ESSA 2019-20

WHAT’S NEW?
The New York State Education Department (NYSED) has submitted a request for a waiver of assessments, accountability and school identification, and reporting requirements under the Elementary and Secondary Education Act of 1965, as amended, to the United States Department of Education. If granted, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, the following requirements would be waived:

1. Assessment requirements in section 1111(b)(2): the requirements to administer all required assessments in school year 2019-2020.
2. Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State annually meaningfully differentiate all public schools and the requirements to identify schools for comprehensive and targeted support and improvement and additional targeted support and improvement based on data from the 2019-2020 school year.
3. Report card provisions related to certain assessments and accountability in section 1111(h) based on data from the 2019-2020 school year.

NYSED has requested this waiver because it is not possible to administer assessments under ESEA section 1111(b)(2) or comply with the concomitant accountability, school identification, and reporting requirements as originally planned due to extensive school closures.

These closures are in response to extraordinary circumstances for which a national emergency has been declared by the President of the United States under the Robert T. Stafford Disaster Relief and Emergency Assistance Act and this action will protect the health and safety of our communities.

In seeking this waiver, NYSED was required to provide assurance that any student identified for comprehensive or targeted support and improvement or additional targeted support and improvement under the ESEA would continue to receive school improvement assistance that would otherwise have been provided under those requirements.

Agenda

- ESSA Year 2- what’s changed?
- Quick overview of the indicators
- Some A-HA! moments
- Report Card walk-through
ESSA Accountability Designations

Overview

The Every Student Succeeds Act, or ESSA, the main federal law for K-12 public education, aims to ensure all children get a quality education. The law requires that states hold public schools accountable for how students achieve. ESSA does give states flexibility— their accountability systems can measure much more than just test scores.

The New York State Education Department (NYSED) has established a new set of indicators to measure school performance. NYSED developed these indicators with the input of thousands of people statewide—parents, educators, and experts. The new indicators include:

- student academic achievement;
- student growth and school progress;
- progress of English language learners;
- chronic absenteeism; and
- for high schools, graduation rates and preparing students for college, career and civic engagement.

Accountability Data

2019-20 Report Card

Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results

Archived Accountability Designations

http://www.nysed.gov/accountability/essa-accountability-designations
The New York State Education Department (NYSED) is committed to making data available and easy to use. This site provides a first step in publicly reporting educational data so all interested parties can be better informed as they work to advance student achievement.

Search for specific schools, districts, colleges, universities, counties, or BOCES

NEW YORK STATE EDUCATION AT A GLANCE

732 Districts
4,433 Public Schools
351 Charter Schools

212,296
Total Public School Teachers

2,622,879
Total K-12 Public School Students in New York State
DOWNLOADS

2018-19

3-8 Assessment Database (73.09 megabytes)
This database contains assessment data for grades 3-8 on ELA and Math at the state, county, Need to Resource Capacity group, district, and school level broken down by various subgroups.

Report Card Database (158.09 megabytes)
This database contains annual assessment, accountability, graduation rate, and CRDC data for the state as well as by county. Need to Resource Capacity group, district, public school, and charter school. Staff data and expenditures per pupil will be available in separate releases.

Graduation Rate Database (8.98 megabytes)
This database contains annual graduation, and data group, district, public school and charter school, August graduates, five-year June and August, and August graduates.

Pathways Database (12.35 megabytes)
This database contains graduation pathway data for public school and charter school. Pathway data is year June and August, and six-year June and August.
Goals and MIPS- posted!

Quick Review
# ESSA Accountability Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Academic Achievement</strong></td>
<td>For <strong>all schools</strong>, based on the Composite Performance Index, which measures achievement on state assessments in <strong>English language arts (ELA)</strong>, <strong>math</strong>, and <strong>science</strong>. For <strong>high schools</strong>, also measures achievement on state assessments in <strong>science and social studies</strong>.</td>
</tr>
<tr>
<td><strong>Student Growth</strong></td>
<td>For <strong>elementary and middle schools</strong>, measures student growth on statewide assessments in <strong>ELA</strong> and <strong>math</strong> for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with <strong>similar scores</strong> in prior years.</td>
</tr>
<tr>
<td><strong>Academic Progress</strong></td>
<td>For <strong>all schools</strong>, measures student progress on state assessments in <strong>ELA</strong> and <strong>math</strong> against long-term goals and measures of interim progress (MIPs).</td>
</tr>
<tr>
<td><strong>Graduation Rates</strong></td>
<td>For <strong>high schools</strong>, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs.</td>
</tr>
<tr>
<td><strong>English Language Proficiency</strong></td>
<td>For <strong>all schools</strong>, 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).</td>
</tr>
<tr>
<td><strong>Chronic Absenteeism</strong></td>
<td>For <strong>all schools</strong>, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs.</td>
</tr>
<tr>
<td><strong>College, Career and Civic Readiness</strong></td>
<td>For <strong>high schools</strong>, 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.</td>
</tr>
</tbody>
</table>

