYS educators will be engaged in planning for and designing the Grades 3-8 tests measuring the Next Generation Learning Standards as well as new elementary, intermediate, and high school science assessments. Innovative assessment options including performance-based components and adaptive testing will be explored.



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Charter School Performance Framework

---

### SUMMARY

The Charter School Performance Framework was initially endorsed by the Board of Regents in October 2012 and amended in November 2015 and is now in the process of being updated. As part of this process, discussions have taken place with the Regents in October and November of 2017, and with charter schools and advocates across the State. The Charter School Performance Framework is the document that enumerates the standards by which all Regents-authorized charter schools are held accountable at the time of renewal (see [Charter School Performance Framework](#) for the current Framework). These standards are broken down into ten quality benchmarks that represent the high level of performance necessary across multiple domains to earn charter renewal.

(<http://www.p12.nysed.gov/psc/regentoversightplan/section3/CSPerfFrameworkNov15.pdf>)

As in the past, when developing the updated Framework the Department is adhering to the following guiding principles derived from the performance-based accountability system envisioned in Education Law §2850(2)(f):

- 1) Focus on student performance over compliance;
- 2) Preserve operational autonomy;
- 3) Facilitate transparent feedback to schools;
- 4) Align to the ongoing accountability and effectiveness work for all public schools; and
- 5) Balance clear performance benchmarks with Regents' discretion.

Some high-level changes currently being considered in the updated Framework are the addition of:

- Benchmark 1 – Student Performance:
  - ✓ A more robust analysis of a charter school's performance pursuant to ESSA accountability methodology;
  - ✓ Comparative academic outcome measures and sub-group performance;
  - ✓ Grades 4 and 8 science exam outcome measures;
  - ✓ Comparing Regents versus local diploma rates;
  - ✓ Student out-of-school suspension rates compared to the district of location; and
  - ✓ Additional differentiated accountability metrics for charter high schools serving over-aged under-credited students.
- Benchmark 3 - Culture, Climate, and Family Engagement:
  - ✓ A School Climate Survey and Index; and
  - ✓ Measures used to evaluate non-academic indicators of school quality, i.e., chronic absenteeism rates, school climate survey results, and suspension rates.

- Benchmark 5 - Financial Management:
  - ✓ School level funding per pupil compared to the district of location; and,
  - ✓ A more robust model of charter school fiscal impact on the district of location.
- Benchmark 9 - Enrollment, Recruitment, and Retention:
  - ✓ Chronic Absenteeism Rates compared to the district of location;
  - ✓ Enrollment of McKinney-Vento eligible students compared to the district of location;
  - ✓ Updating the current Enrollment and Retention Target Calculator;
  - ✓ Clarifying enrollment and retention standards; and
  - ✓ Using NYSED Enrollment Exit Code and Ending Enrollment data to track the general reasons why and when students leave charter schools compared to the district of location.
- Standards for full-term, short-term, or non-renewal.

***NEXT STEPS***

It is anticipated that an updated Performance Framework incorporating applicable feedback received from all stakeholders will be presented to the Regents for endorsement at their September 2018 meeting. The updated Performance Framework will apply to Regents-authorized charter schools that are authorized or renewed in the 2018-2019 school year and thereafter. Prior to renewal, the current Performance Framework will still apply.



## THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

# Career Development and Occupational Studies (CDOS) Commencement Credential

---

## SUMMARY

The CDOS Commencement Credential is now available to all students, including those with disabilities. In addition to earning the CDOS Commencement Credential as a supplement to a high school diploma or as their only high school exiting credential (for the small percentage of students unable to complete the requirements for a high school diploma), beginning with students who graduated in June 2016, all students have the option to earn a Regents or local diploma through the 4+CDOS pathway (exception: students with disabilities eligible and participating in the New York State Alternate Assessment program can earn a Skills and Achievement Commencement Credential – these students do not exit school with a regular high school diploma). To use the 4+CDOS graduation pathway option, a student must pass four required Regents examinations (or the corresponding Department-approved alternative examination) in mathematics, science, social studies, and English language arts (ELA); and in lieu of passing a fifth Regents or pathway examination, the student must meet the requirements for the CDOS Commencement Credential.

Beginning in December 2017, students with disabilities may meet the ELA and/or mathematics Regents examinations eligibility condition(s) for the *Superintendent Determination* option for a local diploma by completing the requirements for the CDOS Commencement Credential.

The CDOS Commencement Credential may be earned in one of the two ways. To earn the CDOS Commencement Credential under **Option 1**, the student must have:

- Developed a commencement-level Career Plan which includes self-identified career interests, career-related strengths/needs, career goals, and career and technical education (CTE) coursework and work-based learning experiences in which the student participates to achieve those goals. The Department provides a sample Career Plan, developed in collaboration with the Department of Labor, which begins in kindergarten and continues through adulthood.
- Met commencement-level CDOS learning standards in areas of career development, integrated learning, and universal foundation skills.
- Completed at least 216 hours of CTE coursework and/or work-based learning (minimum of 54 hours of which must be work-based learning). Work-based learning experiences include, but are not limited to, job shadowing, community service or volunteer activities, service learning projects, and work in a school-based business enterprise or local community business. They also include experiences associated with NYSED-registered CTE programs. Coursework associated with the CDOS Commencement Credential must be provided by a certified CTE teacher.
- Have at least one completed employability profile within one year of school exit (which documents the student's employability skills and experiences, attainment of commencement-level CDOS standards, technical knowledge and work-related skills, and work-related and academic achievements). NYSED provides a model employability profile form that districts may, but are not required to, use.
- Completed at least 12 years of school excluding kindergarten.

To earn the CDOS Commencement Credential under **Option 2**, a district may award a student the CDOS Commencement Credential if the student passed one of the nationally recognized work readiness credential assessments.

***NEXT STEPS***

The Department will continue to engage school districts and BOCES on the implementation of programs that offer access and opportunities to earn a CDOS Commencement Credential.





**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

[NYSed.gov](http://NYSed.gov)  
[Engageny.org](http://Engageny.org)

## Superintendent Determination Option for a Local Diploma

---

### SUMMARY

The Superintendent Determination Option allows a superintendent (or the principal/head of school of a registered nonpublic school or charter school) to make a local determination that a student with a disability has otherwise met the standards for graduation with a local high school diploma when such student has not been successful, because of his/her disability, at demonstrating his/her proficiency on one or more of the Regents examinations required for graduation.

The superintendent may only consider an eligible student for a local diploma through the Superintendent Determination Option upon receipt of a written request from the student's parent or guardian. To be eligible for the Superintendent Determination Option, a student with a disability must meet all conditions as follows:

- The student has a current individualized education program (IEP) and receives special education programs and/or related services;
- The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option;
- The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation including the Regents courses to prepare for the corresponding required Regents examination areas (English language arts (ELA), mathematics, social studies, and science);
- The student:
  - ✓ earned a minimum score of 55 on the ELA and mathematics Regents examinations; and/or
  - ✓ successfully appealed a score between 52 and 54 on ELA and mathematics Regents examinations; and/or
  - ✓ was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the ELA and/or Mathematics Regents examinations, but he/she completed the requirements for the New York State Career Development and Occupational Studies (CDOS) Commencement Credential.
- The student has participated in all Regents examinations required for graduation but has not passed one or more of these and has otherwise demonstrated competency in the subject area(s) where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.

The superintendent must sign the form prescribed by the Commissioner of Education which documents that the student has either met or has not met the requirements for a local diploma. A copy of the form must be submitted to the Department no later than August 31. The student and parent must receive written notice of the superintendent's determination with the copy of the completed superintendent's determination form. Where the superintendent determines that the student has met the requirements for graduation, the district must provide prior written notice that the student is not eligible to receive a free appropriate public education after graduation with a local diploma. Where the superintendent determines that the student has not met the requirements for graduation, the written notice shall inform the student and his/her parent that the student has the right to attend school until receipt of a local or Regents diploma or until the end of the school year in which the student turns age 21, whichever shall occur first.

***NEXT STEPS***

Additional guidance, including an updated question and answer document, will be issued based on changes permanently adopted by the Board in June 2018.

The Department will continue to provide training to the field on the various Safety Net Options, including the Superintendent Determination option, that are available to students with disabilities.

**Superintendent Determination Option for a Local Diploma – (continued)**  
**ATTACHMENT**

---

<b>School Year</b>	<b>Number of Districts/Schools that submitted forms</b>	<b>Forms Submitted</b>	<b>Local Diplomas awarded through SD Option</b>	<b>Local Diplomas denied through Superintendent Determination (SD) Option*</b>
2015-16	129	425	418	7
2016-17	143	318	315	3
2017-18**	92	164	159	TBD

\* All local diplomas denied as of June 25, 2018 were the result of the student not meeting the minimum eligibility requirements

\*\* Totals as of June 25, 2018. Forms due by August 31



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Regents-High School Equivalency (HSE) Exam Pathway

---

### **SUMMARY**

The Regents-HSE Exam Pathway has been a great success since its initiation on April 25, 2018, with almost 1,600 applications received and over 240 HSE diplomas awarded. To date, 80 percent of Regents-HSE Exam Pathway applications have been submitted by candidates who are 16-21 years of age, while 20 percent of candidates are 21 and older.

Comprehensive information on the Pathway has been disseminated to all of ACCES' Adult Education Programs and Policy (AEPP) programs funded through the Regional Adult Education Network (RAEN), by SED staff at all program manager meetings, and at statewide TASC™ Examiner trainings.

Two memoranda have been released to District Superintendents and posted on the ACCES webpage. An informational webinar is being planned for stakeholders.

### **NEXT STEPS**

- Continue to promote and provide guidance regarding New York State's approved Every Student Succeeds Act (ESSA) Plan, whereby a school is awarded 0.5 credit on the College, Career, and Civic Readiness Index if a student earns an HSE diploma within two years of exiting a high school without a credential.
- Continue outreach to stakeholders, case managers, and preparation programs to build awareness about the Regents-HSE Exam Pathway. ACCES is engaged in ongoing communication with high schools, encouraging them to follow through with students at risk of exiting without a credential, by facilitating application for HSE credit via Regents Exams, providing students with guidance and support toward earning an HSE diploma.
- Encourage Alternative High School Equivalency Programs (AHSEP) and other HSE preparation programs to implement a practice similar to District 79 in New York City, whereby student academic records are evaluated upon intake to facilitate the submission of applications for the Regents-HSE Exam Pathway.



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## The Arts

---

### SUMMARY

The Department is continuing to roll out the P-12 Learning Standards for the Arts, leading to a Pathway Assessment in the Arts.

#### Professional Development

- **Summer and Fall 2017:** The arts standards writers trained the arts professional association's regional representatives who then partnered with the Staff and Curriculum Development Network (S/CDN) to turnkey the training to the dance, music, theater, visual, and media arts teachers of NYS.
- **February 2018:** NYC first level training in February, teacher trainings throughout the boroughs in April and May.
- **Spring 2018 – Administrator Development:** The first administrator-only training occurred on March 12, at the Capital Region BOCES. Each BOCES representative brought with them an arts professional from their region to build awareness around the new standards and resources that are available to their staff members. The materials from the training were then released so they could be turnkeyed over the next several months by those that attended training to other arts administrators throughout the State.
- **Beginning June 2018 – Arts Teacher Professional Development:** The arts professional associations' PD team members and S/CDN together will ensure that the reviewed, newly developed performance expectations in five disciplines are clearly outlined for regional arts teachers across the State. The first regional training was held at the Capital Region BOCES from June 25-27. The training included an overview of the new standards framework, coding system, and philosophical foundations. Breakout activities focused on discipline-specific implementation considerations.
- All materials will be made publicly available so that participants will be able to return to their districts and utilize the training. Similar regional trainings will take place later this year in other areas of the State.

### NEXT STEPS

- **Recruit and Hire:** The position of Associate in Instructional Services (Music or Visual Arts) in the Office of Curriculum and Instruction has been vacant since April. The Division of Budget has approved the waiver and the position was posted on June 15 on the NYSED Website and distributed statewide. The candidate hired for this position will lead the work of, and build upon, the recommendations of the Blue Ribbon Commission for the Arts Steering Committee to establish a viable and rigorous graduation pathway in the Arts.
- **Commencement General Education Level (C-GEL) Arts Assessment:** The Office of State Assessment continues its analysis and alignment of the C-GEL assessment items to the newly adopted NYS Learning Standards for the Arts. This is a foundation-level assessment in all four disciplines and would be accessible to all NYS students.
- **Individual Arts Assessment Pathway (IAPP):** Upon hiring an arts professional in the Office of Curriculum and Instruction, work will continue in the development of the Individual Arts Assessment Pathway.



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Creating a Pipeline for Educators

---

### SUMMARY

Consistent with the commitments in our ESSA plan, NYSED has and will continue to implement strategies to ensure that there are opportunities for high quality candidates to enter the education professions, particularly in hard-to-staff content areas. Ongoing programs include Teachers of Tomorrow, which provides more than \$20 million annually to school districts to aid in recruiting and retaining teachers, and Teacher Opportunity Corps, which provides financial support to individuals from diverse backgrounds to enable them to complete a teacher preparation program.

During 2017-18, the Department took a close look at certification requirements and enacted policies aimed at ensuring the availability of qualified educators:

- [Adding new pathways for individuals seeking career and technical education \(CTE\) teacher certification;](#)
- [Expanding the Transitional G certificate](#) beyond the STEM fields;
- [Proposing to reinstate the individual evaluation pathway](#) for certification as an option for certification titles where this option does not exist; and
- [Improving school counseling programs and updating the certification requirements for school counselors.](#)

The Department is working with IHEs to encourage offering on-demand online programs, so students can enroll in programs at their convenience and to provide data that may help them support and guide students into certification areas most heavily in demand.

Innovative partnerships are being developed around the state to strengthen educator preparation models. For example, Tompkins-Seneca-Tioga BOCES is working with Bank Street College of Education's Prepared To Teach project to create sustainable funding so that teacher candidates can be financially supported while engaging in year-long co-teaching residencies to prepare them to become teachers.

(For information on how teacher certification policies and programs are specifically targeting shortages of educators of students with disabilities, English language learners, and multi-language learners, see separate one-pager.)

### NEXT STEPS

Pursuant to an appropriation in the 2018-19 state budget, the Department will launch a Teacher Diversity Pipeline pilot program to assist teacher aides and teaching assistants in attaining the necessary educational and professional credentials to obtain teacher certification.

The Department's [Principal Project](#), funded by the Wallace Foundation, includes a focus on improving the recruitment of school leaders. In the coming year, this work will include developing a computer-based system to help school districts with recruitment and hiring of principals, and funding model P-20 partnerships to re-design principal preparation programs so aspiring building leaders who emerge are better equipped to step into the role and achieve improved outcomes for all students.

The Department is partnering with Regional Educational Laboratory Northeast and Islands' Teacher Preparation Research Alliance to conduct a study examining the supply of teachers in New York. The results of the study will help inform teacher preparation and certification programs and policies, to create better alignment between the regional needs of school districts and the candidates available.



**THE STATE EDUCATION  
DEPARTMENT**

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

T: 518.473.8381

NYSED.GOV  
ENGAGENY.ORG

## Creating a Pipeline for Educators of Students with Disabilities, English Language Learners, and Multi-Language Learners

---

### **SUMMARY**

The Department continues its commitment to increasing capacity in undergraduate and graduate programs leading to certification and licensure in shortage areas through the Intensive Teacher Institute for Bilingual Special Education, Speech Language Professional Development Center, and Clinically Rich Intensive Teacher Institute (CR-ITI). CR-ITI programs prepare candidates for certification in English to Speakers of Other Languages (ESOL) and Bilingual Education (BE). To date, nearly 400 teachers have completed the necessary coursework. Under Requests for Proposals released in 2017-18, 1,000 additional teachers will become certified to teach ELLs/MLLs over the next five years. Three of these CR-ITI programs—SUNY Oneonta, SUNY Brockport, and CUNY Queens—offer online coursework in BE Extension.

During 2017-18, the Department took a close look at certification requirements and enacted policies aimed at ensuring the availability of qualified educators:

- [Creating grade level extensions for the Students with Disabilities Generalist certificates](#) to allow certificate holders to teach the grade levels adjacent to the grade levels of their certificate;
- [Proposing to create Limited Extensions](#) for teachers holding a Students with Disabilities Generalist certificate who teach a special class in grades 7-12; and
- [Proposing a new certification pathway for the Speech and Language Disabilities certificate](#) for candidates who complete a speech pathology program accredited by the American Speech and Hearing Association (ASHA).

### **NEXT STEPS**

Pursuant to a \$770,000 appropriation in the 2018-19 state budget, the Department will launch an additional seven new bilingual focused CR-ITI's. These will include programs for Special Education teachers who want to earn a Bilingual Education Extension, as well as for English as a New Language teachers who want to earn additional certification in a content area. The new programs will prepare a total of 280 teachers.

The Department is preparing to release the Teachers of Tomorrow Science, Mathematics, Bilingual, and English as a New Language Tuition Reimbursement Program, which will provide \$2,453,400 annually to school districts that are identified as experiencing a shortage of teachers in science, mathematics, bilingual education, and/or English as a New Language, to assist them in attracting and retaining qualified teachers in these subjects.

NYSED is creating an online system that will allow districts to post open teaching positions and teachers to apply for those positions. The Department will leverage the brand recognition of EngageNY and existing internal systems to create a simple, secure, user-friendly way to connect certified teachers with unfilled positions in areas of critical need. The system will focus on addressing open positions in critical shortage areas, such as ESOL, bilingual education, special education, and bilingual special education.

# ATTACHMENT II

## Information is Key

Decisions

Data

Information Knowledge

Informed Outcomes

Creating a Student Placement Information System  
for Students with Disabilities and Students in Residential Care



# Student Placements – Scope of the System

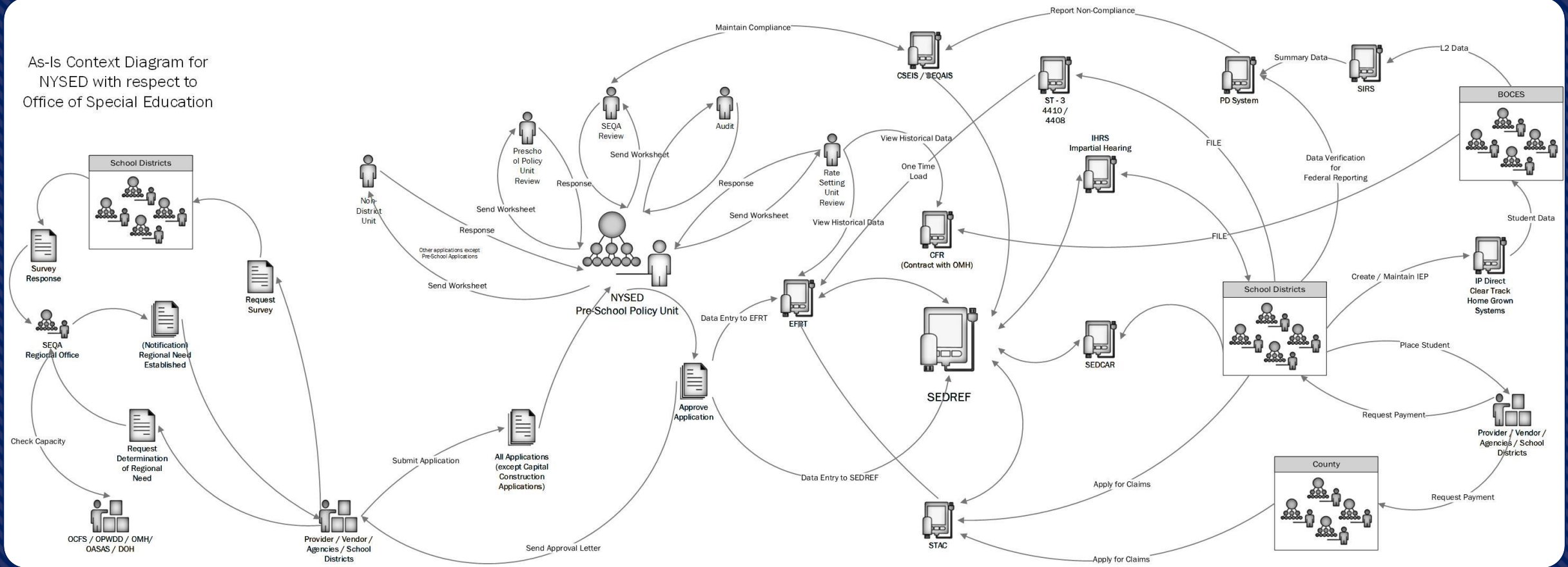
## ○ **Preschool Special Education:**

- 79,000 Students
- \$1.3 billion in state/local costs
- Multidisciplinary Evaluation (MDE)
- Special Education Itinerant Services (SEIS)
- Special Class in an Integrated Setting (SCIS)
- Special Class (SC)
- Related Services
- Transportation

## ○ **School-Age Approved Schools:**

- 29,000 Students (day/residential)
- \$731 million in state/local costs
- Approved Private Schools (Chapter 853)
- Special Act School Districts
- State-Supported Schools for the Blind and Deaf (4201)
- State-Operated Schools (Rome and Batavia)
- Out-of-State Approved Schools

As-Is Context Diagram for NYSED with respect to Office of Special Education



Student Placement information is relevant to several internal and external processes:

- NYSED: Office of Special Education, Rate Setting/STAC, Office of Audit Services, and Office of Information Technology Services
- External: School Districts, Counties, BOCES, Providers, Other State Agencies
- Public: Students, Parents, Advocates and other Interested Parties

# Move from Reactive to Proactive

A Student Placement Information System would enable the following activities:

- Identify service availability and respond to capacity needs in real time;
- Provide parents, school districts, counties, state agencies and other stakeholders with relevant information using a single, accessible source;
- Determine where targeted fiscal investments are needed;
- Improve NYSED processing timelines - internal staff users can manage reports, update status, use work flow automation and work queues, and reduce paper processing with this new system;
- Better inform school district & BOCES program decisions. School districts will have more information to perform IDEA responsibilities.

# ATTACHMENT III



New York State  
EDUCATION DEPARTMENT  
BOARD OF REGENTS

## **Our Challenge**

Despite a decade of progress and many instances of excellence, New York's educational system today faces two critical problems that demand urgent attention. First, we face a great divide in educational opportunity and achievement along lines of income, race and ethnicity, language, and disability. Second, New York – and the nation – are not keeping pace with growing demands for still more knowledge and skill in the face of increasing competition in a changing global economy.

Closing the achievement gaps must begin with the fundamental belief that all learners can reach higher standards. It requires that we set high expectations and employ powerful strategies that build on the success of many USNY institutions that are working to close these gaps. (Source: <http://www.oms.nysed.gov/plan05/plan05.htm>)

## **Current Definition**

The ESSA plan and recommendations reflect a commitment to leadership for equity; in this context, the term equity means that the learning needs of every student are supported in an environment where all students are valued; respected; and experience academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, or immigration status.

## **Considerations for equity**

What social, political, policy, and legal obstacles must the Board of Regents confront to ensure all students have equitable opportunities to prepare for college, careers and civic engagement?

What leadership can the Board of Regents provide to address and eliminate identified obstacles?

## **Other equity definitions**

### *Council of Chief State School Officers*

In an equitable education system, personal and social identifiers such as race, gender, ethnicity, language, disability, sexual orientation, family background and/or income are not obstacles to accessing educational opportunities; the circumstances children are born into do not predict their access to the resources and educational rigor necessary for success. Within such a system, all individuals attain sufficient knowledge and skills to pursue the college and career path of their choice and become active and contributing members of their communities.



Source: [www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity\\_011618.pdf](http://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

### *Organization for Economic Cooperation and Development (OECD)*

Equity in education can be seen through two dimensions: fairness and inclusion (Field, Kuczera and Pont, 2007). Equity as inclusion means ensuring that all students reach at least a basic minimum level of skills. Equitable education systems are fair and inclusive and support their students to reach their learning potential without either formally or informally pre-setting barriers or lowering expectations. Equity as fairness implies that personal or socio-economic circumstances, such as gender, ethnic origin or family background are not obstacles to educational success. An equitable education system can redress the effect of broader social and economic inequalities. In the context of learning, it allows individuals to take full advantage of education and training irrespective of their background (Faubert, 2012; Field, Kuczera and Pont, 2007; Woessmann and Schütz, 2006).

Source: <https://www.oecd.org/education/school/50293148.pdf>

### **Discussion**

As part of the work of the Regents Research work group, we are asking that you take a few minutes to review our current definition of Equity that is in our ESSA plan. As you review our current definition, we would like you to suggest any edits you feel may reflect a more comprehensive understanding of Equity.

Have we identified a vision for equity that is consistent with civil rights law and social justice indicators?


Could you lead a conversation in your judicial district that can assess level of support as well as the level of resistance and dissent?

# ATTACHMENT IV



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** The Honorable the Members of the Board of Regents

**FROM:** MaryEllen Elia 

**SUBJECT:** ESSA Materials

**DATE:** July 5, 2018

We look forward to our discussion regarding New York State's Every Student Succeeds Act plan at the July retreat. In advance of that conversation, I am pleased to share the following documents:

- [January 2018 USDE-Approved ESSA Plan Summary](#)
- ESSA Fact Sheets for Parents, [Educators](#), and [School Board Members](#) (parent fact sheet is available via the links below in 15 languages and attached in [English](#), [Creole](#), and [Urdu](#))
- Summary Document of the Equity Indicators in the ESSA Plan (suspension/expulsion rates; chronic absenteeism; college and career readiness; extended year graduation rates; high school and postsecondary access; and school climate)
- ESSA Plan Focus Areas document

For your reference, we have compiled below a summary of communications and meetings to date around ESSA, as well as links to those communications.

We will continue our comprehensive communications about ESSA as we move into full implementation. I look forward to keeping you up to date and continuing our discussions on our ESSA plan, regulations, and implementation.

---

## **Public Communications**

Communications to you, parents, educators, and others about our ESSA plan, its development, public feedback, USDE feedback, and changes to the various versions of the plan – including changes from the Sep. 2017 Board-approved plan to the Jan. 2018 USDE-approved plan – were extensive and vast in scope. We created a [webpage](#) dedicated to ESSA and maintain important informational materials there.

In total, our communications to date encompass:

- 22 presentations to the Regents
- 10 news releases
- 10 parent newsletters
- 8 "News & Notes" newsletter articles
- 4 Fact Sheets

- Parent [fact sheet](#), which is available in [15 languages](#):

<a href="#">Arabic</a>	<a href="#">Bengali</a>	<a href="#">Burmese</a>
<a href="#">Chinese</a>	<a href="#">Creole</a>	<a href="#">French</a>
<a href="#">Japanese</a>	<a href="#">Karen</a>	<a href="#">Nepali</a>
<a href="#">Punjabi</a>	<a href="#">Russian</a>	<a href="#">Somali</a>
<a href="#">Spanish</a>	<a href="#">Urdu</a>	<a href="#">Uzbek</a>

- [School board member](#) fact sheet
- [Educator](#) fact sheet
- [Parent fact sheet](#) specifically explaining the ESSA requirements as they relate to State assessments

Further, all presentations to the Board of Regents were lived tweeted on our Twitter account and every news release and newsletters were covered on all of our social media channels, resulting in countless posts regarding ESSA.

### **Meetings**

In addition, we convened more than a dozen meetings of the ESSA Think Tank over the past two years as well as more than ten meetings with our Title I committee of practitioners. We also held more than 120 in-person meetings that were attended by more than 4,000 students, parents, educators, and other stakeholders. Further, we are continuing to present to ESSA Think Tank members and school Chief Accountability Officers about the approved ESSA plan and draft regulations.

### **Timeline**

A complete timeline of our ESSA communications, with our most recent communication first, is below with links to each communication.

June 2018:

- Board Presentation: [For Emergency Action Proposed Draft Commissioner's Regulations Related to NY's Approved ESA Plan](#)

May 2018:

- [Parent Update](#) Newsletter
- [News & Notes](#) Newsletter
- [Parent Update](#) Newsletter

April 2018:

- Board Presentation: [Proposed Amendments to Sections 100.2\(ff\), 100.2\(m\), 100.18, 100.19, and Part 120 of the Commissioner's Regulations and the Addition of a new Section 100.21 of the Commissioner's Regulations Relating to the implementation of the State's Approved Every Student Succeeds Act \(ESSA\) Plan](#)
- Superintendent Newsletter: Includes [column](#) regarding requirements under ESSA for schools that do not meet the 95% participation rate

March 2018:

- Board Presentation: [Every Student Succeeds Act Financial Transparency](#)

January 2018:

- Board Presentation: [USDE Review and Approval of New York's Every Student Succeeds Act State Plan](#) (Slide 10 explains that science and academic achievement for ELA, Math and science measured based on continuously enrolled students had to be reclassified from a measure of "academic achievement" to "another academic indicator" and that as a consequence a new Composite Index had to be created to combine these measures together).
- [News Release](#) with section explaining changes from Sep. 2017 Board-approved Plan to January USDE approved plan
- [Tracked changes version](#) of the Sep. 2017 version of the ESSA plan to Jan. 2018 version
- Revised [Summary](#) of the ESSA Plan
- [News & Notes](#) Newsletter with ESSA Plan Article
- [Parent Update Newsletter](#) with ESSA Plan Article

December 2017:

- [Statement](#) from Commissioner on Initial USDE ESSA Plan Feedback

October 2017:

- [News & Notes](#)
- [Parent Update from Commissioner Elia](#)

September 2017:

- Board Presentation: [Revised Draft Every Student Succeeds Act State Plan and Associated waivers](#)
- [News Release: State Education Department Submits Every Student Succeeds Act Plan to U.S. Department of Education](#)
- [News Release: Board of Regents Approves NY'S Every Student Succeeds Act Plan](#)
- [News & Notes Newsletter](#) with ESSA Plan Article
- [Parent Update from Commissioner Elia](#) with ESSA Plan Article

August 2017:

- News Release: [State Education Department Releases Waivers Related to State ESSA Plan For Public Comment](#)
- [Parent Update from Commissioner Elia](#)

July 2017:

- Board of Regents Public Retreat, with Board Presentations: [Proposed Changes to Final draft plan for submission](#); [State Dashboards Presentation](#); [Next Generation Assessments Presentation](#); [Social, Emotional, Health and Mental Health, and Attendance Issues Presentation](#); [Stakeholder Feedback Analysis Presentation](#)
- [Summary](#) of ESSA Plan
- [News and Notes: ESSA Plan, Summer Food Service Program and Cultural Ed Resources for Teachers](#)
- News Release: [State Education Department Releases Revised Draft Every Student Succeeds Act Plan](#)

June 2017:

- Board Presentation: [Every Student Succeeds Act State Plan: Update on Public Hearings and Public Comment](#)
- [Parent Update from Commissioner Elia](#)



- [News and Notes](#)

May 2017:

- Board Presentation: [Every Student Succeeds Act Draft State Plan for Public Comment](#)
- News Release: [State Education Department Releases Draft Every Student Succeeds Act Plan for Public Comment](#)
- News Release: [State Education Department Announces 13 Public Meetings To Be Held To Receive Comment On Draft Every Student Succeeds Act Plan](#)
- [News and Notes: Revised ELA and Math Standards; Public Meetings for ESSA Plan](#)
- [Parent Update from Commissioner Elia](#)

April 2017:

- Board Presentation: [April 4 Board of Regents Meeting on ESSA](#)

March 2017:

- Board Presentation: [ESSA Public Retreat](#)
- [Parent Update from Commissioner MaryEllen Elia](#)
- [News and Notes](#)

February 2017:

- News Release: [State Education Department Seeking Input for Determining School Accountability Under ESSA](#)
- [Update for Parents from Commissioner MaryEllen Elia](#)

January 2017:

- Board Presentations: [Development of the New York State Every Student Succeeds Act Plan](#) and [ESSA State Plan High Concept Ideas](#) and [Proposed "High Concept Idea" Summaries -- Supports and Improvements for Schools 12/1/2016](#) and [Survey of School Quality and Student Success Indicators](#)

December 2016:

- Board Presentation: [Development of New York's Every Student Succeeds Act State Plan](#)

November 2016:

- Board Presentation: [Development of New York's Every Student Succeeds Act State Plan](#) and [ESSA State Plan High Concept Ideas](#)

October 2016:

- Board Presentation: [Every Student Succeeds Act State Plan Development Activities](#)
- News Release: [State Education Department Proposes High-Level Concepts For Draft Every Student Succeeds Act Plan](#)

# ATTACHMENT V

## NEW YORK STATE'S FINAL EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN SUMMARY

JANUARY 2018



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

*This summary document outlines the process New York pursued to engage and solicit feedback from stakeholders in the development of its ESSA state plan and highlights the significant policies contained in the NY's approved state plan. This overview document is not the full final ESSA state plan, which is posted on the New York State Education Department's website.*

Dear New Yorkers,

The Every Student Succeeds Act (ESSA) provides federal funds to improve elementary and secondary education in the nation's schools. ESSA requires states and Local Educational Agencies (i.e., school districts and charter schools) to take a variety of actions to ensure that all children, regardless of race, socioeconomic status, gender, disability status, primary language, or ZIP code, receive the education that they need to be prepared for success in postsecondary education, careers, and citizenship. New York State receives approximately \$1.6 billion annually in funding through ESSA.

