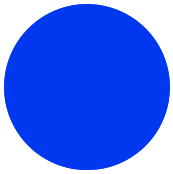
Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



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Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the

To these ends, the plan develops a set of indicators that will: a) reveal how New York State schools provide students with opportunities to learn and support many dimensions of learning, b) provide a set of expectations for progress for the State, districts, and schools, and c) measure the effectiveness of supports provided to schools to meet these expectations. The plan also describes strategies by which New York State can create a learning system so that schools and districts can collaborate in developing strategies to align practice to research, and the Department can support a knowledge development and dissemination agenda on behalf of continual improvement.

The above goals are aligned with those recently articulated by the Board of Regents as part of the [2] that include ensuring that all students:

initiative to mutually support the development and adoption of policies and programs that promote the values of socioeconomic, racial, cultural, and other kinds of diversity.

The Board of Regents also is committed to using its ESSA plan to increase equity of outcomes in York State envisions that its ESSA plan will promote educational equity, we highlight the following dozen

1. Publish, annually, the per-

STAKEHOLDER ENGAGEMENT

York State Board of Regents began the process of soliciting public input and feedback

process, the New York State Board of Regents has remained committed to ensuring that all stakeholder voices are heard and discussions between groups with diverse viewpoints are encouraged. New York State is very diverse: culturally, linguistically, racially, economically, and geographically. The Department and Board of Regents created a strategic framework for engaging stakeholders to develop a plan that meets the unique needs of the state and its students. This framework included the following activities that are described in more detail in the sections that follow:

- **Creation of the ESSA Think Tank**
- **Regular consultation with the Title I Committee of Practitioners**
- **Fall and Winter Regional Stakeholder Meetings on ESSA**
- **Public On-line Surveys**
- **Spring Public Hearings on the ESSA Draft Plan and Public Comment Period on the ESSA Draft Plan**
- **Educator Conference on ESSA**
- **Consultation with National Educational Experts**
- **Updates to the Board of Regents on ESSA, with items, presentations, and webcasts also available to the public on the Board of Regents webpage.**

ESSA Think Tank

At the May 2016 meeting of the Board of Regents, Department staff requested approval of

s successfully used this strategy in the past to consult with stakeholders on the ESEA Flexibility Waiver applications. To be well-prepared to take advantage of potential new flexibility and ensure stakeholder input in the creation of a new state plan, the Department invited representatives of key stakeholder organizations, as well as experts in accountability systems, to participate in an ESSA Think Tank. Members of the Think Tank were asked to help NYSED staff review the new requirements and opportunities presented within ESSA and provide recommendations for a set of guiding principles to be used in developing the plan. Members of the Think Tank were also asked to provide recommendations and feedback on specific components of the plan as it was developed. As New York State
information from the Think Tank with their organizations and, in turn, to solicit feedback to share with the Think Tank. A complete list of organizations that participated in the

Thin
http://www.p12.nysed.gov/accountability/essa.html.

The Think Tank convened at least once a month, beginning in June 2016, in Albany, New York and/or via Webinar, for a total of 15 meetings to date. Pr

including English Language Learners who are migratory, English Language Learners who were not born in the United States, and English Language Learners who are Native Americans, languages other than English that are spoken by a significant portion of the

ESSA requires each state that receives Title I funds convene a Committee of Practitioners (COP) to advise the state in carrying out its responsibilities under Title I. The duties of the COP include a review, before publication, of any proposed or final state rule or regulation related to Title I. In New York State, the COP committee is presently comprised of organizations including, but not limited to, Local Education Agencies (LEAs); Boards of Cooperative Educational Services (BOCES); Institutions of Higher Education (IHE); and organizations that represent school boards, superintendents, school administrators, teachers, paraprofessionals, parents, nonpublic schools, and community partners.

Beginning in May 2016, the COP has been provided with regular updates regarding ESSA

To align stakeholder input with ESSA state plan requirements, the Department and Board of Regents also worked closely with national education experts. Early in the plan

Policy Institute), Gene Wilhoit (National Center for Innovation in Education), and Susie Saavedra (National Urban League)

Month/Year

mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b.

are attributed, for accountability purposes, to the school in which the student is enrolled (e.g.,

Performance Index), even if the student attended a high school course to prepare for this assessment. This exam may for accountability purposes, once the exam
completes an advanced mathematics exam in middle school must take a further advanced mathematics exam i
Math Performance Index , the student will be assigned
Performance Index as a non-tested student).

Flexibility Waiver, New York State also has provided this opportunity to seventh-grade students. Seventh-grade students undergo the same local evaluation as their eighth-

students with disabilities are provided in six major categories: Flexibility in Scheduling/Timing, Flexibility in Setting, Method of Presentation, Method of Response, Other Accommodations, and Accommodations for Physical Education Assessments. Individualized Educational Program (IEP) team members and school administrators are provided extensive guidance on the proper selection of specific accommodations within these categories and the application of accommodations in test administration. Specific testing accommodations are made available for all ELLs/MLLs and applied as determined by school administrators, in accordance with guidance provided by the NYSED.

NYSED sought, but did not receive, a waiver under Section 8401 of the ESEA to allow schools to administer below-grade level assessments to a small, select group of students with disabilities. NYSED will continue to move towards computer adaptive assessments in its effort to comply with New York State Education Law § 305(48),

Once funding is secured to translate the content assessments identified above, translations occur through translation subcontractors who are familiar with this process:

- For the 3-8 State assessments, a back-translation is performed by a separate vendor for validation purposes.
- For Regents exams, an exam editor who is familiar with the test reviews the translated versions of the test for completeness.

For the development of the NLA/HLA and LOTE/World Languages assessments, the Department will:

- Identify and contract with a test development vendor for each assessment via a Request for Proposal (RFP).
- The vendor will work with the Department to develop test specifications by grade level (3, 4, 5, 6,7, 8 and one at the High School level), as well as computer-based testing and scoring platforms.
- The vendor will develop the tests (passages, graphics, items, rubrics, scoring, etc.) based on specifications from, and in close coordination with, the Department.
- The Department will coordinate with the vendor to hire New York State educators to review content and test items, as well as to conduct field testing (including printing, shipping, and scoring).
- The vendor, incorporating the results of the above, will develop online sample tests, and finally conduct operational testing (including printing, shipping, and scoring).

New York State gathers input regularly regarding native/home language assessment needs from key stakeholders regarding educational policies affecting ELLs/MLLs. Some of these stakeholders include two ELL/MLL Leadership Councils (consisting respectively of senior leaders and ELL/MLL directors from Local Educational Agencies (LEAs) with high concentrations of ELLs/MLLs and those with lower concentrations of ELLs/MLLs), eight

the Free or Reduced-

housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

- Armed Forces Child: A child with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

NYSESLAT is designed to assess, annually, the English language proficiency of ELLs enrolled in Grades K-12.

2024 school year based on 2022 2023 school year results and the 2024 2025 school year based on 2023 2024 school year results. New York State will continue to use an n-size of 30 for measuring performance on these indices. At the elementary/middle level, New York State will compute a Weighted Average Achievement and Core Subject Performance Index for each subgroup or school when the count of students in grades 3-8 combined in ELA plus math in the current reporting year is equal to or greater than 30. At the high school level, New York State will compute a Weighted Average Achievement and Core Subject Performance Index for each subgroup or school when the count of students in ELA plus math plus science in the current year four-year cohort is equal to or greater than 30. New York will also use a minimum n-size of 30 to generate calculations for the Graduation Rate, English Language Proficiency, and Chronic Absenteeism indicators.

In two cases, New York will use an n-size of 15. A Core Subject Performance Index will be computed at the elementary/middle school and high school levels if an accountability group has for the current year a minimum of 15 results for continuously enrolled students and these results equal at least 50% of the results for the subgroup on the Weighted Average Achievement Index. In an instance where the Weighted Average Achievement Index results for a high school accountability group is equal to or greater than 30 but the 4-, 5-, and 6- year graduation rate cohort has fewer than 30 students, a graduation rate level shall be computed for that accountability group. so long as there is a minimum of 15 students in the 4-, or 5-, or 6-year graduation cohorts.

b. Describe how the minimum number of students is statistically sound.

New York State plans to use an n-size of 30 for measuring performance to ensure maximum subgroup visibility without compromising data reliability. A report from The Institute of Educational Sciences (*Best Practices for Determining Subgroup Size in Accountability Systems*), indicates that from a population perspective, an n-size in the 30 range is acceptable.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Plan

New York State collaborated with stakeholders representing parents, teachers, principals, other school leaders, librarians, students with special need 1 4oW*m0.184 0.32[( )] entsnw..TJE3o300467 T83fups

Stakeholders considered a numb184 0.of approaches, including using a set perceE3oge of the population, rather than a set number; lowering the n-size to as low as 10 to allow fT83fr greater subgroup accountability; developing an n-size bassnw. TJmn population size, margin of error, confidence interval, and standard deviation; and maintaining the current use of 30. It was determinTJmthat using a ssnw. TJt perceE3oge of the population

Percentage of Schools Accountable for Student Subgroups by N-Size

N-size	All Students	American Indian or Alaska Native	Asian or Native Hawaiian/Other Pacific Islander	Black or African American	Hispanic or Latino	Multiracial	White	English Language Learner	Economically Disadvantaged	Students with Disabilities
10	95.29	6.40	49.14	63.18	77.91	30.75	77.96	49.88	93.60	92.23
15	95.06	3.86	41.14	55.98	72.62	19.31	74.90	42.68	92.62	89.66
20	95.04	2.75	35.79	51.81	67.27	12.60	72.90	37.10	91.62	86.35
25	94.96	2.03	30.88	48.70	62.92	8.59	70.79	32.50	90.77	82.64
30	94.78	1.59	27.54	46.13	59.78	6.48	69.43	29.52	89.48	78.37

If a subgroup has fewer than five tested students, performance results for both that subgroup and the subgroup with the next smallest number tested in the same category will not be reported. (See Asian/Pacific Islander and American Indian/Alaska Native in the example below.) If the sum of the number of tested students in both subgroups is still fewer than five, the performance results for the subgroup with the *next* smallest number tested within that category will also not be reported. (See White in the example below.) This process continues until the sum of the number tested for the subgroups within a category whose performance results are not being reported is equal to or greater than five. This process is used so that the use of simple mathematical computations cannot result in the release of performance results associated with any student, thereby protecting student confidentiality.

For full disclosure purposes, the combined performance results for all of the small subgroups in the cases indicated above are reported under the new category,

categories would be the same as that for the All Students group, as all other categories contain only two subgroups. Note that if the number tested for a subgroup in a category with only two subgroups is fewer than five, performance results for both subgroups in that category will not be reported. See the Homeless Status category in the example below. If the identity of the one homeless student was to be known, and results for the not homeless students were reported, using simple subtraction, the results for the homeless student could easily be determined. As such, results for both subgroups are not reported.

Annual Reporting Example:

Subgroup	Number Tested	Number scoring at level:			
		1	2	3	4
All Students	264	13	38	159	54
Racial/Ethnic Groups Category					
American Indian/Alaska Native	3				
Asian/Pacific Islander	1				
Black	84	2	12	51	19
Hispanic	74	4	8	37	25
White	50				
Multiracial	52	6	10	31	5
Small Group Total	54	1	8	40	5
Disability Status Category					
General-Education Students	259				
Students with Disabilities	3				
English Language Learner Status Category					
Non-English Language Learners	260				

Subgroup	Performance Enrollment	Performance Index
Economically Disadvantaged	5	

White	93.8	119.4	200

For Grades 3-8 mathematics:

Group Name	2016

year results and 2024 2025 school year based on 2023 2024 school year results. However, New York will provide all local education agencies long-term goals and annual measures of interim progress for informational and continuous improvement planning purposes to ensure substantial academic improvement for all students.

Using this methodology, the statewide long-term goals for the 4-year adjusted cohort graduation rates are:

Group Name	2016-17 Baseline	2025-26 Long Term Goal	End Goal
All Students	81.8%	85.0%	95%
Asian/Pacific Islander	87.7%	89.5%	95%
Black	71.5%	77.3%	95%
Economically Disadvantaged	75.3%	79.9%	95%
English Language Learners	49.4%	60.4%	95%
Hispanic	71.2%	76.8%	95%
Multiracial	82.7%	85.7%	95%
American Indian/Alaska Native	67.5%	74.1%	95%
Students With Disabilities	56.7%	66.1%	95%
White	89.8%	91.0%	95%

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long-term goals for the adjusted 5-year cohort graduation rate are as follows:

Group Name	2016-17 Baseline	2025-26 Long Term Goal	End Goal
All Students	84.0%	86.8%	96%
Asian/Pacific Islander	89.6%	91.0%	96%
Black	75.1%	80.3%	96%
Economically Disadvantaged	79.0%	83.0%	96%
English Language Learners	57.4%	66.8%	96%
Hispanic	73.9%	79.1%	96%
Multiracial	84.0%	86.8%	96%
American Indian/Alaska Native	73.3%	78.7%	96%

53% (base year performance of 43% + 10% percent reduction target of 20%). The annual target for each of the five years will be 2%.

- Step 5: Each year, set a new long-term goal so that the long-term goal is always established five years in the future. The previously established long-term goal becomes the measure of interim progress for that year. For example, following the 2017-18 school year, a new long-term goal for the 2022-23 school year will be set and the 2021-22 school year long-term goal will become the measure of interim progress for that year. This methodology allows the long-term goals to be adjusted to reflect the rapidity with which the schools and subgroups are making progress toward achieving the end goals established by the State.

The Department has identified that ELLs/MLLs generally become English proficient in three to five years on average, based on a longitudinal analysis of all ELLs/MLLs in a particular cohort, with factors such as initial English Language Proficiency (ELP) level at entry determining the specific number of years within which a student is expected to become English proficient. This -term goals. Long-term goals are a result of both this timeline and the model selected to monitor pr described below). The Department has developed this theory of action regarding ELL/MLL progress:

- New York State holds that all students who are not proficient in English must be provided specific opportunities to progress toward and meet English language proficiency requirements. This is important because students who are not English proficient will not be able to fully demonstrate what they know and can do in English language arts and mathematics delivered in English.
- Developing language proficiency is a cumulative process that occurs over ti 0 dish

proficiency.

Based on the previous actions, the Department selected a Transition Matrix model for incorporating ELLs
Transition Matrix model is based on initial English proficiency level and evaluates **expected** growth per year against **actual** growth. Under the Transition Matrix model, growth expectations mirror the natural language development trajectory. The Transition Matrix links initial English proficiency level to the time, in years, that a student is an ELL/MLL. Table 1 provides an example of the growth that could be expected based on a five-year trajectory, which would inform the values in the Transition Matrix. For example, for a student who initially scores in the Entering performance level, the target growth for his/her second year would be 1.25 performance levels. The next two years, the target growth would be 1 level each year, and finally, in the
Credit would be

student meets the expectations of growth based on his/her initial level of English proficiency.

New York State further enhances the robustness of the Transition Matrix model by capturing
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xpected level,
based on the table below. For example, a student whose initial English language proficiency level is Emerging and is in year three would be expected to have made 1 level of growth or have attained level 4.25 (2 +1.25+1). In this way, schools are not penalized for students who have an idiosyncratic growth year as long as they still demonstrate having attained the appropriate overall level and, therefore, are still on track to exiting in the appropriate timeframe.

Students who remain classified as ELLs beyond the expected trajectory as shown in Table 1 below will have a target growth of 0.75 performance levels. This target growth level will continue to be expected of students each year until they exit ELL status. In this way, schools will have a continued incentive to make progress and exit Long Term ELLs and other students who612 792 r.588 RG

inform this design. In particular, stakeholders have provided detailed feedback on the selection of indicators that will incentivize all public schools to move all students to higher levels of achievement. The State also is committed to using valid and reliable indicators and measuring student growth from year-to-year.

The assessment tools used by New York State support the criteria that are set forth in the

Due to the unavailability of reliable data during the 2019 2020 and 2020 2021 school years, NYSED received strong support from stakeholders and educational experts to not calculate a progress level at the elementary/middle and secondary levels. In response to stakeholder

2021 school years,

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b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Paused The Following Text from the Original Plan will not Apply to the 2022 2023 and 2023 2024 School Year Results

New York State will use a measure of student growth as one indicator for public elementary and secondary schools that are not high schools.

