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## **Finance Committee Meeting**

October 11, 2016

Attendees: Joe Phelan, Tom Burnell, Diane Lyons, Mark Fleischhauer, Steve Jenkins

<b>2016-17</b>	<b>Budget Calendar – Timeline for some deliverables for this year's budget cycle</b>
October 25	Budget Calendar will be adopted by the board
December 13	Rollover budget presented to the board
January 10	1 <sup>st</sup> Draft presented to the board
March 11	community workshop. We discussed the benefits of delaying this workshop until late March when more concrete numbers for health insurance and others are available.
May 16	Budget Vote

### **2016-17 Budget Topics**

We discussed some areas that were going to impact the 2016-17 school years budget. Among them are changes to TRS contribution amounts due to changes in assumption investment return rates, anticipated high health care premium increases, and changes to workers compensation rates. Discussed the advantages/limitations of budget forecasting out on a 3-4 year timeline. Tom has a spreadsheet he can enhance that the committee can use.

### **Finance Committee input for the Board's Goals**

We looked at areas that the finance committee could help with the goals. The contract negotiations goal has the most direct relevance to the finance committee. Finance Committee could provide guidance on the other goals as they all have a budgetary component.

Next Meeting: November 17, 2016

Respectfully submitted by Steve Jenkins

## Communications Committee

## Minutes

October 13, 2016

Present: Deirdre Burns, Deirdre d'Albertis, Laura Schulkind; Steve Jensen, Joe Phelan.

Steve Jensen was asked for an update on the work that our district tech consultant, Ed Schindler, has been undertaking with the website (for instance, working with the Athletic Director to automate schedules). Steve plans to gather specific data on website usage/mobile use of the site. Ed has been building in various forms of meta-data collection; Steve plans to follow up with him to make a full report at our next meeting.

Questions about the details of Ed's work also caused members of the committee to consider the value of entering into a sustainable relationship over time with professionals who are not full-time employees of the district. The customized approach to our website (as opposed to purchasing a standard "out of the box" product with particular kinds of support) has worked well. Even so, it behooves the District to talk about what a mid- and long-range relationship might look like with an independent consultant, with plans in place for all contingencies. Formalizing such a relationship with a contract and clear exit strategy for all parties seems advisable.

Members of the committee wondered how often "Ask the District" is used by visitors to the website. Joe replied that queries are infrequent. Rather than turn to social media with questions, members of the school community should be encouraged to take advantage of this "hotline" to receive reliable answers to questions as they arise. Joe will tweet reminders about this feature of the website.

"Branding" continues to be an ongoing concern, especially as this is being discussed in CDEP. Members of the committee will reach out to professionals in our community to inquire about best practices when it comes to engaging designers to craft a logo or create a specific "look" for an entire school district. Joe will consult with Marvin as well. As CDEP continues with its mission this year, this group will want to support its vision and efforts.

We returned to planning for a Community Round Table to discuss projected enrollment trends and a strong future for Rhinebeck's schools. We have tentatively decided to convene this group on December 16<sup>th</sup> at 12:30 PM. The group discussed the very tight time line for communications around the proposed referendum vote (6 weeks). Joe will consult with Tetra Tech about creating a concise project summary (perhaps Garrett can also share materials developed for similar projects). This project is not about splashy new construction: the focus is on "keeping our children safe, warm, and dry." Hosting at least one Community Walk-Through Day, as well as posting images from the Building Condition Survey on the website will let voters "see" for themselves what needs updating/repair.

On the horizon:

--Breakfast with the Board (for faculty/staff) on November 4<sup>th</sup> (AM)

--Coffee with the Board on November 16<sup>th</sup> (both AM and PM) with focus on School Start Time feedback and the upcoming Referendum (if approved)

Next Communications Committee Meeting at 8 AM on Thursday, October 27<sup>th</sup> in the District Offices.

