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Our Students. Their Moment.

Every Student Succeeds Act (ESSA)

Long Island Association for Supervision & Curriculum Development

Presented by
Ira Schwartz, Associate Commissioner
September 29, 2017

What is ESEA?

- The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.
- ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

What is ESSA?

- The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002.
- The law was scheduled for revision in 2007, and, over time NCLB's prescriptive requirements became increasingly unworkable for schools and educators.
- The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools.
- ESSA is the latest reauthorization of the ESEA and was enacted into law in December 2015.
- In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.

The BIG Picture

- Some provisions of NCLB and/or of the ESEA flexibility waiver, especially as related to assessment and reporting requirements, are maintained within ESSA.
- There are areas within ESSA where states now have (significantly) more flexibility than under NCLB or the ESEA flexibility waiver, particularly in terms of standards, supports and interventions for identified schools, and educator evaluation systems.
- The Secretary's authority to issue rule-making and non-regulatory guidance in order to interpret the provisions of the statute has been significantly circumscribed.
- Congress voided most of the rule-making created by the Obama administration.



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

Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for all students.

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



New York's Voices, New York's Plan: Stakeholder Feedback on ESSA Plan



ESSA Think Tank

- **Over 100 Organizations Represented:** Including district leaders, teachers, parents, community members and students



Fall & Winter Regional Meetings

- **120 Meetings statewide:**
 - ✓ 37 Boards of Cooperative Educational Services (BOCES)
 - ✓ Five largest City School Districts
 - ✓ Attended by more than 4,000 stakeholders



Public Hearings

- **13 public hearings statewide:** Albany, Binghamton, Bronx, Brooklyn, Buffalo, Long Island, Manhattan, Plattsburgh, Queens, Rochester, Staten Island, Syracuse, Yonkers
- **ESSA Think Tank meeting on June 14**
- **270+ speakers**
- **1000+ Comments Received**

Surveys

- **Over 4,000 Responses Received on:** Possible Indicators of School Quality & Student Success; High Concept Ideas; ESSA Plan Development; and Public Comments combined.



