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Our Students. Their Moment.

# **USDE Review and Approval of New York's Every Student Succeeds Act (ESSA) State Plan**

**Presented to the Board of Regents  
January 22 , 2018**

# ESSA Plan Approved

- On January 16, 2018, the United States Department of Education (USDE) approved New York's Every Student Succeeds Act (ESSA) school and district accountability plan.
- Approval of the plan ensures that New York will continue to receive approximately \$1.6 billion annually in federal funds to support elementary and secondary education.

# Board of Regents ESSA 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 highly effective instruction aligned to the state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”***



# New York's Voices, New York's Plan: *Stakeholder Feedback on Draft Plan*



## Public Hearings

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



## Written Comments

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

## Consultation Activities

- ESSA Think Tank
- Title I Committee of Practitioners
- ESSA Winter Regional Meetings
- ESSA Spring Regional Meetings

## Work with National Experts

- Linda Darling-Hammond, Learning Policy Institute
- Scott Marion, National Center for Improvement of Educational Assessment
- CCSSO, Brustein & Manasevit

Consultation with Governor's Office and Legislature



# 1000+ Comments Received



# *The Long Road to Approval: Board of Regents Work on ESSA Plan Development, October 2016 – September 2017*

<b>Date</b>	<b>Topic Discussed</b>
October 2016	Strategy for ESSA Plan Development
November 2016	ESSA Plan High Concept Ideas
December 2016	Update on Progress with ESSA Plan Development
January 2017	High Concept Idea Summaries and Survey of School Quality and Student Success Indicators
March 2017	ESSA Retreat with Linda Darling-Hammond and Scott Marion
April 2017	Update on Progress with ESSA Plan Development
May 2017	Presentation of Draft ESSA Plan
June 2017	Feedback from Every Student Succeeds Act (ESSA) Public Hearings and an Update on the Next Generation Learning Standards
July 2017	Review of Plan to be submitted to Governor
September 2017	Proposed ESSA Plan For Submission to United States Department of Education

# USDE Review of ESSA Plan

Action	Timeline
New York submitted ESSA plan to USDE for review.	September 18, 2017
USDE sent an interim feedback letter to New York, requesting clarification on items within the plan.	December 18, 2017
The Department presented a webinar on the USDE feedback to the ESSA Think Tank and Title I Committee of Practitioners.	December 21, 2017
New York responded to USDE requests (3 sets of submissions on 12/22, 12/29, and 1/3 and multiple conversations), and revised plan for resubmission on January 3, 2018.	December 18, 2017 – January 3, 2018
Additional clarifications on application and waiver given to USDE and multiple conversation with USDE staff.	January 3 – January 12, 2018
USDE approved New York State's ESSA plan.	January 16, 2018

# USDE Interim Feedback Letter

- On December 18, 2017, the New York State Education Department received from the United States Department of Education:
  - An “Interim Feedback” letter on NY’s Consolidated State Plan.
  - Peer reviewer notes related to ESEA Title I Part A and ESEA Title III and separate peer reviewer notes on NY’s McKinney-Vento plan for homeless youth.
  - (NY’s Plan for Title I, Parts C and D, Title II Part A, Title IV and Title V were reviewed only by USDE staff, not peer reviewers.)
- NY was expected to submit by January 3, 2018 a response to USDE regarding the interim feedback letter.
- NY was encouraged to review the peer review recommendations, but was not required to provide a response to USDE regarding them.

# USDE Requested Revisions to ESSA Plan

- During the review process, USDE requested that the Department provide additional information and clarifications to the plan in order to receive approval.
- The changes that the Department made to the plan fell into two groups:
  1. Clarifications and additions
  2. Adjustments to the Plan based on USDE Feedback



# Clarifications and Additions to ESSA Plan

Examples of clarifications and additions (where only descriptive text was added) include the following:

- Use of Measures of Interim Progress (MIPs);
- Improving the skills of educators to meet the needs of gifted and talented students, and students with low literacy; and
- Providing assistance to homeless youth from counselors to prepare and improve the readiness of homeless youth for college.

# Adjustments to Plan Based on USDE Feedback

As directed by USDE, a number of accountability measures have been reclassified:

- Science at the elementary and middle school levels, which had been classified as an Academic Achievement Indicator, has now been reclassified as “another academic indicator.”
- Science and social studies at the high school level, which had been classified as Academic Achievement Indicators, have now been reclassified as Measures of School Quality and Student Success.
- In addition, the measuring of student performance in English language arts, mathematics and science based on the results for continuously enrolled students has been reclassified as “another academic indicator” rather than an Academic Achievement Indicator.
- As a consequence of these changes, a new Composite Index has been created so that these indicators can be combined into the Decision Tables that are used to make Accountability Decisions.

