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Our Students. Their Moment.

A Baker's Dozen: Things to Know about School & District Accountability Under ESSA

**Long Island Association for Supervision &
Curriculum Development**

**Presented by
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1. This is a new accountability system. It will look and feel different, and it will yield different results than under NCLB or the ESEA Waiver.

New York State's plan builds upon the current accountability system while looking beyond just student test scores

Current System

Primarily based on student achievement in ELA and math

Includes goals for academic achievement and graduation rate

Identifies Priority schools based on low overall ELA and math performance and/or graduation rates

Identifies Focus schools based on low-performing subgroups; requires a minimum of 10% of Title I schools be identified.

Recognizes high-performing and rapidly improving schools as Reward schools

Revised System

Based on student achievement in core subjects and non-academic indicators such as chronic absenteeism

Includes goals for academic achievement; graduation rate; English language proficiency; chronic absenteeism; and college, career, and civic readiness.

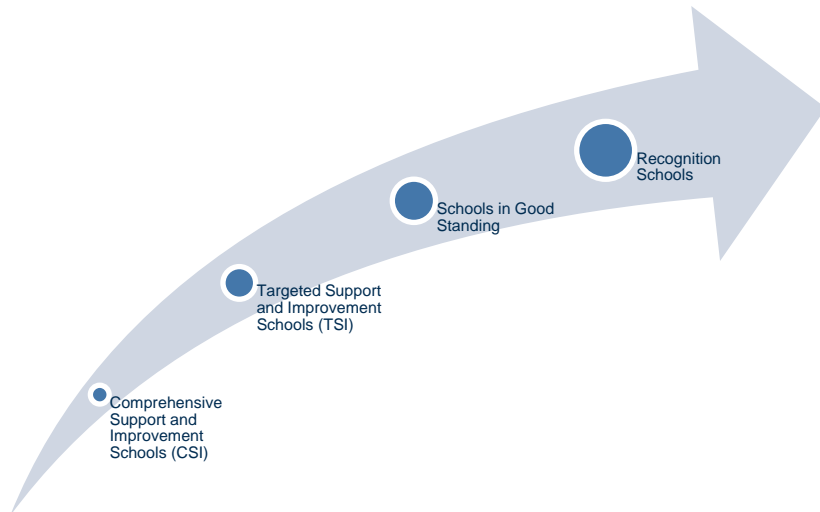
Identifies Comprehensive Support and Improvement schools based on school academic and progress measures; acquisition of English by English learners; chronic absenteeism. Elementary/middle schools are also measured on student growth and high schools on graduation rates and the college, career, and civic readiness of students.

Identifies Targeted Support and Improvement schools based on low-performing subgroups

Recognizes high-performing or rapidly improving schools as Recognition schools

**2. There are new
accountability designations.**

New York State classifies all schools into one of four categories



How does New York State identify schools for recognition and support?

- New York uses each of the seven indicators to identify schools.
- All public schools will receive one of four designations:

Recognition Schools	A school that is high-performing or rapidly improving as determined by the Commissioner
Schools in Good Standing	A school that is not TSI, CSI or Recognition
Targeted Support and Improvement Schools	A school with low-performing subgroups of students
Comprehensive Support and Improvement Schools	A school with low overall performance for the All Students group, a graduation rate below 67%, or a school with low-performing subgroups that have not improved

New York State's accountability system will identify two types of schools in need of support

Comprehensive Support and Improvement Schools (CSI)

These schools are the **lowest-performing** in the state and will be identified at least **every three years**:

- Schools in the bottom 5% of all schools in the state
- Any high school with a four-year graduation rate of less than 67% that does not have a five-year or six-year graduation rate of at least 67%.
- Schools identified for Targeted Support and Improvement (see below) that have not improved over time

Targeted Support and Improvement Schools (TSI)

These schools are the **lowest-performing in the state for one or more subgroups** of students and will be **identified annually**:

- Any school with a subgroup of students consistently underperforming on the state's indicators

3. There are revised and new indicators.

New York State will use multiple measures of success to identify schools, beginning with 2017-2018 school year results

Student Academic Achievement	For all schools , based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For high schools , also measures achievement on state assessments in social studies
Student Growth	For elementary and middle schools , measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years
Academic Progress	For all schools , measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).
Graduation Rates	For high schools , measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs
English Language Proficiency	For all schools , measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
Chronic Absenteeism	For all schools , measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs
College, Career and Civic Readiness	For high schools , measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs

4. The Performance Index is different. Excellence is rewarded.

Performance Indices: Overview

Achievement in ELA, math, science and social studies

What does this measure?

