# Update on ESSA Implementation

## Presented to the Board of Regents
## April 2019

# ESSA is Equity

Emphasizes fostering equity in education for New York's students

Expands measures for school support and accountability and student success

Provides differentiated support and oversight to schools that need it the most

Highlights inequities in subgroup performance and provides support to promote success for all students
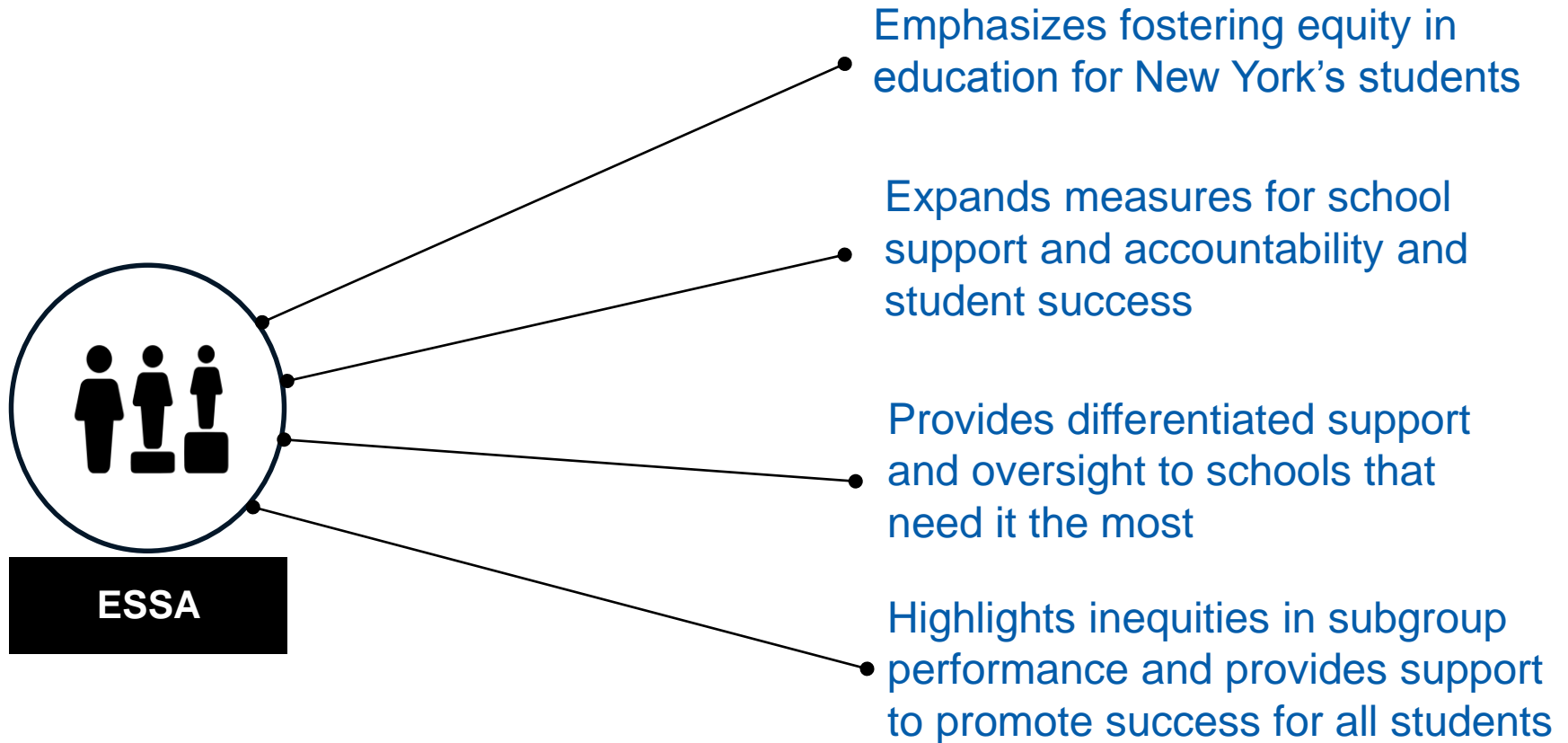
**ESSA**

New York State is committed to ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.