New York State Flexibility waiver, uses Mean Growth Percentiles (MGP) for ELA and mathematics in Grades 4-8 to measure student growth in elementary and middle schools. MGPs are computed for students who have a valid test score in the subject in the current year and a valid test score in that same subject in the prior year Grade 5 math assessment result in 2017 and a Grade 4 assessment result in 2016).

The MGP model is typically referred to as a covariate adjustment model (McCaffrey, Lockwood, Koretz & Hamilton, 2004), as the current year observed score is conditioned on prior levels of student achievement (referred to as the unadjusted model in New York State). At the core of the New York State growth model is the production of a Student Growth Percentile (SGP). This current-year score relative to other students with similar prior test score histories. For example, an SGP equal to 75 denotes that the stu current-year score is the same as or better than 75 percent of the students in the State with similar prior test score histories. Once SGPs are estimated for each student, group-level (e.g., subgroups or school-level) statistics can be formed that c

further increase the stability and reliability of this measure, New York State will, under ESSA, use a three-year average MGP in ELA and mathematics to create the subgroup for the school Growth Index. The Commissioner shall calculate a mean growth percentile (MGP) for each accountability subgroup for each public school, charter school and district by adding the student growth percentile (SGP) scores for continuously enrolled students in grades 4-8 ELA to those in grades 4-8 math for the current and the previous two reporting years, and dividing the result by the total number of SGPs in those grades/subjects and years.

An index will be created for each subgroup for which the combined total of Student Growth Percentiles (SGPs) is equal to or greater than 30. An example of how the Growth Index is computed is shown below.

Year	Number of ELA SGPs	Number of Math SGPs	SUM of ELA SGPs	Sum of Math MGP
2017-18	30	31	1600	1578
2016-17	29	32	1306	1600

At both the elementary and middle school level[6]

- **A Measure of Interim Progress (MIP)** is determined at both the state level and the school level. The state MIP is calculated by subtracting the state baseline from 200, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the state baseline. The school MIP is calculated by subtracting the school baseline from 200, multiplying the result by 0.20, dividing that result by 5, and

  by 5) are added to the original baseline.

  -17 baseline PI is 91:

  200 - 91 = 109
  109 × 0.20 = 21.8
  21.8 ÷ 5 = 4.36 = 4.4
  91 + 4.4 = 95.4
  6 W D W H 18 W ***MIP*** = 95.4
  6 W D W H 19 W ***MIP*** = 99.8
  6 W D W H 20 W ***MIP*** = 104.2

any subgroup from the prior year is no more than 7 percentage points for elementary and middle schools and 9 percentage points for high schools. To accomplish this for each subgroup, including the all students group, the Commissioner will rank order the subgroups initially identified as Level 1 by performance for that indicator, and all subgroups that remain within the thresholds identified above will retain the Level 1 rating, and all subgroups that exceed the threshold identified above will be classified as Level 2.

- -
Long-Term Goa -Term Goal but less than the cut point
- - the
Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal. The outcome must be at or above that resulting number. For example, if the End Goal is 200 and the Long-Term Goal is 112.8: 200-
Not Meet Long above, for 2017 -
Long-

	Did Not Meet Long-Term Goal	Met Long-Term Goal	
Did not meet MIP	1	NA	NA
ow	2	3	4
Met higher MIP	3	4	4

In the example above, for 2017-18 the state long-term goal is 112.8, the state MIP is 95.4, and
- -18 Progress Level is **2** because 87 is less than the state long-term goal of 112.8 (Did Not Meet Long-Term Goal), less than the state MIP of 95.4 but greater than the school MIP of 84.8 (Met lower MIP). If the
- -18 Progress Level is **3** because 95 is less than the state long-term goal of 112.8 (Did Not Meet Long-Term ETQq0.00000t Long

The Science Performance Index is computed using the results for all continuously enrolled students in the tested elementary and middle level grades. A PI is computed for each subgroup of students for which a school or district meets the minimum n-size requirements.

Computation of the Science PI: A Science PI is a value from 0 to 250 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in science. Student scores on the tests are converted to performance levels as follows.

Level 1 = Basic
Level 2 = Basic Proficient
Level 3 = Proficient
Level 4 = Advanced

The Performance Index is computed as follows:
Science Performance Index = [(number of continuously enrolled tested students scoring at Level 2 + (Level 3 * 2) + (Level 4 * 2.5) ÷ the greater of the number of continuously enrolled tested students or 95% of continuously enrolled students] x 100

Example of Science Performance Index

Accountability Group	Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
Low-Income	Science	100	90	20	20	30	20	130	95	137

In the above example, the numerator for the Performance Index is the sum of the number of students at Level 2; plus the number of students who scored Level 3, multiplied by two; plus the number of students who scored at Level 4, multiplied by 2.5. This number is then multiplied by 100. The denominator is 95, since only 90% of Continuously Enrolled Students were tested.

Students in Grades 7 and 8 who take Regents Examinations in Science will have their scores included in the Elementary/Middle Performance Index in the same manner as scores for high school students are included in the High School Performance Index. Thus, for example, for both

respective Performance Indices as Level 4, the student must score at or above 85 on the examination. Similarly, both middle and high school students who score below 55

Low-Income	ELA	95	25	20	30	20	130	95	137
Low-Income	Index	195	35	50	70	40	290	195	149

alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

At the secondary level, New York State will use three cohorts to determine if an accountability group met the criterion in graduation rate. These are the four-year adjusted cohort graduation rate and the five-year and six-year extended adjusted cohort graduation rate. The four-year adjusted cohort graduation rate consists of all students who first entered Grade 9 anywhere four years previously and who were enrolled in the school/district. The five-year and six-year extended adjusted cohort graduation rate consists of all students who first entered Grade 9 anywhere in the five years previously and six years previously and who were enrolled in the school/district. Data for these cohorts are captured as of August 31. Students who earn diplomas

For purposes of school differentiation, the Graduation Rate Index for each subgroup in a school is converted to a Graduation Rate Index Level that ranges from 1-4 for each graduation rate cohort as follows:

3.
   progress goals.
4. Use the computed school success ratio to assign the school a level 1-4 performance.

Detailed explanation of each step:

Step 1: Determine initial level of proficiency for all students.

Applicable students take the New York State Identification Test for English Language Learners (NYSITELL) and are classified into one of five levels: Entering, Emerging, Transitioning, Expanding, and Commanding. Student previously classified take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine current level of proficiency. Table A details the expected levels for students based on their initial ELP classification and years in the program.

Table A: Cumulative Progress (Expected Levels)

	Year			
Initial ELP	2	3	4	5
Entering	32.25	33.25	3429 0.5	

Table C: Expected Student Progress, Based on Statewide Probability of Meeting Progress Goal

Initial Level	Year	Probability	N	Std. Deviation
Entering	2	0.72	15045	0.45
	3	0.58	13403	0.49
	4	0.42	9664	0.49

schools must demonstrate substantial success in supporting student progress above what is expected.

Table D: Success Ratio to Achievement Level Conversion

Success Ratio	Level
0 - 0.49	1
0.50 - 0.99	2
1.0 - 1.24	3
1.25+	4

Elementary/Middle schools or 9 percentage points for high schools, then the Commissioner will intervene to limit the percent of schools identified as Level 1 for each subgroup so that the statewide increase for any subgroup from the prior year is no more than 7 percentage points for elementary and middle schools and 9 percentage points for high schools. To accomplish this for each subgroup, including the all students group, the Commissioner will rank order the subgroups initially identified as Level 1 by performance for that indicator, and all subgroups that remain within the thresholds identified above will retain the Level 1 rating, and all subgroups that exceed the threshold identified above will be classified as Level 2.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

extensive stakeholder engagement. More than 2,400 stakeholders responded to an online survey, and more than 1,000 persons attended regional meetings at which participants responded to direct questions about indicators of school quality and student success. New York State solicited feedback about indicators that could be used beginning with 2017-18 school year results, as well as those that might be added to the system in the future. See pages 8-20 for a discussion of the extensive process by which New York State sought public feedback on the proposed measures.

At the elementary-, middle- and high school levels, New York State will initially use chronic absenteeism as its measure of school quality and student success. Research shows that both student engagement and regular school attendance are highly correlated with student success. Students who miss more than 10% of instruction have dramatically lower rates of academic

Group Name	2016-17 Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
All Students	15.4	15	14.6	14.2	13.8	13.3	5.0
Asian/Pacific Islander	8.4	8.3	8.2	8.1	8	7.7	5.0
Black	21.5	20.8	20.1	19.4	18.7	18.2	5.0
Economically Disadvantaged	21.1	20.5	19.9	19.3	18.7	17.9	5.0
English Language Learners	18.6	18.1	17.6	17.1	16.6	15.9	5.0
Hispanic	21	20.4	19.8	19.2	18.6	17.8	5.0
Multiracial	17.5	17	16.5	16	15.5	15	5.0
American Indian/Alaska Native	22	21.3	20.6	19.9	19.2	18.6	5.0
Students With Disabilities	22.9	22.2	21.5	20.8	20.1	19.3	5.0
White	10.9	10.7	10.5	10.3	10.1	9.7	5.0

-term goal for the Chronic Absenteeism Rate. Schools will be ranked based on their Chronic Absenteeism Rate in descending order, where the higher the rank, the better the performance. Schools will be assigned an Achievement Level based on where the school falls in the rank and the table shown below. For purposes of school differentiation, the Chronic Absenteeism Rate for each subgroup in a school will be converted to a Chronic Absenteeism Rate Level that ranges from 1-4 based on statewide rank-based cut points as follows:

Rank	Achievement Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

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Additionally, at the high school level, New York State will initially use a College, Career, and

demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the accountability cohort[11]

Readiness Measure	Weighting
• Regents Diploma with Advanced Designation • Regents or Local	

Amended Language based on 2022 2023 and 2023 2024 School Year Results

Met higher MIP
3
4
4

2023 2024 school year results. The CCCR Index calculations will not be used for accountability determinations purposes.

For the calculation of Performance Levels, the College, Career, and Civic Readiness Index for each subgroup in a school will be converted to an Index Level that ranges from 1-4 that will be based on a statewide rank-based cut point system as follows:

Rank	Achievement Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Schools will be ranked in descending order. The higher the rank, the better the performance. Subgroups will be assigned a Performance Level based on where the school falls in the rank and the table shown above.

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Indicator	Measure
Student Attainment of Industry- Approved Licenses or Certificates	Percentage of students acquiring an industry-recognized license or certificate
Post-Graduation Outcomes	Percentage of students going onto college or employment
Postsecondary Enrollment Rates	Percentage of students enrolling in 2- or 4-year colleges within a set time after graduation
Postsecondary Persistence Rates	Percentage of students who persist to a 2nd or 3rd year of college
	Teacher/Parent Engagement
Teacher Turnover ----------	% of teachers leaving each year
Teacher Absences	Average # of teacher absences per year
Teaching Conditions	Teacher Survey, such as TELL or similar tool
Parent Involvement and Engagement	Parent surveys; local evidence of participation

While these measures are being considered for inclusion in the accountability and reporting systems, the Department will develop a data dashboard that will be used to provide stakeholders with a transparent and intuitive way to assess the performance of schools in relation to a variety of metrics that include both those that are used for accountability and those that measure important aspects of schooling, but are not appropriate to be used for high-stakes decisions.

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all ind
system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

New York State will differentiate all public schools in the State, including charter schools, into the following categories using each of the indicators specified in Section iv for which a school or subgroup will be held accountable for performance: Schools identified for Comprehensive Support and Improvement , Schools identified for Additional Targeted Support and Improvement, Schools identified for Targeted Support and Improvement , Schools identified for Local Support and Improvement, and Recognition Schools. To determine the category into which a subgroup will be differentiated, New York State assigns a Performance Level from 1

Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Paused The Following Text from the Original Plan will not Apply to the 2022 2023 and 2023 2024 School Year Results

New York State does not explicitly weight indicators, but rather uses a series of decision rules to differentiate between schools. These decision rules give the greatest weight to academic achievement and growth (in elementary and middle schools) and academic achievement and graduation rate (in high schools). Progress toward English language proficiency by ELLs/MLLs is weighted more than are academic progress, chronic absenteeism, and the college- and career-readiness index, which are weighted equally, but less than achievement, growth, and the graduation rate.

Within the Composite Performance Index (See below), academic achievement in language arts and math are weighted equally and science and social studies are weighted lower. For example, at the high school level, ELA and math combined are given three times the weight of science and six times the weight of social studies.

The following rules are applied when a school or subgroup has insufficient results to be held accountable for one or more accountability measures:

1. Composite Performance Index: If a school does not meet the minimum N count for a Composite Index determination, then the school will be held accountable using the established accountability process for small schools (self-assessment process), as discussed in section c below.

2. Growth Index (elementary and middle schools): If a subgroup does not meet the minimum N

using

Rate Index, and meets the minimum N count for at least one of these indicators, the

subgroup that has sufficient results to generate an Achievement and Growth Index or an Achievement and Graduation Rate index are highly likely to have sufficient results for a determination to be made regarding the Progress Index; Chronic Absenteeism; and the College, Career, and Civic Readiness Index.)

Amended Language based on 2022 2023 and 2023 2024 School Year Results

For the 2023 2024 school year based on 2022 2023 school year results and the 2024 2025 school year based on 2023 2024 school year results, New York State will not explicitly weight indicators, but rather will use a series of decision rules to differentiate between schools. These decision rules will give the greatest weight to academic achievement indicators at both the elementary/middle and the high school levels. At the elementary/middle level, three of the four indicators measure academic achievement (Weighted Academic Achievement, Core Subject Performance and Progress Toward English Language Proficiency). At the high school level, four of the five indicators measure academic achievement (Weighted Academic Achievement, Core Subject Performance, Progress toward English language proficiency and Graduation Rate).

Within the Weighted Average Achievement and Core Subject Performance Indices for the elementary/middle level, which will replace the Composite Performance Index, academic achievement in language arts and math will be weighted equally. At the high school level, ELA and math will be weighted equally and science will be weighted lower. For example, at the secondary level, ELA and math combined will be given ~~two~~ three times the weight of science.

The following rules will be applied when a school or subgroup has insufficient results to be held accountable for one or more accountability measures:

1. Weighted Average Achievement Index: If a school does not meet the minimum N count for a Weighted Average Achievement Index determination, then the school will be held accountable using the established accountability process for small schools (self-assessment process), as discussed in section c below.

2. Graduation Rate: If a school does not meet the minimum N count for a Graduation Rate determination, then the school will be held accountable using the established accountability process for small schools (self-assessment process), as discussed in section c below.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

New York State uses a different methodology for annual meaningful differentiation than the one described in 4.v.a above only for schools for which the methodology described in 4.v.a is

CSI	Either Level 1	1	2	Any One Level 1
CSI	Either Level 1	1	3-4	Any Two Level 1

* New York State will identify a minimum of 5% of all Title I elementary and middle schools in the State, as well as what has historically been the small number of non-Title I schools in the State that perform at the level that caused these Title I schools to be identified.

Amended Language based on 2022 2023 and 2023 2024 School Year Results

For the 2023 2024 school year based on 2022 2023 school year results and the 2024 2025 school year based on 2023 2024 school year results, a threshold on the decision tables will be determined by progressing through the scenarios until a minimum of five percent of the lowest performing elementary/middle schools in the state receiving Title I, Part A funds plus any non-Title I elementary/middle schools that meet the criteria for identification AND a minimum of five percent of the lowest performing high schools that receive Title I, Part A funds plus any non-Title I high schools that meet the criteria for CSI identification. NYSED will not identify schools for CSI or ATSI until the 2025 2026 school year based on 2024 2026 school year results, but not meeting a CSI/ATSI/TSI scenario will be one of the requirements to meet the exit criteria during the rebuild phase.