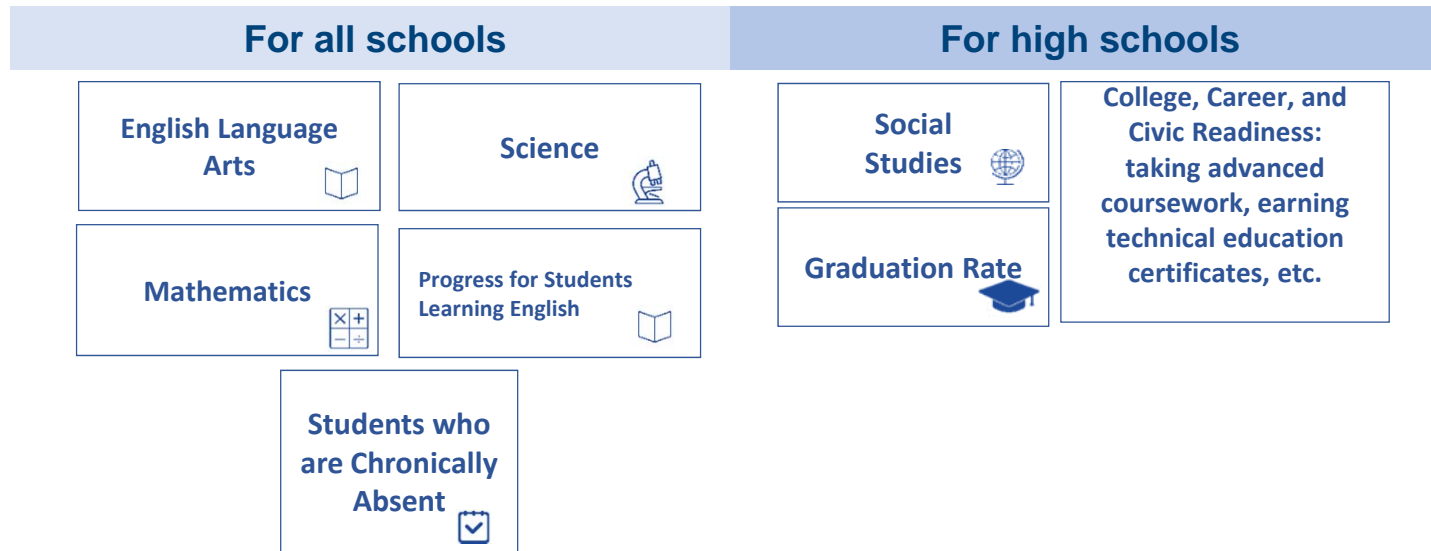
ESSA Plan

- ✓ Best meets the needs of the state's students, schools and communities;
- ✓ Emphasizes promoting equity in education;
- ✓ Expands measures for school support and accountability and student success; and
- ✓ Requires school-level improvement plans for lowest performing schools and schools with the lowest performance for certain student populations.



A Well-Rounded Education for All

New York State's accountability system will use a variety of indicators beyond core academic subjects.



- ✓ Out-of-school suspensions will be added as a measure beginning with 2018-19 school year results.
- ✓ A high school readiness index will be added once two years of data become available.
- ✓ Board of Regents work group will study how to measure and report “learning environment” indicators (class sizes, access to Arts classes, school climate surveys, etc.) that could be included in the future.

Reduction in Testing Time Improvement in the Testing Experience



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

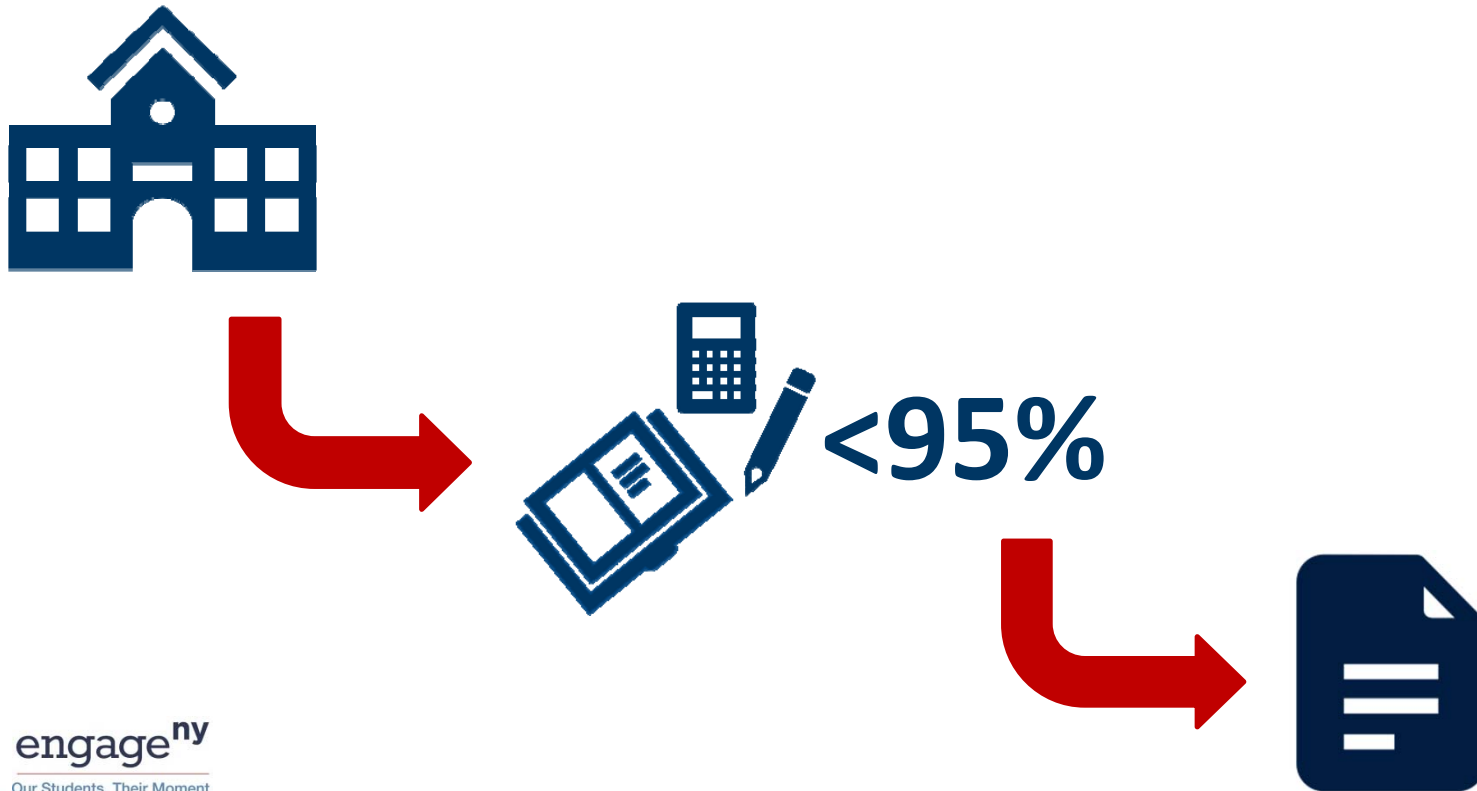
The federal law requires 95% of students in tested grades and subgroups to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



