ESSA
NYS EVERY STUDENT
SUCCEEDS ACT
ACCOUNTABILITY SYSTEM
OVERVIEW

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NCLB Accountability System

- Primarily Achievement ELA & Math
- Participation
- 4-Year & 5-Year Graduation Rate

School Classifications - Low overall ELA/Math Performance and/or graduation rates.
NYS ESSA – Revised System

State Tests Achievement in more Subjects

Academic Progress Goals State & District

Non-Academic Indicators (Absenteeism, ENL, CCCR)

School Classifications – Based on a Comprehensive Approach

Gap Closing Approach

4-Year, 5-Year 6-Year Graduation Rates
New York State will use multiple measures of success to identify schools, beginning with 2017-2018 school year results

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Academic Achievement</td>
<td>For <strong>all schools</strong>, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For <strong>high schools</strong>, also measures achievement on state assessments in social studies.</td>
</tr>
<tr>
<td>Student Growth</td>
<td>For <strong>elementary and middle schools</strong>, 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.</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>For <strong>all schools</strong>, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).</td>
</tr>
<tr>
<td>Graduation Rates</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>English Language Proficiency</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>Chronic Absenteeism</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>College, Career and Civic Readiness</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>

**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.
Accountable for the Performance of 10 Subgroups

- All Students
- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Asian or Native Hawaiian/Other Pacific Islander
- White
- Multiracial
- English Language Learner
- Student with Disabilities
- Economically Disadvantaged
New Subgroups Reported

- Homeless Youth
- Non-Homeless Youth
- Military-Connected Youth
- Non-Military-Connected Youth
- Students in Foster Care
- Students not in Foster Care
There must be 30 RESULTS in a subgroup for a school to receive an accountability rating on that indicator.
NYS ESSA – Revised System

- Achievement Core Subjects
- Academic Progress Goals State & District
- Non-Academic Indicators (Absenteeism, ELL, CCCR, School Classifications – Based on a Comprehensive Approach
- Gap Closing Approach
- 4-Year, 5-Year 6-Year Graduation Rates
Student Academic Achievement

Grades 3-8
Calculations are based on ELA, Math and Science State Assessment Data

1. Weighted Academic Achievement (Possible Score 1-4)
2. Core Subject Performance (Possible Score 1-4)
Combine (1) + (2) (Possible Score 2-8)
Calculate Composite Performance Achievement Level
Performance Index

- Partial credit for Level 2, full credit for Level 3 and extra credit for level 4
- PI range now 0-250 (previously 0-200)
- Subjects Included:
  - Elementary/Middle – ELA, Math and Science
  - High School – ELA, Math, Science & Social Studies
- Calculated school and subgroup level
- Advanced 7&8 graders taking a regents will be counted in the school they are enrolled.
Formula Change

- **Old PI Formula**
  \[
  \frac{L2 + L3 \times 2 + L4 \times 2}{\text{# Continuously Enrolled Tested}} \times 100
  \]

- **New NYS ESSA PI Formulas**
  - **Elementary/Middle**
    \[
    \frac{L2 + L3 \times 2 + L4 \times 2.5}{\text{The greater of (1) Continuously Enrolled Tested or (2) 95% of continuously enrolled student with or without test scores}} \times 100
    \]
  - **Secondary**
    \[
    \frac{L2 + L3 \times 2 + L4 \times 2.5}{\text{# of students in 4 - year accountability cohort as of June 30}} \times 100
    \]
Calculated for ELA, Math and Science for each accountability subgroup

Elementary/Middle PI Calculation

\[
\frac{L2 + (L3 \times 2) + (L4 \times 2.5)}{\text{The Greater of (1) Continuously Enrolled Tested or (2)95% of continuously enrolled student with or without test scores}} \times 100
\]

This is where participation plays a role

After all subjects are calculated, it is than ranked in comparison to other districts to receive an achievement level of 1-4.
Example: 3-8 Math, All Students, District 820 continuously enrolled students

820 x 95% = 779

(140+119*2+53*2.5) / 779 = 65.5

If we used total tested in the denominator = 123.3
Participation Rate Additional Requirement

- Failure to meet 95% participation for 2 consecutive years for the same accountability subgroup on the same measure (ELA or Math)

- Did not show improvement between the current and prior year.

- Were below the state average at a level 1 or 2 for the Weighted Average Achievement Index.

