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Our Students. Their Moment.

Status of the Every Student Succeeds Act (ESSA)

Commissioner MaryEllen Elia
March 27, 2017

ESSA Update

State Plan Development Work Thus Far

School Quality & Student Success Indicators Survey

Winter Regional ESSA Open Meetings

Work Moving Forward: ESSA State Plan Timeline

ESSA Updates

- The Every Student Succeeds Act (ESSA) remains in effect.
- Rulemaking pertaining to the assessment provisions of ESSA are now final and in effect.
- Draft rulemaking regarding the supplement not supplant provisions of ESSA were withdrawn in January 2017 by the Obama administration.
- On February 7, 2017, the House of Representatives voted to repeal the rule making pertaining to accountability, data reporting, and state plans. On March 9, 2017, the Senate also voted to repeal this rulemaking. Once this Joint Congressional Resolution is signed by the President, The United States Department of Education is prohibited from issuing similar regulations to replace those repealed.
- The dates for submission of State plans remain April and September 2017. A revised state template was provided by USDE to states on March 13.

Overview of Development of State ESSA Plan: A multi-pronged approach

- Submit plan in September 2017, not in April 2017.
- Use both a “Wikipedia” and “Encyclopedia” approach to prepare a plan for Regents consideration:
 - Wikipedia (Stakeholder Engagement):
 - Title I Committee of Practitioners
 - ESSA Think Tank
 - Regional Meetings
 - Surveys
 - Encyclopedia (Expert Advice):
 - United States Department of Education
 - Council of Chief State School Officers (CCSSO)
 - Brustein & Manasevit – a law firm recognized for its federal education regulatory and legislative practice
 - National Experts (e.g., Linda Darling-Hammond, Kenji Hakuta, Scott Marion, NYS Assessment TAC)

Work Thus Far

- ✓ Developed draft Characteristics of Highly Effective Schools, Guiding Principles, and High Concept Ideas to serve as basis for development of the ESSA state plan.
 - Surveyed Think Tank, COPs and the field for feedback on these documents.
- ✓ Fall Statewide Regional ESSA Invitational Meetings
- ✓ Survey on Possible Indicators of School Quality and Student Success
- ✓ Winter Statewide Regional ESSA Open Meetings
- ✓ Survey on Winter Regional ESSA Questions

Survey of School Quality and Student Success Indicators

- The New York State Education Department issued a Survey on Potential Indicators of School Quality and Student Success.
- The survey was released to the field on February 21, 2017.
- This survey gathered feedback from stakeholders on which indicator(s) of school quality and/or student success should be included in the methodology to differentiate among schools and make school accountability decisions.
- The survey was translated into Spanish, Chinese, and Arabic.
- Responses were accepted through March 21, 2017.

Equity Indicators

- Virtually all indicators can be an equity indicator as long as the results are reported and compared by subgroups. The goal is to eliminate gaps between and among all groups of students.
 - Participation and Success in Advanced Coursework
 - Percentage of students in a high school cohort who have taken advanced courses (e.g. AP, IB, dual credit courses) and percent who have achieved specified scores on nationally recognized assessments or earned college credit
 - Access to Specific Learning Opportunities
 - Student access to types of courses and curriculum (e.g., preschool, STEM, and the arts)
 - Access to Highly Effective Teachers
 - Percent of fully certified / effective teachers
 - Percent of in-field teachers in each school

School quality and Student Success Indicator Options: *Current indicators (18 options)*

Current

Future

Indicators that are available for implementation beginning with the 2017-18 school year results

Student engagement

- Chronic absenteeism
- Student attendance
- Student suspension rate (out of school)

Student access to and completion of advanced coursework

- Student enrollment in and successful completion of dual-credit coursework
- Student participation in Advanced Placement (AP), International Baccalaureate (IB) and honors courses

Postsecondary readiness

- Promotion rates
- High school credit accumulation
- High school success index
- Student completion of required credits by year to determine “on track” status
- Student participation in and successful completion of Career and Technical Education (CTE) courses
- Student participation in and performance on college entrance and/or college placement exams
- Student successful completion of required courses for graduation
- Student success on Regents exams

School climate and safety

- School safety

Educator engagement

- Teacher attendance
- Teacher turnover

Other (state choice)

- Student access to highly qualified teachers
- Teacher certification/effectiveness

School Quality and Student Success Indicator Options: *Potential future indicators (21 options)*

Future

Indicators that are not available now for implementation with the 2017-18 school year results, but that the Department may develop for future implementation

Student engagement

- Student access to engaging coursework (e.g., project-based learning, wide selection of offerings)
- Student access to and/or participation in arts education
- Student access to and/or participation in Science, Technology, Engineering, Arts, Math (STEAM) curriculum
- Student access to and/or participation in a full educational program that includes Science, Arts, Music, and Physical Education

Other (state choice)

- Opportunity to learn indicators (e.g., class sizes; guidance counselors; many other possibilities)
- Parent and community engagement
- Student access to high quality materials
- Student access to and/or participation in quality early learning programs
- Bilingualism rate
- Lost time
- Middle school success index

