Preparing for the Every Student Succeeds Act (ESSA) Accountability System Restart for the 2022–23 School Year

Overview

IN THIS PRESENTATION

- NYSED Values Guiding Accountability Restart
- Stakeholder Engagement
- Accountability Restart Timeline
- Accountability Restart Plan for the 2022–23 School Year (SY) using 2021–22 SY Results
  - Identification Criteria for Accountability Determinations
  - Accountability Indicators
  - Status Removal Criteria
- Support for Identified Schools and Districts
- Additional Resources
- Next Steps

Reliability

Input from educational/data experts and NYS stakeholders

Transparency

Frequent communication with NYS stakeholders

Explainability

Building understanding through various communication modalities
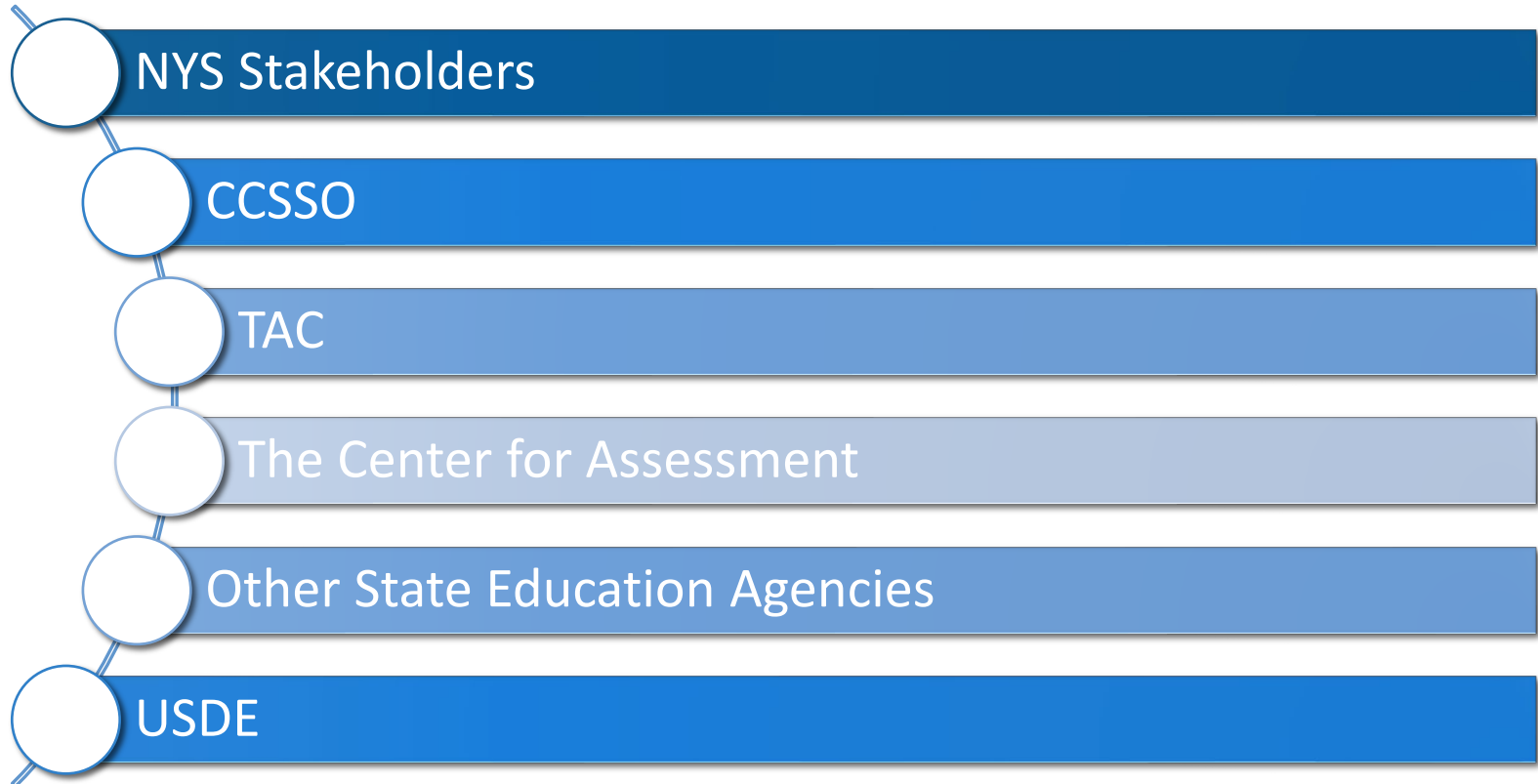
NYSED Values

