

New York State Accountability Restart for the 2022–23 School Year using 2021–22 School Year Data: Frequently Asked Questions

Introduction

On December 30, 2021, the United States Department of Education (USDE) denied the New York State Education Department's (NYSED's) waiver request to seek flexibility regarding federal accountability requirements using results from the 2021–22 school year and the usage of Title I School Improvement Funds. USDE subsequently provided guidance regarding one-year adjustments that may be made to accountability indicators and identification and exit criteria. Following USDE guidance and statutory requirements, NYSED submitted to USDE on August 29, 2022, a “2021–2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (or ESSA Accountability State Plan Addendum) to amend accountability determinations based on results from the 2021–22 school year. On September 26, 2022, USDE approved amendments to the New York State Consolidated State Plan under the Elementary and Secondary Education Act of 1965 (ESEA).

The following document provides answers to frequently asked questions (FAQs) about the New York State accountability system that will be implemented using the 2021–22 school year results under the Every Student Succeeds Act (ESSA). The full text of the ESSA Accountability State Plan Addendum can be found here: [New York State ESSA Plan | New York State Education Department \(nysed.gov\)](#). Further information regarding the restart of the ESSA accountability system can be found here: [School and District Accountability | New York State Education Department \(nysed.gov\)](#).

2022–23 School Year Determinations Process

1. What accountability and school improvement requirements apply for the 2021–2022 school year and the resulting fall 2022 accountability determinations?

All accountability and school identification requirements under the ESEA section 1111 are in effect for the 2021–22 school year. As part of its approved waiver of accountability requirements or approved addendum for the 2020–21 school year, each state education agency (SEA) assured that it would identify for comprehensive support and improvement (CSI), targeted support and improvement (TSI) due to consistently underperforming subgroups, and schools identified for additional targeted support and improvement (ATSI) using data from the 2021–22 school year in the fall of 2022 in order to resume school identification as soon as possible.

2. What are the accountability statuses or support models for New York State?

The accountability statuses and support models are School identified for Comprehensive Support and Improvement (CSI), School identified for Additional Targeted Support and Improvement (ATSI), School identified for Targeted Support and Improvement (TSI), and Target Districts for identified districts. The definitions for these statuses are unchanged while the identification methodology has been amended for the 2022-23 school year.

A school or district in Good Standing will now be called School or District identified for Local Support and Improvement (or LSI), Good Standing: Potential TSI will be called Local Support and Improvement: Potential TSI (or LSI: PTSI), and Good Standing: Potential Target District will be called Local Support and Improvement: Potential Target District (or LSI:PTD). The definition for Good Standing schools and districts remains unchanged (schools and districts that are not identified for CSI, ATSI, TSI, or Target District).

3. Why was my school identified for ATSI?

USDE requires that schools identified for TSI in the 2018–19 school year based on 2017–18 school year results be identified for ATSI. The schools identified for TSI in the 2018–19 school year had previously either been identified as Priority or Focus Schools and had a history of low performance requiring them to be identified for ATSI. For the 2022–23 school year, schools identified for TSI in the 2019–20 school year that met the same scenario criteria used to identify schools for CSI based on 2021–22 school year results were identified for ATSI.

4. If I am identified this year, can I exit in the following school year?

Target Districts and schools identified for Targeted Support and Improvement are identified annually. Schools are identified for Comprehensive Support and Improvement and for Additional Targeted Support and Improvement at least once every three years. In the future, schools identified for TSI that consistently fail to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for CSI.

USDE is permitting states to use modified methods to make determinations using 2021–22 school year results and then to make new determinations using more robust data based on 2022–23 school year results. Schools identified for CSI/ATSI/TSI using 2021–22 school year results will be eligible to exit status after one year if the school meets the exit criteria.

5. If a student received an exemption last year, would that student still be included in the participation for this year?

USDE does not permit students who meet graduation assessment requirements by receiving an exemption from Regents, Regents Alternatives, and New York State Alternate Assessment (NYSAA) exemptions to be excluded from the calculation of the Weighted Average Achievement Level, with the exception that students whose only assessment record for a subject is an exemption from the spring 2020 administration may be excluded from the numerator and denominator. Students who received an exemption in the 2020–2021 or 2021–2022 school years and do not have Regents, Regents Alternatives, or NYSAA results in a subject are treated as not tested.

