Pre-Requisite: Recorded ESSA Webinar

• Please review Kathy’s recorded ESSA webinar if you have not attended/watched an ESSA presentation during 18-19-
  https://www.lhric.org/data

• This presentation will not be an ESSA overview
The Level 1 Addendum survey is required to be completed by any ‘Good Standing’ district with a school that received a level 1 accountability measure for any subgroup, regardless of Title I status.

Final certification and submission of the survey must be completed by the Superintendent by August 31st.

The Addendum can be found in the SED Monitoring and Performance section of the NYSED portal https://portal.nysed.gov/abp.

Technical assistance and support will be provided by the Office of ESSA-Funded Programs by phone at 518-473-0295 or via email at conappta@nysed.gov.

http://www.nysed.gov/essa/schools/consolidated-application
Goals of this Webinar

• Suggest a helpful process
• Show you how to identify your Schools in Good Standing who had subgroups at Level 1 for any accountability measure (There are 7 indicators)
  • Retrieve your district’s Accountability status file on the NYSED website
  • Filter for your Good Standing schools / filter each Indicator for Level 1’s
• Point you to data sources to assist you in responding to the survey
• We CAN’T tell you how to close your gap
Local Discretion

- No specific assessment tool or process required when completing the needs assessment
Identify Your Good Standing Schools-
Summary Tab

Accountability Status Workbook found here:
<table>
<thead>
<tr>
<th>District/School Name</th>
<th>Subgroup</th>
<th>18-19 Accountability Status for Subgroup</th>
<th>Subgroup Met CSI/TSI Identification Criteria, or Good Standing</th>
<th>Composite Performance Achievement Level</th>
<th>Student Growth Level</th>
<th>Combined Composite and Student Growth Level</th>
<th>English Language Proficiency Level</th>
<th>Average ELA and Math Academic Progress Level</th>
<th>Chronic Absenteeism Level</th>
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<tbody>
<tr>
<td>Sample Elementary School</td>
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Find Level 1’s - Elem/Middle tab - cols 8-13
<table>
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<tr>
<th>District BEDS</th>
<th>District Name</th>
<th>District/School BEDS Code</th>
<th>District/School Name</th>
<th>Subgroup</th>
<th>18-19 Accountability Status</th>
<th>Subgroup Met CSI/TSI Identification Criteria, or Good Standing</th>
<th>Composite Performance Achievement Level</th>
<th>Average of 4-, 5-, and 6-year Graduation Rate Levels</th>
<th>Combined Composite Performance Achievement and Graduation Rate Level</th>
<th>English Language Proficiency Level</th>
<th>Average ELA and Math Academic Progress Level</th>
<th>Chronic Absenteeism Level</th>
<th>College, Career, Civic, Readiness (CCCR) Level</th>
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</thead>
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<tr>
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<tr>
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<td>Sample High School</td>
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<td>4</td>
<td>3</td>
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</tbody>
</table>
## ESSA Accountability Indicators

**Student Academic Achievement**

For all schools, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For high schools, also measures achievement on state assessments in science and social studies.

**Student Growth**

For elementary and middle schools, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years.

**Academic Progress**

For all schools, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).

**Graduation Rates**

For high schools, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs.

**English Language Proficiency**

For all schools, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT).

**Chronic Absenteeism**

For all schools, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs.

**College, Career and Civic Readiness**

For high schools, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment; career and technical education certifications; and other similar indicators against long-term goals and MIPs.
The Survey Addendum
Consolidated Grant Application

- Can be found at: https://portal.nysed.gov/abp → the SED Monitoring and Performance link

2019-20 Consolidated Application - Level 1 Addendum - 2019

Background/Introduction - Background/Introduction

As detailed in Commissioner Regulation 100.28, any school with any accountability measure of Level 1 for any subgroup that is not a CSI or TSI school shall:

- Participate in a needs assessment, in a format as may be prescribed by the Commissioner, to determine the additional support that the school needs to improve performance. Such needs assessment must identify the academic achievement gaps between accountability subgroups within the school, the root causes for the gaps, and delineate the resources and strategies that the district will use to support the school to address such gaps;

- Based on the needs assessment, in a format as may be prescribed by the Commissioner, the district, in consultation with parents, school staff, and other stakeholders at the school, consistent with the district plan pursuant to section 100.11 of this Part, shall identify additional resources that the district will provide to the school to assist it to increase performance on the accountability measure for the identified group(s). Provided that in its consolidated application...
Repetitive

2019-2020 Level 1 Addendum - School Level Indicators

MIDDLE/ HIGH SCHOOL.

