



New York State  
EDUCATION DEPARTMENT  

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# **New York State's Every Student Succeeds Act (ESSA) Accountability System**

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**Middle Level Liaisons Conference**

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# Welcome

# Agenda

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- 1 Overview of New York State ESSA Plan**
- 2 Accountability and Participation Rate**
- 3 How Districts Can Improve Their Accountability Measures**
- 4 Questions**

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# 1 | Overview of New York State ESSA Plan

# What is the Every Student Succeeds Act (ESSA)?

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The Every Student Succeeds Act (ESSA) is a federal law that includes requirements for schools, Local Educational Agencies (e.g., districts and charter schools) and states, including some related to **accountability, school improvement**, educator development and student supports.

ESSA was signed into law in 2015, replacing the No Child Left Behind Act from 2001. All states were required by the U.S. Department of Education (USDE) to submit by September 2017 their ESSA implementation plan for approval. New York State's plan was approved in January 2018.

# ESSA is Equity

## MORE THAN AN ACCOUNTABILITY SYSTEM

### EDUCATORS



- Implement strategies to support the professional growth of teachers and school leaders
- Address disparities in training to increase classroom effectiveness

### SCHOOLS



- Increase fiscal transparency in school building spending

### ALL STUDENTS



- Provide access to a well-rounded, culturally responsive and sustaining education that supports students' academic and social-emotional development
- Provide more access to rigorous high school coursework

# New York State Uses Multiple Measures of Success to Identify Schools, Beginning with 2017-18 School Year Results

<b>Student Academic Achievement</b>	For <b>all schools</b> , based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For <b>high schools</b> , also measures achievement on state assessments in social studies
<b>Student Growth</b>	For <b>elementary and middle schools</b> , 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
<b>Academic Progress</b>	For <b>all schools</b> , measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).
<b>Graduation Rates</b>	For <b>high schools</b> , measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs
<b>English Language Proficiency</b>	For <b>all schools</b> , 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)
<b>Chronic Absenteeism</b>	For <b>all schools</b> , measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs
<b>College, Career and Civic Readiness</b>	For <b>high schools</b> , 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 based on 2020-2021 results) and will consider adding additional indicators in the future.

# New York's System is All About the Levels: Establishing Performance Levels for Each Indicator

Composite Performance Index Rank	Composite Performance Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Mean Growth Percentile	Student Growth Level
45 or less	1
45.1 to 50	2
50.1 to 54	3
Greater than 54	4

Rank Based on Combined Composite Performance and Growth/Graduation Rate	Level
In the lowest 10%	1
Between 10.1% and 50%	2
Between 50.1 and 75%	3
In the highest 75%	4

Success Ratio	English Language Proficiency Level
0 - 0.49	1
0.50 - 0.99	2
1.0 - 1.24	3
1.25+	4

Academic Progress, Graduation Rate, Chronic Absenteeism; CCCR	Did Not Meet Long-Term Goal	Met Long-term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4



# New York State's Accountability System Identifies Two Types of Schools in Need of Support

## Comprehensive Support and Improvement Schools (CSI)

These schools are the **lowest-performing** in the state and will be identified at least **every three years**:

- Schools in the bottom 5% of all schools in the state
- Any high school with a four-year graduation rate of less than 67% that does not have a five-year or six-year graduation rate of at least 67%.
- Schools identified for Targeted Support and Improvement (see below) that have not improved over time

## Targeted Support and Improvement Schools (TSI)

These schools are the **lowest-performing in the state for one or more subgroups** of students and will be **identified annually**:

- Any school with a subgroup of students consistently underperforming on the state's indicators

# CSI and TSI Schools Identification

**Elementary and middle schools will be identified if they have one or more accountability subgroups that meet all of the criteria in any scenario listed below.**