6. Will there be changes to statuses for schools under Receivership in the 2022–23 school year?

Changes made to accountability indicators have also impacted the indicators used to measure Demonstrable Improvement in Receivership Schools. Some indicators became unavailable due

to its removal from ESSA accountability system. For other indicators, the yearly targets were set based on pre-pandemic baselines and therefore the targets may not reflect the impact of pandemic on student performances. No Demonstrable Improvement decisions will be made based on 2021–22 school year results. Data from available indicators will be shared with schools for informational purposes only. For further information, please see the [Receivership FAQ found here](#).

7. Should we anticipate any assessment waivers for this school year and upcoming school years due to COVID-19?

At this time, NYSED does not anticipate any upcoming assessment waivers. Based on health and safety data collected from schools statewide, all State assessments were offered in Spring 2022 and NYSED intends to continue to do so in this and future school years. It is important for schools and districts to offer these exams as one of multiple measures of student achievement. Assessing our students at the state-level provides a valuable opportunity to determine the extent to which individual students are achieving the New York State (NYS) learning standards and informs steps the Department can take to foster equity to improve the educational opportunities for every student in New York.

8. Will accountability status appeals to the Commissioner be allowed in the 2022–23 school year? When can identified schools and districts submit formal appeals?

Districts may petition the Commissioner to not identify a preliminarily identified school if the district believes that there are extenuating or extraordinary circumstances that warrant the school not being identified for TSI, ATSI or CSI. Following review of any appeals, the Commissioner makes final determinations regarding the status of preliminarily identified schools. Formal appeals can be made upon receiving preliminary determinations in late 2022.

9. What is the general timeline for accountability status determination announcements?

Schools and districts will be receiving preliminary determinations late 2022 with the opportunity to submit formal appeals to the Commissioner. Final determinations will be made in early 2023. NYSED will be communicating throughout the 2022–23 school year to inform of updates and details related to the accountability plan.

2022–23 School Year Accountability Indicators

10. Why is there no modification to the calculation method for the English Language Proficiency (ELP) indicator?

The ELP indicator measures student progress toward English Language Proficiency or exiting English language learner (ELL) status. The expectation that ELLs become proficient in English within five years of identification has not changed.

11. How will ELP levels be impacted by only using a single year of data?

Using a single year of data means fewer subgroups will meet the $n\text{-size} \geq 30$ requirement and therefore will not be assigned a level.

2022–23 School Year Funding and Support Services

12. Are there any changes to Title I School Improvement Grant (SIG) funding amounts and/or allocations for the 2022–23 school year?

SIG Basic allocations for Target Districts and schools identified for TSI remain at \$50,000 and \$75,000, respectively. However, the SIG Basic allocation for schools identified for CSI will be increased to \$225,000 per school. These funds can be used to support the implementation and monitoring of school improvement activities. The first year of the SIG Coaching for Excellence program has begun. Eligible non-receivership schools identified for CSI will receive up to \$100,000 to cover the salaries and benefits for an instructional coach. The SIG Enhanced Grant will no longer be offered for the 2022–23 school year. Further information on SIG funding can be found on the NYSED webpage: <http://www.nysed.gov/accountability/sig-funding>.

13. What supports will be provided to schools that are identified for CSI, ATSI, or TSI?

Schools that are identified for TSI and ATSI are primarily supported through their districts. Districts support the implementation of their School Comprehensive Education Plan (SCEP) in their schools identified for TSI and ATSI through regular SCEP support meetings with the schools. Schools identified for TSI may also participate in some supports from the State. Schools identified for CSI are primarily supported through the State. NYSED offers differentiated supports for schools to choose from, such as ongoing field support, network convenings, professional learning, and coaching. For schools identified for CSI that are not part of the Receivership program, schools have identified their preferred model(s) of support based on a menu of offerings available from the Department's Office of Accountability. Further information on support for identified schools can be found on the NYSED webpage: <http://www.nysed.gov/accountability/school-support>

2023–24 School Year Determinations Process

14. What will the accountability system look like in the 2023–24 school year?

NYSED is preparing for a gradual transitioning towards an accountability system similar to the system prior to the 2019–20 school year with thoughtful modifications that will be proposed to USDE for approval as needed. NYSED will continue to engage with stakeholders as considerations are being made on what the accountability system will look like in future years. Communication regarding the accountability system for the 2023–24 school year will be forthcoming.