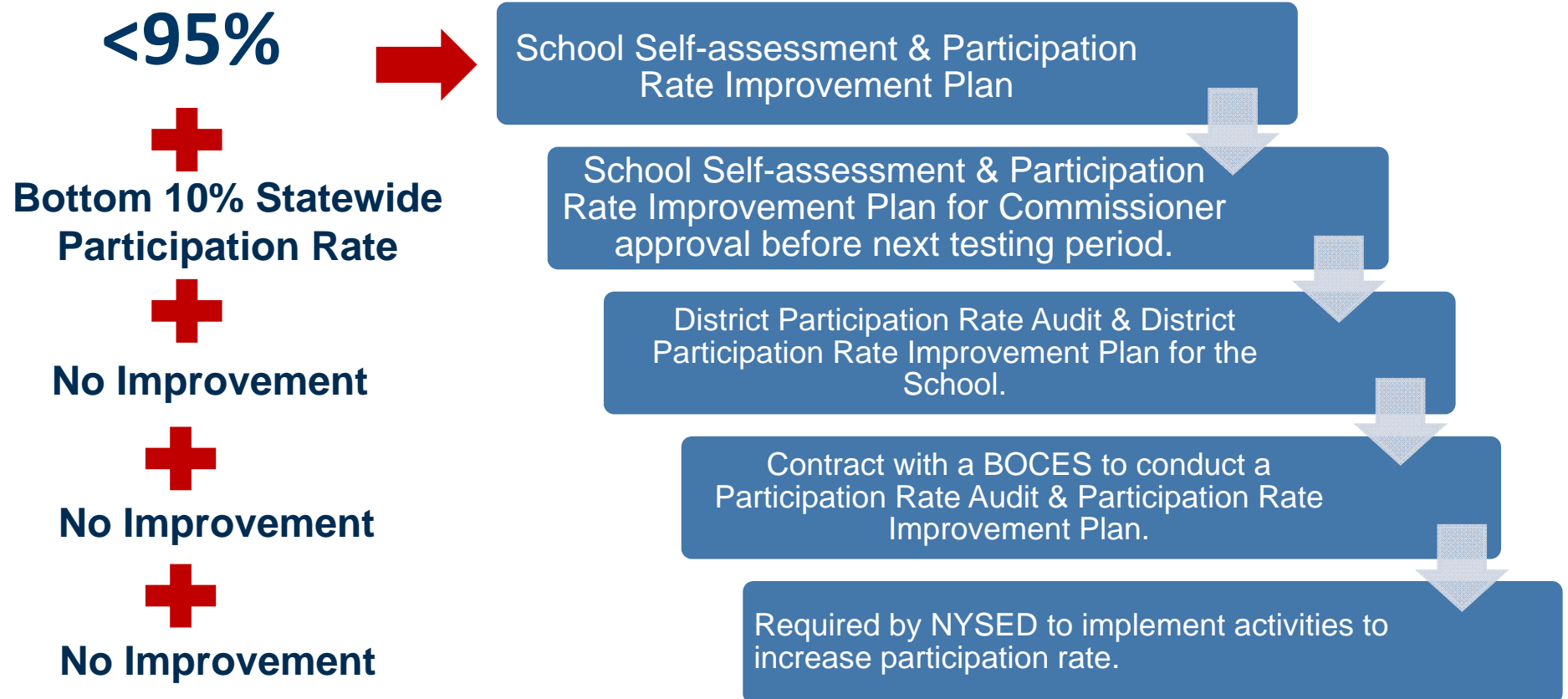
New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students' native language.