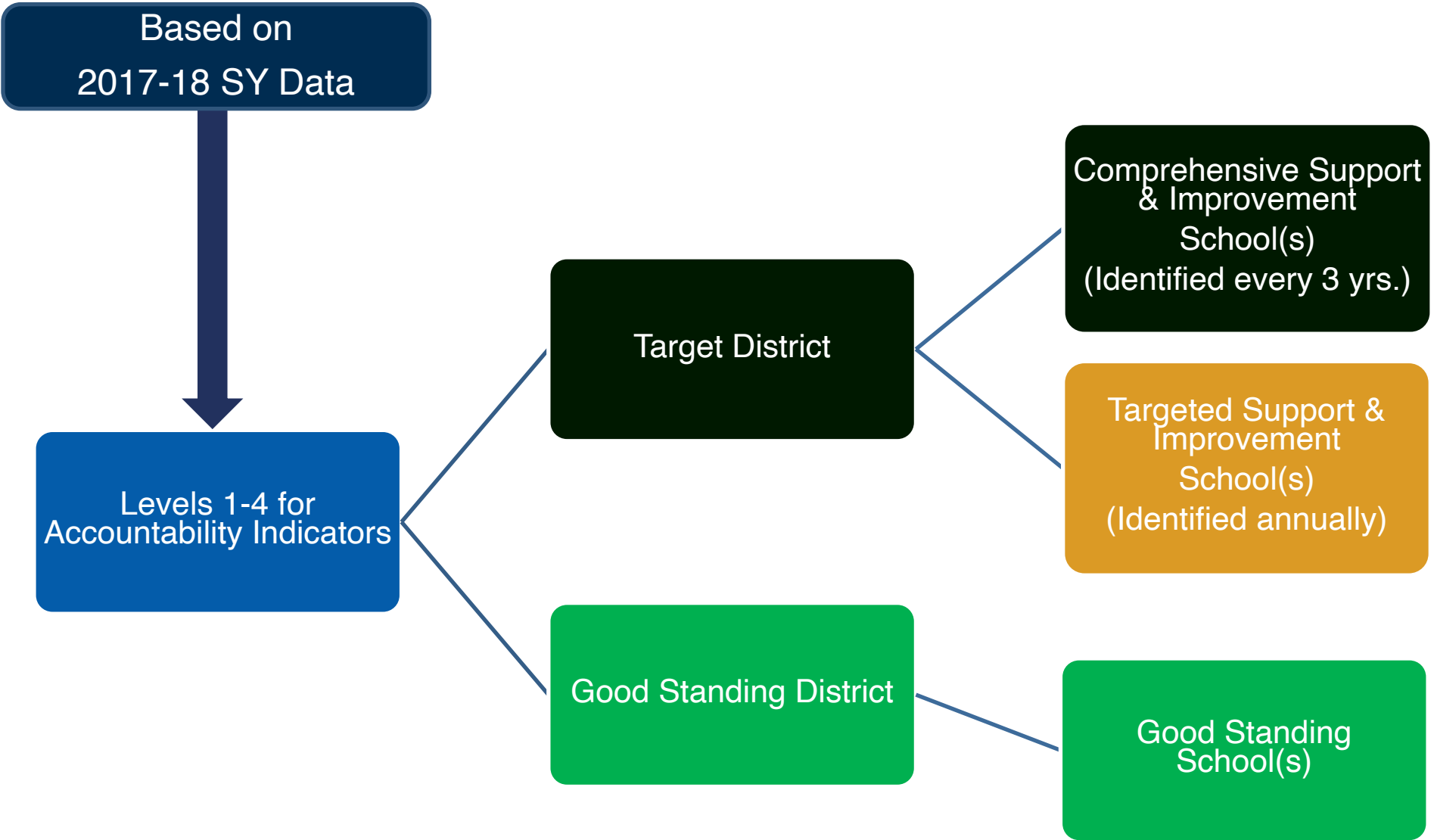
Scenario	Composite Index	Student Growth	Combined Composite & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1	Level 1	Level 1	Any Level	Any Level	
2	Either Level 1	Level 1	Level 1	None	Any One of the Two is Level 1	
3	Either Level 1	Level 1	Level 1	Level 1	Any Level	
4	Either Level 1	Level 1	Level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

**High schools will be identified if they have one or more accountability subgroups that meet all of the criteria in any scenario listed below.**

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

Note: CSI Schools are identified only for All Students subgroup once in 3 years.

