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Our Students. Their Moment.

# **Status of Development - Every Student Succeeds Act (ESSA) State Plan**

**Presented to the Board of Regents  
April 4, 2017**

Summary of Feedback from March ESSA Retreat

Feedback on Supporting Excellent Teachers, Supports and Improvements for Identified Schools, and the Innovative Assessment Authority Pilot

Goals for March and April Meetings: ESSA State Plan Development

ESSA Public Hearings, May - June

Work Moving Forward: ESSA State Plan Timeline

# Summary of March ESSA Retreat: Whole Group Discussion

Chancellor Rosa began the meeting by presenting a mission for the 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 highly 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.”***

# Summary of March ESSA Retreat: Whole Group Discussion

- National experts Linda Darling-Hammond, President of the Learning Policy Institute at Stanford University, and Scott Marion, President of the National Center for Improvement of Education Assessment, reviewed a vision for education in New York State that ensures equity in our schools and a Theory of Action to help realize that vision.
- Some of the Regents expressed their interest in having high school readiness, community engagement, and civic readiness included over time as indicators of School Quality and Student Success in the state plan.
- The experts discussed the relationship among the different tiers of indicators (e.g., indicators used for accountability, indicators reported by the state to support district and school planning, indicators used at the local level) and the relationship among the indicators that are used for accountability determinations.
- It is important that there is alignment and consistency throughout the tiers of indicators. Discussion followed on assigning indicators to tiers, methods for aggregating indicators that are used for accountability, and producing overall determinations that differentiate among schools.

# Group Discussion: Supporting Excellent Educators

- As required under Title I, Part A of ESSA, NYSED must identify whether minority and low-income students in Title I schools are assigned to ineffective, out-of-field, or inexperienced teachers at disproportionate rates.
- Board members agreed that:
  - We should continue to use the definitions for minority and low-income students and out-of-field teachers, as found in NYSED’s 2015 Plan to Ensure Equitable Access to the Most Effective Educators.
  - The Department should explore changing the definition of “inexperienced teachers” from first year teachers to teachers with three or fewer years of experience.
  - The Department should produce district-level equity profiles and provide technical assistance to districts where there are significant gaps in equitable access to effective, qualified, and experienced teachers to help identify strategies to close those gaps.

# Group Discussion: Supports and Improvements for Schools

## Discussion Summary:

- Low-performing schools should have input into the interventions they choose, but there needs to be recognition that lack of capacity to correctly choose the most appropriate interventions and to successfully implement them is frequently a major impediment to improvement of results in low-performing schools.
- Interventions should be based on the degree to which the school lacks the foundational structures for success, the specific needs of the school, and the school's capacity to address these needs.
- NYSED needs to ensure that when vacancies in leadership occur, these vacancies are filled by school leaders with specialized preparation in school turnaround.
- There were four initial areas that were identified as fundamental for building a platform for success in these schools. Consequently, these areas should be closely examined in the needs assessment conducted:
  - How schools organize the instructional day and use instructional time;
  - The coherence of the curriculum being used;
  - The effectiveness and cohesiveness of professional development; and,
  - The capacity of school leadership to change school culture.

# Group Discussion: Innovative Assessment Demonstration Authority (IADA)

## Discussion Summary:

- The main benefit of IADA is that it will provide flexibility to address specific issues in our education and assessment systems.
- The Innovative Assessment may start as a pilot and must be scaled statewide to replace current state assessment by the end of a 5-7 year demonstration period.
- No additional funding is provided for IADA states.
- Planning with potential partners should begin as soon as possible.

# ESSA Goals for Board of Regents

Goals	Status
The Regents will agree that the ESSA mission statement represents the policy goals for the NY educational and accountability system.	
The Regents will reach an understanding of the challenges and opportunities associated with potential changes in the state assessment system under ESSA.	
The Regents will provide feedback on the Department’s recommendations regarding achievement, progress, and graduation rate indicators.	
The Regents will come to general agreement in order to provide staff with direction on measures of school quality and student success to include in the accountability system.	
The Regents will engage in a discussion of “Tier II” indicators to foreshadow future conversations regarding the development of data dashboards.	
The Regents will provide broad direction to staff on the relative weighting of indicators.	
The Regents will discuss and provide direction on methods for producing an “overall determination” (differentiation) for schools.	

# ESSA Goals for Board of Regents

Goals	Status
The Regents will provide general guidance to staff regarding whether to create additional categories of schools beyond the ESSA established categories of Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools.	
The Regents will give direction on long-term goals and interim measures of progress and their use.	
The Regents will engage in an initial discussion and provide general guidance to staff on identification of Targeted Support and Improvement Schools.	
The Regents will engage in a discussion regarding the opportunities and challenges regarding participation in the Innovative Assessment Demonstration Pilot.	
The Regents will provide direction to staff on recommendations pertaining to Effective Educators.	
The Regents will provide direction to staff on recommendations regarding School Improvement activities and processes.	

# ESSA Public Hearings

- The Department plans to ask the Board of Regents at its May meeting for approval to post a draft application for public comment.
- During the public comment period, the Department will host 13 Regional ESSA Public Hearings during May and June, five in New York City and eight in Rest of State.
- Hearings will be open to the public; persons may sign-in at meeting site for speaking opportunities. Persons may also submit comments via e-mail and/or “snail” mail.
- Dates and general locations have been released. More details on specific locations and times will be released shortly.

# ESSA State Plan Timeline



Activity	Date
May 2017 Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	May 8 - 9, 2017
The Department, with Board approval, will release the draft plan for public comment.	May 10 – June 15, 2017
Public Hearings on Draft Plan.	May 11 – June 15, 2017
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 17 - 18, 2017
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11- 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017