



Aligning the Every Student Succeeds Act with the Magnet School Standards of Excellence

Presenters:

Jhone Ebert, Senior Deputy Commissioner for Education Policy, New York Education Department
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Jhone Ebert, Senior Deputy Commissioner for Education Policy, New York State Education Department; extensive experience in curriculum and professional development, technology enabled systems of teaching and learning, aligning standards, assessment & instruction, improvement of data systems to aid instruction, student, parent & staff engagement and career & technical education.

Agenda

- ESSA: What do you know about it?
- NYS ESSA Plan
- MSA Standards of Excellence
- Conclusion



What do you know about ESSA?



What does ESSA stand for?

- A. Every Student Succeeds Act
- B. Elementary Secondary Students Achieve
- C. Every Student Succeeds Achieves
- D. Eating Strawberries, Sand, and Avocados

Who was ESSA originally proposed by?

- A. Mr. Scott Allen, a teacher in Maryland
- B. Kendrick Lamar, the rapper!
- C. President Lyndon B. Johnson
- D. Lamar Alexander, Senator from Tennessee

In which house was the bill originally introduced?

- A. The Senate
- B. The House that Jack built
- C. The white one
- D. The Radley House



What does ESSA do?

- A. Allows bears in School Zones.
- B. Provides equal educational opportunities for all students.
- C. Allows students to draw in class.
- D. Controls the minds of teachers so that they give more tests.



What were two important amendments that were made to the bill?

- A. To require ice cream at school lunches.
- B. To require soda in school water foundations.
- C. To require states to establish a limit on the amount of time spent on assessments and to ensure states will be responsive to the unique needs of students.
- D. To require unicorns to descend from the sky.



How will the measure be enforced?

- A. Parents will begin to eat more ice cream to stimulate their central nervous systems.
- B. States will continue to administer mandatory standardized testing that measures the success of all students.
- C. Bing Bong from Inside Out will take you on the train of thought and whisper random words in your ear.
- D. Alexander Hamilton will come back from the dead and threaten everyone who does not obey.

A relevant characteristic of the ESSA is more flexibility...

- A. ...for schools to test students as they wish.
- B. ...for states and local education agencies (LEAs) to design their own accountability plans, adapt their academic content, and design assessment measures.
- C. ...for states and LEAs to choose whether to evaluate teachers.
- D. ...for states and LEAs to request grants.

Which of the following is the academic calendar plan for full ESSA implementation?

- A. ESSA begins to have an effect in the academic year 2016-17 and ends in the academic year 2017-18.
- B. ESSA begins to have an effect in the academic year 2016-17 and the full effect is expected during the academic year 2017-18.
- C. ESSA full effect began immediately in December of 2015 when it was signed in law.
- D. ESSA full effect began during the academic year 2016-17.

Under ESSA, the professional quality of a teacher evaluation is based on:

- A. Student performance only (no standardized tests).
- B. The results of standardized tests only.
- C. New, standardized federal regulations.
- D. Measures other than standardized tests.

What do you think will be the
biggest opportunity
for magnet schools under ESSA?



MSA's Strategic Vision

- *Providing leadership for high quality innovative instructional programs that promote choice, equity, diversity, and academic excellence for all students.*



National Magnet School Standards of Excellence



2014



Schools Students Want. Schools Students Need. | @magnetschlsMSA

MSA's Strategic Vision



- Launched in 2016
- Certification for Magnet Schools of America

ESSA and the Standards of Excellence



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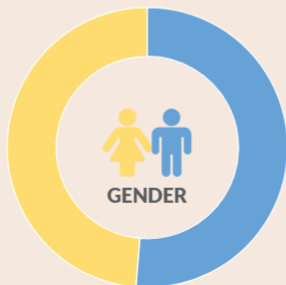
NYS Education at a Glance



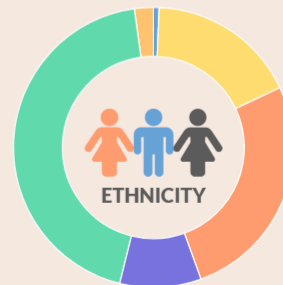
733 Districts
4,447 Public Schools
315 Charter Schools



210,496
Total Public School Teachers



2,629,970
Total K-12 Public School Students
in New York State



NYS Board of Regents ESSA Mission

The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide highly effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

