



# NEWSLINE

VOLUME 1/ISSUE 10 – JUNE 2018

## EVERY STUDENT SUCCEEDS ACT (ESSA) PLAN IMPLEMENTATION: AMENDMENTS AND ADDITIONS TO THE COMMISSIONER'S REGULATIONS

During June, the Office of Accountability has continued to conduct ESSA accountability system training sessions for school superintendents and chief information officers. At the training sessions, Department staff discussed elements of the new accountability system and the proposed amendments to Commissioner's regulations relating to the implementation of the state's approved Every Student Succeeds Act (ESSA) Plan.

The proposed amendments were adopted by the Board of Regents as an emergency action at the June 2018 Regents meeting and will be presented for permanent adoption at the September 2018 Regents meeting.

The June 2018 Regents item regarding the amendments and additions to Commissioner's Regulations relating to the implementation of the state's approved Every Student Succeeds Act (ESSA) Plan may be found at:

<http://www.regents.nysed.gov/common/regents/files/618p12a5.pdf>.

The public comment period on the proposed ESSA regulations continues through Friday, August 17, 2018. To view the instructions for posting public comments along with the proposed regulations, please visit:

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

Public comments may be submitted to [ESSARegComments@nysed.gov](mailto:ESSARegComments@nysed.gov).

Should you have any ESSA related questions, please send them to: [ESSA@nysed.gov](mailto:ESSA@nysed.gov).

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## OFFICE OF ACCOUNTABILITY NEWSLINE SURVEY

The Office of Accountability continues to seek feedback regarding the content and design of the 2017–18 OA Newsline. Please complete a survey, which may be accessed at:

<https://www.surveymonkey.com/r/OANewslineFeedback>.

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## THIS JUST IN...

***The Board of Regents discussed the following items presented during its [June 2018 Meeting](#)***

- [Amendment to §175.2 and 175.5 of the Regulations of the Commissioner of Education Relating to the Minimum Instruction Requirement for State Aid](#)
  - o [Supplemental Presentation: Minimum Instruction Requirement for State Aid](#)
- [Emergency Adoption of Amendments to Sections 100.2\(ff\), 100.2\(m\), 100.18, 100.19, and Part 120 of the Commissioner's Regulations and the Addition of a new Section 100.21 of the Commissioner's Regulations Relating to the implementation of the State's Approved Every Student Succeeds Act \(ESSA\) Plan](#)
- [Update on the Rollout of the NYS Learning Standards and Assessments for the Arts and the Arts Pathway](#)
- [Registration of Public Schools](#)
- [Amendments to Sections 100.5 and 200.4 of the Commissioner's Regulations Relating to the Superintendent Determination Option for Certain Students with Disabilities to Graduate with a Local Diploma](#)



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## UPDATES FROM COMMISSIONER ELIA

- [Parent Update: We'd like your input!](#)
- [State Education Department Awards \\$750,000 in My Brother's Keeper Native American Grants](#)

## DID YOU KNOW...?

That the Federal Commission on School Safety's had its first field visit, which focused on School Climate?

[Read More Here](#)

## FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



### A Look Back at the 2017-18 School Year

For the Office of Accountability, the 2017-18 school year could be called “The Year of the Every Student Succeeds Act (ESSA).” After extensive public engagement that included the dissemination of multiple surveys completed by more than 2,400 persons and the conduct of more than 120 in-person ESSA meetings and 13 public hearings throughout the state, the New York State Education Department submitted in September 2017 NY’s ESSA plan to the United States Department of Education.

