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Our Students. Their Moment.

Development of New York's Every Student Succeeds Act State Plan

Presented to the Board of Regents

November 14, 2016

Review of ESSA Regional Meetings

Discussion of High Concept Idea: Supporting All Students

Revised Submission Timeline and Next Steps

Important Caveat : A New Presidential Administration

- The draft negotiated rule-making for the Every Student Succeeds Act (ESSA) was developed and issued for public comment under the Obama Administration.
- The timelines that the New York State Education Department (NYSED) are working from are those that are outlined in the draft rules.
- The new presidential administration, coupled with a Republican majority in the House and Senate, could lead to changes in the draft rules and in the timeline.
- NYSED will keep the Board of Regents updated on any changes that occur to the draft rules, or the submission timelines.

High Concept Ideas and Feedback from Regional State Plan Development Meetings

- The Department drafted a list of High Concept Ideas for the Board of Regents to consider including in the New York State ESSA plan and presented the High Concept Ideas to the Think Tank in October.
- The High Concept Ideas were presented to the Board of Regents in October and shared with stakeholders at 44 Regional ESSA State Plan Development Meetings.
- Participants in the Regional Meetings had the opportunity to both provide their feedback at the meetings and through a survey.

Summary of Participation in Regional Meetings

- Meetings were conducted between October 18 and November 2 in each district superintendent region, each of the Big 4 Large City School Districts, and each borough in New York City.
- A total of 2206 persons participated in 40 Regional meetings. (We are awaiting statistics for 2 meetings.)
- Each facilitator prepared a summary of the Regional Meeting.
- A total of 585 surveys were submitted by participants.

Materials Created to Support Regional Meetings

- **“Meeting in a Box”:**
 - Facilitator’s Guide
 - PowerPoint with Speaking Points
 - Templates for Summarizing Results
 - Commissioner’s Introductory Video
- **High Concept Idea Summary Sheets**
- **Webinars:**
 - For Facilitators:
 - One on Logistics of Meetings
 - One on High Concept Ideas
 - For Participants:
 - Overview of ESSA
 - “Mini Webinars” on individual High Concept Ideas

Summary of Survey Results

Percent of Support (Strongly agree or agree)	HCI Numbers	Total Number
80%+	3, 5, 8, 11, 20	5
70% - 79%	2, 4, 6, 7, 13, 18, 21, 22, 26, 28, 29, 33, 35	13
60% - 69%	10, 14, 15, 16, 19, 24, 27, 31, 32	9
50% – 59%	9,12,25,34, 36	5
40% - 49%	1,23,30	3
Less than 40%	17	1

Summary of Survey Results – High Concept Ideas 38 - 40

38. Should the Department use part of its 5% Title II set-aside for competitive grants designed to improve the quality of teaching and learning in New York State?	Yes	No	Total	
	288	238	526	
	55%	45%	100%	
39. Should the Department require LEAs, in their annual Title IIA applications, to describe how funds will be used to address gaps in equitable access to effective educators?	Yes	No	Total	
	288	236	524	
	55%	45%	100%	
40. Should Title I schools that are identified as Comprehensive (lowest 5%) be required to offer parents the opportunity to transfer their children to another public school in the district, or should it be an option for interested districts?	Yes	No	Total	
	187	322	509	
	37%	63%	100%	

37. What indicators can the Department use to hold schools accountable for student engagement?

Most Common Answers:

- **Attendance: 99**
- **Extracurricular activities: 62**
- **Surveys: 50**
- **Parent and Family Engagement: 43**
- **Graduation Rate: 28**

41. What nationally recognized high school assessments would be appropriate to use in place of the Regents Exams?

Most Common Answers:

- **AP: 122**
- **IB: 77**
- **SAT: 75**
- **ACT: 60**
- **None: 44**
- **Note: Some people believed the question meant the Regents would no longer be administered.**

42. What testing accommodations should NYSED make available for students with disabilities beyond those already provided?