*New this year: Suspensions*

**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.
ESSA- Year 2

Long Term Goals and MIP’s

ESSA requires new State and District MIP’s be determined every 5 years

In July 2019 – a new Long-Term Goals And MIP’s file was placed on the NYSED portal with 2022-23 State and District MIP’s

The ‘State Long Term Goal’ and the ‘State Exceed Long Term Goal’ will change every year
NYS has established a long term goal for 2021-22 of closing gaps by 20%.

First, identify the goal

Then, determine the gap to the goal

5 Year Plan to close gap by 20%

- 2017 Baseline
- 2018-19
- 2019-20
- 2020-21
- 2021-22

2022 Goal line
Calculation of Goals: Academic Progress Example

End Goal = 200 PI
Baseline = 101 PI

Gap = 99
(200 - 101)

Long Term / 5 yr Goal = close Gap by 20%
20% of 99  = 19.8

MIP / Annual Goal = 1/5 Long Term Goal
1/5 of 19.8 = 4.0

Accountability Goals: NYS MIP  NYS Long Term Goal
District MIP
## Anywhere Middle School

### Composite Performance, Student Growth, Combined, and English Language Proficiency

<table>
<thead>
<tr>
<th>District/School Name</th>
<th>Subgroup</th>
<th>Comp. Perf. Level</th>
<th>Comp. Perf. Level Detail</th>
<th>Student Growth Level</th>
<th>18-19 Mean Growth Percentile (MGP)</th>
<th>Student Growth Level Details</th>
<th>Combined Composite and Student Growth Level</th>
<th>Comb. Comp. Performance Ach. Level Rank and Mean Growth Percentile Rank</th>
<th>Comb. Comp. and Growth Level Details</th>
<th>English Language Proficiency Level</th>
<th>ELP Success Ratio</th>
<th>EL Proficiency Level Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANYWHERE MIDDLE SCHOOL</td>
<td>All</td>
<td>2</td>
<td>1629</td>
<td>10.1 - 50% Statewide</td>
<td>45.1 - 50%</td>
<td>2</td>
<td>791</td>
<td>10.1 - 50% Statewide</td>
<td>3</td>
<td>1.16</td>
<td>1.0 – 1.24</td>
<td></td>
</tr>
</tbody>
</table>

### Converting Rank to Level

<table>
<thead>
<tr>
<th>Rank</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 10%</td>
<td>1</td>
</tr>
<tr>
<td>Between 10.1% and 50%</td>
<td>2</td>
</tr>
<tr>
<td>Between 50.1% and 75%</td>
<td>3</td>
</tr>
<tr>
<td>Highest 75%</td>
<td>4</td>
</tr>
</tbody>
</table>

### All Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Min</th>
<th>Max</th>
<th>Level</th>
<th>Min</th>
<th>Max</th>
<th>Level</th>
<th>Min</th>
<th>Max</th>
<th>Level</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>368</td>
<td>1</td>
<td>0</td>
<td>45</td>
<td>1</td>
<td>1</td>
<td>345</td>
<td>1</td>
<td>0</td>
<td>0.49</td>
</tr>
<tr>
<td>2</td>
<td>371</td>
<td>1,852</td>
<td>2</td>
<td>45.1</td>
<td>50</td>
<td>2</td>
<td>167</td>
<td>1,743</td>
<td>2</td>
<td>0.50</td>
<td>0.99</td>
</tr>
<tr>
<td>3</td>
<td>1,854</td>
<td>2,778</td>
<td>3</td>
<td>50.1</td>
<td>54</td>
<td>3</td>
<td>1,465</td>
<td>2,615</td>
<td>3</td>
<td>1.00</td>
<td>1.24</td>
</tr>
<tr>
<td>4</td>
<td>2,781</td>
<td>3,707</td>
<td>4</td>
<td>54.1</td>
<td>100</td>
<td>4</td>
<td>2,616</td>
<td>3,487</td>
<td>4</td>
<td>1.25</td>
<td>--</td>
</tr>
</tbody>
</table>

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**Composite Performance, Student Growth, Combined, and English Language Proficiency**
Newly Identified Target Districts & Schools

You are a Target District if one of your schools has a subgroup that met the TSI criteria for the 2nd year in a row (17-18 and 18-19).

All Target Districts are required to develop an annual District Comprehensive Improvement Plan (DCIP).

