

# New York State Accountability Indicator Info Sessions for the 2022-23 School Year:

## Frequently Asked Questions

### **Introduction**

In January and February 2023, the New York State Education Department (NYSED or “the Department”) hosted a five-part series of webinars titled, “Indicator Info Sessions.” The purpose of these Indicator Info Sessions is to explain how each of the accountability indicators are calculated under the federally approved New York State Every Student Succeeds Act (ESSA) State Plan Addendum for the 2022-23 school year using 2021-22 school year results. The Indicator Info Sessions give an overview of how accountability statuses are determined and explained the calculation methods for the following indicators:

- Weighted Average Achievement and Core Subject Performance (elementary/middle level)
- Weighted Average Achievement and Core Subject Performance (high school level)
- Graduation Rate (high school level)
- Chronic Absenteeism (elementary/middle and high school level)
- English Language Proficiency (ELP) (elementary/middle and high school level)

Each Indicator Info Session included a live question and answer session following the presentation. However, due to time constraints, NYSED representatives were not able to address all questions. Questions that were not addressed during the Indicator Info Sessions and/or were sent via email were collected. The following document provides answers to frequently asked questions (FAQs) related to topics covered in the Indicator Info Sessions that were not addressed in detail during the webinars.

For further information and resources regarding the restart of the ESSA State Plan Addendum and recordings and presentation slides for each session, please visit the [NYSED School and District Accountability webpage](#). Additionally, details on the one-year accountability system for the 2022-23 school year can be found in the document, [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2022–2023 Accountability Statuses Based on 2021–2022 Results.”](#)

Questions that were not addressed in this FAQ document or in the Indicator Info Session recordings and presentation slides may be sent to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

### **Weighted Average Achievement and Core Subject Performance (Elementary/Middle Level)**

- 1. If a student takes a Regents examination prior to enrolling in a high school (e.g., a grade 8 student takes the Algebra I Regents examination), is that score included in the Weighted Average Achievement and/or Core Subject Performance calculations?**

Advanced middle school students who take a Regents math examination in grade 6, 7, 8, or a Regents science examination in grade 8 in lieu of the New York State Testing Program (NYSTP), grade 6, 7, or 8 math or grade 8 science assessments will have their results on the Regents examinations used when calculating elementary-middle level Weighted Average Achievement and Core Subject Performance Indices.

Advanced middle school students who take a Regents math exam in grade 6, 7, or 8 or a Regents science exam in grade 8 in addition to the NYSTP grade 6, 7, or 8 math or grade 8 science

assessments will have their results on the Regents exams “banked” and used for calculating high school level Weighted Average Achievement and Core Subject Performance when they enter high school. For example, if a student takes both the NYSTP grade 8 math and a Regents math examination in grade 8, the NYSTP math result will be used when calculating elementary/middle level Weighted Average Achievement and Core Subject Performance Indices when the student is in grade 8. The Regents math examination result will be used when calculating high school level Weighted Average Achievement and Core Subject Performance when the student enters a high school cohort.

If a student takes a Regents math examination in lieu of the grade 6, 7, or 8 math only, the student must take a more advanced Regents examination to fulfill the testing requirement in math at the high school level. In addition, if a student takes multiple Regents math examinations in grade 6, 7, or 8, the student may use Algebra I to fulfill the testing requirement at the elementary/middle level but must take a more advanced math (e.g., Geometry, Algebra II) to “bank” that second Regents examination for use at the high school level. If the student took all three Regents math examinations in lieu of the grade 6, 7, and 8 math assessments, the student must take a Regents Alternative (e.g., Advanced Placement, International Baccalaureate) to fulfill the testing requirement in math at the high school level.

If a student took and failed a Regents examination in middle school and then took and passed the same Regents examination in high school, the student’s passing score in high school will be used for high school accountability. If the student took the grade level test in addition to the Regents examination in middle school and then took the same Regents examination in high school, the grade level test will be used for elementary/middle level accountability and the higher of the scores earned on the two Regents examinations will be used for high school level accountability.