ESSA includes many provisions that will help to ensure success for all students and all schools. Below are just a few. The law:

- Advances equity by upholding critical protections for all students.
- Requires that all students be taught to high academic standards that will prepare students to succeed in college and careers, and that all students be assessed on these standards to provide important information to educators, families, students, and communities.
- Maintains an expectation that there will be accountability, support, and action to create positive change in all our schools, including our lowest-performing schools.
- Provides for culturally responsive instruction and other services to students, parents, school employees, and community members.

After more than a year of engagement with thousands of stakeholders, the New York State Education Department (NYSED) released its draft ESSA state plan on May 9, 2017 for public comment NYSED, with Board of Regents approval, submitted New York State's ESSA plan to the United States Department of Education (USDE) for review on September 17, 2018. On January 17, 2018, the USDE approved the State's plan. This summary document outlines our stakeholder engagement process and highlights key proposals from the full plan, as revised to incorporate public feedback on the May draft, feedback from the Board of Regents, and revisions made based on discussions with USDE. We are indebted to the thousands of students, parents, teachers and other educators, schools and district leaders, school board members and community members who attended more than 120 meetings to share their thoughts on the plan, and to many thousands more who contributed to the development of the May draft by providing feedback through the completion of online surveys. We are also appreciative of the more than 1,000 persons who provided testimony regarding the May draft at one of the 13 public hearings conducted across the state or who submitted written comment on the draft.

The Department is committed to continuing to engage and work with stakeholders to implement New York's ESSA plan. Having received approval from the U.S. Department of Education, NYSED will create mechanisms for regularly reviewing the plan, soliciting feedback from stakeholders, and making appropriate adjustments as necessary to accomplish the stated goals.

Together, let's work to achieve our shared desire of ensuring that every student in New York State receives the best possible education.

Sincerely,



MaryEllen Elia  
Commissioner of Education  
President of the University of the State of New York

## **Table of Contents**

<b>Executive Summary</b>	<b>3</b>
<b>Understanding the Every Student Succeeds Act (ESSA)</b>	<b>8</b>
<b>New York State’s Approach to ESSA Planning</b>	<b>9</b>
<b>State Plan Summary</b>	<b>14</b>
<b>Challenging Academic Standards and Assessments for All Students</b>	<b>15</b>
<b>School Accountability Methodologies and Measurements</b>	<b>20</b>
<b>Supports and Improvement for All Schools</b>	<b>35</b>
<b>Supporting Excellent Educators</b>	<b>42</b>
<b>Supporting All Learners Collectively while Meeting the Needs of English Language Learners/Multilingual Learners</b>	<b>47</b>
<b>Supporting All Students</b>	<b>50</b>
<b>Glossary of Terms Used</b>	<b>57</b>
<b>Appendix A: Goals and Measures of Interim Progress</b>	<b>67</b>
<b>Appendix B: References</b>	<b>69</b>

## Executive Summary

The Every Student Succeeds Act provides New York State with an opportunity to leverage significant federal resources in support of New York State's commitment to providing equity, access, and opportunity for *all* students. In developing its state ESSA plan, New York State began by asking stakeholders across the State for their priorities and ideas on key parts of the ESSA plan.



### **New York State's Voices, New York State's Plan**

- Convened an ESSA "Think Tank" of more than 100 organizations to help develop the plan.
- Worked with national experts and advocates.
- Met with the Title I Committee of Practitioners to get ideas for how best to meet the requirements of ESSA while taking advantage of new opportunities for flexibility.
- Posted an online survey to which 2,400 parents, educators, community members, and other stakeholders responded to share feedback on school quality indicators, teacher preparation, school improvement, and accountability system design.

### **Since the fall of 2016, New York State has:**

- Held more than 120 in-person meetings across the State and in New York State's five largest City School Districts, which 4,000 people attended.
- Followed up the in-person meetings with an online survey for further feedback from ~250 meeting participants.
- Conducted 13 in-person sessions in May and June 2017 to explain the draft plan and hear comments, resulting in over 1,000 responses to the draft.
- Opened an email address, [ESSAcomments@nysed.gov](mailto:ESSAcomments@nysed.gov), for the public to provide direct comments.
- Created a narrated webinar explaining the plan.

The insights and suggestions that New York State received for its ESSA plan shaped our proposal in ways that we explain below. New York State considered this feedback prior to submitting a final plan in September 2017.



### **Accountability: How Should New York State Measure and Differentiate School Performance?**

New York State strives for an accountability and assistance system that supports all students, is transparent, prioritizes the measures that our educators and families value, recognizes schools that improve, and accurately identifies schools that need the most help.

#### **What We Heard**

- Measure student success on a variety of indicators – not just test scores.
- Measure students' academic growth over time, not just a single snapshot of performance.
- Collect data, such as class size or students access to coursework, for planning and support, not for accountability.

#### **What We Propose**

- Measuring achievement in language arts, mathematics, social studies and science as well as student growth in language arts and mathematics.
- Measuring school climate indicators, beginning with chronic absenteeism for all schools and indicators of "college, career, and civic readiness" (e.g., advanced coursework, career-technical training) for high schools, as well as out-of-school suspensions starting in 2019-20.

#### **What We Want to See**

- More schools offering advanced coursework and career readiness opportunities so that students graduate with the highest possible credential.
- Emphasis on improving ALL students' performance, not just those close to meeting their academic targets.
- More information about individual schools and districts in the hands of families and the public.

- Appointing a task force to consider other indicators of school quality.
- Awarding partial, full, or extra credit to schools, to provide incentives for schools to improve all students' performance.

## School Improvement: How Should New York State Assist Low-Performing Schools?



New York State will develop a system for supporting schools identified for improvement so that the schools that need the most support receive the most attention.

### What We Heard

- Allow schools to develop strategies based on their needs, rather than prescribing a one-size-fits-all approach.
- Provide flexibility to the schools that are making improvements and provide support and interventions to the schools that are not making gains.
- Use culturally responsive practices to engage parents.

### What We Propose

- Supporting a needs assessment process that looks at all aspects of schooling, including resource allocation.
- Providing broad supports in the first year of identification, and then focusing support on the schools not making gains in subsequent years.
- Offering parents and students a voice in how certain funding is spent.

### What We Want to See

- More individualized, evidence-based school improvement plans and more equitable use of resources.
- Increased likelihood that the low-performing schools will improve.
- Increased culturally responsive parent and community engagement in all schools, especially schools in need of improvement.

## Great Teaching: How Should New York State Ensure Equitable Access to Effective Educators?



New York State believes that all students, regardless of race, income, background, gender, disability status, primary language, or ZIP code, should have equitable access to the most effective educators.

### What We Heard

- Offer teacher and principal candidates more ways to demonstrate their skills in real school and classroom settings.
- Better align needs of districts and schools with teacher and principal preparation programs.
- Support aspiring teachers and principals throughout their careers, not just at the beginning.

### What We Propose

- Reporting and helping districts to analyze equity gaps in their schools' access to effective educators.
- Convening a work group to suggest changes in teacher candidates' field experiences and placement.
- Assisting districts in creating new career ladders or pathways to make the profession more attractive.

### What We Want to See

- Greater numbers of effective educators in every school, regardless of size, location, or student population.
- A more diverse and culturally responsive teaching and leadership workforce.
- Better prepared novice educators with more training in real schools and classrooms and in cultural responsiveness.
- More opportunities for experienced educators to grow their expertise.
- Increase in the use of instruction that is culturally relevant and easily understood by all students.

## Support for All: How Will New York State Ensure an Excellent Education for Every Child?



New York State believes that the highest levels of learning can occur when all students and all educators learn and teach in environments that are safe, culturally responsive, supportive, and welcoming.

### What We Heard

- Consider the effect of testing on school environments.
- Help schools create more culturally responsive and positive school climates.
- Consider the starting point for English Language Learners/Multilingual Learners when measuring their English language proficiency.

### What We Propose

- Piloting and then expanding the use of a school climate survey.
- Reinforcing anti-bullying laws.
- Recognizing the unique needs of English Language Learners/Multilingual Learners and differentiating the accountability for their growth and progress.

### What We Want to See

- More creative, innovative, impartial, unbiased, and culturally responsive assessments.
- Safer, culturally responsive, and welcoming school environments for students, teachers, and families.
- More English Language Learners/Multilingual Learners gaining proficiency on a customized timeline with more support.

### What Stays the Same? What Will be Different?

New York State’s ESSA plan continues and refines successful efforts that the State has launched in teaching and learning over the past decade while proposing new initiatives and policy changes to promote achievement for all. Below is a summary of major efforts that will continue, as well as those that are new in this proposal.

Planning Area	What Stays the Same?	What Will be Different?
<b>Challenging Academic Standards and Aligned Assessments</b>	<ul style="list-style-type: none"> <li>• Requirement that all students be annually assessed in Grades 3-8 in language arts and mathematics.</li> <li>• Requirement that all students be assessed once in high school in language arts and mathematics.</li> <li>• Requirement that all students be assessed once at the elementary, once at the middle, and once at the high school levels in science.</li> </ul>	<ul style="list-style-type: none"> <li>• New Next Generation English language arts, mathematics, and science learning standards.</li> <li>• Reduction in length of New York State Grades 3-8 assessments.</li> </ul>
<b>School Accountability Methodologies and Measurements</b>	<ul style="list-style-type: none"> <li>• Accountability system that includes English language arts and mathematics assessment results and graduation rates.</li> <li>• Accountability determinations linked, in part, to subgroup performance in relation to State goals and annual progress.</li> <li>• Identification of lowest-performing schools, based on the performance of all</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of new indicators in the areas of science; social studies; chronic absenteeism; acquisition of English language proficiency by English Language Learners/Multilingual Learners; and college, career, and civic readiness.</li> <li>• Revised Performance Indices that give all schools credit for a wider range of</li> </ul>

Planning Area	What Stays the Same?	What Will be Different?
---------------	----------------------	-------------------------

students as well as the performance of all subgroups of students.

- Identification of low-performing districts.
- Public reporting of school and district performance.

scenarios than previously included such as extra credit for students who are advanced and partial credit for high school equivalency.

- Use of five- and six-year graduation cohort results.
- Sunset of identification of Local Assistance Plan Schools.
- More rigorous standards for identification of all high schools, based on graduation rate as required by ESSA.
- Data dashboards to provide more transparent reporting of results, including for indicators that are not part of the accountability and support system.
- Task force to examine different indicators of school quality for accountability.

- On-site State field support that focuses on technical assistance and recommendations for improvement, rather than monitoring for compliance.
- On-demand technical assistance during the development of school and district improvement plans.
- Ongoing robust State support throughout the school improvement process.
- Interventions, such as receivership.

- Individualized approach to supporting low-performing schools facilitated by NYSED.
- Greater efforts by the State to provide more and better support than in the past (as resources permit).
- Primary State support given to all Comprehensive Support and Improvement Schools; district support given to all schools with low-performing subgroups.
- Examination and addressing of resource inequities in all low-performing schools.
- Incentives for districts to promote diversity and cultural responsiveness, as well as equity to reduce socioeconomic and racial isolation.
- Consistent with local collective bargaining agreements, teacher transfers to low-performing schools will be limited to teachers rated Highly Effective or Effective, unless otherwise prohibited by law.
- Student and parent voice in some decisions regarding allocation of resources in all low-performing schools.

**Supports and Improvement for Schools**



Planning Area	What Stays the Same?	What Will be Different?
---------------	----------------------	-------------------------

**Supporting Excellent Educators**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Requirement for annual evaluation of principals and teachers.</li> <li>• Existing educator and leader certification and licensure systems.</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of new strategies for use of Title IIA funds to support professional development of teachers and school leaders.</li> <li>• Reporting of data on access to effective educators in each district and facilitated analysis in each district to discuss culturally responsive solutions.</li> <li>• Increased focus on closing gaps of access to effective educators between low- and high-performing schools.</li> <li>• Convening a Clinical Practice Work Group to examine changes to the current field experience and placement requirements for teachers and school leaders.</li> </ul> |
|--|---|

**Supporting English Language Learners/ Multilingual Learners**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Comprehensive services for students whose first language is not English.</li> <li>• Monitoring of districts’ English Language Learners’/Multilingual Learners’ attainment of English language proficiency.</li> <li>• Exemption of recently arrived English Language Learners/Multilingual Learners in the first year of enrollment from the State’s English language arts test.</li> <li>• Monitoring former ELLs to ensure continuing student success.</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on English Language Learners’/Multilingual Learners’ path to proficiency by holding schools accountable for their progress.</li> <li>• New method for determining whether students are making adequate annual progress toward proficiency in English.</li> </ul> |
|--|---|

**Supporting All Students**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Support to districts in enforcing anti-bullying laws and encouraging safe and culturally responsive school climates.</li> <li>• Communication of culturally responsive policies and programs for students who are homeless, in foster care, in juvenile-justice facilities, or are migrants.</li> <li>• Continued training of educators on the Dignity for All Students Act.</li> </ul> | <ul style="list-style-type: none"> <li>• Using a school climate survey as part of a school climate index.</li> <li>• Promotion of personalized learning through the use of technology.</li> <li>• Reporting of per-student expenditures and their sources for each school and district.</li> <li>• Improving access to all programs for all high-needs students, including those who are homeless, in foster care, in juvenile-justice facilities, in neglected or delinquent facilities, or have</li> </ul> |
|--|--|

Planning Area	What Stays the Same?	What Will be Different?
		<p>mental/physical health disabilities, or are migratory.</p> <ul style="list-style-type: none"> <li>• Increased cultural responsiveness training for all educators.</li> </ul>

## Understanding the Every Student Succeeds Act (ESSA)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into federal law. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), which provides federal funds to improve elementary and secondary education in the nation’s public schools. In turn, ESSA requires states and Local Educational Agencies (i.e., school districts and charter schools), as a condition of funding, to commit to certain actions designed to improve educational outcomes for all students, with a focus on closing gaps in achievement between the highest- and lowest-performing groups of students.

ESSA retains many of the core provisions of No Child Left Behind (the previous reauthorization of ESEA) related to standards, assessments, accountability, and use of federal funds. However, ESSA also provides states with much greater flexibility in several areas, including the methodologies for differentiating the performance of schools and the supports and interventions to provide when schools need improvement.

To meet the requirements of ESSA, New York State submitted in September 2017 a state plan to the United States Department of Education (USDE) to access a wide array of federal grant programs.<sup>1</sup> Based on feedback from USDE, New York State revised its draft plan and in January 2018, USDE approved New York State’s plan, thereby ensuring that New York will continue to receive approximately \$1.6 billion annually in Federal funding under ESSA.

<sup>1</sup> Title IA (Improving Basic Programs Operated by Local Educational Agencies), Title IB (State Assessment Grants), Title IC (Education of Migratory Children), Title ID (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk), Title IIA (Supporting Effective Instruction), Title III (Supporting Language Instruction for English Language Learners/Multilingual Learners and Immigrant Students), Title IVA (Student Support and Academic Enrichment Grants), Title VB (Rural Education Initiative), and Title VI (Indian, Native Hawaiian, and Alaska Native Education).

# New York State's Approach to ESSA Planning



ESSA offers states a new opportunity to refine their strategic vision for education. The New York State Board of Regents and the New York State Education Department (“NYSED,” or “the Department”) has used the ESSA plan development process as an opportunity to review current practices and create plans to ensure that NYSED provides differentiated support and assistance to the local education agencies, schools, and students who need such support and assistance the most. The New York State Board of Regents and the Department approached the development of this plan with the recognition that the New York State school system has great strengths. New York State has many schools that provide a world-class education to their students, as well as many schools that have great success in preparing traditionally lower-performing groups of students for college, careers, and civic responsibility. Even in low-performing schools, there is excellence that needs to be nurtured, expanded upon, and made systemic. But the Board of Regents and the Department also recognize that there is much more that needs to be done if New York State is to achieve its goal of ensuring that every student has the opportunity to attend a highly effective school. While it is appropriate to celebrate our success, we must be clear-eyed in our recognition that continual improvement is necessary if we are to live up to our motto that New York State is the Excelsior State.

The State will take advantage of the autonomy and flexibility offered by the new federal law to ensure progress toward educational equity and improvements in teaching and learning.

## *Mission and goals to support the ESSA state plan*

In March 2017, the Chancellor of the Board of Regents, Dr. Betty A. Rosa, presented the Board’s mission:



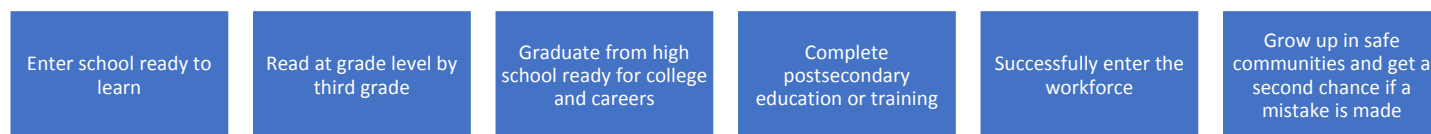
“The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”

To that end, the Regents and Department of Education seek to address the following goals in this ESSA plan:

- Provide all students comparable access to a world-class curriculum aligned to Next Generation State standards.
- Focus on reducing persistent achievement gaps by promoting the equitable allocation of resources in all public schools and the provision of supports for all students.
- Support educator excellence and equity through the entire continuum of recruitment, preparation, induction, professional learning, evaluation, and career development of teachers and school leaders.
- Build an accountability and support system that is based upon multiple measures of college, career, and civic readiness.
- Use performance measures that incentivize all public schools to move all students to higher levels of achievement and attainment and measure student growth from year to year.
- Identify low-performing schools by using multiple measures, assist in identifying the root causes of low performance, support school improvement by using a differentiated and flexible support system that is based upon the individual needs of each school, and provide supports to districts and schools to implement high-quality improvement plans and improve student outcomes.
- Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.
- Ensure that all students have access to support for their social-emotional well-being.
- Provide all students access to extra-curricular opportunities so that students can serve their schools and their communities, participate in community-based internships, and engage in sports and arts.
- Promote a relationship of trust, cultural responsiveness, and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.
- Ensure that effective educator practice is driven by an understanding of content knowledge, evidenced-based instructional practices, and a commitment to all students and their families.
- Ensure that students with disabilities are provided services and supports consistent with the principles of [the Blueprint for Improved Results for Students with Disabilities](#).
- Ensure that English language learners/multilingual learners are provided services and supports consistent with the principles of the [Blueprint for ELLs Success](#).
- Provide educators with opportunities for continual professional development in the areas of equity, anti-bias, multicultural, and culturally responsive pedagogies.
- Support districts and their communities in engaging in critical conversations about culturally responsive educational systems.
- Support schools in developing and implementing policies that result in all students being educated to the maximum extent possible with

To these ends, the plan develops a set of indicators that will: a) reveal how New York State schools provide students with opportunities to learn and support many dimensions of learning, b) provide a set of expectations for progress for the State, districts, and schools, and c) measure the effectiveness of supports provided to schools to meet these expectations. The plan also describes strategies by which New York State can create a learning system so that schools and districts can collaborate in developing strategies to align practice to research, and the Department can support a knowledge development and dissemination agenda on behalf of continual improvement.

The above goals are aligned with those recently articulated by the Board of Regents as part of the My Brother's Keeper Initiative<sup>2</sup> that include ensuring that all students:



<sup>2</sup> New York State, My Brother's Keeper Initiative, <http://www.nysed.gov/mbk/schools/my-brothers-keeper>.

The Board of Regents is committed to using its ESSA plan and the My Brother's Keeper initiative to mutually support the development and adoption of policies and programs that promote the values of socioeconomic, racial, cultural, and other kinds of diversity.

The Board of Regents also is committed to using its ESSA plan to increase equity of outcomes in New York State's schools. Among a wide variety of ways in which New York State envisions that its ESSA plan will promote educational equity, we highlight the following "baker's dozen:"

1. Publish, annually, the per-pupil expenditures for each Local Education Agency (LEA) and school in the State to highlight instances in which resources must be reallocated to better support those students with the greatest needs.
2. Publish, annually, a report examining equitable access to effective teachers per district and facilitate the ability of districts to address inequities through strengthening mentoring/induction programs, targeting professional development, or improving career ladders.
3. Use the Needs Assessment process for low-performing schools to identify inequities in resources available to schools and require districts to address these inequities in their improvement plans.
4. Reduce inequities in the allocation of resources to schools by districts by establishing an annual cycle of resource allocation reviews in districts with large numbers of identified schools.
5. Direct additional support and assistance to low-performing schools, based on school results and the degree to which they are improving.
6. Focus on fairness and inclusion of all New York State students in State assessments through the involvement of educators and the application of Universal Design for Learning concepts in test development.
7. Leverage the creation of P-20 partnerships that explicitly recognize the importance of institutions of higher education and other preparatory programs to improve the quality and diversity of the educator workforce.
8. Limit teacher transfers from another school in the district to a Comprehensive Support and Improvement school to those rated as Effective or Highly Effective in the most recent evaluation year, unless otherwise prohibited by law.
9. Use Title I School Improvement Funds to support the efforts of districts to increase diversity and reduce socioeconomic and racial/ethnic isolation and bias in schools.
10. Develop State and local policies and procedures to ensure that homeless youth are provided the same access to appropriate educational supports, services, and opportunities as their peers.
11. Create uniform transition plans for students exiting neglected or delinquent facilities and require school districts to appoint a transition liaison to ensure equal supports for the students' successful return to school.
12. Explicitly design the State accountability and support system to require schools and districts to a) reduce gaps in performance between all subgroups, b) incentivize districts to provide opportunities for advanced coursework to all high school students, c) continue to support all students who need more than four years to meet graduation requirements, and d) work with all students who have left school so that they can earn a high school equivalency diploma.
13. Ensure that cultural responsiveness informs all school policies and practices and guides interactions among all members of the school community.

Together, these goals reflect the State’s commitment to improving student learning results for all students by creating well-developed, culturally responsive, and equitable systems of support for achieving dramatic gains in student outcomes.

New York State posits that these goals can be achieved

IF ...

1. New York State identifies the [characteristics of highly effective schools](#) that provide culturally responsive teaching and learning
2. Schools, districts, and the State collaborate to determine the degree to which each school demonstrates the characteristics of a highly effective schools
3. Schools, districts, and the State collaborate to develop plans to address gaps between the current conditions in each school and the characteristics of highly effective schools
4. Schools and districts are provided with resources, including human capital, to implement these plans
5. These resources are used to effectively implement plans that are assessed regularly and revised as appropriate
6. Additional supports and interventions occur when schools and districts that are low-performing do not improve

... THEN ...

New York State will eliminate gaps in achievement.

### **Initial stakeholder engagement**

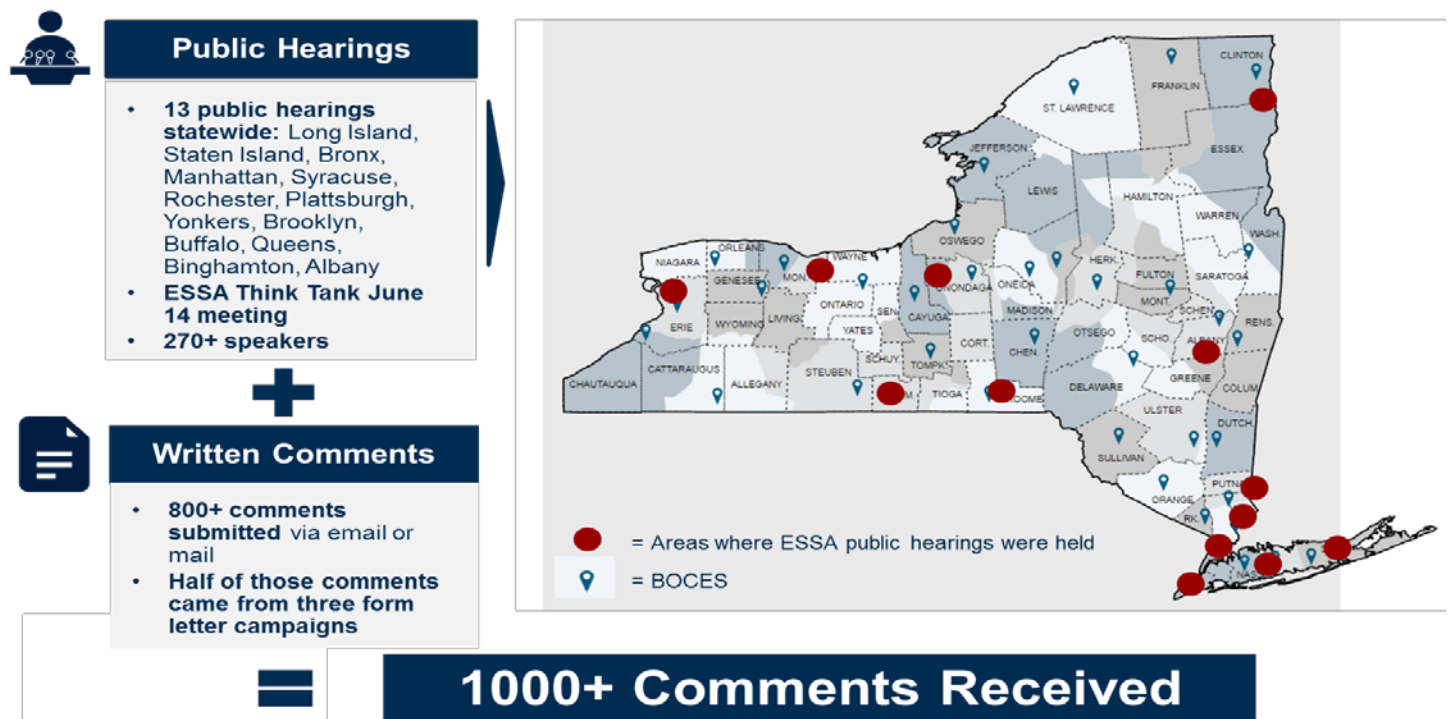
Beginning in 2016, NYSED intentionally and meaningfully coordinated and engaged diverse groups of stakeholders to solicit a range of thoughts, opinions, and recommendations on how to craft an ESSA plan that best meets the needs of the State’s students, schools, and communities. In these efforts, NYSED:

- Established an **ESSA Think Tank** with representatives from more than 100 organizations, including district leaders, teachers, parents, community members, and students. The Think Tank met at least monthly for more than a year to assist the Department with the development of New York State’s ESSA state plan.
- Engaged in **extensive research** to understand the law and the opportunities that it provides, including, but not limited to, meetings with:
  - U.S. Department of Education (USDE)
  - Brustein & Manasevit – a law firm recognized for its federal education regulatory and legislative practice
  - Council of Chief State School Officers (CCSSO), which has provided access to many national experts, including: Brian Gong (National Center for the Improvement of Educational Assessment), Kenji Hakuta (Stanford University), Pete Goldschmidt (California State University, Northridge), Delia Pompa (Migration Policy Institute), Gene Wilhoit (National Center for Innovation in Education), and Susie Saavedra (National Urban League)
- Consulted with **national education experts** regarding ESSA, including Linda Darling-Hammond (Learning Policy Institute), Scott F. Marion (National Center for the Improvement of Educational Assessment), and Michael Cohen (Achieve).

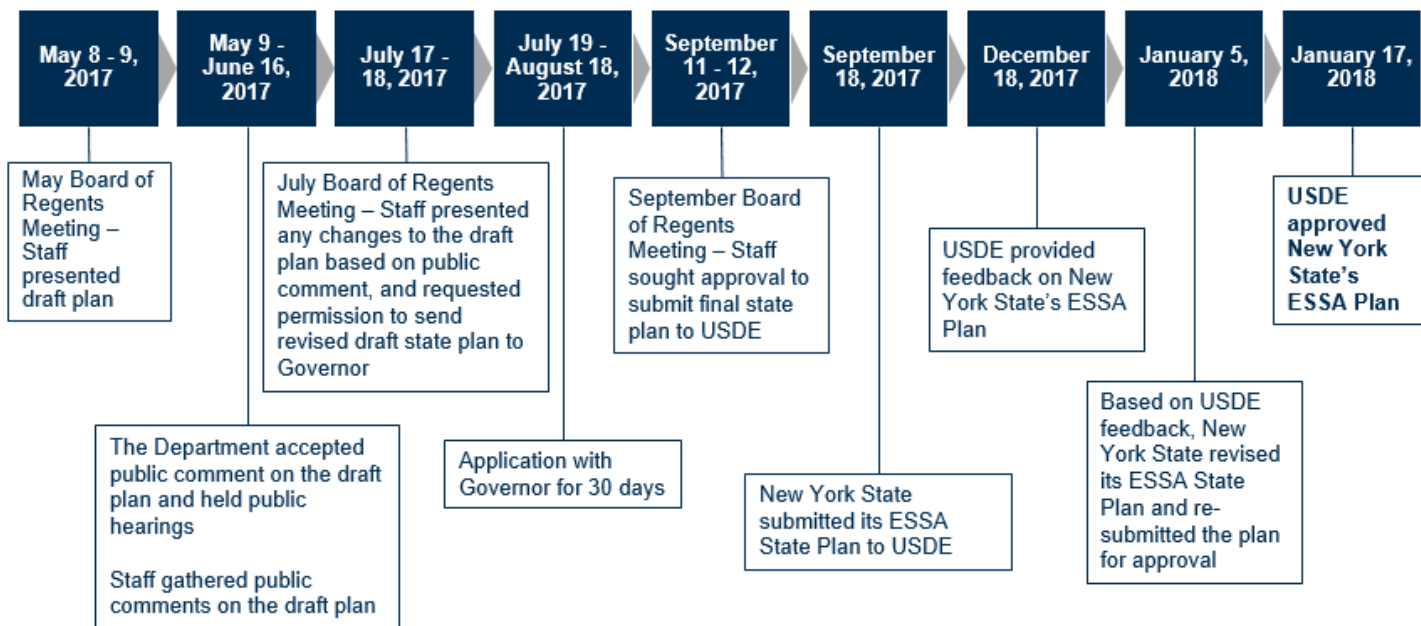
- Met more than ten times with the **Title I Committee of Practitioners**, a group of teachers, school and district leaders, school board members, parents, and representatives of other educational stakeholders charged with consulting with the Department on issues pertaining to Title I, to discuss ESSA.
- Posted an **online survey** to gather stakeholders' preferences on potential indicators of school quality and student success, which received over 2,400 responses.
- Held more than **120 fall and winter regional in-person meetings** across the State in coordination with the State's 37 Boards of Cooperative Educational Services (BOCES) and the superintendents of the State's five largest City School Districts, which were attended by more than 4,000 students, parents, teachers, school and district leaders, school board members, and other stakeholders.
- Opened an **online survey** to solicit additional individual feedback from meeting participants.