# Accountability Indicators/New Score System



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## **2| Accountability and Participation Rate**

# ESSA and Participation Rate

1. ESSA requires that when states compute achievement in language arts and mathematics an adjustment be made when fewer than 95% of students in an accountability group participate in state assessments.
2. This adjustment is made by requiring that states compute academic achievement by using as the denominator for the computation, the greater of the number of students who participated in state assessments or 95% students who are enrolled in the tested grades.
3. ESSA does not permit states to compute academic achievement using only the scores of those students who were tested.

**Unlike some states, New York State does not have any laws either explicitly permitting students to opt out of state assessments nor requiring their participation. The policy of the Board of Regents is to encourage, but not require student participation.**

# Weighted Average Achievement vs. Core Subject Performance Index

At the elementary and middle school level, ELA, math and science achievement is measured in two ways.

**Weighted Average Achievement:**

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{\# \text{ of continuously enrolled students who are tested}}$$

x 100

[The greater of: (1) # of continuously enrolled students who are tested or (2) 95% of continuously enrolled students with or without test scores]

**Core Subject Performance:**

$$\frac{(\# \text{ of students at Level 2}) + (\# \text{ of students at Level 3} \times 2) + (\# \text{ of students at Level 4} \times 2.5)}{\# \text{ of continuously enrolled students who are tested}}$$

x 100

**Example:**

In School A, there are 100 continuously enrolled students and 97 take the assessment. The denominator for both the Weighted Academic Achievement Index and Core Subject Performance Index is 97. If all students were Level 4, the school's Weighted Achievement Index and Core Subject Performance Index would both be 250  $(97 \times 2.5)/97 * 100$ .

In School B, there are also 100 continuously enrolled students and 80 take the assessment. The denominator for the Core Subject Performance Index is 80 but the denominator for the Weighted Academic Achievement Index is 95. If all students were Level 4 the school's Core Subject Performance Index would be 250, but its Weighted Academic Achievement Index would be 211.  $(80 \times 2.5)/95 * 100$ .

# ESSA Accountability System and Impact of Participation

The indicators in New York’s accountability system that are impacted by “participation” or “lack of participation” in state assessments are Composite Performance and Academic Progress.

