

Preparing for the Every Student Succeeds Act (ESSA) Accountability System Restart for the 2022-23 School Year

AGENDA:

- Values and Vision
- Journey to Restart
- Accountability Restart Plan
 - ✓ Indicator Shifts
 - ✓ Modified Exit Criteria
- Anticipated School and District Supports
- Accountability Restart Timeline
- Next Steps



Welcome and Introductions

Jason Harmon, Deputy Commissioner, Office of P-12 Operations	
Theresa Billington, Assistant Commissioner, Office of Accountability	
Metrics	Jennifer Todd, State Education Psychometrician
Accountability, Policy and Administration	Shibu Joseph, Associate in Education Research
Field Support Services	Mary Sapp, Supervisor of Education Programs
ESSA Funded Programs	Erica Meaker, Bureau Chief, School Improvement and Planning

Elevator Challenge

3-8 Composite
Indicator

How is a level
1, 2, 3 or 4
generated?



Reliability

Input from educational/data experts and NYS stakeholders

Transparency

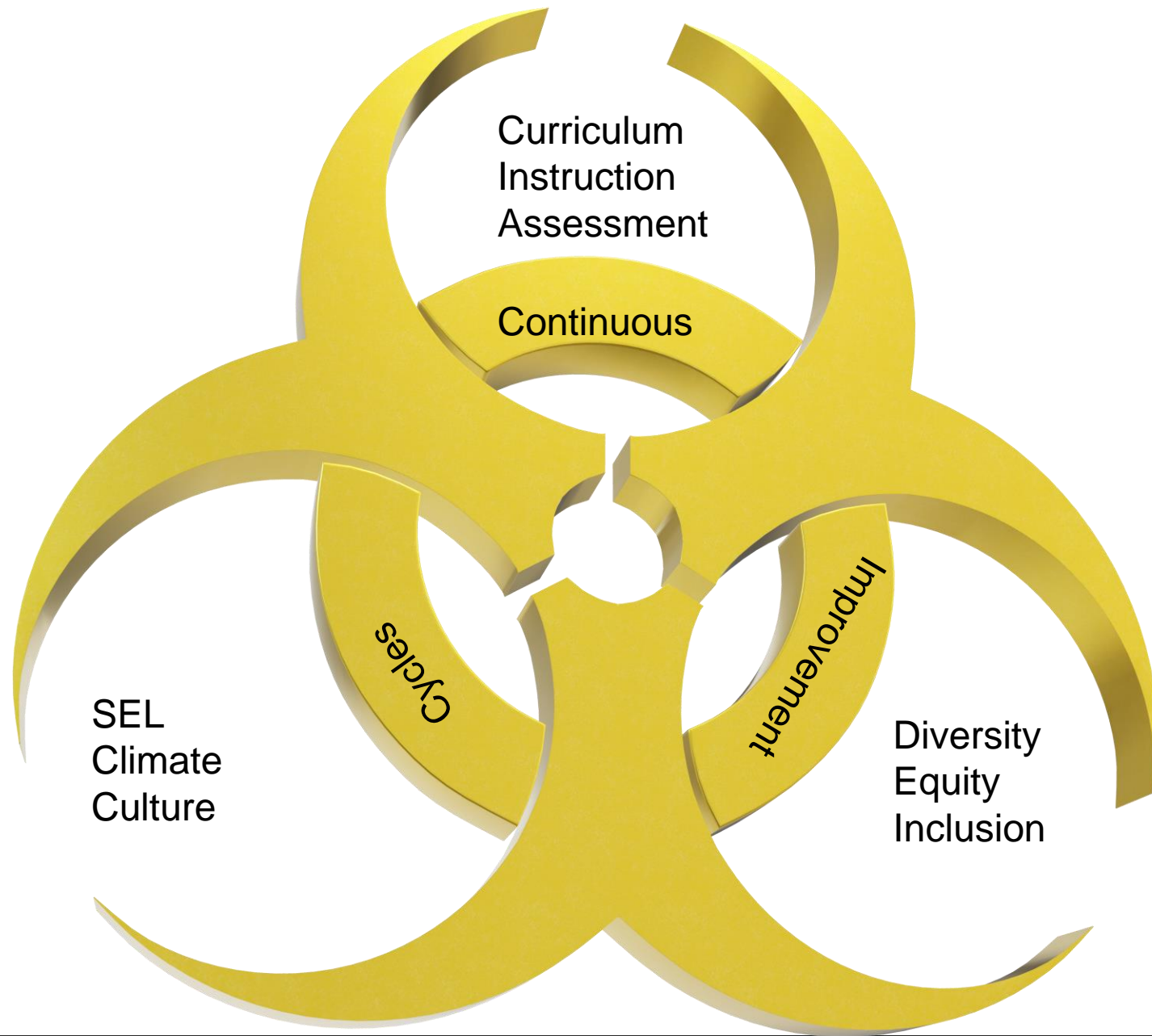
Frequent communication with NYS stakeholders

