



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

ESSA Accountability Systems of Support

March 11, 2024

Presentation to the New York State
Board of Regents



Working to Attain Goals



Supporting All Schools



Building Capacity



Voices From the Field

Guiding Values

Explainable

Side By Side Partnerships

Resources with Multiple Entry Points



Reliable

School Comprehensive Education Planning and District Improvement Planning

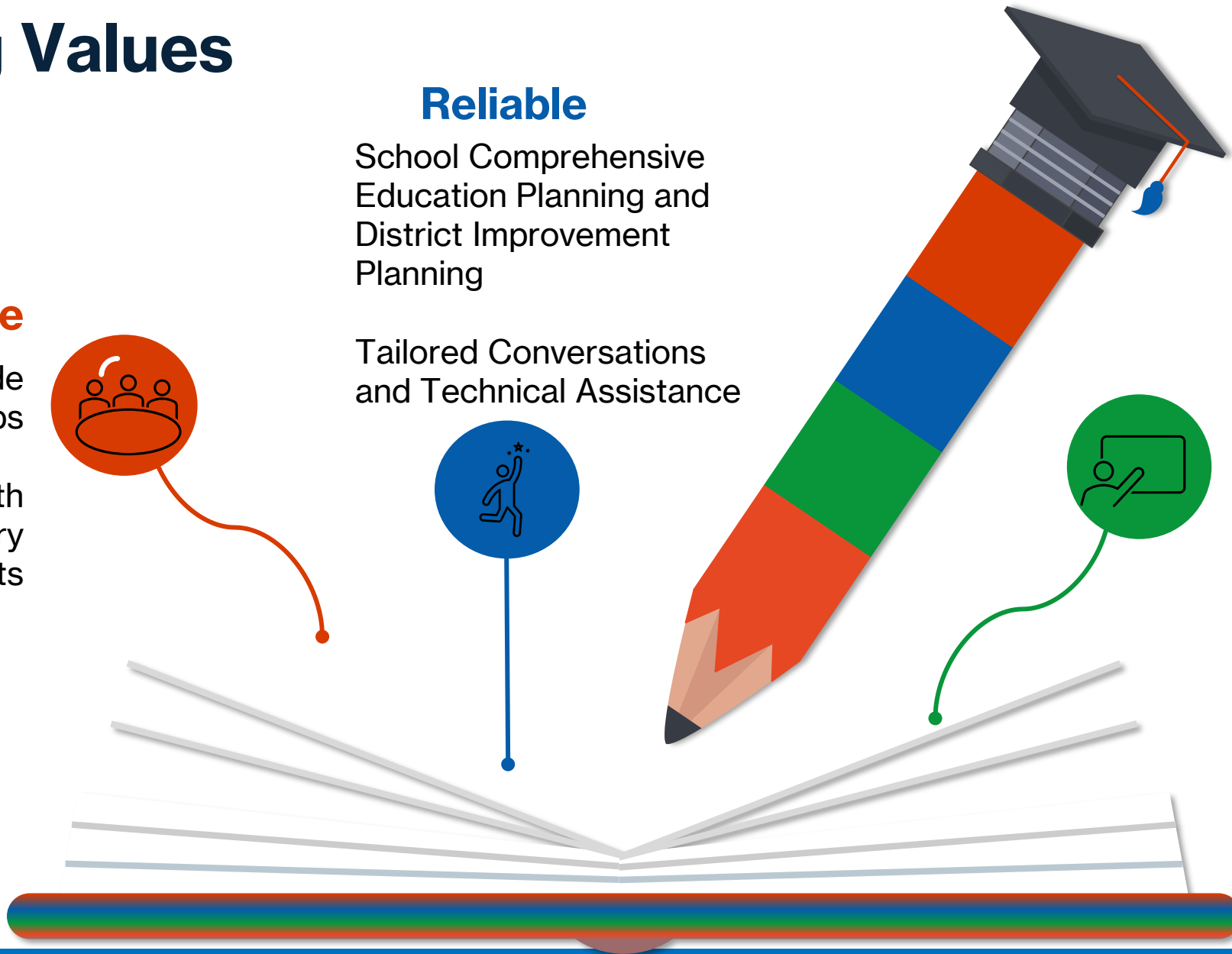
Tailored Conversations and Technical Assistance