Following USDE’s approval of the plan in January 2018, the Office of Accountability has:

- Hosted five in-depth ESSA training sessions across New York State for more than 500 Superintendents, Chief Accountability Officers, and Charter School Administrators, as of June 15, 2018.
- Created a parent ESSA fact sheet that has been translated into 15 languages, as well as parent and school board fact sheets.
- Supported the action by the Legislature and Governor to amend Education Law to conform to the requirements of the McKinney-Vento Act and submitted to the Board of Regents amendments to Commissioner’s Regulations to conform them with federal and state law pertaining to the education of homeless youth.
- Revised the 2018-19 school year Consolidated application for state funding to align with ESSA requirements and improved the functionality of the on-line application platform.
- Began making diagnostic review visits to high schools that are expected to be identified for Comprehensive Support and Improvement because of low graduation rates.
- Submitted to the Board of Regents in June amendments to Commissioner’s Regulations to align them with NY’s approved ESSA plan.
- Convened a task force to develop a differentiated accountability system for Transfer High Schools.
- Successfully launched a competitive grant competitive to award nearly \$30 million in newly authorized Title IV, Part A funds to 38 LEAs focused on 1) providing all students with access to a well-rounded education, 2) improving school conditions for student learning, and 3) improving the use of technology in order to improve the academic achievement and digital literacy of all students.
- Deployed a new self-assessment protocol for monitoring Local Educational Agency (LEA) implementation of ESSA-Funded program requirements.

Even as our work on ESSA moved forward, we also engaged in other important activities, among which were:

- The successful launch of a fully online 2017-18 LEA Application for ESSA Funded Programs statewide. Among LEAs that responded to a post-application feedback survey:
  - 94.7% of LEAs indicated that they were satisfied, very satisfied, or extremely satisfied with the application’s functionality.
  - 93.9% of LEAs indicated that they were satisfied, very satisfied, or extremely satisfied the with timeliness of the approval of their application.
- Expanded efforts to provide technical assistance to low-performing schools and districts, including implementing a new Technical Assistance process with 34 Focus Districts and providing a series of follow-up support visits throughout the school year to 78 identified schools. The visits provide school leaders with continuing assistance on challenges they face. On a scale of 1-5, 91% of principals gave the highest or second highest score when asked if they could use the recommendations from the visits and 78% said that visits had provided them with either transformative recommendations or numerous new ideas.
- Released 2017 state-provided growth scores for approximately 35,000 teachers in ELA/math in grades 4-8, and 4,500 principals of grades 9-12, in accordance with the timeline specified in the regulations.

We envision that, in 2018-19, we will build upon this work as well as provide support to schools and districts as we implement NY’s new ESSA accountability system.

As the school year draws to a close, we wish you a great summer and a productive start to the new school year.

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## 2017-18 SIRS MIGRANT STUDENT DATA RECONCILIATION

To ensure that migrant children have been accurately identified and served during the 2017-18 school year, the New York State Education Department is requiring each school district to verify students coded as Migrant-eligible in its student management system against a list of students that have been issued Certificates of Eligibility (COE) for migrant education program eligibility and participation. The goal is to update designations for incorrectly coded students and to send the corrected data for inclusion in the Student Information Repository System (SIRS). The Department requires that Migrant-eligible students be accurately identified and coded when reporting such data to SIRS.

Staff from NYSED's regional Migrant Education Tutorial and Support Services (METS) program centers have been reaching out to districts and their Data Coordinators regarding the reconciliation of migrant student data. A letter with specific instructions on how to complete this data reconciliation process has been distributed to the appropriate districts.

If district representatives have any questions or concerns regarding the migrant student data reporting process, they may contact Kin Chee, Coordinator of the State Migrant Education Program (MEP) via e-mail at [kin.chee@nysed.gov](mailto:kin.chee@nysed.gov). In addition, districts may also wish to contact their local Migrant Education Tutorial and Support Services (METS) program centers for assistance. Their contact information is available at: <http://www.nysmigrant.org/map>.

