New York State
EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

ESSA District & School Accountability Designations 2018-19

January 17, 2019

ESSA Engagement Process

Public Input

- **13 Public Hearings Statewide:** Long Island, Staten Island, Bronx, Manhattan, Syracuse, Rochester, Plattsburgh, Yonkers, Brooklyn, Buffalo, Queens, Binghamton, Albany
- **ESSA Winter Regional Meetings**
- **ESSA Spring Regional Meetings**
- **Webinars**
- **Surveys**

Written Comments

- **800+ comments submitted** via email or mail
- **Half of those comments came from three form letter campaigns**

Consultation Activities

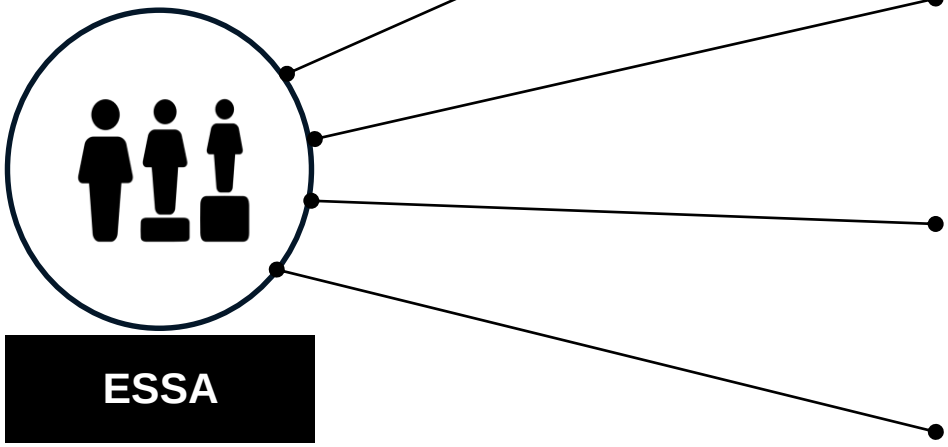
- ESSA Think Tank
- Title I Committee of Practitioners

Work with National Experts

- Linda Darling Hammond, Learning Policy Institute
- Scott Marion, National Center for Improvement of Educational Assessment
- CCSSO, Brustein & Manasevit

Consultation with Governor's Office and Legislature

ESSA is Equity



Emphasizes fostering equity in education for New York's students

Expands measures for school support and accountability and student success

Requires school-level improvement plans for the lowest performing schools overall

Requires school-level improvement plans for the schools with the lowest performance for certain student populations

New York State is committed to ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.

ESSA is Equity

MORE THAN AN ACCOUNTABILITY SYSTEM

EDUCATORS

- Strategies for supporting the professional growth of educators
- Address disparities in training to increase classroom effectiveness

SCHOOLS

- Increase fiscal transparency in school building spending

ALL STUDENTS

- Access to a well-rounded, culturally responsive and sustaining education that supports students' academic and social-emotional development.
- More access to rigorous high school coursework