## **2. How do the Weighted Average Achievement and/or Core Subject Performance measures differ?**

During the 2020-21 and 2021-22 school years, large variations occurred in testing rates across the state and accountability subgroups compared to pre-pandemic rates. Gaps and missing data presented challenges in using data prior to the 2021-22 school year for accountability purposes. To mitigate the impact of these challenges, United States Department of Education (USDE) approved NYSED’s request to split the Composite Performance indicator into two separate indicators: the Weighted Achievement Index and the Core Subject Performance Index. At the elementary/middle level, Weighted Average Achievement is the annual student performance in English language arts (ELA), math, and science calculated using a denominator that meets USDE requirements for the academic achievement indicator (i.e., the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95 percent of continuously enrolled students). Core Subject Performance is the annual student performance in ELA, math, and science calculated using a denominator of tested students.

At the high school level, Weighted Average Achievement is the annual student performance in ELA, math, science, and social studies calculated using a denominator of all the students in the four-year accountability cohort. In accordance with USDE directives, members of the 2018 high school accountability cohort whose only assessment record for a subject is an exemption from the 2019-20 school year spring administration for a Regents examination, approved alternative, or New York State Alternative Assessment (NYSAA) are not required to be counted as “not tested.” Accordingly, the 2018 accountability cohort excludes students for which the only assessment record for that subject is an exemption from the 2019-20 school year spring

administration. The Core Subject Performance was introduced to mitigate the impact of Regents exemptions. The Core Subject Performance is the annual student performance in ELA, math, science, and social studies calculated using a denominator of tested students in the accountability cohort.

The difference between the Weighted Average Achievement and Core Subject Performance measures is the denominator. The Core Subject Performance Index will always be the same or higher than the Weighted Average Achievement Index because the denominator used to calculate the Core Subject Performance is either the same or smaller than the Weighted Average Achievement.

**3. How are the results for each subject weighted for this accountability indicator at the elementary/middle level?**

The Weighted Average Achievement and Core Subject Performance Indices are the weighted average of the ELA, math, and science indices. To do so, the sum of the numerators is divided by the sum of the denominators to calculate the index. Using the example below, the Performance Index is  $368 / 235 * 100 = 157$ .

<b>Subject</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Index</b>
ELA	130	95	137
Math	160	100	160
Science	78	40	195
Index	368	235	157

**4. What is the minimum n-size for this indicator and how was the performance calculated for schools that fell below the minimum n-size for a subgroup?**

For the elementary/middle level, the minimum n-size is 30 student results (ELA, mathematics, and science combined). If Weighted Average Achievement n-size is  $\geq 30$  and Core Subject Performance n-size is  $< 30$ , a Core Subject Performance Index is calculated for subgroups with n-size of 15 or more where the n-size for the Core Subject Performance Index calculation is at least 50% of the n-size for the Weighted Average Achievement calculation. For example, if a subgroup has a Weighted Average Achievement n-size of 40 and a Core Subject Performance n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject n-size were 18, a Core Subject Performance Index would not.

**5. Is the same calculation for Weighted Average Achievement and Core Subject Performance applied to every subgroup?**

These accountability indicators at the elementary/middle level are calculated for every accountability subgroup. An accountability subgroup is a group of students who are assigned to a certain category based on their race/ethnicity, English language proficiency, disability status, or economic status. The accountability subgroups are: All Students, American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, Economically Disadvantaged, English language learners, and Students with Disabilities.

**6. How should schools and districts use the Weighted Average Achievement and/or Core Subject Performance measures for planning?**

At the elementary/middle level, the Weighted Average Achievement and Core Subject Performance measures are calculated by aggregating the performance of students on state assessments in ELA, mathematics and science. If a school or subgroup has low Weighted Average Achievement and Core Subject Performance, then it indicates the students are underperforming in the component subjects. Schools and districts must then review the Level 1 Instructional Reports to check for the knowledge, skills, and understanding of the standards each student is demonstrating.

