

2018-19 School Accountability

Under new ESSA Regulations

Agenda

- ESSA is a very complex framework for Accountability
- Implementation begins with 2018-19 Accountability Designations using 2017-18 data
- The goal today is to understand your designation and accountability reports

New York State will use multiple measures of success to identify schools needing support beginning with 2017- 2018 School Year Results

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

Note: NYS will add an indicator based on out-of-school suspension rates in 2018-2019 (to be used for school identification after 2020-2021) and will consider adding additional indicators in the future.

2017-18 NYS Report Card

DRAFT CONTENT: WILL BE ON DATA.NYSED.GOV

NY STATE – NEW YORK STATE REPORT CARD [2017–18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

[Guide/Glossary](#) | [Report Card Database](#)

+ What data would you like to see?

ESSA Accountability Data

Overall Status

Elementary/Middle-Level Indicators

- Indicator Levels
- Composite Performance
- Growth
- Composite Performance & Growth Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- Participation Rate

Secondary-Level Indicators

- Indicator Levels
- Composite Performance
- Graduation Rate
- Composite Performance & Graduation Rate Combined
- English Language Proficiency
- Progress
- Chronic Absenteeism
- College, Career, and Civic Readiness
- Participation Rate

Build

Clear

Check All

Annual ESSA Data

- Staff Qualifications
- Grades 3-8 English Language Arts
- Grades 3-8 Mathematics
- Grades 4 & 8 Science
- Annual Regents Results
- Total Cohort Regents Results
- New York State English as a Second Language Achievement Test
- New York State Alternate Assessment
- National Assessment of Education Progress **[N/A in 2017-18. Next NAEP is in 2018-19.]**

For now, we are reviewing Excel Spreadsheets

Peeling Back the Onion ...

Accountability Status

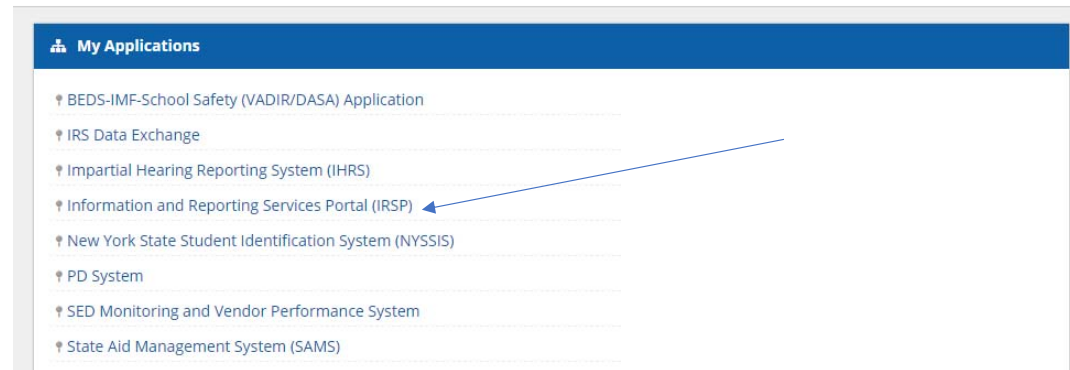
- Recognition School
- School in Good Standing
- Targeted Support and Improvement School (TSI)
- Comprehensive Support and Improvement School (CSI)

Where do I find our status?

- Accountability Reports were posted on the SEDDAS Portal

<https://portal.nysed.gov>

- IRSP Portal



4 Reports Have Been Posted with Guidelines

- **2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File**
- 2018 English Language Proficiency Accountability Reports
- 2018 Student Growth Accountability Reports
- Goals and Measures of Interim Progress (MIP) for 17-18 to 21-22

2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File


3 Excel worksheets: Summary, Elementary-Middle and High School

Switch to Sample worksheet to review Summary and Academic Performance Elementary/Middle and High School

