



NEWSLINE

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

During its November 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 were published in the State Register on Tuesday, November 6, 2018. It is anticipated that the proposed amendment will be presented for permanent adoption at the December 2018 Board of Regents meeting. If adopted at the December 2018 Regents meeting, the proposed amendment will be effective as a permanent rule on December 26, 2018.

The November 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/1118p12a2.pdf>.

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

GENERAL ESSA MEMO

On Tuesday, October 30, 2018, the New York State Education Department's Office of Accountability sent a memo to District Superintendents, Superintendents of Districts, and Principals of Charter Schools regarding the Every Student Succeeds Act (ESSA).

Included in the memo are details about the following:

- Goals and Measures of Interim Progress (MIP)
- Timeline for Preliminary Identification
- Final Identification and Public Release

The October 30, 2018 memo, which outlines major accountability changes that will be implemented in the 2018-19 school year as a result of New York's approved ESSA plan, may be found at:

<http://www.p12.nysed.gov/accountability/essa/documents/ESSAGeneralMemo101918.pdf>.

For more information about the October 2018 General ESSA Memo. Should you have any ESSA related questions, please email: ESSA@nysed.gov.

THIS JUST IN...

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

- [Proposed Amendment to the Regulations of the Commissioner of Education to Authorize School Districts Enrolling Fewer Than 30 English Language Learners to Apply for a One Year Renewable Waiver to Expand the Maximum Allowable Grade Span for English As a New Language and Bilingual Education Classes from Two to Three Contiguous Grades](#)
 - [Proposed Emergency Adoption of Amendments and Addition of a New Section to the Commissioner's Regulations Relating to the Implementation of the State's Approved Every Student Succeeds Act \(ESSA\) Plan](#)
 - [Workgroup to Improve Outcomes for Boys and Young Men of Color](#)
 - [Agenda](#)
 - [Statewide Update](#)
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UPDATES FROM COMMISSIONER ELIA

- [Parent Update: Happy Family Literacy Month](#)
- [Commissioner Elia Appoints Dr. Denise Lowe as Second Monitor for the East Ramapo Central School District](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



ESSA Accountability and High School Equivalency Diplomas

New York has designed its high school accountability system to incentivize districts and schools to help students earn the most rigorous diplomas and credentials and enroll in the most challenging courses in which students are capable of success. This includes encouraging schools to continue to engage with students even if they should leave school without earning a diploma. Below are the ways in which students who participate in a high school equivalency (HSE) program or earn an HSE diploma are factored into New York's Every Student Succeeds Act (ESSA) Accountability System:

- **Academic Achievement:** Students who were enrolled in a school or district on BEDS day four years after first entering ninth grade, subsequently leave school, and either remain enrolled in an HSE program or earn an HSE diploma as of June of that school year are considered transfers and are removed from computation of the Academic Achievement indicator. By contrast, students who drop out are generally a negative for the school or district on this indicator.
- **Graduation Rate:** Federal law prohibits states from counting students who earn an HSE diploma as high school graduates
- **College, Career, and Civic Readiness (CCRI) Index:** Any student who earns an HSE diploma within two years of leaving a high school earns the high school and its district a "bonus" .5 points on the CCRI Index. For example, if there are 100 students in the cohort and their CCRI index would be 150, if two students who left that school within the last two years earn the HSE, the index would be increased to 151 ($150 + .5 + .5/150 = 1.51$). This number is then multiplied by 100 to get a CCRI Index of 151).

A couple of other things to note:

- Amendments to Commissioner's regulations adopted earlier this year allow students who have passed Regents examinations in Mathematics, English Language Arts (ELA), Social Studies and/or Science the opportunity to substitute those passing scores on a maximum of four of the five corresponding TASC™ subtests (Mathematics, Reading, Writing, Social Studies and Science). This means schools should make every effort to have students pass Regents exams, even if such students are unlikely to be able to earn a diploma. By doing so, the school will increase the likelihood that the student will earn an HSE and provide a bonus on the CCRI Index.