Districts & Schools Failing to Meet 95% Participation Rate

Districts and schools that consistently fail to meet the 95% participation rate for all students and/or one or more subgroups will be required to create a plan that will address low testing rates.



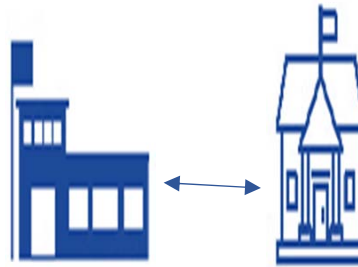
Districts & Schools Failing to Meet 95% Participation Rate – continued



Redefinition & Reimagination of the Educator Preparation Experience



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

New York State's Commitment to Working with Districts to Ensure Cultural Responsiveness



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and development in culturally responsive instruction.



Schools will get assistance to write improvement plans that include culturally responsive and linguistically appropriate supports for students and parents.

Encouraging and Fostering the Ability of Districts to Advance Equity and Access for All



New reports will outline how much each school is spending per student and from what source.



The state will help districts equalize access to experienced, fully prepared, and effective educators.



The state will seek a waiver so newly arrived non-English-speakers' test scores don't count until their third year of enrollment.

Identification of Schools/Districts for Support & Recognition Based on Multiple Measures

Targeted Districts	Comprehensive Support and Improvement Schools	Targeted Support and Improvement Schools	Recognition Schools	Schools in Good Standing
Districts with schools identified for Comprehensive Support and Improvement; or Targeted Support and Improvement.	Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.	Schools with subgroups that are among the lowest-performing in the state.	Schools that are high-performing or rapidly improving as determined by the Commissioner.	Schools that are not identified in any of the preceding categories.

Crafting a Plan That Identifies School-Specific Solutions for Areas of Need

Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.



The state uses data from multiple measures to determine which schools need support.



Educators and parents develop an improvement plan based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff surveys results, to determine if the plan has to be modified.



The state provides additional support to any low-performing school that is struggling to make gains.

End Goals, Long-term Goals, and Measures of Interim Progress

End Goals:

Nearly all students become proficient in English Language Arts and Mathematics (i.e., Performance Index of 200 out of 250).
Graduation rate of 90% for 4 year, 92% for 5 year, and 94% for six year cohort for all subgroups.

Long Term Goals:

For each subgroup to close the gap by 20 percent by 2021-22 between each subgroup's performance in English language arts and mathematics and the subgroup's performance in the 2015-16 school year.

For each subgroup to close the graduation gap by 2021-22 by 25 percent between each subgroup's graduation rates and the subgroup's performance in the 2015-16 school year.

Measure of Interim Progress (MIP):

Short-term progress target for subgroups to achieve in that year, based upon each group's long term goal. There are two MIP's: one statewide MIP for all schools and one school specific MIP for that subgroup using its baseline performance.