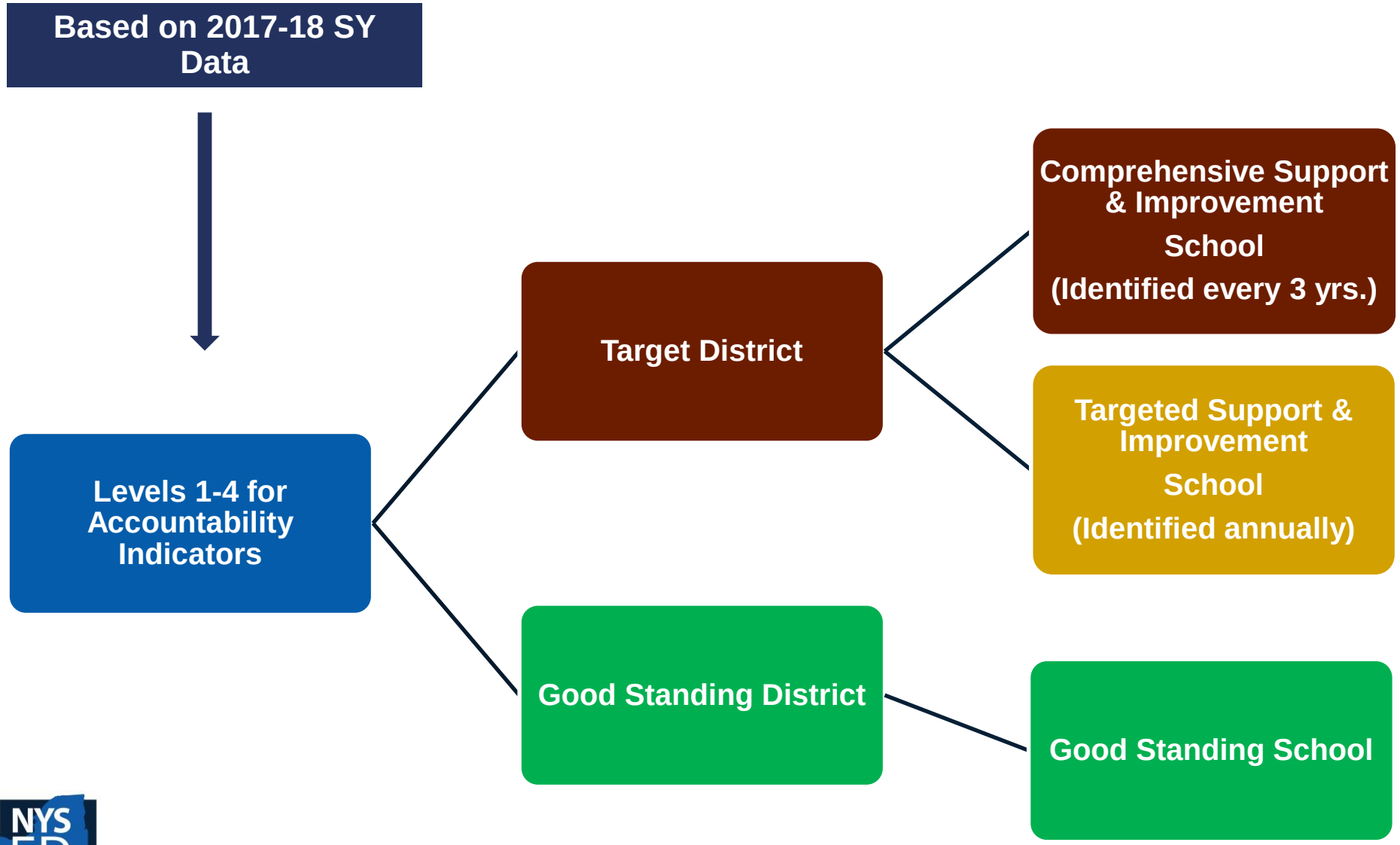
Accountability Indicators/New Score System

- New York's ESSA plan is designed to improve equity in student outcomes by identifying the schools and districts that need additional support.
- New school accountability determinations begin a community engagement process.
- Schools and districts get a score for all students and for student subgroups, such as members of racial and ethnic groups, low-income, students, students with disabilities, and English language learners.
- Accountability indicators go beyond ELA and math test scores and take a more holistic approach to school and student achievement.

