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

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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, 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	**What We Propose**	**What We Want to See**

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?
Challenging Academic Standards and Aligned Assessments	• Requirement that all students be annually assessed in Grades 3-8 in language arts and mathematics. • Requirement that all students be assessed once in high school in language arts and mathematics. • Requirement that all students be assessed once at the elementary, once at the middle, and once at the high school levels in science.	• New Next Generation English language arts, mathematics, and science learning standards. • Reduction in length of New York State Grades 3-8 assessments.
School Accountability Methodologies and Measurements	• Accountability system that includes English language arts and mathematics assessment results and graduation rates. • Accountability determinations linked, in part, to subgroup performance in relation to State goals and annual progress. • Identification of lowest-performing schools, based on the performance of all	• 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. • Revised Performance Indices that give all schools credit for a wider range of

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.
Supports and Improvement for Schools	• 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.

Planning Area	What Stays the Same?	What Will be Different?
Supporting Excellent Educators	• Requirement for annual evaluation of principals and teachers. • Existing educator and leader certification and licensure systems.	• Implementation of new strategies for use of Title IIA funds to support professional development of teachers and school leaders. • Reporting of data on access to effective educators in each district and facilitated analysis in each district to discuss culturally responsive solutions. • Increased focus on closing gaps of access to effective educators between low- and high-performing schools. • Convening a Clinical Practice Work Group to examine changes to the current field experience and placement requirements for teachers and school leaders.
Supporting English Language Learners/ Multilingual Learners	• Comprehensive services for students whose first language is not English. • Monitoring of districts' English Language Learners'/Multilingual Learners' attainment of English language proficiency. • Exemption of recently arrived English Language Learners/Multilingual Learners in the first year of enrollment from the State's English language arts test. • Monitoring former ELLs to ensure continuing student success.	• Focus on English Language Learners'/Multilingual Learners' path to proficiency by holding schools accountable for their progress. • New method for determining whether students are making adequate annual progress toward proficiency in English.
Supporting All Students	• Support to districts in enforcing anti-bullying laws and encouraging safe and culturally responsive school climates. • Communication of culturally responsive policies and programs for students who are homeless, in foster care, in juvenile-justice facilities, or are migrants. • Continued training of educators on the Dignity for All Students Act.	• Using a school climate survey as part of a school climate index. • Promotion of personalized learning through the use of technology. • Reporting of per-student expenditures and their sources for each school and district. • 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

| | | mental/physical health disabilities, or are migratory. |
| | | • Increased cultural responsiveness training for all educators. |

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.[1] 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.

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[1] 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:

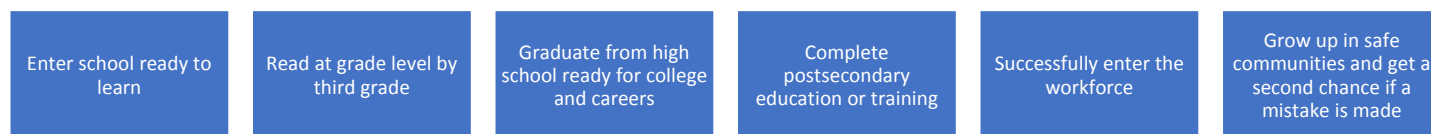> "The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so 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[2] that include ensuring that all students:

| Enter school ready to learn | Read at grade level by third grade | Graduate from high school ready for college and careers | Complete postsecondary education or training | Successfully enter the workforce | Grow up in safe communities and get a second chance if a mistake is made |