Respectfully submitted,

Deirdre d'Albertis

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Regional ESSA Meeting  
October 18, 2016 at 7 pm  
Room 301

- I. Greetings and Introductions
- II. Objective/Rationale
  - 37 Regional Meetings
  - Federal Government and the Regents Want Broad Input
  - Meetings for Public Comment in December/January
- III. Ice Breaker
- IV. Protocols
- V. Presentation: Requirements of ESSA and Development of New York's School and District Accountability Plan
  - A. **Challenging Academic Standards and Assessments**
  - B. **Accountability Measurements and Methodologies**
  - C. **Supporting Excellent Educators**
  - D. **Supporting English Language Learners/Multilingual Learners**
  - E. **Supporting All Students**
  - F. **Supports and Improvement for Schools**
- VI. Group Discussions: Stakeholder Feedback on Proposed ESSA Plan High Concepts
- VII. Overview of Stakeholder Feedback Survey
- VIII. Next Steps
- IX. Closing Remarks

# STATE PLAN DEVELOPMENT MEETING

## Every Student Succeeds Act (ESSA)

"With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will."— President Barack Obama



### Share Your Thoughts with Us!

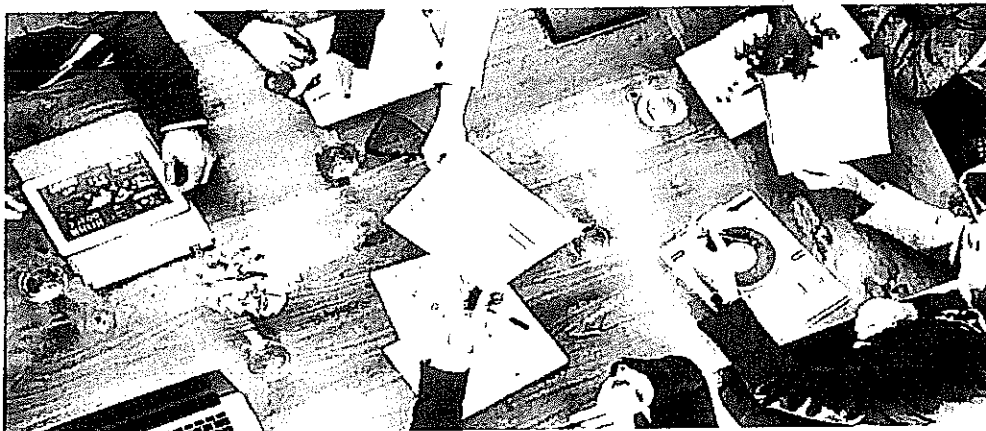
Participants will be asked to provide feedback on concepts under consideration for inclusion in the required state plan by the New York State Education Department.

**TUESDAY**  
**OCTOBER 18, 2016**  
**7:00 PM**

**CTI • Room 301**  
**Dutchess BOCES**  
**5 BOCES Road**  
**Poughkeepsie, NY 12603**

*Please RSVP sending the  
name and contact information  
for your organization's  
representative by no later than:*

**October 13, 2016**  
**to Nancy Pisanelli**  
**845.486.4983**  
**[nancy.pisanelli@dcbooces.org](mailto:nancy.pisanelli@dcbooces.org)**