DID YOU KNOW...?

That on November 7, 2018 the United States Department of Education Released a Guide to Help Families Understand School Report Cards Required by ESSA?

[Read More Here](#)

- Currently, districts only report to the New York State Education Department data for students who enroll in or receive HSE diplomas from approved HSE programs operated by districts and BOCES. The Department is currently working on procedures to be able to capture HSE diplomas earned through other programs.

While the Department desires that all students graduate from high school with a Regents or local Diploma supplemented by advanced coursework, we recognize that for some students this may not be obtainable. In those instances, an HSE diploma creates many additional pathways for success for these students when compared to having no diploma at all.

For more information about High School Equivalency programs, please visit: <http://www.acces.nysed.gov/hse/high-school-equivalency-hse>.

DELIVERY OF 2017-18 STUDENT GROWTH AND ENGLISH LANGUAGE PROFICIENCY ACCOUNTABILITY REPORTS

The Office of Accountability released the 2017-18 Student Growth and English Language Proficiency (ELP) Accountability Reports in mid-November. These reports allow districts and schools to view the reported data that was used to calculate Growth levels and ELP levels for making Institutional Accountability determinations under New York State's approved Every Student Succeeds Act (ESSA) Plan.

Districts may view their data in the Student Information Repository System (SIRS) via the Information and Reporting Services Portal, which may be accessed at [IRSP](#).

To view New York State's Approved ESSA Plan please visit: <http://www.p12.nysed.gov/accountability/essa.html>

For more information or questions about the 2017-18 Student Growth and English Language Proficiency (ELP) Accountability Reports, please e-mail accountinfo@nysed.gov.

GC#19-006 FUNDING OPPORTUNITY: 2019-2022 MCKINNEY-VENTO GRANT PROGRAM REQUEST FOR PROPOSALS (RFP) ANNOUNCEMENT

The purpose of McKinney-Vento funding is to facilitate the improved attendance, engagement, and academic success of homeless children and youth. Grant funding is available to LEAs through a competitive application process administered by the NYSED. The McKinney-Vento Grant Program is a competitive grant, which is awarded based on the need of the LEAs requesting assistance and the quality of their applications. LEAs must have identified a minimum average of 100 students in temporary housing in the 2015-16, 2016-17, and 2017-2018 school years to be eligible for funding. LEAs with an average of fewer than 100 students in temporary housing may apply as a consortium of LEAs to bring the total to 100. Complete information about the GC#19-006 Funding Opportunity for the 2019-22

McKinney-Vento Grant Program Request for Proposals (RFP) may be found at: <http://www.p12.nysed.gov/funding/currentapps.html#etl>.

For more information about approved uses of McKinney-Vento grant funding, please see pages 20-23 of the Education for Homeless Children and Youth Program: Non-Regulatory Guidance issued by the U.S. Department of Education at: <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>.

LEAs may also contact the ESSA Funded Program Office at 518-473-0295, e-mail Melanie Faby, State Homeless Program Coordinator at conappta@nysed.gov, or NYS-TEACHS, (800) 388-2014, info@nysteachs.org.

THINGS TO NOTE

Press Release: [State Education Department Awards \\$160,000 in Child Abduction Prevention Education Grants](#)

Press Release: [Commissioner Elia Appoints Dr. Denise Lowe as Second Monitor for the East Ramapo Central School District](#)

Press Release: [Annual Professional Performance Review Announcement](#)

Press Release: [Promoting Equity in Education: ESSA](#)

Press Release: [National Rural Teacher of the Year, Supporting Students in Foster Care, and More](#)

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Contact Us

Via Mail:

New York State Education
Department
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, NY 11217

Via Phone:

718.722.2797

Via E Mail:

accountinfo@nysed.gov
conappta@nysed.gov
essa@nysed.gov
selfassessment@nysed.gov

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