Every Student Succeeds Act (ESSA)
Winter Regional ESSA Open Meeting
February/March 2017

Meeting Feedback Summary Template

Date: 3/2/17
Region/District: WSWHE BOCES
Facilitator(s): James Dexter and Michael Decaprio
Recorder: David Ashdown
Stakeholder Group(s): Parents, Board of Education Members, Teachers, Administrators and Community Members
Number of Participants: 59 (+ 18 table facilitators/recorders) 77 total participants

I.   Questions for Discussion Feedback

Questions for Discussion	Summary of Comments from Participants
1. Should NY consider applying for the Innovative Assessment Demonstration Authority (assuming the program moves forward)? Yes (66.7%) or No (33.3%)? If yes, why should NY apply? Please rank order your reasons: 50% ranked #1, 50% ranked #3 - To pilot classroom-based performance assessments (e.g., performance tasks, or portfolios)? 50% ranked # 1, 50% ranked #2 - To pilot project-based assessments? 50% ranked #2, 50% ranked #4 - To use interim assessments to incorporate multiple measures of student achievement into annual, summative determinations (classifications) of performance? 33% #1, 33% #2, 33% #3 To take advantage of technological advances in educational assessment, such as computer adaptive assessments?	Participants were in favor of a combination of interim assessments and computer-adaptive assessment. The group was also supportive of using of technology as a common platform for assessment implementation. In addition, the group was supportive of utilizing multiple (or a mix of) assessment methods.
2. If regulatory change prevents New York State from its preferred option, which of the following options would you recommend (please answer "Option 1" or "Option 2")?: x Option 1: All recently arrived English language learners (ELLs)/multi lingual learners (MLLs) within the first year of enrollment would be exempted from taking the ELA in year 1, and take the ELA in year 2 and onward to measure achievement and possible growth. ___Option 2: All ELLs/MLLs, including recently arrived ELL/MLL within the first year of enrollment, will take the ELA in year 1 to set a baseline for future growth, in year 2 to measure growth, and in years 3 and after to measure both achievement and growth.	Participants feel that forcing students to take the ELA exam in their first year will not yield any usable data.

3. What do you see as the most critical areas of need regarding the preparation of new educators (both teachers and school leaders)? Selections highlighted in yellow
  a. Identifying and recruiting promising candidates into educator preparation programs.
  b. Improving communication between districts/BOCES and institutions of higher education (IHE)/preparatory programs, so that candidates are taking courses and pursuing certification in shortage areas.
  c. Increasing the minimum field experience requirement of 100 hours prior to the student teaching placement.
  d. Requiring the student teaching placement to include a full-time workload for an extended period (e.g., one semester).
  e. Requiring IHE/preparatory programs to align program completion to a candidate's demonstration of positive impact on student outcomes.
  f. Expanding programs that provide greater opportunities for candidates to apply the knowledge and skills they acquire in authentic settings.
  g. Other (see comments)
	Participants expressed the need for a full year of preparation as a student teacher, as well as the development of enriching coursework/experience in special needs population and diversity of students that exist in the classroom. The group also highlighted the need for teacher preparation programs to include experience in the trade/technical field and experience in the curriculum that is related to the CTE fields. In addition, some participants expressed the need to emphasize "quality" of the student teaching experience (high quality teachers), rather than the "quantity" of hours.

4. What do you see as the most critical areas of need regarding mentoring, induction, and other supports for early career educators (both teachers and school leaders)?
  a. Revising the current requirement that educators receive a mentoring experience in their first year to explicitly require that the mentoring experience span an educator's first 180 school days of employment.
  b. Encouraging districts/BOCES to develop mentoring programs that provide educators with differentiated supports aligned to areas of need.
  c. Encouraging districts/BOCES to adopt induction models that provide differentiated supports to educators during the first three years of their careers.
  d. Other (see comments)
	Participants felt that incoming teachers have good content prep from their training, but little experience with the "day-to-day" issues that come up in the classroom. The group expressed the need to quantify in terms of "what this will look like" (e.g. regular meetings, decision-making with regard to areas of need)
	
	The group also highlighted the need for a strong mentor connection to prevent people from leaving the field for lack of support. New administrators also need mentoring and need to be included in the any program, including the opportunity to exchange ideas with other administrators on a regular basis. Lastly, the group expressed uncertainty on the fiscal implications of such programs.