**Weighted Average Achievement and Core Subject Performance (High School Level)**

**7. How are the results for each subject weighted for this accountability indicator at the high school level?**

At the high school level, the ELA, math, science, and social studies indices are weighted to calculate the Weighted Average Achievement and Core Subject Performance Indices. First, calculate the index for each subject by dividing the numerator by the denominator and then multiply by 100.

Subject	Numerator	Denominator	Index
ELA	129	100	129
Math	161	100	161
Science	173	100	173
Social Studies	137	100	137

Next, multiply each index by the weight and divide the sum of the weighted values by the sum of the weights. Accordingly, ELA and math are weighted more than science and social studies.

Subject	Index	Weight	Weighted Value	Weighted Average Index
ELA	129	3	$(129 \times 3) = 414$	$1380 \div 9 = 153$
Math	161	3	$(161 \times 3) = 483$	
Science	173	2	$(173 \times 2) = 346$	
Social Studies	137	1	$(137 \times 1) = 137$	
		Denominator = 9	Numerator = 1380	153

**8. How is the “combined denominator” calculated?**

When calculating the Weighted Average Achievement and Core Subject Performance Indices, the index for each subject is multiplied by a weight. The sum of the weighted values (numerator) is divided by the sum of the weights (denominator). In the example provided by Question 7, the sum of the weights is 9 because each weight was applied to an index. If, by contrast, an index is not calculated for a subject, then the weight for that subject is excluded when calculating the sum

of weights. For example, if a social studies index is not calculated for a subgroup because it does not have 5 or more records, then the sum of the weights is the following: 3 (ELA) + 3 (Math) + 2 (Science) = 8.

**9. How are determinations made for schools or subgroups that don't have Weighted Average Achievement and/or Core Subject Performance levels?**

Schools that do not have enough student results to make accountability status determinations using the standard process are considered Self-Assessment Schools. Additionally, schools for which the All Students group is assigned a level for only the Weighted Average Achievement indicator are considered Self-Assessment Schools. These schools are required to provide the Department with information so that an assessment can be made of their academic program and school learning environment. The Department reviews the information provided and determines the appropriate support needed for the Self-Assessment schools.

**10. What is the minimum n-size needed to calculate for these indicators for a subgroup?**

At the high school level, the minimum n-size is 30 results (ELA, mathematics, science, and social studies combined). If Weighted Average Achievement n-size is  $\geq 30$  and Core Subject Performance n-size is  $< 30$ , a Core Subject Performance Index is calculated for subgroups with n-size of 15 or more where the n-size for the Core Subject calculation is at least 50% of the n-size for the Weighted Average calculation. For example, if a subgroup has a Weighted Average Achievement n-size of 40 and a Core Subject Performance n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject n-size were 18, a Core Subject Performance Index would not be computed.

**11. When calculating Weighted Average Achievement and Core Subject Performance at the high school level, are only the exams that students take while in an upper high school building (e.g., a building serving grades 10 through 12) included in the calculation or are the highest of the students' scores used regardless of building?**

For each student, the highest achieved score since entering grade 9 (or the year in which an ungraded student turned 17) is used for each subject regardless of the building the student attended when the high score was achieved. For example, consider a student who attended School A for grade 9 and School B for grades 10 through 12. The student achieved a Level 4 on the Algebra I exam taken in grade 9, and a Level 3 on the Geometry and Algebra II exams taken in grades 10 and 11, respectively. For accountability purposes, the Level 4 is used and the result is attributed to School B because that is where the student was enrolled on June 30<sup>th</sup>, four years after entering grade 9. Banked Regents scores from middle school also will be used to determine the highest score for a subject. See answer to Question 1 to understand the meaning of "banked."

**Graduation Rate**

**12. Are students who graduate in less than four years (e.g., a student who graduates in three years) included in the graduation rate?**

Yes, students who graduate in less than four years are included in the four-year graduation rate of the school.

**13. Are students who drop out of school, but then later reenroll included in the graduation rate?**

Yes, students who drop out and re-enroll are included in the graduation rate and will be reported as a graduate for the cohort the student was initially included.