Achievement Index and Goals

Student Achievement Level	Under ESEA	Under ESSA
1	0	0
2	100	100
3	200	200
4	200	250

The Performance Index is computed in the following ways:

ESEA

- $PI = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2) \div the\ number\ of\ continuously\ enrolled\ tested\ students] \times 100$

ESSA

- $PI-1 = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2.5) \div the\ greater\ of\ the\ number\ of\ continuously\ enrolled\ tested\ students\ or\ 95\% \ of\ continuously\ enrolled\ students] \times 100$
- $PI-2 = [(number\ of\ continuously\ enrolled\ tested\ students\ scoring\ at\ Level\ 2 + (Level\ 3 * 2) + (Level\ 4 * 2.5) \div the\ number\ of\ continuously\ enrolled\ tested\ students] \times 100$

Sample Long-Term Goal and Measures of Interim Progress by Sub-groups

Measure	Group Name	2015-16 Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
3-8 Math	All Students	101	105	109	113	117	121	200
	Asian/Pacific Islander	177	178	179	180	181	182	200
	Black	81	86	91	95	100	105	200
	Economically Disadvantaged	87	92	96	101	105	110	200
	English Language Learners	73	78	83	88	93	98	200
	Hispanic	86	91	95	100	104	109	200
	Multiracial	101	105	109	113	117	121	200
	American Indian/Alaska Native	88	92	97	101	106	110	200
	Students with Disabilities	50	56	62	68	74	80	200
	White	102	106	110	114	118	122	200

Determining Achievement Index Percent

- The Performance Index for Achievement is Computed Two Ways:
 - PI-1 is computed using the number of continuously enrolled students with valid test scores as the denominator
 - PI-2 is computed using the greater of 95% of continuously enrolled students or the number of continuously enrolled students with valid test scores as the denominator

Determining Achievement Index Percent

- All elementary and middle schools are ranked ordered based upon PI-1 and are also rank ordered based upon PI-2.
- A third rank order is then created using the higher of a school's rank order for PI-1 and PI-2.

Decision Rule Method: Achievement

<u>School Average Rating on Achievement Index</u>	<u>School/Subgroup Achievement Level</u>
10th Percentile or Less	1
10.1 to 50th Percentile	2
50.1 to 75th Percentile	3
Greater than 75th Percentile	4

Combining Achievement Index Results Using PI-1 & PI-2

School	PI-2 (Tested)	PI-1 (95%)	PI-2 Rank	PI-1 Rank	Final Higher Rank
A	44.7	40.4	1	1	1
B	51.3	42.8	3	3	3
C	50.2	49.8	2	4	4
D	56.1	51.4	4	5	5
E	65.8	55.3	7	6	7
F	60.1	57.3	5	7	7
G	64.1	58.6	6	8	8
H	79.3	63.9	9	9	9
I	85.8	41.7	10	2	10
J	76.2	76	8	11	11
K	94.8	77.8	12	12	12
L	92.1	92.1	11	14	14
M	99.6	95	14	15	15
N	98.5	98.3	13	16	16
O	119.3	65.3	17	10	17
P	120.7	91.3	18	13	18
Q	118.1	101.7	16	18	18
R	103.1	103.3	15	19	19
S	132.3	98.6	20	17	20
T	127.7	108	19	20	20

Accountability Progress Measure

The Progress Measure results in a score of between 1-4 as follows:

	<u>Did Not Meet Goal</u>	<u>Met Long-Term Goal</u>	<u>Exceeded Long-Term Goal</u>
Did not meet MIP	1	3	3
Met lower MIP	2	3	4
Met higher MIP	3	4	4

The chart above also applies to the graduation rate, English language proficiency, and measures of school quality and student success.

