



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Every Student Succeeds Act (ESSA) Accountability Restart for the 2021-22 School Year

Overview



In This Webinar

Provide An Overview Of:

- **Accountability Waiver to the United States Department of Education (USDE)**
- **Details and Implications to the Accountability Waiver Denial**
- **State Accountability Indicators in 2021-22 school year**
- **Next steps for NY State's ESSA accountability system for the 2021-22 school year**

NYSED Plan of Action

Our Values:

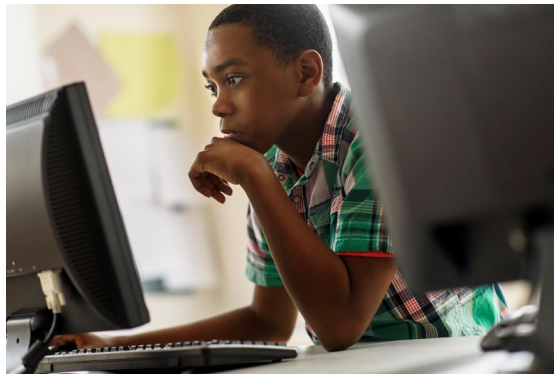
Reliability

Transparency

Explainability

Survey available on the ESSA webpage:

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



2021-22 Accountability Waiver

On December 22, 2021, NYSED submitted a waiver request to USDE to seek flexibility from federal accountability requirements using data from the 2021-22 school year.

The waiver requested flexibility in:

- provisions of ESSA pertaining to identification of schools and districts for improvement using data from the 2021-22 school year.
- the usage of Title I School Improvement Funds to support Good Standing Schools at risk of being identified as Targeted Support and Improvement (TSI) prior to the pandemic.

2021-22 USDE Waiver Request Consultation

In preparation for submitting the 2021-22 Waiver Request, NYSED:

- Reviewed testing and historic data from before and during the pandemic.
- Modeled the impact on accountability determinations.
- Consulted with national experts in assessment and accountability.
- Engaged with Stakeholders throughout New York such as:
 - Parents
 - School Administrators and Teachers
 - Community Based Organizations
- Over 80% of responses supported NYSED's waiver request.

2021-22 Waiver Denied by USDE

On December 30, 2021, USDE denied New York's accountability waiver request.

The Waiver was denied for:

- Not meeting the statutory requirements for a waiver outlined in section 8401(b)(1) of the ESEA.
- Not sufficiently demonstrating how the request will advance student academic achievement.

See NYSED memo here:

<http://www.nysed.gov/common/nysed/files/usde-response-to-accountability-waiver.pdf>

Flexibilities Offered by USDE

According to USDE Guidelines:

- An 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 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).

Constraints Required by USDE

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 statewide.
- SEAs 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 2021-2022 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 2019-2020 school year, but not in subsequent years for which an assessment waiver was not provided.

Constraints Required by USDE

Frequently Asked Questions:

**Impact of COVID-19 on 2021-2022 Accountability Systems
Required under the Elementary and Secondary Education
Act of 1965 (ESEA)**

Full Text:

<https://oese.ed.gov/files/2022/02/Acct-FAQ-Final-2.11.22-1.pdf>

State of Accountability Indicators in 2021-22

Elementary and Middle School Level

- Variation in Testing Rates
- Lower participation rates than pre-pandemic years

Composite Performance

- Weighted Average Achievement Index
- Core Performance Index

- Anomalous 2020-21 school year data
- Weighted Average Achievement Index and Core Performance Index may be affected by lower participation rates
- Lower participation rates will lower the Weighted Average Achievement Index

Growth

- Growth based on two consecutive years of test scores
- Fewer 2021-22 growth scores; no 2020 or 2021 student growth scores generated
- NYSED may consider dropping Growth indicator for one year

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Composite Performance - Weighted Average Achievement Index - Core Performance Index	Growth
<ul style="list-style-type: none">• Anomalous 2020-21 school year data.• Weighted Average Achievement Index and Core Performance Index may be affected by lower participation rates.• Lower participation rates will lower the Weighted Average Achievement Index.	<ul style="list-style-type: none">• Growth based on two consecutive years of test scores.• Fewer 2021-22 growth scores; no 2020 or 2021 student growth scores generated.• NYSED may consider dropping Growth indicator for one year.

