

Every Student Succeeds Act (ESSA) Accountability State Plan Addendum for the 2022-23 School Year

Overview

Accountability Restart Timeline

NYSED Submits



NYSED Values & Public Comment

Our Values:

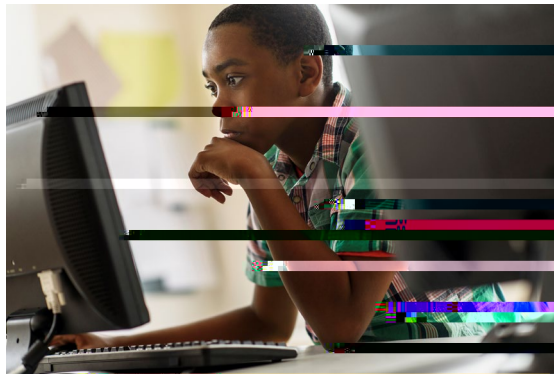
Reliability

Transparency

Explainability

ESSA Accountability State Plan Addendum and Public Comment form available on the NYSED webpage:

<http://www.nysed.gov/accountability/school-and-district-accountability>



Accountability Restart Flexibilities



According to USDE Guidelines:

- An SEA may make one-year or longer-term changes to its approved ESEA consolidated State plan, consistent with ESEA requirements.
- An SEA may consider changes to Long-Term goals and Measurements of Interim Progress (MIPs) for Academic Achievement, Graduation Rates, and Progress in Achieving English Language Proficiency (ELP) due to the impact of COVID-19 and resulting disruptions on school performance.
- An SEA has discretion to modify its methodology for its system of annual meaningful differentiation, which must include all schools in the State and be based on all indicators (or may replace the Other Academic Indicator).



Accountability Restart Constraints



According to USDE Guidelines:

Each SEA is required to annually measure the achievement of not less than 95



Pandemic Impact on Accountability Indicators



Accountability Indicators for the 2022-23 School Year (SY)

| Elementary/Middle | High School |
|--------------------------------|---------------------------------|
| Weighted Average Achievement * | Weighted Average Achievement ** |
| Core Subject Performance * | Core Subject Performance ** |
| ELP | ELP |
| Chronic Absenteeism | Chronic Absenteeism |
| | Graduation Rate |

Note: For all the indicators except ELP, rank -based cut -points will be used to assign performance levels.

Indicators dropped for the 2022 -23 SY

| Elementary/Middle | High School |
|-------------------|-------------------|
| Academic Progress | Academic Progress |
| Growth | CCCR |

* Grades 3-8 ELA, Grades 3-8 Math, and Grades 4 and 8 Science

** Four-Year Cohort results for ELA, Math, Science, and Social Studies



Splitting of High School Composite Performance

USDE does not permit students with Regents exemptions to be excluded from Composite Performance calculations. Therefore, for the 2021- 22 SY, NYSED has decided to split high school Composite Performance into Weighted Average Achievement and Core Subject Performance. The Performance Indices for Weighted Average Achievement and Core Subject Performance will be calculated using the following formula:

$$100 \frac{(\quad 2) + 2(\quad 3) + 2.5(\quad 4)}{\quad}$$

Weighted (Wtd.) Average Achievement Denominator



Proposed Scenario Tables for the 2022- 23 SY

| Elementary and Middle Level 2022- 23 SY Scenario Table | | | | | |
|---|--|--|--|--|--|
| Scenarios | | | | | |
| | | | | | |
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Identification Methodology for the 2022- 23 SY

Elementary and Middle Level 2022- 23 SY Scenario Table

| Scenarios | Current Status | Weighted | Core | ELP* | Chronic Absenteeism |
|-----------|----------------|----------------|---------|-----------------------|-----------------------|
| 1 | Any | Both Level 1 | | Any Level (None, 1-4) | Any Level (None, 1-4) |
| 2 | CSI | Either Level 1 | | Both Not Level 3 or 4 | |
| 3 | TSI | Either Level 1 | | Both Not Level 3 or 4 | |
| 4 | Any | Level 2 | Level 1 | Both Not Level 3 or 4 | |
| 5 | Any | Level 1 | None | Both Not Level 3 or 4 | |
| 6 | Any | Level 1 | Level 2 | Both Not Level 3 or 4 | |