Comprehensive Support and Improvement Schools – Proposed Identification Rules for Elementary/Middle Schools

For Elementary and Middle Schools:

- ✓ Rank order the schools on the Achievement Index and determine the lowest 10% (Achievement = 1)
- ✓ Determine the Schools that are Level 1 for Growth (i.e., schools with a three year Mean Growth Percentile of less than 45%) (Growth = 1) Add the Achievement Index rank and the Growth Ranks and determine the lowest 10% (Combined Achievement & Growth = 1)

Classification	Achievement	Growth	Combined Achievement & 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	

Comprehensive Support and Improvement Schools – Proposed Identification Rules for High Schools

For High Schools:

- ✓ Rank order the schools on the Achievement Index and determine the lowest 10% (Achievement = 1)
- ✓ Rank order the schools on the 4-, 5-, and 6-year unweighted graduation rate and determine the lowest 10%
- ✓ Add the Achievement Index rank and the Growth Ranks and determine the lowest 10% (Combined Achievement & Growth = 1)

Classification	Achievement	Graduation Rate	Combined Achievement & Graduation Rate	ELP	Progress*	Chronic Absenteeism*	College, Career & Civic Readiness*
CSI	Both Level 1		1	Any	Automatically Identified		
CSI	Either Level 1		1	None	Any other Level 1		
CSI	Either Level 1		1	1	Automatically Identified		
CSI	Either Level 1			2	Any One Level 1		
CSI	Either Level 1			3-4	Any Two Level 1		

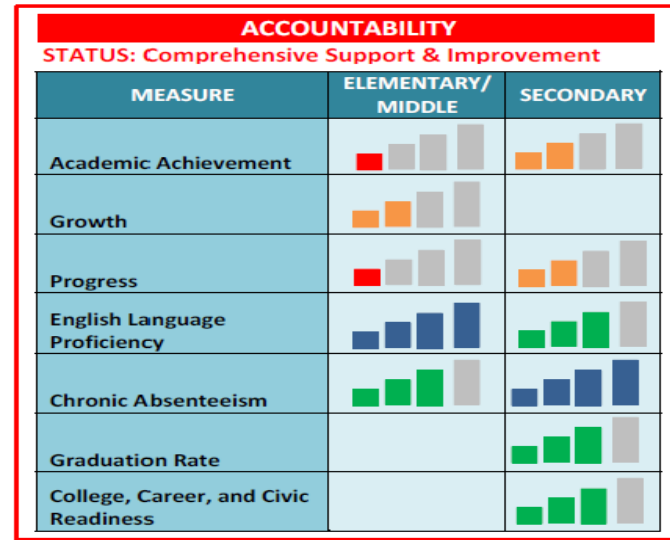
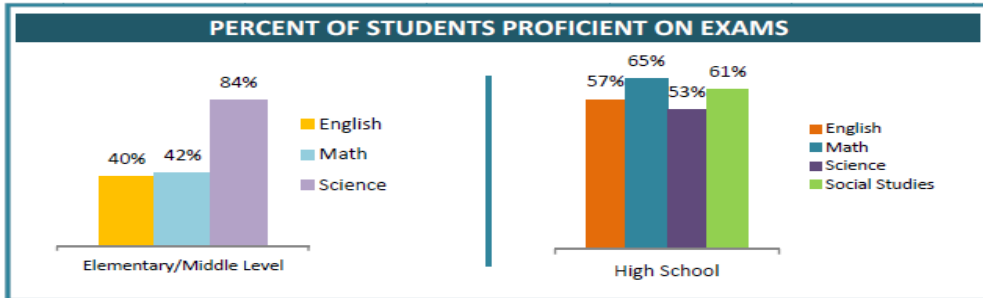
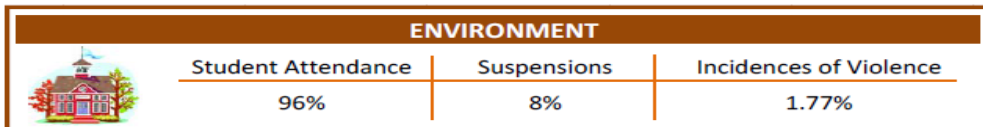
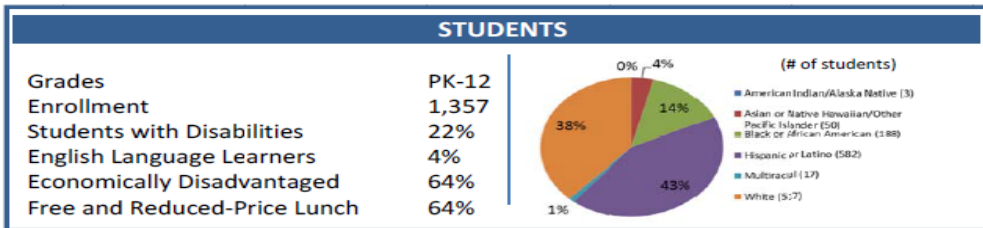
Exercise: Identify Likely CSI Elementary/Middle Schools