For **all schools**, performance of continuously enrolled students* on statewide assessments in ELA, math and science; and for high schools, social studies

What is a performance index? What does it measure?

- A **performance index** (PI) is based on measures of proficiency on statewide assessments in each subject
- A school earns partial credit for students who are partially proficient, full credit for students who are proficient, and extra credit for students who are advanced
- The PI will be a number ranging from 0 to 250
- In a school where all students are proficient and none are advanced, the school would have an index of 200
- PIs are calculated at the school and subgroup level

How is this measured for all elementary and middle schools?

What are the steps to calculate a subgroup's performance index?

Step 1: Convert student scale scores in each subject to student performance levels

Step 2: Calculate the **performance index** for each accountability subgroup in each subject

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{\# \text{ of students in the 4-year accountability cohort as of June 30}} \times 100$$

Student Performance Levels

- Level 1: Basic
- Level 2: Basic Proficient
- Level 3: Proficient
- Level 4: Advanced

[The greater of: (1) # of continuously enrolled students who are tested or (2) 95% of continuously enrolled students with or without test scores] × 100

How is this measured for high schools?

What are the steps to calculate a subgroup's performance index?

Step 1: Convert student scale scores in each subject to student performance levels

Step 2: Calculate the **performance index** for each accountability subgroup in each subject

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{\# \text{ of students in the 4-year accountability cohort as of June 30}} \times 100$$

(# of students in the 4-year accountability cohort as of June 30) ×

100

**5. Persistence is rewarded.
Graduation rates are
computed for 4, 5, and 6
year cohorts.**

Graduation Rate Measure



Don't forget: Safe harbor applies to this indicator.

What does this measure?

For **high schools**, how a subgroup is performing on the four-, five- and six-year graduation rates in comparison to: (1) the state's long-term goals for the subgroup; (2) the state's measure of interim progress (MIP) in that year, and (3) the school-specific MIP for that subgroup in that school year. Graduation rate results are lagged by one year, e.g., the 4-year cohort graduation rate for the 2017-18 school year is the 2013 graduation rate cohort.

How is this measured?

What are the steps to calculate a subgroup's rating in this area?

(Complete steps 1-6 for each of the four-, five- and six-year cohort graduation rates)

Step 1: Calculate a subgroup's **Cohort Graduation Rate**

Step 2: Determine whether the subgroup's **Cohort Graduation Rate** exceeds, meets or does not meet the state's long-term goal for the applicable subgroup

Step 3: Determine whether the subgroup's **Cohort Graduation Rate** meets the higher of the state or school-specific MIP

Step 4: If the subgroup's **Cohort Graduation Rate** does not meet the higher of the state or school-specific MIP, determine whether the subgroup's meets the lower of state or school-specific MIP

Step 5: Apply Safe Harbor Rules as applicable

Step 6: Average the **Graduation Rate Levels** for each of the four-, five- and six-year rates to determine an overall **Graduation Rate Level** using normal rounding rules.

Graduation Rate Levels: *What rating can my school or subgroup receive on this measure?*

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

A school would fall into this category only if it met the lower of its two MIPs, but not the higher MIP.

Graduation Rate Measure

Example: High School XYZ



High School XYZ

2017-2018 Graduation Rate Goals and Actual Data: All Students Group

	4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
State's Long-Term Goal (2021-2022): All Students	83.3%	85.6%	86.6%
State's Measure of Interim Progress for 2017-2018: All Students	80.9%	83.5%	84.6%
High School XYZ's Measure of Interim Progress for 2017-2018	80.2%	82%	83.5%
Threshold to Exceed State's Long-Term Goal?	89.15%	90.8%	91.8%
Graduation Rate: All Students	80.0%	82.5%	84.1%

This is a "higher MIP" because it exceeds the school's MIP of 80.2%.

