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Our Students. Their Moment.

**Development of State Plan for the
Every Student Succeeds Act (ESSA)**

Presented to the

NYS Board of Regents

July 11, 2016

Background Information

- On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA).
- ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and eliminates much of the prescriptiveness of the No Child Left Behind Act and the ESEA Flexibility Waivers.
- On May 26, 2016, the United States Department of Education (USDE) released draft regulations outlining requirements for the state accountability plan and for implementing ESSA.
- The draft regulations stipulate that extensive consultation with stakeholders occur in the development of the state plan.

The Development of the Characteristics of Highly Effective Schools

- The Department proposes that NY's ESSA State plan be created with the goal of supporting the development of highly effective schools and encouraging and enabling all schools towards becoming or remaining highly effective.
- To support this goal, the Department has crafted a series of statements intended to articulate the characteristics of highly effective schools.
- In creating these statements, the Department built off the work that had been done to develop the Diagnostic Tool for School and District Effectiveness.

The Development of the Characteristics of Highly Effective Schools

- The Diagnostic Tool for School and District Effectiveness (DTSDE) is a rubric that encompasses multiple instruments such as interviews, classroom observations and surveys.
- The DTSDE allows users to determine the degree to which optimal conditions for learning are present in a school as articulated in Statements of Practice.
- The rubric specifies expectations pertaining to these conditions across the following six tenets:
 - District Leadership and Capacity,
 - School Leader Practices and Decisions,
 - Curriculum Development and Support,
 - Teacher Practices and Decisions,
 - Student Social and Emotional Developmental Health, and
 - Family and Community Engagement.

The Development of the Characteristics of Highly Effective Schools - Continued

- The DTSDE rubric was researched-based and developed by a group of practitioners and stakeholders with the assistance of Ron Ferguson, Ph.D. and Karen Mapp, Ph.D. of Harvard University and Craig Richards, Ph.D. and Brian Perkins, Ph.D. of Columbia University.
- The DTSDE rubric was the foundation for the development of the Characteristics of Highly Effective Schools.
- To create the Characteristics of Highly Effective Schools, NYSED amplified upon the DTSDE statements. These were then further refined based on feedback from the ESSA Think Tank.

The Development of the Characteristics of Highly Effective Schools - Continued

Origins of Diagnostic Tool Statements of Practice	
ISLLC	Education Leadership Policy Standards: ISLLC 2008, as Adopted by the National Policy Board for Educational Administration http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-evaluation/Documents/Educational-Leadership-Policy-Standards-ISLLC-2008.pdf
Tri State Rubric	Tri State Quality Review Rubric & Rating Process: ELA/Literacy Lessons/Units http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf Tri State Quality Review Rubric & Rating Process: Mathematics Lessons/Units http://www.engageny.org/sites/default/files/resource/attachments/tri-state-math-rubric_0.pdf
Teacher Standards	NYSUT's Teacher Practice Rubrics: New York State Teacher Standards. June 22, 2011 http://usny.nysed.gov/rтт/teachers-leaders/practicerubrics/Docs/NYSUT_PracticeRubric.pdf
SEDL	Guidelines and Resources for Social and Emotional Development and Learning: Educating the Whole Child Engaging the Whole School http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CDIQFjAB&url=http%3A%2F%2Fwww.p12.nysed.gov%2Fsss%2Fexpandedlearningopps%2Fesd-svp%2FSEDL.ppt&ei=DUIYT8bVFcHD6AG6xOzRBg&usq=AFQjCnH9RqTAXh8ePV4hBcRaWO7cmYtSOQ
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies. CPRE Policy Briefs. Author: Diane Massell http://www.cpre.org/images/stories/cpre_pdfs/rb32.pdf
Data-Driven Rubric	Implementation Rubric Data-Driven Instruction and Assessment, by Paul Bambrick-Santoyo and New Leaders for New Schools http://engageny.org/wp-content/uploads/2011/07/9A-Implementation-Rubric-fordata-driven-instruction-08-09-v3.pdf
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	PTA National Standards for Family-School Partnerships: Assessment Guide (2007) http://www.pta.org/National_Standards_Assessment_Guide.pdf
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Procedural Manual: A Companion Guide and Resources http://academicenterprises-us.com/tenets/origins/pet-manual.html The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Self-Assessment Instrument http://academicenterprises-us.com/tenets/origins/pet-instrument.html
RSE-TASC Walk-through Tool	NYS Education Department Regional Special Education Technical Assistance Support Center (RSE-TASC) Walk-Through Tool Supportive and Accessible Classroom Environment; Special Designed Instruction
SQR	New York State Education Department Differentiated Accountability School Quality Review (SQR) Quality Indicators School Information Sheet

Characteristics of Highly Effective Schools (See appendix for complete statements)

1. Visionary Leaders
2. Curricula
3. Instructional Practices
4. Social and Emotional Development
5. Partnerships
6. Pathways
7. Cultural Competence
8. Cultural Responsiveness

Draft Guiding Principles for NYS Public School Accountability System

- Intended to guide development of ESSA state plan;
- Introduced by NYSED staff;
- Revised and refined based on feedback from the State Committee Of Practitioners and the ESSA Think Tank.