### Stakeholder feedback on draft plan

In May 2017, the Department invited stakeholders to review the draft ESSA state plan, and to submit comments and feedback. The review period for public comment began May 9, 2017 and concluded June 16, 2017. Comments on the plan could be submitted by email to [ESSAcomments@nysed.gov](mailto:ESSAcomments@nysed.gov) or by regular mail to NYSED. Additionally, the Department hosted 13 public hearings across New York State from May 11, 2017 to June 16, 2017 to gather in-person feedback on the plan. The Department received over 1,000 comments from stakeholders across the state.



The Department adhered to the following timeline for submitting and gaining approval from USDE on its final ESSA plan:



## State Plan Summary

The next section of this overview document describes major policies and decisions contained in New York State’s final ESSA plan. We have organized the sections by the following:

- **What ESSA requires** – We briefly describe what ESSA calls for in key sections.
- **The Big Picture** – We explain how NYSED proposes to address the requirements of ESSA.
- **What’s New? What’s Different?** – We highlight the key areas in which the ESSA plan is different from current State policies or practices.
- **Supporting Improvements in Culturally Responsive Teaching and Learning and Increasing Educational Equity** – We provide information on how the plan is designed to increase student learning and close equity gaps.
- **How New York State Responds to Specific ESSA Requirements** – We explain the way in which New York State responds to the specific questions contained in the ESSA template that states must submit to USDE.





# Challenging Academic Standards and Assessments

## Challenging academic standards

### What ESSA Requires

- Assurances that states have adopted “challenging” academic standards in mathematics, language arts, and science.
- Academic standards aligned to “entrance requirements for credit-bearing coursework in the system[s] of public higher education in the State” and career/technical education standards.
- Academic standards that are measured in no fewer than three levels of achievement.

### The Big Picture

In September 2017, New York State completed a two-year collaborative process with educators, and adopted the Next Generation English Language Arts and Mathematics Learning Standards to replace the current K-12 standards. This process included extensive public comment and was overseen by committees comprised of parents and educators, including early learning educators and educators of students with disabilities/differently abled students and English Language Learners/Multilingual Learners. This work resulted in standards that reduce repetition and ensure clarity, appropriateness, and vertical alignment while continuing to be rigorous and to challenge New York State’s students to do more so that they can successfully transition to post-secondary education and the workforce. **These standards will be phased in over the next few years and will be fully implemented in the 2020-21 school year.** In addition, New York State adopted new science standards in December 2016, which became effective in the 2017-18 school year. These new science standards are based on the foundation of the National Research Council’s *A Framework for K-12 Science Education: Practices, Cross Cutting Concepts and Core Ideas* and the Next Generation Science Standards. All changes to the standards meet the ESSA requirements listed above. Districts and schools will continue to oversee the curriculum used in the classroom to ensure that all students receive an education aligned with the Next Generation Standards.

### What’s New? What’s Different?

#### English Language Arts

- Add culturally responsive practices to foster reading and writing to ensure that all students become lifelong learners who can communicate effectively.
  - Merge the Reading for Information and Reading for Literature Standards to reduce repetitive standards, simplify classroom instruction and curriculum development, and ensure an appropriate balance of both types of reading across all grades.
  - Revise Every Grade’s Reading Expectations for Text Complexity to clarify expectations over multiple grades. A text complexity section is also added to the introduction to underscore the importance of reading different types of texts with varying levels of difficulty that are culturally and linguistically diverse.
  - Streamline the Anchor Standards based upon comments from educators that the standards were too numerous and at times repetitive. Standards are merged and included in the practices to foster lifelong readers and writers.
-

- Revise the Writing Standards so that they are more practicable for educators to use for curriculum and instruction. In addition to omitting some standards, there are grade-specific changes to clarify language and to ensure that writing expectations are clear.
- Ensure that literacy is included in other content areas, for example, by creating a new document for the Grades 6-12 Literacy in Social Studies, Science and Technical Subjects Standards.

### Mathematics

- Move standards to different grade levels to improve the focus of major content and skills for each grade-level and course, providing more time for students to develop deep levels of understanding of grade-level appropriate content.
- Provide opportunities for students to explore standards, which promotes grade-level appropriateness by allowing all students to be introduced to and learn a concept without the expectation of mastering the concept at that grade level.
- Clarify standards so that educators, students, and parents better understand the expectations, without limiting instructional flexibility.
- Add and consolidate standards to improve coherence and focus and to reduce redundancy between grade levels. For example, one additional standard at the kindergarten level helps solidify pattern recognition and creation from Pre-K to Grade 2.
- Maintain the rigor of the standards by balancing the need for conceptual understanding, procedural skill, and application.
- Create a glossary of verbs associated with the mathematics standards containing a list of verbs that appear throughout the revised standards recommendations.

### Science

- Reflect the interconnected nature of science as it is practiced and experienced in the real world.
- Include concepts built coherently from K-12 learning progressions with science and engineering integrated throughout K-12.

## Supporting Improvements in Teaching and Learning and Increasing Educational Equity

As it continues to improve its academic standards, New York State:

- Has developed a three-phase Comprehensive Science Standards Implementation Plan to transition to new standards that are based on an alignment to the Statewide Strategic Plan for Science (available [here](#) and [here](#)).
- Worked with local Boards of Cooperative Educational Services (BOCES) and superintendents through the summer before the 2017-18 school year to develop and provide guidance on professional development for teachers to implement new standards. Part of this effort included developing grade-by-grade crosswalks about the standards that explain the connections between standards, curriculum, and assessments.
- Will create a glossary of terms for the Next Generation English Language Arts Learning Standards.
- Will promote the development and implementation of culturally and linguistically relevant multi-tiered systems of academic and behavioral support.
- Will promote the embedding of Universal Design for Learning into instruction.

### Aligned assessments

### What ESSA Requires

- States must administer the following assessments to all public school students:
  - In language arts and mathematics, students must be tested annually in grades 3-8 and once in high school.
  - In science, students must be tested once in elementary, once in middle, and once in high school.
- Aside from approved exceptions, states must administer the same assessments to all public school students across the state. These exceptions include:
  - Administering the alternate assessments to students with the most significant cognitive disabilities.
  - Allowing students enrolled in eighth grade who take high school mathematics courses to take the appropriate high school assessments (Regents Exams) in place of the eighth grade mathematics test for accountability.
  - Allowing districts to administer to all students within the district a nationally recognized high school academic assessment, such as Advanced Placement (AP) or International Baccalaureate (IB), in place of a Regents Exam for accountability.
- States must make every effort to provide assessments in the native language of English Language Learners/Multilingual Learners (ELLs/MLLs) when it is determined that the assessment in translation likely would yield more accurate and reliable information on student proficiency. These assessments will take into consideration idiomatic expressions and cultural differences between different languages.
  - States must make every effort to translate content assessments into the languages other than English that are spoken by a significant percentage of their ELL/MLL populations.

## The Big Picture

New York State recognizes the primary position of instruction in driving teaching and learning and that assessments are a tool to support improved instruction. New York State’s system of aligned assessments is designed to measure students against high-quality standards and to provide families, educators, and the community with rich information about how students and schools are performing.

### To Ensure ...

### ... New York State will:

**Consistent and Accurate Measurements of Student Proficiency**

- Maintain current assessments in English language arts, mathematics, and science until new State assessments that are based on the new Next Generation Learning Standards can be developed, field tested, and adopted for use statewide.
- Continue to engage New York State educators to write and review all questions used on the Grades 3-8 tests and Regents Exams. Ensure that all questions on these assessments are culturally and linguistically responsive.
- Reduce the number of questions included on the Grades 3-8 tests, to eliminate a full day of scheduled testing.
- Continue to provide computer-based testing to all schools and districts. Investigate innovative assessment methods.

**Access to Advanced Courses**

- Received permission from the USDE to continue to allow students who complete high school-level mathematics courses in Grade 7 to take the appropriate high school mathematics assessments for those courses and for those students’ schools to use those high school assessments in lieu of those students’ grade-level mathematics assessments in the school accountability and support system.

- Received permission from the USDE to continue to allow students who complete high school-level science courses in Grade 8 to take the appropriate high school science assessments for those courses, and for those students' schools to use those high school assessments in lieu of those students' grade-level science assessments in the school accountability and support system.

### **Native-Language Assessments for ELLs/MLLs**

- Continue to translate Grades 3-8 and high school mathematics assessments into five languages: Chinese (Traditional), Haitian-Creole, Korean, Russian, and Spanish.
- Continue to translate elementary- and intermediate-level science assessments into Chinese (Traditional), Haitian-Creole, and Spanish.
- Continue to seek funding from the State legislature to translate Grades 3-8 and high school mathematics assessments into three additional languages (resulting in eight total): Chinese (Simplified), Arabic, and Bengali.
- Continue to seek funding from the New York State legislature to develop Native Language Arts/Home Language Arts (NLA/HLA) exams for Grades 3-8 and for high school, beginning with a Spanish NLA/HLA assessment.

### **Fairness for All Students**

- Continue to administer the New York State Alternate Assessment (NYSAA) to students with the most significant cognitive disabilities.
- Continue to provide a comprehensive set of accommodations to students with disabilities/differently abled students.
- Continue to provide a comprehensive set of accommodations to English Language Learners/Multilingual Learners to ensure that these students have a more equitable opportunity to participate in the assessments.
- Continue to train all educators involved in test development and administration in the theory and application of Universal Design for Learning to ensure that assessments are fair and accessible for all students.

## **What's New? What's Different?**

New York State is:

- Reducing the length of Grades 3-8 English language arts and mathematics assessments.
- Seeking funding from the State legislature to develop native language arts assessments, beginning with Spanish, for use in language arts accountability determinations for ELLs/MLLs.
- Seeking funding to expand translation of content assessments, with the goal of translating Grades 3-8 mathematics assessments and Regents mathematics assessments, as well as elementary- and intermediate-level science assessments, into these eight languages spoken in the homes of ELLs/MLLs throughout New York State: Chinese (Traditional), Chinese (simplified), Haitian Creole, Korean, Russian, Spanish, Arabic, and Bengali.

## **Supporting Improvements in Teaching and Learning and Increasing Educational Equity**

New York State believes that the revisions being made to its challenging standards and assessments will support improvement in teaching and learning and increases in educational equity by:

- Providing schools and districts with accurate information on the degree to which students demonstrate proficiency on the new Next Generation Learning Standards.
- More accurately measuring the language arts achievement of ELLs/MLLs by using native language arts assessments, beginning with Spanish, upon approval of funding from the State legislature.
- Reducing the amount of time devoted to administering and preparing for State assessments.
- Investigating more innovative methods of measurement to determine the most appropriate assessments for New York State’s students.

## How New York State Responds to Specific ESSA Requirements

### *How will New York State improve assessments overall?*

New York State’s assessment schedule and planned implementation for new Next Generation Learning Standards and aligned Next Generation assessments meet ESSA requirements. New York State’s assessment system provides multiple measures of student academic achievement, including selected response, constructed response, and technology-based items in the English language arts and mathematics assessments, and both written and performance tasks in the elementary- and intermediate-level science assessments. New York State is considering working with educators to develop additional forms of measurement, including designing capstone project-based assessments in areas such as science or civic and cultural awareness and civic readiness. The Department envisions that districts will have flexibility in implementing such a project, which could, for example, include a student developing a hypothesis, researching the subject, and then defending the answer either in writing and/or orally.

### *How will New York State offer advanced mathematics courses for middle-school students?*

New York State currently offers the opportunity for seventh and eighth grade students to take high school mathematics courses, such as Algebra I. All students are provided this opportunity, including those who require testing accommodations, and decisions about eligibility are made locally. Currently, students who take a high school mathematics course while in middle school have the opportunity, as determined by their schools, to take the high school level assessment associated with that course in lieu of their middle school mathematics assessment. New York State received a waiver to continue to extend this opportunity to seventh grade students in mathematics and eighth grade students in science.



## School Accountability Methodologies and Measurements

### What ESSA Requires

- An accountability plan that establishes the following:
  - Ambitious long-term goals and measures of interim progress for all students and each accountability group on State tests in language arts and mathematics, graduation rates, and progress toward English language proficiency for ELLs/MLLs.
  - A system for annual measurement of all students and each subgroup identified by the State.
  - A methodology for identification of schools in need of intervention and criteria by which schools can exit accountability status based upon:

- A school’s academic achievement in language arts and mathematics
- Another academic indicator at the elementary and middle school level, such as student growth on language arts and mathematics assessments
- A high school’s four-year graduation rate, plus extended-year graduation rates, if desired
- Progress by ELLs/MLLs in achieving English language proficiency
- At least one other indicator of school quality and/or student success selected by the State.
- A system that allows differentiation between schools, based on performance indicators for all students and for each student subgroup, including the “n-size,” which is the minimum number of students whose scores will count for accountability and participation purposes.
- Procedures to identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement Schools (TSI) and supporting these schools’ improvement.

## The Big Picture

New York State strives for an accountability and assistance system that supports all students in a culturally responsive way, is transparent, prioritizes the measures that our educators and families value, accurately identifies schools that need the most help, and recognizes high-performing and rapidly improving schools.

To Ensure ...	... New York State will:
<b>Support for All Students</b>	<ul style="list-style-type: none"> <li>• Establish long-term goals and measures of interim progress that hold schools accountable for closing gaps between groups of students over the next five years.</li> </ul>
<b>Access to a Well-Rounded Curriculum</b>	<ul style="list-style-type: none"> <li>• Differentiate school performance by using student results on Grades 4 and 8 science exams and science and social studies Regents exams in addition to results on language arts and mathematics examinations.</li> </ul>
<b>Engage All Students</b>	<ul style="list-style-type: none"> <li>• Hold schools accountable based on measures of chronic absenteeism and begin to report additional measures of school climate and student engagement</li> </ul>
<b>Maximum Opportunities</b>	<ul style="list-style-type: none"> <li>• Create a College, Career, and Civic Readiness Index that gives:               <ul style="list-style-type: none"> <li>○ Partial credit for students who successfully earn a high school equivalency diploma.</li> <li>○ Extra credit for students who:                   <ul style="list-style-type: none"> <li>▪ Earn a Regents diploma with advanced designation, career and technical education endorsements, or a Seal of Biliteracy; or</li> <li>▪ Successfully earn a Regents diploma, complete advanced coursework and score at specified levels on advanced high school assessments or earn college credit.</li> </ul> </li> </ul> </li> </ul>
<b>Transparency</b>	<ul style="list-style-type: none"> <li>• Report the performance of each school’s subgroups of students on each accountability measure using a scale of 1-4.</li> </ul>
<b>Focus on Growth Over Time</b>	<ul style="list-style-type: none"> <li>• Hold schools accountable for progress in increasing the achievement of students in language arts and mathematics over time and the growth of students in English language arts and mathematics from year to year.</li> </ul>
<b>Focus on Graduation</b>	<ul style="list-style-type: none"> <li>• Give schools credit for a student’s best score on State assessments within four years of the student entering high school.</li> </ul>

	<ul style="list-style-type: none"> <li>Use four-, five-, and six-year graduation rates to determine how well schools are doing in getting students to graduate.</li> </ul>
<b>Time to Improve</b>	<ul style="list-style-type: none"> <li>Create a new list of Comprehensive Support and Improvement Schools once every three years.</li> </ul>
<b>Support for Districts</b>	<ul style="list-style-type: none"> <li>Continue to use district-level results to target low-performing districts for improvement.</li> </ul>
<b>Recognize Success</b>	<ul style="list-style-type: none"> <li>Identify high-performing and rapidly improving schools and develop strategies to disseminate their most effective practices.</li> </ul>

## What’s New? What’s Different?

New York State is:

- Establishing an “end” goal, long-term goals that are fixed initially for five-years and updated annually, and measures of interim progress.
- Assigning a score of 1-4 to each accountability measure for each subgroup for which a school is responsible and using these scores to make transparent accountability determinations regarding schools.
- Creating data graphic interfaces to display for stakeholders, in an intuitive way, how schools perform on important metrics, including those that are used for accountability.
- Assigning equal weight to growth and achievement in making elementary and middle school accountability determinations.
- Committing to including additional measures of school quality and student success in the accountability and support system over time, beginning with the percentage of students who annually are subject to out-of-school suspensions and high school readiness for middle school students.
- Increasing from 60 percent to 67 percent, as required by ESSA, the graduation rate high schools must achieve to avoid identification, while allowing schools to avoid identification by having a five- or six-year graduation rate at or above that threshold.
- Modifying the rules for identifying schools, based on the performance of all students (Comprehensive Support and Improvement Schools) and for subgroups of students (Targeted Support and Improvement Schools).
- Modifying the rules for when and how data from current and prior school years are combined.

## Supporting Improvements in Teaching and Learning and Increasing Educational Equity

New York State believes that the revisions that it has made to its school accountability and assistance system will support improvement in teaching and learning and increases in educational equity by:

- Creating a process of continuous review and implementation adjustments by annually establishing a new five-year long-term goal.
- Supporting a well-rounded and culturally responsive education for all students by expanding accountability measures beyond a narrow focus on English language arts and mathematics to also include science; social studies; acquisition of English language proficiency by ELLs/MLLs; chronic absenteeism; graduation rates; and College, Career, and Civic readiness; and implementation of a future indicator related to out-of-school suspension rates.

- Expanding access to advanced coursework to all students, particularly for students in less-affluent school districts, through inclusion of this indicator in the College, Career, and Civic Readiness index.
- Ensuring a continued focus on all students who need extra time to meet graduation requirements by including five- and six -year graduation rates in the accountability and support system.
- Providing incentives to schools to have all students reach their highest levels of performance through the provision of extra credit in the Performance Index<sup>3</sup> and the creation of the College, Career, and Civic Readiness Index
- Promoting increased participation in the State assessment system so that schools and families get the information that they need.

Additional measures of school quality and student success are expected to be added to the system over time, beginning with a measure of the rate at which students are subject to out-of-school suspensions and a high school readiness measure for middle school students. These could include, but are not limited to, such measures as:

- Student access to specific learning opportunities such as in the arts, science, or technology courses,
- Postsecondary success of high school graduates,
- School climate and supports for students’ social, emotional, and academic learning, as measured by student, parent and/or staff surveys,
- Student access to highly effective teachers,
- Student access to diverse learning environments and measures of student civic engagement, and
- Measures of student physical health and well-being.

In addition to indicators that may be added to the accountability and support system, NYSED will regularly publish a set of indicators that highlight school conditions and student opportunities to learn. These will be used for diagnosing needs and tracking progress in achieving quality and equity at the school, district, and State levels. They could include measures such as:

- Per-pupil school funding, by function,
- Class sizes and staffing ratios,
- Availability of other teaching and learning supports,
- Parent involvement and engagement,
- School climate,
- Teacher turnover and attendance, and
- Teaching conditions and teacher learning opportunities.

## How New York State Responds to Specific ESSA Requirements

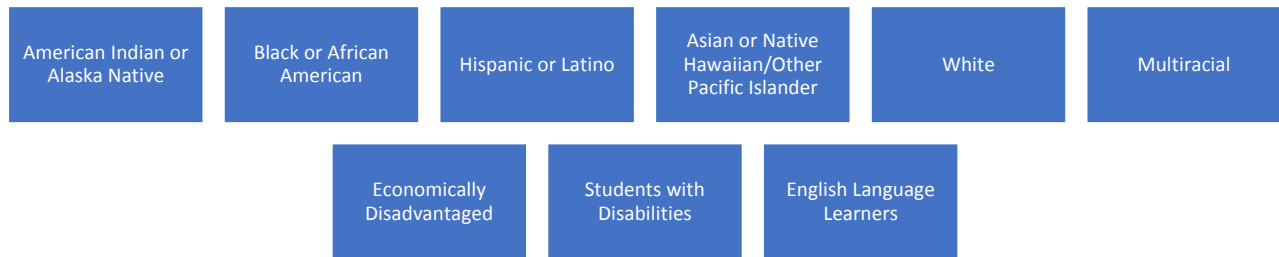
---

<sup>3</sup> The Department’s rationale for this idea is supported by the public comments provided to the USDE on draft ESSA regulations from prominent psychometricians at the Learning Policy Institute regarding the use of scale scores and Performance Indices, as well as an article describing the work of psychometrician and Harvard Researcher Andrew Ho that support use of a performance index. See: Professor Andrew Ho “When Proficiency Isn’t Good,” which can be found at <https://www.gse.harvard.edu/news/uk/15/12/when-proficient-isnt-good>. Neal and Schanzenbach (2010) also shows that changes in proficiency requirements can influence teachers to shift greater attention to students who are near the current proficiency standard.



### **How does New York State define subgroups for accountability purposes?**

In its accountability and support system, New York State will hold schools and districts accountable and report results for the “all students” group and these subgroups:



### **How does New York State include results for newly arrived English Language Learners/Multilingual Learners?**

New York State will continue to define “recently arrived” ELLs/MLLs as those students who have entered U.S. schools within the past 12 months. These students will not take New York State’s English language arts assessment during their first year of enrollment, though they will take the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is designed to assess, annually, the English language proficiency of ELLs/MLLs enrolled in Grades K-12. For students in their second year of enrollment. After their first year of enrollment, “recently arrived” ELLs/MLLs will take the English language arts assessment and will be included in computation of the English language arts performance index.

### **What “n-size” does New York State use for reporting and accountability?**

The “n-size” is the minimum number of student results that a state determines is necessary to include for accountability and reporting without compromising student privacy. N-size ensures that the determinations made are valid and reliable. New York State will continue to use an n-size of 30 for measuring performance. N-sizes lower than 30 did not lead to the inclusion of significantly more students and schools in the accountability and support system to warrant lowering the reliability of the resulting decisions. If a school does not have current-year results for a minimum of 30 students in a subgroup on an accountability indicator, the Department will combine two years of data (or three years in the case of computing the Mean Student Growth Percentile Index) to hold schools accountable for the performance of the subgroup on the indicator.

New York State arrived at these n-sizes by using statistical analysis; reviewing research; and consulting stakeholders such as parents, teachers, principals, and other interested community members.

### **How will New York State establish long-term goals and interim measures of progress for language arts and mathematics achievement?**

Experience shows that when educators hold students to high expectations, students rise to meet them. New York State has established an end goal that nearly all students should be proficient in English language arts and mathematics. To achieve that goal, schools need to have a Performance Index of 200 out of a possible 250 points. (A performance index of 200 could be achieved if 100% of students are proficient. Alternatively, an index of 200 can be achieved by having fewer than 100% of students proficient and more students advanced.) New York State has set a long-term goal, to be achieved by the 2021-22 school year, to close the gap by 20% between each subgroup’s performance in English language arts and mathematics and the subgroup’s performance in the 2015-16 school year. Each year, New York will establish a new long-term goal for the next year beyond that for which the current long-term goal is established. Thus, after the

2017-18 school year results are available, New York State will establish a long-term goal for the 2022-23 school year; after the 2018-19 school year, the long-term goal for the 2023-24 school year will be established, and so on. For each year, up to the long-term goal, New York State also will establish a “measure of interim progress,” which is the short-term goal for subgroups to achieve in that year.

The table below explains goal-setting for English language arts for Grades 3-8; tables for additional subjects and the graduation rate are in the Appendix.

**Table 1: Elementary/Middle End Goals, Long-Term Goals, and Measures of Interim Progress**

Measure	Group Name	2015-16 Base-line	Gap from End Goal	5-Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Target	End Goal
Grades 3-8 English Language Arts	All Students	97	103	20.6	4.1	101	105	109	113	118	200
	Asian/Pacific Islander	157	43	8.6	1.7	159	160	162	164	166	200
	Black	89	111	22.2	4.4	93	98	102	107	111	200
	Economically Disadvantaged	87	113	22.6	4.5	92	96	101	105	110	200
	English Language Learners	58	142	28.4	5.7	64	69	75	81	86	200
	Hispanic	88	112	22.4	4.5	92	97	101	106	110	200
	Multiracial	97	103	20.6	4.1	101	105	109	113	118	200
	American Indian/Alaska Native	87	113	22.6	4.5	92	96	101	105	110	200
	Students with Disabilities	45	155	31.0	6.2	51	57	64	70	76	200
	White	93	107	21.4	4.3	97	102	106	110	114	200

Note: These Long-Term Goals and Measures of Interim Progress will be updated once 2016-17 school year baselines are calculated.

In addition to the statewide long-term goals and measures of interim progress, each subgroup within each school will receive individualized measures of interim progress that are calculated using the subgroup’s baseline performance. These measures of interim progress are set both statewide and for each individual subgroup in a school. Schools get credit in the accountability and support system for meeting the lower of either the statewide or school-specific measure of interim progress, more credit for meeting the higher of these two, additional credit for achieving the State long-term goal, and maximum credit for exceeding that goal.

The end goals, long-term goals, and measures of interim progress for elementary and middle school language arts and mathematics will be computed using the denominator that is the greater of the following: 1) 95% of continuously enrolled students, or 2) the actual number of continuously enrolled students tested.

***How will New York State establish long-term goals and interim measures of progress for graduation rates?***

New York State’s end goal is that 95% of students graduate from high school in four years, 96% in five-years, and 97% in six years. Similar to achievement goals, New York State has set a long-term goal, to be achieved by the 2021-22 school year, to close the gap by 20% between each subgroup’s graduation rates and the subgroup’s performance in the 2015-

16 school year. Each year, as with achievement goals, New York State will establish a new long-term goal for the next year beyond that for which the current long-term goal is established.

**Table 2-4: 4-Year, 5-Year & 6-Year Graduation Rates End Goals, Long-Term Goals, and Measures of Interim Progress Targets**

Measure	Group Name	2011 4 Yr GR Baseline	Gap from End Goal	5 Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Long Term Goal	End Goal
4 Yr GR	All Students	80.4%	14.7%	2.9%	0.6%	80.9%	81.5%	82.1%	82.7%	83.3%	95.0%
	American Indian/Alaska Native	66.5%	28.5%	5.7%	1.1%	67.6%	68.8%	69.9%	71.1%	72.2%	95.0%
	Asian/Pacific Islander	87.5%	7.5%	1.5%	0.3%	87.8%	88.1%	88.4%	88.7%	89.0%	95.0%
	Black	69.3%	25.7%	5.1%	1.0%	70.3%	71.3%	72.4%	73.4%	74.4%	95.0%
	Economically Disadvantaged	73.2%	21.8%	4.4%	0.9%	74.1%	75.0%	75.8%	76.7%	77.6%	95.0%
	English Language Learners	46.6%	48.4%	9.7%	1.9%	48.5%	50.5%	52.4%	54.4%	56.3%	95.0%
	Hispanic	68.9%	26.1%	5.2%	1.0%	69.9%	71.0%	72.0%	73.1%	74.1%	95.0%
	Multiracial	80.7%	14.3%	2.9%	0.6%	81.2%	81.8%	82.4%	83.0%	83.5%	95.0%
	Students With Disabilities	55.3%	39.7%	7.9%	1.6%	56.9%	58.5%	60.0%	61.6%	63.2%	95.0%
	White	89.2%	5.8%	1.2%	0.2%	89.4%	89.7%	89.9%	90.1%	90.4%	95.0%

Measure	Group Name	2010 5 Yr GR Baseline	Gap from End Goal	5 Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Long Term Goal	End Goal
5 Yr GR	All Students	83.0%	13.0%	2.6%	0.5%	83.5%	84.0%	84.6%	85.1%	85.6%	96.0%
	American Indian/Alaska Native	69.1%	26.9%	5.4%	1.1%	70.1%	71.2%	72.3%	73.4%	74.5%	96.0%
	Asian/Pacific Islander	88.8%	7.2%	1.4%	0.3%	89.1%	89.4%	89.7%	89.9%	90.2%	96.0%
	Black	73.7%	22.3%	4.5%	0.9%	74.6%	75.5%	76.4%	77.3%	78.1%	96.0%
	Economically Disadvantaged	77.5%	18.5%	3.7%	0.7%	78.2%	79.0%	79.7%	80.5%	81.2%	96.0%
	English Language Learners	52.9%	43.1%	8.6%	1.7%	54.6%	56.3%	58.1%	59.8%	61.5%	96.0%
	Hispanic	72.9%	23.1%	4.6%	0.9%	73.8%	74.8%	75.7%	76.6%	77.5%	96.0%
	Multiracial	81.1%	14.9%	3.0%	0.6%	81.7%	82.3%	82.9%	83.5%	84.1%	96.0%
	Students With Disabilities	60.8%	35.2%	7.0%	1.4%	62.2%	63.6%	65.0%	66.4%	67.8%	96.0%
	White	90.5%	5.5%	1.1%	0.2%	90.7%	90.9%	91.1%	91.3%	91.6%	96.0%

Measure	Group Name	2010 6Yr GR Baseline	Gap from End Goal	5 Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Long Term Goal	End Goal
6 Yr GR	All Students	84.1%	13.0%	2.6%	0.5%	84.6%	85.1%	85.6%	86.1%	86.6%	97.0%
	American Indian/Alaska Native	70.1%	26.9%	5.4%	1.1%	71.2%	72.3%	73.4%	74.4%	75.5%	97.0%
	Asian/Pacific Islander	89.6%	7.4%	1.5%	0.3%	89.9%	90.2%	90.5%	90.8%	91.1%	97.0%
	Black	75.7%	21.3%	4.3%	0.9%	76.6%	77.4%	78.3%	79.1%	80.0%	97.0%
	Economically Disadvantaged	79.5%	17.5%	3.5%	0.7%	80.2%	80.9%	81.6%	82.3%	83.0%	97.0%
	English Language Learners	56.0%	41.1%	8.2%	1.6%	57.6%	59.2%	60.9%	62.5%	64.2%	97.0%
	Hispanic	74.8%	22.2%	4.4%	0.9%	75.7%	76.6%	77.5%	78.4%	79.3%	97.0%
	Multiracial	81.6%	15.4%	3.1%	0.6%	82.2%	82.8%	83.4%	84.1%	84.7%	97.0%
	Students With Disabilities	61.9%	35.1%	7.0%	1.4%	63.3%	64.7%	66.1%	67.5%	68.9%	97.0%
	White	90.7%	6.3%	1.3%	0.3%	91.0%	91.2%	91.5%	91.7%	92.0%	97.0%

Note: These Long-Term Goals and Measures of Interim Progress will be updated once 2016-17 school year baselines are calculated. As with language arts and mathematics, each subgroup within a school also will receive individualized measures of interim progress, in addition to statewide measures of interim progress.

### **How will New York State establish long-term goals and interim measures of progress for English language proficiency?**

Entering ELLs/MLLs take an initial English language proficiency test, the New York State Identification Test for English Language Learners (NYSITELL), and are placed at one of five levels: Entering, Emerging, Transitioning, Expanding, or Commanding. (“Commanding” students are not considered ELLs/MLLs.) ELLs/MLLs then take the NYSESLAT, described

above, yearly, and exit ELL/MLL status once they 1) reach “Commanding” OR 2) reach “Expanding” along with a designated score on the State’s English language arts grade 3-8 or Regents exam.

Developing English language proficiency is a critical and cumulative process that occurs over time. Most ELLs/ MLLs in New York State become proficient in English in three to five years, on average. Therefore, New York State has determined that a three- to five-year proficiency timeline is an ambitious and rigorous goal (as mandated under ESSA). This goal is necessary to support the overall academic performance and increase the graduation rate of the State’s ELLs/MLLs and forms the basis for the State’s long-term goals. Long term goals were created in relation to both the timeline and the model used to monitor progress. To determine the best model for setting language proficiency goals for ELLs/MLLs, New York State compared the results of its English language proficiency test (NYSESLAT) with the State’s English language arts assessment to determine whether NYSESLAT exit standards were appropriate. New York State also examined the average time to proficiency for ELLs/MLLs. The Department reviewed several different models for measuring English language proficiency progress and assessed each model for robustness, transparency, and usefulness.

