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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 law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State’s plan to spend the approximately \$1.6 billion the state 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 asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do educators need to know?

Below are highlights of important elements for educators and school district staff in the plan. We encourage you to visit [the ESSA Section of NYSED’s website](#) to learn more about the plan.

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"> English language arts Math Science Progress in learning English (for those who are learning English as an additional language) Chronic absenteeism (absent 10% or more instructional days) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

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



State tests in grades 3-8 English and math will be reduced to from three days to two days each.

95%

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



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

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.

4

New York State is committed to working with districts to ensure culturally responsive-sustaining practices



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 professional development in culturally responsive instruction.



Schools will get assistance in writing improvement plans that include culturally responsive-sustaining and linguistically appropriate supports for all students.

5

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.



Districts can access grants to promote diversity and reduce socio-economic and racial/ethnic isolation.



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

6

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 survey 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.

8

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



Each district must establish a professional development team that includes a majority of educators and one or more administrators.



This team must develop, implement, and evaluate a Professional Development Plan that 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.