The Decision Rules for Identifying Elementary/Middle Schools will be as follows:

- CSI identifications will be based on the performance of all students in the school (i.e., the All Students group only).
- Elementary/middle schools will be preliminarily identified for CSI if the All Students group meets any of Scenarios 1-6 in the Elementary/Middle School CSI Identification Scenario table below during an identification year. The Department will not identify schools for CSI during the rebuild phase.
- Beginning with the lowest numbered scenario, the Department will not identify schools that met CSI identification criteria. The Department will continue to identify schools in scenario order from lowest to highest until it reaches the scenario in which the identification of schools within that scenario results in the identification of at least five percent of Title I schools in the state (i.e., five percent of elementary/middle schools and five percent of high schools). Any non-Title I school that meets the criteria used to identify Title I schools will also be included. The Department will complete this process by determining whether each current school identified for CSI that will not be identified using this process meets criteria for exiting CSI status. Schools that meet the criteria will be removed from CSI status, while schools that does not meet the exit criteria will

			Graduation Rate				Civic Readiness*
CSI	Both Level 1		1	Any (Including None)	Automatically Identified		

five percent of Title 1 schools and the preceding then will be used to identify schools for TSI annually as required under statute.

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

b.

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide

Thus, for example, if a school is identified based on 2017-18 school year results, the school could first be exited if it is above the cut points for identification based on 2018-19 and 2019-20 school year results. The school could next be exited if the school is not identified when a new list of schools is promulgated based on 2020-21 school year results.

A school implementing a participation rate plan would be eligible for removal from CSI status so long as the accountability groups for which a plan is required are not performing at a Level 1 on the Weighted Average Achievement Index (for elementary/middle schools) or at a Level 1 for Composite Performance (for high schools).

Amended Language based on 2022 2023 and 2023 2024 School Year Results

The exit criteria under the USDE approved COVID-19 State Plan Addendum for the 2022 2023 school year will carry over to the 2023 2024 school year based on 2022 2023 school year results and 2024 2025 school year based on 2023 2024 school year results. Schools identified for CSI for the 2022 2023 school year based on 2021 2022 school year results will exit if the school does not meet the criteria for identifying schools for CSI based upon 2022 2023 school year results and meets one or more of the following conditions:

- Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification, based on 2021 2022 school year results.
- Graduation Rate is higher than at the time of identification, based on 2021 2022 school year results.
- For schools identified for having Graduation Rate less than 67%, the Graduation Rate (average 4,5,6) is 67% or higher.

Beginning with 2023 2024 school year results, USDE approved that schools identified for CSI must meet the exit criteria for two consecutive years and do not meet the identification criteria to exit CSI status. If schools do not exit CSI status based upon 2022 2023 school year results, the next theults

next thenext the

Additionally, to be removed from TSI status a school may not be among those required to implement a participation rate improvement plan for the accountability subgroup(s) for which the school has been identified. This provision shall not apply to any accountability subgroup in an elementary/middle school that performs at or above Level 2 on the Weighted Average Achievement Index or in a high school to any accountability group that performs at or above Level 2 for Composite Performance.

Amended Language based on 2022 2023 and 2023 2024 School Year Results

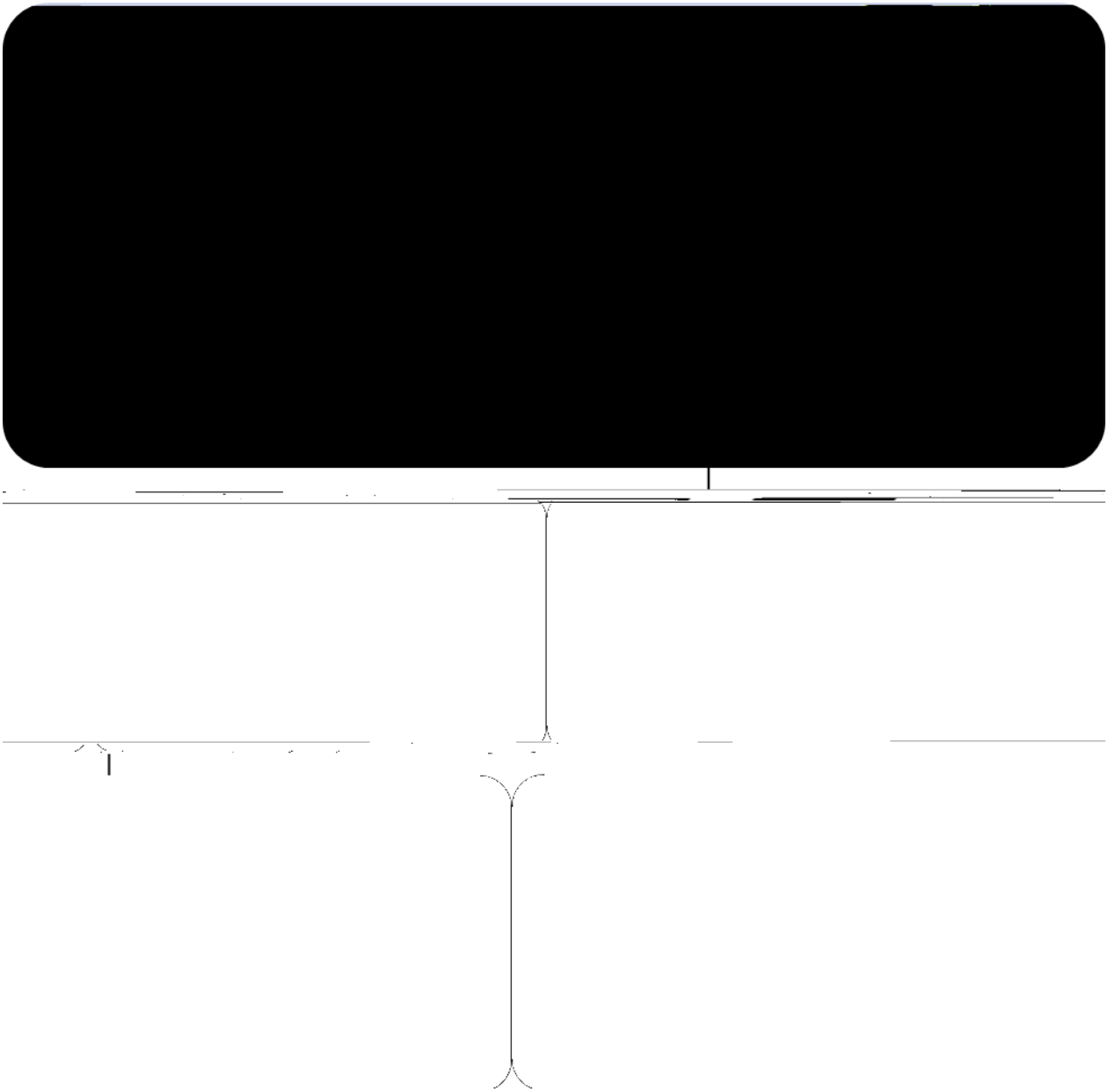
Schools identified for TSI in fall 2022 based on 2021 2022 school year results may exit if the identified subgroup is not identified for TSI based upon 2022 2023 school year results using the revised decision rules for identifying schools for TSI.

For schools newly identified for TSI in the 2023 2024 school year based on 2022 2023 school year results, and for those schools identified for TSI in fall 2022 based on 2021 2022 school year results that do not meet the exit criteria based on 2022 2023 school year results, the exit criteria will be as follows:

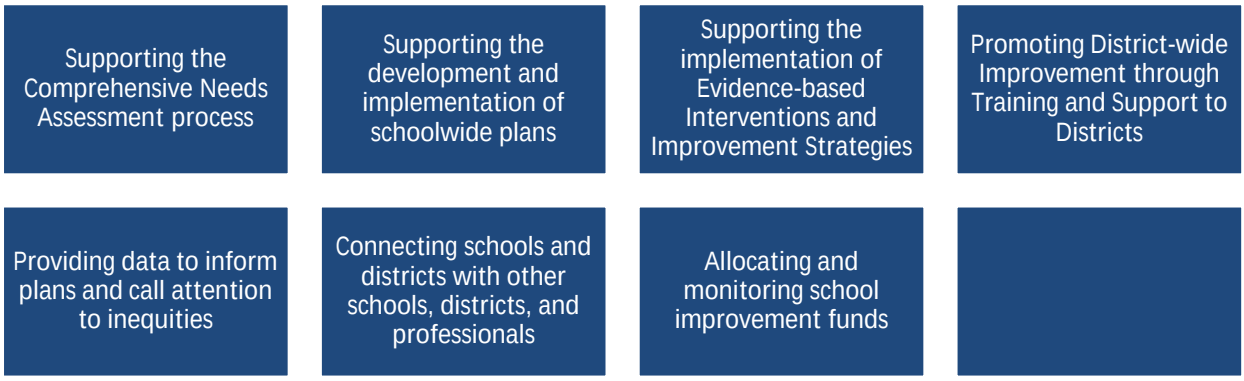
- Schools identified for TSI may exit if the identified subgroup does not meet the TSI identification criteria for two consecutive years.
- The same logic applies for schools identified for TSI in the 2024 2025 school year based on 2023 2024 school year results.

The exit criteria under the USDE approved COVID-19 State Plan Addendum for the 2022 2023 school year will carry over to the 2023 2024 school year based on 2022 2023 school year results and 2024 2025 school year based on 2023 2024 school year results. Schools identified

Improvement Steps for Comprehensive Support and Improvements Schools



As stated earlier, the Department will provide support for CSI schools and TSI schools in eight different ways, each of which is outlined below:



Supporting the Comprehensive Diagnostic Needs Assessment Process

In order for the State to help schools identify the best solutions for the specific challenges that the school faces, the State will support a needs assessment process that thoroughly examines qualitative and quantitative data in conjunction with an on-site analysis of the quality and effectiveness of the education program in identified schools. In order to develop improvement plans based on the specific needs of each school, CSI and TSI schools will be required to undergo an annual needs assessment. There will be two types of annual needs assessments, a Comprehensive Diagnostic Needs Assessment, which is described below and which will be done by all schools during the first year of identification and, when appropriate, in subsequent years, and a Progress Needs Assessment, which is described in more detail in the *Supporting the Development and Implementation of Schoolwide Plans* section and will be done in the years following the Comprehensive Diagnostic Needs Assessment.

Tenet 6. Family and Community Engagement

The comprehensive DTSDE process serves as the foundation of the improvement cycle by providing an in-
process allows for teams to examine closely multiple components of school success through the use of a comprehensive rubric. Teams of reviewers provide their feedback on the quality and the effectiveness of the education offered to students, as opposed to visiting a school with a checklist for compliance purposes. This process allows the schools to reflect on both what is being done and how it is being done. This process also provides opportunities to ensure that schools are culturally responsive to the needs of the community. The team of reviewers will examine curricula to ensure that they are culturally responsive, in addition to meeting with students and their families to learn how the school is delivering culturally responsive educational offerings.

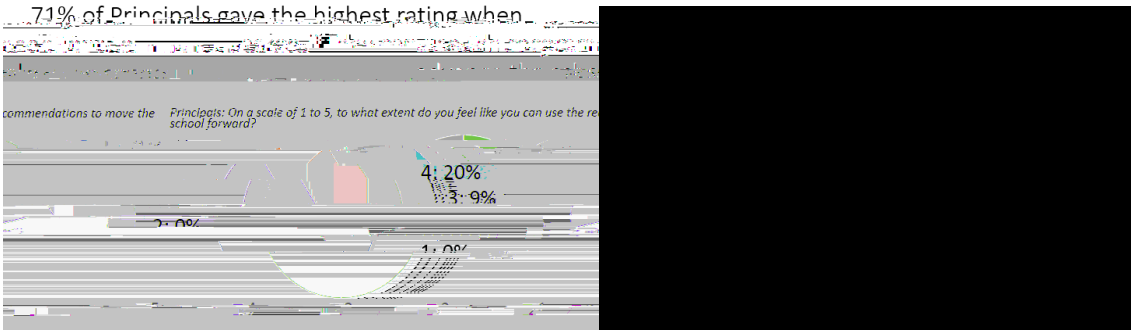
Since the 2012-13 school year, all Priority and Focus schools have been required to undergo an annual DTSDE review. The Department has led a portion of these reviews each year, with the assistance of an Integrated Intervention Team (IIT) consisting of a member from the district; an Outside Educational Expert (OEE) contracted by the State; and, when available, experts from the regional technical assistance centers for students with disabilities and English Language Learners. Since 2012, districts have overseen the reviews of schools not visited by the Department, while the State has conducted approximately 150 DTSDE reviews a year and conducts a full DTSDE review at Priority Schools at least once every three years.

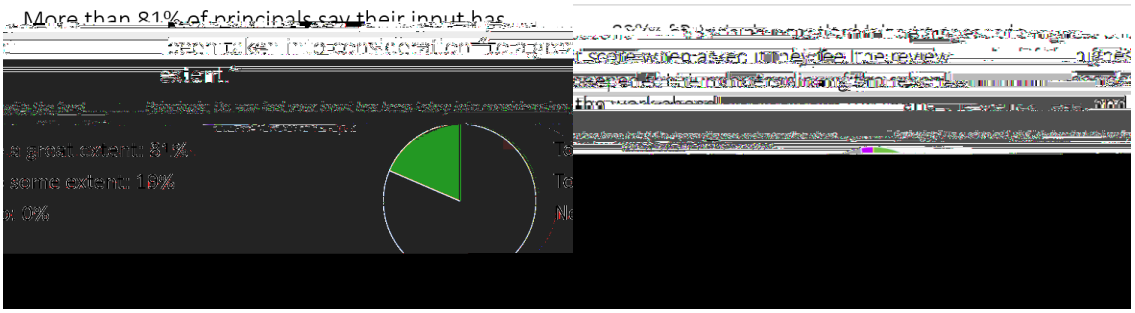
The review process relies on clearly defined protocols to ensure consistency across New York State. Throughout the implementation of the DTSDE, the State has used feedback from the field to enhance the review process. These adjustments include revising the DTSDE Rubric in 2013-14 and modifying the visit protocols in 2014-15. Based on feedback and lessons learned from initial implementation, the State made refinements to the tools used for classroom visits, as well as to logistics, including adding an additional day following site visits for teams to discuss evidence and ultimately provide more accurate, immediate, actionable feedback.

schools and districts, the State made significant enhancements to the process in 2015. These chang.329 04.7m0m9doEt TJETQiicaminqftJE5

determine next steps. A summary of this meeting is included in an addendum to the final report that the school receives.

The shift from using the review process to rate schools toward using the review process to





In addition to the direct technical assistance that the State provides to principals through the DTSDE review process, New York State also uses the DTSDE rubric and review process as a means to build the capacity of LEA leaders and school leaders. Since 2012, the State has annually conducted several Focus District Institutes, at which district and school leaders are provided specific guidance concerning promoting school improvement strategies within the DTSDE rubric, conducting DTSDE reviews, serving as a member on a DTSDE IIT, and developing plans that are based on the DTSDE Needs Assessment.

The State has offered more extensive technical assistance to interested districts and school leaders through the development of Professional Learning Communities and a DTSDE Reviewer Certification program. In addition, to ensure that the DTSDE reviews conducted by LEAs are done with fidelity, the State has developed a Lead Reviewer Credential that must be obtained by any individual conducting two or more district-led DTSDE reviews. To receive the credential, reviewers must fulfil a training requirement and a shadowing requirement, in addition to passing an on-line assessment. To ensure that reviewer practices reflect current expectations, the Department requires those with the DTSDE District Lead Credential to renew the credential each year. In addition, the Department reviews reports submitted from District-led reviews and provides feedback to the district.

The State has partnered with the University of Albany to develop a DTSDE Resource Guide, which identifies research-based interventions and strategies for each of the 30 DTSDE Statements of Practice.

The DTSDE rubric, visit protocols, and subsequent reports have become part of the New York State educational culture and define how the State interacts with schools and districts regarding school improvement. At the State level, the DTSDE enables the Department to communicate with districts and schools, using a shared language/vocabulary of school improvement. Extensive professional development on the DTSDE process and rubric for Department staff has

improvement process. At the LEA level, the DTSDE has provided districts with a framework to assess school effectiveness, organize resources, and create targeted improvement plans through the District Comprehensive Improvement Plan (DCIP). Finally, at the school level, the DTSDE rubric and the associated professional development increase the capacity of administrators and staff to self-assess both the strengths and the weaknesses of the educational and student support programs. For example, the University of Rochester, in partnership with the Rochester City School District, is implementing a plan to redesign East High School with the explicit intention

statement of practice.

Extensive documentation of the DTSDE process is available from the NYSED Office of Accountability.

