

PUTTING STUDENTS FIRST



ESSA NYS EVERY STUDENT SUCCEEDS ACT ACCOUNTABILITY SYSTEM OVERVIEW

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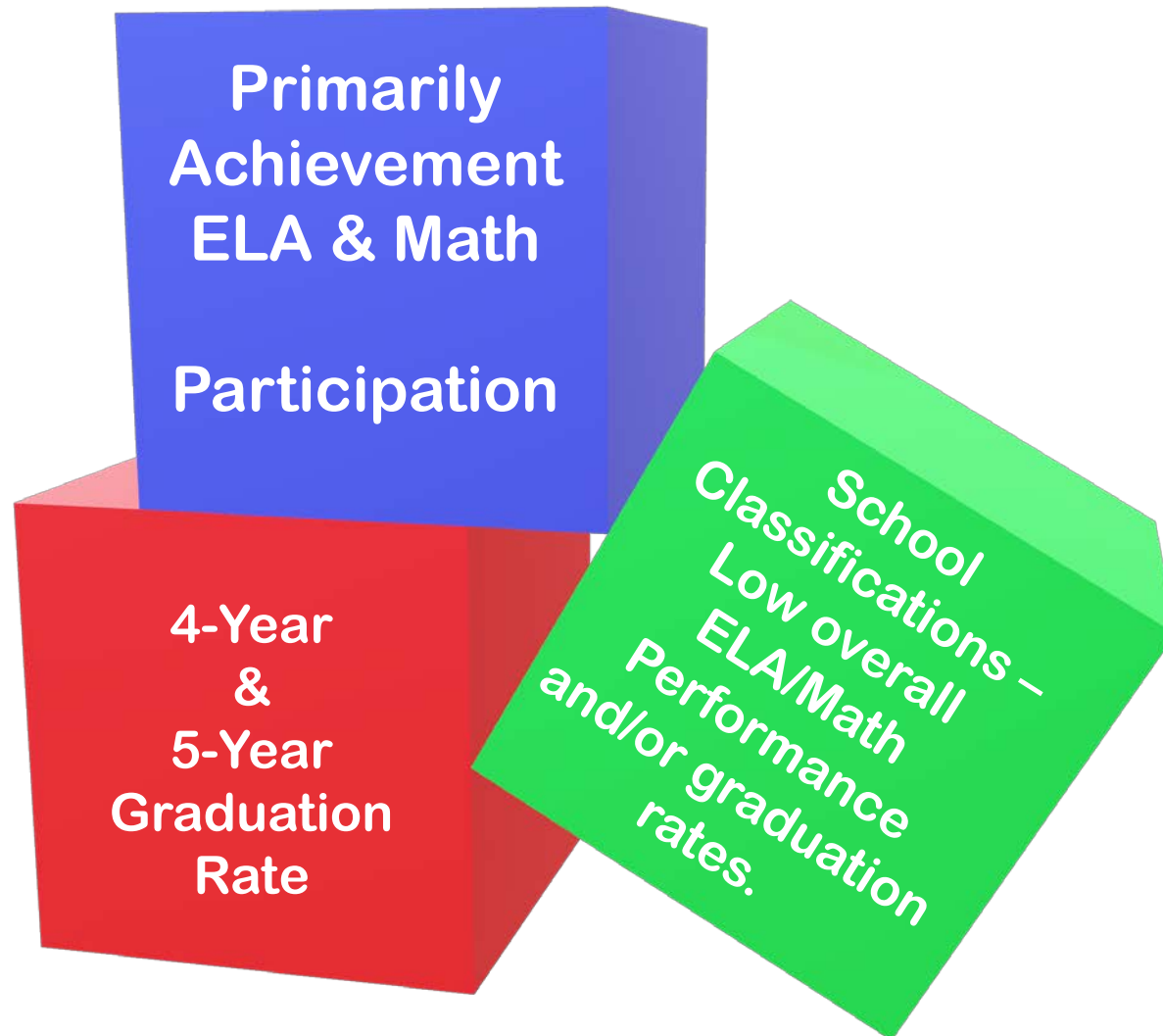
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NCLB Accountability System

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NYS ESSA – Revised System

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State Tests
Achievement
in more
Subjects

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

Academic
Progress
Goals
State &
District

School
Classifications
– Based on a
Comprehensive
Approach

Gap Closing
Approach

Non-Academic
Indicators
(Absenteeism,
ENL, CCCR)

New York State will use multiple measures of success to identify schools, 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 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.

Accountable for the Performance of 10 Subgroups

5

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

6

Homeless
Youth

Non-
Homeless
Youth

Military-
Connected
Youth

Non-Military-
Connected
Youth

Students in
Foster Care

Students not
in Foster
Care

Subgroups

30

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- There must be 30 RESULTS in a subgroup for a school to receive an accountability rating on that indicator

Schools with <30 results for continuously enrolled students for a subgroup in the most recent school year for a measure

Will receive an annual accountability rating on the measure if two years of data reach the required n-size of 30 or more students.