As a result, New York State selected a “Transition Matrix” model for incorporating ELLs/MLLs’ attainment of English language proficiency into State accountability determinations. The Transition Matrix model is based on initial English language proficiency level and incorporates **expected** growth per year against **actual** growth. Under the Transition Matrix model, growth expectations mirror the natural language development trajectory. The Transition Matrix links a student’s initial English language proficiency level to the current proficiency level of the student, accounting for time, in years, that the student is an ELL/MLL. Credit is awarded based on a student’s growth over successive administrations of the NYSESLAT, and whether that student meets the expectations of growth, based on his or her initial level of English language proficiency (see Table 5 for growth expectations, which would inform how credit is awarded in the Transition Matrix). New York State further enhances the robustness of the Transition Matrix model by capturing cumulative progress of students through a “safe harbor” provision for earning credit. Safe harbor is based on comparing a student’s English language proficiency level with the expected level, based on Table 5, below. For example, a student whose initial English language proficiency level is Emerging and is in year three would be expected to have made 1 level of growth or have attained level 4.25 (2 +1.25+1). In this way, students who have an idiosyncratic growth year are not penalized, so long as they still demonstrate having attained the appropriate overall level and therefore are still on track to exiting in the appropriate timeframe. New York State will continue to analyze this model to ensure consistency and fairness.

**Table 5: Five-year Trajectory for English Language Learner/Multilingual Learner Growth**

Initial English Language Proficiency	Year 2	Year 3	Year 4	Year 5
Entering	1.25	1	1	0.75
Emerging	1.25	1	0.75	
Transitioning	1	1		
Expanding	1			

New York State results after two years’ administration of the revised NYSESLAT indicates that approximately 43% of students meet their progress expectations. New York State’s end goal is that 95% of ELLs/MLLs make expected progress toward acquisition of English proficiency. New York State has set a long-term goal (i.e., a goal to be achieved in five years) to close the gap by 20% between the percent of students demonstrating progress in the 2016-17 school year and those demonstrating progress in the 2021-22 school year. Each year, New York State will establish a new long-term goal

for the next year beyond the year for which the current long-term goal is established. As with the long-term goals for ELA and mathematics, each subgroup within a school also will receive individualized measures of interim progress.

A “safe harbor” rule will be applied to the English Language Proficiency model, in which for accountability purposes schools receive credit for students who are achieving specified growth targets or are reaching proficiency levels. For example, if a student exceeds his or her annual growth target in year 1, but does not meet the annual growth target in Year 2, so long as the student meets a combined growth target for Years 1 and 2, the school will receive credit for the student’s performance.

Provisions for Long Term ELLs/MLLs will also be considered, with growth targets carrying over into additional years for students who have not yet attained proficiency. Continuing to monitor Long Term ELLs’/MLLs’ attainment of English language proficiency will provide incentives for districts to emphasize these student’s progress and ultimately exit these students from ELL/MLL status.

**How will New York State establish long-term goals and interim measures of progress for indicators of school quality or student success?**

For chronic absenteeism, New York State’s end goal is that no more than 5% of students statewide in each accountability subgroup within each school shall be chronically absent. Similar to achievement and graduation rate goals, New York State has set a long-term goal, to be achieved by the 2021-22 school year, to close the gap by 20% between each subgroup’s chronic absenteeism rates and the subgroup’s performance in the 2016-17 school year. Each year, as with achievement and graduation goals, New York State will establish a new long-term goal for the next year beyond that for which the current long-term goal is established.

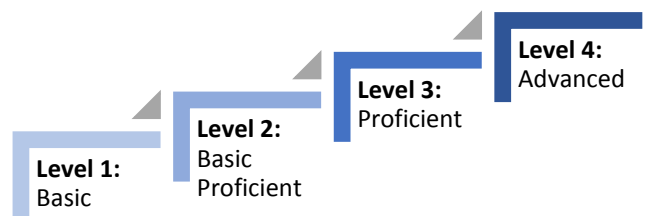
For the College, Career, and Civic Readiness Index, New York State’s end goal is that each accountability subgroup statewide within each school will attain 175 out of 200 possible points on the Index. Similar to other statewide goals, New York State has set a long-term goal, to be achieved by the 2021-22 school year, to close the gap by 20% between each subgroup’s Index score and the subgroup’s performance in the 2016-17 school year. Each year, as with other goals, New York State will establish a new long-term goal for the next year beyond that for which the current long-term goal is established.

**What are New York State’s accountability system indicators?**

**Academic achievement:** New York State uses performance indices in English language arts, mathematics, and science at the elementary/middle level, and those subjects plus social studies in high school to hold schools and districts accountable for academic achievement.

Students’ test scores are converted to accountability levels:

Those accountability levels are then weighted as follows:



Level	Weighting
1	0
2	1
3	2
4	2.5

At the elementary/middle school level, achievement in English, math, and science is measured two ways. As required by ESSA, one way adjusts the reported performance of a subgroup of students when fewer than 95% of continuously enrolled students are tested. This is called the “Weighted Academic Achievement Index.” The second way is based only on results from continuously enrolled students who participated in State assessments. This is called the “Core Subject Performance Index.” Schools are rank ordered and assigned “Levels” based on each of these two measures. A “Composite Performance Achievement Level” is then calculated based on these rankings and Levels and used for reporting and accountability purposes. In computing the Composite Performance Achievement Level, the Weighted Academic Achievement Level and Core Subject Performance Level are first combined and then the higher of the subgroup’s ranking on the Weighted Academic Achievement Index and Core Subject Performance Index are used to rank order the subgroups with the same combined results in order to create the final Composite Performance Achievement Level. The Composite Performance Achievement Level is used as one of the measures that determines whether a subgroup is in the lowest performing 10% and would cause a school to be potentially identified for Comprehensive or Targeted Support and Improvement.

A similar process is used for high school assessment results, with one difference being that weights are given to each of the four content areas (English language arts, mathematics, science, and social studies). New York State also uses the Weighted Academic Achievement Index to set long-term goals and measures of interim progress and to determine progress in ELA and math.

**Other academic indicator:** For elementary and middle schools, New York State measures student growth in English language arts and mathematics by using “student growth percentiles” or (SGPs). The model measures students’ current-year scores compared with other students with similar test-score histories. For example, if a student has an SGP of 60%, this means that the student showed more growth this year on State assessments than did 60% of students who took the same test and had similar scores in the past on State assessments. When calculated for each subgroup, it is possible to determine an average of that group’s performance, which is known as the “mean growth percentile.” New York State then uses three years of growth percentiles in language arts and mathematics to measure students’ academic growth over time. The three-year average is then converted to an achievement level index from 1-4.

New York State also measures “progress,” in addition to growth. Progress is a measure of how a subgroup performed in English language arts and mathematics in relation to the long-term goals and measure of interim progress (MIP). For example:

	Did not meet Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet an MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

New York adjusts these levels to account for subgroups that show particularly strong growth compared to prior performance, even if the subgroup does not achieve either one or both of the MIPs. The chart above also applies to the graduation rate, English language proficiency, and measures of school quality and student success.

**Graduation rate:** New York State will use the unweighted average of the four-, five-, and six-year<sup>4</sup> adjusted graduation rates in its accountability and support system. The graduation rate for each subgroup in a school is converted to a graduation rate index level similar to the preceding table. Therefore, a school that both met the long-term goal and the higher of the State or subgroup measure of progress would be a Level 4.

**English language proficiency:**

Entering ELLs/MLLs take an initial English language proficiency test, the New York State Identification Test for English Language Learners (NYSITELL), and are placed at one of five levels, described above.

Using the Transition Matrix described previously, each student has a progress goal, based on his or her initial English language proficiency level and years in program. The Department will calculate a school's English Language Proficiency school success ratio based on students' actual results compared to students' progress goals. Therefore, rather than all schools being expected to have the same annual progress towards proficiency in English, each school's performance on this indicator will be based on its progress against its expected progress, given the unique ELL population the school serves. The performance of schools is then converted to levels similar to those in the preceding table.

**School quality or student success indicator:** Based on extensive stakeholder feedback, New York State will measure chronic absenteeism<sup>5</sup> for elementary, middle, and high school students. Research shows that both student engagement and regular school attendance are highly correlated with student success, and students who miss more than 10% of school days have much lower rates of academic success.

New York State defines the chronic absenteeism rate for a school as the number of students who have been identified as chronically absent (excused and unexcused absences equaling 10% or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator). Chronically absent students will be identified as such, based on the number of days that a student is enrolled. This is significant because students may enroll

---

<sup>4</sup> Research indicates that off-track students and out-of-school youth benefit as extended-year graduation rates incent states to create options to serve these students. See:

American Youth Policy Forum. (2012). Making Every Diploma Count: Using Extended-Year Graduation Rates to Measure Student Success. Retrieved from [http://www.aypf.org/wp-content/uploads/2011/04/Making-Every-Diploma-Count\\_updated-Feb-2012.pdf](http://www.aypf.org/wp-content/uploads/2011/04/Making-Every-Diploma-Count_updated-Feb-2012.pdf)

American Youth Policy Forum. (2011). Understanding Extended Year Graduation Rates: Lessons Learned by States. Retrieved from <http://www.aypf.org/resources/understanding-extended-year-graduation-rates-lessons-learned-by-states/>

<sup>5</sup> For research on the importance of students not missing large amounts of schooling see: Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore: Johns Hopkins University Center for Social Organization of Schools. Available at [http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf)

Attendance Works. (2015). Mapping the Early Attendance Gap. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/07/Mapping-the-Early-Attendance-Gap-Final-4.pdf>

in the school or district during different points in the school year. For example, a student who misses four days of school and was enrolled from September 1 through January 31 would not be considered chronically absent. However, a student who is enrolled only for the month of December yet missed four days of school may be categorized as such. Students with excused medical absences will not be considered chronically absent, nor will students who are suspended.

At the high school level, stakeholders strongly supported using a number of indicators for measuring college, career, and civic readiness as the indicator of school quality. Including a robust set of high school indicators will incentivize schools to provide all students access to advanced coursework so that they graduate prepared to successfully transition to their next steps.

Readiness Measure	Weighting
<ul style="list-style-type: none"> <li>Regents Diploma with Advanced Designation</li> <li>Regents or Local Diploma with CTE Technical Endorsement</li> <li>Regents Diploma with Seal of Biliteracy</li> <li>Regents Diploma and score of 3 or higher on an AP exam</li> <li>Regents Diploma and score of 4 or higher on IB exam</li> <li>Regents or Local Diploma and receipt of an industry-recognized credential or the passage of nationally certified CTE examination</li> <li>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</li> </ul>	2
<ul style="list-style-type: none"> <li>Regents Diploma and high school credit earned through participation in an AP IB, or dual enrollment course</li> <li>Regents Diploma with CDOS endorsement</li> <li>Skills and Achievement Commencement Credential with an average score of 3 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science</li> </ul>	1.5
<ul style="list-style-type: none"> <li>Regents or Local Diploma</li> <li>Skills and Achievement Commencement Credential with an average score of 2 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science</li> </ul>	1
<ul style="list-style-type: none"> <li>High School Equivalency Diploma</li> <li>CDOS Credential</li> </ul>	.5
<ul style="list-style-type: none"> <li>No High School or High School Equivalency Diploma</li> </ul>	0

The College, Career, and Civic Readiness Index is a number that will range from 0 to 200 and will be computed by multiplying the number of students in an accountability cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the accountability cohort. As the chart above indicates, New York State will give partial credit for students who earn a high school equivalency diploma, full credit for those who earn local and Regents diplomas, and additional credits for those who earn an advanced diploma or take additional coursework. New York State is exploring



the possibility of providing additional points for students who meet more than one college, career, and civic readiness measure. Over time, this Index may be expanded to include such measures as post-secondary enrollment and persistence, college preparatory coursework completed, and successful completion of coursework for college credit earned through dual enrollment or coursework leading to graduation. Similar to the Seal of Biliteracy, the Regents may also consider creating a State Seal of Civic Engagement and including that in the Index.

As with the indicators above, the chronic absenteeism indicator and the college- and career-readiness index for each subgroup will be converted into an index level:

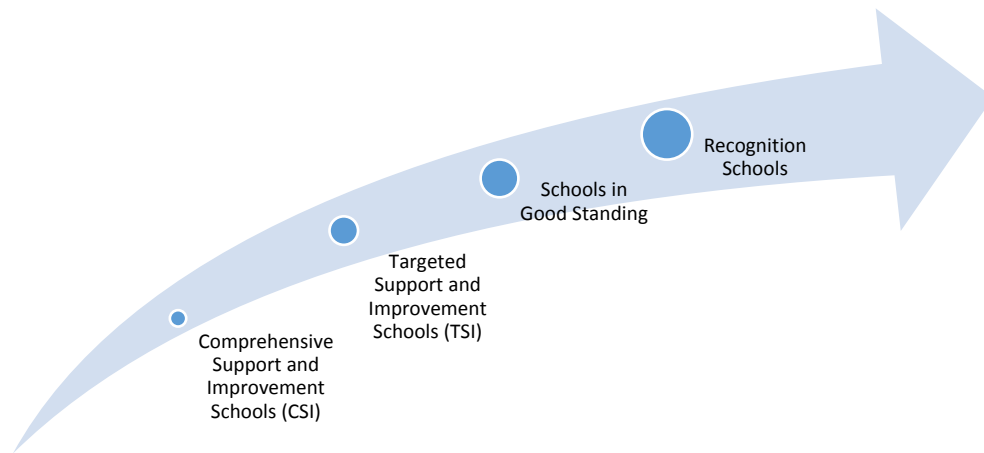
	Did not meet Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet an MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

Beginning in the 2017-18 school year, New York State will collect information on out-of-school suspensions at the individual student level. (Currently schools report aggregate information on out-of-school suspensions by racial/ethnic group and gender, but not by low-income, English language learner, or disability status.) The 2017-18 school year data will serve as the baseline for holding schools accountable for out-of-school suspension rates. Beginning with 2018-19 school year results, NYSED will assign each school a Level 1-4 rating for each subgroup for which the school is accountable. Districts will be required to assist schools in addressing a school’s out-of-school suspension rate for any subgroup that receives a Level 1 rating. New York State intends to include out-of-school suspensions as a measure of school quality and student success when the second cohort of Comprehensive Support and Improvement Schools is identified using 2020-2021 school year data. New York State also intends to include a measure of high school readiness for middle school students once two years of data become available.

The Board of Regents will appoint a task force to make recommendations for including additional measure(s) of school quality and student success in the accountability and support system, the method for collecting data and calculating the measure, preparations necessary to prepare the field for implementation, and the implementation timeline.

### ***How will New York State differentiate school performance?***

New York State’s accountability and support system will use results from all five indicators described above, depending on the school type, to determine school performance. The performance categories are:



Rather than weighting each indicator to determine the performance category, New York State will use a series of decision rules that give the greatest weight to academic achievement and growth (in elementary and middle schools) and academic achievement and graduation rate (in high schools). Progress toward English language proficiency by ELLs/MLLs is weighted more than academic progress, chronic absenteeism, and the college- and career-readiness index, which are weighted equally, but less than achievement, growth, and the graduation rate.

Given the diversity of school types in the State, New York State will apply customized rules in certain circumstances. For example, a school that has only kindergarten through second grade will be held accountable for the performance of their former students when those students take the third-grade assessments. Other unique circumstances – kindergarten-only schools or schools with fewer than 30 continuously enrolled students – must submit other kinds of assessment results for English language arts and mathematics.

Under ESSA, New York State will use 2017-18 results to determine school classifications and associated supports, beginning in the 2018-19 school year.

### **How will CSI and TSI schools be identified?**

- **Comprehensive Support and Improvement:** Based on the accountability indicators described above, New York State will identify, at a minimum, the State’s lowest-performing 5% of elementary and middle schools, and lowest 5% of high schools for Comprehensive Support and Improvement every three years. Although this process may result in a few non-Title I schools being identified, New York State will ensure that at least five percent of Title I schools in the State are identified and that school improvement resources are committed to identified Title I schools. Elementary and middle schools will be identified preliminarily as follows:
  1. Compute the “Weighted Average Achievement Level” of a school’s ELA, math, and science Performance Indices and assign a level 1-4 to this weighted average.
  2. Combine the Weighted Average Achievement Level with the Core Subject Performance Level to create a Composite Performance Level.
  3. Rank order the schools on the Composite Performance: Level: Identify the lowest 10 percent (Achievement = 1).
  4. Rank order the schools on the three-year average Mean Growth Percentile (MGP): Identify the lowest 10 percent (Growth = 1).

- Sum the Composite Performance rank and the growth rank: Identify the lowest 10 percent (Combined Composite Performance & Growth = 1).
- Use the table below to identify schools for CSI.

Classification	Composite Performance	Growth	Combined Composite Performance and 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	

High schools are identified preliminarily every three years as follows:

- Created a Weighted Composite Index by multiplying a school’s English language arts Performance Index by 3, math index by 3, science index by 2, and social studies index by 1, and then summing this result and dividing it by nine.
- Rank order the schools on the Weighted Composite index: Identify the lowest 10 percent (Composite Level = 1).
- Rank order the schools on the 4-, 5-, and 6- year unweighted graduation rate: Identify the lowest 10 percent.
- Add the Composite Index rank and the graduation index rank: Identify the lowest 10 percent (Combined Composite & Graduation = 1).
- Use the table below to identify schools.

Classification	Composite Index	Graduation Rate	Combined Composite Index and Graduation Rate	ELP	Progress*	Chronic Absenteeism*	College Career and Civic Readiness*
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		

- Low Graduation Rate High Schools:** For high schools, New York State will identify preliminarily those schools whose four-year graduation rate is below 67 percent and whose either four-year or five-year graduation rate is not at or above 67%. Schools that graduate fewer than the specified percentage of students, using this analysis, will be identified for Comprehensive Support and Improvement.
- Targeted Support and Improvement Schools:** Annually, New York State will identify the lowest-performing schools for the following subgroups: English Language Learners/Multilingual Learners, economically disadvantaged,

racial/ethnic subgroups, and students with disabilities. All racial/ethnic subgroups are treated as a single group, so more or fewer of any racial/ethnic group could be identified. Those Targeted Support and Improvement schools that have a subgroup whose performance on its own would have caused the school to be identified for Comprehensive Support and Improvement using the state’s method for identification of Comprehensive Support and Improvement schools will be identified for additional Targeted Support.

- **Recognition Schools:** Schools that are high-performing or rapidly improving, as determined by the Commissioner, will be designated Recognition Schools.
- **Schools in Good Standing:** Schools that are not identified in any of the above categories are considered Schools in Good Standing.
- **Target Districts:** Districts are identified for targeted support if:
  - There are one or more CSI or TSI schools in the district; or
  - The district is performing at the level that would have caused a school to be identified for CSI or TSI.

Districts will have the opportunity to appeal the preliminary designation of a school as a CSI or TSI or the district as a Target District. Charter schools may also appeal their preliminary designation as a CSI or TSI school.

### *Assessment participation rate*

## **What ESSA Requires**

New York State must annually measure the achievement of no fewer than 95% of all students and 95% of all students in each subgroup of students who are enrolled in public schools.

## **The Big Picture**

New York State will require districts and schools with a consistent pattern of testing fewer than 95% of students in a subgroup to create a plan that will address low testing rates that resulted directly or indirectly from actions taken by the school or district (which New York State defines as institutional exclusion) while recognizing the rights of parents and students.

## **What’s New? What’s Different?**

New York State will implement a multi-year response plan. This plan will begin by requiring schools that consistently and significantly fail to meet the 95% participation requirement to conduct self-assessments and develop local plans to improve their participation rates. If those schools do not show improvement in their participation over subsequent years, then further plans and actions will be developed by district, regional, and State administrators. Schools with particularly low participation rates will be required to submit their plans for approval by the Department.

## **Supporting Improvements in Teaching and Learning and Increasing Educational Equity**

NYSED believes that effective assessment practices in the classroom lead to more accurate measures of students’ academic proficiencies, and better understanding of next steps in instruction.



## Supports and Improvement for All Schools

### What ESSA Requires

- Identified schools will develop a school-level improvement plan in partnership with stakeholders. The plans must:
  - Use all indicators in the statewide accountability and support system and be based on a school-level needs assessment.
  - Contain at least one evidence-based intervention.
  - Identify resource inequities to be addressed through implementation of the plan.
- CSI school plans will be approved, monitored, and periodically reviewed by the State; TSI school plans will be approved and monitored by the district.
- The State has identified further interventions for schools that continue to need improvement.
- The State may identify additional provisions to best support improvement in identified schools.
- The State must identify exit criteria for identified schools.

### The Big Picture

New York State will develop a system for supporting the schools that have been identified as in need of improvement so that the schools that need the most support receive the most attention. Building upon the strengths that exist in every school, including low-performing schools, the State's role in school improvement will be to help schools identify and implement the solutions that they need to address their specific challenges. This approach is consistent with the State's commitment to being more service-oriented than compliance-driven, and this approach also allows the State to support schools differently, based on the trajectory of the school and the length of time that the school has been identified. The Department will utilize its collective knowledge, its experience, its access to data, its ability to provide financial supports, and its authority as an oversight entity to support the improvements necessary to increase student outcomes in struggling schools. Requirements for schools identified for improvement will be based upon the best practices of highly effective schools and research-based practices, as modified to best meet the needs of students at the identified schools. School improvement will be approached as something that the State will do in partnership with schools, rather than something that is imposed on schools.

### Identified Schools Will ...

- Undergo a Comprehensive Diagnostic Needs Assessment that examines school quality, school data, and resource allocation to best understand the policies, procedures and practices that have resulted in a school's identification.
- Develop an annual plan, based on the results of this Needs Assessment.
- Provide professional development connected to the plan that is developed.
- Have flexibility to develop school-specific solutions to the challenges that they face.
- Reflect on the effectiveness of their improvement efforts each year by participating in an annual review.
- Conduct parent, teacher, and student surveys to get feedback on stakeholders' beliefs regarding the quality of the school's educational offerings and the implementation of culturally responsive policies, practices, and procedures.

### New York State Will ...

- Provide technical assistance and guidance in all stages of the improvement cycle by directing resources to support the needs assessment process, the identification of evidence-based interventions, and the development and implementation of school improvement plans.
- Set requirements for all identified schools; these requirements are intended to promote best practices, promote teaching and learning, improve cultural responsiveness, and improve equity.
- Determine the necessary support, based on annual school results and the strengths of the school.
- Prioritize its resources to focus its attention on schools not making gains. Identified schools that do not make gains will receive additional support and assistance in subsequent years, along with having additional provisions to best support teaching and learning within the school.
- Promote the effective use of resources, including capitalizing on new requirements to report specific expenditure data, monitor resources, and distribute resources to promote efficacy of school improvement efforts.
- Provide data to help LEAs determine needs and to call attention to inequities that exist within districts and between districts.
- Offer technical assistance until schools exit status.

## What's New? What's Different?

New York State will:

- Primarily support CSI schools, while local educational agencies (e.g., school districts) will support TSI schools

- Introduce a new model for reviewing school and district improvement plans that will enhance the culture of collaborative inquiry among the Department, districts, and identified schools to provide more meaningful and timely feedback to identified schools. In addition to enhanced collaboration, this new review process will build districts' capacity to support TSI schools within their districts.
- Continue to direct Department staff to be support-oriented rather than compliance-driven.
- Support the Comprehensive Diagnostic Needs Assessment process to look closely at the quality of practices within a school and how resources are allocated.
- Provide ongoing, targeted technical assistance to districts and schools undertaking interventions.
- Promote its vision of continuous improvement by providing feedback that focuses on the quality of the improvement efforts in identified schools and districts.
- Work with districts with significant numbers of identified schools to ensure that resources are distributed strategically and equitably.
- Incentivize districts and schools to take actions to promote diversity and cultural responsiveness and reduce socio-economic and racial/ethnic isolation.
- Require that a school that is not identified as a CSI or TSI school BUT receives a Level 1 on any indicator for any group complete a self-assessment and inform its district of the additional assistance that it needs to improve. The district, in turn, must identify the support that the district will provide in its consolidated application for federal funds.

Identified schools will:

- Receive a review that looks at the quality and effectiveness of the implementation of the school's improvement plan, after an initial Diagnostic Needs Assessment.
- Include an evidence-based intervention as part of its plan, including at least one school-level improvement strategy.
- Promote parent voice through public school choice, parental involvement in budgetary decisions, and parent surveys. These efforts to promote parent voice would be in addition to the ongoing efforts that all schools should be doing to promote parent engagement and ensure strong home-school partnerships.
- Be eligible for a supplemental allocation if they show improvement, while those schools that do not show improvement will be eligible for additional technical assistance and support in addition to the school's base allocation.
- Be placed in receivership whereby the district superintendent or an independent receiver will have enhanced authority to manage the school if the school cannot show improvement after three years. Schools that are currently "Priority Schools" will immediately be placed under receivership if they are identified as CSI. Alternative high schools (e.g., transfer high schools and Special Act schools) would not automatically be placed into Receivership. Instead, the Commissioner will partner with the district to determine the most appropriate interventions for any alternative high school that is among the lowest-performing in the State for more than three consecutive years.

## **Supporting Improvements in Teaching and Learning and Increasing Educational Equity**

In recent years, the Department has adjusted how it approaches identified schools and districts to increase its focus on providing guidance, feedback, and recommendations to those that are identified as low-performing. These changes can be seen in both the current Diagnostic Tool for School and District Effectiveness (DTSDE) review process and in modifications to the School Comprehensive Educational Plan (SCEP) and District Comprehensive Improvement Plan (DCIP). This shift allows the State to work closely with schools and districts to provide them with guidance to support improvements to the quality of the education offered within the schools and districts. The Department no longer sees its

role as most importantly a compliance monitor. Instead, the Department recognizes the importance of being a partner with the schools and districts that are identified and providing these schools and districts with feedback and guidance that will further improve teaching and learning. New York State envisions that the additional revisions that it has made to its system of supports and interventions under ESSA will further support improvement in teaching and learning and increase educational equity by:

- Developing a system that promotes best practices while also allowing schools to identify the most appropriate solutions to the barriers they face, rather than prescribing an abundance of one-size-fits-all requirements.
- Taking a broader look at school systems, resources, and data as part of the Diagnostic Needs Assessment. This approach is intended to help schools best identify potential root causes so that the improvement plans can address areas of need while supporting areas of strength.
- Including data on resource allocation so that comparisons to other schools within the district and across the State can be made to identify inequities.
- Establishing an annual cycle of resource allocation reviews for districts with large numbers of identified schools to ensure that any inequities are being addressed.
- Limiting the incoming transfers of teachers to those who have been rated Highly Effective or Effective in their most recent annual evaluation, consistent with local collective bargaining agreements and Civil Service law.
- Identifying a number of school-level improvement strategies and offering professional development strands to CSI schools interested in pursuing those strategies as one of their school-level evidence-based interventions.
- Supporting professional development for educators to enable them to learn to teach the new content standards to diverse students in culturally responsive ways and to support students' social, emotional, and academic learning.
- Providing additional technical assistance and support to the schools that are struggling to make gains.
- Including a requirement that schools provide professional development based on the annual improvement plan
- Offering options for schools unable to provide public school choice so that parent voice can be heard. Previously, the majority of identified districts were unable to offer choice because there were no eligible schools to which students could transfer. Under ESSA, there will be opportunities for parents to have a voice in decision-making at all CSI schools.
- Providing technical assistance and grants to districts to promote diversity and reduce socio-economic and racial/ethnic isolation.
- Developing progressive expectations for districts to articulate the support being provided to school leaders of schools struggling to make gain.

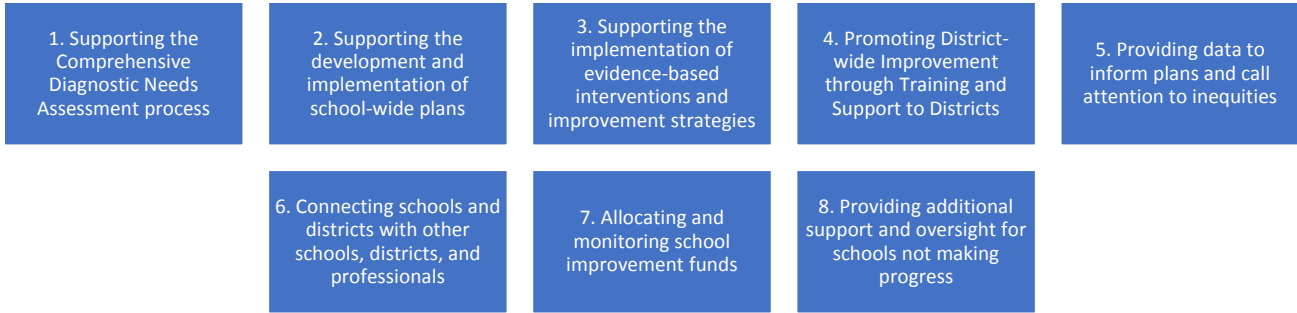
## **How New York State Responds to Specific ESSA Requirements**

### ***How will New York State assist identified schools?***

New York State envisions a robust rollout of technical assistance opportunities for CSI and TSI schools, as well as for districts with large numbers of those schools. Every CSI school will receive technical assistance to start; the level and intensity of future assistance will depend on whether the school shows progress.

The State's efforts toward supporting identified schools involve eight critical components:





The State will provide a number of supports each year during the identification cycle:

- During the initial year of identification, NYSED will provide representatives to lead the needs assessment process at each CSI school.
- NYSED also will provide training to districts on the needs assessment process to support the district’s ability to lead needs assessments at TSI schools.
- During the first year of identification, NYSED will offer a workshop series regarding a select number of school-wide improvement strategies that districts and schools may be considering as one of their evidence-based interventions.
- During the first year of identification, NYSED will provide guidance and support on implementing a parent and student participatory budgeting process in all CSI schools. Additional guidance and support will be provided in subsequent years.
- NYSED will offer a base allocation to identified CSI schools and a smaller base allocation to TSI schools to use toward implementing their improvement plan.
- NYSED also will provide funding opportunities for districts in their support of the school-level improvement plan.
- In the year following identification, districts will lead Progress Reviews designed to provide feedback on the implementation of the improvement plans. NYSED representatives will conduct reviews in a sample of CSI schools.
- After the first year of identification, NYSED staff will focus its attention on schools that are struggling to make progress. NYSED will provide on-site and off-site technical assistance and guidance to these schools and districts so that they are better positioned to succeed.
- New York State will use its 37 recognized Boards of Cooperative Educational Services (BOCES) as hubs for technical assistance for CSI and TSI schools.
- Other technical assistance vehicles include Regional Special Education Technical Assistance Support Networks; Regional Bilingual Education Resources Networks; and Teacher Centers, which provide thousands of professional development opportunities each year.
- NYSED will identify and recognize high-performing and rapidly improving schools, using a methodology to be determined by the Commissioner.

***What resources will identified schools receive?***

NYSED is committed to supporting schools and districts so that they use resources strategically. Under ESSA, NYSED will provide this support by:

- Conducting a resource audit that examines human resources, fiscal resources, and the use of time as part of the needs assessment process.
- Providing data to schools and districts to identify and address inequities.
- Working with districts that have large numbers of identified schools to review and address resource gaps.
- Offering a base allocation to identified Title I CSI schools and a smaller base allocation to TSI schools to use toward implementing their improvement plans.
- Providing additional allocations to identified Title I schools that have shown the ability to use funds to improve outcomes and providing additional technical assistance and support in conjunction with the additional allocations to schools that have not shown gains.