# ESSA is Equity

## MORE THAN AN ACCOUNTABILITY SYSTEM

**EDUCATORS**

- Implement strategies to support the professional growth of teachers and school leaders
- Address disparities in training to increase classroom effectiveness

**SCHOOLS**

- Increase fiscal transparency in school building spending

**ALL STUDENTS**

- Provide access to a well-rounded, culturally responsive and sustaining education that supports students' academic and social-emotional development
- Provide more access to rigorous high school coursework

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# NY's ESSA Plan Focus

The plan, developed over two years, and with extensive consultation with stakeholders across the state, seeks to support schools to ensure that:

- Positive school environments are culturally responsive and sustaining.

- Instruction is emphasized in the core subjects, not just in language arts and mathematics.

- All students have opportunities for rigorous coursework.

- Students who need 5 and 6 years to graduate are given continued support.

- Students graduate high school ready for college, careers, and participation in civic life.

# ESSA is Support for Student Social, Emotional, and Developmental Health

# Positive School Climate Framework

- Promoting a Safe & Supportive School Climate
  - Continue school climate surveys in the 2018-19 school year with more than 100 districts and charter schools participating in the pilot.
- Embedding Social Emotional Learning (SEL) into Academics
  - Issued Social Emotional Learning Framework that explains SEL concepts and the need for and benefit of SEL in NY.
- Supporting Social Emotional Health in the Early Years
  - In partnership with the NYS Office of Mental Health and the Mental Health Association of NYS, developed curricula and professional learning opportunities for school staff.
- Implementing Restorative Practices, including Alternatives to Suspension
  - Provided multi-day professional learning opportunities in Restorative Practices.
- Creating Trauma-Sensitive Schools
  - 1 out of 4 children has been exposed to a traumatic event that can affect learning and/or behavior.
- Emphasis on Whole School, Whole Community, Whole Child Model

New York is the 1st state in the nation to require mental health instruction in elementary, middle, and high school.

# Culturally Responsive-Sustaining Education

- Provide 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.
- Promote a relationship of trust, **cultural responsiveness**, and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.
- Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.

**Journey Forward: the Culturally Responsive-Sustaining (CR-S) Framework.**

✓ Creating resources that complement the CR-S framework and support educators in implementing tangible, culturally responsive-sustaining practices in their respective school communities.

✓ The resources offer tools and examples for practice at the classroom, school, and community level.

# ESSA is Support for a Well-Rounded Education

# Civic Readiness Task Force

The Civic Readiness Task Force is:

✓ Researching best practices already happening in schools across NYS

✓ Developing an effective practices rubric that can be used as a tool to help schools become more democratic

✓ Working on a methodology to recognize "Schools of Civic Readiness"

The Task Force will be making recommendations to the Board of Regents regarding:

1. Definition of Civic Readiness.

2. Criteria for the Seal of Civic Readiness.

3. Creation of Capstone/Portfolio Based Assessments.

4. Recognizing districts that demonstrate excellence in civic readiness through democratization of policies and practices.

| School Year | |
|---|---|
| September 2019 | Presentation to Board of Regents on Social Studies CAP |
| 2020-2021 | Pilot of the Seal of Civic Readiness initiative |
| 2021-2022 | Full implementation of the Seal of Civic Readiness |

# Pathways to Graduation

❖ **This year, school districts reported that more than 11,200 students earned a diploma through one of the new pathways. This is a 13-percent increase over last year.**