15. Will the dropped accountability indicators be included in the 2023–24 school year?

Due to unavailability of reliable data, Growth; Academic Progress; and the College, Career, and Civic Readiness (CCCR) indicators have not been computed using 2021–22 school year results

and are not being used to make accountability determinations. Such indicators continue to be useful data for schools and districts and a valuable part of New York's accountability system. For the 2023–24 school year and onward, NYSED will continue to engage with stakeholders and will explore how these indicators will be included for future accountability status determination calculations.

16. Will Measures of Interim Progress (MIPs) be reset?

Establishing ambitious state-designed long-term goals, including measurements of interim progress toward meeting such goals is required under ESSA law. In the future, NYSED will engage with stakeholders to explore how MIPs should be included in New York's accountability system.

Data Reporting

17. Will Growth scores be provided for my students even though Growth will not be included in determinations?

The 2021–22 school year student Growth results will not be used to make 2022–23 accountability determinations. Accordingly, the Student Information Repository System (SIRS) Student Growth for Accountability report will not be made available again this year. However, the Department will distribute to districts and charter schools the 2021–22 school year individual student growth scores for informational purposes. This information will be distributed as part of the release of the 2021–22 school year State-provided growth results, which will be made available for download on the secure Information and Reporting Services Portal (IRSP). Information in these files provides educators the opportunity to gain an overview of student growth by individual student, teacher, and school. The unadjusted student growth measures reported in these files accounts for prior achievement. These student growth scores are used to generate the annual growth measure and for Demonstrable Improvement for schools in Receivership. The adjusted student growth measure takes into account prior achievement scores as well as student and school demographics (e.g., English Language Learner, disability, and economic disadvantage), which is used to generate State-provided growth results for teachers and principals. This information reflects student growth captured between the 2020–21 and 2021–22 school years and can be particularly useful when combined with local data to gain additional understanding of individual student academic growth over time as well as the aggregated growth of students whose records are linked to teachers, principals, schools, and districts.

18. What data will be made public through the annual School Report Card?

The 2021–22 school year School Report Card, which will be released after final determinations are made will include the following: 2022–23 school year accountability statuses and subgroup statuses and all source data and levels assigned to measures used to make accountability determinations.

- Elementary/middle school: Weighted Average Achievement, Core Subject Performance, English Language Proficiency, and Chronic Absenteeism
- High school: Weighted Average Achievement, Core Subject Performance, Graduation Rate, English Language Proficiency, and Chronic Absenteeism

In addition, the School Report Card will also include elementary/middle and high school participation rates based upon 2021–22 school year results.

19. What will reporting 2022–23 school year data look like?

On September 29, 2022, the Office of Information and Reporting Services (IRS) sent a memo regarding the requirements and deadlines for submitting 2022–23 school year data which can be found here: [SIRS Reporting Memo 2022–23 \(nysed.gov\)](#). Further information regarding the deadlines for verification and certification of 2022–23 school year data in SIRs can be found here: [Deadlines for Verification and Certification of 2021–22 School Year Data in SIRs \(nysed.gov\)](#).

Other commonly asked questions and answers can be found on the Office of Information and Reporting Services (IRS) Datasupport Help Center pages, which can be found here: [New York State Education Department \(nysed.gov\)](#).

Additional Resources

20. Where can I get additional help on any of the questions presented in this FAQ?

In the 2022–23 school year, NYSED will be publishing further resources that explains the restart of the accountability system, including a forthcoming document, “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022–23 Accountability Statuses Based on 2021–22 Results.”

If you have additional questions or need help understanding the answers in this FAQ, please contact NYSED Office of Accountability via email at accountinfo@nysed.gov.