**New York State**  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

**New York State Education Department**  
**ESSA State Plan High Concept Ideas**  
**10/14/16**

**Challenging Academic Standards and Assessments**

1. To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed rigorous action that will lead to improvements in the participation rate of schools that do not test 95 percent of their students (as opposed to an action designed by USDE).
2. To ensure all students have access to advanced coursework, New York develop procedures to allow districts to administer and accept multiple types of alternatives to state assessments at the secondary level.
3. To ensure all students have access to advanced coursework, New York will seek USDE approval to allow grade 7 and grade 8 students to take a Regents exam in mathematics in lieu of the grade level math test.
4. To ensure all students have equal access to learning and being able to demonstrate what they have learned, New York proposes to:
  - a. Expand on the current set of testing accommodations that enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers.
  - b. Provide accessibility features that will enhance the test experience for all students, including the use of assistive technologies on computer-based tests as they are developed.
5. To ensure that the appropriate assessment is administered to English learners and they are not over tested, New York proposes to seek USDE approval to not require English learners to take multiple English skills tests (i.e., the state ELA test and the NYSESLAT) in a single year to satisfy the English Language Arts (ELA) assessment requirement.
6. To ensure that parents, teachers, principals, other school leaders, and administrators can address specific needs of students in relation to assessments, the State proposes to report assessment sub-scores in student-level reports provided to the parents and school.

**Accountability Methodologies and Measurements**

7. To ensure that schools focus on students with low performance in ELA and math, we will give schools "full credit" for students who are proficient (Level 3 and 4 scores on Grade 3-8 assessments and Levels 4 and 5 on Regents) and "partial credit" for students who are partially proficient (Level 2 scores on grade 3-8 assessments and Level 3 on Regents).
8. To ensure that students are able to meet assessment requirements for graduation, we will give schools credit for a student's best score on state exams within four years of the student entering high school.
9. To incentivize schools to make efforts to have students reach advanced levels of proficiency, we will give "extra credit" to schools for students who are performing at the advanced level.
10. To ensure that all schools value student proficiency, student growth, and improving student outcomes, we will hold schools accountable for percentages of students who are proficient and partially proficient in ELA and math; progress in increasing the percentage of proficient students over time; and growth of students in ELA and math from year to year.
11. To ensure that schools support students until they graduate, we will use 4-, 5-, and 6- year graduation rates to determine how well schools are doing in getting students to graduate.

12. To ensure that schools support students regardless of the subgroup that they are part of, we will hold schools accountable for closing gaps between groups of students.
13. To ensure that schools maximize opportunities for students, we will create a high school "Success Index" that gives partial credit for students who successfully complete the TASC through AHSEP programs and programs at the school, BOCES, or night school; and extra credit for students who earn a Regents diploma with advanced designation, CTE endorsements, or a Seal of Biliteracy.
14. To ensure that all students benefit from access to rigorous coursework, we will measure student participation in advanced coursework and measure the degree to which students score at specified levels on advanced high school assessments or earn college credit.
15. To ensure that students have access to a well-rounded curriculum, we will differentiate school performance by using student results on Grades 4 and 8 Science exams; Science and Social Studies Regents; and approved graduation pathway examinations.
16. To ensure that school districts have time to implement improvement strategies, we will create new lists of Comprehensive Support and Improvement Schools once every three years.
17. To ensure that schools engage students, we will hold schools accountable based on measures of chronic absenteeism and removal of students from instruction (e.g., suspensions).

#### **Supporting Excellent Educators**

18. To ensure that all students have equitable access to the most effective educators, regardless of their physical location, the Department will support school districts, BOCES and Institutes of Higher Education to develop comprehensive systems of educator support that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective teachers; and 5) extending the reach of the most effective educators to the most high-need students; and family and community engagement.
19. To ensure that educators entering the field from preparatory programs understand and are prepared to enter the profession, the Department will increase the minimum placement requirement of 100 hours, require that these placements include a full-time workload for an extended period (e.g., one semester), and require that field experience occur throughout the preparatory program rather than at the end of the program to allow prospective educators exposure to the rigors of the profession before committing to program completion.
20. To ensure that educators entering the field from preparatory programs understand the demands of the profession and are prepared to enter it, the Department will work to expand clinically rich preparatory programs.
21. To ensure that novice educators receive the supports that are necessary to persist in the profession, the Department will seek to revise the current first year mentoring requirement to require a full school year of formal mentoring.
22. To ensure that early career educators (both those new to teaching and to leadership) receive the supports that are necessary to persist in the teaching profession, the Department will develop and encourage districts/Boards of Cooperative Education Services (BOCES) to adopt induction models to support educators during the first three years of their educators' careers.
23. To ensure that principals and other school leaders receive the supports that are necessary, the Department will use the optional 3% set-aside under Title IIA to develop programs that provide for systemic improvements for principals and other school leaders.