  ❖ Note: some students may have met the requirements to earn a diploma in more than one pathway. Each student is only reported as completing one pathway so they are not counted as graduating more than once.
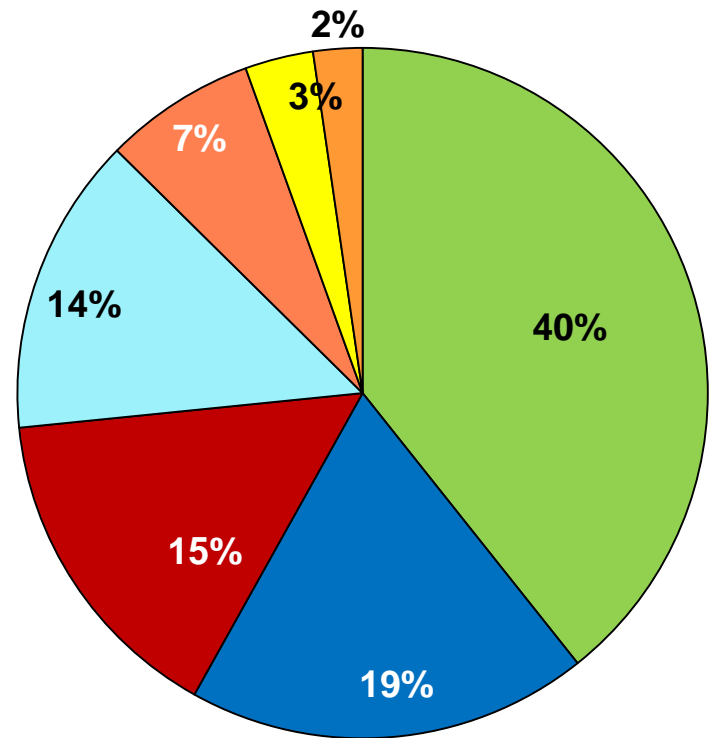


Legend:
- STEM Science
- STEM Math
- CTE
- CDOS
- Humanities Alternative
- Arts

Pie chart values: 40%, 19%, 15%, 14%, 7%, 3%, 2%

# Identifying Opportunity Gaps

**To ensure equity across the state, we need to increase opportunities to support success for students.**

**Part of this effort will be to explore which schools offer opportunities for:**

- **Multiple graduation pathways**
- **Participation in My Brother's Keeper programs**
- **Access to high level coursework**
- **Early College High School programs**
- **PTECH programs**

# Title IV Grants

The State Education Department awarded $28.5 million in Student Support and Academic Enrichment (SSAE) grants to 38 school districts.

The SSAE program is intended to help districts, schools, and communities:

1. Provide students with access to a well-rounded education.

2. Improve school conditions for student learning.

3. Improve the use of technology to lift the academic achievement and digital literacy of all students.

# ESSA is Support for Excellent Educators

# Supporting Evidence-based Instructional Practices

Evidence shows that clinical preparation is
- A key factor in teacher retention.
- Related to positive effects on student outcomes.

To support implementation of ESSA, the Department is in the process of recommending to the Board of Regents the following amendments to Commissioner's Regulations:

➢ Extend Student Teaching from current minimum of 40 days to at least 14 weeks.
➢ Require Institutions of Higher Education (IHE's) to develop MOUs or similar collaborative agreements with their P-12 partners.
➢ Have programs provide candidates with opportunities to practice teaching skills identified in the New York State Teaching Standards.
➢ Expect school-based and university-based teacher educators to have 3 years of teaching experience and engage in professional learning focused on providing effective clinical supervision.

# Supporting Aspiring School Building Leaders

❖ P-20 Principal Preparation Pilot Partnerships:
   ❖ Six (6) districts received funding: Buffalo, Mt. Vernon, NYC, Rochester, Syracuse, and Yonkers.
   ❖ Each district has partnered with an Institution of Higher Education and an organization experienced in leadership development.
   ❖ Partners collaboratively develop and implement a competency-based program leading to School Building Leader (SBL) certification.
   ❖ All three (3) partners must sign off on candidate readiness before candidate can receive SBL.

❖ Turnaround School Leader Pilots:
   ❖ Two (2) pilots: CUNY/Hunter College and University at Buffalo, in partnership with local school districts and organizations experienced in leadership development.
   ❖ Partners collaboratively develop & implement a competency-based program to train current principals and assistant principals to lead struggling schools ("turnaround" leaders).

