New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Every Student Succeeds Act (ESSA) Accountability State Plan Addendum for the 2022-23 School Year

Overview

In This Webinar

Provide An Overview Of:

○ **Timeline of NYSED's ESSA Accountability Restart Preparation**

○ **ESSA Accountability State Plan Addendum to NYSED's ESSA Accountability System Using 2021-22 School Year Data**

- Proposed modified accountability indicators
- Proposed methodology for accountability determinations for the 2022-23 school year
- Proposed modification of exit criteria for previously identified schools for the 2022-23 school year

○ **Public Comment on the ESSA Accountability State Plan Addendum**

PDF Version of this Presentation:

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

Accountability Restart Timeline

NYSED Submits Accountability Waiver to USDE

- Waiver request submitted to USDE on Dec 22, 2021

- Waiver denied on Dec 30, 2021

- USDE mandating accountability and school improvement requirements under the ESEA using data from the 2021-22 school year

NYSED Requests Stakeholder Input

- Accountability Webinar posted in April 2022

- Survey posted in April 2022

- 654 Survey Responses

- 76% in favor of minimizing use of data prior to 2021-22 school year

- 79% in favor of a modified 1-year accountability system

NYSED Drafts Accountability State Plan Addendum

- SEAs may submit a "2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency"

- Amendments only impact accountability determinations based on data from the 2021-22 school year and school identifications/ status exits in fall 2022

- ESSA Accountability State Plan Addendum approved by Commissioner to accept public comment
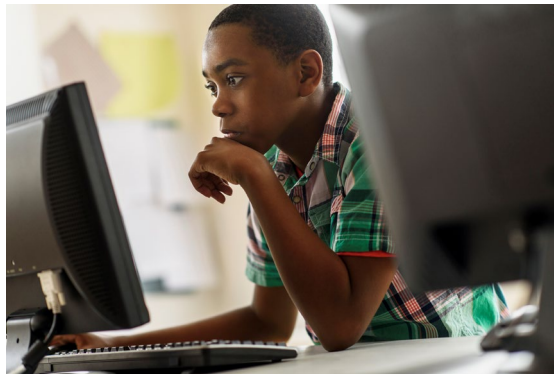
NYSED Values & Public Comment

Our Values:

Reliability

Transparency

Explainability

ESSA Accountability State Plan Addendum and Public Comment form available on the NYSED webpage:

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

Accountability Restart Flexibilities

According to USDE Guidelines:

o An SEA may make one-year or longer-term changes to its approved ESEA consolidated State plan, consistent with ESEA requirements.

o An SEA may consider changes to Long-Term goals and Measurements of Interim Progress (MIPs) 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.

o 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).

Accountability Restart Constraints

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 in use statewide.

- An SEA 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 2021-22 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 2019-20 school year, but not in subsequent years for which an assessment waiver was not provided.

Pandemic Impact on Accountability Indicators

Level	Accountability Indicators	Status
EM, HS	Composite Performance	Lower testing rates and missing data from school years prior to the 2021-22 school year
EM	Growth	Significantly missing data
HS	Graduation Rate	Data valid and reliable
HS	College, Career, and Civic Readiness (CCCR)	Significantly missing data; using MIPs not recommended
EM, HS	English Language Proficiency (ELP)	Data valid and reliable
EM, HS	Academic Progress	Significantly missing data; Low performance and participation; using MIPs not recommended
EM, HS	Chronic Absenteeism	Expected high absenteeism; using MIPs not recommended

Pandemic Impact on Accountability Indicators

April 2022 Accountability Restart Webinar:

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

Accountability Indicators for the 2022-23 School Year (SY)

Elementary/Middle	High School
Weighted Average Achievement *	Weighted Average Achievement **
Core Subject Performance *	Core Subject Performance **
ELP	ELP
Chronic Absenteeism	Chronic Absenteeism
	Graduation Rate

Note: For all the indicators except ELP, rank-based cut-points will be used to assign performance levels.

