



New York State
EDUCATION DEPARTMENT

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Every Student Succeeds Act (ESSA) Accountability *Rebuild* for the 2023-24 and 2024-25 School Years

Proposals to the
United States Department of
Education (USDE)



In This Webinar

Provide An Overview Of:

- **1-Year (Yr) Accountability Restart System for the 2022-23 School Year (SY)**
- **2-Yr Accountability Rebuild Model for the 2023-24 and 2024-25 SYs**
- **Further Resources**
- **Opportunity for Stakeholder Input on the 2-Yr Accountability Rebuild Model**

PDF Version of this Presentation:

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



2022-23 SY 1-Yr Restart System

Indicators Calculated for the 2022-23 SY using 2021-22 SY Results

Elementary/Middle	High School
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
English Language Proficiency (ELP)	ELP
Chronic Absenteeism	Chronic Absenteeism
	Graduation Rate

Indicators NOT Calculated for the 2022-23 SY

Elementary/Middle	High School
Academic Progress	Academic Progress
Growth	College, Career, and Civic Readiness (CCCR)

Accountability Restart Webinar/Indicator Info Sessions:
<http://www.nysed.gov/accountability/school-and-district-accountability>

Developing the 2-Yr Rebuild Model

**Collaborated
with
Educational
Experts**

**Reflected on
the Feedback
from
Stakeholders**

**Reviewed the
Components of
the 2022-23 SY
1-Yr Restart
System**

**Developed
Model under
USDE
Guidelines**

USDE Requirements

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 the Elementary and Secondary Education Act (ESEA) Section 1111(c)(4)(E).
- An SEA may not use indicators that are not statewide.
- SEAs are required to identify schools for Targeted Support and Improvement (TSI) annually based on subgroup performance.
- 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 from USDE.

2-Yr Accountability Rebuild Model Overview

Accountability Indicators

- Re-introduce indicators for informational purposes
- Maintain approved indicators from one-year addendum
- Calculate levels based on rank-based cut points (except ELP)

Other Components of the Rebuild

- N-size using one year of data
- Reset Measures of Interim Progress (MIPs) but not use for identification

2-Year Rebuild Model

Exit Criteria

- Schools identified for CSI, ATSI, and TSI in fall '22 may exit status after one year if exit criteria are met
- Schools identified for TSI in fall '23 or fall '24 or schools identified for CSI/ATSI that did not exit in fall '23 may exit after two consecutive years of meeting exit criteria

Identification Process

- Modified TSI Identifications
- No new CSI/ATSI identifications

Accountability Indicators

Indicators Calculated in the 2023-24 and 2024-25 SYs (using 2022-23 and 2023-24 SY results)

Elementary/Middle (EM)	High School (HS)
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
ELP	ELP
Chronic Absenteeism	Chronic Absenteeism
Student Growth (Informational)	Graduation Rate
	CCCR (Informational)

Indicators NOT Calculated for the 2023-24 and 2024-25 SYs

EM	HS
Academic Progress	Academic Progress

EM Weighted Average Achievement

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• The Denominator was the greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores• Performance Levels calculated using rank-based cut points	<ul style="list-style-type: none">• Pause the contribution of the science assessment to the Performance Index (PI) calculation	<ul style="list-style-type: none">• Will mitigate the impact of the gap caused by the two-year transition from a grades 4 and 8 to the new grades 5 and 8 science assessments.• For more information on the New York State P-12 Science Learning Standards: http://www.nysed.gov/curriculum-instruction/science-learning-standards

EM Core Subject Performance

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• The Denominator was the number of tested continuously enrolled students• Performance Levels calculated using rank-based cut points	<ul style="list-style-type: none">• Pause the contribution of the science assessment in the PI calculation	<ul style="list-style-type: none">• Will mitigate the impact of the gap in grade 4 data due to the transition to the new grades 5 and 8 science assessments• Core Subject Performance will mitigate Weighted Average Achievement when participation rate is less than 95%• The data provided in this indicator will focus attention on the actual performance of tested students within a school

EM Growth

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">Not included in the 1-yr system due to insufficient and missing data	<ul style="list-style-type: none">Provide for informational purposes only and include in report portfolioStudent growth scores use 2023 SY performance comparing only to 2022 SY performanceCalculate Performance Levels using the Mean Growth Percentile	<ul style="list-style-type: none">Information will help to support instructional planning to meet the needs of studentsWill not be used to identify schools and districts for additional support