# ESSA is Support for Students Placed At-Risk

# Supports for Students Placed At Risk

**Homeless Students:**
**Amended Education Law § 3209 and Commissioner's Regulation 100.2(x) (2017)**

- ➢ **School stability protections**
- ➢ **Best interest decision-making**
- ➢ **Updated requirements regarding coordination between school districts and local departments of social services regarding transportation**
- ➢ **Transportation requirements for remainder of the school year, terminal grade, summer school, and extracurricular activities**
- ➢ **Updated dispute resolution process**
- ➢ **Enhanced privacy**
- ➢ **Expanded responsibilities of the McKinney-Vento liaison**

**Students in Foster Care:**
**New Education Law §3244 (2018)**

- ➢ **Presumption to stay in school of origin**
- ➢ **Best interest determinations**
- ➢ **Immediate enrollment, even without documentation**
- ➢ **Transportation must be arranged, provided, and funded**
- ➢ **School District Foster Care Points of Contact**

> ✓ *Points of Contact List Posted 2018*
> ✓ *Foster Care Transportation Toolkit August 2018*
> ✓ *Statewide Training October 2018*

# ESSA is Support for English Language/Multilingual Learners

# Improvements in Services to Multilingual and English Language Learners

I. Multilingual Learner (MLL)/English Language Learner (ELL) Program Quality Review and Reflective Protocol Toolkit
   - Designed for Targeted Support and Improvement Schools identified for the performance of MLLs/ELLs to assess the program quality of a school and determine a school's current level of implementation of school-wide practices that support MLLs/ELLs.

II. MLL/ELL Data Interface
   - Collects data from the English Language Proficiency (ELP) Accountability Indicator, Title III reporting, state assessment outcomes, and student demographic files
   - Assists districts in evaluating and monitoring the progress of their MLLs/ELLs as well as making instructional decisions to meet the academic needs of MLLs/ELLs.

III. Alternate English Language Proficiency Assessment Project (Alt-ELPA)
   - Development of an alternate ELP assessment for MLLs/ELLs with severe cognitive disabilities.

iv. Eighteen IHE's participate in Clinically-Rich Intensive Teacher Institute (CR-ITI) programs that certifies candidates in English to Speakers of Other Languages (ESOL) and/or Bilingual Education (BE) Extension.

# ESSA is Support for Differently Abled Students

# Supporting Districts to Systemically Improve Special Education Outcomes

**Special education target areas align to the multiple measures of success to advance equity through ESSA**

## Performance

**Early Childhood Indicators:**
- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors

**School-age Indicators:**
- Graduation and Drop-Out Rates
- Participation and Proficiency in State Assessments
- Post-school employment or enrollment in postsecondary school

## Disproportionality

**Address equity and access through systemic action to:**
- Identify the root cause(s) of the problem
- Implement school-wide approaches and pre-referral interventions
- Evaluate and monitor policies, procedures and practices in the identification, classification, placement and suspension of students by race and ethnicity

## Least Restrictive Environment

**Access and participation in high quality inclusive classrooms and activities:**
- high expectations for achievement for all students
- research/evidence-based services and supports are used to foster cognitive, physical, and social-emotional development

## Transition Planning and Services

**Fostering college and career-readiness:**
- Work-based learning experiences
- Job exploration counseling
- Counseling on postsecondary options
- Workplace readiness training
- Instruction in self-advocacy

# Superintendent Determinations for Local Diplomas

- Allows a superintendent (or the principal/head of school of a registered nonpublic school or charter school) to make a local determination that a student with a disability has otherwise met the standards for graduation with a local high school diploma when such student has not been successful because of his/her disability at demonstrating his/her proficiency on one or more of the Regents examinations required for graduation.

# ESSA is Fiscal Transparency and Support for Data Access

# New York State Report Card

❖ Supports Board of Regents' effort to raise learning standards for all students.

❖ Provides aggregated information to the public on school/district staff, students, and measures of school and district performance as required by ESSA.

❖ Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

New information will be included on:

✓ Assessment results for homeless students, students in foster care, and military connected youth
✓ Measures of school quality, climate, and safety
✓ Enrollment in pre-K programs
✓ Enrollment in AP, IB, and dual enrollment courses
✓ Teacher and principal experience
✓ Teacher certification
✓ National NAEP results
✓ Expenditures per pupil

# Parent Dashboard Initiative

As part of New York's ESSA plan, the New York State Education Department (NYSED) is developing a Parent Dashboard to:

- Increase transparency of school-level information;

- Make school-level information easier for parents and the public to understand;

- Provide the opportunity to increase involvement through increased understanding; and,

- Allow parents to advocate for their children, schools, and education.