Most Common Answers:

- **Whatever is on the IEP: 34**
- **Ability Level Testing: 32**
- **Adaptive Technology: 23**
- **Reading Test: 19**

Some other ideas:

- **Audio accommodations and voice to text.**
- **Modified Keyboard.**

43. What should be included in New York’s State-designed action for schools that do not test 95 percent of their students? The action must be “equally rigorous” to USDE’s pre-approved sanctions (“assign a lower summative rating to the school,” “assign the lowest performance level on the State’s Academic Achievement indicator,” or “identify the school for targeted support and improvement”)?

Most Common Answers:

- Identify School for Targeted Support and Improvement: 35**
- Require Plan for Communicating and Educating Parents about Assessments: 26**
- Lower Summative Rating: 11**

Note: Many respondents said no action should be taken when schools do not meet the participation requirements.

Summary of Survey Results: Percent Strongly Agree or Agree

Most Supported

- HCI 5. To ensure that the appropriate assessment is administered to English learners and they are not over tested, New York proposes to seek USDE approval to not require English learners to take multiple English skills tests (i.e., the state ELA test and the NYSESLAT) in a single year to satisfy the English Language Arts (ELA) assessment requirement. **90%**
- HCI 11. To ensure that schools support students until they graduate, we will use 4- , 5- , and 6- year graduation rates to determine how well schools are doing in getting students to graduate. **87%**
- HCI 3. To ensure all students have access to advanced coursework, New York will seek USDE approval to allow grade 7 and grade 8 students to take a Regents exam in mathematics in lieu of the grade level mathematics test. **86%**

Summary of Survey Results: Percent Strongly Agree or Agree

Least Supported:

- HCI 17. To ensure that schools engage students, we will hold schools accountable based on measures of chronic absenteeism and removal of students from instruction (e.g., suspensions). **28%**
- HCI 1. To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed rigorous action that will lead to improvements in the participation rate of schools that do not test 95 percent of their students (as opposed to an action designed by USDE). **42%**
- HCI 23. To ensure that principals and other school leaders receive the supports that are necessary, the Department will use the optional 3% set-aside under Title IIA to develop programs that provide for systemic improvements for principals and other school leaders. **43%**

High Concept Ideas

Organization of High Concept Ideas

High Concept Ideas are Organized in Accordance with USDE's draft ESSA State Application Plan Template and ESSA Think Tank Workgroups:

- Supporting All Students
- Supporting English Language Learners
- Challenging Academic Standards and Assessments
- Accountability Measurements and Methodologies
- Supporting Excellent Educators
- Supports for Improving Schools

Supporting All Students: ESSA Requirements

Each state may grant waivers to allow schools that have less than 40% poverty to operate as a Title I Schoolwide Program School. In doing so, the State Educational Agency (SEA) must take into account how a schoolwide program will best serve the needs of the students in the school in improving academic achievement and other factors.



High Concept Idea (HCI) #27

To ensure that all students have access to a well-rounded education, we will allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.

Stakeholder Feedback on HCI #27

- Majority (61%) of survey respondents supported this HCI.
- 11% of survey respondents indicated that they were not familiar with this idea and therefore did not wish to provide a response.
- Summary feedback from the Regional Meetings also highlighted widespread support for this HCI.

Supporting All Students: ESSA Requirements

Each state is required to support the collection and dissemination to local educational agencies (LEAs) and schools of effective parent and family engagement strategies.



High Concept Idea (HCI) #28

To ensure that all students benefit from strong home-school partnerships, we will promote state, district, and school-level strategies for effectively engaging parents and other family members in their student's education.

Stakeholder Feedback on HCI #28

- Strong majority (80%) of survey respondents supported this HCI.
- Summary feedback from the Regional Meetings also highlighted widespread support for this HCI.

Supporting All Students: ESSA Requirements

Each state is required to describe in its state plan how it will support LEAs in the accurate identification of English learners, children with disabilities, migratory children, and homeless children and youth.



High Concept Idea (HCI) #29

To ensure that schools are meeting the diverse academic and non-academic needs of all students, we will support districts in strengthening early intervention strategies for English Learners; Students with Disabilities; Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; Neglected, Delinquent, and At-Risk Students as defined in Title I, Part D; and other at-risk/underserved groups such as girls and LGBTQ Youth.