For these reasons, the DTSDE process will continue to serve as the backbone of New York

Amended Language based on 2022 2023 and 2023 2024 School Year Results

Although the DTSDE will continue to serve as a resource for effective practices and a tool for improvement planning, schools and districts will be supported to build capacity for continuous improvement through a sequence of needs assessment activities. These activities will be designed to be led by school teams, with the support of their district and, for schools identified for Comprehensive Support and Improvement, an assigned Department liaison. School teams will explore their vision, analyze data and existing conditions, and interview students as part of this Needs Assessment process. More information can be found at: https://www.nysed.gov/accountability/needs-assessment.

Supporting the Development and Implementation of Schoolwide Plans

New York State has developed a cycle of continual school improvement based on identifying school and district needs through the Comprehensive needs assessment and then having schools and districts develop improvement plans that are based on the results of the review. The State has promoted a continual improvement process that is based on five essential steps:

1. Identifying needs
2. Strategically identifying solutions to address those needs

3. Identifying benchmarks to determine whether the strategies have been successful
4. Monitoring the effectiveness of those strategies that have been implemented and tracking progress toward benchmarks
5. Revising the strategies when gains are not made and benchmarks are not reached

This process has been formalized through the improvement planning cycle. Under ESSA, identified schools will be required to work with stakeholders to develop an annual improvement plan, known as a School Comprehensive Educational Plan (SCEP). This plan must:

- Include an analysis of the achievement of previous goals
- Be based on the pertinent data from the school, including, but not limited to, the results of Comprehensive needs assessment process, a review of additional State-reported and State-
  annual surveys
- Identify the measures for which the school has been identified
- Identify the initiatives that will be implemented
- comprehensive instructional programs and services, as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the school has been identified.
- Be developed in consultation with parents, school staff, and others in accordance with the 0.11 pertaining to Shared-Decision Making in order to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved. The plan must be formally approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies. In addition, the plan will include a section that outlines the extent of stakeholder involvement in the improvement planning process. The State will reject plans from CSI schools that do not provide adequate evidence of involvement from parents and families.
- Be implemented no later than the beginning of the first day of regular student attendance

The Department has established Quarterly Leading Indicator Reports to provide a single (i.e., Specific, Measurable, Ambitious, Results-oriented, and Timely) goals identified in the SCEP. The template also serves as a tool to assist in strategic decision making based on concrete data. The report is to be completed by the school leader, in collaboration with the School Leadership Team, and submitted to the superintendent or his/her designee for review and verification each quarter.

The process has been designed to provide a road map for improvement that districts and schools can use throughout the year. In addition, the Department will continue to provide ongoing technical assistance through feedback on plans submitted, statewide trainings and webinars, and

some CSI schools in Year 2 and leading second Diagnostic DTSDE Reviews in some schools that do not make progress in both Year 2 and Year 3.

Supporting the Implementation of Evidence-Based Interventions and Improvement Strategies

During conversations with a variety of stakeholders throughout New York State, the Department repeatedly heard that intervention is a serious step that must be applied selectively to schools that are struggling to make gains. The Department also heard from numerous stakeholders that it must remember that the struggles facing a school are often not the result of a lack of effort. Stakeholders suggested that one-size-fits-all requirements can present additional challenges or may not be appropriate for the circumstances of the school, and, therefore, flexibility was necessary for districts and schools to identify the best solutions for their specific circumstances.

New York State has incorporated the feedback from stakeholders with the lessons learned over the years to develop a system that moves away from overly prescriptive requirements upon identification, and instead uses the requirements for CSI schools as a way to promote best practices and better position schools and districts to be successful. Additional actions will be necessary for schools that do not show progress, a process that is outlined in the section: *Providing Additional Support and Oversight for Schools Not Making Progress*.

Under ESSA, CSI and TSI schools will be required to include at least one evidence-based intervention in their annual plans. Both CSI and TSI schools will be encouraged to utilize the DTSDE Resource Guide) when selecting interventions to address needs that were identified during the Comprehensive Diagnostic Needs Assessment process. In addition, the State will serve as a resource to connect districts and CSI and TSI schools to clearinghouses that have identified Evidence-based Interventions. CSI and TSI schools will have the flexibility to identify an Evidence-based Intervention to address the root causes identified during the needs assessment process.

To promote the adoption of organizational best practices, New York State will require all CSI schools to adopt at least one school-level intervention. To support schools and districts in their efforts to implement these interventions, during the 2017-18 school year, New York State will use data collected from current improvement plans and school-level reviews, along with the 0\ %URWKHUhood Initiative, to identify a select number of school-level improvement strategies for which the State will offer learning and implementation assistance to CSI schools as possible interventions to pursue. New York State will offer a professional development series for each of these strategies during the 2018-19 school year to assist districts and schools in beginning these interventions. The State will use this training as a means of providing technical assistance and establishing Professional Learning Communities for identified schools that are implementing similar strategies. CSI schools will have the flexibility to pursue a school-level improvement strategy that is not one of the strategies identified by the State. Within one year of identification, all CSI schools will be required to have begun implementing at least one school-level improvement strategy.

Paused The Following Text from the Original Plan will not Apply to the 2022 2023 and 2023 2024 School Year Results

As an additional way to support CSI schools in their improvement efforts and position these schools for success, the State has identified two provisions from the former New York Whole School Reform models that CSI schools will be required to follow. All CSI schools must:

1. Beginning with the district next Collective Bargaining Agreement, only permit incoming transfers of teachers who have been rated as Effective or Highly Effective in the most recent evaluation year.

2. Provide staff job-embedded, ongoing professional development that is informed by the diagnostic review and the teacher evaluation and support systems and is tied to teacher and student needs.

Resume The Following Text from the Original Plan will Apply to the 2022 2023 and 2023 2024 School Year Results

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Paused The Following Text from the Original Plan will not Apply to the 2022 2023 and 2023 2024 School Year Results

One way that the State will do this is by identifying schools that have met certain criteria for success and identifying

Allocating and Monitoring School Improvement Funds

New York State recognizes the important role that resources can play in improvement, and the State is committed to ensuring that schools are not just receiving funds for improvement, but that schools are also using their resources strategically to promote success and develop sustainable solutions.

Over the years, New York State has modified the School Improvement Grant (SIG) 1003 (a) and 1003 (g) monitoring process so that attention is focused not just on whether the money is being spent as intended, but whether the spending decisions are resulting in improved outcomes. This shift to expecting districts and schools to consider the return on investment has led districts and schools to look more closely at the implementation of their various initiatives. Districts and schools are more focused on improving achievement because the Department is monitoring for results. This shift also allows New York State to identify the districts in which expenditures are not having their desired effects so that technical assistance can be provided.

New York State also has found that those receiving school improvement funds need flexibility. With the focus shifting toward ensuring a return on investment, schools and districts need to be able to amend their budgets so that schools and districts can revise their approaches when gains are not being made. While the State strongly believes that allocations should be applied to areas identified through a needs assessment, New York State has found that prescribing actions based on the needs assessment can result in spending that may not address school-specific challenges. Several years ago, New York State developed a mechanism that outlined specific restrictions for how school improvement allocations were to be spent as the resu
review. The State learned that this approach was too narrow, and has since adopted a more holistic approach toward the use of school improvement funds. New York State has found that this flexibility is necessary and consistent with expectations that school improvement expenditures result in tangible improvements. In order to monitor for improved outcomes, the State must ensure that schools and districts have ownership over the spending choices that districts and schools have made.

New York State will provide school improvement funds to schools and to districts to support the annual needs assessment process and the development and implementation of the annual School Improvement Plan. All Title I TSI and CSI schools will receive funds, with CSI schools receiving more money than Title I TSI schools. Initially, all Title I CSI schools will receive a baseline allocation during their first year of identification.

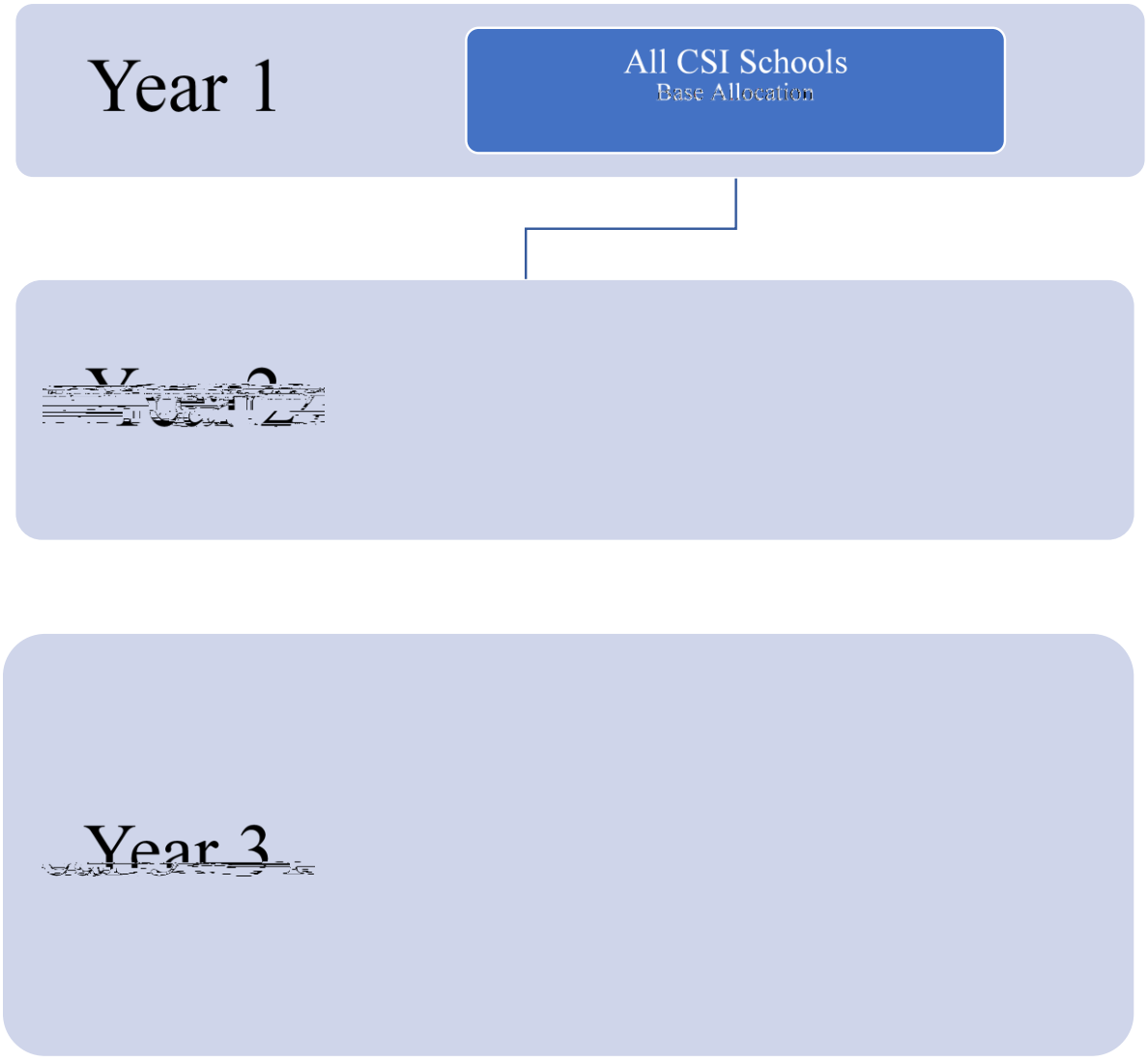
Paused The Following Text from the Original Plan will not Apply to the 2022 2023 and 2023 2024 School Year Results

Following that year, the Department will establish a tiered system for Title I CSI schools to best promote the effective use of resources and provide assistance when necessary. As part of this system, Title I CSI schools that reach progress benchmarks established by the Department will be eligible for a base allocation and an additional allocation. Schools that do not make progress will also receive the base allocation. The State will then provide these schools with additional support and technical assistance in conjunction with the distribution of the additional allocation. Title I CSI schools that do not make gains would need to participate in this support in order to

access the additional allocation. Ongoing progress will result in additional funding and/or flexibility of funding in future years. In addition, Title I CSI schools that make gains for two consecutive years will receive a supplemental allocation designed to assist the school in transitioning to improvement efforts that can be sustained, should the school no longer be identified. On the other hand, Title I CSI schools that do not meet progress benchmarks for two consecutive years will receive additional support and technical assistance before they receive additional funding. This approach will enable New York State to best di/ 0 0 1 355.03 667.42 Tm0.184 0.329 0.

Resource Distribution to Title I CSI Schools

New York State will support the strategic use of resources in other ways, such as through the Needs Assessment process and through the annual cycles of resource allocation reviews of districts identified earlier. New York State will also provide grants to districts to promote diversity and reduce socio-economic and racial-ethnic isolation, as part of a comprehensive school improvement strategy. In addition, Department staff will continue to use an approach toward monitoring that focuses on the effect of spending choices, rather than on compliance, through its current performance management system.



Providing Additional Support and Oversight for Schools Not Making Progress

New York State will enhance its current system of differentiated accountability, so that schools identified as having the greatest needs will receive the most attention from New York State. Central to this approach is recognition that because the needs of schools and districts vary, New York State should base its approach on the specific needs of each school and district. The required interventions will look different at CSI schools, based on whether the school has shown progress.

CSI Schools that do not make gains after one year

Districts with schools that do not make gains for two consecutive years will be required to

New York State Receivership

In April 2015, the New York State Legislature passed Subpart H of Part EE of Chapter 56 of the Laws of 2015

inform its district of the additional assistance that the school needs to improve. The district, in turn, must identify the support that the district will provide in its consolidated applica7c.Con fo( )] TJETQq0.000

Supporting the Comprehensive Diagnostic Needs Assessment process

Providing training to Districts on conducting Comprehensive Needs Assessments in schools identified for TSI

- Providing feedback to Districts on Comprehensive Needs Assessments conducted for schools identified for TSI
- Providing guidance and training on conducting Resource Audits and analyzing Tier 2 and Tier 3 indicators

Providing additional support and oversight for schools not making progress

- Offering on-site and off-site technical assistance to schools that do not make gains each year
- Requiring districts with schools identified for CSI that did not make gains in Year 1 to complete a Leadership Team Support Report to identify areas where assistance is needed
- Considering additional interventions when applicable, such as identifying a school as SURR or utilizing the Distinguished Educator

Supporting the development and implementation of schoolwide plans

-

Supporting the implementation of Evidence-based Interventions and Improvement Strategies

- Connecting schools and districts to Evidence-based Interventions
- Identifying select Schoolwide Improvement Strategies for schools identified for CSI to consider and providing training to support the planning and implementation of those strategies
- Limiting the transfer of incoming teachers at schools identified for CSI to those who have been rated Effective or Highly Effective in the most recent evaluation year (consistent with Collective Bargaining Agreements)
- Requiring schools identified for CSI to ensure that staff receive PD on the implementation of the plan
- Providing training and guidance to schools identified for CSI and districts to support the establishment of a Parent Participatory Budget process
- Requiring schools identified for CSI and TSI to complete annual surveys of parents, teachers, and students
- Assisting districts with identifying surveys to use

Promoting District-wide Improvement through Training and Support to Districts

- Providing training on supporting identified schools through topics such as:
  - Conducting Comprehensive Diagnostic Needs Assessments and Progress Needs Assessments
  - Identifying root causes
  - Addressing root causes through Evidence-based Interventions,
  - Developing and approving improvement plans
  - Establishing a Parent Participatory Budgeting process

Providing data to inform plans and call attention to inequities

- Offering data comparing schools to schools within the district and across New York State
- Publishing per-pupil expenditures for each district and school on the New York State website
- Publishing a New York State Equity Report that identifies rates of assignment to Ineffective, Out-of-

Connecting schools and districts with other schools, districts, and professionals

- Providing opportunities for identified schools and districts to connect with schools and districts facing similar challenges
- Providing opportunities for identified schools to connect with higher-performing schools with similar demographics
- Connecting schools to Regional Technical Assistance providers, such as BOCES, RSE-TASC and RBERNs

Allocating and monitoring school improvement funds

- Providing Title I identified schools with a base allocation to develop and implement their improvement plan
- Offering an additional allocation to Title I schools identified for CSI that make progress, and an additional allocation in conjunction with technical assistance to schools that do not make progress
- Incentivizing socioeconomic integration through grants

Providing additional support and oversight for schools not making progress

- Offering on-site and off-site technical assistance to schools that do not make gains each year
- Requiring districts with schools identified for CSI that did not make gains in Year 1 to complete a Leadership Team Support Report to identify areas where assistance is needed