### **Supporting English Language Learners**

24. To ensure that accountability for ELLs/MLLs beginning in their first year of enrollment is equitable and reliable, New York State will use student specific factors (like prior schooling, level of English proficiency, and age) to determine whether a student takes either the ELA or NYSESLAT to set a baseline for accountability in Year 1, after which schools will be held accountable for a student's growth in language arts on that same assessment in Year 2 and beyond Year 2 as appropriate.
25. To ensure that language arts assessments of ELLs/MLLs are equitable and accurate, New York State will seek funding to develop and implement high quality native/home language arts assessments aligned to standards and curricula.
26. To ensure that ELLs/MLLs have enough time and English instruction to understand coursework, New York State ELLs/MLLs will be expected to become English proficient in three to six years, and this timeline should be extended based on factors like age, prior amount of schooling, and the level of proficiency at entry and grade entered.

### **Supporting All Students**

27. To ensure that all students have access to a well-rounded education, we will allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.
28. To ensure that all students benefit from strong home-school partnerships, we will promote state, district, and school-level strategies for effectively engaging parents and other family members in their student's education.
29. To ensure that schools are meeting the diverse academic and non-academic needs of all students, we will support districts in strengthening early intervention strategies for English Learners; Students with Disabilities; Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; Neglected, Delinquent, and At-Risk Students as defined in Title I, Part D; and other at-risk/underserved groups such as girls and LGBTQ Youth.
30. To ensure that LEAs are developing and implementing plans that meet the academic and non-academic needs of all students, we will deploy a data-driven performance management system focused on differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of continuous improvement of student outcomes.
31. To ensure that Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; and LGBTQ youth experience the maximum level of educational stability, we will develop and/or update policies, procedures, and guidance related to transportation, disputes and continuous enrollment practices.
32. To ensure that students served in Neglected and Delinquent facilities graduate from high school and meet college- and career- readiness standards, the Department will work closely with the New York State Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate, to develop a plan for requiring facilities to create a formal transition plan for each student. Additionally, the Department will require each LEA to identify a liaison to support the implementation and monitoring of those plans for all students who return to their district.

### **Support and Improvement For Schools**

33. To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.

34. To ensure that plans are driving improvement, schools identified as low-performing will conduct an annual review and develop annual plans in collaboration with the families and school community.
35. To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.
36. To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

The Department is also requesting assistance from the public in answering these additional questions:

1. What indicators can the Department use to hold schools accountable for student engagement?
2. Should the Department use part of its 5% Title II set-aside for competitive grants designed to improve the quality of teaching and learning in New York State?
3. Should the Department require LEAs, in their annual Title IIA applications, to describe how funds will be used to address gaps in equitable access to effective educators?
4. Should Title I schools that are identified as Comprehensive (lowest 5%) be required to offer parents the opportunity to transfer their children to another public school in the district, or should it be an option for interested districts?
5. What nationally recognized high school assessments would be appropriate to use in place of the Regents Exams?
6. What testing accommodations should NYSED make available for students with disabilities beyond those already provided?
7. What should be included in New York's State-designed action for schools that do not test 95 percent of their students? The action must be "equally rigorous" to USDE's pre-approved sanctions ("assign a lower summative rating to the school," "assign the lowest performance level on the State's Academic Achievement indicator," or "identify the school for targeted support and improvement")?





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Our Students. Their Moment.

**Every Student Succeeds Act (ESSA)  
State Plan Development  
Regional Meetings –  
Overview of High Concept Ideas**

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**Purpose of This Webinar**

To provide stakeholders with:

- The high concept ideas for possible inclusion in the draft ESSA state plan and to gather feedback on these ideas.