Draft Guiding Principles for NYS Public School Accountability System

1. The goal of the New York State (NYS) public school accountability system is to support the development of highly effective schools and to encourage and enable all schools to become or remain highly effective. (See Characteristics of Highly Effective Schools.)
2. The NYS public school system will provide multiple rigorous pathways to graduate students who are prepared for post-secondary education, careers, and positive civic engagement.
3. The NYS accountability system will consistently and transparently communicate expectations that are understood and supported by students, parents, educators, policymakers, and other stakeholders.
4. The NYS accountability system will promote, support, and reward positive and innovative change in all schools in the state.
5. The NYS accountability system will strongly incentivize and support efforts for schools to implement multi-tiered systems of support to close gaps in student achievement among all accountability groups.

Draft Guiding Principles for NYS Public School Accountability System - Continued

6. The NYS accountability system will use state assessments that are valid, reliable, and developmentally, culturally and linguistically appropriate.
7. School accountability indicators will include multiple measures of progress and growth, and will not be based solely on measures of student achievement.
8. All academic subjects beyond language arts and math for which there are New York State assessments will be part of the NYS accountability system.
9. The NYS accountability system will incentivize and support districts to provide and expand access to student's opportunities to participate in and successfully complete advanced coursework such as Advanced Placement (AP) and International Baccalaureate (IB), as well as rigorous arts, career and technical education, language, and music programs.
10. The NYS accountability system will include non-academic measures of school quality and student success, including but not limited to school climate, safety, inclusion, and student emotional and developmental health.

Draft Guiding Principles for NYS Public School Accountability System - Continued

11. NYS will establish opportunity to learn standards that must be implemented in schools identified for support and improvement.
12. Accountability goals will include measures of student success after graduation from high school through gathering data on indicators such as post high school education, employment and military service, as soon as such data can be reliably collected.
13. 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.
14. The primary responsibility for school improvement will be the school and the district. The New York State Education Department's role is to support these efforts and to actively intervene when underperformance persists after the school/district solutions have not succeeded, in order to foster continuous improvement in these schools.
15. Every district with identified schools shall demonstrate through required plans that the district is using federal, state, and local resources effectively and efficiently to support school improvement.

Draft Guiding Principles for NYS Public School Accountability System - Continued

16. Stakeholders will be engaged and have a significant role in developing and implementing the NYS accountability system and as a result will be able to articulate how schools are measured, understand the status of the district and its schools, and have knowledge of how gaps in student achievement are being addressed.
17. The NYS accountability system will meet all federal requirements including ESSA and IDEA, and will be seamlessly aligned with concurrent state accountability mechanisms.
18. The NYS accountability system will be designed consistent with the availability of state and local resources and human capital, as well as ongoing efforts to strengthen teacher and leader effectiveness, and support school turnaround in struggling schools.
19. The Board of Regents shall continue to advocate for sufficient resources for districts and schools to achieve the goals of the accountability system and for greater equity in school funding.
20. The success of NYS accountability system shall be regularly reviewed by NYSED and stakeholders, and adjustments shall be made as necessary to accomplish the stated goals.

Next Steps

The Department will:

- With Regents approval, share the draft characteristics of highly effective schools and guiding principles with the field for public comment and continue to work with the ESSA Think Tank and Committee of Practitioners on their refinement.
- Following public comment ask the Regents to approve the characteristics and guiding principles as the basis for development of a draft state plan.
- Seek permission from the Regents to release the draft plan for formal public comment.
- Revise the draft plan based on public comment and submit to the Board of Regents for approval.
- Submit to United States Department of Education after approval by the Board of Regents.