Guiding Accountability Restart

Accountability Restart Conversations

- NYS Stakeholders
- CCSSO
- TAC
- The Center for Assessment
- Other State Education Agencies
- USDE

Stakeholder Engagement

Meetings with District Superintendents (DSs)

Monthly Stakeholder Meetings

Public Surveys and Public Comment Requests

April 2022 Accountability Indicators Webinar

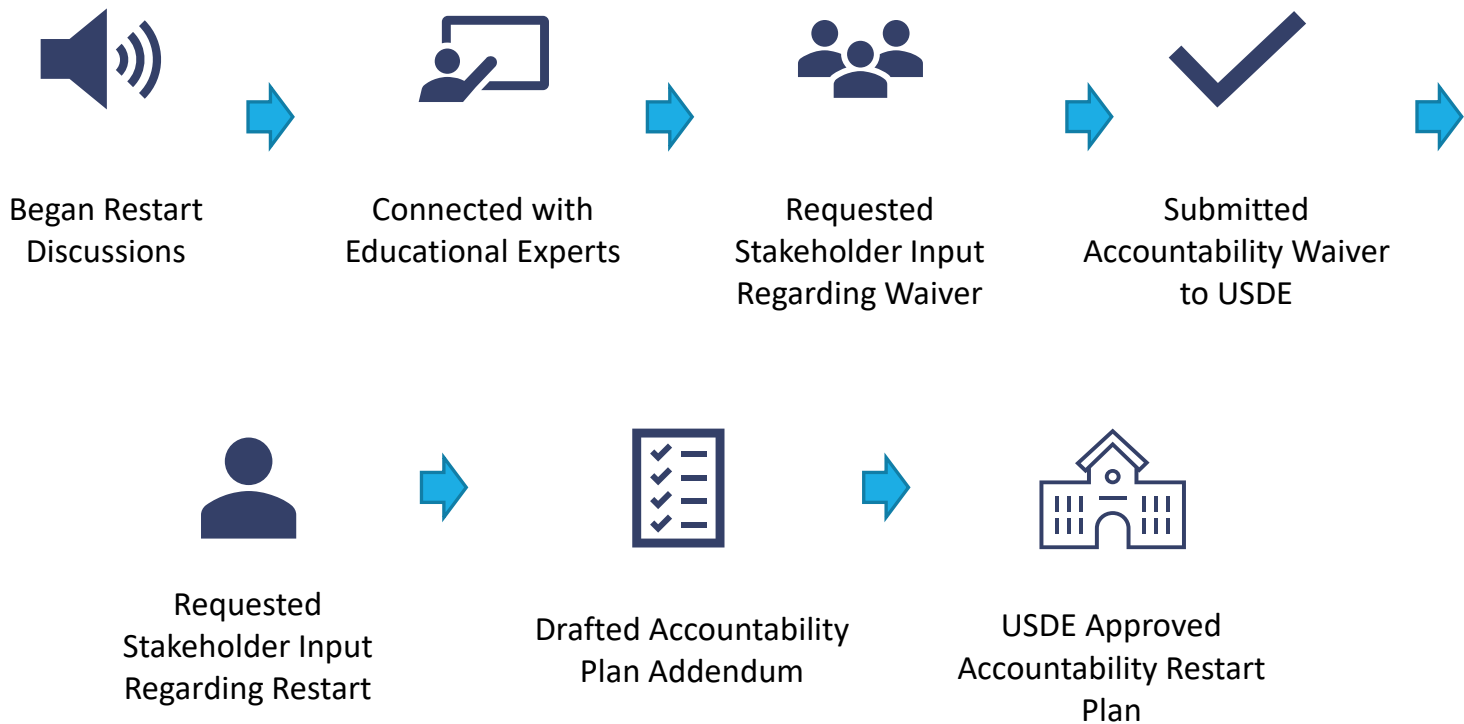July 2022 Accountability State Plan Addendum Webinar