School climate and safety

- Student access to safe and clean facilities
- School climate surveys
- Health factors impacting student learning

Educator engagement

- Teacher access to professional learning opportunities that support effective teaching strategies
- Teacher access to a variety of professional learning activities that meet teacher needs in various stages of development

Postsecondary readiness

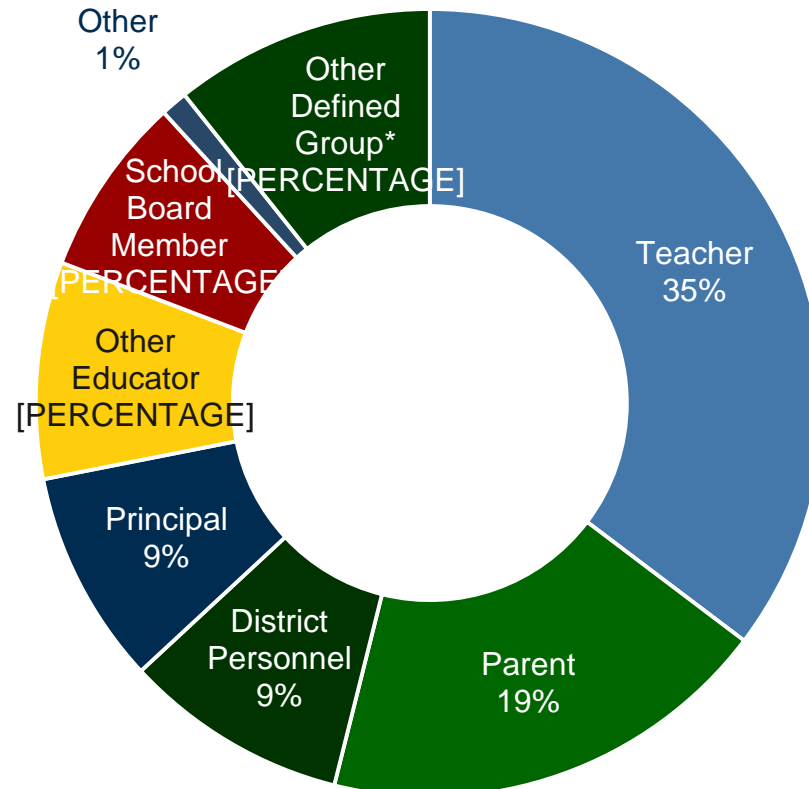
- Career readiness
- Post-graduation outcomes
- Postsecondary enrollment rates
- Postsecondary persistence rates
- Student attainment of certificates and/or licenses

Survey of Possible Indicators of School Quality and/or Student Success - Respondent Statistics

Please identify the stakeholder group to which you consider yourself most affiliated:

Survey Statistics

- Opened on February 23, 2017
- Closed on March 21, 2017
- Overall number of responses = 2,377



*Other Defined Group includes: Other Individual Answers (7.5%), Civil Rights Organization Representative (0.4%), Community Based Organization Representative (1.7%), Government Official (0.6%), and Student (0.5%)

Key Findings: *Current School Quality and Student Success Indicator Options*

Current

Future

Analysis of the survey results reveals:



The **top 5 most supported current indicator options** include:

1. Student successful completion of required courses for graduation (77%)
2. Chronic absenteeism (67%)
3. High school success index (66%)
4. Student participation in and successful completion of CTE courses (64%)
5. School safety (63%)



The **top 5 most opposed current indicators options** include:

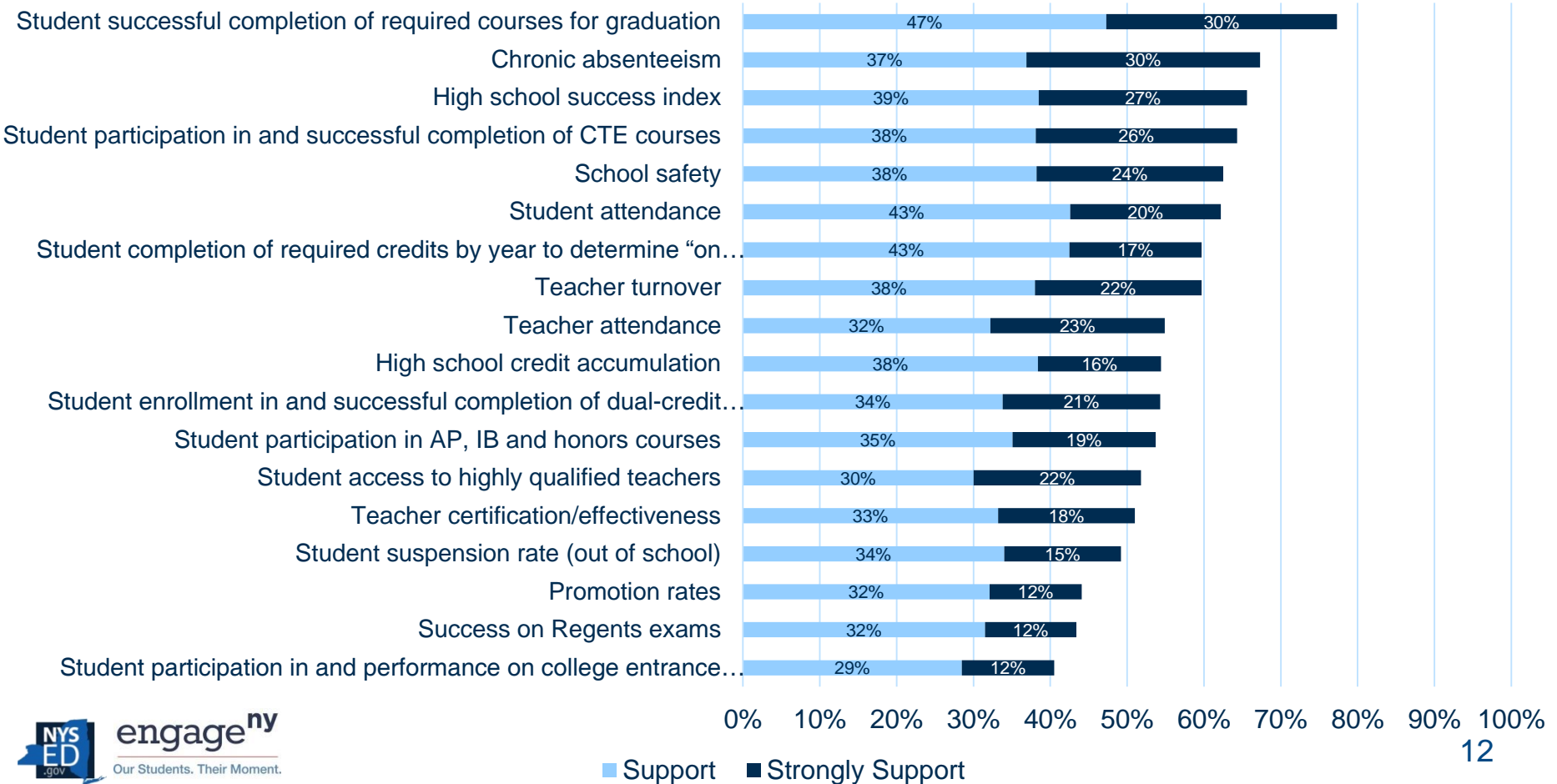
1. Student participation in and performance on college entrance and/or college placement exams (32%)
2. Success on Regents exams (31%)
3. Promotion rates (30%)
4. Student suspension rate (out of school) (27%), tied with:
Teacher attendance (27%)

- There is **significant overlap between the current indicator options that survey respondents most supported** and the **indicators they rated as most important to be used for differentiating among schools** for the purpose of making school accountability decisions, including:
 - Chronic absenteeism
 - Student attendance
 - Student successful completion of required courses for graduation
 - High school success index
 - School safety
 - Student completion of required credits by year to determine “on track” status

Current School Quality and Student Success Indicator Options: *Percent of respondents who support + strongly support*

Current Future

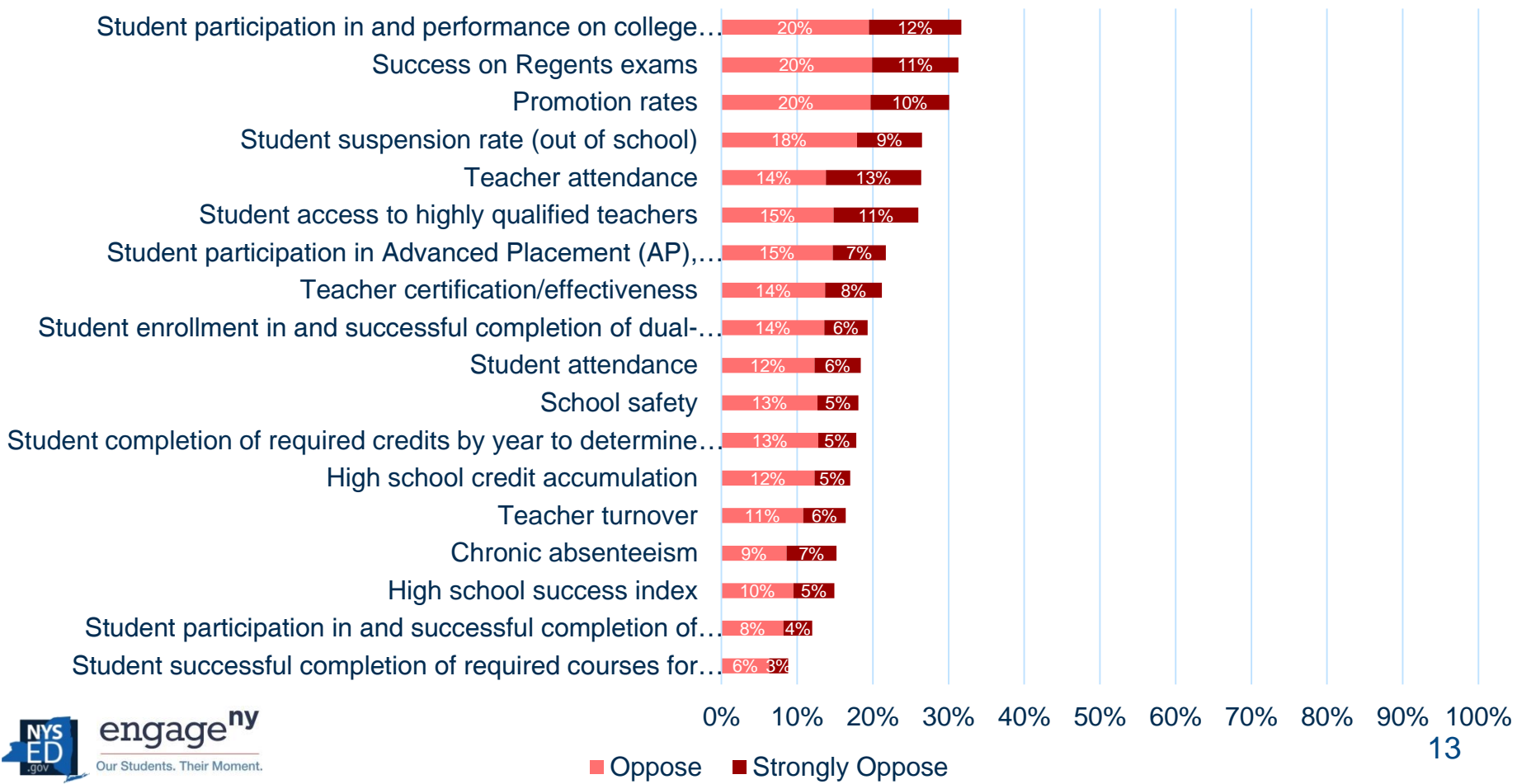
Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.