  **Transfer schools will not automatically be placed in Receivership, but will instead be reviewed to determine the appropriate intervention.*
- Considering additional interventions when applicable, such as identifying a school as SURR or utilizing the Distinguished Educator

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

ow New York State to focus its

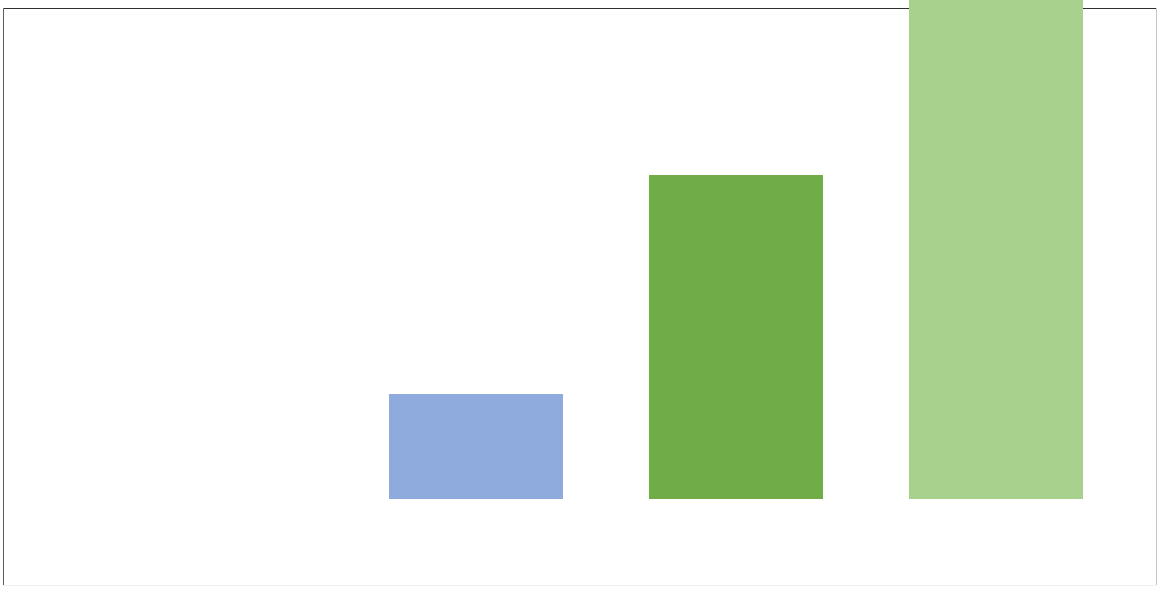
improvement and encourages districts to pursue a cohesive, systemic approach to improvement

at both the district and school level. In addition to the supports and interventions outlined earlier, the Department is currently piloting a district-level Technical Assistance Review process and will expand this pilot and implement a district-level review process to assist districts with multiple identified schools.

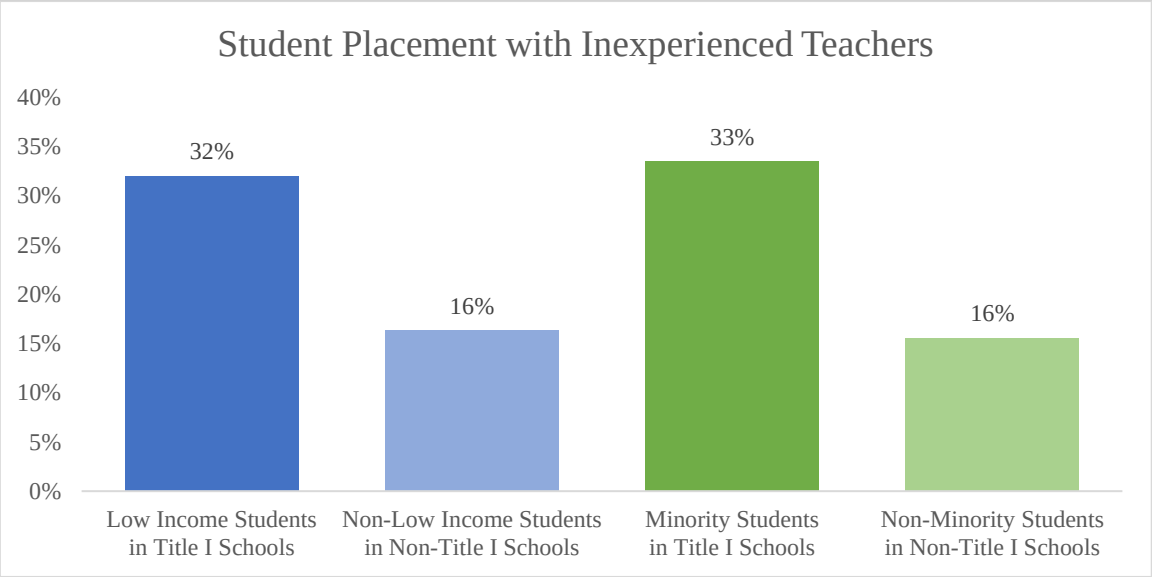
5. <u>Disproportionate Rates of Access to Educators</u> (*ESEA section 1111(g)(1)(B)):*
Describe how low-

Key Term	Statewide Definition
Out-of-field teacher	Teacher who does not hold certification in the content area for all the courses that he/she teaches.[15]
Inexperienced teacher	Teachers with three or fewer years of experience.
Low-income student	Student who participates in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household (economic unit) may be identified as economically disadvantaged.
Minority student	Student who is identified as American Indian or Alaska Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian/Other Pacific Islander, or multiracial.

- Low income students in Title I schools are **11 times more likely** to be
  teacher who received a rating of Ineffective, compared to students who
  income in non-Title I schools.
- Minority students in Title I schools are **13 times more likely** to be taug er
  who received a rating of Ineffective, compared to non-minority student I
  schools.

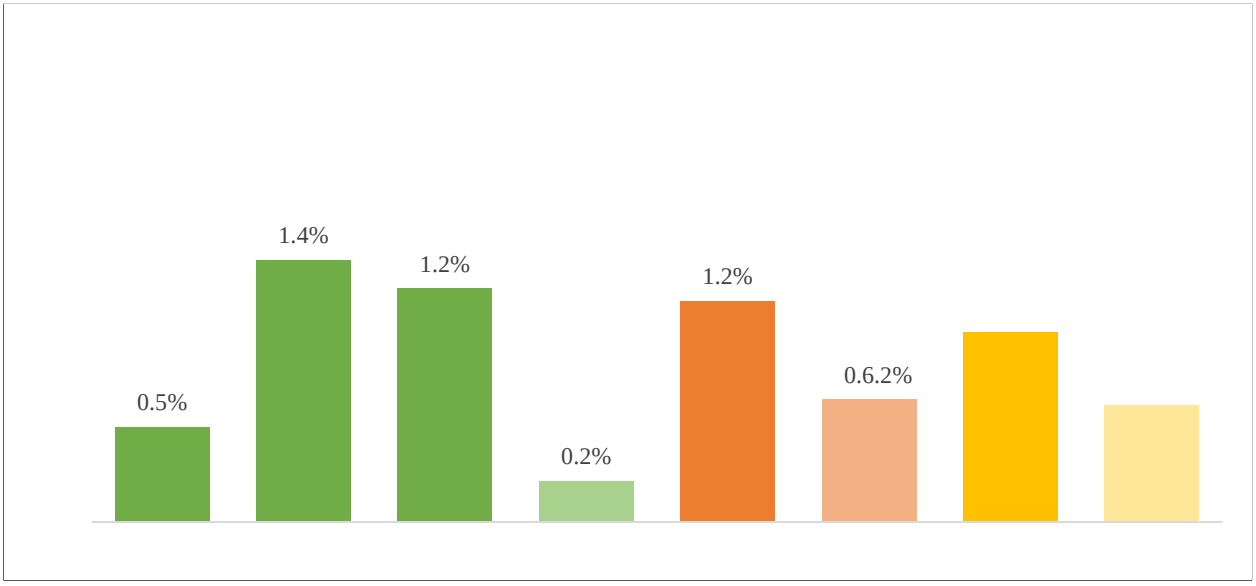


- Low income students in Title I schools are **nearly three times more likely** to be taught by an out-of-field teacher, compared to students who are not low income in non-Title I schools.
- Minority students in Title I schools are **more than three and a half times more likely** to be taught by an out-of-field teacher, compared to students who are not low income in non-Title I schools.



- Low income students in Title I schools are **twice as likely** to be taught by a teacher with 3 or fewer years of experience, compared to students who are not low income in non-Title I schools.
- Minority students in Title I schools **more than two times more likely** to be taught by a teacher with 3 or fewer years of experience, compared to non-minority students in non-Title I schools.

Similar trends are seen within student subgroups:



- Asian students are **more likely than White students**, and Black and Hispanic students are **nearly two times as likely** as White students, to be placed with an out-of-field teacher than are their counterparts.
- ELL students and students with disabilities are all **more likely** to be placed with an out-of-field teacher than are

time building capacity Statewide, the Department will provide the following types of technical assistance and support to LEAs:

1. Provision of equity reports
2. Continued investments in the professional development of teachers and school leaders
3. Expansion of toolkits and other resources associated with the Educator Effectiveness Framework and Leadership Pathway Continuums
4. Outlines of key indicators for Talent Management Systems
5. Example LEA profiles

As described further in Section D of this plan, the Department will provide support and technical assistance to LEAs as they work to understand the equity metrics; identify sources of appropriate data and methods for additional local analyses; and guide LEAs in the design of comprehensive systems of professional learning, support, and advancement for all educators. There will be regular opportunities for diverse stakeholders to reflect upon, refine, and help shape

To promote transparency, in future years, the Department will publish Equity Reports at both the State and district level on its Public Data Access site, data.nysed.gov, that describe differences in rates of assignment to ineffective, out-of-field, and inexperienced teachers between minority and low-income students in Title I schools and non-low-income, non-minority students in non-Title I schools. These reports will be published so existing gaps and progress in closing those gaps will be able to be compared from year to year. For a complete description of the metrics that may be included in these reports, please see Section D of this application.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

It is a priority of the Board of Regents that New York State schools foster a culture and climate that makes school a safe haven where every student feels welcome and free from bias; harassment; discrimination; and bullying, especially for traditionally marginalized youth, including, but not limited to, youth of color; Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth; and youth with disabilities. A meta-analysis of 80 studies analyzing bullying involvement rates (for both bullying others and being bullied) for 12 to 18-year-old students reported a mean prevalence rate of 35% for traditional bullying involvement and 15% for cyberbullying involvement.[17] Students who experience bullying are at increased risk for poor

[17] *Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. Journal of Adolescent Health, 55, 602-611.* Retrieved from http://www.jahonline.org/article/S1054-139X(14)00254-7/abstract

One out of four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.[20] Trauma can affect school performance and learning and cause unpredictable or impulsive behavior, as well as physical and emotional distress. It is critical to develop and create trauma-sensitive schools that help children feel safe so that they can learn.

Reduce Exclusionary Discipline and Implement Restorative Practices

Recent research has demonstrated that student suspensions and expulsions do long-term harm,

tolerated and accepted, but are embraced and integrated into school life and curriculum, requires a thoughtful examination of school culture.

To facilitate incorporating these tenets into daily practice in schools, the Department will continue to develop and build upon existing guidance and resources and to enhance efforts to build and maintain positive school climates. Efforts will be expanded to provide capacity-building guidance, strategies, best-practice resources, and professional development for school administrators, instructional staff, and non-instructional staff, as follows:

- Require that LEAs collect data on incidents of violence and bullying, discrimination or harassment, and report these to the Department
- Identify Persistently Dangerous, and Potentially Persistently Dangerous Schools, using a School Violence Index (SVI) that is a proportion of violent incidents to enrollment
- Provide on-site monitoring and training in the reporting and preventing of school violence to LEAs that are identified as Persistently Dangerous and Potentially Persistently Dangerous Schools and upon request
- assistance
- Publish and distribute guidance to LEAs about the importance of developing sound violence prevention programs to assist schools in developing policies and practices to build a culture and climate that is free of intimidation, harassment, and bullying
- Issue guidance for parents in the most frequently spoken languages in New York State, consistent with the information provided in Section (A)(3) related to Native Language Assessments
- Collaborate with New York State and local agencies (e.g., departments of social services) to provide training programs for school counseling and pupil personnel services staff in Adverse Childhood Experiences (ACEs) and restorative practices
- Develop guidance for schools on best practices for student discipline to reduce disproportionate suspension and exclusion policies
- Require that LEAs collect and submit data on incidents in schools of corporal punishment, which is prohibited in New York State
- Collaborate with New York State and local agencies (e.g., departments of social services) to develop resources for LEAs related to improving school climate
- Expand and build upon existing guidance and resources to enhance efforts to build and maintain a positive school climate, in particular in the areas of DASA training for school and district personnel, including LGBTQ students, students of color, and students with disabilities
- Expand efforts to provide school staff with capacity-building guidance, strategies, and best-practice resources in social-emotional wellness and in supporting the social-emotional needs of marginalized students
- Develop guidance and technical assistance for schools to assist them in implementing policies to transition away from exclusionary discipline practices
- Support a pilot implementation of the USDE surveys in a small number of districts in the 2016-17 school year to develop a business process for a larger implementation in 2017-18. Consider future use of climate surveys as part of the ESSA accountability system

- Continue to promote the use of the USDE climate surveys as an effective tool for measuring school climate during statewide and regional meetings with the field

In addition, the Department will continue to foster school climates that are safe and engaging. When students are physically healthy; emotionally supported; have safe routes to school; and

-day kindergarten sets the stage for first
e and beyond by helping students make the transition to more structured learning.[26]

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secondary school environment is an academic and social-emotional challenge for students as they are provided more individual freedom and responsibility.

An appropriate transition program from elementary to middle school includes opportunities for elementary students and families to gain insight into anticipated changes in how middle school students experience school. Starting at the end of elementary school, through the summer, and well into the first middle school year, LEAs are encouraged to hold meaningful in-person information sessions, meetings, and activities, such as middle school visits designed for students and for families. For example, encouraged student activities include providing opportunities for middle school students to mentor elementary school students; middle school orientation and student shadowing days; and student panels, support groups, or clubs designed specifically for transitioning to middle school. Elementary school to middle school transition teams for incoming sixth graders should begin their planning in fourth grade. Planned activities should be implemented during fifth grade; the summer between fifth and sixth grade; and the beginning of and well into, if not entirely, through sixth grade.

Coordinating Middle School to High School Transitions

The Department serves as a resource in supporting LEA transition teams to develop appropriate transition activities designed for middle school students to learn about themselves, each other, their academic futures, and various career fields that may align with interests. LEAs participating in the dropout prevention initiatives presented above are encouraged to align them with transition programs. An appropriate transition program from middle school to high school includes opportunities for middle school students and families to gain insight into anticipated changes in how students experience high school. The Department allows continued opportunities for New York State middle school students to earn high school credit, as mentioned in Section (A)(2). For example, many New York State students spend their middle school years meeting high school graduation requirement in Languages Other Than English (LOTE)/World Languages.

It is advantageous for entering high school students and their families to already have a working understanding of high school-specific topics and policies, such as requirements for each pathway to graduation in New York State; high school credits; Advanced Placement courses; and policies in areas such as attendance and homework and participation in expanded learning activities, sports, and clubs.

Starting during middle school, over each summer, and well into entering high school, LEAs are encouraged to hold meaningful in-person activities, information sessions, meetings, and events such as high school visits designed for entering students and their families. A sampling of encouraged student activities includes providing opportunities for high school students to mentor middle school students; high school orientation and student shadowing days; and student panels, support groups, or clubs designed specifically for transitioning to high school.

Entering high school is a major milestone for students, but information of mixed quality gathered from siblings, friends, and the media can bring about unrealistic expectations. It is important that

incoming high school students and their families are well-informed and well-equipped with information to support students before, during, and after their transition to high school.

Coordinating Secondary Transitions

New York State is committed to preparing every student for success in college, career, and citizenship. Achieving this will require significant attention to critical transition points for students within our education system, particularly into and through our secondary system. By strengthening secondary transitions in partnership with critical partners, New York State will provide every child with equitable access to the highest quality educational opportunities, services, and supports designed to make these transitions seamless. New York State illustrates an intentional effort to expand initiatives that serve students traditionally underrepresented in postsecondary education.

