

Proposed ESEA Renewal Waiver for the 2015-2019 School Years  
Questions from the New York State Board of Regents  
February 9, 2015

**Questions:**

1. Who are the members of the Accountability Think Tank?
2. Please explain in the reasoning behind *not* using Student Growth to Proficiency in the calculation of the Performance Index any longer.
3. If NCLB is reauthorized in the next couple of months, how will the Department react to and implement the new law in a way that supports districts and schools? What are the possible implications for the implementation of the State's ESEA Waiver?
4. In the Department's work with low performing districts and schools, does the Department suggest specific instructional plan options, and insist upon a laser-like focus in implementing these plans?
5. In the waiver, the Department is recommending the sun-setting of the SES provider list. By association, does that also mean that the Department is recommending that the Board sunset Supplemental Educational Services (SES)? If so, is there objective data regarding whether this program is working?
6. What are the benefits of being identified as a Reward School? What flexibility do they receive, if any, from state and federal regulations?
7. Is the State's ESEA Renewal Waiver Proposal consistent with the Governor's plan (outlined in the State of the State address) for intervening in low performing schools and districts?
8. Is the State's ESEA Renewal Waiver Proposal consistent with the Board of Regents recommended legislation for intervening in low performing districts and schools that has been pending for the last three years?
9. Does the language in the State's ESEA Waiver regarding expanded learning time make it clear to districts that the expanded time is not only for test preparation, but also for the arts, music, and expeditionary learning?
10. Within either the State's ESEA Waiver or in the implementation of the activities described in the waiver, how can the Department ensure that districts are developing comprehensive schools with wrap around services, while at the same time allowing public school choice?
11. Should the Department require charters to go through the Diagnostic Tool for School and District Effectiveness self-review process, since all other identified Priority, Focus, and Local Assistance Plan schools must go through it?
12. Can the Department reconsider the proposed timeline for re-identified LAP schools? Five years of consecutive identification before a DTSDE review seems too long.

13. We have roughly 1,200 schools identified in the State. What opportunities are we providing for all schools in the State?
14. How will Career and Technical Education assessment results be used in accountability determinations, especially in light of the Board's recent approval of Multiple Pathways and questions that still need resolution?
15. The Board of Regents has been engaged in many discussions regarding student growth data. Have there been any evaluations regarding using growth for determining school and district accountability? How does the waiver take into account whether individual students are making appropriate progress over time rather than whether they are performing better or worse than "comparable" students?
16. Who is ultimately responsible for execution of the activities in the waiver? Is it the district, the school, or the principal?
17. Is there assessment and/or accountability flexibility for English Language Learners that other states (such as Florida or Connecticut) have received that can inform NY's waiver submission?
18. Can we increase the time of the public comment period since many schools and districts will be on break next week?