This is a "lower MIP" because it is less than the state's MIP of 84.6%

Did the subgroup meet or exceed the state's long-term goal?

4-year? No
5-year? No
6-year? No

Did the subgroup meet the higher MIP?

4-year? No
5-year? No
6-year? No

Did the subgroup meet the lower MIP?

4-year? No
5-year? Yes
6-year? Yes

What Progress Level did the subgroup get for each subject?

4-year? 1
5-year? 2
6-year? 2

What is the subgroup's average Progress Level?

$$\frac{(1+2+2)}{3} = 1.67^*$$

*This is rounded up to 2.

Because this school's baseline graduation rate was lower than the state average, its school-specific measures of interim progress are lower than those of the state.

**6. Accountability
Determinations (CSI & TSI)
are driven by Levels.**

New York's System is All About the Levels: Establishing Performance Levels for Each Indicator

Composite Performance Index Rank	Composite Performance Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Mean Growth Percentile	Student Growth Level
45 or less	1
45.1 to 50	2
50.1 to 54	3
Greater than 54	4

Rank Based on Combined Composite Performance and Growth	Level
In the lowest 10%	1
Between 10.1% and 50%	2
Between 50.1 and 75%	3
In the highest 75%	4

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

Academic Progress , Graduation Rate, Chronic Absenteeism; CCCR	Did Not Meet Long-Term Goal	Met Long-term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

**7. Achievement and Growth
are most important
indicators at the elementary
and middle levels.**

Identification of CSI Schools: *Elementary and Middle Schools*

Elementary and middle schools will be identified if the “All Students” group meets all of the criteria in any of the five scenarios in the table below.

Scenario	Composite Performance	Student Growth	Combined Composite & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1	Level 1	Level 1	Any Level	Any Level	Any Level
2	Either Level 1	Level 1	Level 1	None	Any One of the Two is Level 1	Any Level
3	Either Level 1	Level 1	Level 1	Level 1	Any Level	Any Level
4	Either Level 1	Level 1	Level 1	Level 2	Any Level 1	Any Level 1
5	Either Level 1	Level 1	Level 1	Level 3 or 4	Both Level 1	Both Level 1

If a school does not meet all the criteria in one of the five rows, it will not be identified. For example, if a school receives a “2” or above on both Composite Performance Index and Growth, it will not be identified for CSI (regardless of its performance on other indicators)

A school would receive a rating of “None” if it has fewer than 30 ELLs.

Elementary School ABC



Elementary School ABC received a score of Level 2 for Composite Performance and Level 4 on Student Growth, which means it will not be identified for CSI.

8. Achievement and Graduation Rate are the most important measures at the high school level.

Identification of CSI Schools: *High Schools*

High schools will be identified in two ways: (1) if the “All Students” group meets all of the criteria in any of the five scenarios below or (2) if they have low graduation rates.

Scenario	Composite Performance	Graduation Rate	Combined Composite Index & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level	Any Level		
2	Either Level 1		Level 1	None	Any One of the Three is Level 1		
3	Either Level 1		Level 1	Level 1	Any Level		
4	Either Level 1		Level 1	Level 2	Any Level 1		
5	Either Level 1		Level 1	Level 3 or 4	Any Two Level 1		

What does it mean to have “low graduation rates?”

All public schools, beginning with 2017-18 school year accountability, that have graduation rates below 67% for the four-year graduation rate cohort and do not have graduation rates at or above 67% for the five- or six-year cohorts will be preliminarily identified for CSI.

High School XYZ



High School XYZ received a level 2 on the graduation rate measure, and it received a level 4 on the Composite Performance Index. So it *may not* be identified for CSI because it did not receive a level 1 on either the Graduation Rate measure or Composite Performance Index.

9. Accountability determinations are made annually, but really important determinations are made every three years.

Some accountability determinations are made cyclical; some annually.