School	Achievement	Growth	Combined Achievement & Growth	Progress	ELP	Chronic Absenteeism
A	1	1	1	2	3	4
B	1	2	1	1	2	3
C	2	1	1	1	1	2
D	1	2	1	2	2	2
E	2	1	1	1	2	3
F	1	2	2	1	1	1
G	2	1	2	1	1	1

A New York Sample Data Dashboard

2017-2018 Big Apple School Data Dashboard

- At-a-Glance
- Students
- Educators**
- Expenditures
- Environment
- Annual Assessments
- Accountability**
- Preparing Students for College & Careers



*Please note this is only a conceptual draft. The actual data dashboard will be very different.

Waiver—Eliminate Double Testing for High Achieving MS Students Enrolled in HS Courses

What waiver requests:

- Allow schools with Grade 7 students taking high school math courses and Grade 8 students taking high school science courses to be exempt from taking the associated grade level assessments in math and science. Regents results are used for accountability purposes.

Justification

- Currently allowed in Commissioner's Regulations 100.18(14)(v)

Waiver—ELA Testing for Second Year ELLs/MLLs

What waiver requests:

- Allows the state to not have to include in school accountability determinations the first administration of an ELA examination to newly arrived students and to use student's growth between the first two ELA test administration's for accountability purposes.

Justification

- A school will have four years instead of just two years before becoming accountable for demonstrating the proficiency of newly arrived ELLs/MLLs on a language arts administered in English.
- Waiver request consistent with NYS Education Law 305(48)

Waiver—Off Grade Testing for Students with Disabilities

What waiver requests:

- Allow selected group of SWDs who have significant cognitive and intellectual disabilities that preclude their meaningful participation in chronological grade-level instruction to take grade 3-8 assessments up to two levels below their grade-level.

Justification

- Consistent with ESSA provisions allowing off-grade testing through computer adaptive tests
- Waiver request consistent with NYS Education Law 305(48)

Next Steps: ESSA Plan Submission

Activity	Date
ESSA State Plan Submitted to USDE	September 18, 2017
USDE provides formal feedback on the plan to NYSED	Estimated: December 2017
Final Approval of New York's ESSA Plan by USDE	Estimated: January/February 2018
Engagement and Professional Development with the Field regarding new ESSA plan requirements	Spring 2018
First Identification of schools under ESSA	Summer/Fall 2018

Questions for Educators to Consider

1. What are the implications of the new accountability measures for our schools and districts?
2. What process will we develop to determine how the district can support schools that perform at Level 1 for a subgroup on an accountability measure?
3. How will we review the distribution of human and fiscal resources among our schools and what will we do if we determine there are inequities?
4. How do we “stack and braid” funds to give us the most “bang for the buck”?
5. What are the implications for my district of ESSA’s focus on culturally responsive education?
6. What information about ESSA do our stakeholders need and how should we communicate it?

ESSA Resources Available

NYSED has created an ESSA website located at:

<http://www.p12.nysed.gov/accountability/essa.html>.

There you may find ESSA resources such as:

- NYS ESSA Plan
- ESSA Plan Summary
- Fact Sheets for Parents & Educators
- ESSA PowerPoint Presentations
- Upcoming videos

ESSA Updates

If you have any questions related to New York's ESSA plan, please email them to ESSA@nysed.gov.

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