State of Accountability Indicators in 2021-22

High School Level

- Regents Examinations exemptions during pandemic
- Lower participation rates than pre-pandemic years

Composite Performance	Graduation Rate	College, Career & Civic Readiness (CCCR)
<ul style="list-style-type: none">• Most students missing ELA Regents score; many missing Math, Science, Social Studies Regents scores.• Per USDE's guidance, students exempted from Regents need to be counted as Not Tested.• This will lower the Composite Performance.	<ul style="list-style-type: none">• Graduation rates mostly increased due to exemptions.• Long-Term Goals and MIPs based on pre-pandemic baselines.• Can run as normal in the 2021-22 school year.• .	<ul style="list-style-type: none">• Regents/NYSAA and other exemptions greatly impact ability to differentiate student outcomes.• Long-Term Goals and MIPs based on pre-pandemic baselines.• Possible low CCCR index, but usable with modifications.

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State of Accountability Indicators in 2021-22

Elementary, Middle, and High School Level

English Language Proficiency (ELP)

- Low participation rate in 2020-21 for NYSESLAT data could impact 2nd and 3rd year ELLs.
- Accountability decisions could be made using 2021-22 school year data.

Academic Progress

- Lower participation rates and missing data will affect Elementary-Middle Level (EM) Weighted Achievement Index and High School (HS) Composite Performance Index.
- Long-Term Goals and MIPs based on pre-pandemic baselines.
- NYSED may consider dropping Academic Progress indicator for one year.

Chronic Absenteeism

- Pandemic years showed higher rate of absenteeism.
- Long-Term Goals and MIPs based on pre-pandemic baselines.

State of Accountability Indicators in 2021-22

Elementary, Middle, and High School Level

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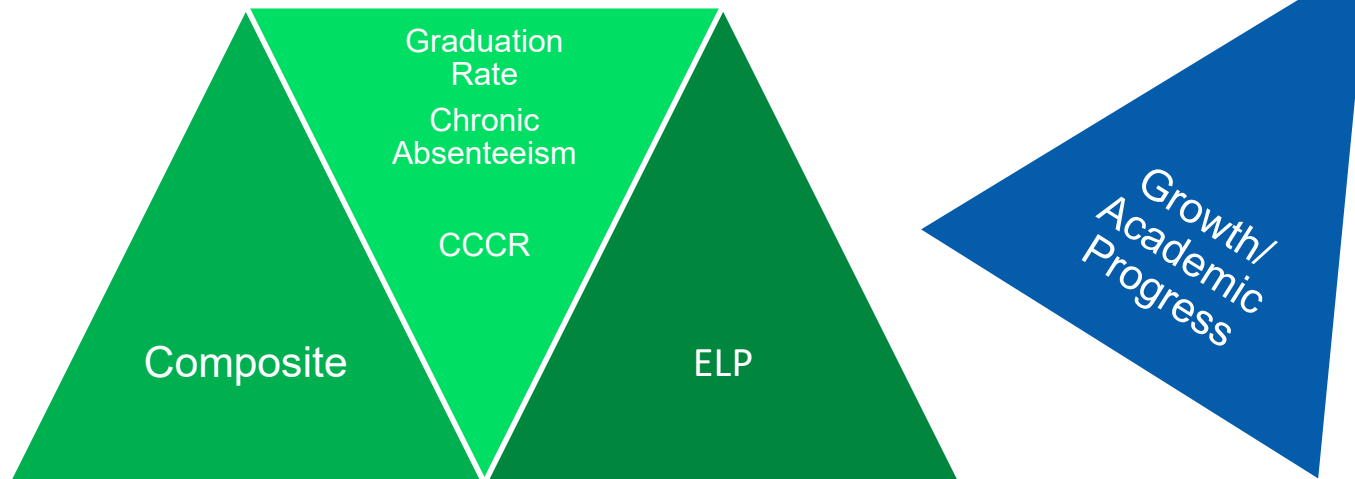
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Putting Together the Accountability System in 2021-22

- USDE requires Composite Performance to be included in the accountability system for 2021-22.
- Graduation Rate, ELP, CCCR and Chronic Absenteeism data are usable – but may need some modifications.
- Growth and Academic Progress have missing data.
- NYSED acknowledges the constraints and seeks stakeholder inputs in putting together the system for 2021-22.



Thank You!

Survey available on the ESSA webpage:

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Questions may be submitted to the New York State Education Department at:

accountinfo@nysed.gov