**14. Who is the district of responsibility determined for students who are placed in a residential facility or are incarcerated and then graduate?**

Students who are incarcerated are removed from the graduation rate cohort of the school/district. Therefore, the graduation rate of the school/district will not include the incarcerated student. Please see the Student Information Repository System (SIRS) manual for more guidance. <https://www.p12.nysed.gov/irs/sirs/home.html>.

**15. How are August graduates counted?**

The students who graduate in August are included in the graduation rate. That is the reason NYSED uses lagged graduation rate for reporting and accountability purposes. For example, the School Report Card for the 2021-22 school year will report the graduation rate for the 2020-21 school year including August graduates.

**16. If a student included in the graduation cohort leaves the district after June 30<sup>th</sup> and enrolls in and graduates from a different school in August, to which district is the student attributed?**

This is a unique situation where the student will be reported under two cohorts for two different schools. The student will be first included in the 4-year graduation cohort of the old school as an August graduate. Additionally, because the student enrolled in a new school after June 30<sup>th</sup>, the student will be included in the 5-year graduation rate for the new school.

**17. Which graduation rate cohorts were a part of this year's 4-,5-, and 6- year Graduation Rate calculations?**

The graduation rates and the cohorts are:

- The 4-year graduation rate based on students enrolled on June 30, 2021, who entered Grade 9 in the 2017-18 school year (the 2017 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.
- The 5-year graduation rate based on students enrolled on June 30, 2021, who entered Grade 9 in the 2016-17 school year (the 2016 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.
- The 6-year graduation rate based on students enrolled on June 30, 2021, who entered Grade 9 in the 2015-16 school year (the 2015 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.

**18. Are students included in a school’s graduation cohort regardless of the year they enrolled in the school?**

On June 30<sup>th</sup> four, five, and six years after the students enter grade 9 or turn 17, the students are considered part of the 4-Year Graduation Rate Total Cohort, the 5-Year Graduation Rate Total Cohort, and the 6-Year Graduation Rate Total Cohort, respectively. On August 31<sup>st</sup>, four, five, and six years after the students enter grade 9 or turn 17, the State identified students in the 4-year, 5-year, and 6-year Graduation Rate Total Cohorts who earned a New York State diploma (either Regents or local).

**19. Are students who earn a credential, such as the Career Development and Occupational Studies (CDOS) or a General Educational Development (GED) diploma considered “graduates”? How are such students included in graduate rate calculations?**

Students who receive a CDOS Commencement Credential or a Skills and Achievement Commencement Credential are considered as non-completers and excluded from the numerator in calculating the graduation rate.

**20. Are homeschooled students considered “non-completers” or “drop-outs?”**

Students who are homeschooled by a parent or guardian are not included in the graduation rate cohort for calculating graduation rate.

**21. Is a student who transfers to but does not complete an approved Test Assessing Secondary Completion (TASC) program by June considered a “non-completer?”**

A student who transfers out of a school is removed from the graduation rate cohort for that school. Completion of TASC does not meet the graduation requirement and therefore will not be included in the numerator for graduation rate calculations.

**22. Is there a date in which a student who transfers is not counted as part of graduation rate calculations?**

Any time on or before June 30<sup>th</sup> of the cohort year, if the student transfers to another school, then the student is not included in the graduation rate calculations for the old school. For example, a student who transfers from School A to School B on or before June 30<sup>th</sup> of the cohort year will be attributed to School B’s graduation rate calculations and not to School A’s graduation rate.

**Chronic Absenteeism**

**23. If a student transfers out of a district before the end of the school year, is the 10% target pro-rated?**

The 10% threshold is related to the number of instructional days the student is enrolled. So, if a student transfers out of a district (or into a district), the 10% will be calculated based on the number of days the student was enrolled.

**24. What counts as “present” for a day if a school takes period by period attendance?**

School districts design their own attendance policies and as part of their local policy, the district defines what is “present” for a day or the daily value. For example, a district may define a student as being “present” for the day if they attend at least three class periods.