Explainability

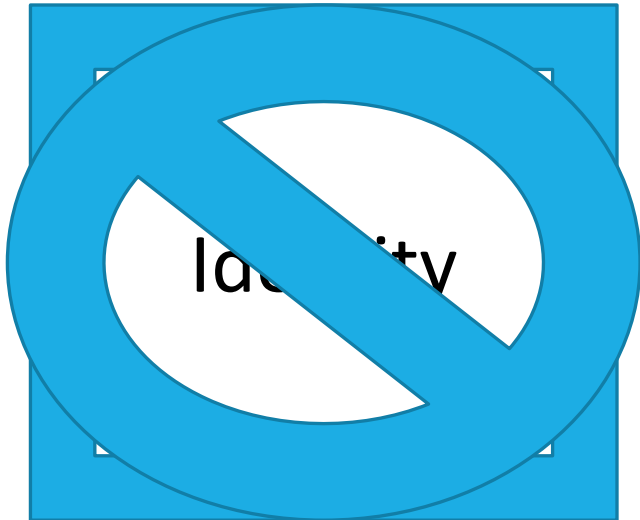
Building understanding through various communication modalities

NYSED Values

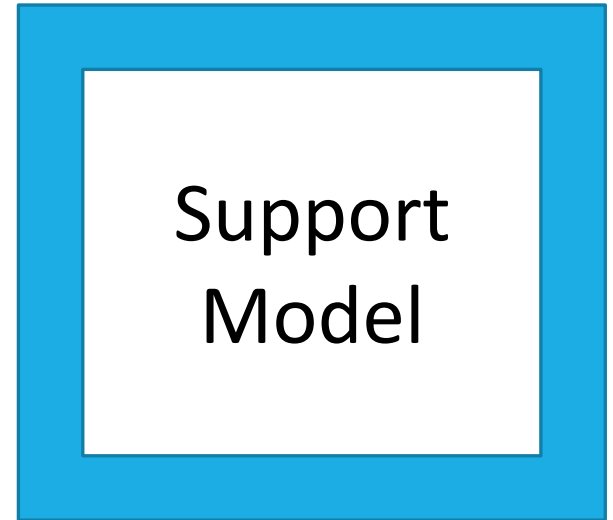
Guiding Accountability Restart



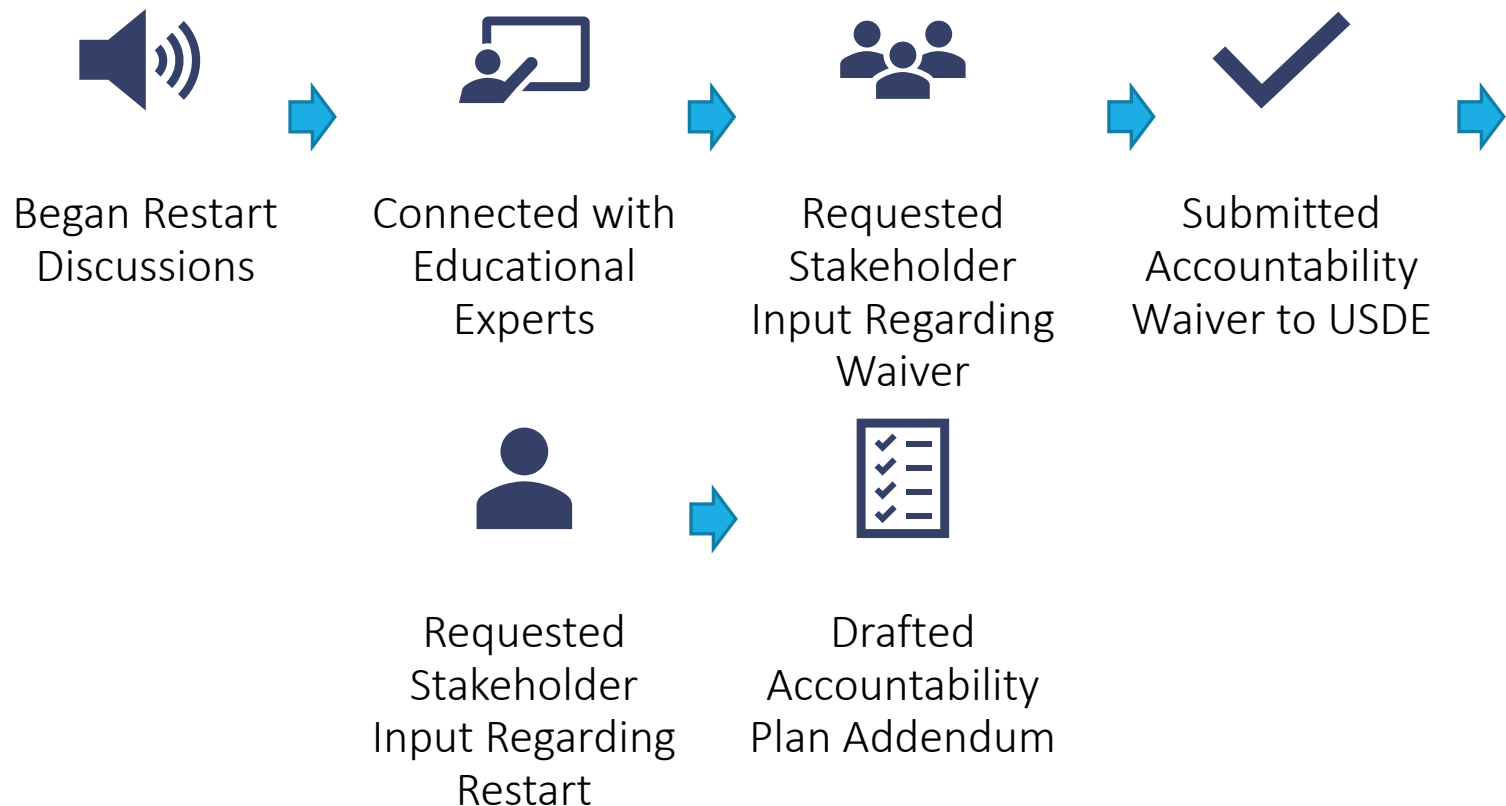
Changing the Narrative



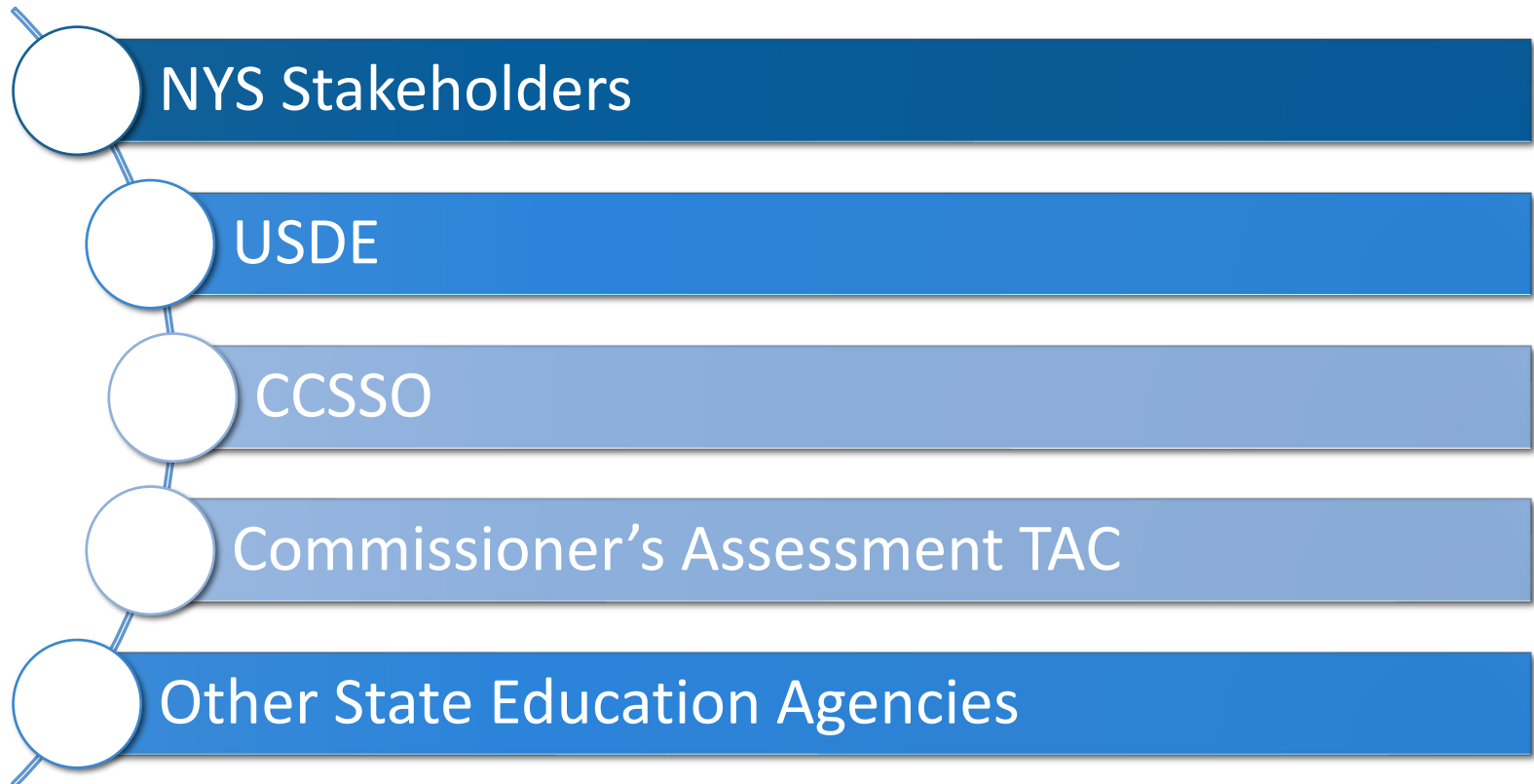
VS.



NYSED Accountability Restart Timeline: June 2021 to Present



Accountability Restart Conversations



Stakeholder Engagement Modalities



Meetings with
District
Superintendents
(DSs)



Monthly
Stakeholder
Meetings



Public Surveys and
Public Comment
Requests



April 2022
Accountability
Indicators Webinar



July 2022
Accountability State
Plan Addendum
Webinar



NYSED Website,
Press Releases, P-20
Weekly, Social
Media

2021-22 School Year Accountability Waiver

Based on strong support from educational experts and NYS Stakeholders, NYSED drafted an accountability waiver package to suspend accountability determinations.

Top reasons for waiver support (based on written comments):

- Schools need more time to support student during the pandemic
- Data are inaccurate and/or insufficient
- Inequitable to make accountability determinations

On December 22, 2021, NYSED submitted a waiver to USDE seeking flexibility from federal accountability requirements.

Accountability waiver request denied by USDE on December 30, 2021



USDE mandating accountability and school improvement requirements under the ESEA using data from the 2021-2022 school year



USDE allowing State Education Agencies (SEAs) to submit a 2021-2022 ESSA State Plan Addendum

Plan amendments for the 2021-2022 school year *only*

Amendments will impact accountability determinations made based on data from the 2021-2022 school year and school identifications in the 2022-2023 school year.