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[2] 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 socio-economic 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 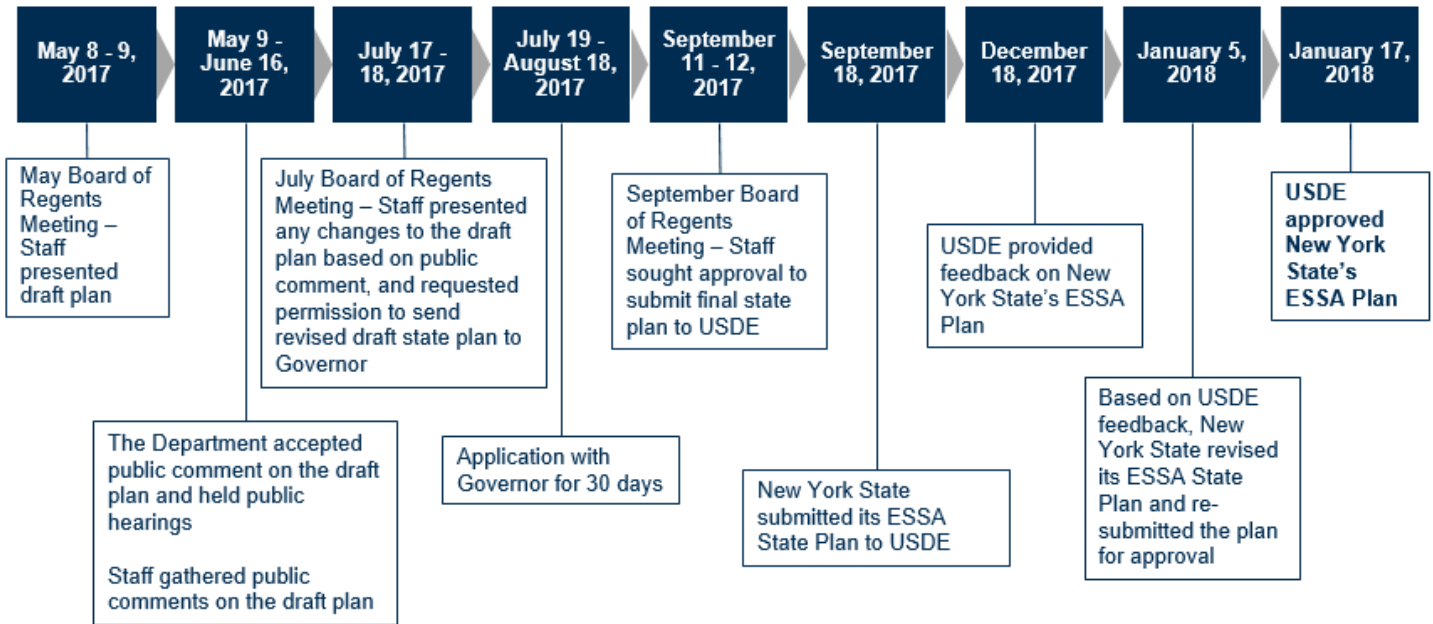of other educational stakeholders charged with consulting with the Department on issues pertaining to Title I, to discuss ESSA.
- Posted an **online survey** to gather stakeholders' preferences on potential indicators of school quality and student success, which received over 2,400 responses.
- Held 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 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.

Public Hearings

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

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Written Comments

- **800+ comments submitted** via email or mail
- **Half of those comments came from three form letter campaigns**

● = Areas where ESSA public hearings were held

♀ = BOCES

=

1000+ Comments Received

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

May 8 - 9, 2017 → May 9 - June 16, 2017 → July 17 - 18, 2017 → July 19 - August 18, 2017 → September 11 - 12, 2017 → September 18, 2017 → December 18, 2017 → January 5, 2018 → January 17, 2018

May Board of Regents Meeting – Staff presented draft plan

July Board of Regents Meeting – Staff presented any changes to the draft plan based on public comment, and requested permission to send revised draft state plan to Governor

September Board of Regents Meeting – Staff sought approval to submit final state plan to USDE

USDE provided feedback on New York State's ESSA Plan

USDE approved New York State's ESSA Plan

The Department accepted public comment on the draft plan and held public hearings