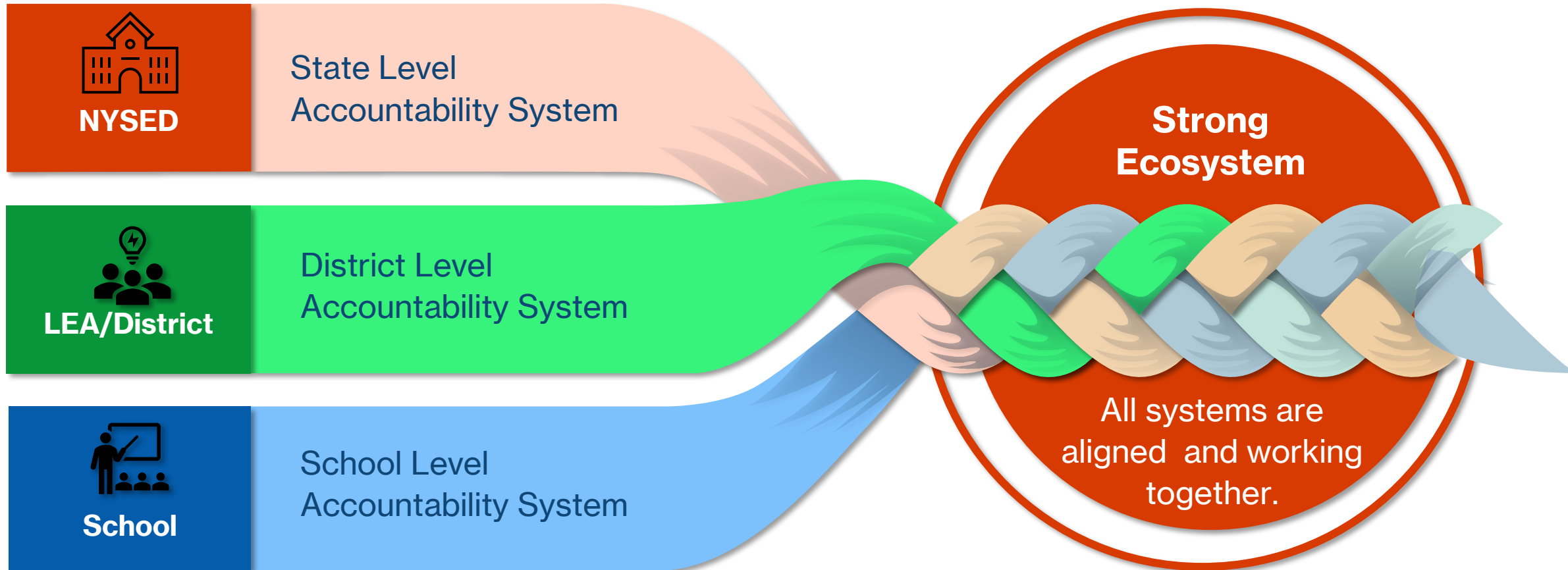
Transparent

Clarity in process and expectations

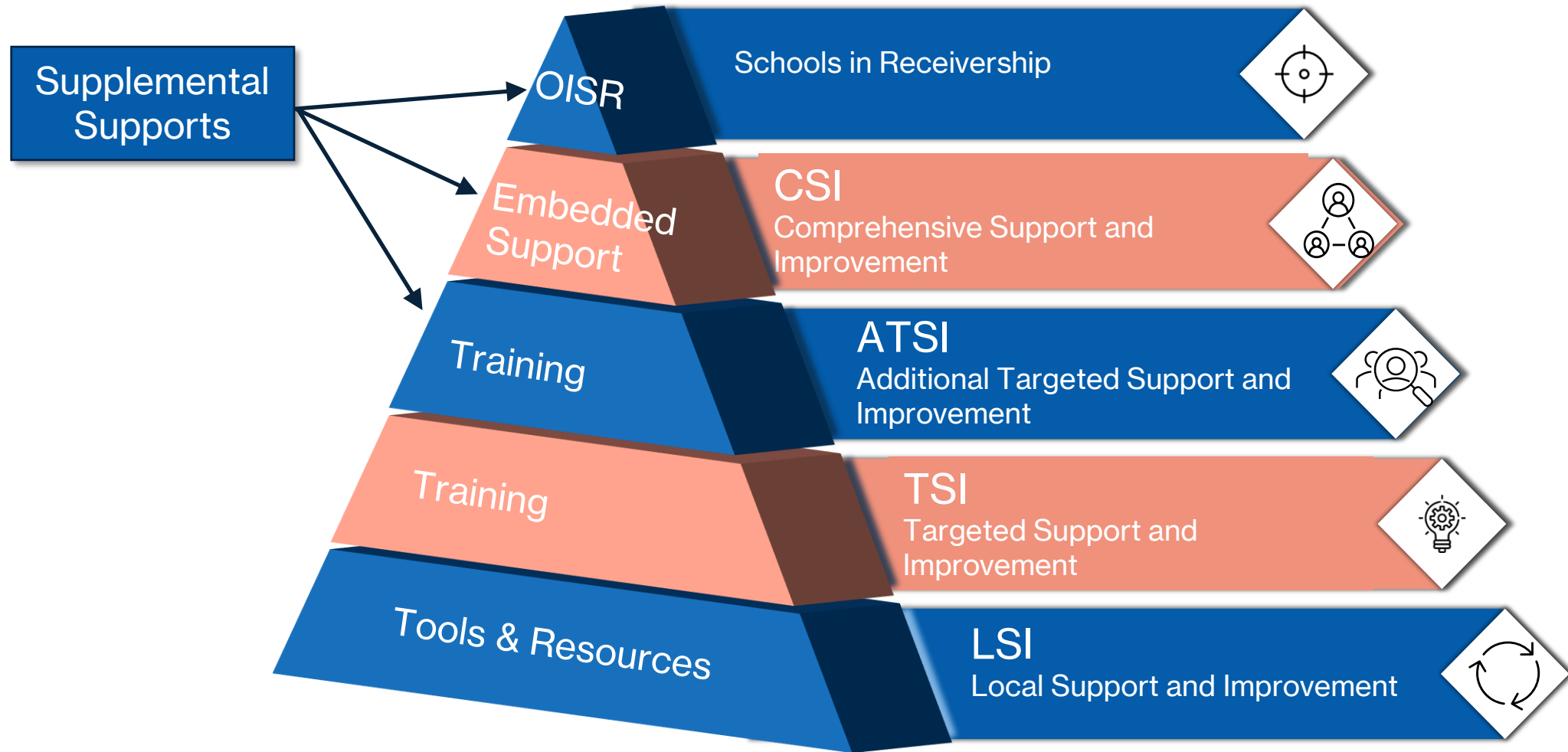
Support for All Schools



Shared Responsibility - Stronger Together!