- Comprehensive Support and Improvement Schools (CSI) are the lowest-performing in the state and will be identified at least **every three years**.
- Targeted Support and Improvement Schools (TSI) are the lowest-performing in the state for one or more subgroups of students and will be identified **annually**.

10. Now you see it, now you don't. The impact of Participation Rate on accountability.

ESSA Requirements related to Student Participation in State Assessments

- Each state and local educational agency “must implement a set of high-quality, yearly, academic assessments that includes at a minimum, assessments in mathematics, reading/language arts, and science to all public elementary and secondary school students.... This requirement does not permit certain students or a specific percentage of students to be excluded from assessments. Rather it sets out the rule that all students in tested grades must be assessed.”
 - Mr. Patrick Rooney, Deputy Director of the USDE’s Office of State Support
- Each State is required to implement with fidelity the consolidated State plan submitted by the State.
- The New York State Education Department (NYSED) described in its USDE-approved ESSA State plan a series of actions it would take if any LEA or school exhibited a consistent pattern of testing fewer than 95 percent of all students and/or fewer than 95 percent of students in a particular subgroup.

Adjusting School Academic Performance Indicator based on Participation Rate

The USDE requires states to calculate the academic performance (i.e., performance index) of a school in language arts and math using a denominator that is the greater of either:

- The number of continuously enrolled students who are tested.
- OR**
- 95% of continuously enrolled students with or without test scores.

In New York's ESSA Plan, we call this the Weighted Average Achievement Index.

Performance Indices (All Students Group)									
Subject	# Cont. Enrolled	# Cont. Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
Math	200	200	40	80	60	20	250	200	125
ELA	198	180	30	70	58	22	241	188*	128
Science	60	60	4	4	22	30	123	60	205

*Only 91% of continuously enrolled students were tested, so the denominator must be 95% of the continuously enrolled students or $0.95 \times 198 = 188$.

Weighted Average Achievement vs. Core Subject Performance Index

At the elementary and middle school level, ELA, math and science achievement is measured in two ways.

Weighted Average Achievement:

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{(\# \text{ of continuously enrolled students who are tested or } 95\% \text{ of continuously enrolled students with or without test scores})} \times 100$$

[The greater of: (1) # of continuously enrolled students who are tested or (2) 95% of continuously enrolled students with or without test scores] × 100

Core Subject Performance:

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{(\# \text{ of continuously enrolled students who are tested})} \times 100$$

Examples:

In School A, there are 100 continuously enrolled students and 97 take the assessment. The denominator for both the Weighted Average Achievement Index and Core Subject Performance Index is 97. If all students were Level 4, the school's Weighted Average Achievement Index and Core Subject Performance Index would both be 250 $(97 \times 2.5) / 97 \times 100$.

In School B, there are also 100 continuously enrolled students and 80 take the assessment. The denominator for the Core Subject Performance Index is 80 but the denominator for the Weighted Average Achievement Index is 95. If all students were Level 4 the school's Core Subject Performance Index would be 250, but its Weighted Academic Achievement Index would be 211. $(80 \times 2.5) / 95 \times 100$.