Indicators dropped for the 2022-23 SY

Elementary/Middle	High School
Academic Progress	Academic Progress
Growth	CCCR

Grades 3-8 ELA, Grades 3-8 Math, and Grades 4 and 8 Science

*** Four-Year Cohort results for ELA, Math, Science, and Social Studies*

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Splitting of High School Composite Performance

USDE does not permit students with Regents exemptions to be excluded from Composite Performance calculations. Therefore, for the 2021-22 SY, NYSED has decided to split high school Composite Performance into Weighted Average Achievement and Core Subject Performance. The Performance Indices for Weighted Average Achievement and Core Subject Performance will be calculated using the following formula:

$$100 * \frac{(Level\ 2)\ +\ 2(Level\ 3)\ +\ 2.5(Level\ 4)}{Denominator}$$

Weighted (Wtd.) Average Achievement Denominator: # of students in accountability cohort with or without test scores

Core Subject Performance Denominator: # of students in accountability cohort who are tested

Example: Weighted and Core Performance Indices Calculation												
Subject	Cohort Count	Tested	Exempt	# L1	# L2	# L3	# L4	Numerator	Wtd. Denom.	Core Denom.	Wtd. PI	Core PI	Weight
Math	100	60	40	4	16	25	15	104	100	60	104	173	3
ELA	100	20	80	1	5	10	4	35	100	20	35	175	3
Science	100	80	20	5	10	15	50	165	100	80	165	206	2
Social Studies	100	50	50	1	4	10	35	112	100	50	112	223	1

The Wtd. Achievement Index will be 95.2 and Core Subject Performance Index will be 186.4

Pre-Pandemic Scenario Tables for Identification

Elementary and Middle Level Pre-Pandemic Scenario Table

Scenarios	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level (None, 1-4)	
4	Either Level 1		Level 1	Level 2	Any One of the Two is Level 1	
5	Either Level 1		Level 1	Level 3 or 4	Both Level 1	

High School Level Pre-Pandemic Scenario Table

Scenarios	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation Rate	ELP	Progress	Chronic Absenteeism	College, Career, and Civic Readiness
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)		
2	Either Level 1		Level 1	None*	Any One of the Three is Level 1		
3	Either Level 1		Level 1	Level 1	Any Level (None, 1-4)		
4	Either Level 1		Level 1	Level 2	Any One of the Three is Level 1		
5	Either Level 1		Level 1	Level 3 or 4	Any Two of the Three are Level 1		

Proposed Scenario Tables for the 2022-23 SY

Elementary and Middle Level 2022-23 SY Scenario Table

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

High School Level 2022-23 SY 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	CSI	Either Level 1		Level 1	Any Level	
3	TSI	Either Level 1		Level 1	Any Level	
4	Any	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
5	Any	Level 1	None	Level 1	Both Not Level 3 or 4	
6	Any	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
7	Any	Level 1	Level 1	Level 2	Both Not Level 3 or 4	
8	Any	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
9	Any	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

Identification Methodology for the 2022-23 SY

1. **Determine whether a school that is currently identified for CSI or for TSI meets the criteria for removal from those designations.**
2. **Any schools that meet one of the scenarios will be preliminarily identified for CSI.**
3. **Apply scenarios in order from lowest to highest to identify schools for CSI until reaching the scenario in which the identification of all schools within that scenario would result in no more than 5% of Title I schools in the state being identified for CSI.**
4. **Any non-Title I school that meets the criteria used to identify Title I schools will also be identified for CSI.**
5. **Remove from preliminary identification all schools in a higher numbered scenario than the one in which the cumulative total of at least 5% of Title I schools is reached.**