How do I verify a 2017-18 Performance Index

- L2RPT Reports Certified in August are the source data elements
- Go to Level 2 Reports:
 - Elementary/Middle **SIRS-106**
 - High School **SIRS-105**
 - Chronic Absenteeism **SIRS-107**
 - College, Career, and Civic Readiness **SIRS-108**


Sample SIRS-105 High School Achievement & Graduation Rate Accountability Verification Report

New York State Education Department										
										
SIRS-105 High School Achievement & Graduation Rate Accountability Report Data Contained in the Student Information Repository System										
School Year: 20XX-XX School or District: Sample District - XXXXXXXXXXXXX Data Refresh Date: Month, Day, Year Please click page down for Mathematics, Science, Social Studies, and Graduation Rate data.										
Student Subgroup (accountability subgroups are marked with an asterisk (*))	Participation Students in Grade 12 in the 20XX-XX School Year				Performance: Students in the 20XX Accountability Cohort					
	Partic Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (d) = (b)/(a) *100	Accountability Cohort Enroll (e)	Level 1 (f)	Level 2 (g)	Level 3 (h)	Level 4 (i)	Estimated Performance Index j = ((g+2h+2.5i)/(e))*100
All Students										


ELA, Math, Science and Social Studies were reported separately and then combined

Sample SIRS-105 High School Achievement & Graduation Rate Accountability Verification Report (cont)

... Graduation Rate.


New York State Education Department												
												
SIRS-105 High School Achievement & Graduation Rate Accountability Report - Summary Data Contained in the Student Information Repository System												
School or District Code: XXXXXXXXXXXX School or District Name: Sample School/District School Year: 20XX-XX Data Refresh Date: Month, Day, Year												
Accountability Graduation Rate												
Student Subgroup (accountability subgroups are marked with an asterisk (*))	YYYY 4-Year Total Cohort				YYYY 5-Year Total Cohort				YYYY 6-Year Total Cohort			
	Cohort Enroll (a)	Graduates (b)	Non Graduates (c)	Estimated Graduation Rate (d) = ((b/a)*100)	Cohort Enroll (e)	Graduates (f)	Non Graduates (g)	Estimated Graduation Rate (h) = ((f/e)*100)	Cohort Enroll (i)	Graduates (j)	Non Graduates (k)	Estimated Graduation Rate (l) = ((j/i)*100)
All Students												

Sample SIRS-106 Elementary/Middle-Level Achievement Accountability Verification Report


New York State Education Department														
														
SIRS-106 Elementary/Middle-Level Achievement Accountability Report - Summary Data Contained in the Student Information Repository System														
School or District Code:	XXXXXXXXXXXX													
School or District Name:	District/School													
School Year:	20XX-XX													
Subject:	ELA, Mathematics													
Grade:	All Grades, 03, 04, 05, 06, 07, 08													
Data Refresh Date:	Month, Day, Year													
Student Subgroup (accountability subgroups are marked by an asterisk (*))	20XX Participation					20XX Performance								
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (b/a)*100 (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h)*100 (m)	Estimated Core Subject Index ((j+2k+2.5l)/g)*100 (n)
All Students														

ELA, Math and Science were reported separately and then combined

Sample SIRS-107 Chronic Absenteeism Accountability Verification Report

New York State Education Department						
						
SIRS-107 Chronic Absenteeism Accountability Report - Summary						
Data Contained in the Student Information Repository System						
School Year:	20XX-XX					
District Name:	SAMPLE SCHOOL DISTRICT - XXXXXXXXXXXXX					
School Location:	SAMPLE SCHOOL - XXXXXXXXXXXXX					
Data Refresh Date:	Month, Day, Year					
Attendance Through:	Month, Day, Year					
Student Subgroup (accountability subgroups are marked with an asterisk (*))	EM Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			HS Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
	Number of Students Enrolled 10 or More Instructional Days**	Students Absent 10% or More of Enrolled Instructional Days	Percentage of Students Chronically Absent	Number of Students Enrolled 10 or More Instructional Days**	Students Absent 10% or More of Enrolled Instructional Days	Percentage of Students Chronically Absent
	(a)	(b)	(c) = ((b)/(a))*100	(d)	(e)	(f) = ((e)/(d))*100
All Students						