Supporting All Schools in the Continuum

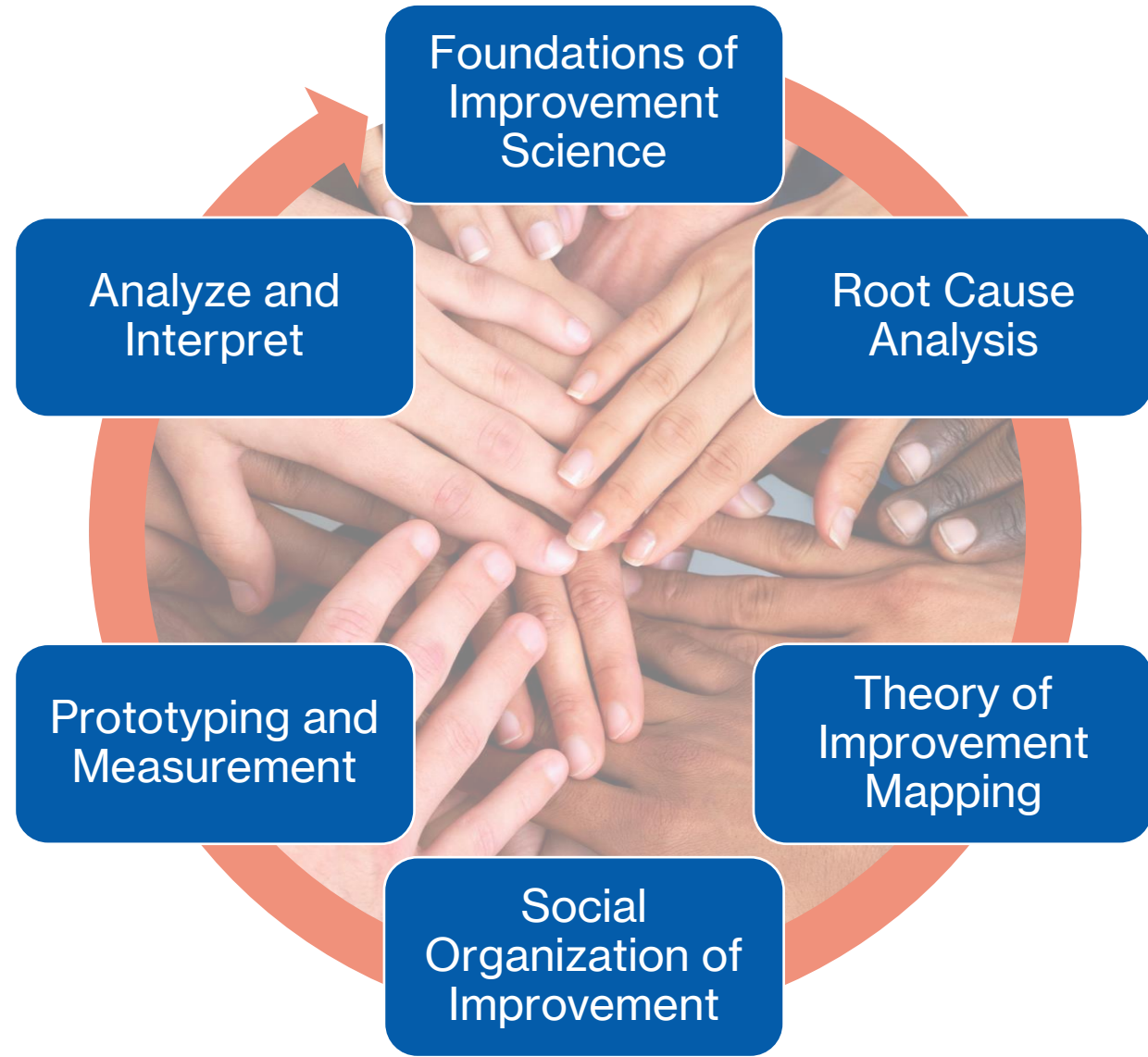


Building Internal Capacity

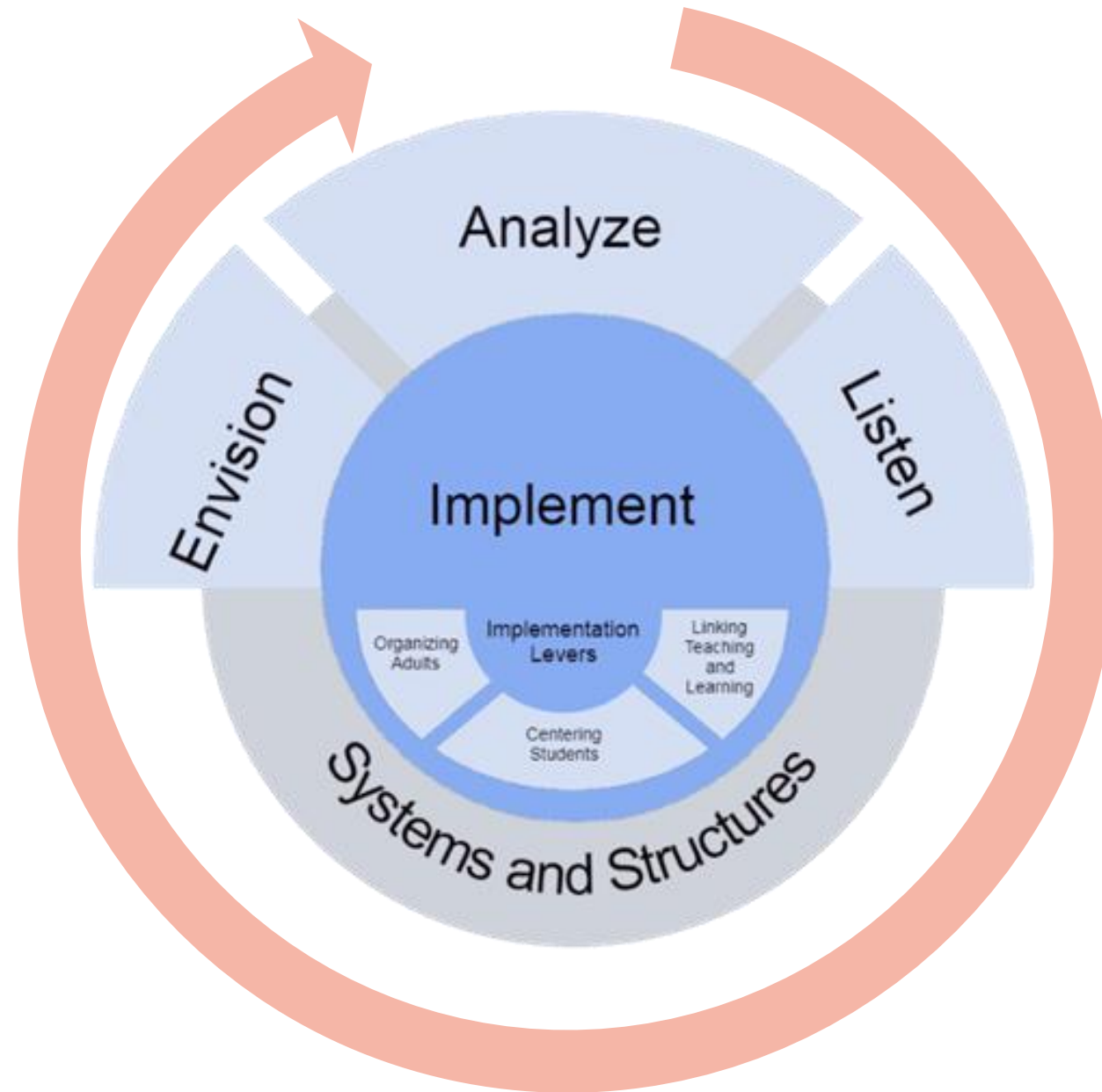


Dr. Kristen Wilcox

Micro-credential in
Improvement Science



Continuous Improvement



Journey to Differentiated Supports

2012-2018

All Priority and Focus Schools receive a 3-day, external on-site Needs Assessment.



2018

Vision for Differentiated Support is outlined in ESSA Plan.



2018-19

First year of ESSA identifications; all schools participate in a baseline Needs Assessment.



2019-20

Supplemental Supports begin; 45% of schools opt into additional SED-led support.



Opportunity and Access

2020-22

- Support offerings expand
- Participation increases

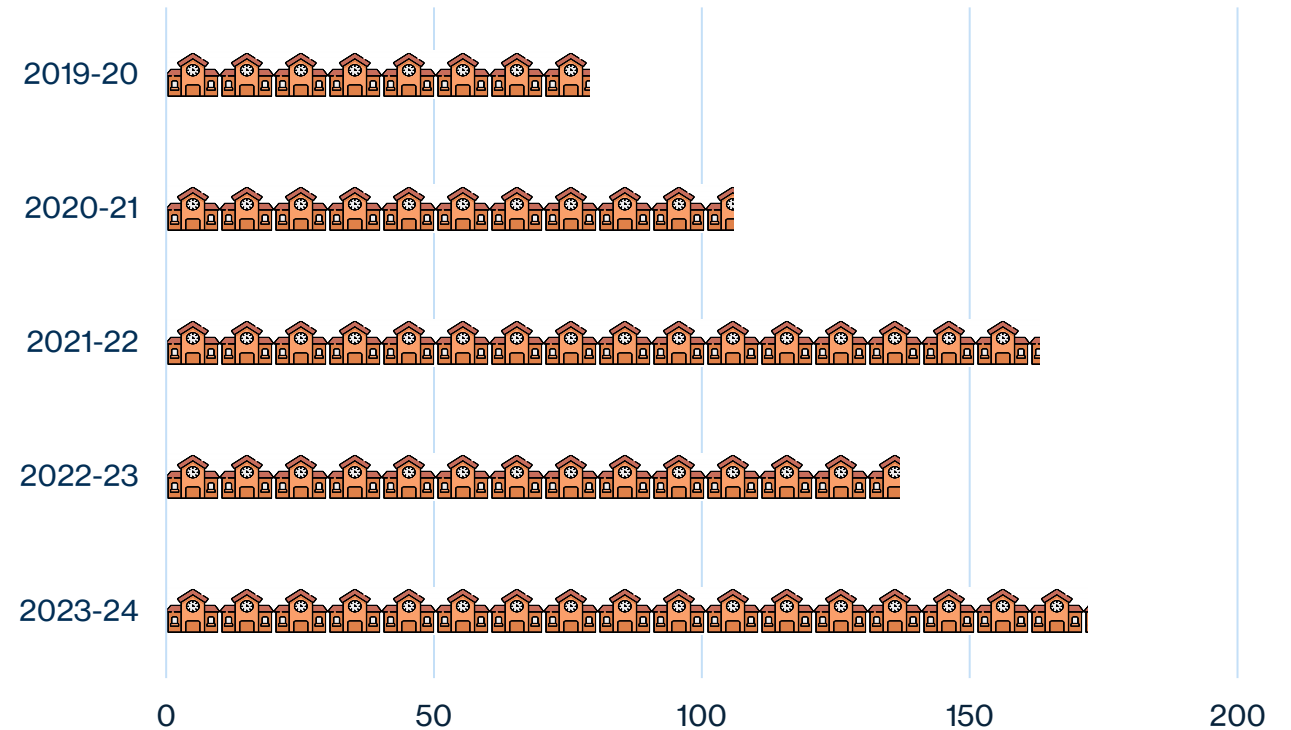
2022-23

- Coaching for Excellence and Assistant Principal Mentoring introduced.

