

# Summary: New York State's Draft ESSA Plan

The Every Student Succeeds Act (ESSA) provides New York State with an opportunity to leverage approximately \$1.6 billion in annual Federal funds in support of New York State's commitment to providing equity, access, and opportunity for *all* students. In drafting a plan to submit to the U.S. Department of Education this fall, New York State began by asking stakeholders across the State for their priorities and ideas on key parts of the ESSA plan.



## New York State's Voices, New York State's Plan

Since the fall of 2016:

- More than 100 organizations helped to develop the plan through the ESSA "Think Tank"
- National experts and advocates advised NYS throughout the process
- The Title I Committee of Practitioners has provided ideas for the use of ESSA funds
- 2,400 parents, educators, community members, and other stakeholders have shared feedback on school quality indicators, teacher preparation, school improvement, and accountability system design through an online survey
- 4,000 people attended more than 120 in-person meetings across the State and in NYS's five largest City School Districts
- ~250 meeting participants provided further feedback via an online survey after attending in-person meetings
- Thirteen (13) in-person sessions have been planned for May and June to explain the plan and hear comments
- NYS established a dedicated e-mail address, [ESSAcomments@nysed.gov](mailto:ESSAcomments@nysed.gov), to receive public comments
- NYS has created a narrated webinar explaining the plan

The insights and suggestions the New York State Education Department ("the Department") has received for New York's ESSA plan to date have shaped the proposal in ways we explain below. The Board of Regents and the Department continue to solicit stakeholder feedback, and will consider this feedback before submitting a final plan in September 2017. More details on these and other proposals are found in the public-facing summary and the full technical plan. We welcome your feedback and ideas. Comments can be submitted in three ways: 1) In person at an ESSA Public Hearing, (2) Via E-mail to [ESSAcomments@nysed.gov](mailto:ESSAcomments@nysed.gov) or 3) Via US Postal Service to: New York State Education Department, ATTN: Dr. Lisa Long, Office of Accountability, Rm 400, 55 Hanson Place, Brooklyn, New York 11217. All ESSA related materials, including the plan, the summary, the webinar and public hearing dates and locations can be found on the Department's website at: <http://www.p12.nysed.gov/accountability/essa.html>.

### Accountability: How Should New York State Measure and Differentiate School Performance?



New York State strives for an accountability and support system that supports all students, is transparent, prioritizes the measures that our educators and families value, recognizes schools that improve, and accurately identifies schools that need the most help.

#### What We Heard

- Measure student success on a variety of indicators – not just test scores
- Measure students' academic growth over time, not just a single snapshot of performance
- Collect data, such as class size or students access to coursework, for planning and support, not initially for accountability

#### What We Propose

- Measuring achievement in English and mathematics, plus growth in those subjects, as well as in social studies and science
- Measuring chronic absenteeism for all schools and indicators of "college, career, and civic readiness" (e.g., advanced coursework, career-technical training) for high schools
- Considering other indicators of school quality
- Awarding partial, full, or extra credit to schools for students' success, to provide incentives for schools to improve all students' performance

#### What We Want to See

- More schools offering advanced coursework and career readiness opportunities so that students graduate with the highest possible credential
- Emphasis on moving ALL students' performance, not just those close to meeting their academic targets
- More information about individual schools and districts in the hands of families and the public



## School Improvement: How Should New York State Assist Low-Performing Schools?

New York State will develop a system for supporting schools identified for improvement so that the schools that need the most support receive the most attention.

### What We Heard

- Allow schools to develop strategies based on their needs, rather than prescribing a one-size-fits-all approach
- Provide flexibility to the schools that are making improvements, and provide support and interventions to the schools that are not making gains
- Consider ways to engage parents, not just by offering school choice

### What We Propose

- Supporting a needs assessment process that looks at all aspects of schooling, including resource allocation
- Providing broad supports in the first year of identification, and then focusing support on the schools not making gains in subsequent years
- Offering parents a voice in how select funding is spent

### What We Want to See

- More individualized, evidence-based school improvement plans and more equitable uses of resources
- Increased likelihood that low-performing schools will improve
- Increased parent engagement in all schools, especially schools in need of improvement



## Great Teaching: How Should New York State Ensure Equitable Access to Effective Educators?

New York State believes that all students, regardless of race, income, background, gender, disability status, primary language, or ZIP code, should have equitable access to the most effective educators.

### What We Heard

- Offer student teachers and principals more ways to demonstrate their skills in real school and classroom settings
- Better align needs of districts and schools with teacher and principal preparation programs
- Support aspiring teachers and aspiring principals throughout their careers, not just at the beginning

### What We Propose

- Reporting and helping districts analyze equity gaps in their schools' access to effective educators
- Considering changes in teacher candidates' field experiences and placement
- Assisting districts with new career ladders or pathways to make the profession more attractive

### What We Want to See

- Greater numbers of effective educators in every school, regardless of size, location, or student population
- A more diverse and culturally responsive teaching workforce
- Better-prepared novice teachers with more training in real classrooms
- More opportunities for experienced educators to grow their expertise



## Support for All: How Will New York State Ensure an Excellent Education for Every Child?

New York State believes that the highest levels of learning can occur when students and educators learn and teach in environments that are safe, supportive, and welcoming to all.

### What We Heard

- Consider the effect of testing on school environments
- Help schools create more positive school climates
- Consider English Language Learners'/Multilingual Learners' (ELL/MLL) starting points when measuring English language proficiency
- Consider the wide range of individual needs of students with disabilities when measuring performance and designing schoolwide supports

### What We Propose

- Applying to USDE program to pilot new kinds of assessments, including those that reduce testing time
- Piloting and then expanding the use of a school climate survey
- Reinforcing anti-bullying laws
- Recognizing the unique needs of ELLs/MLLs and differentiating accountability for progress, based on initial language proficiency
- Reinforcing the principles of Universal Design for Learning (UDL) to promote equal opportunities for students to learn

### What We Want to See

- More creative and innovative assessments
- More safe and welcoming school environments for students, teachers, and families
- More support for ELLs/MLLs to gain language proficiency
- Higher achievement for migrant youth, homeless youth, students in foster care, and students involved in the juvenile justice system
- Increased access to the general education curriculum and more opportunities for students with disabilities to achieve their postsecondary goals