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**Background Information**



- Over the past two months, the Department has worked with the ESSA Think Tank to answer several essential questions related to development of the state's ESSA plan.
- In response to the essential questions and in many cases guided by the discussion within the Think Tank, the Department has drafted a list of high concept ideas for proposed inclusion in the New York State ESSA plan.
- Over the next two months, the Department will request feedback on these high concept ideas from the Think Tank, the Title I Committee of Practitioners, and through Regional State Plan Development Meetings held across the state. The Department will then seek Board of Regents approval to use the high concept ideas as the basis for New York's ESSA plan.
- The Department plans to continue development of additional high concept ideas and plans to continue to request feedback from the Think Tank.



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## Challenging Academic Standards and Assessments



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## Accountability Measurements and Methodologies



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## Accountability Measurements and Methodologies



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## Accountability Measurements and Methodologies



8. To ensure that students are able to meet assessment requirements for graduation, we will give schools credit for a student's best score on state exams within four years of the student entering high school.



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## Supporting Excellent Educators




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## Supporting English Language Learners /Multilingual Learners



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## Supporting All Students



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## Supporting All Students



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## Supports and Improvement for Schools



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Supports and Improvement for Schools



34. To ensure that plans are driving improvement, schools identified as low-performing will conduct an annual review and develop annual plans in collaboration with the families and school community.

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
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Supports and Improvement for Schools



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
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Supports and Improvement for Schools



36. To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

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## Assistance in Answering Additional Questions



1. What indicators can the Department use to hold schools accountable for student engagement?
2. Should the Department use part of its 5% Title II set-aside for competitive grants designed to improve the quality of teaching and learning in New York State?
3. Should the Department require LEAs, in their annual Title IIA applications, to describe how funds will be used to address gaps in equitable access to effective educators?

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## Assistance in Answering Additional Questions



3. Should Title I schools that are identified as Comprehensive (lowest 5%) be required to offer parents the opportunity to transfer their children to another public school in the district, or should it be an option for interested districts?
4. What nationally recognized high school assessments would be appropriate to use in place of the Regents Exams?
5. What testing accommodations should NYSED make available for students with disabilities beyond those already provided?

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## Assistance in Answering Additional Questions



7. What should be included in New York's State-designed action for schools that do not test 95 percent of their students? The action must be "equally rigorous" to USDE's pre-approved sanctions ("assign a lower summative rating to the school," "assign the lowest performance level on the State's Academic Achievement indicator," or "identify the school for targeted support and improvement")?

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## Questions, Concerns, Comments:



Questions regarding ESSA may be submitted to the Department at: [ESSA@nysed.gov](mailto:ESSA@nysed.gov).

The ESSA Webpage is located at:  
<http://www.p12.nysed.gov/accountability/essa.html>



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## Dutchess County BOCES: ESSA State Plan Development Survey

### Part I: High Concept Ideas

Over the past two months, the Department has worked with the ESSA Think Tank, the Title I Committee of Practitioners, and other key stakeholders to develop answers to several essential questions related to development of the state's ESSA plan. In response to the essential questions and, in many cases guided by the discussion within the Think Tank, the Department has developed a number of high concept ideas that the Department is considering recommending that the Board of Regents include in the New York State ESSA plan. The Department is now seeking feedback on these high concept ideas at Regional State Plan Development Meetings held across the state. This list is not exhaustive, and the Department plans to continue development of additional high concept ideas.

Please note: The underlying purpose of all of the proposed high concept ideas is to ensure that all students will be able to attend highly effective schools. For this to occur, historically underserved populations must receive necessary supports and equal access to educational opportunities. To that end, indicators that will be included in the State accountability system will be used not only to determine how successful schools are at educating all their students but also how successful schools are at educating each subgroup of students for which the school is accountable.