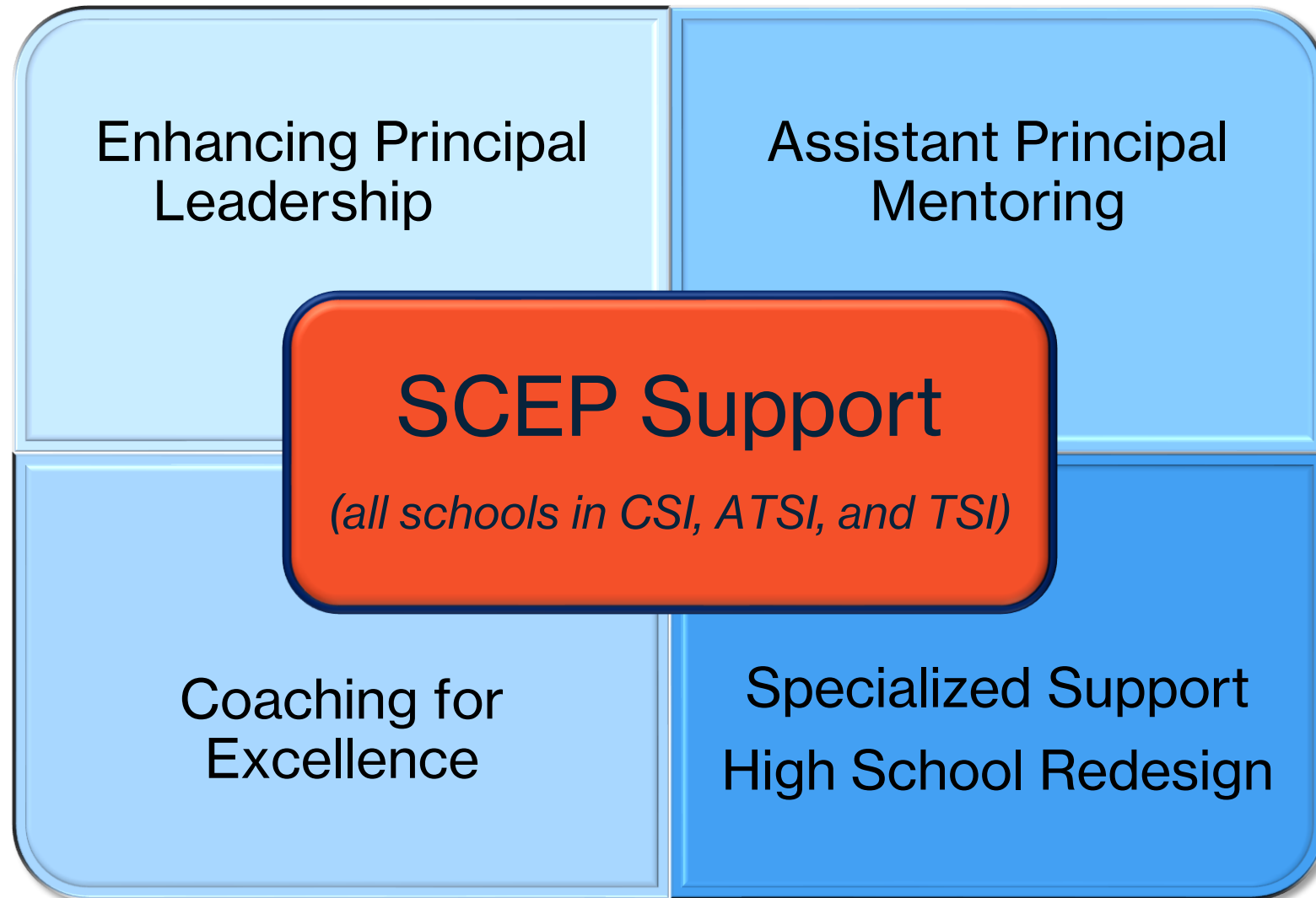
2023-24

- NYSED opens Supplemental Supports to Schools identified for ATSI
- 19 Schools identified for ATSI opt to participate.

Schools Supported Through Supplemental Support



Differentiated and Supplemental Support



Enhancing Principal Leadership Voices

- Cassandra Gasbarrini, Principal, School 31, Buffalo City School District
- Ciani Espada, Principal, Brooklyn Gardens Elementary School, New York City Department of Education



Enhancing Principal Leadership

School 31's Journey

- 1:1 Coaching
- Principal Summits

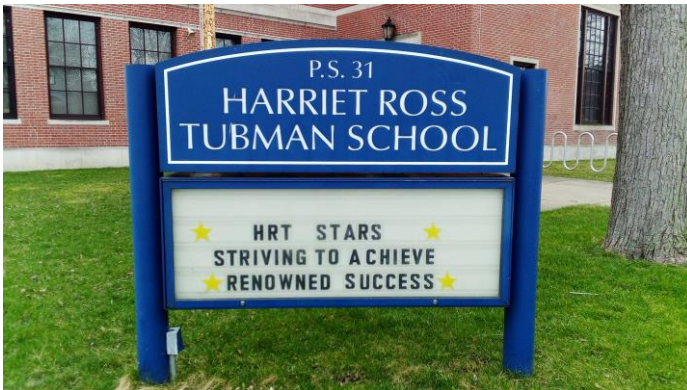


Enhancing Principal Leadership

School 31's Journey



- Practical ideas to build positive school culture
- Improved feedback to staff



Our Journey as a School Identified for Comprehensive Support and Improvement (CSI)



Ciani Espada, Principal
Brooklyn Gardens Elementary
School
19K557

BGES

*A Great Place to
Grow...*

Our Journey

2018-19

**New Principal
New Staff
CSI Status**

- Transparency
- Expanded Instructional Leadership Team

2019-20

Pandemic

- Data Driven Culture

Enhancing Principal Leadership

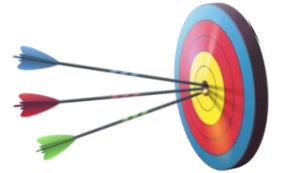
2020-21

**Remote then
Hybrid**

- Focus on Health and Safety

Enhancing Principal Leadership

Sustainability



2021-22

High-Leverage Moves

- Departmentalization
- Flexible Grouping
- Early Morning School
- SEL Focus
- Writing Forums
- Distributive Leadership

2022-23

Increased Instructional Focus

- Explicit Instruction
- Academic Vocabulary
- Citing Evidence Through Writing

Enhancing Principal Leadership

2023-24

Sustainable Systems

- New Support Model - LSI

Coaching for Excellence

Zooming in on the Enhancing Principal Leadership (EPL) Program Experience



Assistant Principal Mentoring

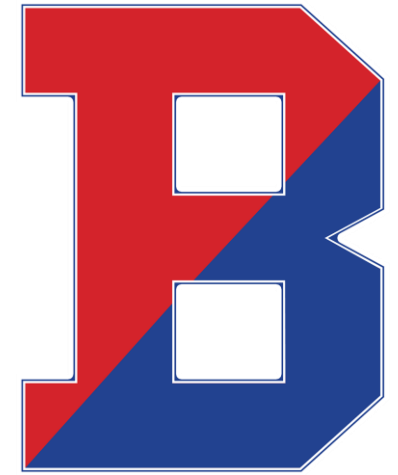
- Kristy Sloma, Assistant Principal,
Theodore Roosevelt ES, Binghamton
City School District