### ***How will New York State intervene in identified schools when needed?***

As New York State engaged stakeholders in ESSA planning, the State heard that while certain actions may be necessary, the requirements for identified schools should allow for flexibility so that districts and schools can identify solutions best tailored to their needs. Multiple stakeholders also shared that the Department should continue with the efforts it has made recently to serve identified schools by providing support and technical assistance rather than focusing on monitoring for compliance.

In New York State, a school and its district are ultimately responsible for school improvement. The State has provided schools and districts access to a wide range of interventions that can be tailored to local needs. The Department's role is to support these efforts, to actively intervene when underperformance persists after the school/district solutions have not succeeded, and to foster continual improvement in these schools. The range of interventions allows New York State to identify an approach toward intervention that addresses the specific needs of the district or school.

Experience shows that school turnaround takes time and does not always follow a linear path. To ensure that CSI schools are best positioned to succeed, the State will focus its attention on the subset of CSI schools that do not make progress each year. The State will provide additional support for these schools, and these schools will also have some additional requirements. For example, if a CSI school does not make gains for two consecutive years, the school must conduct an additional diagnostic needs assessment and must identify in its plan how it will partner with an external Technical Assistance provider, such as the BOCES or a Regional Special Education Technical Assistance Support Center (RSE-TASC).

CSI schools that are part of the receivership program will have the same interventions as above, with the additional accountability requirement of needing to make demonstrable improvement to avoid being placed under the management of an independent receiver.

Support for TSI schools will be the responsibility of the local district. New York State will rely on the judgment of districts to determine the appropriate interventions that districts may use in TSI schools. Any school that is re-identified as a TSI will automatically be classified as a Comprehensive Support and Improvement school. Any school previously identified as a Priority School that is re-identified as a Comprehensive Support and Improvement school will enter the Receivership program explained below. In addition, any school in Receivership that is not identified as a CSI school is removed from Receivership at the end of that school year.

The State views school improvement as a collaborative effort that must involve the commitment of multiple stakeholders working in synergy toward agreed-upon priorities. To achieve this, stakeholders will be involved in the improvement process. For example, students, staff, and families will participate in focus group interviews and complete surveys as part of the Needs Assessment process. In addition, the annual improvement plan must be developed in consultation with parents and school staff. The plan will include a section that outlines the extent of stakeholder

involvement in the improvement planning process. The State will reject plans from CSI schools that do not provide adequate evidence of involvement from parents and families. The plan must be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies, and the plan must be approved by the school board.

The State continues to see the need for school boards to be engaged in local improvement efforts. The Department will collaborate with appropriate partners to develop training materials and programs for school board members. The State is hopeful that the new requirements under ESSA to collect and report data on inequities will compel school boards to act when inequities are identified within districts, as well as compel state policymakers to act on inequities identified across districts. In addition, the Board of Regents will continue to advance legislative proposals that would allow the Department to take steps to intervene when school boards are struggling to ensure that the basic educational needs are being met in the district.

New York State will continue to have current interventions and supports available, such as:

<b>Schools Under Registration Review (SURR)</b>	Schools identified as having poor learning environments or as being among the lowest performing schools that have failed to improve can be placed under Registration Review.
<b>Education Partner Organizations (EPO)</b>	Districts with identified schools can contract with an external Education Partner Organization that can make recommendations to the local school board on staffing, budget, curriculum, school calendars, and disciplinary processes.
<b>Distinguished Educators</b>	Identified schools or districts may be required to work with a Distinguished Educator, who oversees the district or school improvement plan and serves as an ex-officio member of the school board.
<b>Joint Intervention Team Review Process</b>	Identified schools are required to undergo a review by a team of internal staff and external experts, whose findings will inform the school's improvement plan.
<b>Receivership</b>	A school receiver, who can be the district superintendent or an independent receiver, has the authority to take dramatic actions, such as removing staff, expanding the school day, instituting wraparound services, or exploring conversion to charter status. Receivership can start under a district superintendent but move to an independent receiver if results do not improve. Schools are placed in receivership if they are among the lowest-performing schools in the State and have not improved after three years.
<b>Diagnostic Tool for School and District Effectiveness (DTSDE)</b>	The DTSDE <sup>6</sup> rubric and review protocols have been the cornerstone of school and district improvement efforts in New York State since 2012. The rubric is a research-based tool that outlines six tenets of school and district success. New York State approaches the review process as a technical assistance opportunity designed to identify potential barriers to success, rather than a compliance checklist or a form of evaluation.

The State believes that the combination of progressive intervention systems and multiple levers available for more extensive interventions when necessary will allow New York State to consider the most appropriate intervention for the identified school and selectively apply interventions when deemed appropriate.

### *How will schools exit CSI or TSI status?*

<sup>6</sup> Extensive information about the DTSDE process and its research base can be found here: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>

A CSI school must, for two consecutive years, be above the levels that would cause it to be identified for CSI status. Similarly, TSI schools would need to show enough progress after two years with the subgroup or subgroups that were identified for low performance to exit TSI status. Schools may exit CSI or TSI status if, for two consecutive years:

- The identified subgroup(s) Composite Performance Level and Growth Level or Graduation Rate Level are both Level 2 or higher, or
- Both the Composite Performance Index and Mean Growth Percentile or the average of the 4-, 5-, and 6-year graduation rates are higher than at the time of identification; AND either growth/graduation or Composite Performance is Level 2 or higher; AND none of the following is Level 1: Progress; English language proficiency; chronic absenteeism; and college, career, and civic readiness.

Alternatively, if a school is not on the new lists of CSI schools that are created every third year, the school will be removed from CSI identification.



## Supporting Excellent Educators

### What ESSA Requires

- Equitable access to effective educators.
- A licensure and certification system in place.
- Support for educators in reaching students with specific learning needs (e.g., low-income students, gifted students).
- Actions to strengthen teacher and principal preparation programs.

### The Big Picture

New York State's efforts to improve all students' access to effective educators includes work with preparation programs, higher education providers, districts, BOCES, and educators:

#### To Ensure ...

#### Equitable Access to Effective Teachers

#### ... New York State will:

- Support school districts, BOCES, institutions of higher education, and other education preparation program providers to develop comprehensive systems of professional learning, support, and advancement for educators that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective educators; and 5) extending the reach of the most effective educators to the most high-need students.
- Work with institutions of higher education and other education preparation program providers to support initiatives that identify and recruit promising and diverse candidates into education preparation programs.
- Work with school districts, BOCES, institutions of higher education, and other education preparation program providers to recruit, prepare, develop, and retain a more culturally diverse educator workforce that better mirrors our State's student population.

- Work with school districts and BOCES to create and refine leadership continuum pathways, as a key lever in improving systems of educator support and development.

**Well-Prepared Teachers from Preparation Programs**

- Work with stakeholders to explore enhancements to current clinical practice requirements for aspiring teachers and leaders.
- Work with stakeholders, including school districts, BOCES, institutions of higher education, and other education preparation program providers to create clear guidance and expectations for teacher preparation program coursework that will promote a consistent standard for preparation programs across the State and better meet the needs of our increasingly diverse student population.
- Expand programs that provide greater opportunities to apply in authentic settings the knowledge and skills that candidates have acquired.
- Create tools and other resources that will facilitate feedback loops between preparation programs and the districts that employ program graduates.

**Seamless Certification Pathways**

- Work with stakeholders to determine what, if any, revisions are necessary to existing certification pathways/requirements that will promote increased numbers of qualified candidates, particularly in emerging fields and hard-to-staff subject areas.

**Support for Educators New to the Field**

- Work with stakeholders to examine whether revisions are necessary to the current first-year mentoring requirement.
- Encourage districts and BOCES to develop mentoring programs that provide educators with differentiated supports that will provide new teachers and school leaders with what they need to succeed.
- Provide tools and other resources, consistent with best practice, to school districts and BOCES that will help them recruit, select, develop, and reward teacher leaders who serve as mentors to their peers.
- Develop and encourage districts/BOCES to adopt induction models that provide a menu of differentiated supports to educators during the first three years of the educators' careers that are tailored to what educators need to succeed.

**Support for School Leaders**

- Take advantage of newly available funding under Title IIA to develop programs focused on promoting effective educational leadership and that address emerging needs, including cultural responsiveness training. Focus areas and support systems will be developed collaboratively, based on needs identified by a broad range of stakeholders.
- Engage with stakeholders to provide better professional learning and support for current school building leaders and aspiring principals, such as revisions to the State's leadership standards, preparation program and licensure frameworks, and mentoring requirements.

**What's New? What's Different?**

New York State will:

- Increase focus on alignment of Title II, Part A grant spending to efforts designed to close gaps in equitable access to qualified, experienced, effective, diverse, and linguistically and culturally competent educators.
- Increase focus on using Title II, Part A grant spending on efforts to create and refine comprehensive talent management systems that ensure that educators receive supports and have opportunities for development and advancement along the entire continuum of their careers.

- Consistent with the recommendations of the TEACHNY Advisory Council, leverage the creation of P-20 partnerships that explicitly recognize the importance of institutions of higher education and other preparation programs as key levers in improving the quality and diversity of the educator workforce.
- Require that districts identify gaps in equitable access to excellent educators and identify how use of Title II, Part A funds will help close those gaps.
- Use part of the newly available funding for school leaders to focus on equitable access to high-quality and differentiated professional development for principals in schools identified for Comprehensive Support and Improvement.
- Use part of the newly available funding for school leaders to build on the recommendations of the Principal Preparation Project Advisory Team, a recent effort funded by the Wallace Foundation, to provide better professional learning and support for current school building leaders and aspiring principals, such as revisions to the State’s leadership standards, preparation program and licensure frameworks, and mentoring requirements.
- Convene a Clinical Practice Work Group to examine changes to the current field experience and placement requirements for teachers and school leaders.

### **Supporting Improvements in Teaching and Learning and Increasing Educational Equity**

Persistent achievement gaps between groups of students and inequitable access to excellent teachers and school leaders interfere with the goal that all students graduate college, career, and life ready. The Department believes that all students, regardless of race, income, background, gender, disability status, primary language, or ZIP code, should have equitable access to the most effective educators.

New York State envisions that its plan for undertaking State-level activities by using Title II, Part A funds and the assistance that the Department will provide to districts in using Title II, Part A funds will support improvements in teaching and learning and support increases in educational equity by:

- Advancing the recommendations of the TEACHNY Advisory Council to leverage partnerships between institutions of higher education and other preparation programs and public schools to create additional opportunities for candidates in teacher and school building leader preparation programs to have robust, field-based experiences that allow them to apply what candidates learn in schools and demonstrate that candidates have acquired the necessary knowledge, skills, and abilities to provide effective instruction and effective leadership earlier in the educators’ careers. These partnerships may also focus on recruiting and preparing a more culturally diverse workforce that better mirrors the LEA’s student population.
- Examining existing pathways to certification for both teachers and school leaders to ensure that existing structures are not creating unintended barriers for promising candidates to enter the profession.
- Expanding the supports that are provided to novice and early careers educators to ensure that they can improve their practice and continue in the profession and ensuring that existing mentoring programs include activities that research shows better improve the effectiveness and retention of new educators. The Department also will explore the feasibility of conducting surveys of recently employed, newly certified educators regarding the mentoring experiences these new educators receive and will also survey building leaders about the quality of existing supports.
- Assisting LEAs in recruiting, selecting, developing, and rewarding highly effective educators who serve as mentors and coaches to their peers.
- Assisting LEAs in creating comprehensive systems of professional learning and support for all educators that use data about student learning and educator practice as key inputs in providing differentiated, needs-based support.

- Assisting LEAs in creating leadership continuum pathways and other opportunities for advancement in the profession that allow educators with a proven record of effectiveness to take on additional roles and responsibilities.

## **How New York State Responds to Specific ESSA Requirements**

### ***How will New York State ensure equitable access to excellent teachers?***

NYSED will publish online an annual report examining equitable access to effective teachers per district – including gaps in access to those teachers in low-income, high-minority schools vs. high-income, low-minority schools. In addition to traditional measures of educator equity, such as teacher qualifications and effectiveness data, the Department also will include analytics that research shows are important considerations for equity, such as teacher and principal turnover and retention, tenure status, and demographics. NYSED will also explore the feasibility of collecting and including information on other evidence-based indicators of access to effective educators (e.g., access to National Board-Certified Teachers). NYSED proposes to facilitate a root cause analysis with districts, centered on this data, to help them identify roadblocks and potential solutions, such as strengthening recruitment and mentoring/induction programs, targeting professional development, or improving leadership opportunities. NYSED will also link this process to districts' annual Title II, Part A applications to target federal funding to address equity needs.

### ***How will New York State license and certify its teachers and leaders?***

New York State will continue with its current certification and licensure system for teachers and school leaders, including completion of a New York State-recognized program, recommendation from a preparation program, passage of certification exams, attendance at a Dignity for All Students workshop, and fingerprint clearance. New York State will also maintain its existing systems of individual evaluation and transitional certificates as alternate pathways to certification. School leaders also must possess a Master's degree, pass two exams, and have three years of full-time teaching or student service experience. At the same time, the Department will begin to explore the feasibility of implementing the recommendations of the Principal Preparation Project related to the certification of new school building leaders.

As New York State works to build the skills of its highly regarded teaching and school leader workforce, the State now requires educators to renew their professional certificates every five years through completing continuing education in the educator's chosen content area and in language acquisition. Any district receiving Title II, Part A dollars also must develop a professional development plan that meets specific requirements and describe how learning experiences for teachers will be high-quality and sustained.

### ***How will New York State help its teachers support specific learning needs?***

NYSED recognizes the importance of ensuring that teachers, principals, and other school leaders have the knowledge, skills, and abilities to meet the needs of all students, including students with disabilities, English language learners, students who are gifted and talented, and students with low literacy levels. Central to this is ensuring that educators identify students with specific learning needs and to provide differentiated instruction based on student needs and to support the social, emotional, and academic development of all students in culturally responsive ways.

Foundationally, the NYS Teaching Standards and the 2008 ISSLC Standards<sup>7</sup> (for school building leaders) include a set of domains and corresponding performance indicators that express the Department's expectation of what teachers and school building leaders should know and be able to do to be effective practitioners. Explicit in both sets of standards are domains and indicators centered on ensuring that educators are able to identify, teach to, and assess the progress of all students in a way that responds to their unique needs. The State's system for educator evaluation for both teachers and principals is aligned to these standards, and districts and BOCES are required to use the information provided by the evaluation system to make employment-related decisions, including recommendations for professional development. For teachers and principals who are rated in the bottom two categories of the evaluation system (Developing or Ineffective), this support must also include the development of an individualized, needs-based improvement plan that specifies differentiated activities aligned to areas in need of improvement.

Additionally, the State's requirements for pedagogical coursework for educator preparation programs includes specific requirements designed to ensure that educators can 1) identify the learning needs of students and utilize research-validated instructional strategies for teaching students within the full range of abilities, and 2) design and offer differentiated instruction that enhances the learning of all students. Further, teacher and school building leader certification exams (for example, the edTPA for teachers or the Educating All Students exam) include frameworks to ensure that aspiring educators have developed the necessary foundational knowledge, skills, and abilities to identify and address the needs of all students. Although the current preparation program coursework requirements for New York State-approved programs very clearly describe what the Department expects from preparation programs, information collected by the Department shows that all programs are not preparing candidates in a consistent manner. To that end, the Department will work with stakeholders to create guidance and clear expectations for all preparation programs across the State.

Additional requirements, such as Continuing Teacher and Leader Education (CTLE) for professional certificate holders and professional development plans for school districts and BOCES, are designed to ensure that educators across New York State receive ongoing professional learning and support that is grounded in a needs assessment and which help educators meet the needs of all students in a way that is culturally responsive by helping to develop the knowledge, skill, and opportunity to 1) collaborate to improve instruction and student achievement in a respectful and trusting environment, 2) meet the diverse needs of all students, 3) create safe, secure, supportive, and equitable learning environments for all students, and 4) engage and collaborate with parents, families, and other community members as active partners in children's education. Additionally, professional development requirements like CTLE are designed to ensure that educators receive proper training and support to identify and support differently abled students, including students with IEPs who are also gifted and talented. In this way, school districts and BOCES can continue to provide support to educators in identifying and meeting the needs of all students.

### ***How will New York State transform its teacher and principal preparation programs?***

P-20 partnerships take advantage of the collective expertise of educator preparation programs, school districts and BOCES. These partnerships ground recruitment, preparation, clinical practice experiences, and supports for early career educators in the specific needs of school districts and BOCES are a key to improving retention and ensuring that all students have access to qualified, experienced, effective, diverse, and culturally and linguistically competent educators.

---

<sup>7</sup> The Department has launched the Principal Preparation Project with support from the Wallace Foundation, which aims to enhance State support for the development of school building leaders. One of the issues that the advisory group for this project is undertaking is whether to recommend to the Board of Regents that the Department move from the 2008 ISSLC standards to the 2015 PSEL standards. The 2015 PSEL standards more explicitly address the need for education leaders to address the needs of a diverse student population than do the 2008 ISSLC standards.



Leveraging the work of the TeachNY Advisory Council and the Principal Preparation Project funded by the Wallace Foundation, NYSED will convene a Clinical Practice Work Group to examine changes to the current field experience and placement requirements for teachers and school leaders. Among other things, these changes may include:

- Increasing and strengthening field experiences and student teaching and encouraging preparation programs to align field experiences with evidence-based practices.
- Requiring preparation programs to approve candidates' completion of their program with evidence of positive student outcomes from multiple measures.
- Creating greater opportunities for aspiring teachers and school leaders to apply their skills and knowledge in more diverse and authentic settings.
- Promoting diversity in teacher recruitment efforts and preparing all teachers to effectively implement culturally responsiveness practices to meet the needs of all students.

Specific to the preparation of school building leaders and consistent with the recommendations of the Principal Preparation Project Advisory Team, the Department will explore the following approaches to ensure better professional learning and support for aspiring leaders:

- Organize certification around the 2015 Professional Standards for Educational Leaders (PSEL).
- Strengthen university-based School Building Leader (SBL) programs by closely linking the 2015 PSEL with extended school-based internships.
- Create pathways, options and/or opportunities leading to full-time, year-long, school-based internships for aspiring principals.
- Adapt preparation to account for a variety of settings.
- Add a competency-based expectation to initial certification. This calls upon aspiring school building leaders to take what they learn in a university-based SBL program and apply this learning successfully in an authentic school-based setting to improve staff functioning, student learning, or school performance. Before a university attests that an aspiring school building leader who has completed its SBL program is "certification ready," the superintendent or mentor who is sponsoring the aspiring leader's internship must also attest that the candidate demonstrated readiness for certification by successfully completing a set of projects that demonstrate competency with respect to the State-adopted certification standards.



## **Supporting English Language Learners/Multilingual Learners**

### **What ESSA Requires**

- Comprehensive services for ELLs/MLLs.
- A description of how the State will monitor and support districts to meet long-term goals and measures of interim progress for the English language development of ELLs/MLLs, as well as to ensure that ELLs/MLLs attain the State's challenging academic standards.
- A description of how the State will develop and implement a uniform ELL/MLL identification and exit procedure and utilize a consistent definition of an ELL/MLL.

### **The Big Picture**

New York State’s ESSA Plan will enable ELLs/MLLs to develop English language proficiency, as well as access the State’s challenging academic standards, through the provision of high-quality instruction and support, as well as the creation of an accountability and support system that equitably and accurately measures ELL/MLL achievement:

**To Ensure ...      ... New York State will:**

**Equitable and Reliable Accountability**      Exempt recently arrived ELLs/MLLs in the first year of enrollment from the State English language arts assessment. Such students will take the test in the second year, the results of which will be used for school and district accountability.

---

**Sufficient Time to Learn English**      Expect ELLs/MLLs to become English proficient in three to five years, with factors such as level of English proficiency at entry into New York State schools determining the number of years within which an ELL/MLL is expected to become proficient in English.

---

### What’s New? What’s Different?

New York State will:

- Use a Transition Matrix Table for incorporating ELLs’/MLLs’ attainment of English language proficiency into State accountability determinations. The Transition Matrix model is based on initial English language proficiency level and incorporates **expected** growth per year against **actual** growth, which mirrors the natural language development trajectory.
  - Schools are given credit for students who show sufficient progress towards English proficiency in terms of either the student’s performance in the current year compared to the prior year or the student’s performance in the current year compared to the year in which the student was first tested on the NYSESLAT (“safe harbor”).
  - To hold schools accountable for all ELLs/MLLs, considerations for Long Term ELLs/MLLs will also be incorporated into the model, with growth targets carrying over into additional years for those students who do not reach Commanding within the specified period. In this way, schools will have a continued incentive to make progress and exit Long Term ELLs/MLLs.
- Develop a District/School Self-Evaluation Tool to determine the degree to which each district is providing academic instruction that meets ELLs’/MLLs’ needs

### Supporting Improvements in Teaching and Learning and Increasing Educational Equity

Of New York State’s 2.6 million public school students, 8.8 percent are ELLs/MLLs. New York State will seek to improve teaching and learning as well as educator effectiveness by setting challenging and rigorous goals for ELLs’/MLLs’ development of English language proficiency, as well as by enabling ELLs’/MLLs’ attainment of New York State’s challenging State academic standards and the New York State Bilingual Progressions, in accordance with the [Blueprint for ELLs Success](#), which was released in 2014.

Furthermore, New York State’s Transition Matrix for incorporating ELLs’/MLLs’ attainment of English language proficiency will inform teaching and learning and enable educator effectiveness by allowing educators to determine

yearly whether a student is meeting expected growth targets toward developing English proficiency, based on the student's level of English proficiency at entry into the New York State school system.

## **How New York Responds to Specific ESSA Requirements**

### ***What resources will New York State provide districts for educating ELLs/MLLs?***

New York State's Regional Bilingual Education Resources Networks (RBERNs), which are located throughout the State, provide technical assistance and professional development to educators of ELL/MLL students to enable them to gain English language proficiency and progress toward college or career readiness, as well as parent/caregiver trainings and support. These include annual Regional Parent/Guardian/Caregiver Institutes, which reach over 100 participants in each region. Each RBERN holds annually between 200 and 400 professional development sessions.

NYSED's array of ELL modules; professional development, including culturally and linguistically professional development opportunities; and coordination of coursework opportunities for ELL/MLL teachers enable them to advance their skills. These include an annual ELL/MLL Literacy Conference (600 people attended in 2016) and other supports on best instructional practices for linguistically diverse settings, as well as extensive training on a curriculum for low-literacy Students with Interrupted or Inconsistent Formal Education (SIFE). Furthermore, the Department has created resources to help educators meet New York State's challenging academic standards in the instruction of ELLs/MLLs, including a Multilingual Literacy Screener (MLS) for the identification of SIFE; P-12 Math Curriculum Modules translated into the top five languages other than English spoken in the State; and the PENpal Home Language Questionnaire Toolkit (which verbally translates the State's Home Language Questionnaire into 26 languages). The Department will continue to provide ongoing professional development to LEAs in a variety of ways. This will include utilizing the resources of our RBERNs, well-known researchers, and notable experts in the field to build capacity for school district ELL/MLL leaders and core leadership teams charged with spearheading systemic improvements for ELLs/MLLs. Professional development will include but not be limited to the provisions of ESSA and New York State's plan, the implementation of the New York State Next Generation P-12 English Language Arts (ELA) and Mathematics Standards, and the New Language Arts Progressions (NLAP) as well as the Home Language Arts Progressions (HLAP).

NYSED has an ELL/MLL Parents Bill of Rights that is translated into nine languages that outlines 17 of the most critical rights of ELL/MLL parents; an ELL/MLL parent guide available in 25 languages; and a native-language hotline for parents to ask questions and get advice. Finally, the Department has produced a parent orientation video, available in eight languages.

### ***How will New York State support ELLs/MLLs in achieving English language proficiency and meeting challenging academic standards?***

NYSED is developing a District/School Self-Evaluation Tool to determine the degree to which each district is providing academic instruction that meets ELLs'/MLLs' needs and enables them to meet State accountability targets. This Self-Evaluation Tool includes goals, objectives, and rating scales, and requires districts to conduct diagnostic self-assessments of their ELL/MLL programs. Each district also develops a Comprehensive ELL Education plan describing the services that the district provides for ELL/MLL students.

NYSED will monitor districts' Comprehensive ELL Education Plans, data/information reports on ELL/MLL students, and results from School/District Self-Evaluation assessments to determine what kind of assistance is needed. Furthermore, NYSED conducts regular monitoring, site visits, and technical assistance to support districts in serving ELLs/MLLs.

### ***What are New York State's procedures for identifying and exiting ELLs/MLLs?***

New York State is already in compliance with ESSA’s mandate to create a uniform ELL/MLL identification and exit procedure. On the initial English language proficiency assessment, the New York State Identification Test for English Language Learners (NYSITELL), students are identified as ELLs/MLLs if they score at the Entering, Emerging, Transitioning, or Expanding levels of proficiency. Those who score at the Commanding level of proficiency on the NYSITELL are not identified as ELLs/MLLs.

As described in the Accountability section, once ELLs and MLLs are identified, they take the State’s yearly ELP assessment, the New York State English as a Second Language Achievement Test (NYSESLAT). Students may exit ELL/MLL status by demonstrating English proficiency in one of two ways: 1) by obtaining an overall score in the Commanding range on the NYSESLAT, or 2) by obtaining an overall score in the Expanding range on the NYSESLAT *AND* scoring above designated cut points on the Grade 3-8 English language arts assessment or Regents Exam in English.



## Supporting All Students

### What ESSA Requires

- Support for districts to improve school conditions for student learning by reducing bullying, exclusionary disciplinary practices, and aversive behavioral interventions.
- Support for districts to provide effective transitions to middle grades and high school to prevent students from dropping out.
- Access to a well-rounded education and safe, healthy, culturally responsive, and supportive learning environments
- Support for migratory children.
- Support for neglected and delinquent youth.
- Support for youth in foster care and homeless children and youth.
- Support for students attending rural schools.
- Administration of Student Support and Academic Enrichment and 21<sup>st</sup> Century Community Learning Centers grants.

### The Big Picture

New York State believes that the highest levels of learning can occur when students and educators learn and teach in environments that are safe, culturally and linguistically responsive, supportive, and welcoming to all.

#### To Ensure ...

#### ... New York State will:

#### Learning for All Students

Support districts in creating conditions that maximize all student learning, especially for traditionally marginalized youth including youth of color, lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth, and youth with disabilities, through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior while promoting and understanding diverse cultural characteristics, positive disciplinary practices, improving school climate, and providing students with social-emotional support.

<b>Safety for All Students</b>	Work with districts to build positive school climates that are based on inclusive, equitable school cultures that recognize and foster student diversity.
<b>Strong Home-School Partnerships</b>	Promote State, district, and school-level strategies for effectively engaging parents and family members in their children’s education based on inclusive, equitable school cultures that recognize and foster student diversity.
<b>Robust School-Community Partnerships</b>	Require schools and districts to collaborate with relevant community stakeholders, such as afterschool or healthcare providers, when conducting a comprehensive diagnostic needs assessment and creating plans based from such assessments.
<b>Support for Personalized Learning</b>	Promote increased and equitable access to high-quality, personalized learning experiences through the use of technology.
<b>Quality Library Media Programs</b>	Promote increased and equitable access to effective school library programs, which includes digital literacy instruction provided by State-certified librarians.
<b>Access to a Well-Rounded Education</b>	Promote access to a robust array of courses, activities, and programs in visual and performing arts; science, technology, engineering, and math (STEM); humanities; civics and government; economics; computer science; career and technical education; health and wellness; and physical education.
<b>Implementation of Schoolwide Programs</b>	Allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.
<b>Support for Migratory Students</b>	Provide targeted academic programs and support services to those students so that they receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
<b>Support for Neglected and Delinquent Students</b>	Work closely with the New York State Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate to create formal transition plan templates to be used for each student.
<b>Support for Youth in Foster Care or Homeless Youth</b>	Develop and/or update policies, procedures, and guidance related to transportation, disputes, and continuous enrollment practices.

## What’s New? What’s Different?

New York State will:

- Publish, annually, the per-pupil expenditures for each LEA and school in the State for the preceding fiscal year. The reporting must be disaggregated by source of fund (federal, State, and local) and include actual personnel and non-personnel expenditures.
- Provide access to new funds under the Title IV, Part A Student Support and Academic Enrichment Grants.
- Inform districts of requirements under McKinney-Vento, including:

- Students who are homeless are now entitled to transportation to their school of origin, and students who move into permanent housing are entitled to continued transportation to their school of origin through the remainder of the school year
- A preschool student who is homeless can maintain enrollment and receive transportation to his/her preschool if it is a school of origin
- Children awaiting foster care placement are no longer considered homeless.
- Create uniform transition plans for students exiting neglected or delinquent facilities and require school districts to appoint a transition liaison to ensure the students' successful return to school.

## **Supporting Improvements in Teaching and Learning and Increasing Educational Equity**

New York State envisions that its plans for supporting all students will improve teaching and learning and increase educational equity by:

- Using new fiscal transparency reports to highlight instances where resources must be reallocated to better support students with the greatest needs.
- Ensuring that all students – regardless of the school that they attend – have access to enriched and culturally and linguistically responsive curriculum and education experiences by engaging students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.
- Ensuring that students have access to non-academic support services such as social-emotional, behavioral, mental health, and social services provided by specialized instructional support personnel.
- Strengthening the links and bridging cultural differences between the State Migrant Education Program (MEP) and home, as well as between home and schools, through advocacy and supporting self-advocacy by parents and guardians.
- Directing resources and providing targeted and evidence-based supplemental academic interventions and support for all eligible migratory children and giving priority to those in-school migratory children who have been identified for Priority for Services (PFS) – those who are failing, or most at risk of failing - to meet the challenging State academic standards and whose education has been interrupted during the regular school year.
- Ensuring that students who complete academic programs while in a neglected or delinquent facility receive equally appropriate credit as part of their pathway to graduation.
- Ensuring the successful return to school of students who have been in neglected or delinquent facilities.
- Developing State and local policies and procedures to ensure that homeless youth are provided the same access to appropriate educational supports, services, and opportunities as their peers.

## **How New York State Responds to Specific ESSA Requirements**

### ***How will New York State support culturally and linguistically responsive, supportive, and safe school conditions for all?***

It is a priority of the Board of Regents that New York State schools foster a culture and climate that make school a safe haven where every student feels welcome and free from bias; harassment; discrimination; and bullying, especially for traditionally marginalized youth including, but not limited to, youth of color, lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth, and youth with disabilities. NYSED will expand current efforts to encourage positive, culturally responsive and safe school climates in schools by using tools such as additional guidance and training for district and

school staff on appropriate implementation of the Dignity for All Students Act, professional development on reducing exclusionary discipline, and the use of school climate surveys, among other efforts. Schools and districts are already required to collect and submit data on incidents of violence, bullying, discrimination, and harassment. NYSED will continue to develop guidance and technical assistance for schools to expand supports for students' social and emotional needs and spread restorative practices as opposed to exclusionary disciplinary tactics.

### ***How will New York State support seamless school transitions?***

NYSED will support school districts in facilitating successful P-12 transitions by requiring the entire school community (district leadership, teachers, support service personnel, students, families, community partners, and other relevant stakeholders) form collaborative transition teams that are an ongoing presence in each cohort's P-12 academic experience. The transition team's purpose is to ensure that the needs of each cohort of students are identified and met before, during, and after key transition points. All personnel should be trained in cultural sensitivity and responsiveness.

Highlights of New York State's work on transitions include:

#### **Early childhood to elementary school**

- New York State encourages the use of home visits to welcome families into elementary school, and the State has collaborated with Head Start providers to develop a tool to improve coordination between those providers and school districts. NYSED also has released a "Tool to Assess the Effectiveness of Transitions from Prekindergarten to Kindergarten" to schools and their partners to gauge their transition efforts in four key areas.

