



NEWSLINE

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PUBLIC RELEASE OF EVERY STUDENT SUCCEEDS ACT (ESSA) SCHOOL AND DISTRICT FINAL ACCOUNTABILITY DETERMINATIONS FOR 2018 – 19 AND ESSA TRAINING UPDATES

At the February 2019 Regents Meeting, Department staff reviewed the school accountability determinations announced on January 17, 2019 as required by the federal Every Student Succeeds Act (ESSA), New York’s ESSA plan and Commissioner’s Regulations 100.21. The main purpose of the review was to provide the Board of Regents with information on the public release of school and district accountability determinations.

The Regents Item regarding the 2018 - 19 final accountability determinations may be accessed at [The Public Release of ESSA School and District Accountability Determinations](#).

The supplemental presentation regarding the 2018 - 19 final accountability determinations may be accessed at [ESSA District & School Accountability Designations 2018-19](#).

Questions about the new school designations may be directed to accountinfo@nysed.gov.

The full list of schools and districts identified under ESSA have been posted on the Department’s new [ESSA website](#). The website was created to provide ESSA related support and is more user-friendly than the previous version. It serves as a one-stop-shop of information for parents, educators and others. The website features guidance documents with a frequently asked questions component and informational videos on what ESSA requires and how it creates more opportunities for student success. New resources will be added to the ESSA website as they are completed/revised.

To assist identified districts and schools the Office of Accountability hosted an “ESSA Update for School Leaders” webinar on Monday, January 28, 2019 from 10:00 AM - 12:00 PM. The webinar recording may be accessed here: [ESSA Update Webinar](#).

March 26, 2019 Target District Institute

As a support for identified districts and schools, the next New York State Education Department (NYSED) Target District Institute will be held on Tuesday, March 26, 2019, from 8:30 AM to 4:00 PM in Albany, New York. This Institute will cover School and District-Level Improvement Planning and Evidence-Based Interventions as well as use of Title I School Improvement funds. The intended audience for the session is at least one district-level staff/representative from each Target District. Staff from identified districts may register at [Target District Institute](#). Please send questions regarding the Target District Institute to Fieldsupport@nysed.gov.

March 27 and 28, 2019 Binghamton ESSA Training Session

As a result of the interest expressed by districts in the Broome-Tioga BOCES to attend an ESSA training session, the Department will host an in-depth, two-day ESSA training session in Binghamton, NY for Superintendents, the Chief Accountability Officers of their districts, and Charter School Administrators. The training is scheduled for Wednesday, March 27, 2019 and Thursday, March 28, 2019.

The training session, which is open to staff from all districts (space permitting), will focus primarily on a thorough examination of the various components of New York’s Accountability System under the approved ESSA plan, such as school and district identification methodologies and intervention requirements. This training is intended for individuals who require a detailed explanation of the accountability metrics, methodologies, and required interventions to execute their professional responsibilities. It is strongly suggested that Superintendents and Chief Accountability Officers attend, since the information provided will offer an understanding of the new accountability system.

DID YOU KNOW...?

Did you know that having a higher performing English Language Learners (ELL) subgroup could help schools with non-identification as CSI and TSI Schools?

See various CSI/TSI identification scenarios listed on pages 2-4 in [Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\)](#)

Please note that a registration survey will be distributed via e-mail three weeks prior to the meeting to confirm attendance. The registration survey should be completed by everyone who will attend the ESSA Training. Questions about the ESSA Training in Binghamton should be sent to: ESSA@nysed.gov.

THIS JUST IN...

*The Board of Regents discussed the following during its last meeting in **February 2019**:*

- [Update on the East Ramapo Central School District](#) (Resolution)
 - [East Ramapo Update](#) (Presentation)
 - [June Graduation Rates for 2014 Cohort](#)
 - [Executive's 2019-2020 Budget Proposal](#)
 - [Authorizing School Districts Enrolling Fewer Than 30 English Language Learners to Apply for a One Year Renewable Waiver](#)
 - [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](#)
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UPDATE FROM COMMISSIONER ELIA

- [Parent Update: Black History Month, Student Data Privacy, Graduation Rates](#)
 - [Parent Update: DREAM Act, Executive Budget Proposal, ESSA Accountability Determinations](#)
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FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



You Have Got to Be in It to Win It

The slogan that is the title of this month's column, used at various points by a number of lotteries, is also the rationale for the selection by New York of chronic absenteeism as a measure of school quality and student success within the state's new Every Student Succeeds Act (ESSA) accountability system.

Chronic absenteeism is defined as the number of students enrolled during the school year in a school for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10 percent of enrolled instructional days divided by the total number of students enrolled during the school year, expressed as a percentage. Schools and districts are accountable for a group of at least 30 students.