Staff gathered public comments on the draft plan

Application with Governor for 30 days

New York State submitted its ESSA State Plan to USDE

Based on USDE feedback, New York State revised its ESSA State Plan and re-submitted the plan for approval

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.
  - o 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:
Support for All Students	• 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.
Access to a Well-Rounded Curriculum	• 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.
Engage All Students	• Hold schools accountable based on measures of chronic absenteeism and begin to report additional measures of school climate and student engagement

Maximum Opportunities	• Create a College, Career, and Civic Readiness Index that gives:
	  o Partial credit for students who successfully earn a high school equivalency diploma.
	  o Extra credit for students who:
	    ▪ Earn a Regents diploma with advanced designation, career and technical education endorsements, or a Seal of Biliteracy; or
	    ▪ Successfully earn a Regents diploma, complete advanced coursework and score at specified levels on advanced high school assessments or earn college credit.

Transparency	• Report the performance of each school's subgroups of students on each accountability measure using a scale of 1-4.
Focus on Growth Over Time	• 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.
Focus on Graduation	• Give schools credit for a student's best score on State assessments within four years of the student entering high school.

	• Use four-, five-, and six-year graduation rates to determine how well schools are doing in getting students to graduate.
Time to Improve	• Create a new list of Comprehensive Support and Improvement Schools once every three years.
Support for Districts	• Continue to use district-level results to target low-performing districts for improvement.
Recognize Success	• Identify high-performing and rapidly improving schools and develop strategies to disseminate their most effective practices.

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[3] 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

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[3] 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:

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial

Economically Disadvantaged	Students with Disabilities	English Language Learners
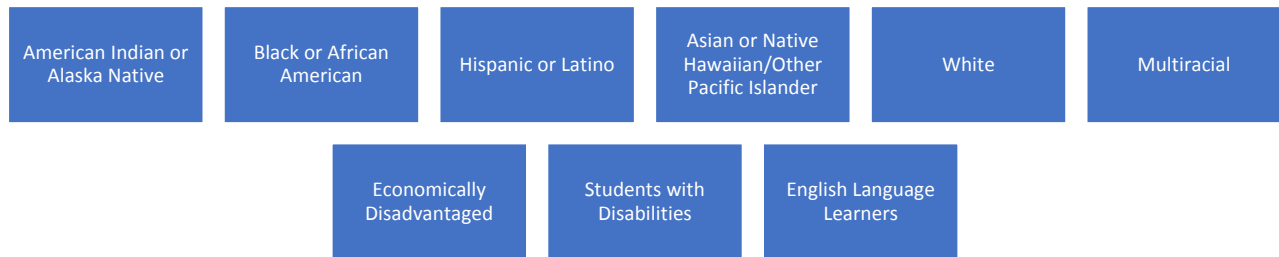
How does New York State include results for newly arrived English Language Learners/Multilingual Learners?

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 1: Basic

Level 2: Basic Proficient

Level 3: Proficient

Level 4: Advanced
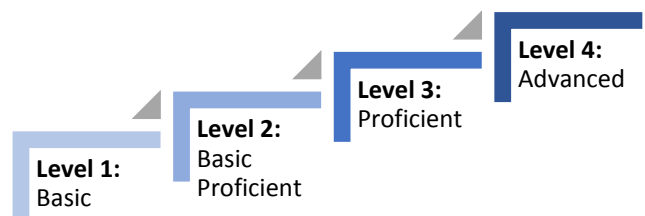
Level	Weighting
1	0
2	1
3	2
4	2.5

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[4] 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[5] 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

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[4] 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