5. What do you see as the most critical areas of need regarding ongoing professional support for educators (both teachers and school leaders), including opportunities for advancement (e.g., career ladders)? Selections highlighted in yellow
  a. Developing programs focused on promoting effective educational leadership (aligned to the State's leadership standards) and that address emerging needs.
  b. Providing better professional learning and support for current and aspiring school building leaders.
	To fully support teachers and principals while they take advantage of leadership opportunities, some ideas generated by the participants include: providing partnerships with higher education opportunities, such as tuition subsidies; and, in-district supports such as covered release time for principals and teachers to attend professional development.

c. Encouraging districts/BOCES to adopt systems of professional development and supports that are tailored to specific needs of educators, particularly for those educators who are experiencing a change in their role or assignment. d. Assisting districts/BOCES to develop or refine career ladders that enable educators with a demonstrated record of effectiveness to take on additional roles and responsibilities and expand their reach. e. Other (please specify).	
6. The Department recently issued a Survey on Possible Indicators for School Quality and Student Success. The following indicators are those that survey respondents, up to the this point, are supporting for inclusion in the state's school accountability system: a. Chronic Absenteeism (50# ranked #2) b. High School Credit Accumulation c. High School Success Index (50# ranked #3) d. Student Access to Highly Qualified Teachers (50# ranked #3) e. Student Completion of Required Credits By Year (50# ranked #1, 50 percent ranked #2) f. Student Successful Completion of Required Courses for Graduation (50# ranked #1) g. Student Successful Participation in Advanced Coursework (i.e., AP, IB, dual college credit, and CTE courses) h. Teacher Attendance i. Teacher Certification/Effectiveness Please choose four of the indicators that you most support. Then rank order your 4 choices based on your level of support, from 1 (most strongly support) to 4 (support) for inclusion in the state's accountability system.	Participants expressed the need to add leadership turnover rate, teacher turnover rate to these indicators.
7. ESSA requires that New York establish long-terms goals for, at the minimum, indicators in the areas of language arts, mathematics, acquisition of English proficiency, and graduation rate for all students and for all accountability subgroups (i.e., English language learners, low-income students, racial/ethnic groups, and students with disabilities). In establishing these long-term goals, should New York: ___Option 1: Set a single, common, statewide, long-term goal on an indicator that applies to all schools in the state and all subgroups within the school, regardless of the baseline performance of the school for a subgroup. (50%) Option 2: Set a single, common, statewide, long-term goal on an indicator that is different for each subgroup based on the subgroup's baseline performance, regardless of the baseline performance of the school for that subgroup.	One of the benefits of Option 4 is that there will be individual targets set for a school/district's sub groups, which takes into account differences in the environmental factors that the school/district cannot control. For example, inner city schools do not have the necessarily have the same parental involvement and financial resources as suburban schools/districts. By setting the individual Long-term goal based on their individual performance, it will "level the playing field". However, we felt it was important to have the Statewide Long-term goal there as well. This would allow the school/district to have an "aspirational" target.

___Option 3: Set individualized, long-term goals on an indicator for each subgroup within a school based on the subgroup's baseline performance in a way that ensures that the long-term goals for the school will result in reducing any gaps in the performance among subgroups in the school. (50%) Option 4: Combine either Option 1 and Option 2 with Option 3, such that there is a statewide, long-term goal for each school, as well as an individual, long-term goal for each subgroup in the school. ESSA also requires that interim measures of progress be set for each indicator. 　If you chose Option 1 for question 7, which method of setting interim goals do you prefer: 　a.　Set common, statewide, interim measures of progress each year, regardless of a school's baseline performance. 　b.　Use the school's baseline performance for a subgroup to set the interim measures for progress. 　If you chose Option 2, which method of setting interim measures of progress do you prefer: 　a.　Set common, statewide, interim measures of progress for a subgroup each year, regardless of a school's baseline performance. 　b.　Use the school's baseline performance for a subgroup to set the interim measures for progress. 　If you chose Option 3, the measures of interim progress would be based on the baseline performance of a subgroup within a school. If you chose Option 4, a school will be considered to have made progress, if it achieves either the statewide measure of interim progress for a subgroup or the individualized school measure of interim progress for the subgroup.	
8.　Please list in rank order the following measures, as part of the process of differentiating school performance. Place a one next to the measure you believe should be given the most weight. If you wish to weight measure(s) equally, give them the same number. Elementary/Middle Level: Rank #1 - Achievement in ELA and math Rank #2 - Growth in ELA and math Rank #2 - Progress in ELA and math Rank #3 - Achievement in Grades 4 and 8 Science Rank #4 - Acquisition of Proficiency by English language learners High School:	Participants felt that growth and progress should lead to increases in the number of students achieving proficiency and mastery. Growth should take into account the rate of growth.