PARTNERSHIPS

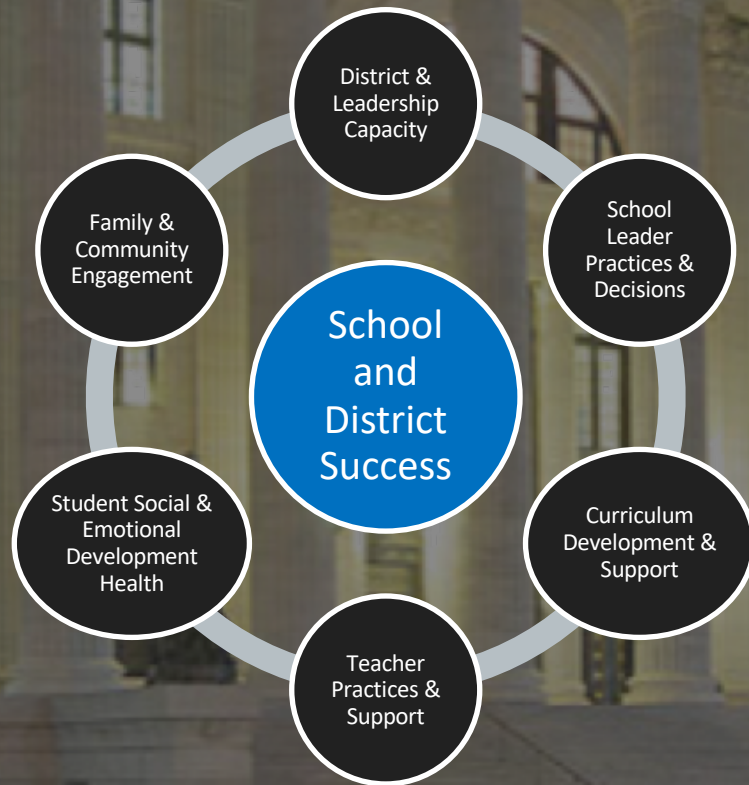
HIGH-QUALITY

EXCELLENCE

INNOVATION

DIVERSITY

NYSED Tenets of School and District Effectiveness



Pillar One: ***Diversity***



S. 1 Student Recruitment and Selection

All district and school based efforts for student selection including marketing, recruitment, entrance and assignment policies, and transportation are ***designed to ensure equitable access and the reduction of minority group isolation.***

S. 2 Diversity and Equity

District and school based policies and activities to attract and retain ***students support integration***, all classrooms reflect the district and community demographic diversity, and educators demonstrate a commitment to teaching in a diverse setting.

Diversity

- Equitable access to high-quality instructors
- Equitable access to resources
- Promoting cultural responsiveness
- Socio-economic integration



Equity

- Increasing transparent reporting on resources
- Supporting schools to reduce segregation
- Using Universal Design for Learning assessments
- Improving the diversity and quality of the workforce
- Supporting homeless youth
- Updating the State accountability system

Pillar Two: ***Innovative Curriculum and Professional Development***

S. 3 Theme and Curriculum Fidelity

The magnet theme is integrated into all subjects; monitored, differentiated, articulated between grades; and ***is innovative, relevant, and ensures student preparation beyond high school.***



S. 4 Professional Development

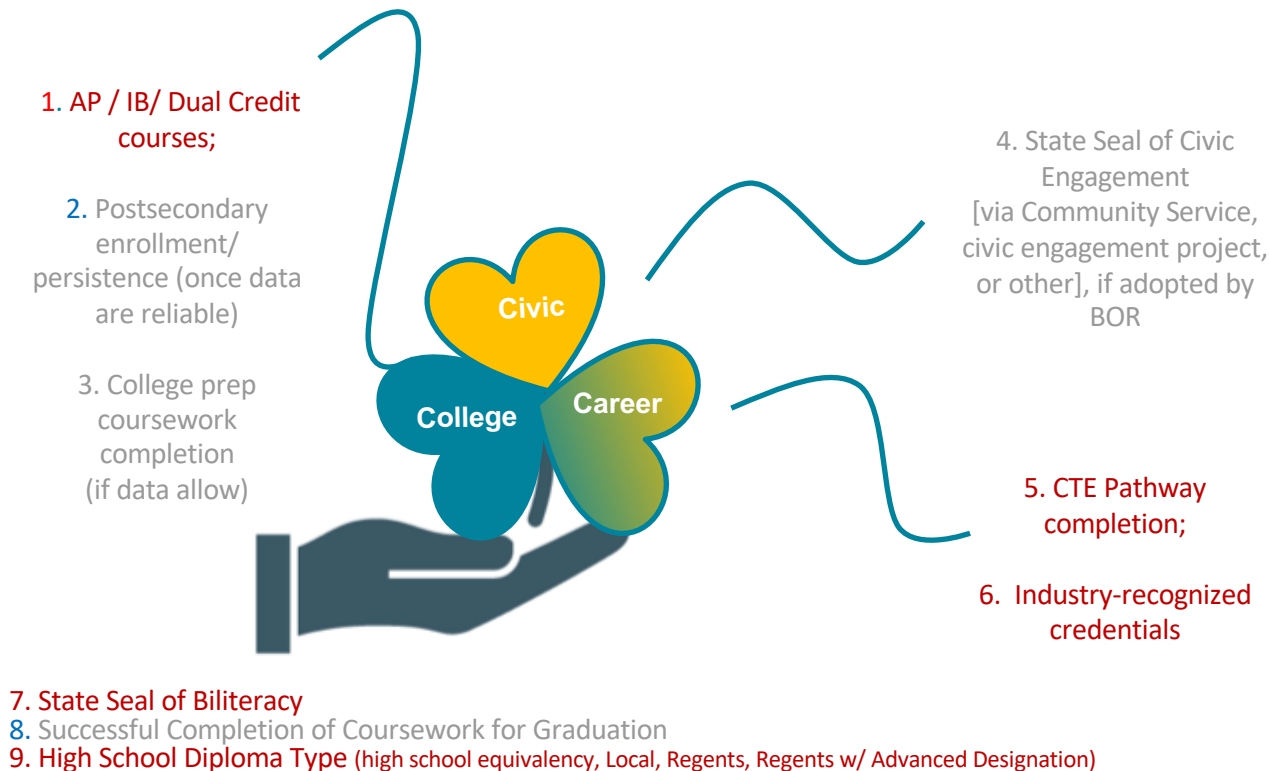
The school has a plan that aligns professional development to the theme; supports all students including English language learners, Special Education, etc.; and ***includes job-embedded training and collaboration*** as a structured part of regular planning.