Successful secondary schools involve teachers, students, and families in continual planning to igh school, and beyond. Students who have a successful transition into ninth grade are more likely to achieve academically, emotionally, and socially mitigating dropout risks and improving graduation rates. Research demonstrates that the most significant evidence-based dropout prevention strategies are family engagement, behavioral intervention, and literacy development. Additional strategies are academic support, afterschool programs, health and wellness, life skills development, mentoring, school/classroom environment, service-learning, and work-based learning.[28]

The above dropout prevention strategies align well with components of successful transition strategies across the P-12 spectrum, but more acutely during secondary and postsecondary transitions. Strategies include providing students and their families accurate and useful continual monitoring and strengthening of transition programs based on success criteria such as attendance, achievement, and dropout rates.[29] To improve dropout and graduation rates, the Department encourages LEAs

ensure that schools identified for CSI and/or TSI will have access to these resources to the degree

Coordinating High School to Postsecondary Transitions

When students transition out of elementary school, their destination is middle school. When they transition from middle school, their collective destination is high school. Transitioning out of high school is quite complex because there is a wide variety of individual destinations, including, but not limited to, entering the workforce, military, technical schools, and college. For many students, choosing a path that fits them is the first real high-stakes life decision that they make for themselves. The sooner that they choose, the more time that they have to prepare. Nevertheless, as is well known, the process of making such life decisions can be quite complicated and time-consuming.

In addition to ensuring that students progress through academic curricula, including college preparatory Advanced Placement classes, and actively explore and/or pursue specific career-related coursework and experiences in the arts, languages, and Career and Technical Education, schools should be sure to include meaningful opportunities very early on during the high school experience for students to learn about themselves and their interests, strengths, needs, resources, and aspirations. To support that preparation process, the Department will utilize the College, Career, and Civic Readiness Index as a measure of school quality and student success. This approach is intended to incentivize schools to ensure that students graduate with the most rigorous possible high school credential that will enable more students to succeed, rather than a measure that merely values completion.

Also, to ensure that students are well informed and develop reasonable expectations for postsecondary destinations, the Department encourages LEAs to provide students with many hands-on opportunities to explore options. Early exposure to the realities of postsecondary destinations, such as the workforce, military, and college (such as commuting versus living on campus), can equip students with the tools that the students need to make informed postsecondary plans.

Once the decision-making process is complete and a high school student has chosen a postsecondary path, even harder preparatory work begins. One of the most difficult parts of transitioning out of high school is procedural. Each postsecondary path has its own set of what can be quite comprehensive and time-consuming preparatory requirements. To allow students sufficient time to follow through on postsecondary plans, LEAs are encouraged to be early and proactive in their outreach to high school students and their families. It is important to have open, varied, and, if necessary, language-diverse lines of communication to convey important deadlines, and family support services to help students and their families prepare and submit documentation by their corresponding deadlines.

Even though it is important for students not to rush through such an important process, it is also important for LEAs to convey to high school students and their families, by example and explicitly through instruction, the importance of organization, strategic planning, and time management. It is never too early in the high school experience for students to develop these

skills. Due to the scope of the demands on students who are transitioning out of high school, the transition team for each graduating class should start planning as early as when the class is in ninth grade for activities to be implemented as early as tenth grade. Ultimately, the goal of a successful high school-to-postsecondary transition program is for students to develop the knowledge and skills to meaningfully transition to postsecondary opportunities and to exercise civic responsibility.

A. Title I, Part C: Education of Migratory Children

1. <u>Supporting Needs of Migratory Children</u> *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. **The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**
ii. **Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**
iii. **The integration of services available under Title I, Part C with services provided by those other programs; and**
iv. **Measurable program objectives and outcomes.**

New York State is committed to providing migratory children and youth with the resources and supports necessary to enable them to progress steadily toward college and career readiness. The full range of services that are available for migratory children and youth begins with the identification and recruitment of eligible migrant children, ages 3 through 21, including preschool migratory children and youth and migratory children and youth who have dropped out

is defined as establishing contact with migrant families, explaining the New York State Migrant Education Program (NYS-MEP), securing the necessary information to make a determination that the child involved is eligible for the program, and certifying the

New York State will assess the unique needs of migratory children and youth to determine what educational programs and support services these students need to participate effectively in school. These needs assessments occur at the statewide level, as well as at the individual level, as part of a larger continuum of processes and practices to better serve the needs of migrant children and their families.

As per requirements under ESSA Sec. 1306. *[20 U.S.C. 6396]*, the Comprehensive Needs Assessment (CNA) seeks to identify the concerns and needs of migrant students and to gather input on developing evidence-based solutions from a broad-based group of stakeholders at the s569 RG[(, se)6(c)4(uriiTm0.2S-C)*l1tUS will assess the unique

At the same time, the regional Migrant Education Tutorial and Support Services (METS) Program Centers, in consultation with schools and parents, assess the needs of all individual migrant-eligible students by using the Student Intake Form and Academic Services Intensity Rubric (ASIR) each year, as per requirements of the approved Service Delivery Plan (SDP) and Measurable Performance Outcomes (MPOs).

In this continuum of needs assessments, the CNA yields global, wide-ranging information that informs the development of a comprehensive and inclusive menu of programs and services, while the individual assessment that is conducted once during the academic year and once during

Measurable Program Outcome	***2.2 Beginning in fall 2016, 80% of Grades 3-8 migrant students receiving Level 3 supplemental academic instruction in Mathematics during the regular school year will gain 10 or more NCEs from the Fall to Spring administration of the NYS Migrant Mathematics Assessment.***

Goal Area: Graduation

State Performance

Goal Area: Preschool Migratory Children	
State Performance Target (Statement of Intention)	*Provide and/or coordinate education and support services that meet the prioritized needs of preschool children, ages 3-5.*
Strategy	*Provide referrals and/or educational services to migratory children, ages, 3-5, to prepare them to enter Kindergarten ready to learn.*
Strategy 5.1	*Beginning in fall 2016, all migratory preschool children, ages 3-5, will have a complete, updated NY State Migrant Student Needs Assessment (SNA) to drive programs and services.*

information when students move from one school to another, regardless of whether such a move

The NYS-MEP seeks to maintain ongoing interstate and intrastate coordination of services for migratory children and youth, both within New York State and with other states, local educational agencies, and other migratory student service providers in order to improve the effectiveness of programs. In addition to the timely exchange of school records, as well as

education

- Provides migratory children and youth opportunities to meet the same challenging State academic content and academic achievement standards that all children are expected to meet
- Provides migratory children and youth opportunities to develop life skills, including self-advocacy, identity development, self-efficacy, job and career planning, and professional development
- Specifies measurable program goals and outcomes
- Is the product of joint planning for the use local

local

PFS, and by the level of services targeted and received. Data will be drawn from the Migrant Student Information Exchange (MSIX), the statewide migrant student data and information system (MIS2000), the NYSED Student Information Repository System (SIRS), MEP assessments and implementation documents (outlined above), and METS and parent surveys as needed. To aid in improving program performance, the evaluation will provide statewide and regional estimates of the relationship between program implementation and student outcomes, including measures of statistical confidence in those estimates.

Data regarding the extent to which regional programs are jointly planning and coordinating with other programs and implementing the SDP as specified will be gathered through the NYS-MEP monitoring process and supplemented where needed by the external evaluators. Using a rubric and monitoring guide that are aligned to the specific components of the SDP; the regional METS Annual Work Plans (WP) and Annual Performance Reviews (APR); and Title I, Part C regulations and guidance; the NYS-MEP conducts monitoring annually. Additionally, regional and statewide interim results will be provided to and reviewed with each regional METS program center in February and August of each year, beginning in 2017, for the purpose of promoting ongoing internal data review and related decision-making.

Evaluation results will be used to drive program improvement, inform regional and state-level staff members of progress and performance, inform migrant parents of the status of NYS-MEP efforts, communicate with NYSED staff about the NYS-MEP, and comply with the reporting requirements of the Office of Migrant Education (OME) at USDE. The ongoing data collection plan, semi-annual progress reporting, and external evaluation will each be used to inform implementation changes and program improvements. Program monitoring will be used to assure compliance with federal regulations and the approved SDP plan, as well as to provide input into program improvement. The annual external evaluation reports will be used to communicate with parents, migrant program staff, NYSED, and OME about the status of the NYS-MEP state performance targets, MPOs, and program implementation.

NYS-MEP evaluation activities will occur as follows:

Evaluation Component	Timeframe	Conducted By
Revised Data Collection Framework	Fall 2016; revised annually	NYS-MEP staff and contractors with external evaluator input
SDP Implementation	Fall 2016 and ongoing	METS and NYS-MEP contractors
Interim results	February 2018, and each subsequent August and February	NYS-MEP with external evaluator support
Program Monitoring	Spring 2018 and annually thereafter	NYS-MEP
External Evaluation	Initial results: Fall 2018, Full Report Fall 2019	External evaluator

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Youth in the juvenile justice system face many barriers to completing education while these youth are held in facilities

- Developing an advisory group consisting of

children in the program.

To ensure that students served in Neglected and Delinquent facilities graduate from high school, develop career and technical skills, and meet college- and career- readiness standards, the Department has established the following process-based and outcome-based objectives:

Process-Based Objectives:

- The Department will convene a Neglected and Delinquent Advisory Group composed of appropriate statewide stakeholders to develop a Statewide Transition Plan within one

- Core instruction (standards, curricula, and assessments) delivered by well-prepared, highly effective, racially/ethnically/linguistically diverse and culturally competent teachers, principals, and other school leaders who have received high quality, differentiated professional development that is informed by evidence of educator practice and data on the longitudinal academic growth of students

- The analysis and use of these data to inform improvements in instruction to propel and accelerate the yearly academic progress of students

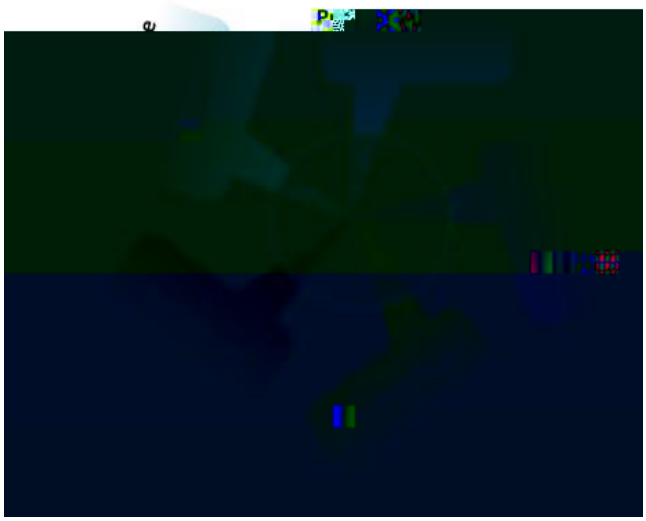
The Department has consistently affirmed its commitment to this goal over the past seven years, including through recent projects such as our 2015 Plan to Ensure Equitable Access to Effective Educators Strengthening Teacher and Leader Effectiveness (STLE) Grant, Teacher Opportunity Corps, and the New York - all of which are focused on the management of human capital in ways that help close and, over time, eliminate equity gaps so that all young people have the chance to reach their full potential. More recently, with assistance from the Wallace Foundation, the Department launched the Principal Preparation Project to enhance the preparation of future school building leaders and support for the development of current school principals.

Although data collected by the Department suggest that these initiatives are having a positive effect on student outcomes (e.g., rising graduation rates, increases in student proficiency on State assessments), there are still persistent gaps in achievement for our most vulnerable students (e.g., ELLs/MLLs, students with disabilities, students in poverty). The Department believes, and research consistently demonstrates, that, among school-based factors, teaching matters most to improving student outcomes, and leadership is second only to classroom instruction as an influence on student learning.[35] As such, the Department proposes to use its Title IIA funding to promote initiatives that similarly focus educational improvement efforts in New York State on the cornerstone belief that students thrive in the presence of great teachers and great school leaders. To make possible the opportunity for every student to have access to a great teacher and decisions on whether to enter and stay in the field. Recent research from the Learning Policy Institute[36] continues to

the field: 1) salaries and other compensation; 2) preparation and costs to entry; 3) hiring and personne

As such, the Department believes that the best way to ensure equitable access to great teachers and school leaders is to assist LEAs and IHEs in developing comprehensive systems of educator support and development that are focused on the following key components: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective educators; and 5) extending the reach of the most effective educators to the most high-need students, which we call the Educator Effectiveness Framework ork; see diagram below).

Educator Effectiveness Framework



By helping LEAs and IHEs to create comprehensive systems that meet the needs of all their students and that support educators along the entire continuum of their careers, we are actively working to:

1) Attract more diverse, culturally competent, and highly effective teachers, principals, and other school leaders to the profession;
2) Provide options, opportunities, and pathways for those aspiring teachers, principals, and other school leaders to acquire the knowledge, skills, and abilities both through coursework and rich clinical experiences - that educators need to better meet the needs of all students;
3) Provide early career and ongoing support to ensure that those better-prepared teachers, principals, and other school leaders can enter the profession, have the support that they need to stay in the profession, and improve their practice over time; and
4) Create opportunities for teachers, principals, and other school leaders who are recognized by their peers and administrators as highly effective practitioners to take on differentiated roles and responsibilities that extend the reach of these educators and allow them to share their expertise with their colleagues.

Professional Development and Growth: differentiated ongoing support for educator effectiveness, based on evidence of educator practice and student learning, including individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.	‡Professional development and mentoring structures, systems, and offerings ‡Use of a needs assessment to determine professional learning ‡Access to and time available for professional development ‡Effect on instructional outcomes ‡Effect on student outcomes ‡Link to evaluation results
Retention of Effective Educators: a systematic, coordinated approach to providing new and sustained leadership opportunities, with additional compensation, recognition, and job-embedded professional development for teachers and administrators to advance excellent teaching and learning, as well as advance the use of evaluation data in development, compensation, and employment decisions.	‡Retention rates of the most effective teachers and principals vs. those of the least effective ‡Gaps in turnover rates between highest- and lowest-need schools ‡Building-level analysis of retention patterns ‡Leadership opportunities for the most effective educators ‡Tenured granted/denied based on effectiveness rating ‡Results/Analysis of exit surveys, where administered ‡Other existing PBCS efforts to retain the most effective educators ‡Link to evaluation results
Extending the Reach: leveraging the most effective educators in a multitude of ways for the maximum effect on improved student outcomes and equitable access.	‡Assignment of students to the most effective educators ‡Number of students affected by the most effective educators (district-wide and disaggregated by subgroup) ‡Effect on instructional and student outcomes ‡Gap in access to most effective educators between highest-need and lowest-need students/buildings ‡Number of teacher leaders/principal leaders in district and current roles/responsibilities

The Department will work with higher education teacher and school leader preparation programs to provide appropriate and ongoing support to LEAs in curriculum development and in the expansion of instruction and professional development. For those LEAs that want to take a deeper look at their equity data and develop strategies centered on the various components of the Framework to address gaps in equitable access, the Department will host a series of labs or convenings at which LEA teams can come together with the assistance of Department staff and other technical assistance providers to better understand data and how they can be used to drive the development of comprehensive systems of educator development and support that are

grounded in evidence-based strategies. Possible areas for consideration during the equity labs include strengthening existing mentoring/induction programs, expanding recruitment activities to attract a wider pool of diverse candidates, providing specific professional development in targeted areas of need, working with principals to determine strategic staff assignments/teacher teams and creating collaborative environments for professional learning and engagement in decision-making, or implementing and refining leadership continuum pathways that leverage the expertise of teacher and principal leaders. Additionally, these equity labs will allow LEAs to better understand the data points that the Department uses and how we conduct our analyses so that LEAs are better equipped to conduct building-level analyses that mirror those done by the Department at the State and LEA level.

Helping LEAs to identify gaps in equitable access; determine the root causes of those gaps; conduct needs/gap analyses; and select appropriate, evidence-based strategies focused on different components of the Framework to address those areas of need, is an important foundation for meeting our goal of ensuring that all students have access to great teachers and leaders. However, it is equally important that we help LEAs to identify new and existing resources to implement these strategies. To that end, the Department proposes to work with LEAs to identify existing funding sources and initiatives that are already in place that can help strengthen these systems. As the first step in this work, Department staff will begin collecting information on the specific ways that LEAs are using their Title II, Part A allocations and review Professional Development Plans and Continuing Teacher and Leader Education (CTLE) plans to ensure alignment and to determine whether those activities are designed to close equity gaps. In this way, the equity work will have a natural funding stream to help LEAs tackle their specific areas of need.

