



NEWSLINE

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

During its December 2018 meeting, the Board of Regents adopted amendments of the 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 and will become effective as an emergency measure on December 18, 2018. Proposed amendments were related to the following topics:

- Basis for Districts to Petition the Commissioner to revise Measures of Interim Progress (MIPs)
- Computation of Combined Composite Performance and Growth Level and Combined Composite Performance and Graduation Rate Level
- Computation of Academic Progress Level, English Language Proficiency Level, and Student Growth Level
- Principal Support Report and Principal Needs Assessment
- Identification of Target Districts
- Assignment of teachers to schools identified for Comprehensive Support and Improvement (CSI)
- Identification and appointment of leadership and staff to a new school replacing a closing SURR or Receivership school.

It is anticipated that the proposed amendments will be presented for permanent adoption at the February 2019 Board of Regents meeting. If adopted at the February 2019 Regents meeting, the proposed amendment will be effective as a permanent rule on February 27, 2019.

The December 2018 Regents Item regarding the amendments and additions to Commissioner's Regulations relating to the implementation of the state's approved ESSA Plan may be found at: <http://www.regents.nysed.gov/common/regents/files/1218p12a2.pdf>.

The Supplemental Presentation "For Emergency Action: Proposed Draft Commissioner's Regulations Related to New York's Approved ESSA Plan" may be found at: <http://www.regents.nysed.gov/common/regents/files/P-12%20Education%20-%20ESSA.pdf>.

Should you have any ESSA related questions, please send them to: ESSA@nysed.gov.

EVERY STUDENT SUCCEEDS ACT (ESSA) PRELIMINARY ACCOUNTABILITY STATUS FOR 2018 – 19

On Friday, November 30, 2018, the New York State Education Department provided information via an emailed memo to districts and charter schools regarding their preliminary identification status based on 2017-18 school year assessments. This initial preliminary identification information is currently embargoed and is being provided so that districts may review the data used to determine the accountability status of the district and its schools.

Districts that have been preliminary identified as Target Districts were given until **Friday, December 14, 2018** to submit an appeal of preliminary determinations for the district or any identified schools.

The following are important dates related to release of school and district accountability determinations:

- Appeals of preliminary determinations must be submitted by no later than Friday, December 14, 2018.
- Statewide Orientation meetings in Albany, NY, January 9-11, 2019 for districts with preliminarily identified schools.
- Final determinations will be communicated to districts on or about Tuesday, January 15, 2019.

- A public announcement on final school and district accountability determinations will be made on or about Thursday, January 17, 2019.

If you have any questions regarding the content of the memo or related to the timeline for the release of the determinations, please send them to accountinfo@nysed.gov.

THIS JUST IN...

The Board of Regents discussed the following during its last meeting in December 2018:

- [Proposed Amendments to Section 30-3.17 of the Rules of the Board of Regents Relating to Annual Professional Performance Reviews \(APPR\)](#)
- [Pathways to a New York State Diploma](#)
- [New York State My Brother's Keeper Initiative](#)
 - [Supplemental Presentation: Not Just a Grant: The My Brother's Keeper Challenge](#)



UPDATE FROM COMMISSIONER ELIA

- [Parent Update: Ensuring All Students Receive the Opportunities They Deserve](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



We're Not Number 1!

Under New York's Every Student Succeeds Act accountability system, a school or district does not want to be Level 1. Level 1 is the lowest of the four levels that are assigned to each subgroup for each indicator for which there are sufficient student results to hold the school or district accountable.

DID YOU KNOW...?

Did you know that the U.S. Department of Education is fulfilling its investing \$200 million in STEM Education?

[Read More Here](#)

A group can perform at Level 1 either because it is among the lowest performing in the state (e.g., among the lowest performing 10% of schools on elementary/middle schools for academic performance in English language arts, mathematics, and science combined) or because the group is performing below both the State and the school specific Measure of Interim Progress for the group (e.g., the academic progress, chronic absenteeism, graduation rate; and college, career, and civic readiness indicators.)

Commissioner's Regulations require that when a subgroup on any indicator performs at Level 1, regardless of the accountability status of the school, the school must participate in a needs assessment to identify the achievement gaps between accountability subgroups within the school and the root causes for the gaps. As part of its Consolidated Application, the district must identify the additional resources and professional development that the district will provide the school to improve performance.