Assistant Principal Mentoring

Kristy Sloma, Assistant Principal

Theodore Roosevelt ES, Binghamton City School District

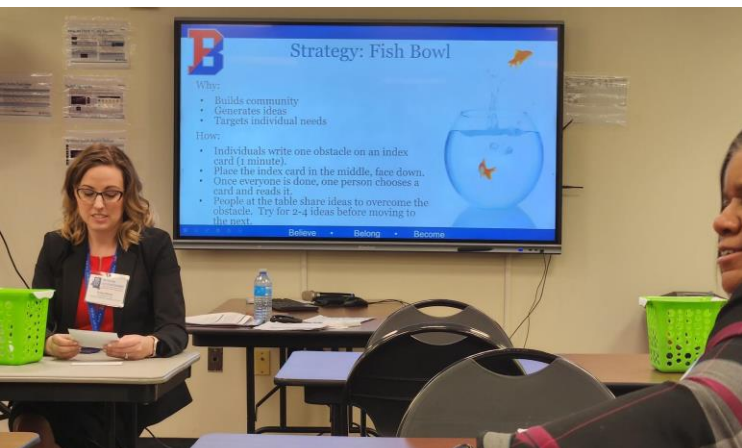


2 Aspects

Network Convenings

Mentoring





Culminating Project

Goal Reflection

Elevate Collaborative Teams To:



Improve Student Achievement



Submit Our Model PLC Application

Coaching For Excellence

- Lori Cannetti, Assistant Superintendent, Patchogue-Medford Union Free School District
- Rebecca Raymond, Principal, and Jessica Weinberg, Instructional Coach, Brookhaven Elementary School, South Country Central School District



Coaching For Excellence

PM



Joy Caputo - Instructional Coach Medford
Kelley Oppedisano - Instructional Coach
Eagle/River
Danielle Faccioli - Instructional Coach Tremont
Jasmine White - NYSED CfE Coach

- ✓ Initial support for teachers was simply to build relationships.
- ✓ Resource provider, assessment support, emotional support, facilitate small groups, and provide PD
- ✓ After meeting in Albany, coaches regrouped and collaborated to find a central focus for all three schools.

Establishing Common Expectations

January 2023

Students:

- did not have ownership.
- could not self-assess.



Where we are now - February 2024

Students have:

- unified rubrics.
- writing routines.
- common language to self-assess.

1st and 2nd grade Writing Rubric

Score	Response Features	Examples
0 Points	<ul style="list-style-type: none"> • Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases 	
1 Point	<ul style="list-style-type: none"> • Contains some words, short phrases and occasionally simple sentences • Includes at least one sentence • Contains common words and short phrases • Includes at least one sentence in an attempt to introduce or complete a thought or an idea • May include inventive spelling 	
2 Points	<ul style="list-style-type: none"> • Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both • Includes at least one expanded or compound sentence • May include inventive spelling • Contains mostly simple sentences 	
3 Points	<ul style="list-style-type: none"> • Contains simple, expanded, and compound sentences • Contains some grade-level words and phrases • Includes introductory and/or concluding words and sentences that provide partial organization of thoughts, ideas, or both 	
4 Points	<ul style="list-style-type: none"> • Includes descriptions with many details and two or more events in sequence • Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling 	

First and Second Grade Writing Rubric

Score	Response Features	Examples
0 Points	<ul style="list-style-type: none"> • Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases 	
1 Point	<ul style="list-style-type: none"> • Contains some words, short phrases and occasionally simple sentences • Includes at least one sentence • Contains common words and short phrases • Includes at least one sentence in an attempt to introduce or complete a thought or an idea • May include inventive spelling 	
2 Points	<ul style="list-style-type: none"> • Contains mostly simple sentences • Contains at least one compound or expanded sentence • Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both • May include inventive spelling 	
3 Points	<ul style="list-style-type: none"> • Contains simple, compound, and expanded sentences • Contains some grade-level words, academic vocabulary and phrases • Includes introductory and/or concluding words and sentences that provide partial organization of thoughts, ideas or both • May include inventive spelling 	
4 Points	<ul style="list-style-type: none"> • Contains a variety of simple, compound, expanded and one or more complex sentences • Contains some grade-level words and academic vocabulary • Includes descriptions with many details and two or more events in sequence • Includes introductory and/or concluding words and sentences that provide sufficient amount of organization 	

Types of Sentences	Examples
Simple Sentence: A sentence with one independent clause that must contain a subject and verb.	The boy ran.
Compound Sentence: In a compound sentence, two simple sentences are joined with a conjunction to make one sentence. FANBOYS Conjunctions (For And Nor But Or Yet So) join these independent clauses.	The boy ran and he tripped.
Expanded Sentence: In an expanded sentence additional details or clauses are added to the main clause of a simple sentence.	The boy ran to the park after lunch because he wanted to play with his friends.
Complex Sentence: contains one independent clause and one or more dependent clauses.	Since my friends were at the park, I ran there after lunch.
Subordinating Conjunctions:	<ul style="list-style-type: none"> After: Though As: Soon At least: While Whenever: Whenever If: Until In order that: Since No matter: Unless As long as: Although Even though:

Writing Resources

RACES Strategy

R- Restate the question as a sentence/statement

- Read the question then write.

A- Answer the question

- I answered the question.

C- Cite two to three examples from what you read

- Choose 2 to 3 sentence frames to start your sentence and add evidence:
 - The author States
 - For example
 - According to the text
 - On page ___ it says
- I cited text evidence.

E- Explain your answer

Choose ONE to start your explanation

- This shows that
- This means that
- I explained my answer.

S- Sum it up= re-state your main idea with different words

- Re-read your first sentence.
- Write it again in new words.

Organize your Evidence with the right Transitions

- According to the text....
- The author wrote....
- I know because....

Providing Examples/Details

- For example,
- For instance,
- Specifically,
- Additionally,

Providing Reasons

- First,
- To start,
- To begin with,
- Next,
- Another reason is....
- Finally,
- Lastly,
- Most importantly,
- One reason is ...

Adding Information

- Again ...
- Also,
- Another ...
- Besides ...
- For example,
- For instance,
- Next,
- Finally,

Coming to a Conclusion

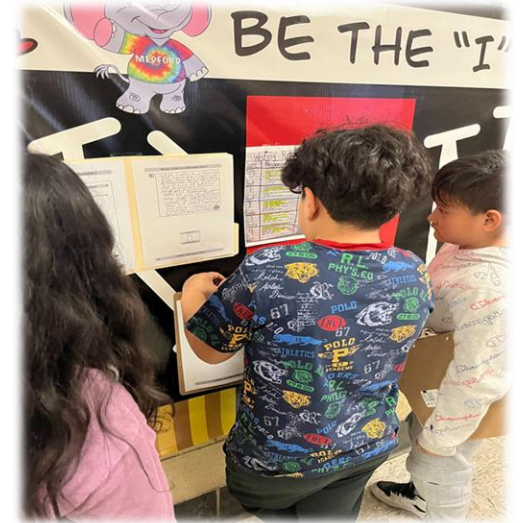
- In conclusion,
- All in all,
- To sum it up,
- Lastly,
- To summarize,
- As you can see,



Immediate Results

Increased:

- Collaboration
- Focused reflections of practices
- Academic vocabulary conversations
- Student engagement
- Volume of writing



Coaching for Excellence

Long term-benefits for the 2023-24 school year:

- Small group and peer collaboration
- Rubrics are routine and available in Spanish
- Consistent writing, assessment, and academic language
- Cross curricular constructed responses
- Focus on sentences, grammar and annotation
- Use of learning and language targets
- Student confidence and empowerment!



Sentence types

Simple:
The Elf flies at nite.

I like to eat pizza.