Elementary and Middle Level 2022-23 SY Scenario Table

Scenarios	Current Status	Weighted	Core	ELP*	Chronic Absenteeism
1	Any	Both Level 1		Any Level (None, 1-4)	Any Level (None, 1-4)
2	CSI	Either Level 1		Both Not Level 3 or 4	
3	TSI	Either Level 1		Both Not Level 3 or 4	
4	Any	Level 2	Level 1	Both Not Level 3 or 4	
5	Any	Level 1	None	Both Not Level 3 or 4	
6	Any	Level 1	Level 2	Both Not Level 3 or 4	

High School Level 2022-23 SY 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	CSI	Either Level 1		Level 1	Any Level	
3	TSI	Either Level 1		Level 1	Any Level	
4	Any	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
5	Any	Level 1	None	Level 1	Both Not Level 3 or 4	
6	Any	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
7	Any	Level 1	Level 1	Level 2	Both Not Level 3 or 4	
8	Any	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
9	Any	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

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Pre-Pandemic CSI Exit Criteria

Pre-Pandemic CSI Exit Criteria

Commissioner's Regulations Section 100.21 states that schools identified for CSI may exit status two ways:
1. For two consecutive years:
    a. Composite Performance Level and Student Growth/Graduation Rate Level are both Level 2 or higher; or
    b. Composite Performance Index and Mean Growth Percentile/Graduation Rate (average 4,5,6) are higher than at the time of identification (2017-18 SY); and the Combined Composite Performance and Student Growth/Graduation Rate is a Level 2 or higher; and none of the following is Level 1: Academic Progress, English Language Proficiency, Chronic Absenteeism, and CCCR.
2. School is not on the new list of schools identified for CSI that is created every third year as a consequence of the school having improved performance on the measures used to identify schools for CSI.

Note: School may not exit CSI status if the school is required to implement a Participation Rate Improvement Plan.

CSI Exit Criteria for the 2022-23 SY

Proposed CSI Exit Criteria for the 2022-23 SY

USDE guidance requires that New York's CSI exit criteria must ensure continued progress to improve student academic achievement and school success in no more than four years. This means, existing schools identified for CSI may not be removed from status just because they are not reidentified under the revised CSI identification methodology.

To exit CSI status, the school must not be reidentified for CSI and must meet one of the following conditions:

1. Weighted Average Achievement is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
2. Core Subject Performance is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
3. Graduation Rate is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
4. High School Composite Performance is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
   - The high school Composite Performance will be split into Weighted Average Achievement and Core Subject Performance.
5. Weighted Average Achievement Index is higher than at the time of identification (2017-18 SY).
6. Core Subject Performance Index is higher than at the time of identification (2017-18 SY).
7. Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-18 SY).

Note: Participation Rate Improvement Plan requirement is waived.

TSI Exit Criteria for the 2022-23 SY

Pre-Pandemic Exit Criteria	Proposed Exit Criteria for the 2022-23 SY
• There is no specific USDE guidance regarding exiting schools identified for TSI. • Commissioner's Regulations Section 100.21 states that schools identified for TSI may exit the status, if for two consecutive years it would not meet the TSI criteria. • Note: School may not exit TSI status if the school is required to implement a Participation Rate Improvement Plan.	• If the school does not meet the TSI identification criteria in the 2021-22 SY, then it will exit status. • Note: Participation Rate Improvement Plan requirement is waived.

ATSI Exit Criteria for the 2022-23 SY

Pre-Pandemic Exit Criteria	Proposed Exit Criteria for the 2022-23 SY
Under NYSED's ESSA Plan, schools identified for Additional Targeted Support and Improvement (ATSI) were first identified for TSI in the 2018-19 school year. ESSA gives states flexibility in determining the criteria by which schools may exit Additional TSI (ATSI) status as long as those exit criteria ensure continued progress to improve student academic achievement and school success in no more than four years. While not codified in regulations, schools identified for ATSI may also be removed from status by meeting two years of not meeting TSI criteria. Note: School may not exit ATSI status if the school is required to implement a Participation Rate Improvement Plan.	To exit ATSI status the school must not be in the new TSI List and must meet one of the following conditions: 1. Weighted Average Achievement is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY. 2. Core Subject Performance is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY. 3. Graduation Rate is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY. 4. High School Composite Performance is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY. • The high school Composite Performance will be split into Weighted Average Achievement and Core Subject Performance. 5. Weighted Average Achievement Index is higher than at the time of identification (2017-18 SY). 6. Core Subject Performance Index is higher than at the time of identification (2017-18 SY). 7. Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-18 SY). Note: Participation Rate Improvement Plan requirement is waived.