#### **Elementary school to middle school**

- NYSED encourages districts to hold in-person sessions, meetings, and activities, such as middle school visits, to smooth the transition from elementary to middle school. Transition teams should begin planning for these efforts as early as fourth grade. NYSED will serve as a repository for evidence-based transition tools to assist LEAs in determining the most effective strategies for children during this developmentally dynamic time.

#### **Middle school to high school**

- NYSED allows middle school students to earn high school credit as one way for younger students to get accustomed to the rigors of high school. NYSED encourages districts to hold in-person sessions as well as mentoring and student-shadow days to ease the transition.

#### **Secondary and postsecondary transitions**

- Key programs NYSED coordinates to enhance students' high school experience include dropout prevention, career-focused opportunities, early college high schools, career pathways, and access to advanced coursework.

### ***How will New York State support equitable access to a well-rounded education?***

NYSED will provide programmatic supports and fiscal resources to increase the number of schools across the State that:



***How will New York State support equitable access to safe, healthy, culturally and linguistically responsive and supportive learning environments?***

NYSED will provide LEAs with guidance and best practice-based resources, such as the Dual Capacity Building Framework for Family-School Partnerships, to help support effective parent and family outreach and engagement activities. In addition, the Department will revise current physical education and health wellness regulations and continue to encourage LEAs to adopt a Whole School, Whole Community, Whole Child model for addressing health-related factors such as hunger, physical and emotional abuse, and chronic illness that can lead to poor school performance. NYSED also will develop and use a school climate index that considers the results of school climate surveys completed by students, parents, school personnel, and community members; a school violence index; and chronic absenteeism data.

***How will New York State support increased access to high-quality, personalized learning experiences supported by technology?***

The Department will continue to support new and existing programs that focus on the utilization of technology to enhance teaching and learning, including:

- Using technology to personalize learning.
- Using technology to increase access to high-quality courses (such as through online, distance, and blended learning).
- Professional development to assist teachers in effectively utilizing technology to improve teaching and learning.
- Building effective school library programs that support digital literacy, information fluency, and STEAM initiatives.

***How will New York State support migratory students?***

Migratory children ages 3-21 continue to be served by the New York State Migrant Education Program, which assesses each migratory child’s needs. These include preschool services, instructional services in elementary/middle school, graduation plans in high school, culturally and linguistically responsive support services at every grade level, and support and advocacy to out-of-school youth. NYSED works to ensure that services provided to migratory children are integrated with the rest of its ESSA proposals and offer migratory children the same access to coursework, academic content, after-school opportunities, and postsecondary readiness efforts.

***How will New York State support students who are neglected and/or delinquent?***

Children who are neglected or delinquent require coordinated efforts between NYSED and various State and local agencies. The State will convene an advisory group to develop a transition plan that facilities serving these students will implement so that students will receive access to New York State’s core curriculum (instead of high school equivalency-



focused instruction). NYSED will direct each district to identify a staff member who will support students as they transition from correctional facilities or other juvenile-justice programs. In addition, NYSED will study the impact on State and local funding for core instruction at county jails, secure/non-secure detention centers, and voluntary placement agencies as a result of recently enacted “Raise the Age” legislation. The Department will generate field guidance to districts and facilities addressing programmatic and fiscal changes as a result of the new legislation.

### ***How will New York State support homeless children and youth?***

New York State has seen a significant increase in homeless students in the past six years; there are more than 140,000 students in the State who are homeless. NYSED and its contractor, the New York State Technical and Education Assistance Center for Homeless Students, will continue to assist districts with identifying these students, publicizing services available to them and their families, training staff on meeting students’ needs, and developing resources on trauma sensitivity. The goal of these efforts is to ensure that homeless youth are identified and given equal access to education and support services, including removing barriers that may prevent these students from participating fully in school and extracurricular activities. As federal policies on homeless student services are modified, NYSED will continue to update districts and schools on new requirements and the need to eliminate barriers to homeless students receiving a well-rounded education.

### ***How will the ESSA plan support students with disabilities?***

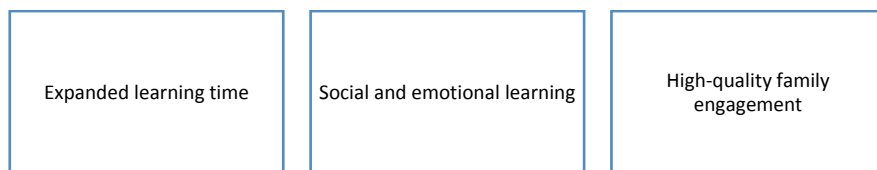
The ESSA plan supports effective transition practices throughout a student’s educational experience and fosters coordinated transitions from early childhood education to postsecondary education. This emphasis on coordinated transitions directly aligns with the Department’s initiatives in transition planning for students with disabilities under the Individuals with Disabilities Education Act (IDEA). This alignment also promotes the development of schoolwide inclusive systems of transitions, based on a student’s individual needs, experiences, interests, and aspirations.

### ***How will New York State support rural schools with high poverty rates?***

NYSED will provide rural schools with high rates of poverty with technical assistance on accessing federal funds geared toward their students.

### ***How will New York State support 21<sup>st</sup> Century Community Learning Centers?***

Provided that these federal funds remain, NYSED will continue to make these dollars available to support wrap-around services and academic enrichment. In particular, NYSED will direct applicants to use these funds for:



Applications are examined by expert peer reviewers, and funds are targeted for Title I schools or schools that serve at least 40 percent of their students free- or reduced-price lunches. Schools that are CSI, TSI, in high-need rural areas, are persistently dangerous, or serve ELL/MLL students also get priority.

### ***A Word About Resources***

The agenda that has been presented in this document is ambitious, and readers may rightly ask whether the State and districts and schools can afford to implement this agenda. The short answer is that we cannot afford not to move forward, and we have significant capacity to implement this work.

According to Henry M. Levin, a professor of economics and education at Teachers College, Columbia University and Cecilia E. Rouse, a professor of economics and public affairs at Princeton University, students who graduate from high school contribute to the public good:

“Studies show that the typical high school graduate will obtain higher employment and earnings — an astonishing 50 percent to 100 percent increase in lifetime income — and will be less likely to draw on public money for health care and welfare and less likely to be involved in the criminal justice system. Further, because of the increased income, the typical graduate will contribute more in tax revenues over his lifetime than if he’d dropped out.

When the costs of investment to produce a new graduate are taken into account, there is a return of \$1.45 to \$3.55 for every dollar of investment, depending upon the educational intervention strategy. Under this estimate, each new graduate confers a net benefit to taxpayers of about \$127,000 over the graduate’s lifetime.”

This agenda proposed in this plan will be supported by the approximately \$1.6 billion that New York State receives annually in ESSA funding. As described in this plan, we at the State Education Department will be making revisions in how we utilize State-level ESSA resources, and we expect districts and schools to do the same, especially as the results of the new per-pupil expenditure reports become available. We have substantial technical resources available to support the implementation of this plan including, our BOCES; the Regional Special Education Technical Assistance Support Centers; the Regional Bilingual Education Resource Network; the Teachers Centers; and other networks, such as the NYSTeachs, which supports districts in providing services to homeless youth. The Department also can call upon institutes of higher education, museums, libraries, and cultural institutions, and other State agencies to support implementation of this plan. As it has in past years, the Board of Regents will continue to make proposals to the Governor and the legislature for increased resources to expand the capacity of schools, districts, and the Department itself to improve educational outcomes and reduce equity gaps.

## **Conclusion**

New York State views this ESSA plan as an opportunity to refocus our efforts on achieving the mission of the New York State Board of Regents:

“The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”

# ESSA New York State Consolidated State Plan

## Glossary of Terms

**2008 ISSLC Standards:** The Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards as adopted by the National Policy Board for Educational Administration. These are New York State’s current standards for school building leaders.

**Accommodations:** Testing accommodations are changes in the standard administration of a test, including testing procedures or formats that enable students with disabilities to participate in assessment programs on a more equitable basis with their non-disabled peers.

**Accountability Cohort:** Cohort of students used to determine secondary-level (high school) assessment performance for accountability.

**Achievement Index:** An average across subjects of the performance of students in a school at either the elementary/middle level or the secondary level, based upon the percentage of students who perform at partially proficient, proficient, and advanced levels.

**Academic Indicator or Indicator:** An academic measure (subject or group of subjects) that will be used to measure the aggregated performance of students.

**Accountability Determinations:** The determination as to whether a school, district, or subgroup has met the required standards in achievement or performance.

**Accountability Measures or Measures:** A measure (or subject) used to make accountability determinations. For example: elementary-middle mathematics.

**Achievement Level:** Level from 1 to 4 that indicates where a school falls in the ranking of all schools, based on the performance of its students on assessments. Levels are assigned based on a range in which a school falls in the ranking.

**Advanced Coursework:** Coursework that may lead to obtaining college credit, such as Advanced Placement (AP) and International Baccalaureate (IB) courses.

**Advanced High School Assessments:** Assessments that may be used to obtain college credit, such as Advanced Placement (AP) and International Baccalaureate (IB) exams.

**Advanced Mathematics for Middle School Students:** Term used to refer to high school mathematics course and/or Regents Exam in mathematics that is taken by a student in Grade 7 or Grade 8.

**Alternate Pathways to Teacher Certification:** New York State offers a number of alternative preparation models for individuals who already hold an undergraduate or graduate degree in the subject of certification, but who did not complete a NYS approved teacher preparation program. Additional information about these pathways is available at: <http://www.highered.nysed.gov/tcert/certificate/pathways.html>

**Back-translation:** During the process of translating a test form into another language, the new version of the test is translated into the original language to ensure accuracy.

**Baseline for growth:** A baseline is a benchmark for measuring or comparing current and past values or scores to measure growth from one point to another.

**Baseline:** Performance on which growth or progress is based.

**Basic:** Achievement level indicating that a student has shown no proficiency toward the standards measured by an assessment.

**Basic Proficient:** Achievement level indicating that a student has shown partial proficiency toward the standards measured by an assessment.

**Bilingual Education extension:** Extension of a New York State (NYS) teaching certificate authorizing the holder of a valid teaching certificate to provide instruction in a Bilingual Education class.

**Bilingual Education program:** A Transitional Bilingual Education program or a Dual Language program that is research-based and comprised of the following instructional components: Language Arts (including both Home Language Arts and English language arts), English as a New Language, and Bilingual content areas.

**Blended Learning:** Combination of traditional face-to-face instruction with an online learning component.

**BOCES:** Abbreviation for Boards of Cooperative Educational Services. The State's 37 BOCES are organized by region and are designed to provide services to schools and districts within that region.

**Career and Technical Education Endorsements (CTE):** A career and technical education (CTE) certificate is a classroom teaching certificate that authorizes the holder to teach a specific subject in a New York State public high school or BOCES in a career and technical education program.

**Career Ladders:** A systemic, coordinated approach that provides new and sustained leadership opportunities with additional compensation, recognition, and job-embedded professional development for teachers and principals to advance excellent teaching and learning.

**Career-Ready Level:** Content knowledge and skills needed to be successful after high school and that leads to a career pathway.

**Chronic Absenteeism Index:** The number of students enrolled during the school year who were absent (excused or unexcused) for at least 10% of enrolled days divided by the total number of students enrolled during the school year, expressed as a percentage.

**Clinically Rich Intensive Teacher Institute (CR-ITI):** A teacher training program with the goal of providing ELLs/MLLs with highly qualified and certified teachers in the areas of Bilingual Education and English to Speakers of Other Languages. The program provides partial tuition assistance for certain certified public school teachers or pupil personnel currently teaching or working with substantial populations of ELLs/MLLs.

**College, Career, and Civic Readiness Index:** A method of measuring a school's success in preparing its students for college, a career, and civic engagement. The index is determined by assigning different weights to various achievements, such as receiving a Regents Diploma with Advanced Designation or a Regents Diploma and a Seal of Biliteracy.

**Commissioner's Regulations Part 154 Comprehensive ELL Education Plan (CEEP):** Under Commissioner's Regulations Part 154, all Local Education Agencies (LEAs) are required to develop a CEEP to meet the educational needs of ELLs/MLLs. All LEAs must keep their completed CEEPs on file in the LEAs' central office and make them available for review upon request by the New York State Education Department (NYSED).

**Composite Performance:** Is a measure of elementary and middle school student performance in ELA, math, and science that is based on the combined results from the Core Subject Performance measure and the Weighted Average Achievement Level. For high schools, it is a measure of the high school accountability cohort in ELA, math, science, and social studies.

**Comprehensive Diagnostic Needs Assessment:** The full needs assessment that all identified schools will do in their first year of identification, and in future years as needed. The Comprehensive Diagnostic Needs Assessment has three components: a full DTSDE review, a review of data, and a Resource Audit.

**Comprehensive Support and Improvement Schools:** Schools identified every three years because the school is among the lowest five percent in the state or the school's four-year graduation is below 67% and the school does not have a five- or six-year graduation rate at or above 67%. A Targeted Assistance School that fails to improve will also be identified as a Comprehensive Support and Improvement School.

**Consistency:** The measure of change in variation over time.

**Constructed-Response:** Open-ended question on an assessment, requiring a performance task (e.g., essay, "show-your-work" mathematics response) to complete.

**Continuously Enrolled Students:** Students enrolled on BEDS day (Basic Educational Data System day, usually the first Wednesday in October) and during the test administration window.

**Core Subject Performance Index:** A measure of the performance of continuously enrolled elementary and middle school students in ELA, math and science in which the denominator for the calculation is the number of continuously enrolled students who were tested.

**CR Part 154:** Education Law §3204 and Part 154 set forth standards for educational services provided to ELL/MLL students in New York State.

**CSI School:** Abbreviation for Comprehensive Support and Improvement School; those schools in the state that are the lowest performing.

**Cultural Responsiveness:** Acknowledges the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform.

**Diagnostic Tool for School and District Effectiveness (DTSDE):** The research-based rubric and review protocols used by the State with identified schools. The DTSDE rubric is organized into six tenets critical for school and district success.

**Distance Learning:** In New York, distance learning is often differentiated from online learning. Distance learning content and instruction are delivered synchronously, most often via videoconferencing hardware.

**District Comprehensive Improvement Plan (DCIP):** The annual improvement plan developed by districts identified as low-performing.

**District/School Self-evaluation Tool:** Instrument to assist districts, schools and stakeholders in determining the degree to which districts/schools are providing ELLs/MLLs with high-quality, equitable, and appropriate instructional and support services pursuant to Commissioner's Regulations Part 154 and the Every Student Succeeds Act (ESSA).

**Educational Equity:** Ensuring that students across the State have equal access to courses, teachers, school environments, regardless of students' race or ethnicity, socio-economic status, or language.

**Empirically Validate:** The use of scientific methods to ensure the appropriateness of a test and its uses.

**"End" Goal:** The desired level of performance that every subgroup in every school should ultimately attain. In the case of assessments, this could be a Performance Index of 200. In the case of the 4-year graduation rate, this could be 95%. The end goal is used as a part of the process of determining how much of a gap exists between current and desired performance.

**End-of-Course Assessment:** Assessment designed to measure knowledge and skills gained through a specific course. For example, Regents Exams are end-of-course assessments.

**English Language Learner/Multilingual Learner (ELL/MLL):** A student who speaks or understands one or more languages other than English, and who scores below a State-designated level of proficiency on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT).

**English Language Proficiency:** A student's performance on the NYSITELL or the NYSESLAT indicates that student's level of English language proficiency. The NYSITELL and NYSESLAT utilize five levels of proficiency: Entering, Emerging, Transitioning, Expanding, and Commanding.

**English to Speakers of Other Languages (ESOL) Teacher Certification:** A NYS-certified teacher of English to Speakers of Other Languages (ESOL) is certified to provide instruction in an English as a New Language class.

**Equitable Access to Educators:** Under ESSA, equitable access to educators refers to the rates at which low-income and minority students in Title I schools are assigned to out-of-field, ineffective, or inexperienced teachers, as compared to non-low-income, non-minority students in non-Title I schools.

**Evidence-based Intervention:** Under ESSA, all identified schools must include at least one evidence-based intervention in their school improvement plan. **As defined by ESSA, Evidence-based Intervention means an activity, strategy, or intervention that:**

- (A) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence from:
  - (I) at least one well-designed and well-implemented experimental study;
  - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
  - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; OR
- (B) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; AND (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention

**Exclusionary discipline practices:** Any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools include suspension and expulsion.

**Extant:** Currently existing.

**Extended-Year Graduation Rate:** For accountability purposes, the standard graduation rate is calculated four years after a student enters Grade 9. Extended-year graduation rates are calculated 5 and 6 years after a student first enters grade 9.

**Gap Reduction (Gap Closing):** Decrease in the size of the difference in performance between subgroups, years, schools, etc.

**Good Standing:** A school or district accountability status indicating that the school has not been identified for Comprehensive Support and Improvement or Targeted Support and improvement.

**Graduation Rate:** For accountability purposes, graduation rate is calculated by dividing the number of students in the graduation-rate total cohort who earned a Regents or local diploma as of August 31 four years after first entering Grade 9 by the number of students in the graduation-rate total cohort.

**Graduation-Rate Total Cohort:** Cohort of students used to determine graduation rate for accountability. A graduation-rate total cohort consists of all students who first entered Grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year. The cohort consists of students who fit the definition above as of June 30 of the reporting year.

**Growth:** The change in an individual student's performance on state assessments as measured between two points in time.

**Growth Index:** A number that indicates the growth made by a school based on an averaging of multiple years and subjects for Mean Growth Percentiles (MGPs).

**Home Language Questionnaire (HLQ):** A diagnostic screening instrument used to identify newly enrolling students' native/home language exposure determine which students are possibly ELLs/MLLs.

**Homeless Children and Youth:** Children who lack a fixed, regular, and adequate night-time residence including: children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless.

**Individual Evaluation for Teacher Certification:** Individuals who have not completed a NYS-approved teacher preparation program, but who believe that they have met the requirements for certification in a specific subject area through completion of necessary coursework, may apply for an individual evaluation of their credentials. Additional information about this process is available at: <http://www.highered.nysed.gov/tcert/certificate/transeval.html>

**Individualized Education Program (IEP):** A written document, developed, reviewed, and revised in accordance with Commissioner's Regulation Section 200.4, which includes the components (e.g., the student's present levels of performance, strengths, needs and recommended special education services and testing accommodations) to be provided to meet the unique educational needs of a student with a disability.

**Induction:** A comprehensive and systemic approach to supporting early career educators (both teachers and principals). Such programs may include: mentorship from colleagues, professional learning tailored to the needs of beginning educators, support and communication with administrators, and time for planning and collaboration with other educators.

**Ineffective Teachers:** Teachers who received an overall evaluation rating of Ineffective in the prior school year.

**Inexperienced Teachers:** Teachers with fewer than three years of experience.

**Innovative Assessment Demonstration Authority:** Provision within ESSA that will allow states to pilot new assessment types in participating schools and districts. The authority will be granted to seven states in the initial three-year demonstration period.

**Integrated Intervention Team (IIT):** The Joint Intervention Team that conducts DTSDE school reviews. This team presently consists of a NYSED-supplied consultant who leads the review; a NYSED representative; a district representative; and, when available, a Special Education School Improvement Specialist (SEIS) and a member from the Regional Bilingual Education Resource Network.

**Joint Intervention Team:** The term used in State regulations to refer to the team conducting an onsite review of an identified school.

**Languages Other Than English (LOTE)/World Languages:** Languages other than English that are taught in NYS schools.

**Longitudinal Analysis:** A research design that involves repeated observations of the same variables (e.g., people), about which data are gathered for the same subjects repeatedly over extended periods of time.

**Long-Term Goals:** The level of performance that each subgroup statewide and within a school is expected to demonstrate five years from now. The long-term goal is computed as a specified amount of reduction between the desired end goal and the statewide baseline performance.

**Memorandum of Understanding (MOU):** An agreement between two or more parties, documenting an agreement between the parties, reflecting an intended common set of actions, and outlining the responsibilities of each party under the agreement.

**MGP (Mean Growth Percentile):** A measure of a group of students' academic growth compared to similar students.

**Migratory Children:** A child or youth who moved due to economic necessity in the preceding 36 months from one residence to another residence and from one school district to another school district either (1) as a migratory agricultural worker or a migratory fisher; or (2) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

**Multilingual Literacy SIFE Screener (MLS):** The MLS is a statewide diagnostic tool created to determine the literacy levels of Students with Interrupted/Inconsistent Formal Education in their home language to provide or to design appropriate instruction.

**Multiple Measures:** The use of either different sources of measurement or of different types of measurement (e.g., multiple choice or constructed response/performance tasks) within a single assessment.

**My Brother's Keeper:** An initiative designed to implement strategies that will improve outcomes for boys and young men of color.

**Native Language Arts/Home Language Arts:** A course of language arts study in a student's native/home language.

**Native/Home Language Assessment:** An academic assessment that assesses students' knowledge and understanding of State academic content standards, conducted in a language other than English.

**Neglected and Delinquent Youth:** A neglected youth is any student served in a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians. A delinquent youth is any student served in a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

**New York State English as a Second Language Achievement Test (NYSESLAT):** An assessment designed to annually measure the English language proficiency of all ELLs/MLLs in grades K-12.

**New York State Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once to students during the ELL/MLL identification process or to students upon re-entry into the New York State school system after an absence of two or more years.

**N-Size:** The minimum number of results for students in a subgroup required to hold a school accountable for the performance and participation of these students, chosen to ensure statistical validity and reliability while accounting for as many student results as possible.



**NYSAA (New York State Alternate Assessment):** New York State assessment for students with the most significant cognitive disabilities.

**NYSTP (New York State Testing Program):** New York State assessments at the elementary/middle level in English language arts (ELA) and mathematics.

**Online Learning:** Course content and instruction that are delivered primarily or completely over the internet.

**Operational Testing:** The assessment that produces results for which students and schools are held accountable.

**Out-of-Field Teacher:** Teacher who does not hold certification in the content area for all the courses that he or she teaches.

**Outside Educational Expert (OEE):** A consultant used in conjunction with the school improvement process. The state supplies an OEE to lead IIT school reviews.

**Participation Rate:** At the elementary/middle level, the percentage of students enrolled during the test administration period in a school or district who have taken an appropriate approved assessment (e.g., the Grades 3-8 Test or the NYSAA). At the secondary level, the percentage of students in 12th grade who have taken an appropriate approved assessment over their high school enrollment (e.g., a Regents Exam, an approved alternative to a Regents Exam, or the NYSAA). ESSA requires a participation rate of “not less than 95% of all students, and 95% of all students in each subgroup of students” for ELA and mathematics.

**Participatory Budgeting Process:** Participatory Budgeting is a term used to describe a process in which citizens can democratically determine how community funds are spent. This process has been adopted in municipalities across the world. For identified schools, the participatory budgeting process allows students and parents to directly decide how to spend some of the money available to the school. This process is intended to deepen student and parental engagement and strengthen school-family connections.

**Performance Index (PI):** A value that is assigned to an accountability group indicating how that group performed on a required State test (or approved alternative). PI formulas enable partial credit to be awarded to students who are partially proficient and extra credit to be awarded to students who show advanced proficiency.

**Performance level:** A performance level describes where a student is along the continuum of English language acquisition. The current NYSESLAT has five performance levels: Entering, Emerging, Transitioning, Expanding, and Commanding.

**Persistently Struggling School:** A term used to describe schools that have been in the most severe accountability status since the 2006-07 school year.

**Personalized Learning:** Tailoring learning for each student’s strengths, needs and interests – including enabling student voice and choice in what, how, when and where they learn – to provide flexibility and supports to ensure mastery of the highest standards possible.

**PII (Personally Identifiable Information):** Information that can be used on its own or with other information to identify, contact, or locate a single person, or to identify an individual in context.

**Proficiency:** Level of academic achievement as measured against learning standards.

**Progress:** The change in the Performance Index of a subgroup between the current year and the subgroup’s baseline performance.

**Progress Needs Assessment:** The needs assessment that identified schools can do in the years after their Comprehensive Diagnostic Needs Assessment. The Progress Needs Assessment consists of a Progress Review, a review of data including survey results, and a Resource Audit.

**Progress Review:** The annual review for identified schools that will occur in the years following the Comprehensive Diagnostic Needs Assessment. The review is intended to provide feedback and recommendations to schools regarding the quality of their improvement plan and the implementation of the plan to date.

**Public School Choice:** The process by which a parent of a student attending a CSI school may request a transfer to a school classified as In Good Standing. If there are no schools In Good Standing available, the district may offer a transfer to a Targeted Support and Improvement School. Districts are permitted, but not required, to offer Public School Choice; however, if the Achievement Index of any CSI school declines for two consecutive years, then the district is required to offer Public School Choice to students at that school.

**Qualified Personnel:** Qualified personnel, for purposes of the Commissioner's Regulations Part 154 ELL/MLL identification process, is defined as a Bilingual Education or ESOL teacher, or a teacher trained in cultural competency, language development and the needs of ELLs/MLLs.

**Receivership Program:** The program by which low-performing schools are managed by a school receiver. The receiver has the authority to: develop a school intervention plan; convert schools to community schools providing wrap-around services; reallocate funds in the school's budget; expand the school day or school year; establish professional development plans; order the conversion of the school to a charter school consistent with applicable state laws; remove staff and/or require staff to reapply for their jobs in collaboration with a staffing committee; and negotiate collective bargaining agreements, with any unresolved issues submitted to the Commissioner for decision.

**Recently-arrived ELL/MLL:** An ELL/MLL who has attended schools in the United States (not including Puerto Rico) for less than 12 months.

**Recognition Schools:** Schools that are high-performing or rapidly improving as determined by the Commissioner.

**Regents Diploma:** Diploma granted to all students who successfully complete all NYS credit and assessment requirement.

**Regional Bilingual Education Resource Network (RBERN):** Regional technical assistance support centers that work in partnership with NYSED to provide technical assistance and professional development to districts/schools to improve instructional practices and educational outcomes of ELLs/MLLs.

**Research-based Student Level Targets:** The performance that students are expected to achieve based on previous State data and expectations of language acquisition.

**Resource Audit:** A document completed by schools and districts that examines the effectiveness of professional development, along with how schools and districts use their time, facilities, and staff in relation to best practices.

**School Comprehensive Educational Plan (SCEP):** The annual School Improvement Plan.

**School Quality and Student Success:** Often referred to as the "5<sup>th</sup> indicator," School Quality and Student Success (SQSS) is an indicator in addition to academic achievement, student growth, graduation rate, and progress of ELLs/MLLs in achieving English language proficiency that a State must include as part of its accountability and support system. This indicator must be the same for all schools within a State, except the indicator may be different at the elementary/middle level and the secondary level. States may include more than one measure of SQSS.

**Schoolwide Improvement Strategy:** All CSI schools will be required to implement a school-wide improvement strategy by Year 2. NYSED will provide professional development on select school-wide improvement strategies. With Department approval, schools have the flexibility to identify strategies different from those supported by NYSED.

**Seal of Biliteracy (NYSSB):** An award given by a school or district in recognition of students who have studied and attained proficiency in foreign language courses.

**Selected-Response:** Questions on an assessment requiring students to choose from several potential answers (e.g., “multiple choice”) to complete.

**SIFE low-literacy curriculum:** This curriculum is intended to meet the needs of SIFE who are at 3rd grade level or below in-home language literacy in secondary (middle and high) school. The curriculum offers a rigorous and accelerated framework aligned to the State’s academic standards to provide students with the content, language, and literacy necessary for achieving academic progress and success.

**Stability:** Stability is a property of an individual measuring instrument regarding its variation over time.

**Struggling School:** A term used to describe schools in the Receivership Program that have not been in the most severe accountability status since 2006-07.

**Student Growth Percentiles:** This statistic characterizes the student’s current year score relative to other students with similar prior test score histories.

**Students with Inconsistent/Interrupted Formal Education (SIFE):** ELLs/MLLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

**Subgroups:** Aggregated data for certain groups are used to make assessment accountability determinations. These groups are All Students, American Indian or Alaska Native Students, Black or African American Students, Hispanic or Latino Students, Asian or Native Hawaiian/Other Pacific Islander Students, White Students, Multiracial Students, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.

**Target Districts:** Districts are identified for targeted support if there are one or more Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement Schools (TSI) schools in the district; or the district is performing at the level that would have caused a school to be identified for CSI or TSI.

**Target Growth:** The English language proficiency gains that students are expected to achieve.

**Targeted Support and Improvement Schools:** Schools identified as being the lowest-performing for the following subgroups: English Language Learners/Multilingual Learners, economically disadvantaged, racial/ethnic subgroups, and students with disabilities. All racial/ethnic subgroups are treated as a single group, so more or less of any group could be identified.

**Tested:** Students with a valid test score on an assessment used for accountability purposes (e.g., NYSTP, NYSAA).

**Transition matrix:** The model that was chosen to measure ELL progress in English Language Proficiency.

**Translated Content Assessment:** This refers to the translated version of a test that measures subjects such as English language arts, mathematics, and science.

**TSI School:** Abbreviation for Targeted Support and Improvement School, schools that have been identified for the low-performance of a subgroup of students, such as low-income students.

**Universal Design for Learning (UDL):** A research based framework that promotes increased accessibility and equity in curriculum development, classroom instruction, test development, and test administration. UDL incorporates educator awareness of cultural and linguistic representation in the development and delivery of instruction and assessment including accommodations for students with disabilities/differently abled students and for ELLs/MLLs.

**Waiver:** Agreement with USDE that exempts New York from certain provisions of ESSA. New York held waivers under ESEA Flexibility from the 2012-13 school year through the 2016-17 school year, after which all such waivers were nullified by ESSA.

**Weighted Average Achievement Level:** A measure of the performance of continuously enrolled elementary and middle school students in ELA, math and science in which the denominator for the calculation is the greater of the 95% of continuously enrolled students or the number of continuously enrolled students who were tested.

**Weighted Scores:** A weighted score is the average of a set of scores, where each set carries a different amount of importance depending on the population size for each score.