**25. How did NYSED develop the Chronic Absenteeism indicator and how does it compare to other states?**

During the development of the ESSA plan in 2017, the Department ensured to receive extensive feedback from a large and diverse group of stakeholders. Through a Survey on Possible Indicators of School Quality and Student Success, and with discussion with educational experts, it was strongly supported to use Chronic Absenteeism as a measure of school quality and student success at the elementary-middle and high school level. According to this [research brief from the Learning Policy Institute](#), 36 states and the District of Columbia officially submitted ESSA plans to USDE that included chronic absenteeism, or a similar attendance measure, as an accountability indicator.

**26. If a middle school level building includes grades 9 or a high school building includes grades 7 and 8, how are they counted in the Chronic Absenteeism measure for the elementary/middle and high school levels?**

Chronic Absenteeism is calculated separately at the elementary/middle and high school levels, where the elementary/middle level includes grades 1-8 (and ungraded age-equivalent students) and the high school level includes grades 9-12 (and ungraded age-equivalent students). If a building serves a combination of elementary/middle and high school grades (e.g., grades 7-9), a Chronic Absenteeism level will be calculated for each grade level for which 30 or more students were enrolled at least 10 instructional days and in attendance at least one of those days.

**27. Why are excused and unexcused absences both counted when calculating the Chronic Absenteeism indicator?**

Excused and unexcused absences are both counted as absences when calculating the Chronic Absenteeism indicator because the indicator measures the amount of instruction time missed, regardless of the reason.

**28. How should students receiving home instruction/home tutoring be coded? Who is the district of responsibility for these students?**

Daily attendance for a student receiving homebound instruction should be reported to the student’s home district. If it doesn’t have one already, the home district will need to create a homebound calendar for the student to be reported as present or absent for each instructional day. Please follow SIRS Manual guidelines for coding students receiving home instruction/home tutoring.



**29. What grades are included to calculate the Chronic Absenteeism rate at the elementary/middle and high school level?**

At the elementary/middle level, Chronic Absenteeism is calculated for grades 1-8 and ungraded age-equivalent students. At the high school level, Chronic Absenteeism is calculated for grades 9-12 and ungraded age-equivalent students.

**30. How is “remote learning” defined and how are students who receive remote learning included in the Chronic Absenteeism measure?**

According to Commissioner’s Regulations Section 100.1 (u), “remote learning” is defined as, “instruction provided by an appropriately certified teacher, or in the case of a charter school or an otherwise qualified teacher...who is not in the same in-person physical location as the student(s) receiving instruction, where there is regular and substantive daily interaction between the student and teacher.” Students who receive remote instruction are included in the Chronic Absenteeism measure in the same way that students who are receiving in-person instruction and the local attendance policies regarding whether the student is considered present, tardy, or absent apply.

**31. If a district-provided tutor provides instruction to a student who is suspended or has a long-term absence, is the student counted as absent?**

A Chronic Absenteeism level is calculated for each accountability subgroup by dividing the number of students who were absent (whether excused or unexcused) for at least 10% of enrolled instructional days by the number of students enrolled during the school year and multiplying the result by 100. To be included in this calculation, a student must be enrolled in a school or district for a minimum of ten instructional days that school year and be in attendance at least one of those days.

Out-of-School Suspensions (OSS) are instances in which a child is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center, alternative learning center). On days when a student is suspended, two attendance records are required to be reported. The first record identifies the type of suspension (i.e., in-school or out-of-school). The second record identifies whether the student was present, tardy, or absent.

While the suspension code is not used to determine whether a student is chronically absent, the attendance code is. In other words, if a student receives an OSS is not present on days when the student is to receive OSS instruction, the absences count toward determining if the student misses 10% or more of instructional days.

**English Language Proficiency (ELP)**

**32. Which students are included in the calculation of the ELP Indicator?**

All English Language Learners (ELLs) are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT range is divided into five levels: Entering, Emerging, Transitioning, Expanding, and Commanding, and each level is divided into 4 quartiles.

Only continuously enrolled ELLs (i.e., enrolled on Basic Educational Data System [BEDS] Day and during the assessment period) will contribute to their school’s ELP calculation. For these students, their, current, previous, and initial year NYSESLAT scores are used to determine if they make Annual Progress or Safe Harbor targets or exit ELL status.