New York, like the majority of states, selected chronic absenteeism as an ESSA indicator because research show that students who miss more than 10% of instruction have dramatically lower rates of academic success than do students who are not chronically absent. Research also indicates that student engagement and regular attendance are highly correlated with student success.

Addressing chronic absenteeism will require the adoption and implementation of new practices to reduce how often students fail to attend school. The following research-based strategies, recommended by the State Education Department, offers ways to reduce chronic absenteeism through approaches that involve all stakeholders, including parents and school staff.

- Implement positive, prevention-focused attendance policies and strategies that promote a culture of good attendance
- Recognize and reward improved attendance through tiered prevention strategies
- Ensure ongoing monitoring of attendance data by staff dedicated to this function
- Implement weekly or bi-weekly attendance teams directed to reduce absences among students who are chronically absent (miss ten percent or more of enrolled days) or at risk of becoming chronically absent (miss between five and nine percent of enrolled days)
- Deploy school mentors
- Communicate regularly with parents about their child's attendance and treat parents as partners in promoting school attendance.

Several of the strategies include using school mentors who offer support in the form of a connection with an adult role model – this could be a school counselor, coach, teacher, or other staff person who checks in with the student and follows up when there are absences.

The use of attendance teams to review attendance records to identify students who are chronically absent or at-risk and identify and implement interventions to engage the student is another way a district can address the issue. When addressing chronic absenteeism for English language learners, it is critical that school staff be able to engage with families in the language in which the family is most comfortable communicating.

Students need to be in school to “win” at education. When you are able to reduce chronic absenteeism in your school it is like winning the lottery; you never know how much your results may soar.

REQUIRED HOMELESS TRAINING

Has your McKinney-Vento liaison attended one of the mandatory professional development sessions (workshop, onsite regional training or webinar)? The Department’s technical assistance center, NYS-TEACHS, is still offering sessions that meet the needs and interests of your district.

For more information please view the [NYS Field Memo](#).

To access a list of upcoming trainings, please see regional specific links below:

- For events tailored to professionals working with children and youth in New York State, outside NYC, please go to: [Training Outside NYC](#).
- Events tailored to professionals working with children and youth in New York City, please go to: [NYS-TEACHS Trainings in NYC](#).

If you have questions about the required homeless training, please contact Melanie Faby in ESSA Funded Programs, via phone at 518-473-0295 or via email at conappta@nysed.org. You may also contact NYS-TEACHS via phone at 1-800-388-2014 or via email at www.nysteachs.org.

REGISTRATION OF PUBLIC SCHOOLS

In accordance with section 100.21(c) of Commissioner’s Regulations, the New York State Education Department requires that school districts making changes to the registration of schools and creating new schools for the 2019-20 school year, submit the appropriate forms for [Public School Registration](#). The deadline for the 2019-20 school year is **Friday, March 1, 2019**. However, extensions for submitting School Registration forms can be granted based on a written request from the district. The written request can be sent to: accountinfo@nysed.gov.

Public School Registration changes include:

- opening a new public school,
- closing an existing public school,
- modifying the grade organization of an existing public school, and/or
- changing the location of a school.

In addition to the submission of forms, regulations also require districts to submit a signed copy of the Board of Education resolution explicitly approving all changes that have been requested for each school.

After a district’s submission is received, NYSED staff will review the submission and the Commissioner will make recommendations to the Board of Regents regarding the approval of petitions for new schools. The district must satisfactorily demonstrate that the school will operate in an educationally sound manner; follow applicable statutes, rules and regulations relating to public schools; and adhere to applicable building codes pursuant to a certificate of occupancy.

School Registration submissions and inquiries regarding the process may be sent to: accountinfo@nysed.gov.

OA TEAMS

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[Metrics](#)
[ESSA-Funded Programs](#)

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THINGS TO NOTE

Press Release: [2019 P-12 Education Budget Testimony](#)

Press Release: [State Museum Launches Online Educational Guide About New York's Dutch History](#)

Press Release: [State Education Department Awards \\$1.6 Million in Safe and Supportive Schools Grants](#)

Press Release: [State Museum Displays Poster Exhibition and Artifacts in Recognition of Black History Month](#)

Press Release: [Report on the East Ramapo Central School District: 2017-18](#)

Press Release: [Education Department Now Accepting Applications for Summer Food Service Program Sites](#)

Press Release: [My Brother's Keeper: Changing the Narrative - January 2019](#)

Press Release: [State Education Department Releases 2014 Cohort High School Graduation Rates](#)

Press Release: [2019 Higher Education Budget Testimony](#)