1. Did the school receive a Level 1 for the accountability measure - Composite Performance Achievement Level?
   - Yes, the school received a Level 1 for Composite Performance Achievement Level
   - No, the school did not receive a Level 1 for Composite Performance Achievement Level

1a. To which subgroup(s) does the Level 1 designation apply?
   - All students
   - Asian
   - Black
   - ELL
   - Hispanic
   - Multi-racial
   - Native American
   - SWD
   - White

1b. Briefly describe (500 words or less) the additional support the school requested that the district provide based upon the needs assessment.

8. Did the school receive a Level 1 for the accountability measure - Combined Composite and Graduation Rate?
   - Yes, the school received a Level 1 for Combined Composite and Graduation Rate
   - No, the school did not receive a Level 1 for Combined Composite and Graduation Rate

8a. To which subgroup(s) does the Level 1 designation apply?
   - All students
   - Asian
   - Black
   - ELL
   - Hispanic
   - Multi-racial
   - Native American
   - SWD
   - White

8b. Briefly describe (500 words or less) the additional support the school requested that the district provide based upon the needs assessment.

2. Did the school receive a Level 1 for the accountability measure - Student Growth Level?
   - Yes, the school received a Level 1 for Student Growth Level
   - No, the school did not receive a Level 1 for Student Growth Level

2a. To which subgroup(s) does the Level 1 designation apply?
   - All students
   - Asian
   - Black
   - ELL
   - Hispanic
   - Multi-racial
   - Native American
   - SWD
   - White

2b. Briefly describe (500 words or less) the additional support the school requested that the district provide based upon the needs assessment.
Composite Performance Achievement

- Schools were assigned a Level 1 if their Composite Performance Index placed them in the bottom 10% compared to all schools in NYS

- Calculation of the Performance Index:

\[
\left(\frac{\text{# students scoring level 2} \times 1 + \text{# students scoring level 3} \times 2 + \text{# students scoring level 4} \times 2.5}{\text{# of students in the cohort}}\right) \times 100
\]

Helpful reports in Level 2 SIRS 106 (E/MS) and SIRS 105 (HS)
### Participation Rate

Participation Rate = students enrolled during the test administration period.

### Estimated Weighted Avg Index

Estimated Weighted Avg Index = includes your continuously enrolled Tested & Not Tested students as the denominator. Not Tested students count as Level 1.

### Estimated Core Subject Index

Estimated Core Subject Index = includes only your continuously enrolled tested students (same as last year).

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Participation Rate Enroll (a)</th>
<th>Tested (b)</th>
<th>Not Tested (c)</th>
<th>Participation Rate (b+c) (d)</th>
<th>Continuously Enrolled (e)</th>
<th>Not Tested (f)</th>
<th>Tested &amp; Not Tested (g)</th>
<th>Continuously Enrolled (h)</th>
<th>Not Tested (i)</th>
<th>Tested &amp; Not Tested (j)</th>
<th>Continuously Enrolled (k)</th>
<th>Not Tested (l)</th>
<th>Tested &amp; Not Tested (m)</th>
<th>Not Tested (n)</th>
<th>Tested &amp; Not Tested (o)</th>
<th>Not Tested (p)</th>
<th>Tested &amp; Not Tested (q)</th>
<th>Not Tested (r)</th>
<th>Tested &amp; Not Tested (s)</th>
<th>Not Tested (t)</th>
<th>Tested &amp; Not Tested (u)</th>
<th>Not Tested (v)</th>
<th>Tested &amp; Not Tested (w)</th>
<th>Not Tested (x)</th>
<th>Tested &amp; Not Tested (y)</th>
<th>Not Tested (z)</th>
<th>Tested &amp; Not Tested (aa)</th>
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</tbody>
</table>

Performance includes ELA, Math, Science and Social Studies (HS)
Growth

- Schools were assigned a Level 1 if the School’s Average MGP is in the 45th percentile or less
- Includes only Tested students

<table>
<thead>
<tr>
<th>Mean Growth Percentile</th>
<th>Student Growth Level</th>
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<td>45 or less</td>
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<td>45.1 to 50</td>
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</tr>
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<td>50.1 to 54</td>
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</tr>
<tr>
<td>Greater than 54</td>
<td>4</td>
</tr>
</tbody>
</table>
Growth