Appendices

Appendix A

Characteristics of Highly Effective Schools

Characteristics of Highly Effective Schools

- Visionary instructional leaders partner with all stakeholders. Visionary leaders create a professional, respectful and supportive school culture and community that values and promotes diversity and leads to success, well-being, and high academic expectations and outcomes for all students. This is accomplished through the use of collaborative systems of continuous and sustainable school improvement.
- All students receive curricula in all disciplines that are challenging, engaging, and integrated. The curricula are tied to appropriate formative and summative assessments, which are aligned to State learning standards. This results in instruction that is responsive to student needs and modified to maximize student growth and learning outcomes.
- Teachers and staff engage in ongoing professional development to equip themselves with effective, research-based, strategic instructional practices. They use multiple measures so that targeted instruction maximizes student learning outcomes. Teachers and staff address the needs and interests of diverse learners and design lessons and activities that are responsive to what students need to learn. These efforts allow students to consistently experience high levels of engagement and achievement.
- The school community identifies, promotes, and supports social, emotional, physical, psychological and cognitive development throughout the school day. This is accomplished by designing systems, programs and strengths-based experiences that identify and foster healthy relationships, as well as safe, inclusive, and respectful environments. These efforts lead to students developing social emotional skills and barriers to learning being removed.
- The school has active partnerships that are culturally and linguistically inclusive and in which families, students, community members and school staff respectfully collaborate. These partnerships support student academic progress, social-emotional growth, well-being, and personal and civic responsibility, so that students have the opportunity to reach their full potential.
- The school community identifies, promotes, and supports multiple pathways to graduation and career readiness based on individual strengths, needs, interests, and aspirations. These pathways create access to multiple opportunities for students to pursue advanced coursework and actively explore and/or pursue specific career-related coursework and experiences in the arts, languages and Career and Technical Education. Consequently, students develop the knowledge and skills to meaningfully transition to postsecondary opportunities and to exercise civic responsibility.
- The school community continuously and critically examines and challenges its own cultural assumptions to understand how they shape school-wide policies and practices, so as to inform plans for continuous movement towards a school environment that is inclusive and linguistically and culturally responsive.
- The school community promotes cultural responsiveness and appropriate responses to individuality and differences, as reflected in policies, programs, and practices. The school examines its cultural assumptions to inform practice and professional development on culturally and linguistically responsive pedagogy.

Appendices

Appendix B

ESSA THINK TANK MEMBERSHIP

ESSA THINK TANK MEMBERSHIP (As of July 11, 2016)

Advocates for Children
Allegany-Limestone Central School District
Alliance for Quality Education
Association of Mathematics Teachers of New York State
Batavia School District
Superintendent, Monticello CSD
Broadalbin-Perth Central School District
Buffalo Public Schools
Capital Area School Development Association
Capital Region BOCES
Children's Defense Fund
City University of New York (CUNY)
Commissioner's Advisory Council for Nonpublic Schools
Conference of Big 5 School Districts
Council of School Supervisors & Administrators
Deer Park Union Free School District
Disability Rights New York
Early Childhood Advisory Council
Ed Trust New York
Educators 4 Excellence
Empire State Supervisors and Administrators Association
EPIC - Every Person Influences Children, Inc.
High Achievement New York
Include NYC
Levittown Public Schools
Lower Hudson Council of School Superintendents
Nassau BOCES RIC and SCDN
National Indian Education Association
New York Association for Pupil Transportation
New York Association of School Psychologists
New York City Charter School Center
New York City Department of Education
New York City Special Education Collaborative
New York Civil Liberties Union
New York Immigration Coalition
New York Library Association Section of School Librarians
New York Schools Data Analysis Technical Assistance Group (DATAG)
New York State Art Teachers Association
New York State Association for Computers and Technologies in Education
New York State Association for Health Physical Education, Recreation, and Dance
New York State Association for the Education of Young Children

New York State Association of Bilingual Education
New York State Association of School Business Officials
New York State Association of Small City School Districts
New York State Council for Social Studies
New York State Council of Educational Associations
New York State Council of School Superintendents
New York State Distinguished Educators
New York State English Council
New York State Federation of School Administrators
New York State Head Start Collaboration, New York State Council on Children and Families
New York State Middle School Association
New York State Migrant Education Program Consortium
New York State Network for Youth Success
New York State Office of Children and Family Services
New York State Office of Mental Health
New York State Parent Teacher Association
New York State Reading Association
New York State School Boards Association
New York State School Music Association
New York State Special Education Parent Centers- Long Island
New York State Teachers of English to Speakers of Other Languages (NYS TESOL)
New York State Theater Education Association
New York State United Teachers
North East Charter Schools Network
Northeast Comprehensive Center
Northeast Regional Information Center
Parent Network of Western New York
Pre-K thru Grade 3 Administrators Association
Rochester City School District
Rural Schools Association of New York
School Administrators Association of New York State
Syracuse Public Schools
The Business Council of New York State, Inc.
Ticonderoga Central School District
Tompkins-Seneca-Tioga BOCES
Union Endicott Central School District
Mount Vernon City School District
United Federation of Teachers
Yonkers Public Schools