## Appendix A

**Note: These tables will be updated when 2016-17 baseline data becomes available**

**Table 6: Elementary/Middle End Goals, Long-Term Goals and Measures of Interim Progress**

Measure	Group Name	2015-16 Baseline	Gap from End Goal	5-Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Target	End Goal
3-8 Math	All Students	101	99	19.8	4.0	105	109	113	117	121	200
	Asian/Pacific Islander	177	23	4.6	0.9	178	179	180	181	182	200
	Black	81	119	23.8	4.8	86	91	95	100	105	200
	Economically Disadvantaged	87	113	22.6	4.5	92	96	101	105	110	200
	English Language Learners	73	127	25.4	5.1	78	83	88	93	98	200
	Hispanic	86	114	22.8	4.6	91	95	100	104	109	200
	Multiracial	101	99	19.8	4.0	105	109	113	117	121	200
	American Indian/Alaska Native	88	112	22.4	4.5	92	97	101	106	110	200
	Students with Disabilities	50	150	30.0	6.0	56	62	68	74	80	200
	White	102	98	19.6	3.9	106	110	114	118	122	200

**Table 7: High School End Goals, Long-Term Goals and Measures of Interim Progress**

Measure	Group Name	2015-16 Baseline	Gap from End Goal	5-Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Target	End Goal
HS ELA	All Students	177	23	4.6	0.9	178	179	180	181	182	200
	Asian/Pacific Islander	194	6	1.2	0.2	194	194	195	195	195	200
	Black	148	52	10.4	2.1	150	152	154	156	158	200
	Economically Disadvantaged	156	44	8.8	1.8	158	160	161	163	165	200
	English Language Learners	87	113	22.6	4.5	92	96	101	105	110	200
	Hispanic	151	49	9.8	2.0	153	155	157	159	161	200
	Multiracial	183	17	3.4	0.7	184	184	185	186	186	200
	American Indian/Alaska Native	150	50	10.0	2.0	152	154	156	158	160	200
	Students with Disabilities	103	97	19.4	3.9	107	111	115	119	122	200
	White	195	5	1.0	0.2	195	195	196	196	196	200

**Table 8: High School End Goals, Long-Term Goals, and Measures of Interim Progress Targets**

Measure	Group Name	2015-16 Baseline	Gap from End Goal	5-Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Target	End Goal
HS Math	All Students	151	49	9.8	2.0	153	155	157	159	161	200
	Asian/Pacific Islander	192	8	1.6	0.3	192	193	193	193	194	200
	Black	114	86	17.2	3.4	117	121	124	128	131	200
	Economically Disadvantaged	130	70	14.0	2.8	133	136	138	141	144	200
	English Language Learners	98	102	20.4	4.1	102	106	110	114	118	200
	Hispanic	123	77	15.4	3.1	126	129	132	135	138	200
	Multiracial	154	46	9.2	1.8	156	158	160	161	163	200
	American Indian/Alaska Native	125	75	15.0	3.0	128	131	134	137	140	200
	Students with Disabilities	85	115	23.0	4.6	90	94	99	103	108	200
	White	169	31	6.2	1.2	170	171	173	174	175	200

## Appendix B

### References

Among the works that informed development of the plan are the following:

1. Abedi, J. "Measuring Students' Level of English Proficiency: Educational Significance and Assessment Requirements. Educational Assessment." *Educational Assessment*, 13, 2008, pp. 93-214.
2. Ahmad, F., Boser U. "America's Leaky Pipeline for Teachers of Color." *Center for American Progress*, May 2014, <https://www.americanprogress.org/wp-content/uploads/2014/05/TeachersOfColor-report.pdf>. Accessed 10 July 2017.
3. Anderson, Cheryl, et al. "Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators." *Advancement Project et al.*, March 2014, <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>. Accessed 10 July 2017.
4. Attendance Works. "Mapping the Early Attendance Gap." *Healthy Schools Campaign*, 2015, <http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/07/Mapping-the-Early-Attendance-Gap-Final-4.pdf>. Accessed 10 July 2017.
5. August, D., Shanahan, T, & Escamilla, K., "Developing Literacy in Second-Language Learners—Report of the National Literacy Panel on Language-Minority Children and Youth," *Journal of Literacy Research*, vol. 41, 2009. pp. 432–452.
6. Baldwin, M., & Wade, S., "Improving Family and Community Engagement Through Sharing Data." *SEDL*, 2012
7. Balfanz, R., & Byrnes, V., "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore." *Johns Hopkins University Center for Social Organization of Schools*, 2012, [http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf). Accessed 10 July 10, 2017.
8. Basch CE., "Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap." *Equity Matters*, Research Review No. 6. New York: Columbia University, 2010.
9. Burkhauser, S., Gates, S., Hamilton, L., Ikemoto, G., "First Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes." *RAND Corporation*, 2012, [http://www.rand.org/pubs/technical\\_reports/TR1191.html](http://www.rand.org/pubs/technical_reports/TR1191.html). Accessed 10 July 2017.
10. Butler and Stevens, "Standardized assessment of the content knowledge of English language learners K–12: current trends and old dilemmas." *Language Testing*, 2001.
11. John W. Garner Center for Youth and their Communities. "High school readiness." *California Office to Reform Education (CORE)*, 2014, <http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3154/High%20School%20Readiness%2011%2012%2014.pdf>. Accessed 3 August 2016.
12. Castrechini, S., & London, R. A. "Positive student outcomes in community schools." *Center for American Progress*, Washington, DC, 2012.

13. Caputo, A., & Rastelli, V. "School improvement plans and student achievement: Preliminary evidence from the Quality and Merit Project in Italy." *Improving Schools*, 17(1), 2014, pp. 72-98. doi:10.1177/1365480213515800
14. Center for Disease Control. "Understanding Bullying." *National Center for Injury Prevention and Control*, 2015, [https://www.cdc.gov/violenceprevention/pdf/bullying\\_factsheet.pdf](https://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf). Accessed 10 July 2017.
15. Center for Public Education (2007). "Research Review: What research says about preparing English language learners for academic success." 2007, pp. 6-7.
16. Chappell, S. L., PhD, O'Connor, P., PhD, Withington, C., MA, & Steglin, D. A., PhD. "A Meta-Analysis of Dropout Prevention Outcomes and Strategies." *Clemson University, SC: National Dropout Prevention Center/Network*, April 2015, pp. 1-41, <http://dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/>. Accessed 10 July 2017.
17. Cheney, G., Davis, J., Garrett, K., and Holleran. "A New Approach to Principal Preparation." *Rainwater Charitable Foundation*, 2010, [http://www.anewapproach.org/docs/a\\_new\\_approach.pdf](http://www.anewapproach.org/docs/a_new_approach.pdf). Accessed 10 July 2017.
18. Cloud, N., Genesee, F., and Hamayan, E. "Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices. Portsmouth." *Heinemann*, Tch Edition, 2009.
19. Collier, V. P. "Acquiring a second language for school." *Directions in Language & Education*, 1995.
20. Cook, Daniel. "Systemic Needs Assessment: A Primer." *Journal of Counseling and Development*, 1989, vol. 67, pp. 462-464.
21. Dee, Thomas S. "Teachers, Race, and Student Achievement in a Randomized Experiment." *The Review of Economics and Statistics*, Vol. 86, No. 1, February 2004, pp. 195-210.
22. Dee, Thomas and Emily Penner. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." *NBER Working Paper*, No. 21865, <http://www.nber.org/papers/w21865>. Accessed 10 July 2017.
23. Doyle, D., and G. Locke. "Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement." *The Fordham Institute*, 24 June 2014, <http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Lacking-Leaders-The-Challenges-of-Principal-Recruitment-Selection-and-Placement-Final.pdf>. Accessed 10 July 2017.
24. Dunkle MC, Nash MA. "Beyond the Health Room." *Council of Chief State School Officers, Resource Center on Educational Equity*, Washington, D.C., 1991.
25. The Education Trust. "Making data work: A parent and community guide." 2004.
26. Egalite, A. J., Kisida, B., Winters, M.A. "Representation in the classroom: The effect of own-race teachers on student achievement." *Economics on Education Review*, January 31, 2013, <http://www.sciencedirect.com/science/article/pii/S0272775715000084>. Accessed 10 July 2017.
27. Ehrenberg, Ronald, Goldhaber, D. and Dominic Brewer. "Do Teachers' Race, Gender and Ethnicity Matter?" *ILR Review*, Vol. 48, No. 3, April 1995, pp. 547-561.
28. Federal Interagency Reentry Council. "Reentry Myth Buster: On Youth Access to Education upon Reentry." January 2017, [https://csgjusticecenter.org/wp-content/uploads/2012/11/Reentry\\_Council\\_Mythbuster\\_Youth\\_Access\\_Ed.pdf](https://csgjusticecenter.org/wp-content/uploads/2012/11/Reentry_Council_Mythbuster_Youth_Access_Ed.pdf). Accessed 10 July 10, 2017.



29. García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. "Language proficiency and academic success: Relationships between proficiency in two languages and achievement among Mexican-American students." *Bilingual Research Journal*, 21(4), 1997, pp. 334-347.
30. Genesee, F., & Lindholm-Leary, K. "The education of English language learners." In K. Harris, S. Graham, & T. Urdan (Eds), *APA Handbook of Educational Psychology*, Washington DC: APA Books. Print.
31. Gershenson, Seth, Holt, S., and Nicholas Papageorge. "Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations." *Economics of Education Review*, Volume 52, June 2016, pp. 209-224.
32. Gini, G., & Pozzoli, T. "Bullied children and psychosomatic problems: A meta-analysis." *Pediatrics*, 2013, <http://pediatrics.aappublications.org/content/early/2013/09/11/peds.2013-0614>. Accessed 10 July 2017.
33. Goldenberg, C. "Teaching English language learners: What the research does — and does not — say." *American Educator*, 32, 2008, pp. 8-23, 42-44.
34. Hargrove, L; Godin, D; and Dodd, B. "College Outcomes Comparisons by AP® and Non-AP High School Experiences." *The College Board*, 2008, <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2008-3-college-outcomes-ap-non-ap-high-school-experiences.pdf>. Accessed 10 July 2017.
35. Henderson, A. & Mapp, K. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." *American Institutes for Research*, 2002, <http://www.sedl.org/pubs/catalog/items/fam33.html>. Accessed 10 July 2017.
36. Ho, A. D. "The Problem with Proficiency: Limitations of Statistics and Policy Under No Child Left Behind." *Educational Researcher*, 37, 2008, pp. 351-360.
37. Huber, D. J., & Conway, J. M. "The Effect of School Improvement Planning on Student Achievement." *Planning & Changing*, 46(1/2), 2015, pp. 56-70.
38. Institute for Children, Poverty, & Homelessness. "Aftershocks: The Lasting Impact of Homelessness and Student Achievement." New York, NY, February 2016, [http://www.icphusa.org/PDF/reports/Aftershocks\\_2\\_3\\_A\\_FIN.pdf](http://www.icphusa.org/PDF/reports/Aftershocks_2_3_A_FIN.pdf). Accessed 10 July 2017.
39. Johnstone, C.J., "Improving Validity of Large Scale Tests: Universal Design and Student Performance National Center on Educational Outcomes." *University of Minnesota, Institute on Community Integration, National Center on Educational Outcomes*, December 2003.
40. Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger. "What Does Certification Tell Us about Teacher Effectiveness? Evidence from New York City." *Economics of Education Review Working Paper*, No. W12155, 2006, pp, 615-631, <http://www.nber.org/papers/w12155.pdf>. Accessed 10 July 2017.
41. Leone, P., & Weinberg, L. "Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems." *Center for Juvenile Justice Reform*, Washington D.C., 2010, [http://cjjr.georgetown.edu/wp-content/uploads/2015/03/EducationalNeedsOfChildrenandYouth\\_May2010.pdf](http://cjjr.georgetown.edu/wp-content/uploads/2015/03/EducationalNeedsOfChildrenandYouth_May2010.pdf). Accessed 10 July 10, 2017.
42. Louis K., Leithwood, K., Wahlstrom, K., and Anderson, S. "Learning from Leadership: Investigating the Links to Improved Student Learning." *Center for Applied Research and Educational Improvement*, 2010,

<http://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>. Accessed 10 July 2017.

43. Manna, P. "Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy." *The Wallace Foundation*, 2015, <http://www.wallacefoundation.org/knowledge-center/Pages/Developing-Excellent-School-Principals.aspx>. Accessed 10 July 2017.
44. Martin, C., Sargrad, S., & Batel, S. (2016). "Making the Grade: A 50-State Analysis of School Accountability Systems." *Center for American Progress*, 2016, <https://www.americanprogress.org/issues/education/report/2016/05/19/137444/making-the-grade/>. Accessed 10 July 2017.
45. McCaffrey, Lockwood, Koretz & Hamilton. "Evaluating Value-Added Models for Teacher Accountability." *RAND Corporation*, 2003.
46. Michael, S. L., Merlo, C. L., Basch, C. E., Wentzel, K. R., Wechsler, H. "Critical Connections: Health and Academics." *Journal of School Health*, October 2015, pp. 740–758, <http://onlinelibrary.wiley.com/doi/10.1111/josh.12309/full>. Accessed 10 July 2017.
47. Mittleman, Joel. "What's in a Match? Disentangling the Significance of Teacher Race/Ethnicity." *Princeton University*, June 15, 2016, <https://ssrn.com/abstract=2796150>. Accessed 10 July 2017.
48. Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. "Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying." *Journal of Adolescent Health*, 55, 2014, pp. 602-611, [http://www.jahonline.org/article/S1054-139X\(14\)00254-7/abstract](http://www.jahonline.org/article/S1054-139X(14)00254-7/abstract). Accessed 10 July 2017.
49. Moore-Thomas, C., & Erford, B. T. "Needs Assessment: An Ongoing Process for School Improvement." *U.S. Department of Education*, August 2003.
50. Murphy, P. and Rainey, L. "Modernizing the State Education Agency: Different Paths Toward Performance Management." *Center for Reinventing Public Education*, 2012, [http://www.crpe.org/sites/default/files/pub\\_states\\_ModernizingSEAs\\_sept12.pdf](http://www.crpe.org/sites/default/files/pub_states_ModernizingSEAs_sept12.pdf). Accessed 10 July 2017.
51. The National Center for Teacher Residencies. "The Case Study Project: Clinically Oriented Teacher Preparation." 2016, <http://nctresidencies.org/wp-content/uploads/2016/09/The-Case-Study-Project-COTP-1.pdf>. Accessed 10 July 2017.
52. National Child Traumatic Stress Network Schools Committee. "Child Trauma Toolkit for Educators." *National Center for Child Traumatic Stress*, Los Angeles, CA & Durham, NC, October 2008.
53. National Education Association and Collaborative Communications Group. "Full-Day Kindergarten: An Advocacy Guide." *National Education Association*, 2006.
54. Neal, Derek & Whitmore Schanzenbach, Diane. "Left Behind by Design: Proficiency Counts and Test-Based Accountability." *Review of Economics and Statistics*, vol. 92(2), 2010, pp. 263-283.
55. New York State Education Department. "My Brother's Keeper." <http://www.nysed.gov/mbk/schools/my-brothers-keeper>. Accessed 10 July 2017.

56. New York State Education Department. "New York State's Plan to Ensure Equitable Access." July 2015, <https://www2.ed.gov/programs/titleiparta/equitable/nyequityplan072015.pdf>. Accessed 10 July 2017.
57. New York State Education Department. "21st Century Community Learning Centers Evaluation Manual." *New York State Education Department and Research Works, Inc.*, September 2011, edited June 2013, [www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf](http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf). Accessed 10 July 2017.
58. New York State Education Department. "New York State Pathways in Technology (NYS P-TECH) program." July 2016, <http://www.highered.nysed.gov/kiap/scholarships/PTech.htm>. Accessed 10 July 2017.
59. Payne, E., & Smith, M. "LGBTQ kids, school safety, and missing the big picture: How the dominant bullying discourse prevents school professionals from thinking about systemic marginalization or... Why we need to rethink LGBTQ bullying." *QED: A Journal in GLBTQ Worldmaking*, 2013, pp. 1-36.
60. Podolsky, Anne, Kini, T., Bishop, J. and Linda Darling-Hammond. "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators." *Learning Policy Institute*, Palo Alto, CA, 2016.
61. PTA. "PTA National Standards for Family-School Partnerships: An Implementation Guide." *National Congress of Parents and Teachers*, 2009, [http://s3.amazonaws.com/rdcms-pta/files/production/public/National\\_Standards\\_Implementation\\_Guide\\_2009.pdf](http://s3.amazonaws.com/rdcms-pta/files/production/public/National_Standards_Implementation_Guide_2009.pdf). Accessed 10 July 2017.
62. Public Schools of North Carolina. "Transition Planning for 21<sup>st</sup> Century Schools." *State Board of Education and Department of Public Instruction*, <http://www.ncpublicschools.org/docs/curriculum/home/transitions.pdf>. Accessed 10 July 2017.
63. Redding, Sam, Dunn, L., & McCauley, C. "School Improvement Grants, Guidance and Tools for the 2015 Amended Regulations: Maximizing the Optional Planning/Pre-Implementation Year." *WestEd*, San Francisco, 2015.
64. Rice, Jennifer King. "Teacher Quality: Understanding the Effectiveness of Teacher Attributes." *Economic Policy Institute*, Washington, D.C., 2003. Print.
65. Ronfeldt, Matthew, Lankford, Hamilton, Loeb, Susanna, and Wyckoff, James. "How Teacher Turnover Harms Student Achievement." *National Bureau of Economic Research*, June 2011, <http://www.nber.org/papers/w17176.pdf>. Accessed 10 July 2017.
66. School Leaders Network. "CHURN: The High Cost of Principal Turnover." *School Leaders Network*, Hinsdale, MA, 2014, [https://connectleadsucceed.org/sites/default/files/principal\\_turnover\\_cost.pdf](https://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf). Accessed 10 July 2017.
67. Seastrom, Marilyn. "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information." *U.S. Department of Education, Institute of Education Sciences*, Washington, DC., 2017, <http://ies.ed.gov/pubsearch>. Accessed 10 July 2017.
68. Shea, N. M., A. G. Zetlin, and L. A. Weinberg. "Improving school stability: An exploratory study of the work of the AB 490 liaisons in California." *Children and Youth Services Review*, 2010, pp. 74–79.
69. Smith, J.B. "Does an Extra Year Make Any Difference?" *American Educational Research Association*, Vol. 18, No. 2, 1996, pp. 141-153.
70. Southwest Educational Development Laboratory. "A New Wave of Evidence; The Impact of School, Family, and Community Connections on Student Achievement." *Annual Synthesis*, 2002.

71. Sutchter, L., Darling-Hammond, L., and Carver-Thomas, D. "A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S." *Learning Policy Institute*, Palo Alto, CA, 2016.
72. Taveras, B., Douwes, C., Johnson, K., Lee, D., and Caspe, M. "New visions for public schools: Using data to engage families." *Harvard Family Research Project*, 2010.
73. The New Teacher Project, "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." *TNTP*, 2012, pp. 32. Print.
74. Thomas, W.P., & Collier, V.P. "School effectiveness for language minority students." *National Clearinghouse for Bilingual Education*, Washington, D.C., 1997.
75. Tsang, Katz, Stack. "Achievement Testing for English Language Learners, Ready or Not?" *Education Policy Analysis Archives*, 2008.
76. Turnbull, Brenda J., Derek L. Riley, Jaclyn R. MacFarlane. "Building a Stronger Principalsip, Vol. 2: Cultivating Talent Through a Principal Pipeline." *Policy Studies Associates*, December 2013.
77. United States Department of Education. "Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program." July 3 2015, <http://www.k12.wa.us/TitleI/pubdocs/SchoolwideNewGuidanceFlexibilityClarification.pdf>. Accessed 10 July 2017.
78. United States Department of Education & SEDL. "Partners Education in a Dual Capacity-Building Framework for Family-School Partnerships." *SEDL*, 2013, <http://www2.ed.gov/documents/family-community/partners-education.pdf>. Accessed 10 July 2017.
79. Walston, J. T., and West, J. "Full-day and half-day kindergarten in the United States: Findings from the Early Childhood Longitudinal Study." *U.S. Department of Education, National Center for Education Statistics*, 3-2004.
80. Weiss, H. B., Lopez, M. E., & Stark, D. R. "Breaking new ground: Data systems transform family engagement in education (Issue Brief)." *Harvard Family Research Project and Washington, DC: National PTA*, Cambridge, MA, January 2011.
81. Williamston, R. "Transition from Middle School to High School." *Education Partnerships, Inc.*, 2010.
82. Zetlin, A. G., L. A. Weinberg, and N. M. Shea. "Seeing the whole picture: Views from diverse participants on barriers to educating foster youth." *Children and Schools* 28, 2006, pp. 165–74.

# ATTACHMENT VI

# 5

## Things every **parent** should know about New York State’s plan for the **Every Student Succeeds Act**



### What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State’s plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

### Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

### What do parents need to know?

Below are highlights of important elements for parents and families in the plan. We encourage you to visit [the ESSA Section of NYSED’s website](#) to learn more about the plan.

## 1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

### Schools and districts will be measured annually on these indicators

### Future indicators

For all schools	For high schools
<ul style="list-style-type: none"> <li>English language arts</li> <li>Math</li> <li>Science</li> <li>Progress in learning English (for those who are learning English as an additional language)</li> <li>Chronic absenteeism (absent 10% or more instructional days)</li> </ul>	<ul style="list-style-type: none"> <li>Social studies</li> <li>Graduation rate</li> <li>College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</li> </ul>

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

## 2 New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

# 95%

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



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

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is piloting a process to ask parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will be able to participate in deciding how your school spends part of the federal money it receives to improve.



5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



The New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

# 5

## Bagay chak **paran** dwe konnen sou plan Eta New York la pou **Every Student Succeeds Act**



### Kisa ESSA ye?

Every Student Succeeds Act (ESSA) se yon lwa federal ki dekri kijan Eta yo kapab itilize lajan federal la pou sipòte lekòl piblik yo. Nan mwa janvyè 2018, gouvènman federal la te apwouve plan Eta New York pou depanse apeprè \$1.6 milya dola leta resevwa chak ane nan ESSA. New York resevwa chak ane nan ESSA.

### Poukisa sa enpòtan?

Eta New York pran angajman pou li asire li ke tout elèv yo reyisi epi pou yo briye nan lekòl kèlkeswa kiyès yo ye, kote y ap viv, nan ki lekòl yo ale oswa kote yo soti. Depi Otòn 2016, Eta New York temande remak pou li konsevwa yon plan k ap amelyore ekite, aksè ak opòtinite pou tout elèv.

### Kisa paran yo dwe konnen?

Pi ba a, w ap jwenn kèk eleman enpòtan pou paran yo ak fanmi yo nan plan an. Nou ankouraje w pou w ale sou [nan seksyon ESSA sitwèb NYSED](#) pou w ka gen plis enfòmasyon sou plan an.

1

## Eta New York valorize yon edikasyon ki konplè pou tout moun.

Paran ak fanmi yo dwe konnen kijan lekòl pitit yo a fonksyone nan plizyè domèn, pa sèlman nan matyè akademik yo.

### Yo pral evalye lekòl ak distri yo selon endikatè sa yo:

### Endikatè pou pi devan:

#### Pou tout lekòl yo

#### Pou lekòl segondè yo

- Lang ak literati anglè
- Matematik
- Syans
- Pwogrè nan aprantisaj Anglè (pou sila yo ki pa pale lang lan)
- Absans kwonik (absan 10% oswa pandan plis jou enstriksyon)

- Syans Sosyal
- Pousantaj elèv ki gradye
- Endis preparasyon pou kolèj, karyè ak aksyon sivik: anrejistre pou anpil kou avanse, rive gen yon sètifika pou fòmasyon teknik, elatriye.

- Sispansyon andeyò lekòl (kòmanse avèk rezilta 2018-19 yo)
- Prepare pou lekòl segondè (yon fwa ke done yo disponib)
- Endikatè “anviwònman aprantisaj” (pa egzanp, gwosè klas la, aksè pou gen kou sou lèza)

2

## Eta New York vle diminye sou tan yo administre egzamen yo epi li vle amelyore eksperyans egzamen an.



Yo pral diminye egzamen Anglè ak Matematik nan klas 3yèm-8yèm ane a de jou yo chak pou ane 2018 la.

95%

Lalwa federal egzije 95% elèv nan chak klas ak sou-gwoup ki te pran yon egzamen leta pou yo pran egzamen ki apwopriye yo. Eta New York pral travay ak paran yo, lekòl yo ak distri yo pou ogmante patisipasyon an.



Eta New York pral kontinye tradwi egzamen Matematik ak Syans yo nan plis lang toujou, epi lè fon yo disponib, li pral kreye yon egzamen lang ak literati anglè nan lang natifnatal elèv yo.

3

Eta New York ap dirije yon pwosesis pou mande paran yo èd anplis lè yo idantifye lekòl pitit yo pou amelyorasyon.



Eta a pral konsidere chanjman yo nan fason pwofesè ak responsab lekòl yo ap prepare pou li asire l ke yo pare depi premye jou a.



Eta New York gen anpil pwofesè ki ekselan. Nou pral asire nou ke tout lekòl yo gen kapasite pou atire epi kenbe pwofesè sa yo.

4

Eta New York konte sou paran yo pou li ka jwenn sipò adisyonèl lè yo idantifye lekòl pitit yo kòm lekòl ki bezwen amelyorasyon.



Si yo idantifye lekòl pitit ou a kòm yon lekòl ki gen pèfòmans ki fèb...



... lè sa a li pral mande paran, pwofesè ak elèv yo kòman yo panse lekòl la kapab amelyore ...



... alèkile ou pral gen pou bay avi w sou kijan lekòl la dwe depanse yon pati nan lajan federal ke l ap resevwa pou li amelyore a.

5

Eta New York pral bay paran yo yon imaj ki pi konplè sou lekòl pitit yo a.



Nouvo rapò piblik yo pral bay enfòmasyon sou rezilta elèv yo nan egzamen yo, pousantaj elèv ki gradye ak lòt rezilta pou lekòl yo, distri yo ak eta a, ki konfòm ak lwa sou pwoteksyon vi prive a.

Rapò yo pral bay enfòmasyon tou sou kèk sijè ki enterese paran yo anpil, tankou gwosè salklas la oswa posiblite pou elèv yo patisipe nan kou sou lèza.

Gras ak nouvo rapò yo paran yo pral konnen konbyen chak lekòl depanse pou chak grenn elèv.



Distri yo, lekòl yo ak Depatman Edikasyon Eta New York pral itilize enfòmasyon ki nan rapò sa yo pou ede distri yo ajiste depans yo oswa vini ak nouvo mwayen pou satisfè bezwen elèv yo.



# Every Student Succeeds وہ چیزیں جو Act (ہر طالب علم کے کامیابی سے ممکن ہونے سے متعلق ایکٹ) کے مدنظر نیو یارک اسٹیٹ کے منصوبے کے بارے میں تمام

# 5

## ESSA کیا ہے؟

Every Student Succeeds Act (ESSA) ایک قانون ہے جو بتاتا ہے کہ ریاستیں سرکاری اسکولوں کا تعاون کرنے کے لیے وفاقی رقم کو کس طرح استعمال کر سکتی ہیں۔ جنوری 2018 میں، وفاقی حکومت نے ESSA کے تحت نیو یارک ریاست کو سالانہ موصول ہونے والی تقریباً \$1.6 بلین رقم خرچ کرنے کے لیے ریاستی منصوبہ کو منظوری دے دی ہے۔

## اس سے کیا فرق پڑتا ہے؟

نیو یارک ریاست یہ یقینی بنانے کے لیے پابند عہد ہے کہ سبھی طلبہ اسکول میں کامیاب ہوں اور پھلیں پھولیں چاہے وہ جو بھی ہوں، جہاں بھی رہتے ہوں، جہاں بھی اسکول میں جاتے ہیں یا جہاں سے بھی آتے ہوں۔ موسم خزاں 2016 کے بعد سے، نیو یارک ریاست نے ایک ایسا منصوبہ تیار کرنے کے لیے تاثرات طلب کیے ہیں جو تمام طلبہ کے لیے برابری، رسائی اور موقع کو بہتر بناتا ہو۔

## والدین کو کیا جاننے کی ضرورت ہے؟

منصوبے میں والدین اور اہل خانہ کے لیے شامل اہم عناصر کو ذیل میں نمایاں کیا گیا ہے۔ ہم آپ کو منصوبے کے بارے میں مزید جاننے کے لیے [NYSED کی ویب سائٹ](#) کا ESSA سیکشن ملاحظہ کرنے کی ترغیب دیتے ہیں۔

## نیو یارک اسٹیٹ سبھی کے لیے ایک ہمہ جہت تعلیم کی قدر کرتا ہے۔

1

والدین اور اہل خانہ کو یہ جاننا چاہیے کہ صرف علمی مضامین میں ہی نہیں، بلکہ بہت سارے شعبوں میں ان کے بچہ کا اسکول کیسی کارکردگی، کا مظاہرہ کیا ہے۔

اسکول اور اضلاع کی پیمائش پر سالانہ اشاریوں کو سامنے رکھ کر کی جائے گی:

### آئندہ کے اشارے:

- اسکول سے باہر معطلیاں (2018-19 کے نتائج سے شروع کر کے)
- ہائی اسکول کے لیے تیار ہونا (ڈیٹا دستیاب ہو جانے پر)

### ہائی اسکولوں کے لیے

- سماجی علوم
- سند یافتگی کی شرح
- کالج، کیریئر، اور تمدنی آمادگی کے اشارے: ایڈوانسڈ کورس ورک لینا، تکنیکی تعلیم کے سرٹیفکیٹس حاصل کرنا، وغیرہ

### سبھی اسکولوں کے لیے

- فنون انگریزی زبان
- ریاضی
- سائنس
- انگریزی کی آموزش میں پیشرفت (ان لوگوں کے لیے جو انگریزی کو بہ حیثیت ایک اضافی زبان کے سیکھ رہے ہیں)
- درپہ غیر حاضری پسندی (10% یا زیادہ تعلیمی دنوں میں غیر حاضری)

## نیو یارک اسٹیٹ امتحان دینے کا وقت کم کرنا اور امتحان دینے کے تجربے کو بہتر بنانا چاہتا ہے۔

2



نیو یارک ریاست ریاضی اور سائنس کے امتحانات کا مزید زبانوں میں ترجمہ کرتی رہے گی، اور فنڈ دستیاب ہونے پر، طلبہ کی آبائی زبان میں فنون زبان کا امتحان تیار کرے گی۔

# 95%

قانون کا تقاضا ہے کہ ہر زیر امتحان ضمنی گروپ کے 95% طلبہ مناسب ریاستی امتحانات دیں۔ شرکت کو بڑھانے کے لیے نیو یارک ریاست والدین، اسکولوں اور اضلاع کے ساتھ مل کر کام کرے گی۔



گریڈز 3-8 میں انگریزی اور ریاضی میں سے ہر ایک کے ریاستی امتحانات کم کر کے تین سے دو دن کر دیے جائیں گے۔

نیو یارک اسٹیٹ کامیابی کے لیے تیار ہونے اور یہ یقینی بنانے میں اساتذہ اور اسکول قائدین کی مدد کرے گا کہ تمام طلبہ کو ایک قابل ترین معلم تک رسائی حاصل ہے۔

3



نیو یارک اسٹیٹ کے پاس بہت سارے قابل ترین اساتذہ ہیں۔ ہم یقینی بنائیں گے کہ سبھی اسکولوں کے پاس انہیں راغب کرنے اور انہیں برقرار رکھنے کی اہلیت ہو۔



ریاست ہذا اس بابت تبدیلیوں پر نگاہ رکھے گی کہ اساتذہ اور قائدین کس طرح سے تیار ہیں تاکہ اول دن کے لیے ان کے تیار ہونے کو یقینی بنایا جائے۔

نیو یارک ریاست ایسے وقت میں اضافی مدد کے لیے والدین سے رائے لینے کی کارروائی شروع کر رہی ہے جب کہ ان کے بچے کے اسکول کی اصلاح کے لیے نشاندہی کی گئی ہے۔

4



...اور آپ اس بابت فیصلہ کرنے میں شرکت کرسکیں گے کہ آپ کا اسکول اس وفاقی رقم کے کچھ حصے کو کس طرح خرچ کرتا ہے جو کہ اسے بہتری لانے کے لیے موصول ہوتی ہے۔



...پھر اسے والدین، اساتذہ اور طلبہ سے یہ پوچھنا ہوگا کہ ان کے خیال میں اسکول کس طرح بہتری لا سکتا ہے...



اگر آپ کے بچے کے اسکول کی نشاندہی کم کارکردگی دکھانے والے کے بطور ہوتی ہے...