# What is the Financial Transparency Requirement?

ESSA requires that beginning with data from the 2018-19 School Year, State Report Cards must include:

*"The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year."*

# ESSA is Support for Identified Schools and Districts

# Vision for School Improvement

*"The State's role in School Improvement will be rooted in helping schools identify and implement the specific solutions that schools need to address their specific challenges."*

- New York State's ESSA PLAN, page 79

School Improvement is a Partnership

**State's Role in Supporting School Improvement**

- **Help schools identify and implement the specific solutions that address their specific challenges.**

- **Support schools differently based on their improvement strategies and the extent of gains over time.**

- **Provide more support to schools' improvement efforts.**

# Overview: Needs Assessment Process

**To move towards school-specific solutions, the State Education Department works with schools to understand how they currently operate and provide schools with feedback and guidance to support their improvement efforts.**

**The Diagnostic Tool for School and District Effectiveness (DTSDE) process involves a team visiting the school, speaking to stakeholders, and working closely with the principal to provide technical assistance.**

### Team Members Include:

- NYSED Representative
- Outside Educational Expert
- District Representative
- Special Education specialist
- Bilingual Education specialist

# DTSDE: A Collaborative Process

Feedback consists of three components:
1. Guidance provided at the end of the visit.
2. Technical Assistance offered where appropriate throughout the visit.
3. Full report identifying areas that can be improved and could be considered for the school's annual improvement plan. The report also includes a section that captures stakeholders' perspectives of areas of need.


The Department is working in partnership with schools.
- Joint classroom visits with principal.
- Technical assistance offered where appropriate while on-site.
- Next steps provided at the end of the visit include ideas informed by discussions with students, staff, and parents. These are developed with the principal and agreed to by the principal.

# What the Field Says About DTSDE

Since 2016, NYSED has surveyed principals following their DTSDE visit to monitor implementation and ensure that the field is finding the process to be beneficial. Below are the results of the principal surveys completed by 176 principals following their DTSDE visit:

➢ **91%** of principals gave the highest or second highest score when asked if they could use these recommendations to move the school forward.

➢ **88%** of principals indicated they had a clear understanding about the team's rationale behind the recommendations, and how this rationale is based on the evidence generated during the visit.

➢ **82%** of principals indicated that they felt their input with the final recommendations had been taken into consideration "to a great extent."

➢ **80%** of principals gave the highest or second highest score when asked if the process was successful in providing technical assistance and deepening their understanding of their school.

The process has been modified slightly this year to ensure that it is more responsive to the needs of schools and ensure that schools find the guidance to be suitable and achievable. As a result, some additional survey questions have been added to the principal survey. Of the 42 principals who have completed a survey following their 2018-19 visit:

➢ **88%** of principals indicated that they felt the process was responsive to their needs.

➢ **88%** of principals indicated that the feedback left will be things the school will be successful at completing.