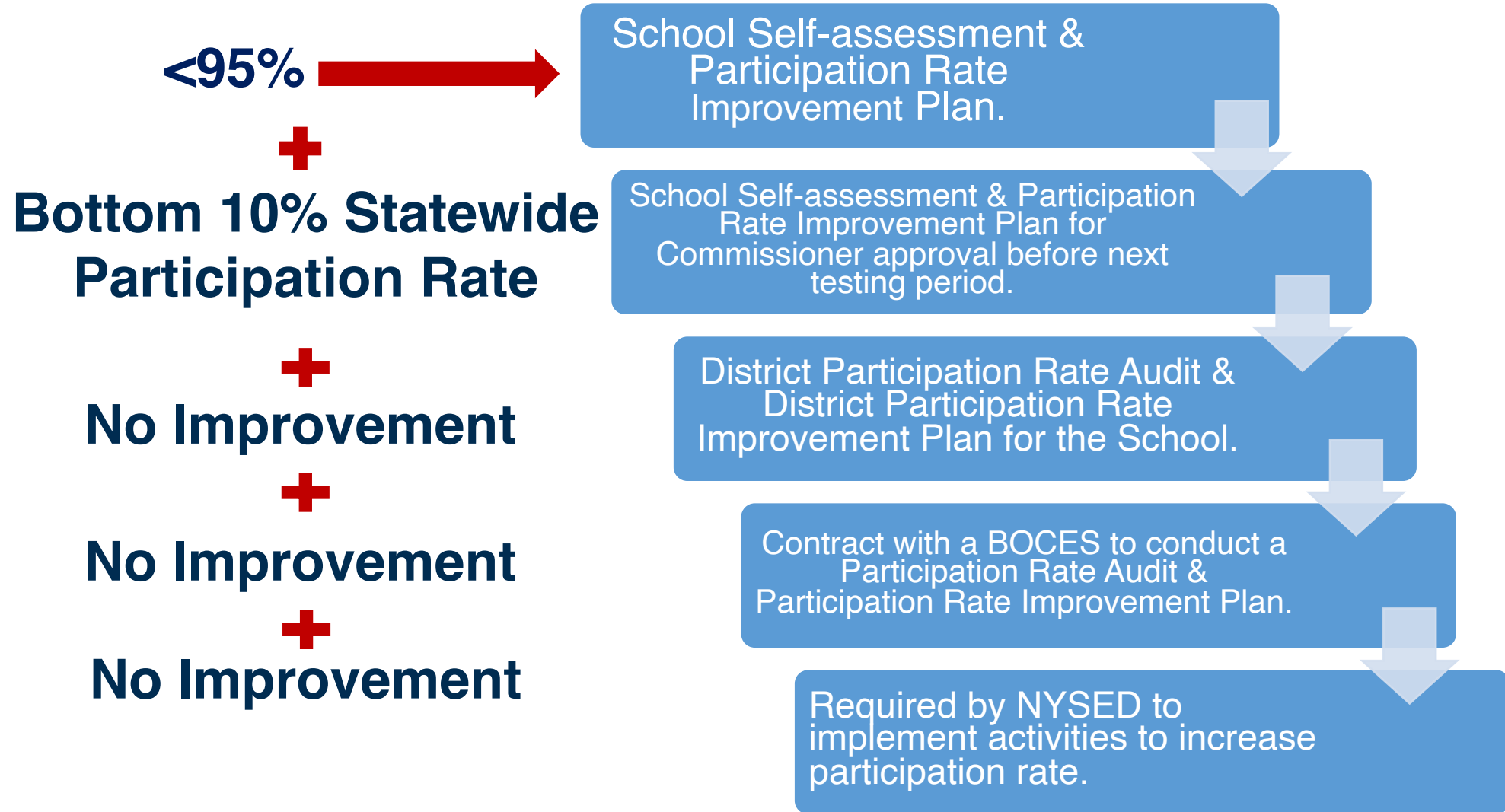
Indicator	Details
Composite Performance Index	<ul style="list-style-type: none"><li>• Measures academic achievement in English language arts, mathematics, and science.</li><li>• As required by USDE, the Department calculates a Weighted Average Achievement Index, which is influenced by the number of students who do not participate in the assessments.</li><li>• The Department calculates a separate Core Subject Performance Index, <b>which is not influenced by the number of students who do not participate in the assessments</b>. The Core Subject Performance Index is based only <b>on tested students</b> and was created by the Department to mitigate the effects of low participation rate on Composite Performance.</li><li>• A Level from 1-4 is assigned to both the Weighted Average Achievement Index and Core Subject Performance Index. These are used to create a Composite Performance Level in such a way that a significant majority receive a Composite Level that is equal to or higher than their Core Subject Performance Index.</li><li>• If the tested students are performing at or above state average, then the school will have a Composite Performance Index Level of at least 2.</li></ul>

# ESSA Accountability System and Impact of Participation

Indicators	Details
Academic Progress	<ul style="list-style-type: none"><li>• Measures progress on state assessments in ELA and in mathematics against long-term goals and Measures of Interim Progress (MIP).</li><li>• 2016-17 Weighted Average Achievement Index was used as the baseline.</li><li>• Schools with low participation will have low baselines and therefore lower MIPs to meet.</li><li>• Schools can meet the MIPs by just having more students take the state assessments.</li></ul>



# Districts & Schools Failing to Meet 95% Participation Rate



# Accountability and Participation Rate Improvement Plan

No school was identified for a subgroup that had above average performance of its assessed students in ELA and math, even if the subgroup had high rates of non-participation in state assessments.

As required in the State's approved ESSA plan and specified in Commissioner's Regulations §100.21, schools that meet certain criteria on State assessments must create and implement a Participation Rate Improvement Plan.

Only schools that meet all six criteria will be required to create a Participation Rate Improvement Plan. On either the ELA or math assessments, a subgroup at the school must:

1. Fail to meet the 95% participation requirement in the assessment in the 2017-18 school year;
2. Fail to meet the 95% participation requirement in the assessment in the 2018-19 school year;
3. Did not improve its participation rate between the 2016-17 and 2017-18 school years;
4. Did not improve its participation rate between the 2017-18 and 2018-19 school years;
5. Did not perform at Level 3 or 4 on the Weighted Average Achievement Index in the 2017-18 school year; and
6. Did not perform at Level 3 or 4 on the Weighted Average Achievement Index in the 2018-19 school year.