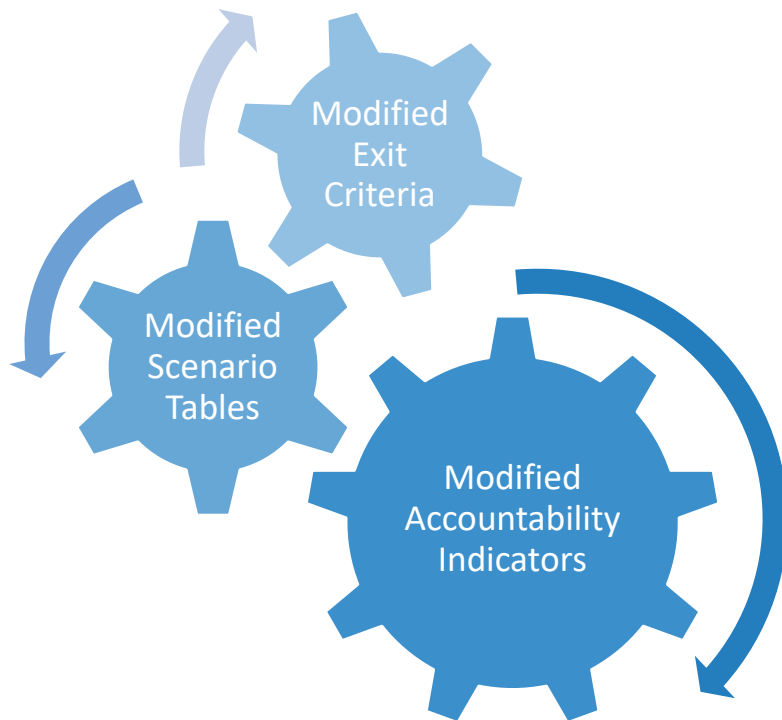NYSED Website, Press Releases, P-20 Weekly, Social Media

Accountability Restart Timeline: June 2021 to Present

Began Restart Discussions

Connected with Educational Experts

Requested Stakeholder Input Regarding Waiver

Submitted Accountability Waiver to USDE

Requested Stakeholder Input Regarding Restart

Drafted Accountability Plan Addendum

USDE Approved Accountability Restart Plan

Restarting the Accountability System

Modified
Exit
Criteria

Modified
Scenario
Tables

Modified
Accountability
Indicators

After receiving stakeholder input, extensive modeling, and data analysis, the approved accountability system restart for the 2022—23 school year (SY) will...

- Start with a one-year model that relies on 2021—22 SY results

- Suspend the use of several indicators

- Modify the use of several indicators

- Introduce a new indicator

- Use modified scenario tables for identification

- Use modified exit criteria

Accountability Statuses

Schools are identified for:

- Comprehensive Support & Improvement (CSI)
  - Bottom 5% of low performing schools
  - Schools whose All Students 4-year graduation rate is less than 67% (5-year and 6-year graduation rate not 67% or more)
- Additional Targeted Support & Improvement (ATSI)
  - Schools identified as TSI in the 2018–19 school year
  - These schools were in Priority or Focus status prior to becoming TSI, and therefore had a history of low performance
  - TSI schools identified in the 2019–20 school year and the subgroup meet the CSI criteria on the Scenario Table based on 2021–22 SY results
- Targeted Support & Improvement (TSI)
  - Schools with low performing subgroups that met the scenarios for two years
  - Schools identified for Potential TSI (PTSI) based upon 2018-19 school year results that meet a scenario based upon 2021-22 school year results

Districts are identified as Target Districts if

- Any component school is identified for CSI, ATSI, or TSI
- Any district level subgroup meets the identification criteria two years in a row

