**ESSA COMPONENTS**

Accountability Measures within School Quality/Success

**Present in New York’s Plan**

**Chronic absenteeism**: defined as the number of students who have been identified as chronically absent (excused and unexcused absences equaling 10% or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator).

**College, Career, and Civic Readiness Index** will give credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses.

The plan proposes inclusion of school climate and safety as measures for reporting purposes only at this time. (pg. 61)

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School Improvement

The comprehensive needs assessment will look closely at how the school is organized for success through the Tenets of: leadership, curriculum, instruction, social-emotional developmental health, and family and community engagement. Data points also include: number of professional development days for teachers, number of school social workers, nurses, and counselors. (pg. 77). The Department will require schools and districts undertaking a Comprehensive Needs Assessment and school improvement plan to incorporate input from relevant community partners that work in the school or work with the students that the school serves in a community-based setting, such as afterschool providers, summer program providers, early care providers, community colleges, health providers, and mental health providers. (pg. 173).

New York State will significantly expand its current technical assistance offerings to provide support so that the schools identified as having the greatest needs will be the ones that receive the most attention. (pg. 97).

The Department will support districts in creating conditions that maximize all students’ learning, especially for traditionally marginalized youth, including youth of color, LGBTQ youth, and youth with disabilities, through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior. The Department will also promote the understanding of diverse cultural characteristics, positive disciplinary practices, improving school climate, and providing students with social-emotional support. The Department will continue support for the following:
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<th>ESSA COMPONENTS</th>
<th>PRESENT IN NEW YORK’S PLAN</th>
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| **School Improvement** (cont.) | • Dignity for All Students (DASA);  
• Social-Emotional Wellness and Adverse Childhood Experiences (ACEs);  
• Reduce exclusionary discipline and implement restorative practices;  
• Eliminate aversive behavioral interventions;  
• School Climate Surveys (pg. 110). |
| **Professional Development** | The Department will set aside a portion of its Title IIA funds, including the newly available set-aside to support school leaders, to support leadership development programs for principals of these schools. Focus areas and support systems for the use of this funding will be developed collaboratively, based on needs identified by a broad range of stakeholders, including the Department, school leaders, and preparation programs. (pg. 150). |
| **Well-Rounded Education** | Up to 5% of Title IVA dollars will be used for administrative costs and to expand the Department’s work to provide well-rounded and culturally responsive educational experiences for all students. The Department will leverage programmatic and fiscal dollars to ensure all students have access to a well-rounded education. Components specifically called out include:  
• Ongoing professional development for teaches and staff  
• School community identifies, promotes, and supports social, emotional, physical, and cognitive development throughout the school day. This is accomplished by designing systems, programs, and strengths-based experiences that identify and foster healthy relationships  
• School community continually and critically examines and challenges its own cultural assumptions, in an effort to understand how they shape schoolwide policies and practices, so as to inform plans for continual movement toward a school environment that is inclusive, as well as linguistically and culturally responsive.  
The Department is committed to revising current physical education and health regulations. In addition to revising regulations, the Department will encourage LEAs to adopt a Whole School, Whole Community, Whole Child (WSCC) model. The Department will work to build LEA and school building capacity to:  
• Publish and spread guidance on WSCC model;  
• Coordination of existing guidance and resources to develop sustainable infrastructure for health and wellness initiatives;  
• Promote use of the School Health Index;  
• Issue guidance encouraging LEAs to assess and evaluate current policies and practices 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.  
• Continue development of school climate surveys. (pg. 177-178). |
Reasons to Cheer!

- Health and mental health providers are included in the group of community-based partners that must be engaged as a part of comprehensive needs assessment for school improvement.

- The plan specifically addresses the need to update current physical education and health regulations. The plan includes the Whole School, Whole Community, Whole Child (WSCC) model as a guiding framework to coordinate policies, programs and practices.

- The plan recommends use of the School Health Index to assess implementation of the WSCC model.

Opportunities for Improvement

- Include additional health indicators(s) as a part of comprehensive needs assessment and school improvement planning. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior, improved cognitive performance (i.e., concentration, attention), better educational outcomes including overall test scores and grades, graduation rates, and fewer behavioral problems.

- Specifically identify what supports the State will provide to schools/LEAs to increase attendance. Ensure supports are comprehensive, student and family centered, and take into account the most up-to-date science on factors that contribute to attendance.

New York Education Website

New York submitted their plan to the Department of Education September 18th, 2017.

For technical assistance/support contact Dr. Kymm Ballard, a proud partner with Cairn Guidance on this project, ncpe4kids@gmail.com