Current School Quality and Student Success Indicator Options: *Percent of respondents who oppose + strongly oppose*

Current Future


Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.



Key Findings: *Potential Future School Quality and Student Success Indicator Options*


Future

Analysis of the survey results reveals:



The top 5 most supported Potential Future indicator options include:

1. Student access to and/or participation in a full educational program that includes Science, Arts, Music, and PE (85%)
2. Student access to and/or participation in STEAM curriculum (82%)
3. Student access to and/or participation in arts education (78%)
4. Student access to and/or participation in quality early learning programs (76%), tied with:
Opportunity to learn indicators (76%)



The top 5 most opposed potential future indicators options include:

1. Lost time (26%)
Health factors impacting student learning (26%)
Postsecondary persistence rates (26%)
4. Postsecondary enrollment rates (22%)
5. Bilingualism rate (20%)

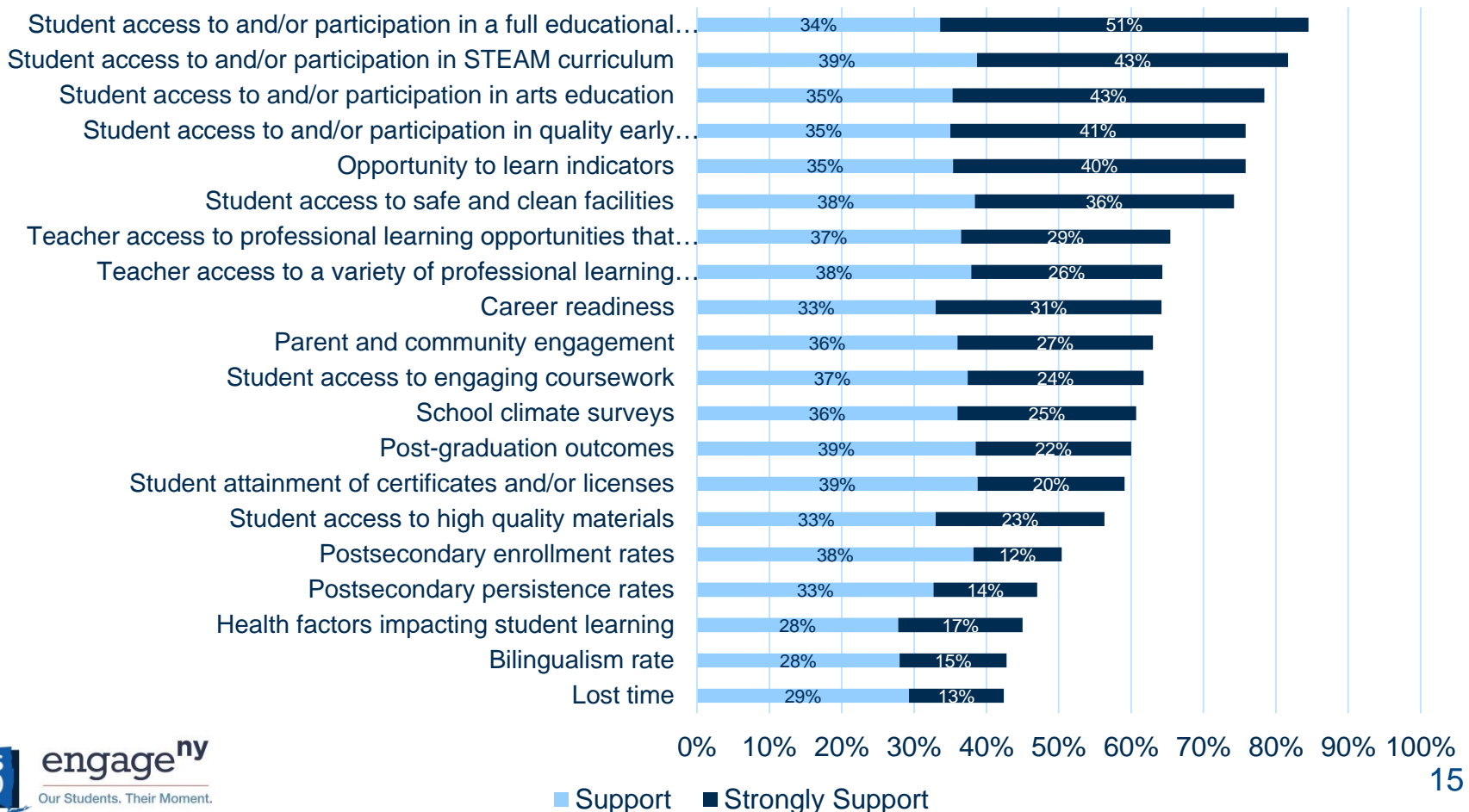
- Of the **potential future indicators that survey respondents supported the most and the ones they rated as most important** for including for school accountability decisions:
 - Opportunity to learn indicators (e.g., class sizes; guidance counselors; many other possibilities) ranked high both in terms of **support** and **importance** for inclusion in accountability systems
 - Indicators of “access” to experiences such as STEAM, early learning, arts and a well-rounded education ranked in both the top 10 for **support** and **importance** for inclusion in accountability systems
- There is **almost universally strong support for some of the student access to and/or participation in indicators** listed above; in fact, the **top 3 potential future options were more strongly supported than any of the current indicator options**