Directions: Please indicate your level of support for the High Concept Ideas that follow. You are not expected to necessarily answer all questions. Instead, we ask that you respond only to questions about which you are knowledgeable and have an opinion. If you are not familiar with a topic or do not have an opinion, please choose "I'm not familiar with this idea; therefore I do not wish to provide a response." Thank you for your participation.

1. To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed rigorous action that will lead to improvements in the participation rate of schools that do not test 95 percent

of their students (as opposed to an action designed by USDE).

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

2. To ensure all students have access to advanced coursework, New York will develop procedures to allow districts to administer and accept multiple types of alternatives to state assessments at the secondary level.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

3. To ensure all students have access to advanced coursework, New York will seek USDE approval to allow grade 7 and grade 8 students to take a Regents exam in mathematics in lieu of the grade level math test.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

4. To ensure all students have equal access to learning and being able to demonstrate what they have learned, New York proposes to:

a. Expand on the current set of testing accommodations that enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers.

b. Provide accessibility features that will enhance the test experience for all students, including the use of assistive technologies on computer-based tests as they are developed.

- ☐ Strongly Support

- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

5. To ensure that the appropriate assessment is administered to English learners and they are not over tested, New York proposes to seek USDE approval to not require English learners to take multiple English skills tests (i.e., the state ELA test and the NYSESLAT) in a single year to satisfy the English Language Arts (ELA) assessment requirement.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

6. To ensure that parents, teachers, principals, other school leaders, and administrators can address specific needs of students in relation to assessments, the State proposes to report assessment sub-scores in student-level reports provided to the parents and school.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

7. To ensure that schools focus on students with low performance in ELA and math, we will give schools "full credit" for students who are proficient (Level 3 and 4 scores on Grade 3-8 assessments and Levels 4 and 5 on Regents) and "partial credit" for students who are partially proficient (Level 2 scores on grade 3-8 assessments and Level 3 on Regents).

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree

- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

8. To ensure that students are able to meet assessment requirements for graduation, we will give schools credit for a student's best score on state exams within four years of the student entering high school.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

9. To incentivize schools to make efforts to have students reach advanced levels of proficiency, we will give "extra credit" to schools for students who are performing at the advanced level.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral



- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

10. To ensure that all schools value student proficiency, student growth, and improving student outcomes, we will hold schools accountable for percentages of students who are proficient and partially proficient in ELA and math; progress in increasing the percentage of proficient students over time; and growth of students in ELA and math from year to year.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

11. To ensure that schools support students until they graduate, we will use 4-, 5-, and 6- year graduation

rates to determine how well schools are doing in getting students to graduate.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

12. To ensure that schools support students regardless of the subgroup that they are part of, we will hold schools accountable for closing gaps between groups of students.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

13. To ensure that schools maximize opportunities for students, we will create a high school "Success Index" that gives partial credit for students who successfully complete the TASC through AHSEP programs and programs at the school, BOCES, or night school; and extra credit for students who earn a Regents diploma with advanced designation, CTE endorsements, or a Seal of Biliteracy.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

14. To ensure that all students benefit from access to rigorous coursework, we will measure student participation in advanced coursework and measure the degree to which students score at specified levels on advanced high school assessments or earn college credit.

- ☐ Strongly Support
- ☐ Support

- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

15. To ensure that students have access to a well-rounded curriculum, we will differentiate school performance by using student results on Grades 4 and 8 Science exams; Science and Social Studies Regents; and approved graduation pathway examinations.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

16. To ensure that school districts have time to implement improvement strategies, we will create new lists of Comprehensive Support and Improvement Schools once every three years.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

17. To ensure that schools engage students, we will hold schools accountable based on measures of chronic absenteeism and removal of students from instruction (e.g., suspensions).

