



NEWSLINE

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

On Thursday, January 17, 2018, pursuant to New York’s Every Student Succeeds Act (ESSA) plan and Commissioner’s Regulations, the New York State Education Department (“the Department”) identified 106 Target Districts, 245 Schools for Comprehensive Support & Improvement (CSI) and 125 Schools for Targeted Support & Improvement (TSI). In addition, NYSED identified 26 schools to be newly placed into Receivership and 37 schools to be removed from Receivership at the end of the 2018-19 school year, including two schools scheduled to close. This will leave 43 schools in Receivership at the end of the 2018-19 school year.

In accordance with New York’s approved ESSA plan and Commissioner’s Regulations §100.21, the State Education Department is required to identify Target District and TSI Schools annually and CSI schools every three years beginning in the 2018-19 school year.

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/reviced.

To support 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](#).

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

THIS JUST IN...

The Board of Regents discussed the following during its last meeting in [January 2019](#):

- [Cultural Responsiveness and Sustainability](#) (Resolution)
 - [Culturally Responsive-Sustaining Education in New York State](#) (Presentation)
 - [Culturally Responsive-Sustaining Education Framework](#) (Additional Information)
- [Amendment to §104.3 of the Commissioner’s Regulations Relating to Assessments and Student Official Transcripts and Permanent Records](#)
- [Addition of Part 121 to the Regulations of the Commissioner Relating to Student Data Privacy](#)
 - [Supplemental Presentation](#)
- [Addition of Section 114.5 to the Regulations of the Commissioner Relating to the Prohibition Against Meal Shaming](#)
- [Amendment to Section 114.1 of the Regulations of the Commissioner of Education Relating to School Breakfast Programs](#)
- [Registration of Religious and Independent High Schools Visited in 2018-2019](#)
- [Amendment to Section 154-2.3\(i\) of 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](#)



UPDATE FROM COMMISSIONER ELIA

- [*News and Notes: New School Accountability Determinations*](#)
- [*Parent Update: Follow us on social media for tips, resources, & news!*](#)
- [*State Education Department Announces New School Accountability Determinations*](#)

FROM THE DESK OF ASSOCIATE COMMISSIONER IRA SCHWARTZ



A Different Way to Differentiate School and District Performance

On Thursday, January 17, 2019, Commissioner Elia announced the accountability designations for each district and each public and charter school in the State. Two things may have struck you about the new designations:

- On the one hand, there was a strong correlation between a school’s prior accountability designation and its probability of becoming a Comprehensive Support and Improvement School (CSI).
 - o For example, a former Priority School was ten times more likely to be designated CSI than a school that had been in Good Standing in the 2017-18 school year (33% vs. 3%).
- On the other hand, there were significant changes in the accountability status of some schools.
 - o Two-thirds of schools that had been Priority Schools were not identified as CSI, with over 40% of Priority Schools now in Good Standing. Conversely more than 100 schools, representing more than 44% of identified CSI, had been in Good Standing in the 2017-18 school year.

These changes are driven by several factors:

- **Changes in performance over time:** Some schools have changed their performance relative to other schools. In particular, some schools that had been Priority have been able to use the additional support and assistance they have received to improve student outcomes relative to non-identified schools.
- **Changes in accountability metrics and emphasis:** At the elementary/middle level under the prior classification system, academic achievement in ELA and math was the overwhelming determinant of school classification. Only accountability groups that were among the lowest achieving ten percent in ELA and math were at risk of identification.

Under the ESSA accountability system, we now look for subgroups that are in the bottom ten percent for combined achievement (now in ELA, math, and science) and student growth. This means, for example, that a school that has student achievement at the 20th percentile and student growth at the 5th percentile might now be identified, while previously it would not. In addition, because we are now looking at other factors, such as science, school progress in ELA and math, acquisition of English proficiency by English language learners, and chronic absenteeism, as well as placing more emphasis on student growth, a school that is achieving in the bottom ten percent in ELA and math that would have previously been identified might be able to demonstrate adequate performance based on these factors.

In short, the new accountability system is making determinations based on the guidance we received from stakeholders over our two-year engagement process:

- Expand indicators beyond a narrow focus on ELA and math achievement.
- Emphasize student growth so as to reduce the strong correlation between the students served by a school and a school’s designation.
- Incentivize student participation in rigorous coursework and persistence in achieving a high school diploma; and
- Begin to consider the degree to which schools are safe and supportive learning environments as measured by indicators such as chronic absenteeism.