Potential future school quality and student success indicator options: *Percent of respondents who support + strongly support*

Current

Future

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.

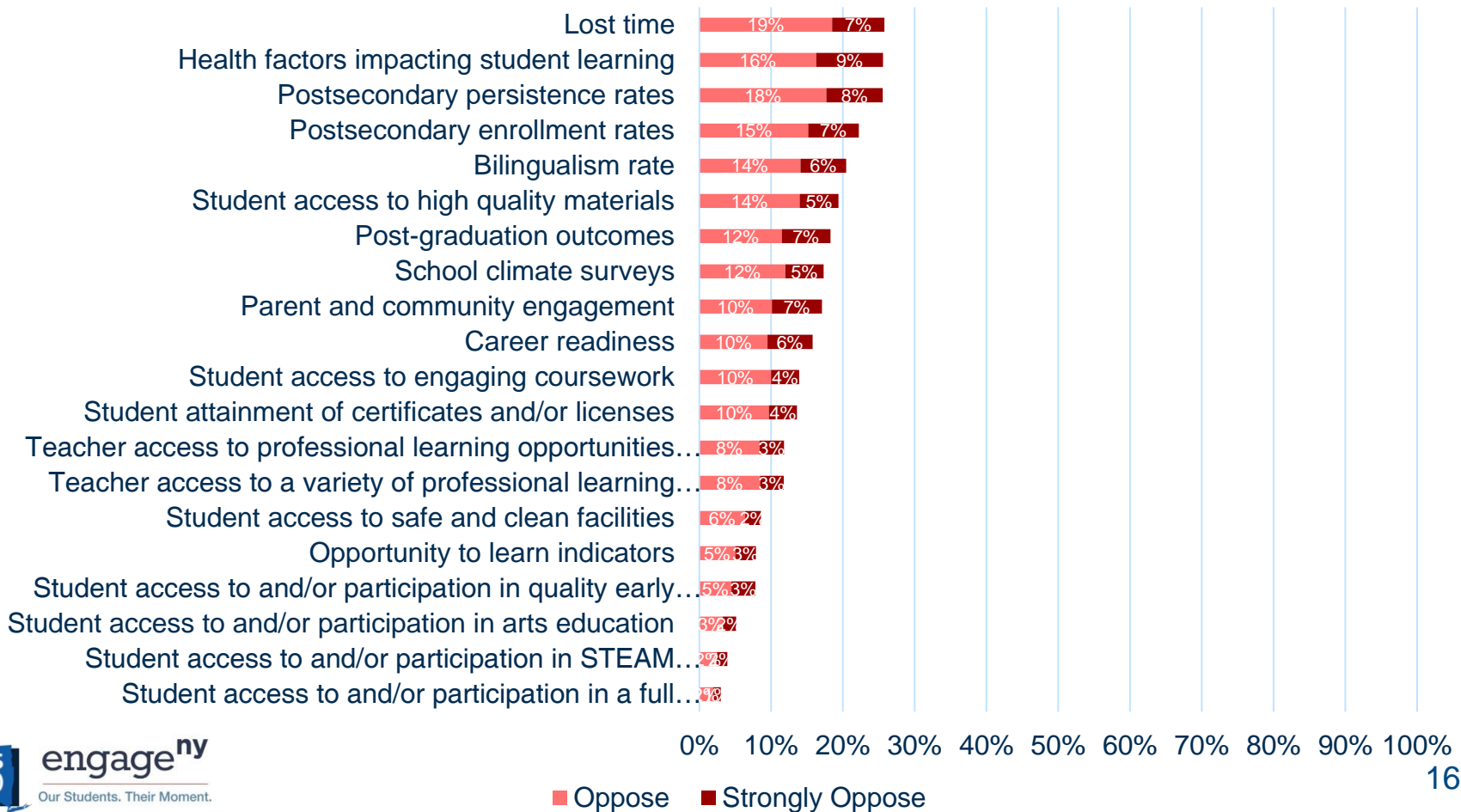


Potential future school quality and student success indicator options: *Percent of respondents who oppose + strongly oppose*

Current

Future

Please review each indicator, and specify whether you believe the indicator should be used (in combination with the required academic and graduation indicators) in making determinations about the accountability status of schools, beginning with the 2017-18 school year results.



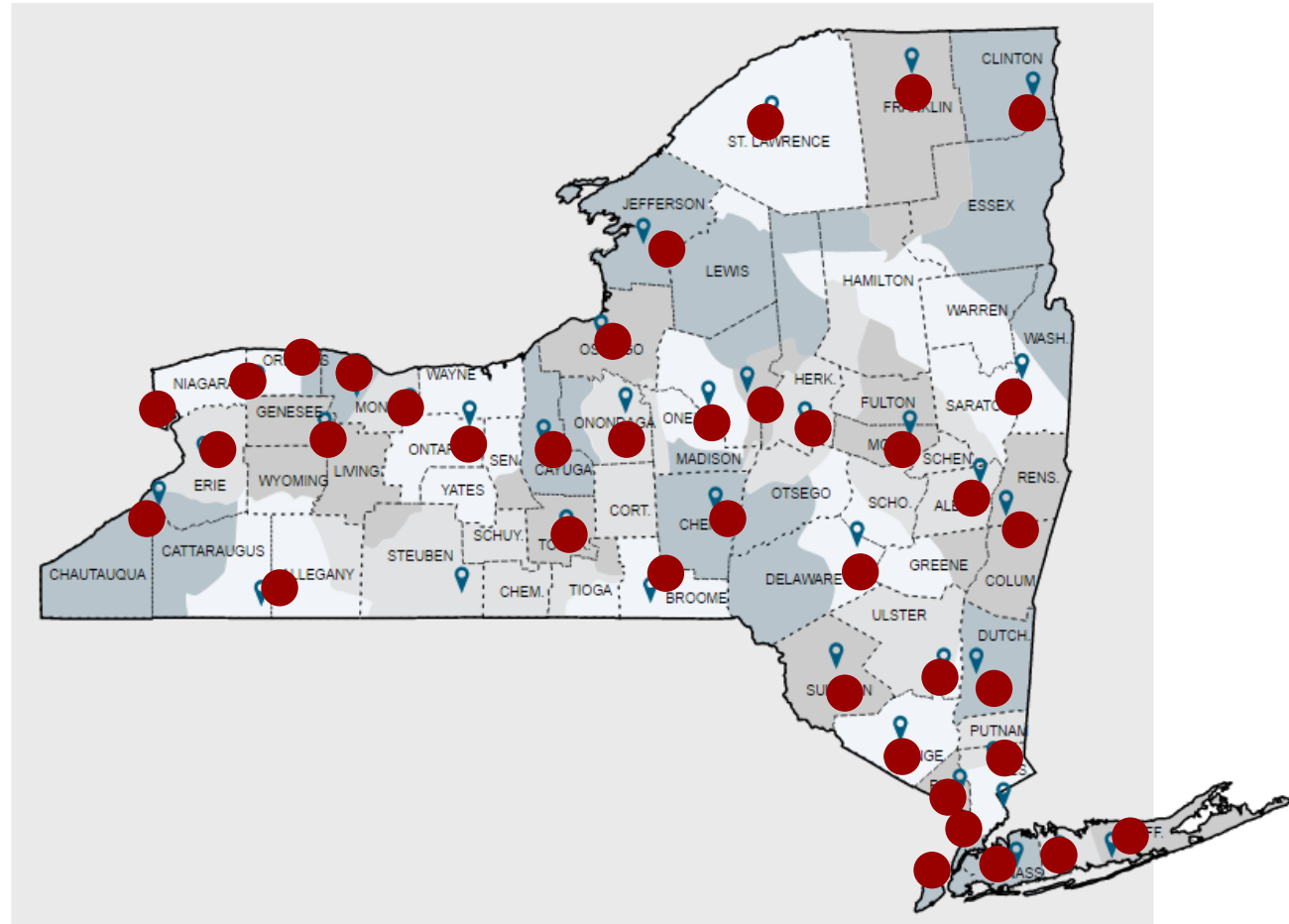
ESSA Winter Regional Meetings

- DS and Big Five superintendents are conducting a series of ESSA Regional Open Meetings through March 30.
- The meetings are geared to any combination of the following stakeholder groups: **School Board Members, Principals, District Staff, School Staff, Parents and the Public.**
- At each meeting, there are 14 questions in total posed. For each question, options under consideration by NYSED are presented. Attendees will be given an opportunity to complete a survey regarding the NYSED determined questions.
- The Department plans to provide the Board of Regents with a final summary of the feedback received at its April 2017 meeting. What follows is an interim report of the feedback, based on the meetings held to date.