**33. How does an ELL demonstrate “sufficient progress” towards English proficiency?**

ELL students are expected to demonstrate English proficiency within five years after first being identified as an ELL. An ELL may demonstrate progress towards English proficiency using one of three methods:

**Method 1:** Exiting ELL Status. Students can exit ELL Status by:

- 1) Scoring Commanding on the NYSESLAT (regardless of the quartile) in the current year; or
- 2) Scoring Expanding on the NYSESLAT (regardless of the quartile); AND
  - a. For Grades 3-8, scoring 3 or above on the NYSTP ELA assessment; or
  - b. For Grades 9-12, scoring 65 or above on the Regents Exam in English

**Method 2:** Meeting Annual Progress Targets. The Annual Progress method assesses a student’s growth by comparing their current year NYSESLAT score to their previous year NYSESLAT score. The Annual Progress target depends on the ELL’s initial level and how many years the ELL has been identified; those targets are described in the progress matrix below.

**Annual Progress Target Matrix for ELL Students**

Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:				
ELP Level Earned in the Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	0.75 progress points
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding			0.75 progress points

One quartile of progress counts as 0.25 progress points.

**Annual Progress Target Example:** : Jessica is a third year ELL whose initial level was Entering. Based off the progress matrix, Jessica will have met the Annual Progress growth target if her current year NYSESLAT score was 1 progress point higher than their previous year NYSESLAT score.

**Method 3:** Meeting the Safe Harbor Target. The Safe Harbor method assesses a student’s growth by comparing their current year NYSESLAT score to their initial year NYSESLAT score. The Safe Harbor target depends on the ELL’s initial level and how many years the ELL has been identified; those targets are described in the progress matrix below.

### Safe Harbor Target Matrix for ELL Students

ELP Level Earned in the Initial Year of ELL Identification	Safe Harbor Target from Initial Year to Current Year for Students Who Have Been in ELL Status for:			
	2 Years	3 Years	4 Years	5 Years
Entering	1.25	2.25	3.25	Commanding Req'd
Emerging	1.25	2.25	Commanding Req'd	Commanding Req'd
Transitioning	1	Commanding Req'd	Commanding Req'd	
Expanding	Commanding Req'd			

One quartile of progress counts as 0.25 progress points.

**Safe Harbor Target Example:** John is a fourth year ELL whose initial level was Entering. Based on the progress matrix, John will have met the Safe Harbor growth target if their current year NYSESLAT is 3.25 progress points higher than their initial level.

#### 34. Where does past NYSESLAT data come from for the Safe Harbor and Annual Progress methods?

The Initial Level comes from an ELL's first attempt taking the New York State English as a Second Language Achievement Test (NYSESLAT), typically from the same year as they were first identified as an ELL. The Initial Level will never be calculated using the New York State Identification Test for English Language Learners (NYSITELL). For students who were newly identified during the 2019-20 school year when the administration of the NYSESLAT was canceled, the earliest available NYSESLAT score would be the students' Initial Level subsequent to the 2019-20 school year.

The Prior Level comes from an ELL's attempt taking the NYSESLAT in the immediately preceding year. If an ELL does not have a valid NYSESLAT score from the previous year (for example, because they were absent, opted out of testing, or there was an administrative error), Annual Progress will not be able to be calculated for that student.

For students who did not take the 2020-21 school year NYSESLAT or for whom the 2020-21 school year NYSESLAT administration was cancelled, a previous level would not be able to be assessed and Annual Progress would not be able to be calculated. However, a student who was missing a previous level but who had an initial level and a current year level would still have Methods 1 (Exiting ELL Status) and Methods 3 (Annual Progress) available to demonstrate progress towards English proficiency.

The initial and previous level do not change when a student transfers to a new school or district. The initial level will remain the same, regardless of where a student is enrolled, and the previous year level will always be the level achieved from the most recent prior school year.