Sample SIRS-108 College, Career, and Civic Readiness Accountability Verification Summary Report

New York State Education Department								
		SIRS-108 College, Career, and Civic Readiness Accountability Report - Summary						
		Data Contained in the Student Information Repository System						
School Year:	20XX-XX							
School or District:	SAMPLE SCHOOL/DISTRICT - XXXXXXXXXXXX							
Data Refresh Date:	Month, Day, Year, Time							
College, Career, and Civic Readiness (CCCR)								
Student Subgroup (accountability subgroups are marked with an asterisk (*))	Number of Cohort Members (a)	Annual Regents w/Seal of Biliteracy (b)	Students Weighted at 2.0 (c)	Students Weighted at 1.5 (d)	Students Weighted at 1.0 (e)	Students Weighted at 0.5 (f)	Students Weighted at 0.0 (g)	CCCR Index (g) = (2.0(c) + 1.5(d) + 1.0(e) + 0.5(f))/ (a+b)) * 100
All Students								

Return to **2018-19 Every Student Succeeds Act (ESSA) Preliminary
Accountability Status Data File**

Review 3-8 Growth Summary and then switch to 2018 Student Growth
Accountability Report

Return to 2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File

Review HS Graduation Summary

- Review Goals and Measures of Interim Progress Report

Elementary/Middle Combined Performance and Growth

High School Combined Performance and Graduation Rate

English Language Proficiency

Matrix for Determining ELL Growth: How much growth must an individual English learner make in order to be considered to have demonstrated growth?

NYSESLAT Level Earned in Initial Year of Identification	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	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	
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding to demonstrate progress			121

EXAMPLE: If a student begins in Year 1 in the 1st quartile of the “Emerging” level, he would be expected to perform at the second quartile of “Transitioning” by the start of Year 2

	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles			
Quartile	1- 1	1-2	1-3	1-5	2-1	2-2	2-3	2-4	3-1	3-2	3-3	3-4	4-1	4-2	4-3	4-4
Prior Year					X											
Current Year										X						

If this student attains Q2 of “Transitioning” or above, the student would be considered to have made adequate progress (i.e., improved by 1.25 progress points.)

English Language Proficiency

Statewide Probability of Meeting Expected Student Progress: *How likely is it that students will attain their expected level of progress?*

Initial Level	Year	Probability	N	Std. Deviation
Entering	2	0.72	15045	0.45
	3	0.58	13403	0.49
	4	0.42	9664	0.49
	5	0.47	11718	0.50
Emerging	2	0.48	8071	0.50
	3	0.33	5459	0.47
	4	0.24	4187	0.43
Transitioning	2	0.29	6249	0.45
	3	0.29	4609	0.45
Expanding	2	0.08	17764	0.28

Return to 2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File

Review English Language Proficiency Summary

Review ELP Report for detail

Academic Progress – Uses MIPS

- Based on ELA and Math Only
- Goal: Performance Index = 200 (Arithmetic Maximum= 250)

Return to 2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File for Academic Progress

Chronic Absenteeism – uses MIPs

- Chronic Absenteeism is defined as missing 10% or more Instructional Days
- Goal is to reduce Chronic Absenteeism to 5% or Lower

Return to 2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File for Academic Progress

College, Career and Civic Readiness – uses MIPs

- High School Only
- Incentivizes Advanced coursework, Advanced Designation Diplomas and Seals of Biliteracy

Return to 2018-19 Every Student Succeeds Act (ESSA) Preliminary Accountability Status Data File for Academic Progress

For Additional Information

To review additional details regarding the framework for ESSA Accountability visit the state website

<http://www.p12.nysed.gov/accountability/essa.html>

Or

Review Kathy Conley's summary slides:

ESSA – For Administrators 10-12-18

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