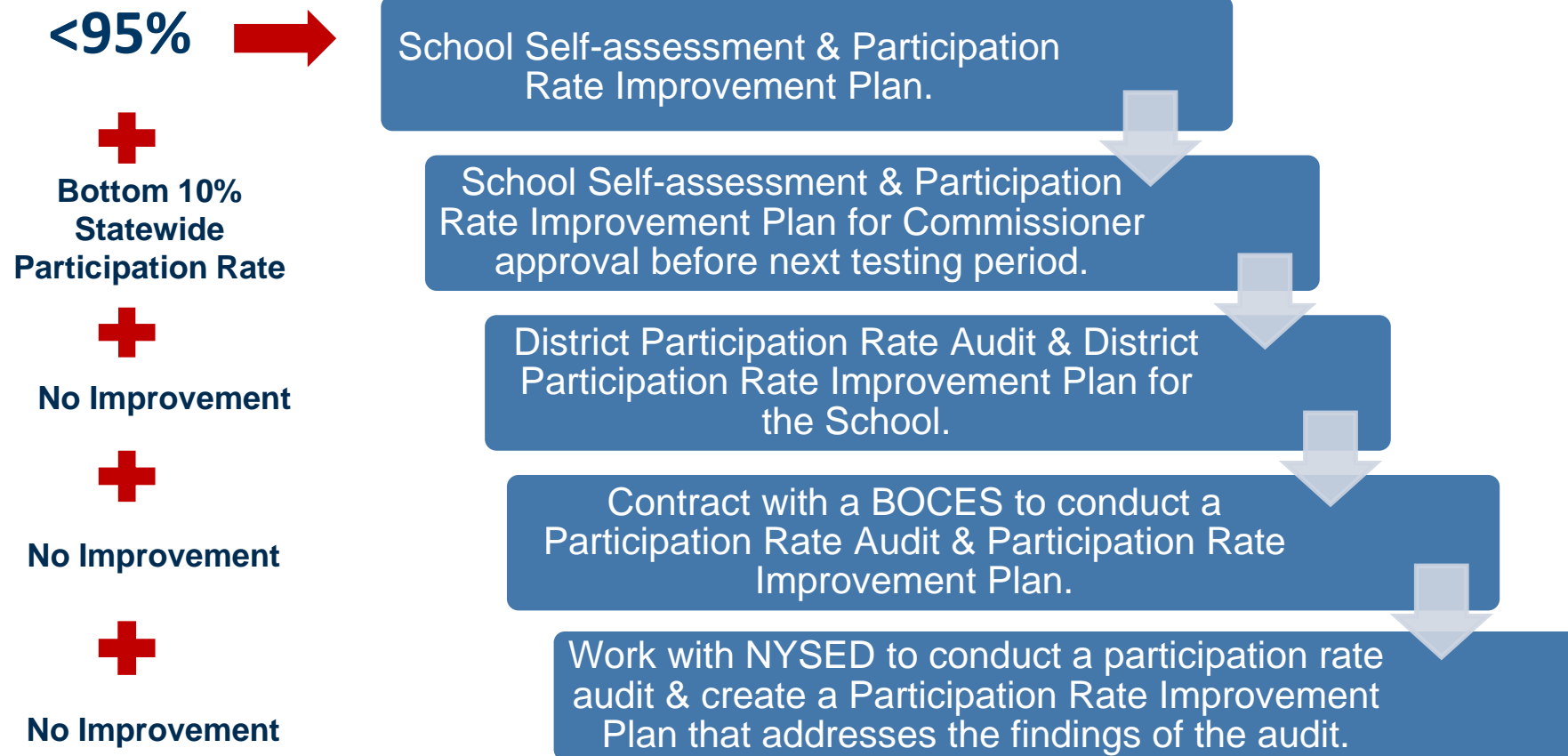
Districts & Schools Failing to Meet 95% Participation Rate

A participation rate improvement plan is required when an accountability group for two consecutive years:

- ✓ fails to meet the 95% participation requirement in either ELA or math; AND
- ✓ has a Weighted Average Achievement Index that is below the state average (Level 1 or 2); AND
- ✓ does not show improvement in participation rate between the current and prior school year.



Districts & Schools Failing to Meet 95% Participation Rate – continued



Participation Rate Requirements

- A TSI or CSI school that is implementing a participation rate improvement plan will be eligible for removal, as long as the accountability group(s) for which a plan is required is not performing at level 1 on the Weighted Average Achievement Index.
- If an accountability group has a Weighted Average Achievement Index that is above the state average (level 3 or 4), a school is not required to develop a participation rate improvement plan for that group, regardless of the group's participation rate.
- If a school is implementing a participation rate improvement plan and has made progress in regard to meeting the 95% participation rate requirement, the school need only update its participation rate plan, not create a new annual plan.