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/

[5] 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

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
- Regents Diploma with Advanced Designation - Regents or Local Diploma with CTE Technical Endorsement - Regents Diploma with Seal of Biliteracy - Regents Diploma and score of 3 or higher on an AP exam - Regents Diploma and score of 4 or higher on IB exam - Regents or Local Diploma and receipt of an industry-recognized credential or the passage of nationally certified CTE examination - 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	2
- Regents Diploma and high school credit earned through participation in an AP IB, or dual enrollment course - Regents Diploma with CDOS endorsement - 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	1.5
- Regents or Local Diploma - 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	1
- High School Equivalency Diploma - CDOS Credential	.5
No High School or High School Equivalency Diploma	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:
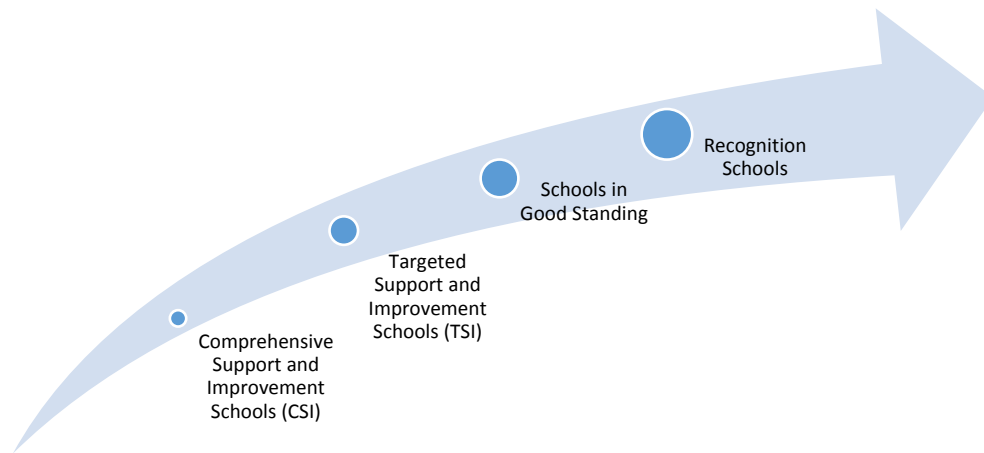
	Did not meet Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet an MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

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:

Recognition Schools

Schools in Good Standing

Targeted Support and Improvement Schools (TSI)

Comprehensive Support and Improvement Schools (CSI)

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).

5. Sum the Composite Performance rank and the growth rank: Identify the lowest 10 percent (Combined Composite Performance & Growth = 1).
6. 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:

1. 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.
2. Rank order the schools on the Weighted Composite index: Identify the lowest 10 percent (Composite Level = 1).
3. Rank order the schools on the 4-, 5-, and 6- year unweighted graduation rate: Identify the lowest 10 percent.
4. Add the Composite Index rank and the graduation index rank: Identify the lowest 10 percent (Combined Composite & Graduation = 1).
5. 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:
  - o   There are one or more CSI or TSI schools in the district; or
  - o   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 preliminarily 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 …	New York State 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.	• 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:
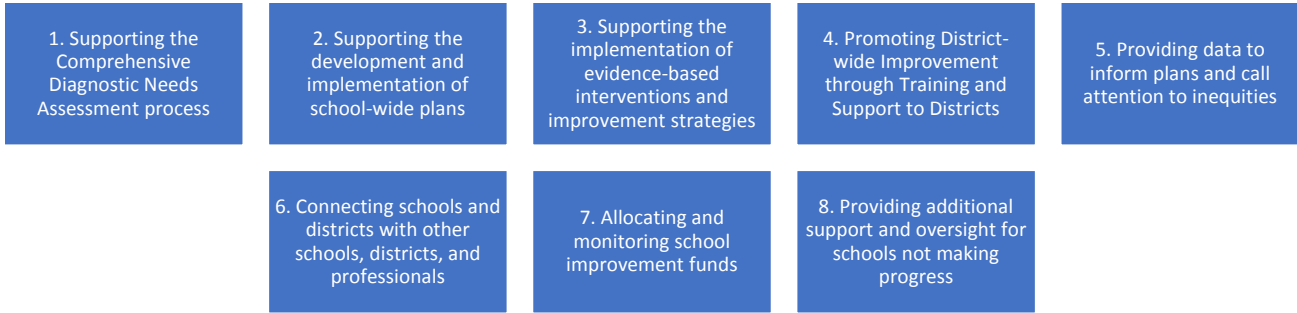
- Developing a system that promotes best practices while also allowing schools to identify the most appropriate solutions to the barriers they face, rather than prescribing an abundance of one-size-fits-all requirements.
- Taking a broader look at school systems, resources, and data as part of the Diagnostic 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:

1. Supporting the Comprehensive Diagnostic Needs Assessment process	2. Supporting the development and implementation of school-wide plans	3. Supporting the implementation of evidence-based interventions and improvement strategies	4. Promoting District-wide Improvement through Training and Support to Districts	5. Providing data to inform plans and call attention to inequities
	6. Connecting schools and districts with other schools, districts, and professionals	7. Allocating and monitoring school improvement funds	8. Providing additional support and oversight for schools not making progress	

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:

Schools Under Registration Review (SURR)	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.
Education Partner Organizations (EPO)	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.
Distinguished Educators	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.
Joint Intervention Team Review Process	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.
Receivership	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.
Diagnostic Tool for School and District Effectiveness (DTSDE)	The DTSDE[6] 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?

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[6] 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 …	… New York State will:
Equitable Access to Effective Teachers	• 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 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[7] (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.

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[7] 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.
    o 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").
    o 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 21st 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.

Safety for All Students	Work with districts to build positive school climates that are based on inclusive, equitable school cultures that recognize and foster student diversity.
Strong Home-School Partnerships	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.
Robust School-Community Partnerships	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.
Support for Personalized Learning	Promote increased and equitable access to high-quality, personalized learning experiences through the use of technology.
Quality Library Media Programs	Promote increased and equitable access to effective school library programs, which includes digital literacy instruction provided by State-certified librarians.
Access to a Well-Rounded Education	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.
Implementation of Schoolwide Programs	Allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.
Support for Migratory Students	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.
Support for Neglected and Delinquent Students	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.
Support for Youth in Foster Care or Homeless Youth	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:

- o 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
  - o A preschool student who is homeless can maintain enrollment and receive transportation to his/her preschool if it is a school of origin
  - o 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:

Are led by visionary instructional leaders	Provide challenging and engaging curricula	Provide effective professional development	Promote social, emotional, physical, and cognitive development throughout the day	Promote inclusive partnerships
Support multiple pathways to graduation and career readiness	Examine schoolwide policies to ensure their effectiveness and cultural responsiveness	Incorporate the work of community partners	Increase access to school library programs	Engage families in school improvement, special education decisions, early learning programs, ELL/MLL services, and understanding Board of Regents initiatives

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 21st 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:

Expanded learning time	Social and emotional learning	High-quality family engagement
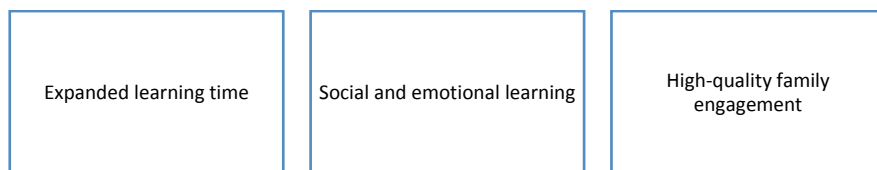
Applications are examined by expert peer reviewers, and funds are targeted for Title I schools or schools that serve at least 40 percent of their students free- or reduced-price lunches. Schools that are CSI, TSI, in high-need rural areas, are persistently dangerous, or serve ELL/MLL students also get 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:**
- o (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
- o (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 (SESIS) 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 "5th 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

Mea-sure	Group Name	2015-16 Base-line	Gap from End Goal	5-Yr Gap Reduc-tion Goal	Yearly Gap Reduc-tion 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

Mea-sure	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
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

Mea-sure	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
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

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