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## 2018-2019 CONSOLIDATED APPLICATION FOR ESSA-FUNDED PROGRAMS NOW AVAILABLE

The New York State Education Department (NYSED) has recently launched its online 2018-2019 Consolidated Application to support the timely administration of ESSA-funded programs to LEAs across the state. The application requires LEAs to provide a set of mandated assurances, as well as programmatic and fiscal information that NYSED staff have determined is necessary to properly administer the following programs:

- Title I, Part A
- Title I, Part D
- Title II, Part A
- Title III, Part A ELL
- Title III, Part A Immigrant
- Title IV, Part A
- Title V, Part B

The information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA.

Application submissions are due by close of business on Friday, August 31, 2018.

The application, titled "2018-19 Consolidated Application for ESSA-Funded Programs," may be accessed in the SED Monitoring and Vendor Performance System by completing the following steps:

1. Go to Business Portal <http://portal.nysed.gov>.
2. Click on the "Log In" button
3. Enter your username and password
4. Click on "SED Monitoring and Vendor Performance System" under My Applications
5. Select "View Surveys for Title 1 School and Community Services"
6. Find the survey titled "2018-19 Consolidated Application for ESSA- Funded Programs"
7. Click on 'view' to begin/continue to input information

Please contact the SEDDAS Help Desk at [SEDDAS@nysed.gov](mailto:SEDDAS@nysed.gov) to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.

## OA TEAMS

[Accountability, Policy & Administration](#)  
[Field Support](#)  
[Metrics](#)  
[Title I](#)

## Contact Us

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[Visit us on the Web](#)  
[View the June 2018 OA Newsline Online](#)



Please contact the Title I School and Community Services Office via phone at 518-473-0295 or via email at [conappta@nysed.gov](mailto:conappta@nysed.gov) if you have any questions or concerns regarding the content of the application.

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## THINGS TO NOTE

- Press Release: [New York State Education Department and State Library Launch 2018 Summer Reading Program, "Libraries Rock!"](#)
- Press Release: [State Archives Awards \\$5.6 Million to Local Governments, Schools & Non-Profit Organizations](#)
- Press Release: [State Education Department Awards \\$14 Million to 19 Smart Scholars Early College High School Programs](#)
- Press Release: [State Education Department Releases Questions from 2018 Grades 3-8 English Language Arts and Mathematics Assessments](#)

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## STRATEGIES FOR SUCCESS - [COLONIAL SCHOOL](#)

According to Ms. Tonya Wilson, Principal, Colonial School in the [Pelham Union Free School District](#) prides itself on strong home-school relationships and a faculty and staff dedicated to educating the whole child. The close-knit learning environment in the district lends itself to a collegial work ethic that engages teachers in curriculum development across all four elementary schools. Although Colonial has been highlighted for this newsletter, Ms. Wilson states that the school "continues to benefit from district initiatives that have strengthened adult engagement ultimately benefiting student learning."

The Pelham Union Free School District has moved to embrace the Professional Learning Community (PLC) model that involves teachers in learning endeavors based on their interests. Supporting teachers to increase student growth continues to inform the district's K-12 practice. Colonial School values the following, strategies for success:

- Development of an intervention block that allows students to receive remedial/enrichment learning during each school day.
- Providing students with a balanced literacy program.
- A commitment to providing student-leadership growth opportunities (student government, safety patrol, etc.)
- Successful and supported implementation of Math in Focus.
- Utilizing a myriad of approaches continues to benefit the students of Colonial School.

For further information about the Colonial School, please contact principal, Tonya Wilson at: [twilson@pelhamschools.org](mailto:twilson@pelhamschools.org).

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## DTSDE FIELD SUPPORT TEAM IS RECRUITING IN BROOKLYN

The Field Support Unit is collecting resumes on a rolling basis for a position on its Brooklyn field support Team. Staff on the Brooklyn field support team are responsible for visiting schools identified as needing additional support. Staff members also provide feedback and technical assistance to these schools. Candidates for the position must possess a master's degree with at least five years of experience working in/with elementary, middle, and/or secondary schools. Interested candidates may contact [crystal.cumberbatch@nysed.gov](mailto:crystal.cumberbatch@nysed.gov).