- School Self-assessment & Participation Rate Improvement Plan
Failure to Meet 95% Each Year

Year 1-> School self-assessment & participation rate improvement plan

Year 2-> School self-assessment & participation rate improvement plan for Commissioner approval before next testing period

Year 3-> District participate rate audit & District participation rate improvement plan for the school

Year 4-> Contract w/BOCES to conduct a participation rate improvement plan for the school

Year 5-> Required by NYSED to implement activities to increase participation rate
Calculated for ELA, Math and Science for each accountability subgroup

Elementary/Middle PI formula

\[
\frac{L2 + (L3 \times 2) + (L4 \times 2.5)}{\text{Continuously Enrolled Tested Students}} \times 100
\]

After all subjects are calculated, it is then ranked in comparison to other districts to receive an achievement level of 1-4.
Student Academic Achievement

Grade 9-12
Calculations are based on ELA, Math, Science and Social Studies Regents Exam Data

Calculate Performance Index

Composite Performance Index

Calculate Composite Performance Achievement Level
Calculated for ELA, Math, Science and Social Studies for each accountability subgroup

Secondary PI Calculation

\[
L2 + (L3 \times 2) + (L4 \times 2.5) \div \text{# of students in the 4 – year accountability cohort as of June 30th} \times 100
\]

All subjects are combined for each subgroup calculation

<table>
<thead>
<tr>
<th>Subject</th>
<th># Students in Cohort</th>
<th># L1</th>
<th># L2</th>
<th># L3</th>
<th># L4</th>
<th>Numerator</th>
<th>Denominator</th>
<th>CPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>120</td>
<td>2</td>
<td>16</td>
<td>72</td>
<td>30</td>
<td>235</td>
<td>120</td>
<td>196</td>
</tr>
<tr>
<td>ELA</td>
<td>120</td>
<td>0</td>
<td>18</td>
<td>62</td>
<td>40</td>
<td>242</td>
<td>120</td>
<td>202</td>
</tr>
<tr>
<td>Science</td>
<td>120</td>
<td>10</td>
<td>10</td>
<td>75</td>
<td>25</td>
<td>222.5</td>
<td>120</td>
<td>185</td>
</tr>
<tr>
<td>Social Studies</td>
<td>120</td>
<td>8</td>
<td>24</td>
<td>68</td>
<td>20</td>
<td>210</td>
<td>120</td>
<td>175</td>
</tr>
</tbody>
</table>
Secondary Weighted average:
- ELA and Math x 3, Science x 2, Social Studies x 1

Calculation

\[
\frac{(ELA \ PI \times 3) + (Math \ PI \times 3) + (Science \ PI \times 2) + (Social \ Studies \times 1)}{9} \times 100
\]

After all subjects are calculated, it is then ranked in comparison to other districts to receive an achievement level of 1-4.
Student Growth

- Elementary and middle schools – measures student growth in ELA and Math grades 4-8 by comparing scores of students in the current year to the scores of similar students in prior years.

- Given a 1-4 depending on your Mean Growth Percentile provided by the state, recently released.
NYS ESSA – Revised System

Achievement Core Subjects

Academic Progress Goals State & District

Non-Academic Indicators (Absenteeism, ELL, CCCR,)

4-Year, 5-Year 6-Year Graduation Rates

School Classifications – Based on a Comprehensive Approach

Gap Closing Approach
Grades 3-8

Calculations are based on ELA and Math NYS assessment data

20% gap reduction from 2016-17 baseline data over the next 5 years
NYS ESSA – Revised System

Achievement Core Subjects

4-Year, 5-Year 6-Year Graduation Rates

Academic Progress Goals State & District

School Classifications Based on a Comprehensive Approach

Non-Academic Indicators (Absenteeism, ELL, CCCR,)

Gap Closing Approach
Measuring 4, 5 and 6 Year Grad Rates

States long-term goals for 2021-2022
- 4-year – 95%
- 5-year – 96%
- 6-year – 97%

Measures of Interim Progress
- States MIP
- School specific MIP

Rates continued to be lagged by one year – 4yr grad rate for 2017-2018 is the 2013 cohort

A rating of 1-4 is given depending on meeting goals following a grid.
NYS ESSA – Revised System

Achievement Core Subjects

4-Year, 5-Year 6-Year Graduation Rates

Academic Goals State & District

School Classifications – Based on a Comprehensive Approach

Non-Academic Indicators (Absenteeism, ELL, CCCR, Gap Closing Approach
Chronic Absenteeism Measure

- Percentage of students in grades 1-12 enrolled for 10 or more days, who were absent (excused or unexcused) for at least 10% or more of the days they were enrolled in a school.
- Suspensions, Medical Leaves Not included
- State Long-term goals, MIPS
- Students must be enrolled for a minimum of 10 days and attend at least 1 day
Percentage of students in accountability cohort who show they are prepared for CCCR engagement once they exit high school.

