

BOARD OF EDUCATION MEETING

FEBRUARY 13TH, 2019

District & School Accountability
2018-2019 SY

What is the Every Student Succeeds Act (ESSA)?

The Every Student Succeeds Act (ESSA) is a federal law that includes requirements for schools, Local Educational Agencies (e.g., districts and charter schools) and states, including some related to **accountability**, **school improvement**, educator development and student supports.

ESSA was signed into law in 2015, replacing the No Child Left Behind Act from 2001. All states were required by the U.S. Department of Education (USDE) to submit by September 2017 their ESSA implementation plan for approval. New York State's plan was approved in January 2018.

New York State's plan builds upon the current accountability system while looking beyond just student test scores

Current System

Primarily based on student achievement in ELA and math

Includes goals for academic achievement and graduation rate

Identifies Priority schools based on low overall ELA and math performance and/or graduation rates

Identifies Focus schools based on low-performing subgroups; requires a minimum of 10% of Title I schools be identified.

Recognizes high-performing and rapidly improving schools as Reward schools

Revised System

Based on student achievement in core subjects and non-academic indicators such as chronic absenteeism

Includes goals for academic achievement; graduation rate; English language proficiency; chronic absenteeism; and college, career, and civic readiness.

Identifies Comprehensive Support and Improvement schools based on school academic and progress measures; acquisition of English by English learners; chronic absenteeism. Elementary/middle schools are also measured on student growth and high schools on graduation rates and the college, career, and civic readiness of students.

Identifies Targeted Support and Improvement schools based on low-performing subgroups

Recognizes high-performing or rapidly improving schools as Recognition schools

New York State will use multiple measures of success to identify schools, beginning with 2017-2018 school year results

Student Academic Achievement

For **all schools**, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For **high schools**, also measures achievement on state assessments in social studies

Student Growth

For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years

Academic Progress

For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).

Graduation Rates

For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs

English Language Proficiency

For **all schools**, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)

Chronic Absenteeism

For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs

College, Career and Civic Readiness

For **high schools**, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs

Accountability of Student Subgroups

New York State will hold schools and districts accountable for the performance of these student subgroups:

- | | | |
|-------------------------|------------------------------------------------------|----------------------------------------|
| 1
All Students | 2
American Indian or Alaska Native | 3
Black or African American |
| 4
Hispanic or Latino | 5
Asian or Native Hawaiian/Other Pacific Islander | 6
White |
| 7
Multiracial | 8
English Language Learner (ELL) | 9
Students with Disabilities (SWDs) |
| | 10
Economically Disadvantaged | |



▶ Primary Schools

- ▶ **Diven Elementary – Target Support and Improvement School (TSI)**
 - ▶ 1 subgroup – Economically Disadvantaged
- ▶ **Fassett Elementary – Target Support and Improvement School (TSI)**
 - ▶ 1 subgroup – Students with Disabilities
- ▶ **Pine City Elementary – School in Good Standing**
- ▶ **Riverside Elementary – School in Good Standing**

▶ Intermediate Schools

- ▶ **Beecher Elementary – Comprehensive Support and Improvement School (CSI)**
 - ▶ All subgroups
- ▶ **Broadway Elementary – School in Good Standing**
- ▶ **Coburn Elementary – Target Support and Improvement School (TSI)**
 - ▶ 1 subgroup – Multiracial
- ▶ **Hendy – School in Good Standing**

DISTRICT & SCHOOL DESIGNATIONS

- ▶ Elmira City School District – Target District
 - ▶ Elmira High School – Target Support and Improvement School (TSI)
 - ▶ 2 subgroups – Students with Disabilities & Multiracial
 - ▶ Ernie Davis Academy – School in Good Standing
 - ▶ Broadway Academy – Comprehensive Support and Improvement School (CSI)
 - ▶ All subgroups
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HOW WE CONTINUE TO IMPROVE?

Curriculum & Instruction

- ❖ Literacy
 - ❖ Innovative Approaches to Literacy Grant
- ❖ Math
 - ❖ Alignment of curriculum and assessments
- ❖ Social Studies
 - ❖ Alignment of curriculum and assessments to prepare students for the new Regents examinations in Global Studies and US History
- ❖ Tiered Instruction
 - ❖ Tier I & II Professional Development
 - ❖ Scaffolding and Differentiation

Programmatic

- ❖ Community Schools
 - ❖ Building Partnerships with outside agencies to support our families and students
- ❖ Inclusion
 - ❖ Providing Students with Disabilities opportunities to access the general education curriculum with modifications and accommodations as needed and to meet the students' social and emotional development
- ❖ Restorative Practice
 - ❖ Fostering healthy relationships and promoting positive discipline in our schools

QUESTIONS?