Target District Exit Criteria for the 2022-23 SY

| Pre-Pandemic Exit Criteria	Proposed Exit Criteria for the 2022-23 SY
• If the identified subgroup (including All Students group) does not meet any of the identification scenarios for two consecutive years, then the subgroup will make progress. • Additionally, all schools identified for CSI and TSI within the district must make progress for two years.	• Exit all Target Districts that are identified at the district level only (i.e., there are no schools identified for CSI or TSI within the district). • A district with schools identified for CSI/TSI that were identified for its own subgroup will make progress by not meeting the respective subgroup identification criteria using 2021-22 SY data. • Additionally, all schools identified for CSI and TSI in the district must exit status using 2021-22 SY data.

In Summary: Restarting the Accountability System

Modified Exit Criteria

Modified Scenario Tables

Modified Accountability Indicators

The Accountability System will...

- **Use only 2021-22 school year data**

- **Not use Growth, Academic Progress, and CCCR accountability indicators**

- **Split Composite Performance into two indicators: Weighted Average Achievement and Core Subject Performance (Core is a new indicator for HS)**

- **Use cut-points based on ranking to establish Performance levels for Weighted Average Achievement, Core Subject Performance, Graduation Rate, and Chronic Absenteeism**

- **Include ELP indicator; use a 1-year roster instead of 2 years**

- **Use modified scenario tables for identification criteria**

- **Use modified exit criteria using multiple pathways**
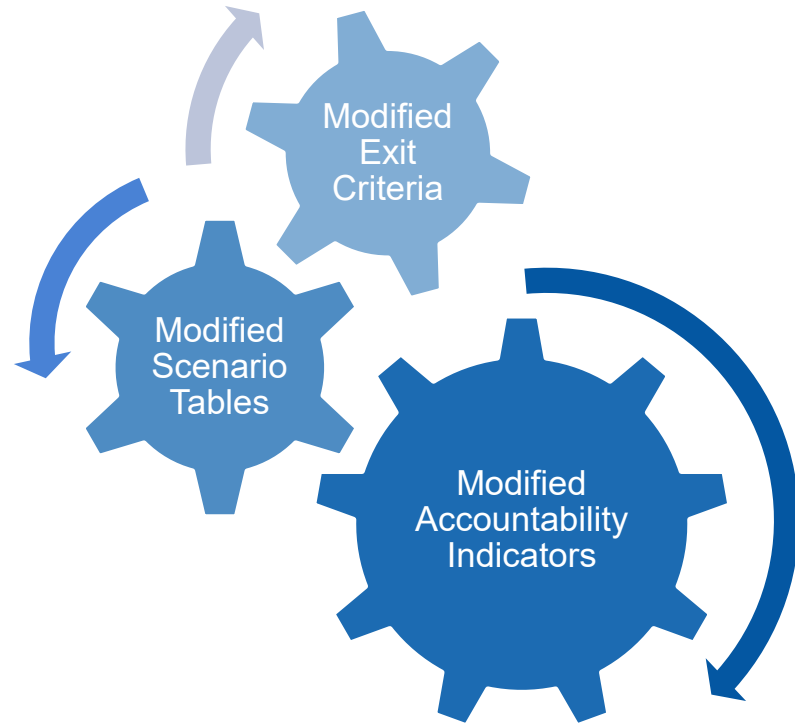
Public Comment

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Thank You!

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Questions may be submitted: accountinfo@nysed.gov