Accountability Indicators/New Score System

Elementary-Middle Level Schools	High Schools
Composite Performance (i.e., academic achievement in English language arts (ELA), mathematics, and science)	Composite Performance (i.e., academic achievement in ELA, mathematics, science, and social studies)
Student Growth in ELA and mathematics	Graduation Rate (4-, 5-, and 6-year cohorts)
Progress of ELLs towards English Language Proficiency	Progress of ELLs towards English Language Proficiency
Academic Progress in ELA and mathematics	Academic Progress in ELA and mathematics
Chronic Absenteeism	Chronic Absenteeism
	College, Career and Civic Readiness (CCCR)

Accountability Indicators/New Score System



Summary

Under the new accountability system, NYSED identified:

- **106 Target Districts**
- **245 Comprehensive Support & Improvement Schools**
- **125 Targeted Support & Improvement Schools**
- **26 Schools to be added to Receivership**
- **37 Schools to be removed from Receivership at the end of the 2018-19 school year**
- **43 Schools in Receivership at end of 2018-19**

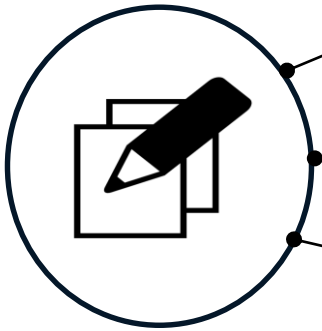
Target Districts

- 106 Target Districts
- Of those, 55 districts are identified because of the identification of CSI or TSI Schools within that district.
- Of those, 10 districts are identified because:
  - 1) District was in Focus status during the 2017-18 school year; and
  - 2) When the student population is looked at as a whole, the District met the criteria for CSI identification or TSI identification even though individual schools did not
- 41 Districts met both criteria to be identified.

Target Districts by Need/Resource Group

- 30 New York City Community School districts
- Buffalo, Rochester, Syracuse & Yonkers
- 32 High need urban/suburban school districts
- 28 High need rural school districts
- 41 Average need school districts
- 8 Charter schools

Required Target District Interventions



DCIP

- Identify initiatives to positively affect student learning and address the accountability measures for which the district has been identified.
- Identify resource inequities.
- Explicitly delineate the plan to annually increase student performance with a focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.

All Target Districts are required to develop an annual District Comprehensive Improvement Plan (DCIP).

CSI Schools

- **As required by ESSA, 5 percent of schools are identified as CSI Schools.**

- **2018-19 SY CSI School Identification**
  - **238 Public schools**
  - **7 Charter schools**

- **These schools:**
  - **Performed at level 1 on a combination of indicators; or**
  - **For high schools, have a four-year cohort graduation rate less than 67% and do not have a five or six-year cohort graduation rate of at least 67%**

CSI Schools: Big 5 Districts & Rest of State

- **CSI Schools include:**
  - **80 New York City**
    - 5% of all NYC schools
  - **8 Buffalo**
    - 15% of all Buffalo schools
  - **21 Rochester**
    - 44% of all Rochester schools
  - **10 Syracuse**
    - 32% of all Syracuse schools
  - **2 Yonkers**
    - 5% of all Yonkers schools
  - **124 Rest of State**
    - 3% of all Rest of State

CSI Schools by Need/Resource Group

- **CSI Schools include:**
  - **41 schools in High Need Urban/Suburban school districts**
    - 17% of all CSI schools
  - **28 schools in High Need Rural school districts**
    - 11% of all CSI schools
  - **48 schools in Average Need school districts**
    - 20% of all CSI schools
  - **7 Charter schools**
    - 3% of all CSI schools

CSI Schools: Prior Designations

- **CSI Schools include:**
  - **43 former Priority Schools**
    - 33% of 2017-18 Priority Schools
  - **74 former Focus Schools**
    - 19% of 2017-18 Focus Schools
  - **18 former Local Assistance Plan Schools**
    - 13% of 2017-18 Local Assistance Plan Schools
  - **109 former Good Standing Schools**
    - 3% of 2017-18 Good Standing Schools

Required CSI School Interventions

All Comprehensive Support & Improvement Schools are required to:

- **Conduct an onsite needs assessment** using the Diagnostic Tool for School and District Effectiveness;
- **Identify needs to be addressed** in the school's annual improvement plan;
- **Conduct annual surveys** of parents, staff, and students;
- **Develop an annual School Comprehensive Education Plan** in consultation with parents, school staff, and for secondary schools, students, and submit to NYSED for approval;
- **Identify a school-wide, evidence-based interventions** to be included within the annual improvement plan;
- **Establish a participatory budgeting process** or an approved alternate means of increasing parent and student participation in decision-making, beginning in the 2019-20 school year;