Stakeholder Feedback on HCI #29

- Majority (76%) of survey respondents supported this HCI.
- Summary feedback from the Regional Meetings also highlighted widespread support for this HCI.

Supporting All Students: ESSA Requirements

Each SEA must describe in its state plan the system of performance management for implementation of State and LEA plans regarding supporting all students. The description must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance.



High Concept Idea (HCI) #30

To ensure that LEAs are developing and implementing plans that meet the academic and non-academic needs of all students, we will deploy a data-driven performance management system focused on differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of continuous improvement of student outcomes.

Stakeholder Feedback on HCI #30

- 49% of survey respondents supported this HCI.
- 19% of survey respondents were neutral on this HCI.
- 12% of survey respondents indicated that they were not familiar with this idea and therefore did not wish to provide a response.

Supporting All Students: ESSA Requirements

Each SEA must describe in its state plan how it will develop and/or update existing policies and procedures to reduce barriers and ensure that all students have stable and consistent access to public school programming.



High Concept Idea (HCI) #31

To ensure that Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; and LBGQT youth experience the maximum level of educational stability, we will develop and/or update policies, procedures, and guidance related to transportation, disputes and continuous enrollment practices.

Stakeholder Feedback on HCI #31

- Majority (70%) of survey respondents supported this HCI.
- Summary feedback from the Regional Meetings also highlighted widespread support for this HCI.

Supporting All Students: ESSA Requirements

Each SEA that receives Title I Part D funding must submit, for approval by the Secretary, a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.



High Concept Idea (HCI) #32

To ensure that students served in Neglected and Delinquent facilities graduate from high school and meet college- and career- readiness standards, the Department will 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 develop a plan for requiring facilities to create a formal transition plan for each student. Additionally, the Department will require each LEA to identify a liaison to support the implementation and monitoring of those plans for all students who return to their district.

Stakeholder Feedback on HCI #32

- Majority (63%) of survey respondents supported this HCI.
- Summary feedback from the Regional Meetings also highlighted widespread support for this HCI.

New High Concept Ideas: Supporting All Students

- Non-SED members of the Supporting All Students Work Group have developed and shared additional High Concept Ideas for consideration by the Work Group.
- The additional HCIs will be distributed to all Work Group members for additional input and then shared broadly with the Think Tank.

ESSA State Plan Timeline – November 2016 – February 2017



Timeline for Submission of ESSA Plan to USDE in July 2017

Activity	Date
November Board of Regents Meeting- Staff will present a summary of feedback on High Concept Ideas from Regional Meetings. Staff will also present an ESSA area overview and the related High Concept Ideas.	November 14 - 15, 2016
Field Survey on Measures of School Quality and Student Success	November – December 2016
December Board of Regents Meeting – Staff will present an ESSA area overview and the related High Concept Ideas.	December 12 - 13, 2016
January Board of Regents Meeting – Staff will present an ESSA area overview and the related High Concept Ideas.	January 9 - 10, 2017
Public Engagement – Survey and Regional Meetings Conducted	January/February 2017 (TBD)

Please note: Timeline may change based on new presidential administration.

ESSA State Plan Timeline – March 2017 – May 2017



Timeline for Submission of ESSA Plan to USDE in July 2017

Activity	Date
March Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	March 13 - 14, 2017
The Department will release the draft plan for public comment.	March 15 – April 17, 2017
Proposed weeks for 2 nd Regional ESSA State Plan Development Meeting – Open to the Public. Regional staff will gather public comments on the draft plan.	March 20 – April 7, 2017
May 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.	May 8 - 9, 2017

Please note: Timeline may change based on new presidential administration.

ESSA State Plan Timeline – May 2017 – July 2017



Timeline for Submission of ESSA Plan to USDE in July 2017

Activity	Date
Application with Governor for 30 days	May 10 – June 8, 2017
June Board of Regents Meeting- Staff will seek approval to submit final state plan to USDE.	June 12 - 13, 2017
Deadline to submit ESSA State Plan to USDE	July 5, 2017 (subject to Board discussion and agreement)

Please note: Timeline may change based on new presidential administration.