Rank #1 - Achievement in ELA and math
Rank #2 - Progress in ELA and math
Rank #4 - Achievement in Social Studies and Science
Rank #2 - Graduation Rates
Rank #5 - Acquisition of Proficiency by English language learners

9. How should the Department use the results from indicators to differentiate among schools?
   a. Create a summative score based on individual indicator results and use the summative score to differentiate among schools.
   b. Create decision rules based on individual indicator results and use these rules to differentiate among schools. 50%
   c. Other 50% (see comments)
	Though conceptually the group identified individual indicators as the best model, this question is difficult to answer without the actual indicators listed to see how this model would function.
	
	Employ use of an updated Needs Resource Center model to compare "like" districts; their accountability groups would be compared under the decision rule approach in a similar manner to the growth model.
	
	There was some concern regarding lack of local accountability measures would not be representative of a school/district's true performance and growth.

10. In addition to identification of Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools, as required by ESSA, NYSED should identify:
   a. Schools for local support that are performing below specific levels on one or more indicators, but are not identified for Targeted or Comprehensive Support and Assistance.
   b. Schools that exceed specified standards for recognition
   c. Other categories of schools (see comments)
   d. No other schools.
	The group felt that a designation should be added that acknowledges improvement over time.

11. Who should be held accountable for students who are educated outside of the school district?
   a. The results for these students should be assigned to students' home district, rather than their home school. In order to make sure these students are part of the accountability system, NYSED should continue identifying low-performing school districts.
   b. The results for these students should be assigned to a school within the students' home district. As a result, NYSED would not need to identify low-performing school districts in order to ensure these students are included in the accountability system.
   c. Other (see comments)
	Participants highlighted the need for a shared responsibility between the district and the educational institution outside the home district. In addition, the group felt strongly that the IEP needs to be the "benchmark" for accountability. Consider a cohort of similar students in the region or across the state. Also, don't penalize districts in their graduation rate by putting students being educated by an outside institution in the original cohort.

12. What should New York do with information regarding such things as class sizes, ratio of school counselors to students, availability of certified librarians, and percentage of students	

receiving instruction in music and arts? (Rank the choices in the order that best applies. Rank only those choices that should apply.) #1 Report the information to the school along with data on similar schools and schools statewide. __# Make this data publicly available along with data on similar schools and schools statewide. __# Create recommended state standards and make this data publicly available along with data on similar schools statewide. __# Use metrics, such as this, as part of the state system to differentiate school performance for accountability purposes. __# Require schools identified for improvement to review these metrics and address them, as appropriate, in their improvement plans. __# Require schools identified for improvement to take actions to meet minimum standards on these benchmarks established by the state. __# Nothing. __# Other. a.	

13. If the Districts with Comprehensive Support and Improvement Schools offer Public School Choice for students in schools in the bottom 5 percent, should the districts:
  a. Only offer the option for students to transfer to a School in Good Standing?
  b. Be permitted to offer the option to transfer to EITHER a School in Good Standing OR a Targeted Support and Improvement School?
  c. Be permitted to offer the option to transfer to a Targeted Support and Improvement School only in instances when there are no schools in Good Standing serving students in that grade in the district?
	Participants it would be better to offer the option to transfer to EITHER a School in Good Standing OR a Targeted Support and Improvement School. This would give parents more options for their children. Often times there may be a many good things happening in a Targeted Support and Improvement School, and many children could benefit from those schools. It will also assist a district with only a few schools more options for students.

14. Should the state pursue any of the following strategies to ensure that districts hire highly skilled principals for schools in the bottom five percent of the state? (select all that apply):
  a. The state should develop a High-Needs/Turnaround School Leader extension/endorsement for the School Building Leader license that requires additional experience and coursework pertaining to high-needs schools beyond what is expected of the current School Building Leader license.
  b. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have prior experience as a principal.
  c. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have prior experience as a principal or assistant
	Participants were In favor of additional, specialized training and support for a leadership team - team approach. Address the unique needs of each district.

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principal.

d. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have been rated Effective or Highly Effective in his/her two most recent annual evaluations.

e. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have a minimum of five years' experience in education.

f. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the district must assert that the newly hired principal has recent statistical evidence of successful improvement.

g. Principals of schools in the bottom five percent will not automatically be replaced; however, if a principal vacancy exists at the school, the newly hired principal must have previous experience as a teacher or leader at a School in Good Standing OR as a district employee in a District in Good Standing.

h. I am in favor of combining the options from B to G above to create criteria in which the newly hired principal must meet one OR another one of the conditions. I would support a requirement that the newly hired principal must _____ OR _____ (please specify what this would be).

i. ==I am not in favor of any additional conditions for principals of schools in the bottom 5 percent.==

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II.   **Other Feedback, or Important Notes about the Discussions at the Meeting**

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Please send this completed template (do NOT PDF!), along with the sign-in sheets for the meeting, to ESSA@nysed.gov within two days of the meeting date.