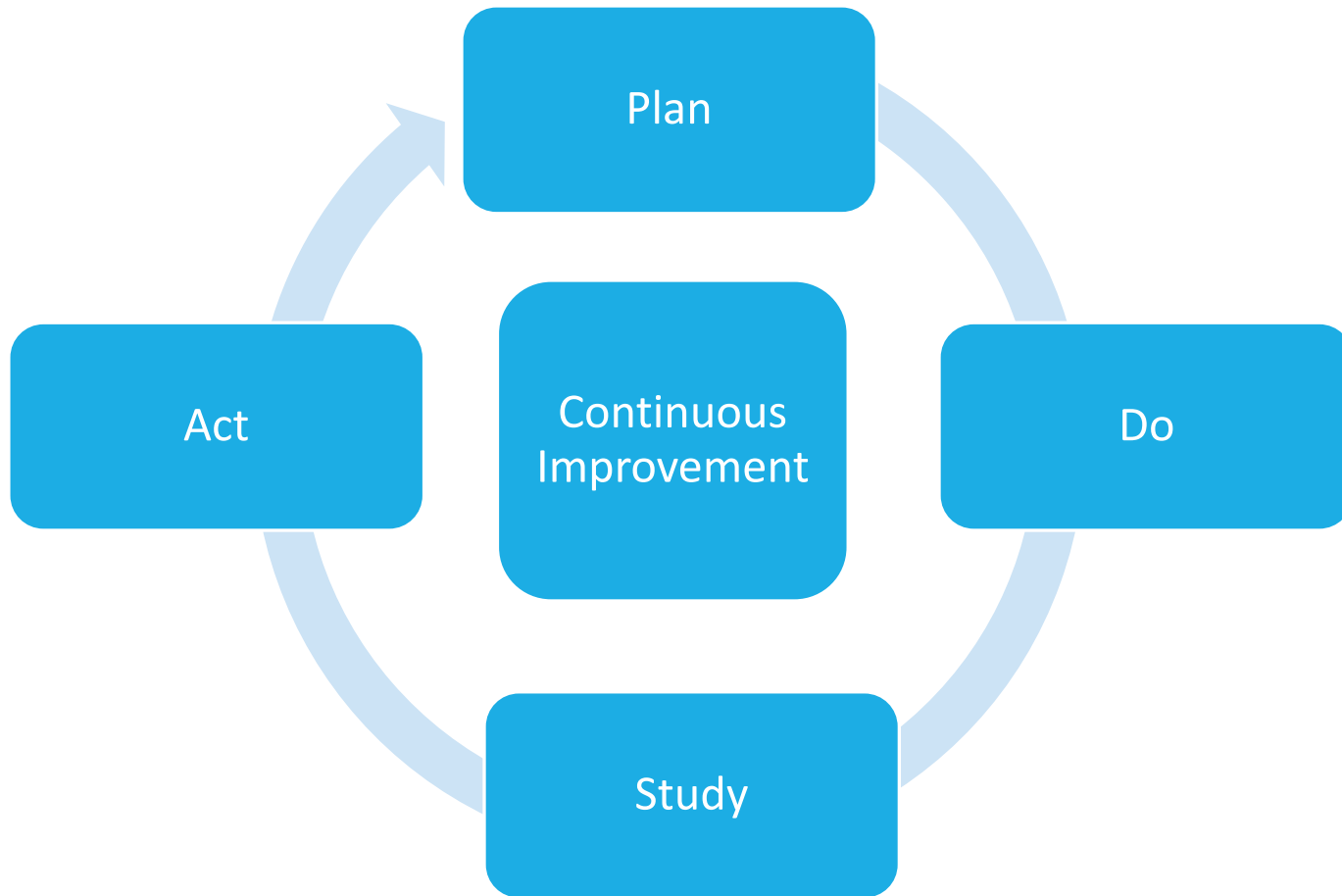**UPDATE:** Good Standing will henceforth be known as Local Support and Improvement (LSI):

- Definitions remain unchanged (schools and districts that are not identified for CSI, ATSI, TSI, or Target District)

Local Support and Improvement (LSI)

- Plan
- Do
- Study
- Act
- Continuous Improvement

Plan Amendments: Identification Methodology

Identification Method for 2022–23 School Year Determinations:

Elementary/Middle-Level CSI/TSI 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 CSI/TSI 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

Support Model	Identification Method
Comprehensive Support and Improvement (CSI)	• Beginning with the lowest numbered scenario, the Department will identify at least 5% of Title I schools for CSI. • Elementary/middle schools are preliminarily identified for CSI if the All Students group meets the applied scenarios in the Elementary/Middle School CSI Identification Scenario Table. • High schools are preliminarily identified for CSI if the All Students group meets the applied scenarios in the High School CSI Identification Scenario Table.
Targeted Supported and Improvement (TSI)	• For purposes of identifications based on 2021–22 SY results, the "past two years" means results from the 2018–19 and 2021–22 school years. • All the scenarios, except the highest scenario used to preliminarily identify schools for CSI are used to preliminarily identify schools for TSI. • If an accountability subgroup that was identified as Potential TSI during the 2021–22 SY meets one of the scenarios based on 2021–22 SY results, then the subgroup (and the school) is preliminarily identified for TSI.