Innovative Curriculum & PD

- Reimagining the educator preparation experience to ensure teachers are better prepared
- Promoting professional development
- Innovative curriculum



College, Career & Civic Readiness



Note: Indicators in Red will be used beginning with 2017-18 School Year. Indicators in Blue will be used when approved and ready.

Pillar Three: ***Academic Excellence***



S. 5 Instructional Fidelity

Teaching and learning focuses on theme aligned instruction and ***researched- based design***, and it includes student collaboration and problem solving with ***tiered levels of intervention and formative assessments*** relevant to instruction that improves achievement.

S. 6 Student Achievement

There is evidence of academic improvement and ***narrowing the gap for all subgroups***, and the school continually collects, analyzes, and ***uses data to improve graduation rates and indicators of college and career readiness***.

Academic Excellence

- Promoting success
- Supporting all students



Academic Excellence for All Students



To Ensure New York will:
Learning for All Students	Support districts in creating conditions that maximize student 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 while promoting positive disciplinary practices, improving school climate, and providing students with social-emotional support
Safety for All Students	Work with districts to build positive school climates based on inclusive, equitable school cultures that recognize student diversity
Strong Home-School Partnerships	Promote state, district, and school-level strategies for effectively engaging parents and family members in their student's education
Robust School-Community Partnerships	Require schools and districts to collaborate with relevant community partners that work in the school or work with the students the school serves in a community-based setting, such as afterschool or health providers when conducting a comprehensive needs assessment and creating plans based from such assessments

Pillar Four: ***High Quality Instructional Systems***



S. 7 Leadership & Educator Development

Magnet leadership recognizes excellent instruction, staff is coached to ensure that the theme is implemented with fidelity, and decisions are made collaboratively. ***Teachers are recruited, selected, and retained, and strategic partnerships are cultivated to meet the unique needs of the magnet.***

S. 8 District and Magnet Relations

The district supports the magnet program in all ***school improvement efforts***, includes them in the strategic plan, and has a pathway for themes. There is a financial plan to sustain and continuously improve magnets with latitude for decision-making and dedicated resource allocation and curriculum support.

High-Quality Instructional Systems

- New standards for educational leaders
- Evidence-based interventions



Pillar Five: ***Family and Community Partnerships***

S. 9 Community Engagement and Partnerships

The district supports and facilitates ***career related and curriculum focused*** partnerships that enhance magnet themes and benefit students. Schools have an established process to welcome and involve businesses and organizations in decisions about theme implementation.

S. 10 Family Engagement and Communications

The school has an active parent group that is involved in school operations, ***there are policies and practices for communication***, student learning is showcased regularly, and there is a demonstrated commitment to engage families.



Family & Community Partnerships

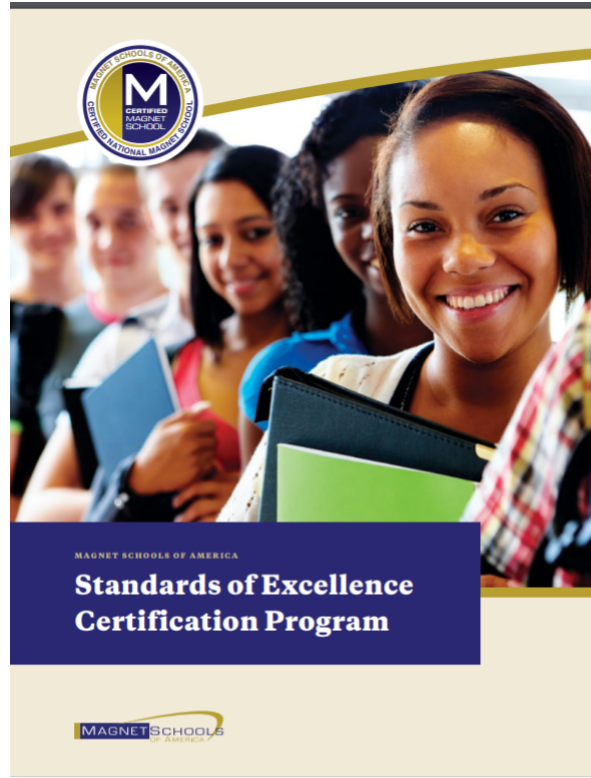
- Transparency
- Parent voice
- Participatory budgeting



How the Standards of Excellence support ESSA

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—





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