ESSA State Plan Addendum

USDE Accountability Restart Constraints

According to USDE Guidelines:

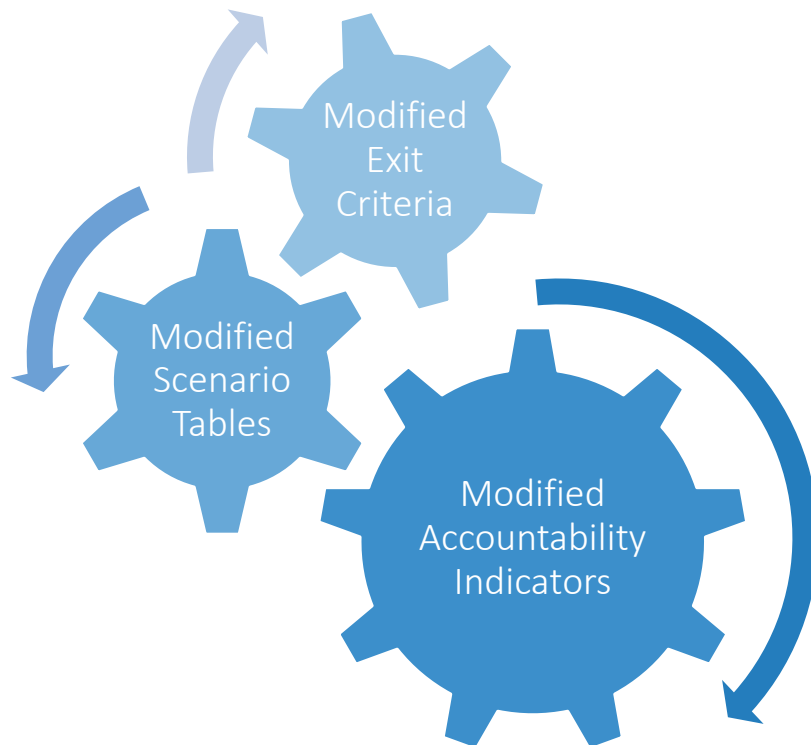
- Each SEA is required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments in reading/language arts and mathematics under ESEA section 1111(c)(4)(E).
- An SEA may not use indicators that are not in use statewide.
- An SEA must run its accountability system for purposes of identifying at least the current lowest-performing five percent of Title I schools in fall 2022 based on data from the 2021-22 school year and may not carry over a previous year's list of identified schools.
- SEAs may exclude students from the high school participation and performance calculations for the 2019-20 school year, but not in subsequent years for which an assessment waiver was not provided.

USDE Accountability Restart Flexibilities

According to USDE Guidelines:

- A State Education Agency (SEA) may make one-year or longer-term changes to its approved ESEA consolidated State plan, consistent with ESEA requirements.
- An SEA may consider changes to Long-Term goals and Measurements of Interim Progress (MIPs) for Academic Achievement, Graduation Rates, and Progress in Achieving English Language Proficiency (ELP) due to the impact of COVID-19 and resulting disruptions on school performance.
- An SEA has discretion to modify its methodology for its system of annual meaningful differentiation, which must include all schools in the State and be based on all indicators (or may replace the Other Academic Indicator).

Restarting the Accountability System



After receiving stakeholder input, extensive modeling, and data analysis, the proposed accountability system restart for the 2022-2023 school year will...

- Start with a one-year model that relies on 2021-2022 school year data
- Suspend the use of several indicators
- Modify the use of several indicators
- Introduce a new indicator
- Use modified scenario tables for identification
- Use modified exit criteria

Transition Plan

Shibu Joseph
Jennifer Todd

Plan Amendments: Accountability Indicators for 2021-22 SY

Elementary/Middle	High School
Weighted Average Achievement*	Weighted Average Achievement**
Core Subject Performance*	Core Subject Performance**
ELP	ELP
Chronic Absenteeism	Chronic Absenteeism
	Graduation Rate

Note: For all the indicators except ELP, rank-based cut-points will be used to assign levels

Indicators dropped for 2021-22 SY

Elementary/Middle	High School
Academic Progress	Academic Progress
Growth	CCCR

* Grades 3-8 ELA, Grades 3-8 Math, and Grades 4 and 8 Science

** Four-Year Cohort results for ELA, Math, Science, and Social Studies

Plan Amendments: High School Accountability Indicators

USDE will only allow students with a Regents exemption from the 2019-20 spring administration to be excluded from Composite Performance calculations. For the 2021-22 SY, NYSED will split high school Composite Performance into Weighted Average Achievement and Core Subject Performance. The Performance Indices will be calculated using the following formula:

$$100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$$

Weighted Average Achievement Denominator: # of students in accountability cohort with or without test scores

Core Subject Performance Denominator: # of students in accountability cohort who are tested