**11. Truth and Consequences:
What happens if a school is
identified?**

The state's accountability system will identify schools for Comprehensive Support and Improvement and require specific actions

Comprehensive Support and Improvement Schools (CSI)

- The school must conduct a **Comprehensive Diagnostic Needs Assessment** and develop a **school improvement plan**;
- The improvement plan must be **approved by the school, LEA and state**;
- The plan must include at least **one evidence-based intervention that is a School-Wide Improvement Strategy** and the school must provide **professional development** connected to the school improvement plan
- Beginning with the district's next Collective Bargaining Agreement, the district **may only permit incoming transfers to identified schools of teachers who have been rated as Effective or Highly Effective** in the most recent evaluation year; and
- The district must offer **Student and Parent Participatory Budgeting Process** by the 2019 – 2020 school year.



What happens to a CSI school after its first year of identification?

If a CSI school does not make progress after its first and/or second year of implementation, it will be required to undertake additional action. For example, if a school does not make progress after one year, it must submit a Principal Monitoring Report. In addition, all CSI schools must **annually survey parents, teachers, and students**.

The state's accountability system will identify schools for Targeted Support and Improvement and require specific actions

Targeted Support and Improvement Schools (CSI)

- The school must conduct a **Comprehensive Diagnostic Needs Assessment** and develop a **school improvement plan**;
- The improvement plan must be **approved by the school and LEA, but not the state**;
- The plan must **include evidence-based interventions** such as those listed in the [DTSDE Resource Guide](#);
- The school must **annually survey parents, teachers, and students**.



What happens to a TSI school that is identified for “Additional TSI?”

If a TSI school is identified for “Additional TSI,” it must take all the all actions outline above, and it must also conduct a review of resource inequities. If the school does not improve over time, it is eligible to be identified for CSI.

Target District Requirements

Target Districts will be expected to:

- ✓ Conduct an annual Needs Assessment
- ✓ Develop an improvement plan that is based on the results of that Needs Assessment.
- ✓ Identify how they are assessing the capacities of and providing supports to the principals in identified schools.
- ✓ Review school-level and district-level data and describe how the district will address identified resource inequities.

Level I Schools

Any school that is not identified as a CSI or TSI school, but receives a Level 1 on any indicator for any accountability subgroup must:

- ✓ Complete a self-assessment and 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 application for federal funds.

12. There's more to come.

Out-of-School Suspension Rates

Timeline:

- 2017-18 school year results used as the baseline.
- 2018-19 school year results used to report a Level 1-4 performance for each accountability group.
- 2019-20 school year results used by districts to address in their consolidated application any schools that have an accountability group that performs at Level 1.
- 2020-21 school year results incorporated in to the methodology used to determine the accountability status of schools and districts.

Other Possible Future Indicators

Among the measures that the Board of Regents will consider for accountability or reporting purposes are:

- School Climate
- School Safety
- Per Pupil School Funding
- Access to Specific Learning Opportunities
- Student Access to Highly Qualified Teachers
- Access to Staffing Resources
- Integration of Students
- High School Credit Accumulation/ Completion of Required Credits/ Successful completion of Coursework for graduation
- Student Attainment of Industry-approved Licenses or Certificates
- Post-Graduation Outcomes
- Postsecondary Enrollment Rates
- Postsecondary Persistence Rates
- Teacher Turnover
- Teacher Absences
- Teaching Conditions
- Parent Involvement & Engagement

13. ESSA is about more than accountability. It promotes equity, effective educators, and culturally relevant and sustaining educational practices.

Equity: What does this mean?

NYSED and districts throughout New York State will prioritize providing equitable opportunities and access for every student, regardless of region, student status, ethnicity or demographics.

EQUITY IN CLASSROOMS

To ensure that classroom content is relevant and representative of all students' experiences

EQUITY IN EDUCATOR ACCESS

To ensure that all educators are effective and supported in their practice

EQUITY IN RESOURCES

To ensure that all schools get all the resources they need to succeed



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A 3D rendered graphic of the text "Q&A" in a bold, blue, sans-serif font. The letters are thick and have a slight shadow underneath, giving them a three-dimensional appearance. The "Q" and "A" are larger than the "&" symbol. The entire graphic is centered within a white rectangular frame.

Thank You

For more information and the latest updates on the state's ESSA planning, please visit the NYSED Every Student Succeeds Act (ESSA) webpage:

<http://www.p12.nysed.gov/accountability/essa.html>