ESSA Winter Regional Meetings Overview – Results to Date

Regional Meeting Statistics

- 39 regional meetings included in this analysis
- Over 1,000 participants
- Stakeholder groups invited to various meetings: Students, Parents, Teachers; School principals; School staff, District staff, Superintendents, Business representatives; Higher education staff; Statewide education organizations, General public



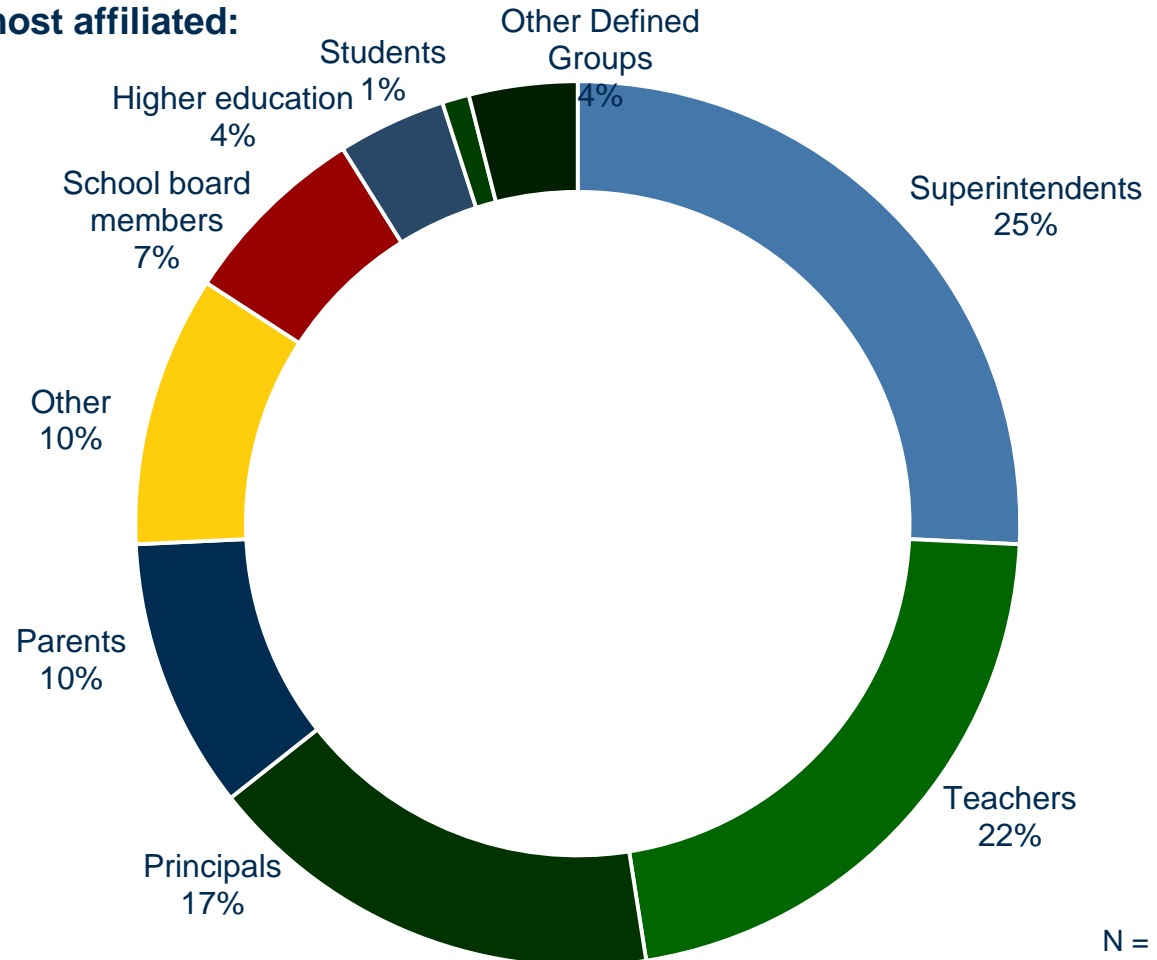
- = Regional meetings held
- 📍 = BOCES

ESSA Winter Regional Meetings: *Survey Respondents, to date*

Survey Statistics

- Opened on February 23, 2017
- Overall number of responses = 185

Please identify the stakeholder group to which you consider yourself most affiliated:



N = 178

Indicators:

Goals for + Use of results



- **Long-term goals for indicators**

- 57% of meeting participants preferred setting individualized long-term goals for each subgroup within each school that ensured gap-closing rather than set statewide goals that are the same for all schools.