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

18. To ensure that all students have equitable access to the most effective educators, regardless of their physical location, the Department will support school

districts ,BOCES and Institutes of Higher Education to develop comprehensive systems of educator support that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective teachers; and 5) extending the reach of the most effective educators to the most high-need students; and family and community engagement.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

19. To ensure that educators entering the field from preparatory programs understand and are prepared to enter the profession, the Department will increase the minimum placement requirement of 100 hours, require that these placements include a full-time workload for an extended period (e.g., one semester), and require that field experience occur throughout the preparatory program rather than at the end of the program to allow

prospective educators exposure to the rigors of the profession before committing to program completion.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

20. To ensure that educators entering the field from preparatory programs understand the demands of the profession and are prepared to enter it, the Department will work to expand clinically rich preparatory programs.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

21. To ensure that novice educators receive the supports that are necessary to persist in the profession, the Department will seek to revise the current first year mentoring requirement to require a full school year of formal mentoring.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

22. To ensure that early career educators (both those new to teaching and to leadership) receive the supports that are necessary to persist in the teaching profession, the Department will develop and encourage districts/Boards of Cooperative Education Services (BOCES) to adopt induction models to support educators during the first three years of their educators' careers.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral



- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

23. To ensure that principals and other school leaders receive the supports that are necessary, the Department will use the optional 3% set-aside under Title IIA to develop programs that provide for systemic improvements for principals and other school leaders.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

24. To ensure that accountability for ELLs/MLLs beginning in their first year of enrollment is equitable and reliable, New York State will use student specific factors (like prior schooling, level of English proficiency, and age) to determine whether a student takes either

the ELA or NYSESLAT to set a baseline for accountability in Year 1, after which schools will be held accountable for a student's growth in language arts on that same assessment in Year 2 and beyond Year 2 as appropriate.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

25. To ensure that language arts assessments of ELLs/MLLs are equitable and accurate, New York State will seek funding to develop and implement high quality native/home language arts assessments aligned to standards and curricula.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.

☐ Other (please specify)

26. To ensure that ELLs/MLLs have enough time and English instruction to understand coursework, New York State ELLs/MLLs will be expected to become English proficient in three to six years, and this timeline should be extended based on factors like age, prior amount of schooling, and the level of proficiency at entry.

☐ Strongly Support

☐ Support

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ I'm not familiar with this idea; therefore I do not wish to provide a response.

☐ Other (please specify)

27. To ensure that all students have access to a well-rounded education, we will allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.

☐ Strongly Support

☐ Support

- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

28. To ensure that all students benefit from strong home-school partnerships, we will promote state, district, and school-level strategies for effectively engaging parents and other family members in their student's education.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

29. To ensure that schools are meeting the diverse academic and non-academic needs of all students, we will support districts in strengthening early intervention strategies for English Learners; Students with

Disabilities; Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; Neglected, Delinquent, and At-Risk Students as defined in Title I, Part D; and other at-risk/underserved groups such as girls and LGBTQ Youth.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

30. To ensure that LEAs are developing and implementing plans that meet the academic and non-academic needs of all students, we will deploy a data-driven performance management system focused on differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of continuous improvement of student outcomes.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree

- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

31. To ensure that Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; and LGBTQ youth experience the maximum level of educational stability, we will develop and/or update policies, procedures, and guidance related to transportation, disputes and continuous enrollment practices.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

32. To ensure that students served in Neglected and Delinquent facilities graduate from high school and meet college- and career- readiness standards, the Department will work closely with the New York State

Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate, to develop a plan for requiring facilities to create a formal transition plan for each student. Additionally the Department will require each LEA to identify a liaison to support the implementation and monitoring of those plans for all students who return to their district.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

33. To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.

- ☐ Strongly Support
- ☐ Support

- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

34. To ensure that plans are driving improvement, schools identified as low-performing will conduct an annual review and develop annual plans in collaboration with the families and school community.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

35. To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.



- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

36. To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

- ☐ Strongly Support
- ☐ Support
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ I'm not familiar with this idea; therefore I do not wish to provide a response.
- ☐ Other (please specify)

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