TSI Schools

- **One or more of its student subgroups performs at level 1 on a combination of the new indicators.**
- **If a school was in Good Standing, it must have two years of low performance before the school can be identified as a TSI School.**
- **Among the 106 Target Districts, 125 schools (including 1 charter school) are identified as TSI Schools.**

Required TSI School Interventions

TSI School

All Targeted Support & Improvement Schools are required to:

- **Develop a School Comprehensive Education Plan** based on the results of an on-site needs assessment and other data collected by the district
- **Follow particular protocols** for schools identified for English Language Learners and/or Students with Disabilities to meet the needs of these students
- **Include one evidence-based intervention** in the annual improvement plan
- **Survey parents, staff, and students annually**

ESSA Designations and Receivership

Under NYS' Receivership Law, schools that are persistently among the lowest performing schools are placed into Receivership.

- **The newly identified Receivership Schools were in Priority status during the 2017-18 school year and are now newly identified as CSI Schools.**
  - **26 Newly Identified Receivership Schools**

- **Current Receivership Schools that are not identified as CSI Schools will be removed from Superintendent Receivership at the end of the 2018-19 school year.**
  - **2 Persistently Struggling Schools will be removed from Receivership**
  - **33 Struggling schools will be removed from Receivership**

- **43 schools will remain in Receivership at the end of the 2018-19 school year.**

ESSA Designations and Receivership

- **Receivership schools are placed into Superintendent Receivership and must show Demonstrable Improvement beginning with the 2019-20 school year or will be placed into Independent Receivership.**
  - **School districts may choose to close, or close and replace the school with a new school, in place of having an Independent Receiver appointed.**

- **For the 35 Persistently Struggling and Struggling Schools that have not been identified as CSI Schools under ESSA, this special authority of the School Receiver will sunset on June 30, 2019.**
  - **While these schools are no longer Receivership Schools, they are expected to continue their school improvement efforts that were initiated while in Receivership.**

Accountability & Test Refusals

- **No school is solely identified because of high rates of test refusal.**

- **<u>Only</u> schools that <u>meet ALL six criteria</u> will be required to create a participation rate improvement plan. On either the ELA or math assessments, a subgroup at the school must:**

1. **Fail to meet the 95% test participation requirement in the 2017-18;**
2. **Fail to meet the 95% test participation requirement in the 2018-19;**
3. **Did not improve its participation rate between 2016-17 and 2017-18;**
4. **Did not improve its in participation rate between 2017-18 and 2018-19;**
5. **Did not perform at Level 3 or 4 on the Weighted Average Achievement Index in the 2017-18 school year; <u>AND</u>**
6. **Did not perform at Level 3 or 4 on the Weighted Average Achievement Index in the 3018-19 school year.**

Next Steps

- **NYS receives $80 million in Title I for school improvement activities**

- **Each identified District and School will receive Title I School Improvement funds to support such required activities as:**
  - **Needs assessment;**
  - **Professional learning;**
  - **Improvement plan development; and**
  - **Any other improvement activities designated by NYSED.**

- **ESSA requires community and parent engagement in developing district and school improvement plans.**

- **Districts and schools will now notify stakeholders of their accountability status and, as warranted, begin the process of assessing needs and developing improvement plans.**

Next Steps

- **NYSED has developed materials and resources to help educators, parents and other school community members understand their school's accountability determination.**

- **These materials include a fact sheet for parents available in 9 languages, a fact sheet for educators, presentations for school leaders and information on NYSED ESSA Programs. The materials can be found on the Department's ESSA website.**

Thank You

For more information and the latest updates on the state's ESSA planning, please visit the NYSED's ESSA website.