- **Use of data from “Opportunity to Learn” indicators**

- There was strong support among meeting participants to both report results on these indicators (e.g., class size, ratio of school counselors to students) to the school, along with data on similar schools locally and statewide, and make this information publicly available.
- There was little support for using the indicators for accountability purposes, which is somewhat inconsistent with the results from the Survey on School Quality and Student Success.
- There were also a number of participants who thought the state shouldn't do anything with the data.

School Performance Data and Use: *Measures + Use of Results to Differentiate School performance*



• Measures to differentiate school performance *

Elementary/Middle Level

- Growth in ELA and math
- Progress in ELA and math
- Achievement in ELA and math

High School

- Progress in ELA and math
- Graduation rate
- Achievement in ELA and math



• Use of indicator results to differentiate among schools

- Survey respondents wanted to create decision rules based on individual indicator results, rather than create single summative scores. Meeting feedback shows that respondents struggled with the question because they did not know what the decision rules or indicators would be. For some, summative scores seemed easiest to interpret.

Low-Performing Schools: *State strategies for principals + school choice options*



- **State strategies to ensure that districts hire highly skilled principals for schools in the bottom 5% of the state**
 - None of the 8 potential strategies presented received more than 30% support from meeting participants
 - The most-supported option was not having additional conditions for principals of schools in bottom 5%



- **Top school choice options for students in the bottom 5% of schools** (in districts with Comprehensive Supports and Improvement Schools)
 - Approximately one-third of meeting participants supported two of the three options presented:
 - Be permitted to offer the option to transfer to EITHER a School in Good Standing OR a Targeted Support and Improvement School
 - Be permitted to offer the option to transfer to a Targeted Support and Improvement School only in instances when there are no schools in Good Standing serving students in that grade in the district
 - There was little support for restricting School Choice solely to Good Standing Schools.

Other:

Accountability for Students + Assessment



- **Accountability for students educated outside of the school district**
 - Most meeting participants said the results for these students should be assigned to students' home district, rather than their home school. (Note: This would be implemented by NY maintaining Focus District designations or some similar mechanism.)



- **Assessment**
 - Innovation Assessment Demonstration Authority
 - More than 85% of meeting participants said NY should apply for this authority, and a majority of participants expressed support for classroom-based performance assessments or project-based performance assessments.
 - ELA testing options for ELLs/MLLs
 - Most meeting participants suggested that all recently arrived English language learners (ELLs)/multi lingual learners (MLLs) within the first year of enrollment should be exempted from taking the ELA in year 1, and take the ELA in year 2 and onward to measure achievement and possible growth, as opposed to testing students in ELA in Year 1 and using their growth between Year 1 and 2 for accountability purposes.

Most critical areas of need for educators: *Preparation, initial supports and ongoing professional supports*

1. Preparation of new educators

1. Expanding programs that provide greater opportunities for candidates to apply the knowledge and skills they acquire in authentic settings
2. Identifying and recruiting promising candidates into educator preparation programs
3. Improving communication between districts/BOCES and institutions of higher education/preparatory programs, so that candidates are taking courses and pursuing certification in shortage areas

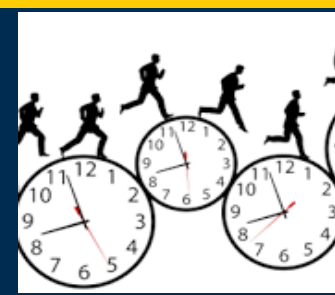
2. Mentoring, induction and other supports for early career educators

1. Encouraging districts/BOCES to adopt induction models that provide differentiated supports to educators during the first three years of their careers
2. Encouraging districts/BOCES to develop mentoring programs that provide educators with differentiated supports
3. Explicitly requiring that the mentoring experience span an educator's first 180 school days of employment

3. Ongoing professional support for educators, including opportunities for advancement (e.g., career ladders)

1. Encouraging districts/BOCES to adopt systems of professional development and supports that are tailored to specific needs of educators
2. Providing better professional learning and support for current and aspiring school building leaders
3. Tie: Developing programs focused on promoting effective educational leadership AND Assisting districts/BOCES to develop career ladders that enable educators with a demonstrated record of effectiveness to take on additional responsibilities

ESSA State Plan Timeline – February 2017 – June 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
Public Engagement – Survey and Regional Meetings Conducted.	February/March 2017
March and April Board of Regents Meetings – Continued discussion of ESSA plan.	March and April 2017
May 2017 Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	May 8 - 9, 2017
The Department will release the draft plan for public comment.	May 10 – June 9, 2017
Proposed weeks for Public Hearings on Draft Plan. Regional staff will gather public comments on the draft plan.	May 12 – June 9, 2017
State must submit fiscal year 2017 ESSA Assurances.	June 2017

ESSA State Plan Timeline – July 2017 – September 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 11 - 12, 2017
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11 - 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017 (subject to Board discussion and agreement)

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