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## Things every local school board member 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 school board members need to know?

Below are highlights of important elements for local school board members 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'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

- 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)

#### For high schools

- 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 from three 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 encourage and foster the ability of school boards to advance equity and access for all.



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



New reports also will give information on indicators such as class size or opportunities for students to participate in the arts.



School boards can use the reports to promote equity of resources within and across their districts.

4

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.

5

School boards in New York State will have key responsibilities in overseeing improvement of low-performing schools in their districts.



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



School boards must approve improvement plans developed by educators and parents based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff survey results, to determine whether the plan has to be modified and re-submitted to the school board.



The state provides additional support to low-performing schools that struggle to make gains. The state will work with districts if the schools need additional oversight.

6

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.