Compound:
I see the sun, but not on rainy days.

It is Christmas, so I go shopping.

Expanded:
I play soccer in the spring at the park.

Complex:
After school I eat a snack and watch tv.

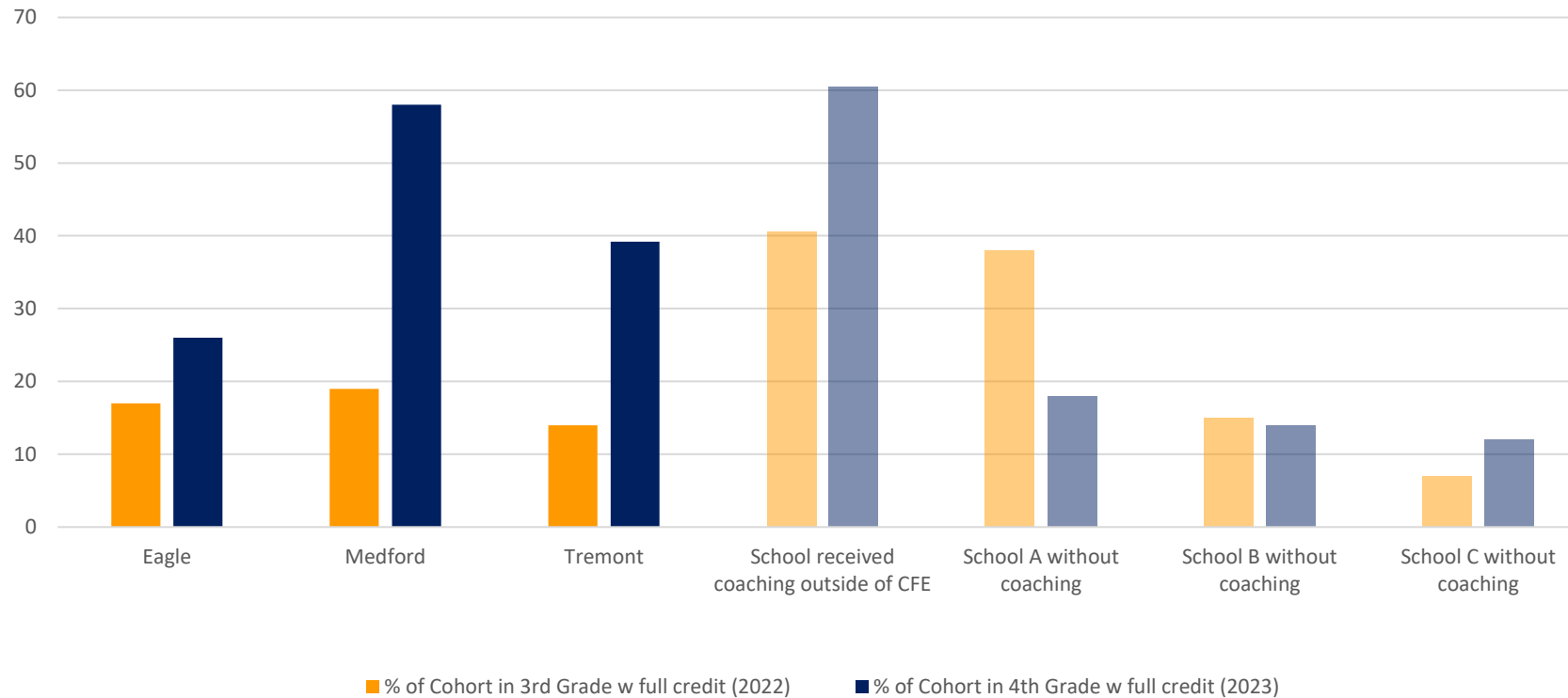
Type of Sentence	Example
Simple Sentence: It is a sentence with one independent clause. That must contain a subject and a verb.	The boy ran. My dog plays.
Compound Sentence: In a compound sentence, two simple sentences are joined with a conjunction to make one sentence. FANBOYS Conjunctions (For And Nor But Or Yet So) join these independent clauses.	The boy ran, but he was still going to be late. My dog played and he was hungry.
Expanded Sentence: In an expanded sentence additional details or clauses are added to the main clause of a simple sentence.	Joe ran to the park after lunch, because he wanted to play with his friends. My dog played in the park after training, because he carried a reward.
Complex Sentence: It is a sentence that contains one independent clause and one or more dependent clauses. Subordinating Conjunctions	Since my friends were at the park, I ran after lunch. Unless my dog played, he would not.
After	How
As	While
As soon as	Whenever
Whenever	As though
Before	Even if
After	Although
In order that	Until
Now that	As if
As long as	Once
Even though	That
If	When
Where as	Because
Though	Unless
So as	So that

My favorite part of Thanksgiving
bride was that we obviously had
one 3 reason why Thanksgiving was my
Favorite Number 1 I have seen my family in
months and how I was number 2
we watched the Magic Thanksgiving day
parade. It was so cool I saw the
rockets pattern in it. I really enjoyed
it. I was so amazed about my attention
to how the camera made the
crystal clear I can hear every
word they were saying. Number 3
we decorated the house we put all
of our decorations inside we hung up
stars, in the cloth, cute Christmas songs and
more! we put up our Christmas tree
and got to put the apples on
the tree this year we decorated
our tree with lots and lots of ornaments
the branches start to bend. I that
explains why Thanksgiving was my
favorite part of break



Coaching for Excellence

Short-Constructed Response Student Improvement in Schools With and Without Coaching



Coaching for Excellence

A Story of How Our School Went from CSI Status to a **Beacon of Opportunities and Dreams**



Rebecca Raymond, Principal and
Jessica Weinberg, Instructional Coach

Brookhaven Elementary School, South Country Central School District

Coaching for Excellence

Historical Demographics of ELLs in South Country CSD 1999-Present

	1999-2000	2020-2021	2022-2023
# of English Language Learners	89	567	800
% of English Language Learners	2%	14%	17%
% of Hispanic Students	11%	41%	46%

Coaching for Excellence



Individual Teacher Goals

Teachers worked with coach to determine professional goals and actionable steps throughout the three coaching cycles.



Continuous Cycle of Goal Driven Practice Centered Around Our Students



Collaborative Goals Based on Teacher's Small Group Instructional Focus

- ~Cultural Relevance~
- ~Academic & Linguistic Differentiation~
- ~Focus on Writing~

Coaching for Excellence

Dual Language and ENL Team Goal

As a language team we will work together to create resources and materials which support our literacy instruction in English and Spanish. These materials will engage students while working independently, in partnerships and in small groups. Our scaffolds and differentiations will be reflective of a variety of data points, which include, but are not limited to, running records, ENIL, IRLA, ARTI, NYSESLAT, Units of Study rubrics, teacher observation and collegial collaboration.