Plan Amendments: Identification Methodology

IDENTIFICATION METHOD FOR 2022–23 SCHOOL YEAR DETERMINATIONS

Support Model	Identification Method
Additional Targeted Support and Improvement (ATSI)	Schools identified for TSI in the 2019–20 SY that met the applied scenario criteria used to identify schools for CSI based on 2021–22 SY results were identified for ATSI.
Target District	The same method used to identify schools for CSI and TSI is used to identify Target Districts based on all accountability subgroups at the district level, including the All Students group. In addition, if a district has one or more schools that are identified for TSI or CSI, the district is considered a Target District.
Receivership	No 2021–22 SY results will be used to newly identify any schools as struggling or place any schools under independent receivership for the 2022–23 SY; and all schools that operated under a superintendent receiver in the 2021–22 SY shall continue to operate under a superintendent receiver in the 2022–23 SY.

Plan Amendments: Identification Methodology

IDENTIFICATION METHOD FOR 2022–23 SCHOOL YEAR DETERMINATIONS

Support Model	Identification Method
Recognition School	No Recognition School determinations will be made using 2021–22 SY results.
Local Support and Improvement (LSI)	A school that is not identified for CSI, ATSI, or TSI is identified for LSI for the 2022–23 SY.
LSI: Potential TSI (LSI: PTSI)	If a subgroup (other than the All Students group) was in Good Standing status during the 2021–22 SY meets one of the scenarios used for identification of subgroup for TSI based on 2021–22 SY results, then the subgroup is identified as Local Support and Improvement: Potential TSI.
LSI: Potential Target District (LSI:PTD)	Two Ways for Identification: • If the district's subgroup meets the Scenario criteria used to identify schools based on 2021–22 SY results for that subgroup. • If a district has a school with a subgroup identified for "Local Support and Improvement: Potential TSI."

Plan Amendments: Identification Methodology

IDENTIFICATION METHOD FOR 2022–23 SCHOOL YEAR DETERMINATIONS

Plan Amendments: Accountability Indicators

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 levels

Indicators Not Calculated for the 2022-23 School Year	
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

Schools Previously Identified for CSI	Schools Identified for CSI in Fall 2022
For schools previously identified for CSI that are not identified using CSI identified criteria based on 2021–22 SY data may exit by meeting either of the following: • Weighted Average Achievement or Core Subject Performance Index is higher than at the time of identification (2017–18 SY data) • Graduation Rate (average 4,5,6) is higher than at the time of identification (2017–18 SY data)	Newly identified schools may exit after one year if the school is not identified for CSI based on 2022–23 SY data using the revised criteria and meets either of the following: • Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2021–22 SY data) • Graduation Rate (average 4,5,6) is 67% or higher

Note: Participation Rate Improvement Plan requirement is waived.

Plan Amendments: CSI Exit Criteria for the 2022–23 SY

TSI, ATSI, and Target District Exit Criteria for 2022–23 SY	
TSI	If the school does not meet the TSI identification criteria in 2021–22, then it will exit status.
ATSI	Schools previously identified for ATSI that are not identified for TSI using the revised TSI identification criteria may exit by meeting one or more of the following: • Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2017–18 SY data) • Graduation Rate (average 4,5,6) is higher than at the time of identification (2017–18 SY data)
Target District	Exit all Target Districts that are identified at the district level only. Additionally, all schools identified for CSI, ATSI, and TSI in the district exit status using 2021–22 SY data.

Note: Participation Rate Improvement Plan requirement is waived.

Plan Amendments: TSI, ATSI, and Target District Exit Criteria for the 2022–23 SY

School and District Supports

SUPPORT OPPORTUNITIES

1. Ongoing Field Support
2. Network Convenings
3. Professional Learning
4. Coaching

http://www.nysed.gov/accountability/school-support

FUNDING

- School Improvement Grant (SIG) Basic allocation increased to $225,000 per school identified for CSI

- SIG Coaching for Excellence

- Non-Receivership Schools Identified for CSI will receive up to $100,000 for instructional coach

http://www.nysed.gov/accountability/sig-funding

Additional Resources

NYSED Accountability Website (http://www.nysed.gov/accountability)