**35. How many ELLs are needed for NYSED to hold a subgroup accountable? What happens if a school or district does not meet the threshold?**

An n-size of 30 is needed for NYSED to calculate an ELP accountability level for a subgroup. If a school or district does not have 30 students in a subgroup, an ELP accountability level will not be calculated.

**36. How and when is the individual probability of making progress determined? Which ELLs are counted for the ELP indicator?**

A probability is calculated for ELLs who were continuously enrolled for the past year at the district level and who could be assessed for one of the three methods to show progress.

**37. Is there a way for schools or districts to estimate individual students' probability of making progress before taking the NYSESLAT to set student goals?**

Probabilities are based upon the distribution of current year NYSESLAT scores, so a probability from the 2021-22 school year may not apply to the corresponding student group for the 2022-23 school year. However, an individual ELLs nearest progress target is listed under the student-level drilldown of the SIRS 113 Report and can be used for setting student goals.

**38. Since only Scenario 1 was used to identify elementary-middle school and high school levels, is it accurate to say that ELP levels did not affect Comprehensive School and Improvement (CSI) and Targeted School and Improvement (TSI) identifications for the 2022-23 school year?**

Because Scenario 1 was used to identify elementary/middle and high school level subgroups, a school or district's subgroup performance on the ELP indicator did not affect their subgroup status.

**One-Year ESSA State Plan Addendum: General Questions about Accountability Restart**

**39. Do schools identified for Additional Targeted Support and Improvement (ATSI) have requirements?**

All schools identified for CSI, ATSI, and TSI are required to develop an annual School Comprehensive Education Plan (SCEP) to be implemented by the first day of the 2023-24 school year. In the past, the needs assessment process consisted of a multi-day on-site needs assessment. For the 2022-23 school year, the needs assessment process has been modified to consist of activities and support sessions the school will engage with throughout the plan development process.

*Required Activities for Schools Identified for CSI, ATSI, and TSI:*

1. Conduct annual surveys of parents and staff
2. Complete SCEP student interviews
3. Complete the NYSED-provided Tenet 1 Inventory, a self-reflection tool designed to assist in the identification of school needs

4. Complete the NYSED-provided SCEP Planning Document, a self-reflection tool designed to assist in the identification of school needs and the development of a school-level plan
5. Develop, in consultation with parents, school staff, and for secondary schools, students, an annual SCEP that is submitted for approval
6. Identify a school-wide evidence-based intervention to be included within the SCEP

In addition to the activities outlined above, schools identified for CSI, ATSI, and TSI will also be required to engage in series of offerings designed to support the development of a high-quality improvement plan. District leaders were provided dates and details regarding these offerings in January 2023 through a preliminary identification memo.

#### **40. Why was Good Standing changed to Local Support and Improvement (LSI)? Are all schools who used to be in Good Standing now considered identified for LSI?**

The restart of the federal ESSA accountability system highlights the shift in narrative that focuses on a differentiated continuum of support. This support model approach weaves state, district, and local continuous improvement efforts that are identified *for* schools and districts instead of using negative labels (such as defining schools as something). Schools identified for CSI, ATSI, and TSI will have more regular engagement with and support from NYSED; schools identified for LSI will have access to support and resources to use as they find value. There are no regulatory changes to requirements for schools identified for LSI. Schools that have moved to LSI status should continue to implement their improvement plans and continue to have access to any funding previously awarded for the 2022-23 school year.

#### **41. What does “Local Support and Improvement: Potential Target Support and Improvement (LSI:PTSI)” mean?**

If a subgroup (other than the All Students group) meets one of the scenarios used for identifying for TSI based on 2021-22 school year results, then the subgroup is identified for LSI: PTSI. This designation serves as a warning that the subgroup is on a path towards identification for TSI. Although there are no requirements for those identified for LSI:PTSI, this identification helps schools and districts focus their efforts and resources in improving the performance of the identified subgroup.