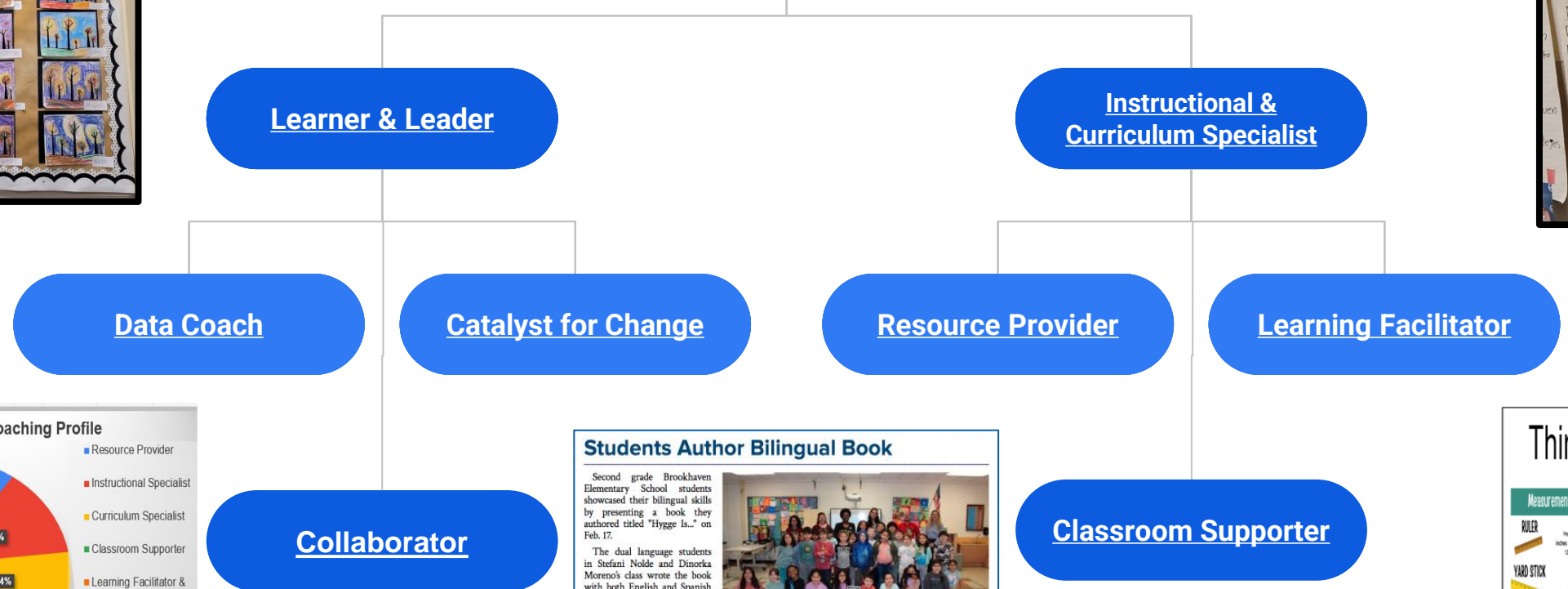


Nine Coaching Roles



9 Coaching Roles

Click roles to read more!



Students Author Bilingual Book

Second grade Brookhaven Elementary School students showcased their bilingual skills by presenting a book they authored titled "Hygge Is..." on Feb. 17.

The dual language students in Stefani Nalde and Dinorka Moreno's class wrote the book with both English and Spanish words. Each page features a student's drawing and words describing what hygge means to them. Hygge is a Danish concept that encompasses a feeling of cozy contentment, well-being and self-care. The theme of hygge mirrors the school's social and emotional curriculum.

Students wrote about relaxing in the woods and enjoying hot chocolate, among other things.

Third Grade Math Bilingual Vocabulary

Mrs. Everski & Mrs. Oliva

Measurement Tools Vocabulary

- RULER**: Measures the units: inches, centimeters, feet. 12 inches = 1 foot.
- YARD STICK**: Measures the units: yards, feet, inches. 3 feet = 1 yard.
- METER STICK**: Measures the units: centimeters, meters. 100 cm = 1 meter.
- MEASURING TAPE**: Measures the units: inches, feet.

length: how long something is from end to end

Pathway to Success

- Collaborative Teaching & Planning
- Goal Setting & Professional Development
- Vulnerability & SEL
- Meaningful Assessments
- Language Rich Environments
- SEL for Educators
- Creativity & Diversity



Brookhaven's
[Bilingual Bookroom](#)
Ribbon Cutting
Ceremony
November 8, 2023

Brookhaven's bilingual bookroom is the culmination of everything we value in education. Authenticity, inclusiveness, rigor, hope, diversity, progress, collaboration and of course love. Love for literature, love for learning, love for our school community, and in the center of our hearts the deep love we share for our children. This bilingual bookroom expands access to all multilingual children as they develop their literacy. This space enables our incredible team of teachers and educational assistants to enhance differentiation, build on funds of knowledge, and deepen relationships with our students."

~ Jessica Weinberg

Opportunities to Share



Our visitations from other school districts last year have given us the impetus to continue connecting our shared experiences as learners, parents, & educators as we navigate diversity, equity & inclusion in our public schools.



Multilingual Ecology School/Class Walkthrough



Reflect on what you notice and wonder about your school/class.

- ✓ Now, think of your school/class through the perspective of a parent or a student.
- ✓ What do the spaces say about what you/your school values?
- ✓ What can be done to make these spaces more representative of your school community? Sketch out your thoughts.

I/we notice...	I/we wonder...	Our Suggestions

Brookhaven's Community Cultural Calendar

High School Redesign

- Tara Jennings, Assistant Superintendent Syracuse City School District



High School Redesign

Year 1 Redesign

- Started small and manageable
- 2 Priorities
- Focused on Math/ELA – Raise test scores
- Extended FLEX scheduling to include 10th grade
- Focused on Engagement – Increase student success
- MYP
- PLCs
- PDSA Cycles



High School Redesign

Initial Redesign Plan Priorities and Theory of Action

Priority	Theory of Action (If/Then Statement)
Self-Efficacy (Students at the Center)	If students have support with reacclimating to a full school schedule, then students' feelings of self-efficacy will increase.
Student Engagement (Teaching and Learning)	If teachers participate in at least one PLC supported by coaches, and common planning time, then collaborative work around MYP, formative assessment, and PDSA cycles can determine student focus groups and increase student engagement.
Core Content (Organizing Adults)	If FLEX scheduling is extended through 10 th grade and teachers are scheduled in Teams, then students will have the opportunity to complete more collaborative in-depth inquiry-based learning in Core Subjects. (interdisciplinary)

High School Redesign

Year 2 Redesign Plan Priorities and Theory of Action

Priority	Theory of Action (If/Then Statement)
Student Engagement (Students at the Center)	If teachers participate in PLCs supported by coaches and Common Planning on alternating weeks, then collaborative work around MYP/IB initiatives, formative assessment, and PDSA cycles can determine student focus groups and increase student engagement.
Core Content (Organizing Adults)	If FLEX scheduling is used for our Freshmen students, then it will ensure they are teamed and have more instructional time in ELA and Math to complete collaborative in-depth and inquiry-based learning.
IBO World School Initiative (Post-Secondary Pathways)	If we foster vertical planning focusing on MYP, IB, and CP initiatives then student participation in the MYP Personal Project will increase, all students will take at least on IB course during their Junior year, and we will increase the number of IB certificates.

High School Redesign

Student Interviews



- What are ways you've seen yourself grow or learn new things with the pandemic?
- What are things that you feel you've struggled with since the pandemic?
- What are some things you think are important for all teachers to know about what it is like to be a student at our school?
- What is the best day you've had at Corcoran?
- What suggestions do you have for things we could do to help students feel better about being in school?
- How do you feel when topics of race or racism are discussed? What can adults do to prioritize your well-being during these conversations?
- Do you feel that the curriculum you are being taught represents YOU?
- Does racism exist in our school? Please provide an example if you have one!
- Are there people at school that you feel comfortable talking with about issues involving race?
- What suggestions do you have for our school that are feasible and would help create a better school environment?