NYS ESSA – Revised System

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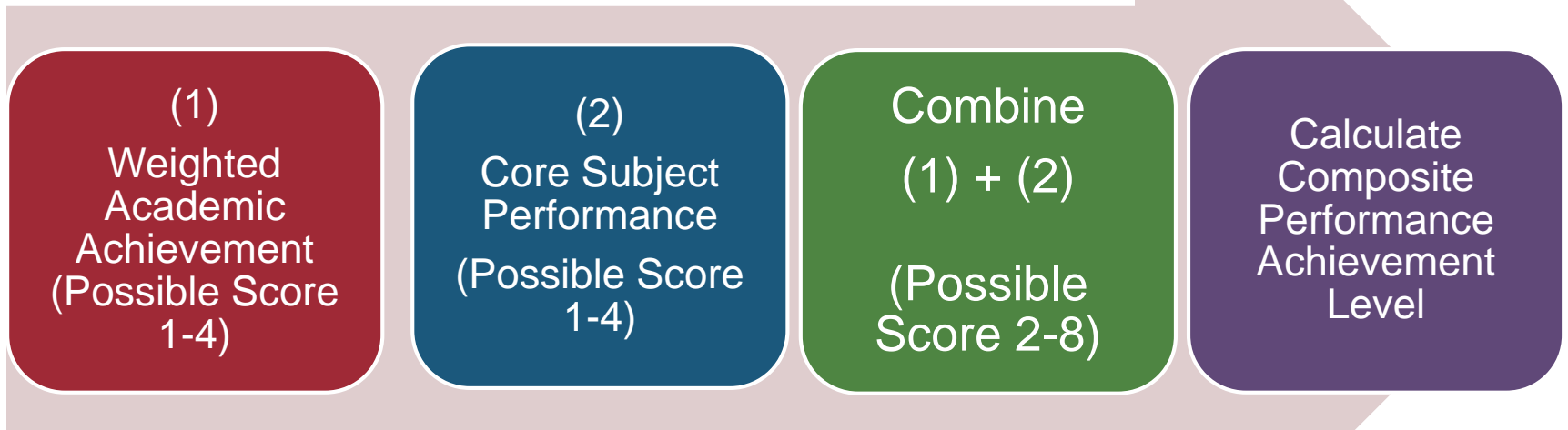
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Student Academic Achievement

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Grades 3-8

Calculations are based on ELA, Math and Science State Assessment Data



Performance Index

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- ❑ 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

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□ 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

$$\frac{L2 + L3 \times 2 + L4 \times 2.5}{\# \text{ of students in 4 - year accountability cohort as of June 30}} \times 100$$

(1)

Weighted
Academic
Achievement
(Score 1-4)

- 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 then ranked in comparison to other districts to receive an achievement level of 1 -4.

(1)

Weighted
Academic
Achievement
(Score 1-4)

- Example: 3-8 Math, All Students, District 820 continuously enrolled students

Level 1	Level 2	Level 3	Level 4	Total Tested
102	140	119	53	414

- $820 \times 95\% = 779$
- $(140 + 119 \times 2 + 53 \times 2.5) / 779 = 65.5$
- If we used total tested in the denominator = 123.3

Participation Rate Additional Requirement

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- ❑ 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

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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

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Grade 9-12

Calculations are based on ELA, Math, Science and Social Studies Regents Exam Data



```
graph LR; A[Calculate Performance Index] --> B[Composite Performance Index]; B --> C[Calculate Composite Performance Achievement Level];
```

Calculate
Performance Index

Composite
Performance Index

Calculate
Composite
Performance
Achievement Level

Composite Performance Index

- Calculated for ELA, Math, Science and Social Studies for each accountability subgroup
- Secondary PI Calculation

$$\frac{L2 + (L3 \times 2) + (L4 \times 2.5)}{\# \text{ of students in the 4 - year accountability cohort as of June 30th}} \times 100$$

- All subjects are combined for each subgroup calculation

Performance Indices (All Students Group)								
Subject	# Students in Cohort	# L1	# L2	# L3	# L4	Numerator	Denominator	CPI
Math	120	2	16	72	30	235	120	196
ELA	120	0	18	62	40	242	120	202
Science	120	10	10	75	25	222.5	120	185
Social Studies	120	8	24	68	20	210	120	175

Calculate Composite Performance Index

- 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

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- 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

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Academic Progress

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- 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

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Graduation Rate

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- ❑ 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.

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Chronic Absenteeism Measure

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- ❑ 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

College, Career and Civic Readiness

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- ❑ 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

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❖ 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 dual 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 dual 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

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New School Classifications

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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

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- 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.

Scenario	Composite Index	Student Growth	Combined Composite & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level		Any Level
2	Either Level 1		Level 1	None		Any One of the Two is Level 1
3	Either Level 1		Level 1	Level 1		Any Level
4	Either Level 1		Level 1	Level 2		Any Level 1
5	Either Level 1		Level 1	Level 3 or 4		Both Level 1

Identification of High School

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- 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.

Scenario	Composite Index	Graduation Rate	Combined Composite Index & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level		Any Level	
2	Either Level 1		Level 1	None	Any One of the Three is Level 1		
3	Either Level 1		Level 1	Level 1		Any Level	
4	Either Level 1		Level 1	Level 2		Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two Level 1	

Ichabod Crane Current Actions for Continued Growth

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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