By undertaking this initiative, the Department believes that it can help school districts, BOCES, and institutions of higher education improve the quality and effectiveness of teachers, principals, and other school leaders, thus increasing the numbers of those educators who are effective in improving student academic achievement and ensuring that all students have equitable access to effective educators. This work is especially crucial in schools identified for CSI or TSI status, as explained in Section (A)(4).

While the Department will begin to work more closely with LEAs to address gaps in equitable access to effective, qualified, culturally-responsive, and experienced educators, it will also undertake a number of other State-level initiatives focused on the different components of the Framework, with the goal of ensuring that our own policies and initiatives advance our goal of ensuring that educators have access to comprehensive systems of professional learning, support, and advancement along the entire continuum of their careers.

Preparation, Recruitment, and Placement

As previously noted, the quality of the preparation that aspiring teachers, principals, and other school leaders receive is a key factor in determining whether those educators enter and,

particularly, remain in the profession; we also know that there is an important relationship between educator preparation and qualification and positive effects on student outcomes.[37]

We also know that the quality of the preparatory experience of aspiring teachers, principals, and other school leaders in New York State varies significantly. Accordingly, building on the recommendations of the TeachNY Advisory Council and the Principal Preparation Project, the Department has constituted a Clinical Practice Work Group to explore whether it is necessary to enhance the existing regulatory requirements, in order to help ensure that teachers, principals, and other school leaders are prepared on day one to work effectively to improve student outcomes and to present the recommendations to the Department and Board of Regents. These enhancements may include:

- Increasing and strengthening field experiences and student teaching and encouraging preparation programs to align field experiences with evidence-based practices
- Requiring Institutions of Higher Education and other preparation program providers to

  outcomes, including multiple measures, where practicable (e.g., portfolios, evidence from observations, student growth/achievement)
- Requiring all education programs to sign a partnership agreement with one or more school districts that identifies the responsibilities of each partnering institution, the mentor teacher, the faculty members, and the teacher candidate

Specific to the preparation of school building leaders and consistent with the recommendations of the Principal Preparation Project, Department staff will explore the following approaches to ensure better professional learning and support for aspiring leaders[38]:

- Organize certification around the 2015 Professional Standards for Educational Leaders (PSEL)
- Strengthen university-based School Building Leader (SBL) programs by closely linking the 2015 PSEL with extended school-based internships

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[37] are the effects of teacher education and preparation -82). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.
Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016).

ation. Retrieved from: http://www.wallacefoundation.org/knowledge-center/Pages/Developing-Excellent-School-Principals.aspx

[38] For a full list of the recommendations of the Principal Preparation Project, please see the Department's landing page for this initiative. Where necessary, the Department will utilize a portion of the newly available set-aside under Title II, Part A for activities that support principals and other school leaders in this work.

- Create pathways, options, and/or opportunities that lead to full-time, year-long, school-based internships for aspiring principals
- Adapt preparation to account for a variety of settings
- Add a competency-based expectation to initial certification. This calls upon aspiring school building leaders to take what they learn in a university-based SBL program and apply this learning successfully in an authentic school-based setting to improve staff functioning, student learning, or school performance. Before a university attests that an

  must also attest that the candidate demonstrated readiness for certification by successfully complet 0.569 rg1v9hf0091Tmt6 ojnivecst tha

school building leaders. These programs may also include the preparation and certification of principal supervisors.

Further, recognizing that for

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1) Developing recruitment plans with strategies that are designed to increase the diversity of students entering educator preparation programs
2)

- Time allotted for mentoring, which may include, but shall not be limited to:

based strategies to bolster current mentoring programs. Recommendations may include revising mentor selection criteria to ensure rigor, including the utilization of educators who have National Board Certification; determining clear-cut roles and expectations for mentor-mentee relationships; providing more robust professional learning to mentors about their role, having mentors provide feedback through informal observation; and for schools or districts in hard-to-staff communities where there may be low capacity to provide quality mentoring, leveraging well-trained mentors in a regional model. Where LEAs undertake these evidence-based initiatives, the Department will work to document the successes of these approaches in order to provide case studies that other districts across the State may wish to adapt. Further, the Department will work to facilitate peer-to-peer collaboration between LEAs to help disseminate effective mentoring strategies.

Recognizing that educators need support beyond just their first year of teaching or school leadership, Department staff will develop and encourage districts/BOCES to adopt induction models that provide a menu of differentiated supports to educators during the first three years of their careers that are tailored to what educators need to succeed. These systems will promote the personal and professional growth of educators and recognize the multi-dimensional nature of the profession. Further, the Department will work with stakeholders, including institutions of higher education,
required to obtain for professional certification, can be better aligned with this type of ongoing mentorship. This could include, for example, allowing other entities, such as Teacher Centers, to provide support and development that leads to the professional certificate. Among other goals, these induction models should provide feedback to educators, the preparation programs that prepare them, and the leadership of the school district. These opportunities, particularly when combined with pre-service supports, are an important lever in ensuring that educators receive on-going, job-embedded professional learning and authentic experiences with diverse populations (e.g., English Language Learners, Students with Disabilities) during both preparation and through the early part of careers.

The importance of taking a systemic approach to mentorship, induction, and other support for early career educators cannot be understated. However, the Department also believes that all educators, regardless of how far along they are in their careers, can benefit from ongoing professional learning that is differentiated based on need. Over the last several years, New York State has made significant investments in supporting teachers, principals, and other school leaders. Despite these efforts, a review of documentation and data, stakeholder interviews, focus groups, and surveys all reveal that access to and time for high-quality professional learning vary considerably across New York State.

To that end, the Department has been working over the past year on a new Statewide framework

learning for teachers and leaders. Ultimately, the Department believes that the strategy will 1) provide equitable access for all educators to high-quality professional learning that is relevant, actionable, and ongoing; 2) improve performance, coordination, and communication of statewide professional learning partners; 3) empower regional professional development leaders to reimagine professional learning for schools and districts; and 4) embody thoughtful design, rich and meaningful experiences, and continual feedback and improvements. In order to achieve these goals, the new statewide framework calls for two strands of work: the development of statewide supports available to all educators and partners across New York State and investment in regional expertise that will empower regions to reimagine and implement high-quality professional learning supports for educators.

LEAs in implementing a leadership continuum pathway that is both responsive to local context and that addresses needs. Further, the Department will use surveys, webinars, and other media to ensure that the current tools and resources continue to reflect the needs and values of stakeholders across New York State, including specific outreach to school districts and BOCES leaders, teacher and principal leaders, and relevant stakeholder organizations, including the Professional Standards and Practices Board. The Department will also focus on additional opportunities for teacher leadership outside of a formal career continuum.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

See response to question #1.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the

Framework: Diverse student populations, English Language Learners, students with disabilities and other special learning needs, community engagement, teacher responsibilities, and school-home relationships.

Exam expectations:

- Measure the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools
- Use knowledge of diversity within the school and community to address the needs of all of and respect for all students
- Demonstrate the ability to communicate with and engage parents, with the goal of

- Understand the rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel

2. Teacher Performance Assessment (edTPA):

Framework: Student-centered, multiple-measure assessment of skills and competencies, instruction, planning, and assessment.

Assessment structure:

- Evidence of candidate teaching performance is drawn from a subject-specific learning segment: 3 5 lessons from a unit of instruction for one class of students
- Teacher candidates submit authentic artifacts (lesson plans, video clips of instruction, student work samples) from actual teaching during a clinical field experience
- Candidates also submit commentaries that provide a rationale to support the instructional practices, based on student learning strengths and needs
- luated across five scoring components of teaching: Planning, Instruction, Assessment, Analysis of Teaching, and Academic Language

and provide an evidence-based
enter a classroom and become the teacher of record prior to receipt of an initial certificate to teach in New York State.

The CSTs measure content knowledge in a particular subject area, and are aligned with the New York State learning standards. Currently, there are 41 CSTs, of which 20 have been redeveloped.

In addition to the assessments listed above, to move from an Initial Certificate to a Professional

Certificate, applicants must have three years of paid, full-time classroom teaching experience; a

or US citizen.[49]

Transitional Certificates:

In addition to traditional pathways to certification, New Mexico state law also allows for the
transitional certificates, which provide opportunities for alternative routes into teaching,
including for individuals with advanced degrees and mid-

Transitional G Certificate
Issued to a college professor with a graduate degree in science, technology, engineering, or mathematics who has successfully taught at the college level for at least two years. The Transitional G certificate will allow an individual to teach mathematics or one of the sciences at the secondary level, without completing additional pedagogical study, for two years. After two years of successful teaching experience with the district on a Transitional G certificate, the teacher is eligible for the Initial Certificate in that subject area.

Certification of School Building Leaders

What follows is a description of the current requirements for initial certification as a school building leader in New York State. As described further in Sections D(1) and D(6), the Department has launched the Principal Preparation Project, which aims to enhance the preparation of future school building leaders and support for the development of current school principals and which may change the structure described below.

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emerging and hard-to-staff subject areas, the Department will continue to work with stakeholders to determine what, if any, revisions are necessary to existing certification pathways/requirements that will promote increased numbers of qualified candidates.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Department recognizes the importance of ensuring that teachers, principals, and other school leaders have the knowledge, skills, and abilities to meet the needs of all students, including students with disabilities, English language learners, students who are gifted and talented, and students with low literacy levels. Central to this is ensuring that educators are able to identify students with specific learning needs and to provide differentiated instruction based on those needs. As such, both the existing system of certification in New York State and the ongoing professional development and support of educators are designed to ensure that all educators can identify and meet the needs of all students.

Foundationally, the Department has developed a set of teaching standards called the NYS Teaching Standards. The broad conceptual domains of these standards are as follows: 1) Knowledge of Students and Student Learning; 2) Knowledge of Content and Instructional Planning; 3) Instructional Practice: 4) Learning Environment; 5) Assessment for Student Learning; 6) Professional Responsibilities and Collaboration; and 7) Professional Growth. Underneath those broad domains, there is a set of elements and corresponding performance indicators that expresses the Depa792onaent wi000095(a)4(tore)7(a)4(blet)] Td other s

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

description of the areas in need of improvement, the ways in which improvement will be

means, adequate instruction in language acquisition and literacy development[52]

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate

(vi) uses of technology, including instructional and assistive technology, in teaching and learning and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching

(viii) history, philosophy, and the role of education; and the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education; and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe, nonviolent school climate;

[52] In addition to this general requirement, programs leading to an initial certificate in childhood education for birth through grade 2 and grades 1 through 6, middle childhood education for grades 5 through 9 include an additional requirement for coursework in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners, including methods of reading enrichment and remediation.

years. To renew their registration, educators must complete 100 clock hours of Continuing Teacher and Leader Education (CTLE) during the registration period. A table summarizing requirements for different types of certificates is available.

CTLE activities must be offered in appropriate subject areas and must:

1. Expand
   rigorous, developmentally appropriate instructional strategies and to assess student progress
2. Be research-based and provide educators with opportunities to analyze, apply, and engage in research
3. Include the necessary opportunities for professionals to obtain CTLE to meet the English Language Learner provisions
4. Be designed to ensure that educators: a) have the knowledge, skills, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environmenors: 792 ree o7(v)-9(e)at e569 Rm0 g0d trust skills, and opportunity to

As a condition of receiving Title IIA funding and in accordance with New York State law, every district is required to develop a professional development plan that meets the following criteria:

1. The planning, implementation, and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

2. The plan focuses on improving student performance and teacher practice as identified through data analysis.

3. The plan describes professional development that:
   a) is aligned with New York State content and student performance standards;
   b) is aligned with New York State Professional Development Standards;
   c) is articulated within and across grade levels;
   d) is continual and sustained;
   e) indicates how classroom instruction and teacher practice will be improved and assessed;
   f) indicates how each teacher in the district will participate; and
   g) reflects congruence between student and teacher needs and district goals and objectives.

4. The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

cts and BOCES develop comprehensive systems of support for teachers and school leaders that will help ensure that all students have equitable access to effective, experienced, and appropriately qualified teachers and leaders; and 2) creating and refining State-level programs that address the

The collection of data, creation of LEA-level equity reports, and facilitated protocol for identifying and addressing root causes of inequities, by its nature, requires the Department to use data and consult with LEAs to refine both State-level and local uses of funds in ways that maximize improvements in student achievement. For other initiatives designed to create or refine State-level systems related to educator development and support, the Department will create feedback loops, including the use of surveys and focus groups, that allow the Department to collect data, solicit feedback from stakeholders, and make refinements to support continual improvement.

Further, as a general matter, the Commissioner and other senior leadership in the Department will continue to regularly meet with a broad cross-section of stakeholders, the intention of which is to consult with the field and collect information about ongoing initiatives to ensure that the work of the Department is meeting the needs of educators and the community. Most directly related to initiatives related to Title II, Part A are groups such as New York State United Teachers, the NYS Teacher Advisory Council, the Professional Standards and Practices Board (PSPB), institutions of higher education, the School Administrators Association of New York State (SAANYS), the District Superintendents of Boards of Cooperative Educational Services (BOCES), and the NYS Council of School Superintendents.

We believe that this approach to using data and ongoing consultation will enable the Department to improve its activities while, at the same time, imposing the minimum required burden on school districts and BOCES.

6. Teacher Preparation ***(ESEA section 2101(d)(2)(M))*****: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

See responses in Section (D)(1). Additionally, what follows is a description of the goals and recommendations of the Principal Preparation Project. While many of the concepts found here are contained within Section (D)(1), the Depar
in college, career, and citizenship cannot be accomplished if all students do not have access to a great teacher and a great school leader. For that to occur, all school building leaders need to be well-prepare and well-supported. Principals today must have the knowledge, skills, and dispositions to address the learning needs of an increasingly diverse student population.

Unpacking what is needed to ensure that all school building leaders can be visionary instructional leaders, as described in Section A(4) of this application, requires addressing a series of obstacles. Three in particular arise:

1) Many principals are certified, but are not adequately prepared to be effective.
2) Too many principals are not adequately prepared to address the learning needs of an increasingly diverse student population.
3) Better alignment is needed between what is expected on the job; what is taught in principal preparation programs; and the knowledge, skills, and dispositions that are assessed to determine candidate readiness for initial school building leader certification.

To develop recommendations to address these issues, a 37-member Advisory Team met for 9 months under the auspices of the Principal Preparation Project. This diverse group of stakeholders consensually agreed to present 11 recommendations for the Commissioner and the Board of Regents; these are designed to overcome the obstacles that impede progress. These recommendations are:

We can accomplish this by expecting better of ourselves as educators. The Department will pursue this by (a) creating targets that call for annually increasing the statewide overall rate of student uptake in pre-collegiate (e.g., AP, IB, etc.) coursework, (b) creating targets that call for annual increases in the statewide performance in these courses for students, and (c) creating targets that call for annual statewide decreases in the gaps by gender and race/ethnicity in uptake and performance on these pre-collegiate courses. The Department, in partnership with LEAs, will couple these expectations with enhanced outreach and support for identified subgroups, and report publicly on progress made toward identified targets.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

funding is centered on 1) helping school districts and BOCES develop comprehensive systems of support for teachers and school leaders that will help ensure that all students have equitable access to effective, experienced, and appropriately qualified teachers and leaders; and 2) creating and refining State-level programs that address the

6. Teacher Preparation ***(ESEA section 2101(d)(2)(M))*****: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

See responses in Section (D)(1). Additionally, what follows is a description of the goals and recommendations of the Principal Preparation Project. While many of the concepts found here

building leaders (especially, but not exclusively, those from historically under-represented populations).

22) As a possible option (prior to full-scale implementation of State-adopted changes to the process of school building leader certification), design and offer a step-up plan that includes meaningful incentives and that makes possible a pilot involving a P-20 partnership (opt-in participation for BOCES) and a process of learning from the pilot

Taken together, these recommendations reflect a commitment to leadership for equity; in this context, the term equity means that the learning needs of every student are supported in an environment where all students are valued; respected; and experience academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, national origin, or immigration status. The Department will continue to work to advance these recommendations to improve both the preparation and support of educators.