# Participation Rate Status Report

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- On January 17, 2019, NYSED announced the final accountability status of schools and districts for the 2018-19 school year.
- After reviewing the NYS assessment data used in the accountability designations, the Department determined which public schools met the 95% assessment participation rate requirement for one or more accountability groups in ELA, mathematics, or both in the 2017-18 school year.
- In March 2019, NYSED shared with districts and charter schools a Participation Rate Status Report that showed the overall participation rate status of each school as well as each accountability group in the school for ELA and math State assessments.

# Participation Rate Status Report

District/School Name	18-19 Participation Rate Improvement Plan Status for School	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial
School A	GS	GS:95	-	-	-	-	GS:95	-	-	GS:95	-
School B	GS	GS:WAA	-	-	-	-	GS:WAA	-	-	GS:WAA	-
School C	PPRIP	GS:95	-	-	GS:95	-	PPRIP	-	GS:95	GS:95	-
School D	PPRIP	GS:95	GS:WAA	-	-	PPRIP	GS:95	-	-	GS:95	-
School E	GS	GS:95	-	-	-	-	GS:95	-	-	GS:95	-
School F	GS	GS:95	-	-	-	-	GS:95	-	-	GS:95	-

# Potential Participation Rate Improvement Plan (PPRIP)

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- Elementary-middle schools and high schools are identified as PPRIP, if any subgroup meets the PPRIP criteria for either ELA or Math.
- An elementary-middle school subgroup is identified as PPRIP, if it meets the following criteria:
  - the 2017-18 participation rate is <95% and not greater than the 2016-17 participation rate; and
  - the Weighted Average Achievement Level is 1 or 2.
- A high school subgroup is identified as PPRIP, if it meets the following criteria:
  - the 2017-18 participation rate is <95% and not greater than the 2016-17 participation rate; and
  - the Composite Performance Level is 1 or 2.

# Potential Participation Rate Improvement Plans (PPRIP)

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- Schools currently designated as “PPRIP” are required to create a Participation Rate Improvement Plan for 2019-20, if there is no improvement in participation rates and performance levels on the 2018-19 school year ELA and/or math assessments as described in criteria 2,4, and 6 on slide 17.
- This data was provided to districts for planning purposes in the hope that it would be helpful in communications with students and their families regarding participation in the 2018-19 State assessments.
- NYSED will announce the preliminary list of districts and schools that are required to create Participation Rate Improvement Plan for 2019-20 by February 2020.

# Misconceptions About Participation Rate's Impact on Accountability

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1. Low participation rate (or high opt out) leads to schools being identified as CSI or TSI schools.
  - **False, no school that performs at or above the state average for either academic achievement or student growth has been identified.**
2. Students who do not participate in state assessments are assigned a Level 1.
  - **False, students receive no score if the student refused all of the test sessions. A “no score” is what is reported to parents and noted in the student’s record.**
3. Low participation in ELA and mathematics state assessments leads to low Growth scores.
  - **False, growth is determined based on tested students performance compared to students with similar test histories statewide.**
4. Low participation rates affects ELA and mathematics Academic Progress indicator, and schools will never be able to meet the MIPs.
  - **False, schools with low participation rate will have lower baselines and therefore lower MIPs to meet.**

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# **3| How Districts Can Improve Their Accountability Measures**



## 2019-2020 ESSA Determinations

No new CSI schools will be identified based on 2018-19 school year data.

Progress Determinations will be made based on 2018-19 school year data.

Schools can move from Good Standing to Potential TSI or Potential TSI to TSI based on 2018-19 school year data.  
Schools should focus efforts on groups for which a school is TSI or Potential TSI.

# Accountability Status Counts

<b>2018-19 Accountability Status</b>	<b>Statewide</b>
<b>Target Districts</b>	<b>104</b>
<b>Good Standing Districts</b>	<b>581</b>
<b>CSI Schools</b>	<b>235</b>
<b>TSI Schools</b>	<b>125</b>
<b>Good Standing Schools</b>	<b>4252</b>

There were 379 Good Standing: Potential TSI Schools (GS: PTSI) identified in the 2018-19 school year. Some of these schools will become TSI Schools in 2019-20. Similarly some of the subgroups with Good Standing status will change to GS: PTSI.