Graduation only to June 30 **NOT August**

Range 0-200

# of students in subgroup who demonstrate CCCR x weighting for the method each student demonstrated CCCR

# of student in the subgroup in the accountability cohort.
CCCR Points Breakdown

2 Points
- Regents Diploma
  - w/Advance Designation, CTE Endorsement, Seal of Biliteracy, score of at least 3 on AP Exam, score of at least 4 on IB Exam, passing nationally certified CTE exam, HS credit earned in a duel enrollment college course
- Local Diploma
  - w/CTE Endorsement
- SACC
  - w/at least an average 4 on required NYSAAs

1.5 Points
- Regents Diploma
  - w/CDOS Endorsement, HS credit earned in a duel enrollment college course
- SACC w/at least an average 3 on required NYSAAs

1 Point
- Regents of Local Diploma
- SACC

0.5 Point
- Annual High School Equivalency Diploma
- CDOS
NYS ESSA – Revised System

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- School Classifications - Based on a Comprehensive Approach
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New School Classifications

- Recognition Schools
- Good Standing Schools
- Targeted Support and Improvement Schools (TSI) and Additional Targeted Support and Improvement School
- Comprehensive Support and Improvement Schools (CSI)
Identification of Elem/Middle

- TSI is assigned if one or more accountability subgroups meet all of the criteria in any scenario listed below.

- CSI is assigned if the “All Students” group meets all of the criteria in any of the scenarios below.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Composite Index</th>
<th>Student Growth</th>
<th>Combined Composite &amp; Growth</th>
<th>ELP</th>
<th>Progress</th>
<th>Chronic Absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Both Level 1</td>
<td></td>
<td>Level 1</td>
<td>Any Level</td>
<td>Any Level</td>
<td>Any Level</td>
</tr>
<tr>
<td>2</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>None</td>
<td>Any One of the Two is Level 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 1</td>
<td>Any Level</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Any Level</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 3 or 4</td>
<td>Both Level 1</td>
<td></td>
</tr>
</tbody>
</table>
## Identification of High School

- TSI is assigned if one or more accountability subgroups meet all of the criteria in any scenario listed below.
- CSI – 2 ways – 1. “All Students” group meets all of the criteria in any of the scenarios below or 2. Low graduation rates.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Composite Index</th>
<th>Graduation Rate</th>
<th>Combined Composite Index &amp; Graduation Rate</th>
<th>ELP</th>
<th>Progress</th>
<th>Chronic Absenteeism</th>
<th>CCCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Both Level 1</td>
<td></td>
<td>Level 1</td>
<td>Any Level</td>
<td></td>
<td>Any Level</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>None</td>
<td></td>
<td>Any One of the Three is Level 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 1</td>
<td></td>
<td>Any Level</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 2</td>
<td></td>
<td>Any Level</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Either Level 1</td>
<td></td>
<td>Level 1</td>
<td>Level 3 or 4</td>
<td></td>
<td>Any Two Level 1</td>
<td></td>
</tr>
</tbody>
</table>
Ichabod Crane Current Actions for Continued Growth

Riders’ Pathway to Success

- Developed School Improvement Plan - Summer 2018
- Riders’ 2021 Goals adopted by Board of Education - Fall 2018
- Quarterly data tracking to monitor progress towards meeting academic targets:
  - Implementing K-12 common assessments
  - Utilizing software program to ensure accessibility of student data in a user-friendly format to inform instruction
  - Interventions to reduce course failures & chronic absenteeism (9.6% YTD)
  - Implementing evidence-based interventions
  - K-8 Reading/Math lab identification criteria defined utilizing data
  - Tracking HS students’ pathway to graduation beginning freshman year
- Specific goal to increase Mastery level on Regents exams
- Educating faculty and parents on participation requirements – Opt-In Task-Force