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## Things every educator should know about New York State’s plan for the Every Student Succeeds Act

### What is ESSA?

The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.

### Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for *all* students.

### What do educators need to know?

Below are highlights of important elements for educators in the plan. We encourage you to visit this link to learn more about the plan:  
<http://www.p12.nysed.gov/accountability/essa.html>

## 1 New York State values a well-rounded education for all.

New York State’s accountability system will use a variety of indicators beyond core academic subjects.

### Schools and districts will be measured annually on these indicators:

### Future indicators:

| For all schools   | For high schools  |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>English language arts</li> <li>Math</li> <li>Science</li> <li>Progress in learning English (for those who don’t speak it)</li> <li>Chronic absenteeism (absent 18+ days, with exceptions)</li> </ul> | <ul style="list-style-type: none"> <li>Social studies</li> <li>Graduation rate</li> <li>College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</li> </ul> | <ul style="list-style-type: none"> <li>Out-of-school suspensions (beginning with 2018-19 results)</li> <li>Being ready for high school (once data becomes available)</li> <li>“Learning environment” indicators (e.g., class size, access to arts classes)</li> </ul> |

## 2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try ways to assess student knowledge that could ask students to complete and present performance tasks.

# 95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

## 3 New York State will redefine and reimagine the educator preparation experience.



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

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**New York State is committed to working with districts to ensure cultural responsiveness.**



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and development in culturally responsive instruction.



Schools will get assistance to write improvement plans that include culturally responsive and linguistically appropriate supports for students and parents.

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**New York State will encourage and foster the ability of districts to advance equity and access for all.**



New reports will outline how much each school is spending per student and from what source.



The state will help districts equalize access to experienced, fully prepared, and effective educators.



The state will seek a waiver so newly arrived non-English-speakers' test scores don't count until their third year of enrollment.

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**New York State will identify schools for support and recognition based on multiple measures.**

| Comprehensive Support and Improvement  | Targeted Support and Improvement  | Recognition Schools  | Schools in Good Standing  |
|--|---|--|---|
| Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support. | Schools with subgroups that are among the lowest-performing in the state. | Schools that are high-performing or rapidly improving as determined by the Commissioner. | Schools that are not identified in any of the preceding categories. |

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**Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.**



The state uses data from multiple measures to determine which schools need support.



Educators and parents develop an improvement plan based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff surveys results, to determine if the plan has to be modified.



The state provides additional support to any low-performing school that is struggling to make gains.

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**New York State will award funds to each school district to support a Professional Development Plan developed by educators.**



Districts will continue convening their professional development teams which include a majority of educators and one or more administrators.



The team develops, implements, and evaluates the Professional Development Plan which includes, among other things, mentoring for new teachers.



New York State will award Title II funds under ESSA to support local implementation of these plans.