Similarly for the district, some subgroups will change GS:PTSI to TSI status and the district will become a new Target District. The district could also become a Target District if a school became a new TSI school. Additionally, the District could become a Target District if the All Students subgroup meets the CSI criteria two years in a row.

# Potential TSI to TSI School

2018-19 Elementary-Middle Subgroup Accountability Status										
School	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial
A	GS	GS:PTSI	-	GS	GS	GS	GS	GS	GS	-
B	GS	GS	-	GS	GS:PTSI	GS	GS	GS	GS	-
C	GS	GS	-	-	-	GS:PTSI	GS	-	GS:PTSI	-

**For example, School A could become a TSI School if the Students with Disabilities subgroup meets TSI criteria based on 2019-20 school year data. This will make the district a Target District.**

# Progress Criteria for Comprehensive Support and Improvement Schools: Example

Identified Year (2017-18)

Weighted Avg. Ach. Index	Weighted Avg. Ach. Level	Core Subject Perf. Index	Core Subject Perf. Index Level	Composite Perf. Index	Comp. Perf. Ach. Level	Mean Growth Percentile	Student Growth Level	Comb. Comp. and Student Growth Level	EL Proficiency Level	Avg. ELA and Math Acad. Progress Level.	Chronic Abs. Level
63.2	1	75	1	2	1	46.7	2	1	2	1	1

For 2018-19 and 2019-20 (meet one of the performance options for both years)

	Weighted Avg. Ach. Index	Weighted Avg. Ach. Level	Core Subject Perf. Index	Core Subject Perf. Index Level	Composite Perf. Index	Comp. Perf. Ach. Level	Mean Growth Percentile	Student Growth Level	Comb. Comp. and Student Growth Level	EL Proficiency Level	Avg. ELA and Math Acad. Progress Level.	Chronic Abs. Level
Option 1	*	*	*	*	*	2	*	2	2	*	*	*
Option 2	**	**	**	**	3	**	46.8+	**	2	Not 1	Not 1	Not 1

- In Option 1 “\*” means these can be any number so long as the Composite Performance, the Student Growth and the Combined Composite Performance and Growth are at least Level 2.
- In Option 2 “\*\*” means these can be any number so long as the Weighted Average Achievement Level plus the Core Subject Performance Level is at least 3, the MGP is at least 46.8, Combined Composite Performance and Growth is at least Level 2 and ELP, Academic Progress or Chronic Absenteeism is not Level 1.
- A subgroup that meets Option 1 the first year and Option 2 the second year or vice versa is eligible for removal.

# How Schools Can Make Progress

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1. Ensure that the school is not in the bottom 10% (Level 1) for Composite Performance, Growth, and Combined Composite Performance and Growth.
2. Ensure that more students score at an accountability Level of 2 on state assessments. This will have a significant impact on the Performance Index (PI) used to calculate the Composite Performance and Academic Progress.
3. Moving students from accountability Level 1 to Level 2 has a bigger impact on PI than moving same number of students from accountability Level 3 to 4.

# How Schools Can Improve Their Numbers

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- Ensure that at least 95% of students are tested. This will enable the weighted average achievement index to match the Core Subject Performance Index.
- When more students are tested, the weighted average achievement index increases, and it helps in meeting academic progress Measures of Interim Progress (MIP).
- Identify the subgroups the school was identified for and focus on improving instruction to those subgroups.
- Keep an eye for subgroups that were in “Good Standing: PTSI status.” A second year of low performance will make these subgroups fall into TSI status.

# Look for Quick Wins

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- If the school had prior low performance on chronic absenteeism, then work on improving that metric so that the school meets the MIP and becomes a Level 2.
- If the school had prior low performance on English Language Proficiency (ELP), then work on ensuring that all ELL students are tested on NYSESLAT and they are reaching their individual progress points.
- As stated earlier, if the school had prior participation rate issues, then improve participation to boost the weighted average achievement index.

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# Questions



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Any further questions? Please contact us at  
[accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

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