Educational excellence can be found in every corner of the State. Yet, while in some schools it is

representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

New York State

The above-identified ELL/MLL entrance and exit procedures were created as part of a larger

s process leading to these regulatory amendments began in 2012 with focus group discussions representing over 100 key stakeholders from across New York State. Those discussions informed the development of a statewide survey of policy options, released in June 2012, and which resulted in over 1,600 responses from teachers, principals, superintendents, advocates, and other stakeholder
interested in the education of ELL/MLL students and in ensuring that ELL/MLL students receive instruction that is culturally responsive. The Department then used the survey results and focus group discussions to develop proposed policy changes and enhancements. These proposed changes were then shared with stakeholders fo

State. The Department also holds monthly ELL/MLL Leadership Council conference calls for school administrators.

The Department will continue to provide ongoing professional development to LEAs in a variety of ways. These will include utilizing the resources of our RBERNs, well-known researchers, and notable experts in the field to build capacity for school district ELL/MLL leaders and core leadership teams charged with spearheading systemic improvements for ELLs/MLLs. Professional development will include, but not be limited to, the provisions of

Generation P-12 English Language Arts (ELA) and Mathematics Standards, and the New Language Arts Progressions (NLAP), as well as the Home Language Arts Progressions (HLAP).

Furthermore, the Department has created numerous resources to help New York educators meet New York State
Multilingual Literacy Screener (MLS) designed to support LEAs and schools in the identification of SIFE, P-12 Math Curriculum Modules translated into the top five languages spoken in New York State, and the PENpal Home Language Questionnaire (HLQ) Toolkit (which is the first technologically based solution to enhance appropriate identification of an ELL). The PENpal toolkit, with an interactive HLQ, currently provides verbal translation into 26 languages.

The Department is working to address a shortage of Bilingual Education (BE) and English to Speakers of Other Languages (ESOL) teachers, through several activities to support the expansion of qualified staff to serve ELLs/MLLs via contracts with ten universities for Clinically Rich-Intensive Teacher Institutes. To date, 186 teachers have completed the coursework necessary for certification in either ESOL or the BE Extension in Spanish/English. The Department has a pending Memorandum of Understanding (MOU) with Queens College of the City University of New York to train leaders in LEAs and schools with large ELL/MLL populations, and is processing an MOU with Queens College for an online Bilingual Education Extension program in both Spanish and Chinese.

Additionally, the Department has numerous resources for ELL/MLL parents. The ELL/MLL Parent Bill of Rights outlines 17 coth S85.5812 79m0.569 RG[(S)-3(pe)4(a)4(ke)4(rs of)5( )-9(Othe)4(r L)-5(

The Department recognizes that immigrant and ELL/MLL parents and families are often not fully engaged by schools due to language barriers, lack of understanding of cultural backgrounds, or lack of awareness of best practices to build connections with these communities. To help families and children to feel a sense of belonging and to provide them with information to enable informed educational decisions, the Department will provide support to school and districts to ensure that the cultures of all members of the school community are incorporated into engagement and improvement plans. Toward that end, the Department will build on previous work, such as The Blueprint for English Language Learners (ELLs) Success and the of Rights to the new Part 154 regulations, to develop guidelines for engaging parents and families of all subgroups of students, with emphasis on engaging parents and families of students identified as immigrant, ELL/MLL, migrant, and homeless. The Department will work to create clear definitions of effective, culturally and linguistically competent family engagement and provide additional supports to schools to help them meet their parent and family engagement requirements under ESSA. F,3 0.569 RG[(r1(qui24 529.39 Tm0.212 0.373 0.569 rg0.212 0.373 0.569 RG, the -5

It is essential to offer training opportunities that familiarize parents with school, its expectations, and how best to support and advocate for children. Supporting families by offering adult literacy and job training adult education courses within the school building or collaborating with adult regional Board of Cooperative Educational Services (BOCES)

engagement and the involvement of families a

- Promote LEA use of the Centers for Disease Control and Prevention (CDC) School Health Index (SHI); a free, online self-assessment and planning tool that schools can use to evaluate

  research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors. It is the most comprehensive assessment of the implementation of the Whole School, Whole Community, Whole Child Model.
- Issue guidance encouraging schools to assess and evaluate current policies and practices in place in the areas of Health Services, Nutrition Services, Counseling, Psychological and Social Services, Healthy School Environment, Health Promotion for Staff, Health Education Family Community Involvement, and Physical Education

Finally, the Department plans to continue efforts to develop and implement a statewide School Climate Index. In January 2013, the Board of Regents directed the Department to reconvene the Safe Schools Task Force to advise on ways to improve school safety in New York State. The task force developed a prioritized list of recommendations that was shared with the Board in September 2014. One of the top priority recommendations from the task force was to develop and implement a statewide School Climate Index (SCI), a multi-dimensional measure that allows schools to assess school climate and, where necessary, apply programmatic interventions aimed at improvement. New York State

- School climate surveys administered to students, parents, and school personnel
- School Violence Index (SVI), which is calculated from data collected as part of Violent and Disruptive Incident Reporting (VADIR), based on a revised methodology
- Chronic absenteeism rates by school building, which was calculated for the first time in the 2015-16 school year from data reported by districts in the Student Information Repository System (SIRS)

Measuring school climate is a crucial step in improving school climate. By developing a climate index, a school can begin to develop an improvement plan with specific action items based on the results of the annual SCI. The SCI will:

- Facilitate dialogue and strengthen communication and collaboration among school administrators, staff, students, parents, and the community
- Incorporate task force recommendations for improving data collection that facilitate promoting safe and healthy schools; produce accurate data; and strengthen how schools and the Department can work together to compile information, track trends, and respond constructively to school safety and dignity indicators
- Provide school administrators with a multi-dimensional measure of school climate aimed at engaging students, staff, parents, and community

The Department plans to administer the United States Department of Education school climate surveys that were released in spring 2016 and are free for schools, districts, and states to use. The surveys, which are designed for middle and high school students (Grades 5 and up); school personnel; and parents, guardians, and community members, may be implemented using the web

learning in its schools, and also to advance educational technology more broadly, with the investment of $2 billion in the Smart School [64]

The Smart Schools Bond Act (SSBA) was passed inT/F4uC12 0 612 792 reW* nBT/F5 12 Tf1 0 0 1 285.05 695

annual professional development events coordinated by the TARCs include STEM and/or STEAM-themed offerings for subgrantees.

- Support for effective partnerships occurs through professional development opportunities, website resources, and ongoing technical assistance provided by the two TARCs contracted by the Department and by Department program staff.

The Department is considering additional non-academic measures of student outcomes, as a result of participation in 21st CCLC programming. Various assessments, including, but not limited to, social-emotional assessments, are being tested by local program evaluators. The measures that New York State is required to provide for the annual performance reporting to the federal government include report card grades and State assessment score data for regularly attending student participants. These measures are known to be lagging indicators of success that tend to occur after improvements in such measures as school attendance, student engagement, social and emotional well-being, and reduction in disciplinary issues have taken place. With an understanding of this fact, New York State -level evaluator has facilitated networking sessions for local evaluators interested in piloting interim indicators of student success and improvement as predictors of academic measures of success that would help inform

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

In making awards to eligible applicants, the Department anticipates using substantially similar processes and criteria to those that were used to administer approximately $80 million in funds as part of a Request for Proposals (RFP) that was issued in Fall 2016. Specific processes and criteria are detailed below:

Procedures for Awarding Subgrants:

The Department utilized a prequalification requirement to increase accountability of external organization grantees. As per the RFP: The State of New York has implemented a statewide prequalification process designed to facilitate prompt contracting for not-for-profit vendors. All not-for-profit vendors are required to pre-qualify by the grant application deadline. This includes all currently funded not-for-profit institutions that have already received an award and are in the middle of the program cycle.

A rigorous peer review process was conducted that adheres to the requirements set forth in this legislation, which requires that peer reviewers be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children, and that also requires that peer reviewers not include applicants or their representatives. Peer reviewers are recruited primarily via the 21st CCLC listserv, which reaches 21st CCLC State Coordinators

- Priority Schools[67], including Struggling and Persistently Struggling Schools
- Focus Schools[68]
- High-Need Rural Schools.
- Persistently Dangerous Schools
- Limited English Proficiency Student count equal to or greater than 5%

For subgrantees proposing to serve students in more than one school, at least 2/3 of the students served must attend a school on one of the competition priority lists above to be eligible for priority points.

In addition, the Department directed applicants to utilize Title IV, Part B funds to support the following types of activities to help ensure that participating students meet the challenging New York State academic standards and any local academic standards:

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H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

a. Outcomes and Objectives *(ESEA section 5223(b)(1))*

The Department will, through the RLIS Coordinator and other Department resources, provide technical assistance to LEAs throughout the grant process, as needed. Technical assistance topics may include navigating the grant application and budget process, allowability of costs under the program, and assistance in determining the needs of the district in coordination with the accountability plan. Upon request by the LEA, the Department will provide technical assistance on the implementation of LEA programs funded by RLIS by a Department subject-matter expert, based on which allowable use(s) of funds the LEA selects to use for its RLIS program.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. <u>Student Identification</u> *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Under federal law, it is the responsibility of the local educational agency (LEA) McKinney-Vento liaisons to identify children and youth experiencing homelessness. LEAs in New York State include school districts, charter schools, and Boards of Cooperative Educational Services (BOCES). This responsibility, as well as the definition of children and youth experiencing homelessness, is incorporated into New York State Education Law (New York Education Law

New York State has seen a significant increase in the number of children and youth experiencing homelessness, as illustrated in the chart below.

- Publish and distribute guidance to LEAs about identifying children and youth experiencing homelessness and assessing their needs. The most recent guidance memo summarized the changes to the McKinney-Vento Act as a result of ESSA, including the change in the definition of homeless children and youth
- Collaborate with State and local agencies (e.g., departments of social services) to ensure that children and youth experiencing homelessness are properly identified
- Regularly post updated information regarding identifying children and youth experiencing homelessness and assessing their needs on the _____ and the NYS-TEACHS website
- Offer free McKinney-Vento posters in 10 languages and brochures in English and Spanish to LEAs (approximately 50,000 are distributed). These brochures and posters include information about which children and youth may be McKinney-Vento eligible.
- Publicly post the names and contact information for all LEA liaisons, which helps facilitate inter-district collaboration to identify children and youth experiencing homelessness, as well as to assess their needs
- Answer inquiries through the NYS-TEACHS hotline and via email (approximately 2,600 inquiries per year) concerning the identification of children and youth experiencing homelessness, the assessment of their needs, and other McKinney-Vento-related issues
- Track barriers related to the identification of children and youth experiencing homelessness, as well as other McKinney-Vento-related barriers, and follow up with LEAs, as needed, to ensure that that barrier is corrected going forward
- Conduct five, large, half-day workshops per year (three in New York City and two in other parts of the State) that include information about identifying children and youth experiencing homelessness and assessing their needs
- Conduct 22 regional trainings per year that include information about identifying children and youth experiencing homelessness and assessing their needs
- Conduct 22 webinars per year that include information about identifying children and youth experiencing homelessness and assessing their needs
- Post data on the number of children and youth identified as homeless by LEA
- Provide analysis of which LEAs may have under-identified children and youth experiencing homelessness
- Target outreach for participation in McKinney-Vento trainings to LEAs that may have under-identified children and youth experiencing homelessness
- Develop and update resources for LEAs related to trauma-sensitivity to better enable them to assess and meet the needs of children and youth experiencing homelessness
- Regularly email liaisons about McKinney-Vento-related updates, including updates related to identifying homeless children and youth and assessing their needs

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

New York State Regulations detail the dispute resolution process related to McKinney-Vento claims (see 8 N.Y.C.R.R. 100.2(x)(7)). The regulations require that:

- Answer inquiries through the NYS-TEACHS hotline and via email concerning the prompt resolution of disputes, and other McKinney-Vento-related issues
- Track barriers related to the prompt resolution of disputes, as well as other McKinney-Vento-related barriers, and follow up with LEAs, as needed, to ensure that that barrier is corrected going forward
- Conduct five, large, half-day workshops per year (3 in New York City and 2 in other parts of the State) that include information about the dispute resolution process
- Conduct 22 regional trainings per year that include information about the dispute resolution process
- Conduct 22 webinars per year, most of which include information about the dispute resolution process
- Regularly communicate with liaisons about McKinney-Vento-related updates, including updates related to promptly resolving disputes

3. Support for School Personnel ***(722(g)(1)(D) of the McKinney-Vento Act)*****: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

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- Offer two webinars specifically focused on connecting children who are homeless with quality early care and education programs, including LEA- and SEA-administered preschool programs
- Publish and disseminate guidance related to ensuring that homeless children have access to SEA- and LEA-administered preschool
- Continue to require that LEA-administered Pre-K programs screen all children to determine their housing status
- Allow for variance in class size in order to accommodate a child who is homeless in a Pre-K classroom when it otherwise would be considered full
- Provide information in our trainings about the McKinney-Vento responsibility to connect young children who are homeless with Pre-K, Head Start, early intervention services, and other LEA-administered preschool programs

levels.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The Department has worked closely with the Governor and the legislature to amend New York State law to comply with the recent changes to the McKinney-Vento Act. These amendments were signed into law on April 20, 2017. Corresponding regulations went into effect July 1, 2017. In its McKinney-Vento ESSA guidance memo, the Department reminded LEAs that they must remove barriers to enrollment and retention due to outstanding fees or fines, or absences. The Department will continue to review and revise its policies and issue additional guidance as needed. The Department and

- Liaisons ensure that youth are referred to housing services.

The Department will also develop guidance setting forth expectations for how LEAs should ensure that youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college. The Department and NYS-TEACHS will continue to undertake the strategies detailed previously, such as answering questions that come through on NYS-TEACHS hotline, providing onsite and online trainings, reporting barriers related to access to college counseling, monitoring districts, , and notifying districts of updates via email to ensure that youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, VHW IRUWK LQ WKH 6WDWH¶V UHVSRQVH WR 7LWOH , 3DUW

B. Graduation Rates

4-Year Cohort Graduation Rate (%)							
Group Name	2012 4 Yr GR Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
All Students	81.8	82.3	82.8	83.3	83.8	84.4	95
Asian/Pacific Islander	87.7	88	88.3	88.6	88.9	89.2	95
Black	71.5	72.4	73.3	74.2	75.1	76.2	95
Economically Disadvantaged	75.3	76.1	76.9	77.7	78.5		

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Students With Disabilities	48.3	54.4	60.5	66.6

Black	75.1	76	76.9	77.8	78.7	79.5	80.3	97
Economically Disadvantaged	79.3	80	80.7	81.4	82.1	82.8	83.5	97
English Language Learners	57.4	59						

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments

1. Publish annually the per-pupil expenditures for each Local Education Agency (LEA) and school in the state to highlight instances where resources must be reallocated to better support those students with the greatest needs.
2. Publish annually a report examining equitable access to effective teachers per district and facilitate the ability of districts to address inequities through strengthening mentoring/induction programs, targeting professional development, or improving career ladders.
3. Use the Needs Assessment process to identify inequities in resources available to schools and require districts to address these inequities in their improvement plans.
4. Reduce inequities in allocation of resources to schools by districts by establishing an annual cycle of resource allocation reviews in districts with large numbers of identified schools.
5. Direct additional support and assistance to low-performing schools based on school results and the degree to which they are improving.
6. Focus on fairness and inclusion of all NYS students in state assessments through involvement of educators and application of Universal Design for Learning concepts in test development.
7. Leverage the creation of P-20 partnerships that explicitly recognize the importance of institutions of higher education and other preparatory programs to improve the quality and diversity of the educator workforce.
8. Require that any teacher transferring from another school in the district to a Comprehensive Support and Improvement school must have been rated as Effective or Highly Effective in the most recent evaluation year.
9. Use Title I School Improvement Funds to support the efforts of districts to increase diversity and reduce socio-economic and racial/ethnic diversity in schools.
10. Develop state and local policies and procedures to ensure that homeless youth are provided equal access to appropriate educational supports, services, and opportunities as their peers.
11. Create uniform transition plans for students exiting neglected or delinquent facilities and

well-developed systems of support for achieving dramatic gains in student outcomes.