# Connection to Annual Improvement Plan

**The DTSDE on-site Needs Assessment is one part of a larger reflection of school needs that is done when developing the annual School Comprehensive Education Plan (SCEP).**
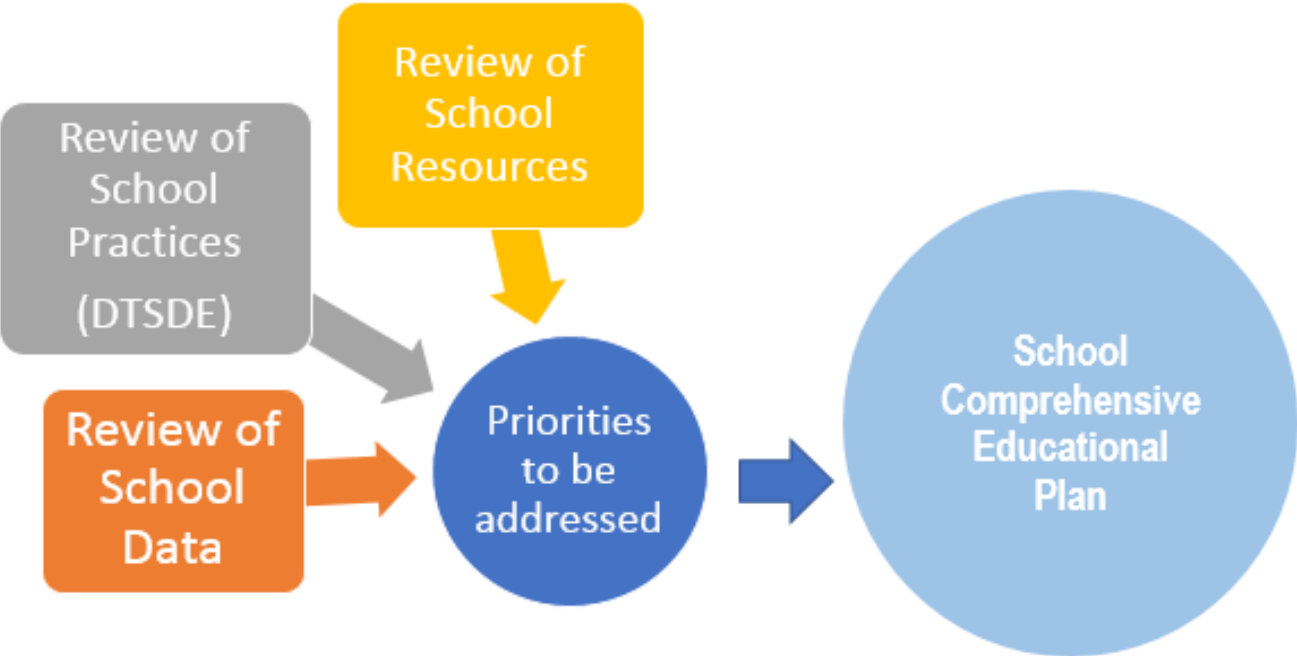
# Collaborative Problem-Solving Leads to School Improvement

Parents, Students, and Staff of identified schools surveyed annually

Parents, Student, and Staff focus groups through the DTSDE process

Increased Stakeholder Involvement in Development of School and District Improvement Plans:

- o CSI plans will not be approved without documentation that stakeholders, including students, have been involved.
- o TSI schools must involve representatives from identified subgroups.

Increased Flexibility in Strategies for School and District Improvement:

- o Schools and districts have flexibility to align their priorities toward specific goals.
- o Schools are now expected to schedule their activities sequentially and identify what success will look like midyear.

# Funding to Support Required Interventions

**Each newly identified Target District, Comprehensive Support and Improvement (CSI) school, and Targeted Support and Improvement (TSI) school will receive Title I School Improvement funds in 2018-19.**

**2018-19 Funds are intended to support required activities including, but not limited to:**

- Surveying teachers, parents, and students;
- Providing increased opportunities for collaboration, with allowable expenses including 1) stipends for staff to collaborate on the development of the school improvement plan; 2) child care costs to promote parent participation in the development of the plan; and 3) translation costs to promote parent participation in the development of the plan;
- Participation in Target District Institutes;
- Participation in Regional Training for Schools Receiving NYSED-led DTSDE support visits;
- Participation in the DTSDE review process and/or needs assessment; and
- Accelerated implementation of improvement plan activities in current year.

NYSED plans to award additional improvement funds in 2019-20 to support the implementation of identified school improvement activities.

# ESSA is Support for All Students

# Broad Reach of Title Funds Under ESSA

| Fund Source | Fund Description | 2018-2019 Allocation |
|---|---|---|
| Title I, Part A | Improving Basic Programs Operated by LEAs | $1,213,916,824 |
| Title I School Improvement | Supports for Comprehensive Support and Improvement Schools (CSI), Targeted Support and Improvement Schools (TSI), and Target Districts | $84,974,179 |
| Title I, Part B | State Assessment | $14,547,220 |
| Title I, Part C | Migrant Education | $7,943,109 |
| Title I, Part D | Neglected and Delinquent Education | $2,442,622 |
| Title II, Part A | Supporting Effective Instruction | $157,360,601 |
| Title III, Part A | Language Instruction for English Language Learners and Immigrant Students | $56,816,372 |
| Title IV, Part A | Student Support and Academic Enrichment | $84,067,644 |
| Title IV, Part B | 21st Century Community Learning Centers | $91,940,576 |
| Title V, Part B | Rural Education Achievement Program | $2,253,651 |
| McKinney-Vento | Education for Homeless Children and Youth | $6,461,653 |

## $1.64 BILLION Total

# ESSA Implementation

NEXT STEPS towards *ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.*