Example: Weighted and Core Performance Indices Calculation

Subject	Cohort Count	Tested	Exempt	#L1	#L2	#L3	#L4	Numerator	Wtd. Denom	Core Denom	Wtd. PI	Core PI	Weight
Math	100	60	40	4	16	25	15	104	100	60	104	173	3
ELA	100	20	80	1	5	10	4	35	100	20	35	175	3
Science	100	80	20	5	10	15	50	165	100	80	165	206	2
Social Studies	100	50	50	1	4	10	35	112	100	50	112	223	1

The Wtd. Achievement Index will be 95.2 and Core Subject Performance Index will be 186.4

Accountability Statuses

Schools are identified for:

- **Comprehensive Support & Improvement (CSI)**
 - Bottom 5% of low performing schools
 - All Students 4-year graduation rate is less than 67% (5-year and 6-year graduation rate not 67% or more)
- **Additional Targeted Support & Improvement (ATSI)**
 - Identified for TSI in the 2018-19 SY
 - Identified for TSI the 2019-20 SY and the subgroup meets the CSI identification criteria based on 2021-22 SY results
- **Targeted Support & Improvement (TSI)**
 - Low performing subgroups (excluding the All Students group) that met the scenario identification criteria for two years

Districts are identified as **Target Districts** if

- Any component school is identified for CSI, ATSI, or TSI
- Any district level subgroup meets the scenario identification criteria two years in a row

Proposed Update: Good Standing will be known as Local Support and Improvement (LSI) going forward.

- Definition remains unchanged (schools and districts that are not identified for CSI, ATSI, TSI, or Target District)

Plan Amendments: Identification Methodology

Prior to the Pandemic

Elementary/Middle Level Pre-Pandemic CSI /TSI Scenario Table						
Scenarios	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level (None, 1-4)	
4	Either Level 1		Level 1	Level 2	Any One of the Two is Level 1	
5	Either Level 1		Level 1	Level 3 or 4	Both Level 1	

High School Level Pre-Pandemic CSI /TSI Scenario Table							
Scenarios	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation Rate	ELP	Progress	Chronic Absenteeism	College, Career, and Civic Readiness
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)		
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 (None, 1-4)		
4	Either Level 1		Level 1	Level 2	Any One of the Three is Level 1		
5	Either Level 1		Level 1	Level 3 or 4	Any Two of the Three are Level 1		

Plan Amendments: Identification Methodology

Identification Method for 2022-23 School Year Determinations

Elementary/Middle-Level CSI/TSI Scenario Table				
Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (Non, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4	
3	Level 1	None	Both NOT Level 3 or 4	
4	Level 1	Level 2	Both NOT Level 3 or 4	
5	Level 3	Level 1	Both NOT Level 3 or 4	
6	Level 1	Level 3	Both NOT Level 3 or 4	

High School Level CSI/TSI Scenario Table					
Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

Plan Amendments: Exit Criteria

Exit Criteria based on
2021-22 SY results

Schools identified for CSI or ATSI

- Weighted Average Achievement or Core Subject Performance Index is higher than at the time of identification (2017-18 SY)
- Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-18 SY)

Schools identified for TSI

- If the school does not meet the TSI identification criteria in 2021-22, then it will exit status.

Target District

- Exit all Target Districts that are identified at the district level only.
- All component schools identified for CSI/ATSI/TSI for its own subgroup meets the exit criteria and does not meet the respective subgroup identification criteria using 2021-22 SY data.
- Additionally, all CSI and TSI Schools in the district must exit using 2021-22 SY data

Note: Participation rate improvement plan requirement is waived.

Schools in Receivership

Accountability Restart Implications

No Demonstrable Improvement (DI) determinations will be made based on 2021-22 school year results

- Schools will remain in Receivership for the 2022-23 school year

The Department will provide 2021-22 school year results for available indicators for informational purposes only

- Changes made to accountability indicators impact the DI indicators for Schools in Receivership
- Yearly progress targets were set based on pre-pandemic baselines and therefore do not reflect the impact of pandemic on school outcomes
- More information is forthcoming

Field Support

Mary Sapp

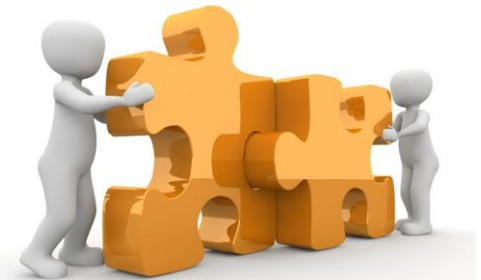
PARTNERSHIP AND COLLABORATION OWNERSHIP AND AGENCY

At the center of the Department's approach to school support and improvement is an understanding that support and improvement are most likely to occur through partnership and collaboration.