FAQs

How Accountability Works (Forthcoming)

ESSA Determinations Next Steps

USDE-Approved Addendum

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Board of Regent approval for emergency adoption of regulatory amendments

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Public Comment on Regulatory Amendments

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Preliminary Determinations

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Formal Appeals to Commissioner

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Final Determinations
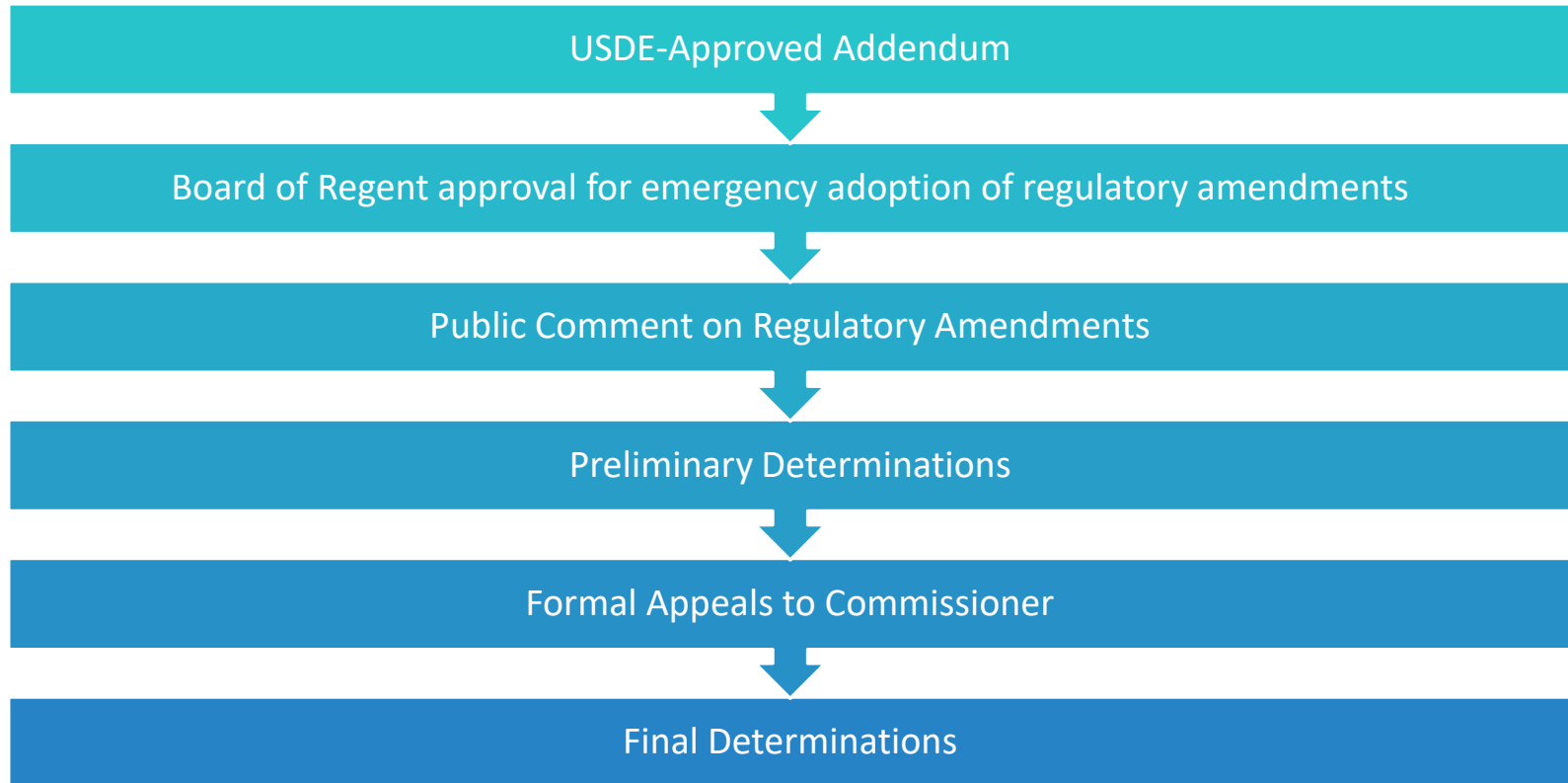
QUESTIONS?

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Thank you!