Separate Growth File provided by NYSED – found on the IRS Portal Oct/Nov 2018

Summary Tab has avg SGP

Detail Tab has individual student details
Combined Composite and Growth - Elementary - Middle

- If you have Level 1 for combined Composite Performance and Growth, you need to look at the data for Composite Performance (slides 13 and 14) as well as the Growth data (slides 15 & 16)

<table>
<thead>
<tr>
<th>31</th>
<th>32</th>
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<tr>
<td><strong>Combined Composite Performance and Growth Level</strong></td>
<td><strong>Comb. Comp. and Growth Level Data</strong></td>
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<tr>
<td>3</td>
<td>50.1 - 75% Statewide</td>
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<td>0 - 10% Statewide</td>
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<td>0 - 10% Statewide</td>
</tr>
<tr>
<td>2</td>
<td>10.1 - 50% Statewide</td>
</tr>
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</table>

**3a.** To which subgroup(s) does the Level 1 designation apply?
- All students
- Asian
- Black
- ED
- ELL
- Hispanic
- Multi-racial
- Native American
- SWD
- White

**3b.** Briefly describe (500 words or less) the additional support the school requested that the district provide based upon the needs assessment.
Combined Composite and Growth

- Review the Accountability Status file (the huge spreadsheet from NYSED) columns 26 and 29 to see if both were a Level 1 or only one of them was a Level 1.
Schools were assigned a Level 1 if the Success Ratio was 0.49 or less.
Progress- ELA/Math

- Progress is measured against a set of goals (Similar to NCLB AYP) (# of goals met determines the Level)
- Helpful data in the MIP file, Level 2 SIRS 106, SIRS 105, tested/not tested
- The Progress indicator at the E/MS level uses the Weighted Average Performance Index for ELA and Math only. At the HS level it is called Composite Performance for ELA and Math only
- Comparing your Weighted Average PI to your Core Subject PI (SIRS 106) informs the impact of not tested students (E/MS)

Separate MIP File provided by NYSED – found on the IRS Portal Oct/Nov 2018
Chronic Absenteeism

- Chronic Absenteeism is measured against a set of goals (Similar to NCLB AYP) (# of goals met determines the Level)
- Helpful data in the MIP file, Level 2 SIRS 107, SIRS 361, SIS
- Check to make sure the attendance rules loaded into your SIS are still relevant and reflects your attendance policy

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Chronic Absenteeism includes Instructional Days, Excused and Unexcused absences in the calculation.

Note: Suspensions are not included in Chronic Absenteeism calculations.

Students are considered chronically absent if they were enrolled for 10 or more instructional days, in attendance for at least one of those days, and absent for 10% or more of their enrolled instructional days.
Important to Review- Chronic Absenteeism

- Mapping of local attendance codes to State Attendance codes
  - Review the attendance codes mapping in each school
  - Ensure that school affiliated daily absences from instruction, i.e., field trips, guidance office/nurses visits etc., do not extract as a daily absence from school

- **Ensure suspended students are not reported as absent**- there are specific state attendance codes mappings for ISS/OSS – **these should not equate to an absence**
Graduation Rate

- Avg of the 4, 5 and 6 year grad rate -Column 10 of HS Tab
- Graduation Rate measured against a set of goals (# of goals met determines the Level)
- Helpful data in Level 2 SIRS 105 (Last page) – drill down on non-grads to identify students
- Notice that there are MIPs for 4yr, 5yr and 6yr graduation rates
Combined Composite and Grad Rate

- If you have Level 1 for Combined Composite and Graduation Rate, you need to look at the data for Composite Performance (slide 13/14) as well as the Graduation Rate data (slide 24).
- Look at the Accountability Status file (the huge spreadsheet from NYSED) columns 22 and 48 to see if both were a Level 1 or only one of them was a Level 1.
- Measured against Goals & MIP's
- End goal is 175
- Helpful data in MIP file, SIRS 108
- Ensure all students in AP, IB and College Credit courses are weighted at 1.5 or 2.0
- Ensure all students who qualified for Advanced Designation diplomas are weighted at 2.0
- Confirm that students weighted at 0.5, 1.0 are correct
- SIRS 108 Report guide maps the weighting factors to SIRS data elements

Thank You!