نیو یارک اسٹیٹ والدین کو ان کے بچوں کے اسکول کی ایک مزید مکمل تصویر فراہم کرے گا۔

5



والدین کو نئی رپورٹوں کے ذریعے یہ معلوم ہوگا کہ ہر اسکول فی طالب علم کتنا خرچ کر رہا ہے۔



رپورٹوں سے ان چیزوں کے بارے میں بھی معلومات حاصل ہوں گی جن کا والدین بہت زیادہ خیال رکھتے ہیں، جیسے آرٹس میں شرکت کرنے کے لیے کلاس سائز یا طلبہ کے



نئی عوامی رپورٹوں میں طالب علم کے امتحان کے اسکور، سند یافتگی کی شرح اور اسکول، اضلاع اور ریاست کے حوالے سے دیگر نتائج کی بابت معلومات درج ہوں گی جو

نیو یارک اسٹیٹ محکمہ تعلیم (Education Department) اخراجات کو ایڈجسٹ کرنے میں اضلاع کی مدد کرنے یا طلبہ کی ضرورتیں پوری کرنے کے نئے طریقے پیش کرنے کے لیے ان رپورٹوں میں درج معلومات کو استعمال کرے گا۔



# ATTACHMENT VII

## 8

### Things every educator should know about New York State's plan for the Every Student Succeeds Act



#### What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

#### Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

#### What do educators need to know?

Below are highlights of important elements for educators and school district staff in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

### 1

#### New York State values 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 these indicators

##### Future indicators

###### For all schools

###### For high schools

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

- Social studies
- Graduation rate
- College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

### 2

#### New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced to from three days to two days each.

## 95%

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



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

### 3

#### New York State will redefine and reimagine 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.

4

### New York State is committed to working with districts to ensure culturally responsive-sustaining practices



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 professional development in culturally responsive instruction.



Schools will get assistance in writing improvement plans that include culturally responsive-sustaining and linguistically appropriate supports for all students.

5

### New York State will encourage and foster the ability of districts to advance equity and access for all.



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



Districts can access grants to promote diversity and reduce socio-economic and racial/ethnic isolation.



The state will help districts equalize access to experienced, fully prepared, and effective educators.

6

### New York State will identify schools for support and recognition based on multiple measures.

Comprehensive Support and Improvement	Targeted Support and Improvement	Recognition Schools	Schools in Good Standing
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.

7

### 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.



Educators and parents develop an improvement plan based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff survey results, to determine if the plan has to be modified.



The state provides additional support to any low-performing school that is struggling to make gains.

8

### New York State will award funds to each school district to support a Professional Development Plan developed 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.

# ATTACHMENT VIII

## 6

Things every local **school board member** should know about New York State's plan for the **Every Student Succeeds Act**



### What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

### Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

### What do school board members need to know?

Below are highlights of important elements for local school board members in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

## 1

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

### Schools and districts will be measured annually on these indicators

### Future indicators

#### For all schools

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

#### For high schools

- Social studies
- Graduation rate
- College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

## 2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

## 95%

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



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

3

New York State will encourage and foster the ability of school boards to advance equity and access for all.



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



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



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

4

New York State will identify schools for support and recognition based on multiple measures.

Comprehensive Support and Improvement	Targeted Support and Improvement	Recognition Schools	Schools in Good Standing
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.

5

School boards in New York State will have key responsibilities in overseeing improvement of low-performing schools in their districts.



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



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



Schools review multiple sources, such as achievement data and staff survey results, to determine whether 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 districts if the schools need additional oversight.

6

New York State will award funds to each school district to support a Professional Development Plan developed 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.

# ATTACHMENT IX

## Equity Indicators in New York’s ESSA Plan

Below are excerpts from the ESSA Plan related to the following equity indicators:

- Suspension/expulsion rates
- Chronic absenteeism
- College and career readiness
- Extended year graduation rates
- High school and postsecondary access
- School climate

- **Suspension / expulsion rates**

- P. 68 – “Beginning in the 2017-18 school year New York State will collect information on out-of-school suspensions at the individual student level. (Currently, schools report aggregate information on out-of-school suspensions that is reported by racial/ethnic group and gender, but not by low income, English language learner, or disability status.) This 2017-18 school year data will serve as the baseline for holding schools accountable for out-of-school suspension rates.

Beginning with 2018-19 school year results, the New York State Education Department will assign each school a Level 1-4 rating for each subgroup for which the school is accountable. Districts will be required to assist schools to address a school’s out-of-school suspension rate for any subgroup that receives a Level 1 rating. New York State intends to include out of school suspensions as a measure of school quality and student success when the second cohort of Comprehensive Support and Improvement Schools is identified using 2020-21 school year data.

Additional measures of school quality and student success are expected to be added to the system over time, beginning with a measure of the rate at which students are subject to out-of-school suspensions and a high school readiness measure for middle school students. When New York State adds a measure, New York State will amend its ESSA state plan and submit it to the United States Department of Education.”

- P. 84 – The Comprehensive Diagnostic Needs Assessment process in NYS will consist of three components, the second of which is “a review of select state-reported and state-supported data, such as suspension data or teacher turnover rates”
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include suspension data.

- **Chronic absenteeism**

- p. 62-63 “At the elementary-, middle- and high school levels, New York State will initially use chronic absenteeism as its measure of school quality and student success. Research shows that both student engagement and regular school attendance are highly correlated with student success. Students who miss more than 10% of instruction have dramatically lower rates of academic success than do students who are not chronically absent.<sup>9</sup> Using chronic absenteeism to differentiate between schools is intended to encourage schools to engage in aggressive efforts to ensure that students do not miss large amounts of

instruction. In a survey conducted by the New York State Education Department, to which more than 2,400 persons responded, more than two-thirds strongly supported or supported the use of chronic absenteeism as a measure of school quality and student success.

The chronic absenteeism rate for a school is defined as the number of students who have been identified as chronically absent (excused and unexcused absences equaling 10% or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator). Chronically absent students will be identified as such based on the number of days that a student is enrolled. This is significant because students may enroll in a school or district during different points in the school year.”

- P. 63 – “For the Chronic Absenteeism Indicator, New York has established a long-term goal that no more than 5% of students statewide in each accountability subgroup within each school shall be chronically absent. New York has established a long-term goal to reduce the gap between current baseline performance and this end-goal by 20% within five years.”
- P. 187 “New York state’s proposed School Climate Index will include three measures, including chronic absenteeism rates by school building, which was calculated for the first time in the 2015-16 school year from data reported by districts in the Student Information Repository System.”

- **College and career readiness**

- P. 64 – “At the high school level, NYS will initially use a College, Career, and Civic Readiness Index as a measure of school quality and student success. Such an indicator drew support from respondents to the survey mentioned above, with two-thirds strongly supporting or supporting the use of a College, Career, and Civic Readiness Index. NYS believes that a measure that incentivizes schools to ensure that students graduate with the most rigorous possible high school credential will enable more students to succeed than a measure that merely values completion.

New York State’s College, Career, and Civic Readiness Index will give credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses. Including this indicator as a measure of school quality and student success will encourage more schools to offer advanced coursework to more students. Additional elements of the index will include successful completion of a career technical course of study, receipt of an industry-recognized credential, and completion of the Seal of Biliteracy, as well as results from students who participate in the New York State Alternate Assessments. Alternative means to create an indicator of civic engagement will also be pursued. *[significantly more detail available in the document]*

- P. 67 – “The Regents plan to establish a workgroup that will be tasked with making recommendations regarding additional measures to incorporate into the accountability system and the way in which data about these measures should be gathered and the measures computed, the conditions necessary for the field to prepare for the use of these



measures for accountability, and the timeline for incorporating these measures into the State accountability system.” P. 68 – “Among the measures that the Board of Regents will ask the workgroup to consider for accountability or reporting purposes are:

- **High school and postsecondary access:**
  - High school credit accumulation – average credit accumulation per year
  - Completion of required credits - % of students reaching a specified number of credits
  - Successful completion of coursework for graduation - % of students in a HS cohort who have successfully completed all credits for graduation
  - Student attainment of industry-approved licenses or certificates – percentage of students acquiring an industry-recognized license or certificate
  - Post-graduation outcomes – percentage of students going onto college or employment
  - Postsecondary enrollment rates – percentage of students enrolling in two- or four-year colleges within a set time after graduation
  - Postsecondary persistence rates – percentage of students who persist to a second or third year of college
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include measures of college and career readiness.
- P. 144 includes information on how NY will ensure that students served in Neglected and Delinquent facilities graduate from HS, develop career and technical skills, and meet college- and career-readiness standards.
- **Extended year graduation rates**
  - P. 40-41 includes information on the long-term goals for extended-year adjusted cohort graduation rates, including baseline data, the timeline for meeting goals, and how the goals are ambitious/ rigorous.
  - P. 56 details the Graduation Rate indicator, including five- and six-year extended adjusted cohort graduation rates.
- **School climate**
  - P. 67 – “The Regents plan to establish a workgroup that will be tasked with making recommendations regarding additional measures to incorporate into the accountability system and the way in which data about these measures should be gathered and the measures computed, the conditions necessary for the field to prepare for the use of these measures for accountability, and the timeline for incorporating these measures into the State accountability system.” P. 68 – “Among the measures that the Board of Regents will ask the workgroup to consider for accountability or reporting purposes are:
    - **Opportunity to Learn indicators**
      - School climate – student experiences of school
      - School safety – incident rates

- Per pupil school funding – reported by function (e.g., total, instructional, capital, non-capital spending)
- Access to specific learning opportunities – student access to types of courses/curricula (e.g. preschool, full-day K, STEM, arts, PE, history/social studies) measured either through school reports of hours taught, number of courses offered, or number of students enrollment, or through student survey results)
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include measures of school safety and student access to clean facilities as well as opportunities to learn.
- P. 115 – ESEA Section 1111(g)(1)(c) asks States to describe how they will improve school conditions for student learning, including through reducing incidents of bullying and harassment, the overuse of discipline that removes students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety.
  - P. 116-119 – The Department will expand efforts to “provide capacity-building guidance; strategies; best-practice resources; and professional development for school administrators, instructional staff, and non-instructional staff in the following areas:
    - Dignity for All Students Act
    - Social-Emotional wellness and Adverse Childhood Experiences
    - Reduce Exclusionary Discipline and Implement Restorative Practices
    - Eliminate Aversive Behavioral Interventions
    - Measure School Climate by Using School Climate Surveys *[significantly more detail available in the document]*
- P. 187 “The Department plans to continue efforts to develop and implement a statewide School Climate Index. In January 2013, the Board of Regents directed the Department to reconvene the Safe Schools Task Force to advise on ways to improve school safety in New York State. The task force developed a prioritized list of recommendations that was shared with the Board in September 2014. One of the top priority recommendations from the task force was to develop and implement a statewide School Climate Index (SCI), a multi-dimensional measure that allows schools to assess school climate and, where necessary, apply programmatic interventions aimed at improvement. New York state’s proposed School Climate Index will include three measures:
  - School climate surveys administered to students, parents, and school personnel
  - School Violence Index, which is calculated from data collected as part of Violent and Disruptive Incident Reporting (VADIR), based on a revised methodology
  - Chronic absenteeism rates by school buildings” *[significantly more detail available in the document]*



# EVERY STUDENT SUCCEEDS



” ensure that **EVERY CHILD** has equitable access to the highest quality educational opportunities, services and supports



## NEW YORK STATE ESSA FOCUS AREAS

**INSTRUCTION**  
FOR ALL STUDENTS

**SUPPORT**  
FOR ALL STUDENTS

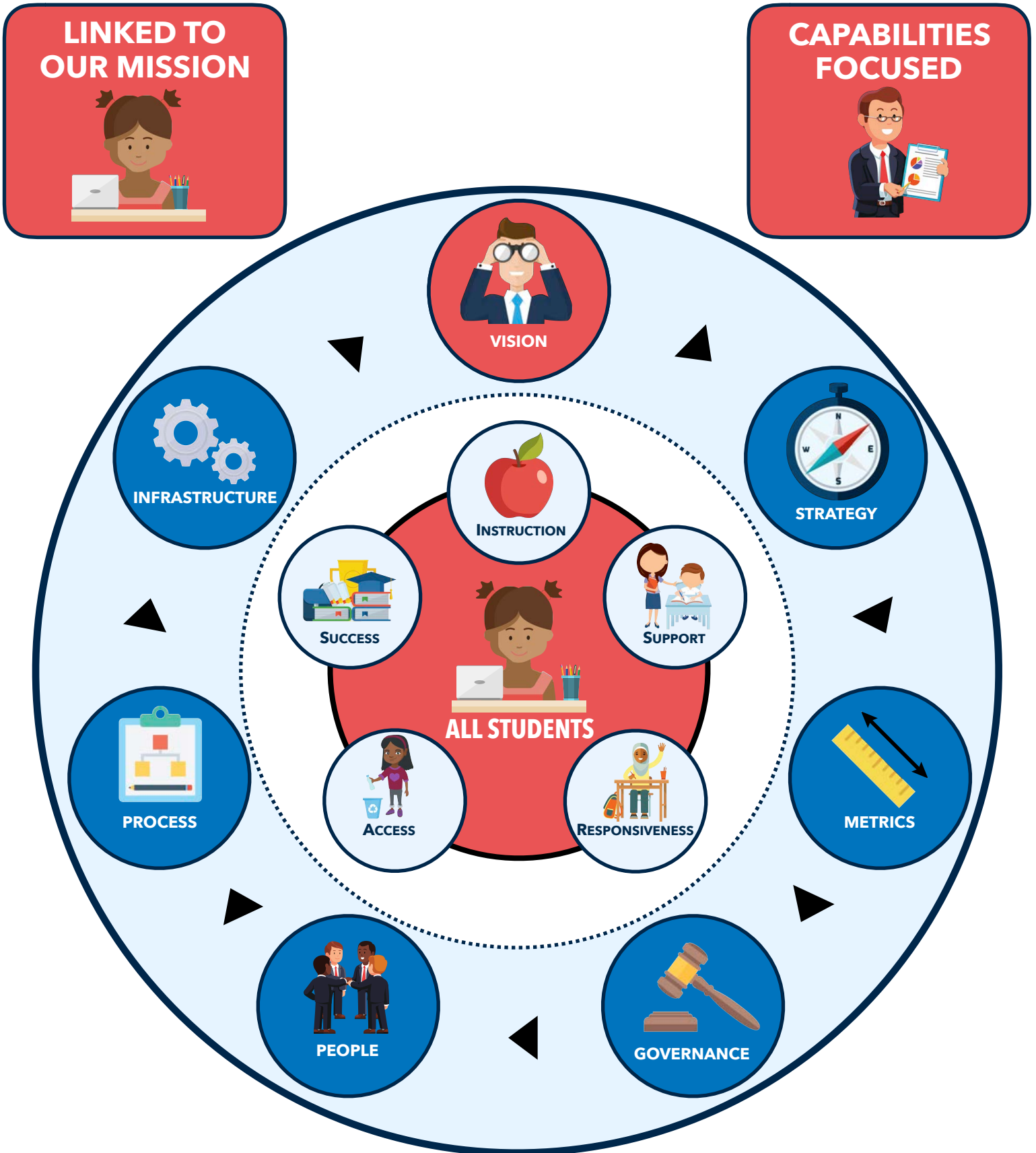
**RESPONSIVENESS**  
FOR ALL STUDENTS

**ACCESS**  
FOR ALL STUDENTS

**SUCCESS**  
FOR ALL STUDENTS



# NYS DATA SYSTEM VISIONING BEST PRACTICES





The diagram above was developed based on Gartner research.


# NYS EDUCATION PRIORITIES

## AREAS OF FOCUS

### INSTRUCTION FOR ALL STUDENTS

	<p>CURRICULUM AND STANDARDS</p> 	<p>ADVANCED LITERACIES</p> 	<p>ADVANCED COURSEWORK</p> 	<p>PERSONALIZED LEARNING</p> 
---	---	--	--	--

### SUPPORT FOR ALL STUDENTS

	<p>STUDENT ATTENDANCE</p> 	<p>TRANSITIONAL SUPPORT</p> 	<p>STUDENT SERVICES &amp; SUPPORT</p> 	<p>SOCIAL-EMOTIONAL WELL BEING</p> 
---	---	---	---	--

### RESPONSIVENESS FOR ALL STUDENTS

	<p>SCHOOL CLIMATE</p> 	<p>CULTURAL RESPONSIVENESS</p> 	<p>SAFETY</p> 	<p>PARENT RELATIONSHIPS</p> 
---	---	--	---	---

### ACCESS FOR ALL STUDENTS

	<p>STAFFING RESOURCES</p> 	<p>EXCELLENT EDUCATORS</p> 	<p>EQUITABLE RESOURCES</p> 	<p>EXTRA-CURRICULAR OPPORTUNITIES</p> 
---	---	--	--	---

### SUCCESS FOR ALL STUDENTS

	<p>COLLEGE, CAREER, &amp; CIVIC READINESS</p> 	<p>GRADUATION RATES</p> 	<p>POSTSECONDARY SUCCESS</p> 	<p>STUDENT ACADEMIC GROWTH</p> 
--	---	---	--	--



# NYS EDUCATION PRIORITIES

## A CLOSER LOOK AT FIVE EXAMPLE PRIORITIES

### INSTRUCTION FOR ALL STUDENTS

PAGE 4



CURRICULUM & STANDARDS



WORLD-CLASS CURRICULUM



PRESCHOOL, STEM, ARTS, PHYSICAL EDUCATION, AND SOCIAL STUDIES



NEXT GENERATION ELA AND MATH STANDARDS



### SUPPORT FOR ALL STUDENTS

PAGE 5



STUDENT ATTENDANCE



ATTENDANCE AND ACHIEVEMENT CORRELATION



ATTENDANCE AND SCHOOL CLIMATE CORRELATION



CHORIC ABSENTEEISM PREVENTION



### RESPONSIVENESS FOR ALL STUDENTS

PAGE 6



SCHOOL CLIMATE



SCHOOL ENVIRONMENT AND ACHIEVEMENT CORRELATION



HARASSMENT, BULLYING, AND DISCRIMINATION PREVENTION



SOCIAL-EMOTIONAL SUPPORT AND POSITIVE DISCIPLINE



### ACCESS FOR ALL STUDENTS

PAGE 7



STAFFING RESOURCES



CLASS SIZE



NUMBER OF COUNSELORS PER STUDENT



NON-ACADEMIC SUPPORT SERVICES



### SUCCESS FOR ALL STUDENTS

PAGE 8



COLLEGE, CAREER, & CIVIC READINESS



DUAL ENROLLMENT COURSES



CTE ENDORSEMENT



CDOS ENDORSEMENT



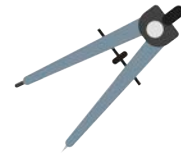


# CURRICULUM AND STATE STANDARDS

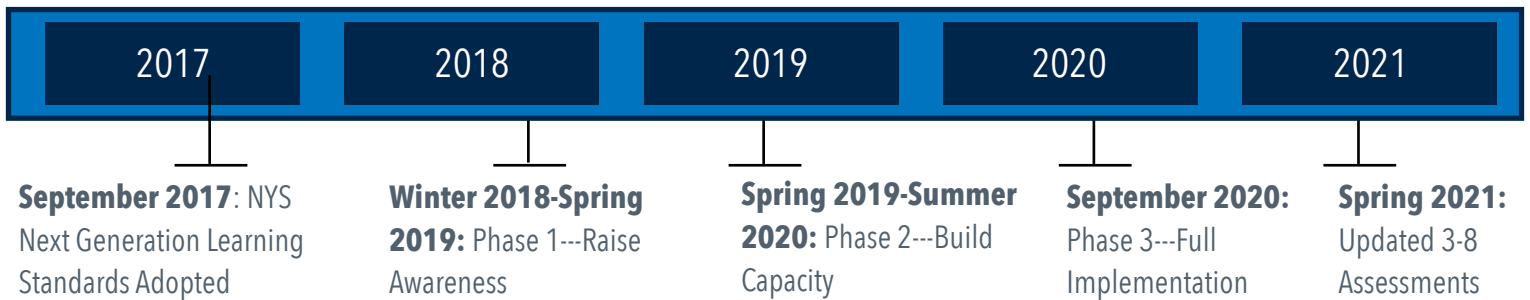
PROVIDING ALL STUDENTS WITH COMPARABLE ACCESS TO A WORLD-CLASS CURRICULUM ALIGNED TO NEXT GENERATION STATE STANDARDS (PAGE 6)



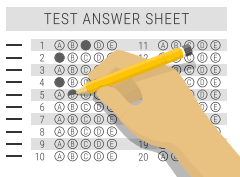
## NYS Next Generation LEARNING STANDARDS



### IMPLEMENTATION TIMELINE

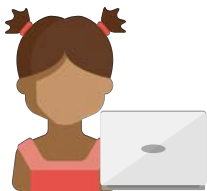



## DATA SOURCE(S)



### STATE ASSESSMENTS

- REGIONAL DATA WAREHOUSE
  - 3-8 ASSESSMENTS
  - REGENTS ASSESSMENTS



### INSTRUCTIONAL TECHNOLOGY SYSTEMS

- LOCAL ASSESSMENTS
- ADAPTIVE LEARNING SOLUTIONS



## DATA WAREHOUSE

- Achievement Levels and Numeric Scores: 3-8 ELA and Math Testing, 4/8 Science Testing, Regents, NYSESLAT and NYSAA
- Item Analysis
- Instructional Strengths and Weaknesses
- State Assessment Included Indicator
- Potential Student Instructional Time
- Local and State Course Codes



## ESSENTIAL QUESTIONS

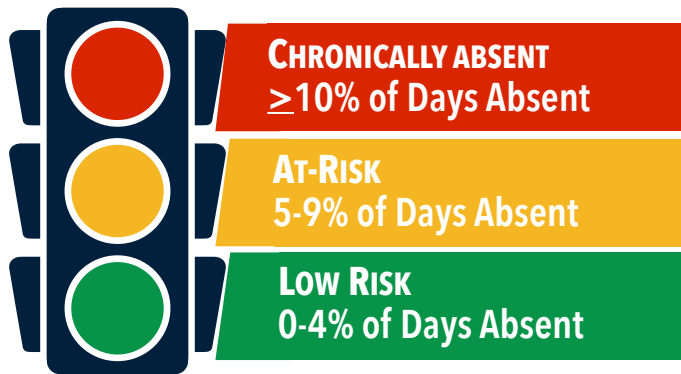
- What data sources or points of data are being utilized to support instruction, standards discussions, and curriculum and resource selection?
- What are some of the challenges faced with instructional-based data points and sources?



# STUDENT ATTENDANCE

**STUDENT ENGAGEMENT AND REGULAR SCHOOL ATTENDANCE ARE BOTH HIGHLY CORRELATED WITH STUDENT SUCCESS (PAGE 62)**

## CHRONIC ABSENTEEISM



**ELEMENTARY**  
LESS LIKELY TO BE ABLE TO READ AT GRADE LEVEL.



**MIDDLE**  
BY 6<sup>TH</sup> GRADE, CHRONIC ABSENCE IS AN **EARLY WARNING SIGN.**



**HIGH**  
BY 9<sup>TH</sup> GRADE, A **BETTER INDICATOR** THAN **TEST SCORES.**



## DATA SOURCE(S)



### STUDENT MANAGEMENT SYSTEMS

- ESCHOOLDATA
- ESCHOOLPLUS
- INFINITE CAMPUS
- POWERSCHOOL
- SCHOOLTOL



## DATA WAREHOUSE

- Attendance Date
- Day Type
- Enrollment Entry/Exit Dates
- School Date
- School Year Date
- State Attendance Code (Excused, Unexcused, Tardy, In-School Suspension, Out-of-School Suspension)



## ESSENTIAL QUESTIONS

- How is student attendance data being used to celebrate or invoke change across the state or in a specific region or district?
- How can data points become more aligned across the state?

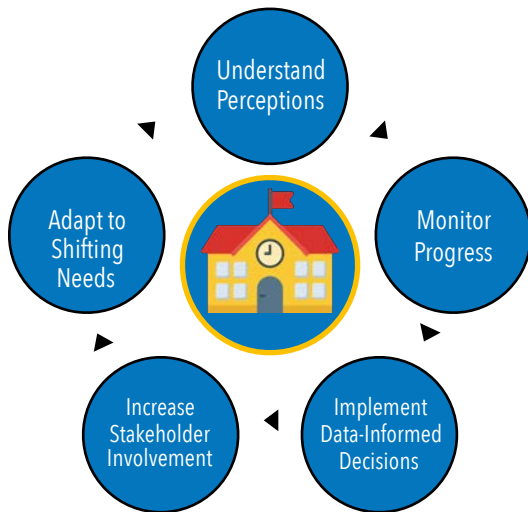




# SCHOOL CLIMATE

**RESTORATIVE PRACTICES ENCOURAGE HEALTHY RELATIONSHIPS AND SEEK TO RESOLVE CONFLICT RATHER THAN JUST PUNISH OFFENDERS (PAGE 117)**

## USING SCHOOL CLIMATE DATA



## CIVIL RIGHTS DATA COLLECTION (CRDC)

- District & School Characteristics
- Discipline
- Offenses
- Harassment & Bullying
- Restraint & Seclusion
- Single-Sex Interscholastic Athletics
- Early Childhood Education
- Pathways to College and Careers
- School Finance
- Teachers and Other Personnel



## DATA SOURCE(S)



## SCHOOL SAFETY AND THE EDUCATIONAL CLIMATE (SSEC)

- Violent and Disruptive Incidents
- Incidents of Bias
- Gang-Related Activity
- Location of Incident
- Number of Victims/Offenders
- Disciplinary Action Taken



### ED SCHOOL CLIMATE SURVEY (ECDLS)

- ENGAGEMENT
- SAFETY
- ENVIRONMENT

## ESSENTIAL QUESTIONS



- What additional data sources and points of data are available to support discussions about school climate?
- How can data points and sources become more uniform in collection and submission?



# STAFFING RESOURCES

**ACCESS TO NON-ACADEMIC SUPPORT SERVICES, SUCH AS SOCIAL-EMOTIONAL, BEHAVIORAL, MENTAL HEALTH, AND SOCIAL SERVICES BY SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (PAGE 182)**

**SOCIAL-EMOTIONAL • BEHAVIORAL • MENTAL HEALTH • SOCIAL SERVICES**

<b>GUIDANCE COUNSELORS</b>	<b>SOCIAL WORKERS</b>
<b>PSYCHOLOGISTS</b>	<b>AUDIOLOGISTS</b>
<b>SPEECH PATHOLOGISTS</b>	<b>SCHOOL NURSES</b>
<b>BEHAVIORAL SPECIALISTS</b>	<b>LICENSED CREATIVE ART THERAPIST</b>



## DATA SOURCE(S)



### ▶ FINANCIAL AND HUMAN RESOURCE SYSTEMS

- WINCAP
- NVISION



### ▶ ADMINISTRATIVE ANALYTICS SYSTEMS

- FORECAST5



## DATA WAREHOUSE

- Assignment Code
- Assignment Date
- Assignment Grade Level
- Assignment Location
- Contract Work Days
- Employment Basis
- Employment Separation Reason Code



## ESSENTIAL QUESTIONS

- How can data inform staffing resource conversations across regions?
- What other systems of data collection would be most beneficial when aligning staffing resources?



# COLLEGE, CAREER, AND CIVIC READINESS

TO ENSURE THAT STUDENTS GRADUATE WITH THE MOST RIGOROUS POSSIBLE HIGH SCHOOL CREDENTIAL WILL ENABLE MORE STUDENTS TO SUCCEED (PAGE 64)

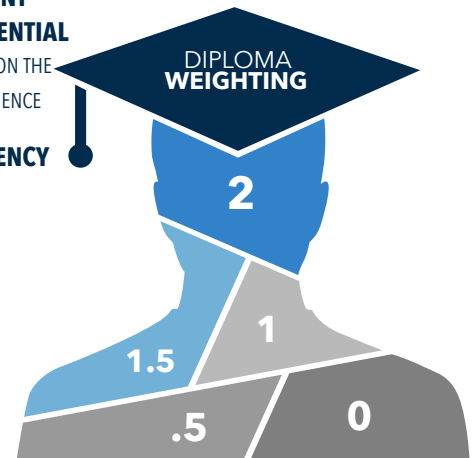
- 2** ▶ **REGENTS DIPLOMA** WITH ONE OF THE FOLLOWING:
  - ADVANCED DESIGNATION
  - CTE ENDORSEMENT
  - SEAL OF BILITERACY
  - A SCORE OF 3 OR HIGHER ON AN AP EXAM
  - A SCORE OF 4 OR HIGHER ON AN IB EXAM
  - INDUSTRY-RECOGNIZED CREDENTIAL OR PASSAGE OF NATIONALLY CERTIFIED CTE EXAMINATION
- ▶ **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL** WITH AN AVERAGE SCORE OF 4 ON THE NYSAA IN ELA, MATH AND SCIENCE

- 1.5** ▶ **REGENTS DIPLOMA** WITH ONE OF THE FOLLOWING:
  - AP, IB, OR DUAL ENROLLMENT CREDIT EARNED
  - CDOS ENDORSEMENT
- ▶ **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL** WITH AN AVERAGE SCORE OF 3 ON THE NYSAA IN ELA, MATH AND SCIENCE

- 1** ▶ **REGENTS DIPLOMA**
- ▶ **LOCAL DIPLOMA**
- ▶ **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL** WITH AN AVERAGE SCORE OF 2 ON THE NYSAA IN ELA, MATH AND SCIENCE

- 0.5** ▶ **HIGH SCHOOL EQUIVALENCY DIPLOMA**
- ▶ **CDOS CREDENTIAL**

- 0** ▶ **NO DIPLOMA**



## DATA SOURCE(S)



### ▶ STUDENT MANAGEMENT SYSTEMS

- ESCHOOLDATA
- ESCHOOLPLUS
- INFINITE CAMPUS
- POWERSCHOOL
- SCHOOLTOOL



## DATA WAREHOUSE

- CTE Program Type
- Dual/Concurrent Enrollment
- First Day of Entry into Grade 9
- Enrollment Exit Date
- Reason for Ending Enrollment
- Assessment Score
- Career Path Code



## ESSENTIAL QUESTIONS

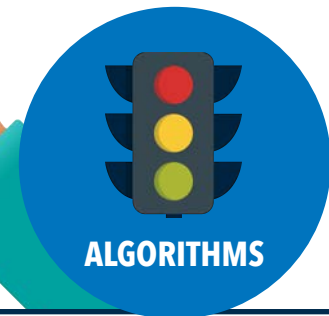
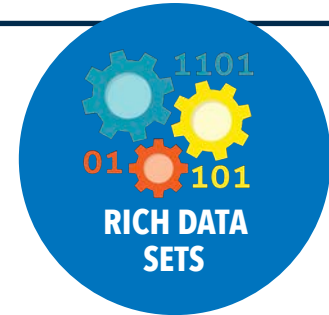
- What enhancements or modernization are needed when collecting data to support college, career and civic readiness?
- How can stakeholders access this data more easily or with greater regularity?

# DATA ANALYTICS

## EFFECTIVE ANALYTICAL TOOLS

IN ORDER TO ENSURE DATA TOOLS ARE **MEANINGFUL**, NEEDS ARE IDENTIFIED AND PRIORITIZED BY INSTRUCTIONAL LEADERS.

MULTIPLE DATA ELEMENTS ARE CONNECTED TO SUPPORT **HOLISTIC ANALYSIS**.



DATA VIEWS ARE **USER-FRIENDLY** AND PURPOSEFUL.

NEW TECHNOLOGIES SUPPORT EFFICIENT MOVEMENT TO THE **ACTION PHASE**.

## LEARNING ANALYTICS SPECTRUM



**DESCRIPTIVE**

What happened?



DATA

**DIAGNOSTIC**

Why?



PATTERN

**PREDICTIVE**

What will happen?



FORECAST

**PRESCRIPTIVE**

What can we do?



DECISION

The diagram above was developed based on Gartner research.





# EVERY STUDENT SUCCEEDS

**INSTRUCTION • SUPPORT • RESPONSIVENESS • ACCESS • SUCCESS**



New York State  
**EDUCATION DEPARTMENT**



New York State  
**BOARDS OF COOPERATIVE EDUCATIONAL SERVICES**



New York State  
**REGIONAL INFORMATION CENTERS**



New York State  
**BIG 5 SCHOOL DISTRICTS**