While the support for TSI, CSI, and Receivership schools looks different based on their identification, embedded within each of these models is the opportunity for schools to have ownership and agency around what their plan for support and improvement looks like.

-NYSED School Support Webpage

<http://www.nysed.gov/accountability/school-support>



SCHOOL AND DISTRICT SUPPORT MODELS

Types of Support:

- Schools and districts identified for Local Support and Improvement (LSI) – Local determination of continuous improvement process
- Schools identified for Targeted Support and Improvement (TSI) – Primarily district support within NYSED constructs and requirements for improvement planning
- Schools identified for Additional Targeted Support and Improvement (ATSI) – State support
- Schools identified for Comprehensive Support and Improvement (CSI) – State support
- Schools identified for Receivership – State support



2022-2023 SUPPORT OPPORTUNITIES

Four Types of Available Support:

1. Ongoing Field Support
2. Network Convenings
3. Professional Learning
4. Coaching



ESSA Funded Programs

Erica Meaker

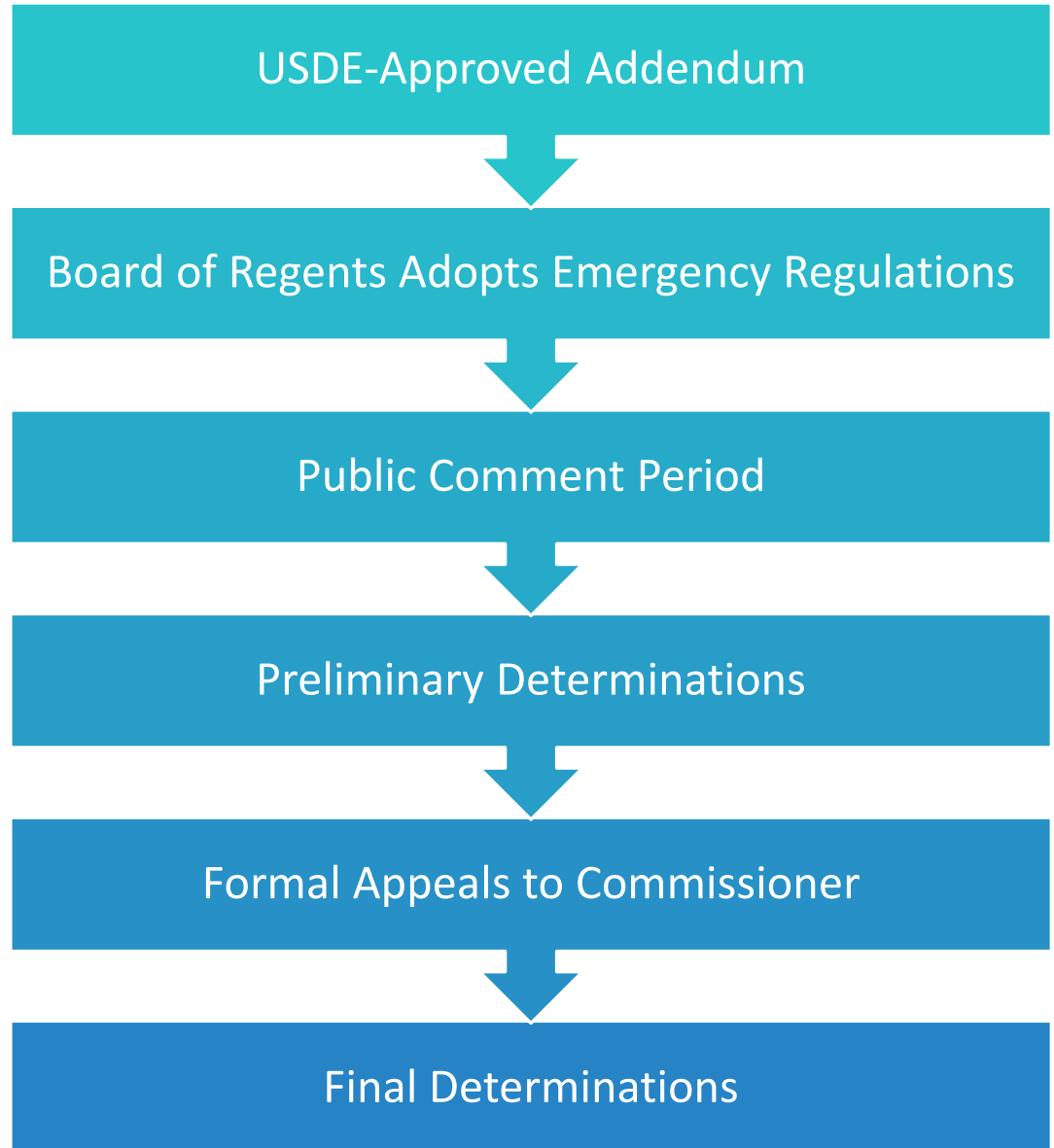
Federal Funding to Support Continuous Improvement