HS Weighted Average Achievement

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• The Denominator was the 4-yr accountability cohort as of June 30• Performance Levels calculated using rank-based cut points	<ul style="list-style-type: none">• Pause the contribution of Social Studies assessments to the performance index calculation• Adjust Advanced Placement (AP)/International Baccalaureate (IB) and other NYSED Approved Regents Examination Alternative levels:<ul style="list-style-type: none">• Fail=1• Pass=3• Highest Possible Score=4 (new)	<ul style="list-style-type: none">• Social Studies data will be significantly impacted by cancellations of Regents assessments• Highest scores for AP/IB and other NYSED Approved Regents Examination Alternatives will be recognized with appropriate weighting

HS Core Subject Performance

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none"> The Denominator was the number of students in the 4-year cohort who had valid test scores Performance Levels calculated using rank-based cut points 	<ul style="list-style-type: none"> Pause the contribution of Social Studies assessments to the performance index calculation Adjust AP/IB and other NYSED Approved Regents Examination Alternative levels: <ul style="list-style-type: none"> Fail=1 Pass=3 Highest Possible Score=4 (new) 	<ul style="list-style-type: none"> Social Studies data will be significantly impacted by cancelations of Regents assessments The data provided in this indicator will focus attention on the actual performance of tested students within a school Highest scores for AP/IB and other NYSED Approved Regents Examination Alternatives will be recognized with appropriate weighting

HS Graduation Rate

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• Calculated unweighted average of the 4-, 5-, 6-yr graduation rate• Performance Levels calculated using rank-based cut points• Used one year of lagged data (2021-22 SY results for the 2022-23 SY)	<ul style="list-style-type: none">• No proposed changes	<ul style="list-style-type: none">• For explainability and transparency purposes, indicator will provide consistent measurement and will allow for longitudinal analysis and targeted improvement planning

HS College, Career, and Civic Readiness

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• Not included in the 1-year system due to insufficient and missing data	<ul style="list-style-type: none">• Provide for informational purposes only and included in report portfolio• Use rank-based cut points to calculate performance levels	<ul style="list-style-type: none">• Will ensure additional information reported for high schools measuring school quality and student success• Will not be used to identify schools and districts for additional support

EM and HS ELP

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• Calculated the Success Ratio for determining Performance Levels consistent with the pre-pandemic accountability system	<ul style="list-style-type: none">• No proposed changes	<ul style="list-style-type: none">• For explainability and transparency purposes, indicator will provide consistent measurement and will allow for longitudinal analysis and targeted improvement planning

EM and HS Chronic Absenteeism

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• Performance Levels calculated using rank-based cut points	<ul style="list-style-type: none">• No proposed changes	<ul style="list-style-type: none">• For explainability and transparency purposes, indicator will provide consistent measurement and will allow for longitudinal analysis and targeted improvement planning

N-Size

Current System under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">Accountability indicator calculations used one year of data<ul style="list-style-type: none">2022-23 SY included 2021-22 SY results only	<ul style="list-style-type: none">Maintain methodology to include one year of data in accountability indicator calculations<ul style="list-style-type: none">2023-24 SY to include 2022-23 school year results2024-25 SY to include 2023-24 SY results	<ul style="list-style-type: none">For explainability and transparency purposes, data in Student Information Repository System (SIRS) accountability reports will support the analysis of the accountability performance index calculations

Measures of Interim Progress (MIPs)

Current System Under 1-Yr Restart Addendum	Proposal Under Rebuild Transition	Rationale
<ul style="list-style-type: none">• MIPs not used for accountability determination calculations• Applied cut-points to establish performance levels:<ul style="list-style-type: none">• Weighted Average Achievement for ELA and mathematics (Elementary/Middle and High School Levels)• Graduation Rate for High School Level only (4-year, 5-year, and 6-year)	<ul style="list-style-type: none">• Provide MIP data for informational purposes only• Not use MIPs for accountability determination calculations• Maintain cut-points to establish performance levels• Maintain pre-pandemic targets and extend another year	<ul style="list-style-type: none">• For explainability and transparency purposes, MIPs will provide consistent measurement and allows for longitudinal analysis and targeted improvement planning