High School Redesign

2022-2023 Accountability Table

Corcoran HS	State Status	Weighted	Core	Graduation	ELP	Chronic Absenteeism
2017-2018	CSI	Level 1	Level 1	Level 1 67%	Level 2	Level 1
2021-2022	LSI	Level 2	Level 2	Level 2 82%	Level 2	Level 1

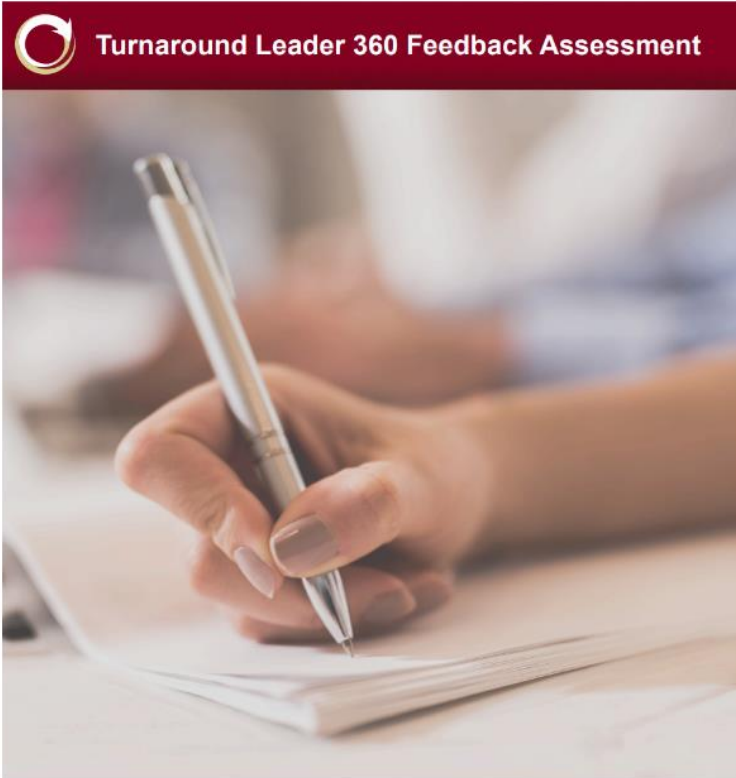
FIRST LSI COMPREHENSIVE HS SCHOOL in SCSD

High School Redesign

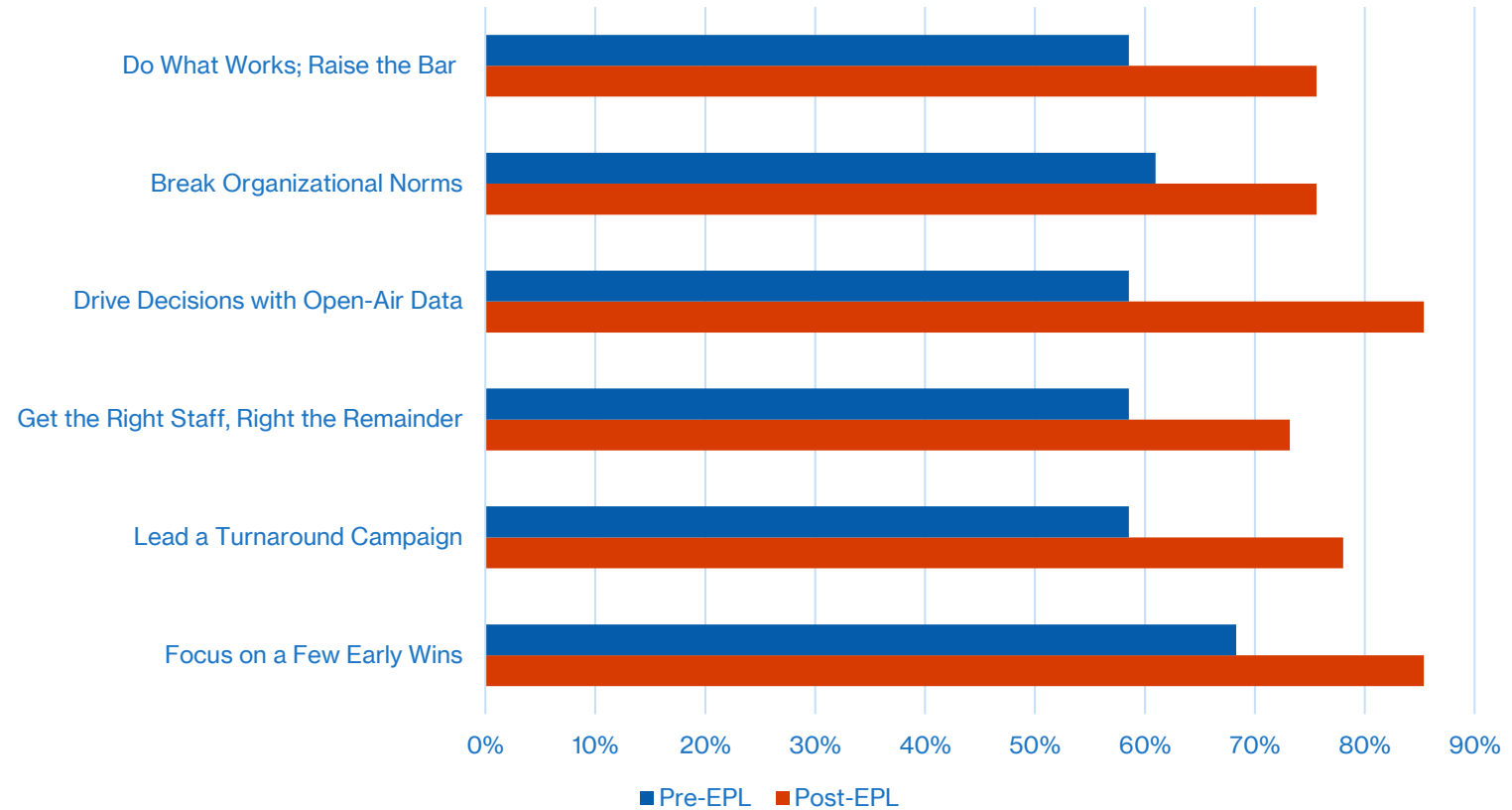
What has made this process work for us?

- Willingness to challenge ourselves and be uncomfortable to make growth
- Collaboration
- Staff Support
- Ever Changing and Evolving
- Living Document – Just like lesson plans change, so do redesign plans!
- Support (Laura and Linda)
- Supportive/Constructive vs. Judgmental

Measuring Impact



Percent of Principals w/ Avg Turnaround Actions Between "Agree" and "Strongly Agree"



Measuring Impact

Principal Survey: Coaching For Excellence Program



*“In all my years working in districts in need of improvement, **this program has proven to be the greatest initiative to promote growth.** It allows for a grass-root approach versus a top-down, which is difficult to move staff forward. Our CfE coach is well established and respected amongst staff, which allows her to promote all necessary changes need to school improvement.”*

- Principal of a school in 2022-23 Coaching for Excellence

Coaching for Excellence End-Of-Year Survey of Coaches:

- 98% said they agree/strongly agree with the statement that the program helped improve instruction in my school, with **70% strongly agreeing**

“CfE has developed my skills as a leader, mentor, specialist and instructional coach through the school visits, meetings, support and validation. The networking events were fantastic!” – Coaching for Excellence coach

NYSED Continuous Improvement Next Steps

Develop Targeted Feedback Tool to gather information about impact on sustainable practices

Develop District Level Supports while working to weave the various NYSED priorities/expectations across program areas.

Expand opportunities to support Instructional Coaches.

Articulate the purpose of accountability.

Reimagine accountability system.