TSI Schools will be required to develop a School Comprehensive Education Plan (SCEP).

All Target Districts, including those identified for the first time and those previously identified, shall receive $25,000 of Title I School Improvement funds for every newly identified TSI School.

In addition, TSI Schools will be required to survey parents, staff, and students annually.
Progress Measure for CSI/TSI Schools

The Progress Summary tab is only populated for those districts and schools that were designated CSI or TSI last year.
Making Progress

Target Districts, CSI Schools, and TSI Schools are required to make annual progress.

A CSI or TSI school that makes annual progress for **two consecutive years** is eligible for removal*.

<table>
<thead>
<tr>
<th>CSI made progress options:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> Composite Performance, Student Growth and the Combined Composite Performance and Growth are <strong>at least Level 2</strong></td>
</tr>
<tr>
<td><strong>Option 2:</strong> <strong>18-19 Composite Performance Index</strong> Level is greater than 17-18 Composite Performance Index Level, and <strong>18-19 MGP</strong> is greater than 17-18 MGP, and <strong>Combined Composite Performance and Growth is at least Level 2</strong>. Additionally, <strong>ELP, Academic Progress and Chronic Absenteeism are not Level 1</strong>.</td>
</tr>
</tbody>
</table>

**TSI Schools and Target Districts** will make progress if their identified subgroups do not meet any of the CSI/TSI Scenarios 1-5.

*If a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at **Level 1** on the Weighted Average Achievement indicator (for elementary-middle schools) or the Composite Performance indicator (for high schools).*
Safe Harbor

Schools and districts may improve their levels for Indicators that have MIPS and Long-Term Goals using Safe Harbor and Accelerated Growth Targets.

These indicators are: Progress, Chronic Absenteeism, Graduation Rate, College, Career, and Civic Readiness.

The district did not meet any of the MIP targets (Level 1) but the PI=28 is 4 points higher than the 2017-18 PI=24. The annual MIPs expect a 2-point increase.

Since the increase was larger than the expected MIP increase, they qualify for Safe Harbor and move from Level 1 to Level 2.
In the case where only one target was met, a Level 2 is awarded.

If the 2017-18 PI was 26, the PI=32 would be 6 points higher than the 2017-18 PI. That is 3 X higher than the expected 2-point increase.

Since the increase was 3 X larger than the expected MIP increase, they qualify for Accelerated Growth and move from Level 2 to Level 3.
Growth Indicator

Our big AHA!

Growth is an average of student SGP’s over a three-year period. As a result, some students are included who may have advanced out of the school or left the district.

Students are included in the growth measure if they were continuously enrolled during the ‘SGP Year’ and had current and prior year scores.

<table>
<thead>
<tr>
<th>SGP Year</th>
<th>Current Year Score</th>
<th>Prior Year Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2019</td>
<td>2018</td>
</tr>
<tr>
<td>2018</td>
<td>2018</td>
<td>2017</td>
</tr>
<tr>
<td>2017</td>
<td>2017</td>
<td>2016</td>
</tr>
</tbody>
</table>
Suspensions is a new indicator for accountability. Methodology for determining outcomes and grade ranges is currently being determined by the Office of Accountability.

In 2018-19, suspension data was required to be reported but was not used to make accountability status determinations.

In 2019-20, if a school receives a Level 1, the school will have to address this in its Consolidated Application in August 2021.

In 2020-21, suspensions will be included in the matrices for making accountability status determinations.
2020-21 Consolidated Grant App-
Level 1 Addendum

Office of Accountability memo- Feb 2020

Any school or Charter school in Good Standing that has a Level 1 for any subgroup will have to participate in a needs assessment ‘survey’ as part of their Consolidated application.

The survey titled, “2020-21 Consolidated Application - Level 1 Addendum”

Found in the SED Monitoring and Performance section of the NYSED portal

Available now-Due August 31st, 2020

*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

Any school that is not a CSI or TSI school, but has any accountability measure of Level 1 for any subgroup must conduct a needs assessment that identifies the achievement gaps between accountability subgroups within the school for that specific indicator, consider 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. The district must then identify as part of its subsequent Consolidated Application for ESSA-Funded Programs the 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). Additional information regarding this requirement will be provided later this school year.
NYSED ESSA Accountability Designations Page

http://www.nysed.gov/accountability/essa-accountability-designations

- School Report Card / Accountability Designations:
  - https://data.nysed.gov/

- ESSA FAQ:

- Fact sheets on the new accountability system

- District/School MIPs for 2018-19 to 2022-23

- Sample PowerPoint templates: Explaining the New Accountability System for TSI/CSI schools