- Resources available to support continuous improvement efforts
- Leverage and braid available resources for systemic improvement.
- Coordinate resources with other federal, state, and local programs to enhance the integration of programs to best support student academic achievement.

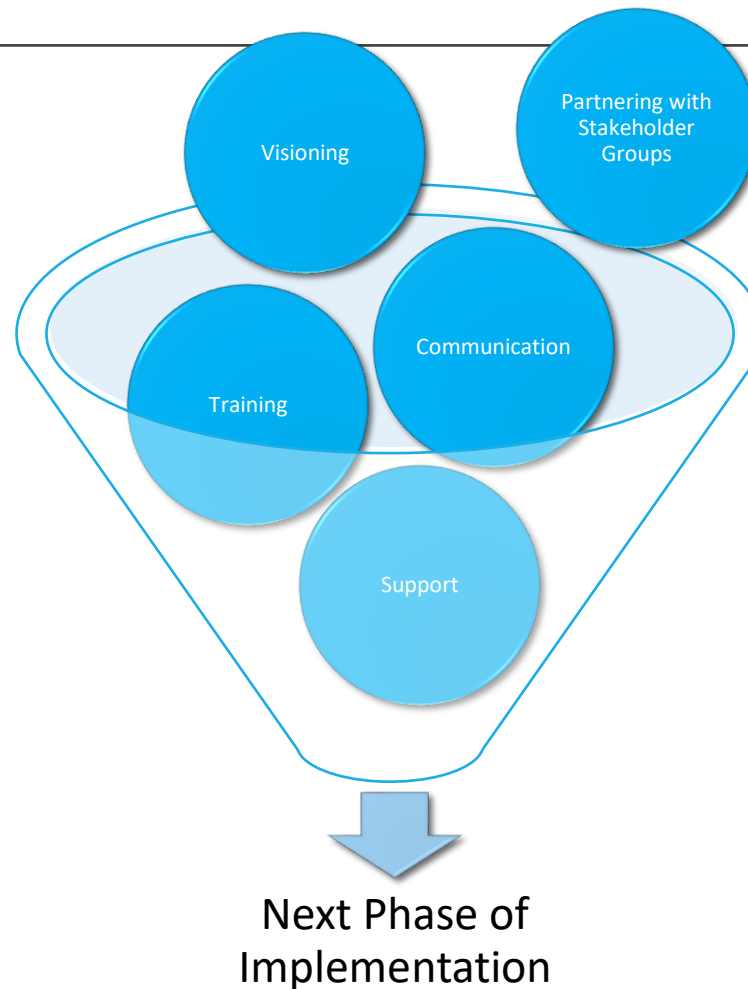
Title I, Part A	Title II, Part A
Title I, Part D	Title IV, Part A
McKinney-Vento	Title V
School Improvement Grants	Education Stabilization Fund

Timeline, Resources and Next Steps

ESSA Determinations Next Steps



Continuing the Conversation





NYSED Accountability
Website



FAQs



How Accountability
Works (Forthcoming)

Additional
Resources

Thank you!



Questions?



Accountability ?s:
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Field Support ?s:
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SIG Funding ?s:
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ESSA Funded Programs:
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