This "Level 1" requirement is not about "naming and shaming" schools. The Department will not release a list of Level 1 schools. Rather the purpose of this requirement is for a school community to determine why this Level 1 performance occurred and determine what support the district can provide the school to help address the issue. The district in turn is asked to review the needs of the school and determine how the district can best address these needs.

Based on a review of 2017-18 school year data, the Department has found that a significant majority of schools will have at least one subgroup that achieved Level 1 on at least one indicator. If this is the case in your school, some questions that you might want to consider when you conduct your self-assessment:

1. Did this result surprise us or were we aware that this subgroup's performance on this indicator was either low and/or not improving?
2. Have we disaggregated the data to determine why the subgroup performed at Level 1? For example, if identification was for the Composite Performance indicator, was it a particular subject (i.e., ELA, math, or science) that caused the subgroup to achieve at Level 1? Are there certain grades that were lower performing than others? Were there certain students within a subgroup, such as low-income students within the students with disabilities subgroup, that were lower performing than others?
3. If only one subgroup achieved Level 1 on one indicator is the issue truly isolated to that subgroup and indicator or is the Level 1 performance "the canary in the coal mine" that suggests that there are more systemic issues that need to be addressed? For example, if the students with disabilities subgroup achieves Level 1 on the chronic absenteeism indicator, is this really an issue limited to chronic absenteeism for students with disabilities or are there larger issues related to either school climate or the instructional program for students with disabilities?
4. What are the implications for strategies to address the problem if there are indicators on which more than one group performs at Level 1 or when there are groups that perform at Level 1 for multiple indicators?
5. What are the trends in the group's performance? A subgroup's Level 1 could be based on two years of data, or even three years data for the student growth indicator. High school accountability is based on students who first entered grade nine four years previously and, in the case of graduation rate, data is lagged a year. It is important to determine whether the latest data are consistent with the data that caused the subgroup to achieve at Level 1.

Given these considerations, districts with schools performing at Level 1 should consider whether a comprehensive or segmented needs assessment should be conducted. A comprehensive needs assessment examines all aspects of the school and its context (including the district) and a segmented needs assessment evaluates only one or a few aspects of the school and its context. This will allow the district and school to think about what root causes contributed to the identification and why those causes exist. The district should consider the types of strategies the school must implement to address those root causes; the supports the school needs to effectively implement those strategies; the additional resources and professional development that the district will provide to the school to improve performance; and which staff, parents, and other stakeholders should be involved in the identification of the additional resources and professional development.

More information on Level 1 requirements will be provided to districts and schools later this school year. In the meantime, let's hope next year, you will have many opportunities to say, "We're Level 4!"

JANUARY 2019 TARGET DISTRICT INSTITUTE

The January 2019 Target District Institute will occur across three days from January 9 – 11, 2019 at the Cultural Education Center in Albany, with each day being designated for a specific audience.

It is expected that some attendees may only attend one day, others will attend two days, and others may attend all three days depending on their role in the District and the designation of the schools within the District.

January 9, 2019 will be devoted to the District and school-level staff from the schools in the Receivership program. January 10, 2019 will be for District-level staff of Target Districts, and January 11, 2019 will be for District-level staff of any District with schools identified as Targeted Support and Improvement (TSI).

Registration for the January Target District Institute is available at: <http://nysed.fluidreview.com>.

More information about the three-day session may be found at <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEInstitute.html> and in the Wednesday, December 12, 2018 email message sent to Target District superintendents from fieldsupport@nysed.gov.

Any questions or concerns regarding the January 2019 Target District Institute should be sent to fieldsupport@nysed.gov.

THINGS TO NOTE

- Press Release: [NYSED Proposes One-Year Extension of Transition Period for Annual Professional Performance Reviews](#)
- Press Release: [Board of Regents Advances 2019 Budget and Legislative Priorities and State Aid Request for the 2019-2020 School Year](#)
- Press Release: [Vast Majority of Schools In Receivership Make Demonstrable Improvement](#)
- Press Release: [Professional Learning Opportunity Now Available to Support School LGBT Inclusion Efforts](#)
- Press Release: [High School Students Encouraged to Apply for the 2019 New York State Summer School of the Arts](#)
- Press Release: [My Brother's Keeper: Changing the Narrative -November 2018](#)

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