#### **42. How were Target Districts identified?**

Target Districts are identified if they have any schools that are identified for CSI, ATSI, or TSI based on 2021-22 school year results. Under the one-year New York State Accountability State Plan Addendum, district subgroups' statuses from the 2021-22 school year are not counted towards determining the 2022-23 school year statuses. Target Districts are identified every year, and the requirement to make progress for two consecutive years is waived for the 2021-22 school year determinations. For a Target District to make progress and be removed from status, all schools identified for CSI, ATSI, and TSI within the district must be removed from status.

#### **43. Were Measures of Interim Progress (MIP) targets used for ELA and mathematics for calculating accountability determinations?**

Under the approved one-year State Plan Addendum, MIPs are not used for determining Performance Levels. Rather, existing rank methods are used to develop cut-points for determining Performance Levels for the Weighted Average Achievement, Core Subject Performance, and Chronic Absenteeism for the elementary/middle and high school levels, and Graduation Rate for the high school level. Utilizing cut-points would allow for more targeted identifications for support to schools with the most need.

**44. How is “continuously enrolled” defined?**

At the elementary/middle level, “continuously enrolled” means students enrolled on BEDS Day, which is typically the first Wednesday in October of the reporting year and enrolled during the test administration and make-up period. For accountability determinations based on 2021-22 school year results, “continuously enrolled” students were used to calculate outcomes for Weighted Average Achievement and Core Subject Performance for the elementary/middle level.

**45. How do exemptions from statewide assessments impact calculations of the accountability indicators?**

In accordance with USDE directives, members of the 2018 high school accountability cohort whose only assessment record for a subject is an exemption from the 2019-20 school year spring administration for a Regents examination, approved alternative, or NYSAA, are not required to be counted as “not tested.” Consequently, for 2021-22 school year results high school performance is computed using a Weighted Average Achievement Index that is based on results for cohort accountability members and a Core Subject Performance that is computed based on results only for those accountability cohort members who have taken a Regents examination, approved alternative, or the NYSAA in the subject. Accordingly, students who with a Regents exemption in a subject that is not from the 2019-20 school year spring administration are treated as not tested for the Weighted Average Achievement measure and excluded from the Core Subject Performance measure.

**46. Are schools required to complete a “Level 1 Addendum” for each subgroup that received a Level 1 using 2021-22 school year results?**

No. Schools identified for LSI with an indicator in accountability Level 1 are not required to complete a Level 1 Addendum.

**47. How are schools ranked for each of the accountability indicators at the elementary-middle and high school levels? Which elementary-middle and high schools are included in the rankings?**

Schools are rank ordered within each accountability subgroup at the elementary/middle and high school levels. For indicators like Weighted Achievement, a higher rank is associated with a higher index; Chronic Absenteeism, a higher rank is associated with a lower Chronic Absenteeism rate. All schools that meet the specific n-size requirements for each indicator are included in each ranking.

#### **48. Where can we find accountability status information for a district?**

In early March 2023, final accountability status determinations for the 2022-23 school year were sent to district superintendents, superintendents, and charter school leaders. Leaders were encouraged to share the data used to determine the accountability status/support model of their district and its schools or charter school. In April 2023, final accountability statuses/support models will be publicly released via the [2021–2022 School Report Card](#).

#### **49. How can schools and districts improve their designation?**

Schools identified for CSI, ATSI, and TSI will have more regular engagement with and support from NYSED; schools identified for LSI will have access to support and resources to use as they find value. To ensure schools and districts have the support they need to understand and layer these resources and tools into their work, the Department has organized in person regional orientations across the state that are accessible to ALL schools and districts regardless of identified support model. In addition, monthly statewide support sessions have been scheduled to unpack resources. Please visit the [NYSED Professional Learning webpage](#) for further information on resources that can inform school and district improvement plans.

#### **50. Which SIRS Reports are associated with each of the accountability indicators at the elementary-middle and high school level?**

Using the link provided [here](#), the following SIRS Reports may be reviewed for each of the accountability indicators:

<b>Accountability Indicator</b>	<b>SIRS Report</b>
Weighted Average Achievement and Core Subject Performance (elementary/middle level)	106
Weighted Average Achievement and Core Subject Performance (high school level)	114
Graduation Rate	105
Chronic Absenteeism	107
English Language Proficiency	113