# Use of Regents Exams in Middle School Accountability

- Students in middle school who take Regents Examinations in Math and Science will have their scores included in the Elementary/Middle Performance Index in the same manner as scores for high school students are included in the High School Performance Index.
- Thus, for example, for both a middle level student's and a high school student's score on a Regent exam to be included in the respective Performance Indices as Level 4, the student must score at or above 85 on the examination. Similarly, both middle and high school students who score below 65 will have their results included in the Performance Index as Level 1.

# Revision of College, Career, and Civic Readiness Index to Include NYSAA Students

- The performance of high school students who take the New York State Alternative Assessments (NYSAA) is now included in the Index based on the credential these students receive and their average score on the NYSAA in ELA, mathematics, and science.
- Students earning a CDOS credential are also now included in the Index.

CCRI Readiness Measure	Weighting
<ul style="list-style-type: none"><li>• Skills and Achievement Commencement Credential with an average score of 4 on NYSAA in language arts, mathematics, and science.</li></ul>	2
<ul style="list-style-type: none"><li>• Skills and Achievement Commencement Credential with an average score of 3 on NYSAA in language arts, mathematics, and science.</li><li>• Regents Diploma with CDOS endorsement</li></ul>	1.5
<ul style="list-style-type: none"><li>• Skills and Achievement Commencement Credential with an average score of 2 on NYSAA in language arts, mathematics, and science.</li></ul>	1
<ul style="list-style-type: none"><li>• CDOS Credential</li></ul>	0.5

# Revision to Method for Identifying Schools for Additional Targeted Support

A school will be identified as a school needing Additional Targeted Support if:

- ✓ It is already identified as a Targeted Support and Improvement school; and
- ✓ It has a subgroup of students (i.e., a racial/ethnic group, low-income students, English language learners, or students with disabilities) performing at a level that would have caused a school to be identified for Comprehensive Support and Improvement (CSI) if the all students group had performed at this level.

# Additional Clarification Provided on Method for Holding Schools Accountable for ELL Acquisition of English Proficiency

- The matrix decision table for determining whether an ELL has made annual required progress towards English proficiency remains unchanged.
- The accountability measure for English proficiency by English language learners now better accounts for the fact that the likelihood of students making annual growth varies based upon a student's prior level of English proficiency and years of receiving services

# Establishment of Goals for Chronic Absenteeism and College, Career, and Civic Readiness Index

## Chronic Absenteeism

- An end-goal has been established that no more than 5% of students will be chronically absent statewide and in any accountability subgroup in any school. Long-term goals and measures of interim progress based on this end goal have been established for grades 1-8 and 9-12.

## College, Career, and Civic Readiness Index

- An end-goal of College, Career, and Civic Readiness Index of 175 has been established. Long-term goals and measures of interim progress based on this end goal have been established as well. The Index now incorporates the performance of students with severe disabilities who participate in the New York State Alternate Achievement Assessments. Students earning a CDOS credential are also now included in the Index.

# Goals for Neglected and Delinquent Programs

The goals for facilities serving neglected and delinquent youth have been revised to focus on gains in academic achievement and graduation rate.

An example of a goal from the September submission is:

- Neglected and Delinquent facilities in New York State will administer pre-testing assessments to students to determine the educational level of the students to ensure proper educational programming:
  - 30% of facilities will administer pre-testing within one year
  - 60% of facilities will administer pre-testing within three years
  - 100% of facilities will administer pre-testing within five years

An example of a goal from the approved plan is:

- Academic Achievement: Increase the percent of eligible students achieving grade level performance on assessments in ELA, Mathematics, Social Studies and Science by 10% by the end of school year 2021-2022.



# Status of Requested Waivers Related to ESSA Plan

Simultaneously with the submission of New York's ESSA plan, the Department also submitted three requests for waivers from the provisions of ESSA:

- To allow middle school students who take Regents exams to not have to also take grade level exams in math and science.

**Approved**

- To not hold schools accountable for the performance in English language arts of newly arrived English language learners until those students have taken two administrations of the ELA exam.

**Not approved**

- To allow a small group of students with severe disabilities to take an instructional level examination in ELA or math rather than the grade level examination. **Not approved**

# Next Steps: ESSA Plan Implementation

Action	Timeline
Discuss Regents budget requests and potential changes to Ed. Law 211 with Executive and Legislature.	Winter 2018
Provide Regents with draft regulations to support plan implementation.	March 2018 and onward
Disseminate materials to field providing guidance on approved plan.	Spring 2018
Begin in Spring to make visits to selected schools likely to be identified for graduation rate.	Spring 2018
Revise Consolidated Application for Funding.	Spring 2018
Identify Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools based on 2017-18 School Year Results	Fall 2018