What cannot be emphasized too much is why we differentiate school performance: It is not to “name and shame” schools. As Commissioner Elia stated when she made her announcement: “We know how hard educators in these schools are working, and we know that in every identified school there are caring adults who provide safe havens for students, as well as excellent instruction. But we also know that success is far from universal in these schools and there are opportunities for improvement. What we want to do is work with the school community to identify actions these schools can take immediately to improve instruction and the school environment, and then, build on those to create long-term plans for increasing student outcomes.”

The purpose of school differentiation is to help the State and school districts to determine where we can best allocate our resources to support school improvement efforts and to create a structure to allow stakeholders to work together to develop and implement successful strategies for improvement.

Regardless of the designation that your school or district received, there is always more work to do to ensure that there are equitable educational outcomes for all students, and it an honor for the staff of the Office of Accountability to have the opportunity to assist you in this most important work.

DID YOU KNOW...?

Did you know that Title I, Part A funds may be used to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards?

Dual enrollment allows students to be enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college or university courses. Concurrent enrollment is defined as credit hours earned when a high school student is taking a college course for both, high school and college credit, during the high school day, on the high school campus, taught by a certified instructor.

[Read More Here](#)

TITLE I PART A SUPPLEMENT NOT SUPPLANT SURVEY

As outlined in Section 1118(c) of the Every Student Succeeds Act (ESSA), Local Education Agencies (LEAs) are now responsible for developing a methodology to distribute state and local funds to schools. LEAs must be able to demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. Districts must distribute state and local funds to all schools as if no Title I funds were available to any schools in the district. The funding methodology that a district uses must also provide sufficient state and local funds to provide an adequate general education program in all schools. Consistent with these requirements, the New York State Education Department (NYSED or "the Department") has developed the online "2018-19 Title I Supplement Not Supplant Survey."

The report - Title I School and Community Services "2018-19 Title I Supplement Not Supplant Survey" - may be accessed using the SED Monitoring and Vendor Performance System available in the NYSED Business Portal at <http://portal.nysed.gov>. Submissions are due by the close of business on February 11, 2019.

To access the survey, complete 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 "2018-2019 Title I Supplement Not Supplant Survey"
7. Click on 'view' to begin/continue to input information

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

Please contact the ESSA-Funded Programs Office at 518-473-0295 or via email at conappta@nysed.gov if you have any questions or concerns regarding the content of the survey.

SCHOOL IMPROVEMENT FUNDS AVAILABLE FOR NEWLY IDENTIFIED SCHOOLS AND DISTRICTS

NYSED will award Section 1003 Basic School Improvement funding to Local Education Agencies (LEAs) for use in Comprehensive Support and Improvement Schools (CSI), Targeted Support and Improvement Schools (TSI), and Target Districts. LEAs will receive:

- \$25,000 per Target District;
- \$25,000 per Comprehensive Support and Improvement School; and
- \$25,000 per Targeted Support and Improvement School

These funds are to be used to support planning for the implementation of school improvement activities including: Participation in Target District Institutes; Participation in Regional Training for Schools Receiving NYSED-led DTSDE support visits; Administration of surveys; Participation in the DTSDE review process; and Development of the 2019-20 improvement plans.

The 2018-19 Title I School Improvement Grant 1003 (Basic) application may be accessed using the SED Monitoring and Vendor Performance System available in the NYSED Business Portal at <http://portal.nysed.gov>. To access the survey, complete 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 Title I School Improvement Grant 1003 (Basic)"
7. Click on 'view' to begin/continue to input information

Submissions are due by the close of business on Friday, February 15, 2019.

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

Please contact the ESSA-Funded Programs Office at 518-473-0295 or via email at conappta@nysed.gov if you have any questions or concerns regarding the content of the survey.

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THINGS TO NOTE

Press Release: [Statement from Board of Regents Chancellor Betty A. Rosa and State Education Commissioner MaryEllen Elia on the Legislature's Actions on the Dream Act](#)

Press Release: [State Education Department Announces New School Accountability Determinations](#)

Press Release: [State Education Department Proposes Regulations to Strengthen the Security of Personally Identifiable Information for Students and School Personnel](#)

Press Release: [State Museum Hosts "New York State's Great Places and Spaces" on January 12](#)