Pre-Pandemic CSI Exit Criteria

Pre-Pandemic CSI Exit Criteria

Commissioner's Regulations Section 100.21 states that schools identified for CSI may exit status two ways:

1. For two consecutive years:
 - a. Composite Performance Level and Student Growth/Graduation Rate Level are both Level 2 or higher; or
 - b. Composite Performance Index and Mean Growth Percentile/Graduation Rate (average 4,5,6) are higher than at the time of identification (2017-18 SY); and the Combined Composite Performance and Student Growth/Graduation Rate is a Level 2 or higher; and none of the following is Level 1: Academic Progress, English Language Proficiency, Chronic Absenteeism, and CCCR.
2. School is not on the new list of schools identified for CSI that is created every third year as a consequence of the school having improved performance on the measures used to identify schools for CSI.

Note: School may not exit CSI status if the school is required to implement a Participation Rate Improvement Plan.

TSI Exit Criteria for the 2022- 23 SY

Pre-Pandemic Exit Criteria

- There is no specific USDE guidance regarding exiting schools identified for TSI.
- Commissioner's Regulations Section 100.21 states that schools identified for TSI may exit the status, if for two consecutive years it would not meet the TSI criteria.
- Note: School may not exit TSI status if the school is required to implement a Participation Rate Improvement Plan.

Proposed Exit Criteria for the 2022- 23 SY

- If the school does not meet the TSI identification criteria in the 2021.78 396.579 364.

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ATSI Exit Criteria for the 2022- 23 SY

Pre-Pandemic Exit Criteria

Under NYSED's ESSA Plan, schools identified for Additional Targeted Support and Improvement (ATSI) were first identified for TSI in the 2018-19 school year.

ESSA gives states flexibility in determining the criteria by which schools may exit Additional TSI (ATSI) status as long as those exit criteria ensure continued progress to improve student academic achievement and school success in no more than four years. While not codified in regulations, schools identified for ATSI may also be removed from status by meeting two years of not meeting TSI criteria.

Note: School may not exit ATSI status if the school is required to implement a Participation Rate Improvement Plan.

Proposed Exit Criteria for the 2022 -23 SY

To exit ATSI status the school must not be in the new TSI List and must meet one of the following conditions:

1. Weighted Average Achievement is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
2. Core Subject Performance is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 SY.
3. Graduation Rate is Level 1 at the time of identification (2017-18 SY), the 2021-22 SY absolute performance is higher than in the 2017-18 Sw (22)Tj06.5 (el) 004 Tw (18)Tjh(i)-0.8 (m)-25.2 (e 0.8rfB()6.4 (el)-0.7

Target District Exit Criteria for the 2022- 23 SY

Pre-Pandemic Exit Criteria

- If the identified subgroup (including All Students group) does not meet any of the identification scenarios for two consecutive years, then the subgroup will make progress.
- Additionally, all schools identified for CSI and TSI within the district must make progress for two years.

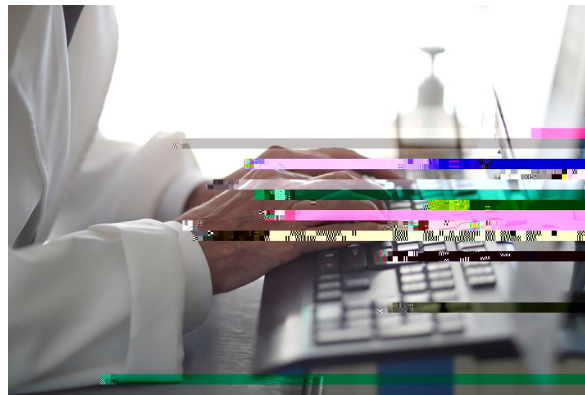
Proposed Exit Criteria for the 2022- 23 SY

- Exit all Target Districts that are identified at the district level only (i.e., there are no schools identified for CSI or TSI within the district).
- A district with schools identified for CSI/TSI that were identified for its own subgroup will make progress by not meeting the respective subgroup identification criteria using 2021-22 SY data.
- Additionally, all schools identified for CSI and TSI in the district must exit status using 2021-22 SY data.

Public Comment

ESSA Accountability State Plan Addendum and Public Comment form available on the ESSA webpage:

<http://www.nysed.gov/accountability/school-and-district-accountability>



Thank You!

ESSA Accountability State Plan Addendum:

[http://www.nysed.gov/accountability/school -and-district -
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Public Comment form available:

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