Exit Criteria

One-Yr Restart System Exit Criteria for Schools Identified using 2021-22 SY Results

CSI

May exit if the All Students group does not meet the scenario identification criteria based upon 2022-23 SY results using CSI identification criteria and meets one or more of the following conditions:

1. Weighted Average Achievement Index or Core Subject PI is higher than at the time of identification
2. Graduation Rate (average 4,5,6) is 67% or higher

Exit Criteria

One-Yr Restart System Exit Criteria for Schools Identified using 2021-22 SY Results

TSI

May exit if the identified subgroup is not identified for TSI based upon 2022-23 SY results using TSI identification criteria

ATSI

May exit if the identified subgroup is not identified for TSI based upon 2022-23 SY results using ATSI identification criteria and meets one or more of the following conditions:

1. Weighted Average Achievement Index or Core Subject Performance Index (PI) is higher than at the time of identification
2. Graduation Rate (average 4,5,6) is higher than at the time of identification

Exit Criteria

Two-Yr Rebuild Model Exit Criteria

TSI

- Schools identified for TSI in the 2023-24 SY based on 2022-23 SY results may exit the support model if the identified subgroup does not meet the TSI identification criteria for two consecutive years
- The same logic applies to schools identified for TSI in the 2024-25 SY based on 2023-24 SY results

CSI/ ATSI

- Any school that did not exit based on 2022-23 SY results would be required to show two years of progress to exit the CSI support model
- Additionally, any support identification in the 2023-24 SY based on 2022-23 SY results and 2024-25 SY based on 2023-24 SY results would require two consecutive years of progress and not meet the CSI identification criteria to exit the CSI support model

Identifications Process

- **New schools will be identified annually for TSI per statute requirements**
 - **2023-24 SY based on 2021-22 and 2022-23 results**
 - **2024-25 SY based on 2022-23 and 2023-24 results**
- **Will identify Target Districts**
 - **If one or more schools within the district are identified for CSI, ATSI, or TSI**
 - **If a district-level subgroup meets identification criteria for two consecutive years**
- **Will not identify for CSI and ATSI until 2025-26 SY based on 2024-25 SY results**

TSI Identification Process

- **Based on the performance of accountability subgroups in the school (not the All Students group)**
- **EM schools are preliminarily identified for TSI if an accountability subgroup meets any of Scenarios 1-6 in the EM TSI Identification Scenario Table (see next slide)**
- **High schools are preliminarily identified for TSI if an accountability subgroup meets any of Scenarios 1-7 in the HS TSI Identification Scenario Table (see next slide)**

EM and HS Scenario Tables

Elementary/Middle Level Scenario Table

Scenarios	Current Status	Weighted	Core	ELP	Chronic Absenteeism
1	Any	Both Level 1		Any Level (None, 1-4)	
2	Any	Level 2	Level 1	Both NOT Level 3 or 4	
3	Any	Level 1	None	Both NOT Level 3 or 4	
4	Any	Level 1	Level 2	Both NOT Level 3 or 4	
5	Any	Level 3	Level 1	Both NOT Level 3 or 4	
6	Any	Level 1	Level 3	Both NOT Level 3 or 4	

High School Level Scenario Table

Scenarios	Current Status	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Any	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Any	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Any	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Any	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Any	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Any	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Any	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

ESSA Resources

NYSED School and District Accountability webpage provides:

- **“Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-2023 Accountability Statuses Based on 2021-2022 Results”**
- **One-year Restart Webinar**
- **Indicator Info Sessions**
- **PowerPoint presentation slides of this webinar**

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



ESSA Resources

NYSED IRS Webpage provides:

- Data Reports
- SIRS Guides

<https://www.p12.nysed.gov/irs/>

NYSED ESSA Webpage provides:

- Board of Regents Items related to ESSA
- New York State ESSA Plan

<http://www.nysed.gov/essa>



Stakeholder Input

Submit stakeholder input through a survey titled, “NYSED Survey for Accountability Rebuild Based on 2022-23 and 2023-24 School Year Results”

Please fill out the survey found here:
<http://www.nysed.gov/accountability/school-and-district-accountability>



Thank You!

Survey available on the ESSA webpage:

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

Questions may be submitted to NYSED at:

accountinfo@nysed.gov