



New York State
EDUCATION DEPARTMENT

Knowledge › Skill › Opportunity

ESSA District & School Accountability Designations 2018-19

February 11, 2019

ESSA Engagement Process

Public Input

- 
- **13 Public Hearings Statewide:** Long Island, Staten Island, Bronx, Manhattan, Syracuse, Rochester, Plattsburgh, Yonkers, Brooklyn, Buffalo, Queens, Binghamton, Albany
 - **ESSA Winter Regional Meetings**
 - **ESSA Spring Regional Meetings**
 - **Webinars**
 - **Surveys**

Written Comments

- 
- **800+ comments submitted** via email or mail
 - **Half of those comments came from three form letter campaigns**

Consultation Activities

- **ESSA Think Tank**
- **Title I Committee of Practitioners**

Work with National Experts

- Linda Darling Hammond, Learning Policy Institute
- Scott Marion, National Center for Improvement of Educational Assessment
- CCSSO, Brustein & Manasevit

Consultation with Governor's Office and Legislature

ESSA is Equity



Emphasizes fostering equity in education for New York's students

Expands measures for school support and accountability and student success

Requires school-level improvement plans for the lowest performing schools overall

Requires school-level improvement plans for the schools with the lowest performance for certain student populations

New York State is committed to ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.

ESSA is Equity

MORE THAN AN ACCOUNTABILITY SYSTEM

EDUCATORS



- Strategies for supporting the professional growth of educators
- Address disparities in training to increase classroom effectiveness

SCHOOLS



- Increase fiscal transparency in school building spending

ALL STUDENTS



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

Accountability Indicators/New Score System

- **New York's ESSA plan is designed to improve equity in student outcomes by identifying the schools and districts that need additional support.**
- **New school accountability determinations begin a community engagement process.**
- **Schools and districts get a score for all students and for student subgroups, such as members of racial and ethnic groups, low-income, students, students with disabilities, and English language learners.**
- **Accountability indicators go beyond ELA and math test scores and take a more holistic approach to school and student achievement.**

Accountability Indicators/New Score System

Elementary-Middle Level Schools	High Schools
Composite Performance (i.e., academic achievement in English language arts (ELA), mathematics, and science)	Composite Performance (i.e., academic achievement in ELA, mathematics, science, and social studies)
Student Growth in ELA and mathematics	Graduation Rate (4-, 5-, and 6-year cohorts)
Progress of ELLs towards English Language Proficiency	Progress of ELLs towards English Language Proficiency
Academic Progress in ELA and mathematics	Academic Progress in ELA and mathematics
Chronic Absenteeism	Chronic Absenteeism
	College, Career and Civic Readiness (CCCR)

Identification of CSI Schools: *Elementary & Middle Schools*

Elementary and middle schools are identified if the “All Students” group meets all of the criteria in any of the five scenarios in the table below.

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

If a school does not meet all the criteria in one of the five rows, it will not be identified. For example, if a school receives a “2” or above on both Composite Performance Index and Growth, it will not be identified for CSI (regardless of its performance on other indicators)

Identification of CSI Schools: *High Schools*

High schools will be identified in two ways: (1) if the “All Students” group meets all of the criteria in any of the five scenarios below or (2) if they have low graduation rates.

	Composite Performance	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	

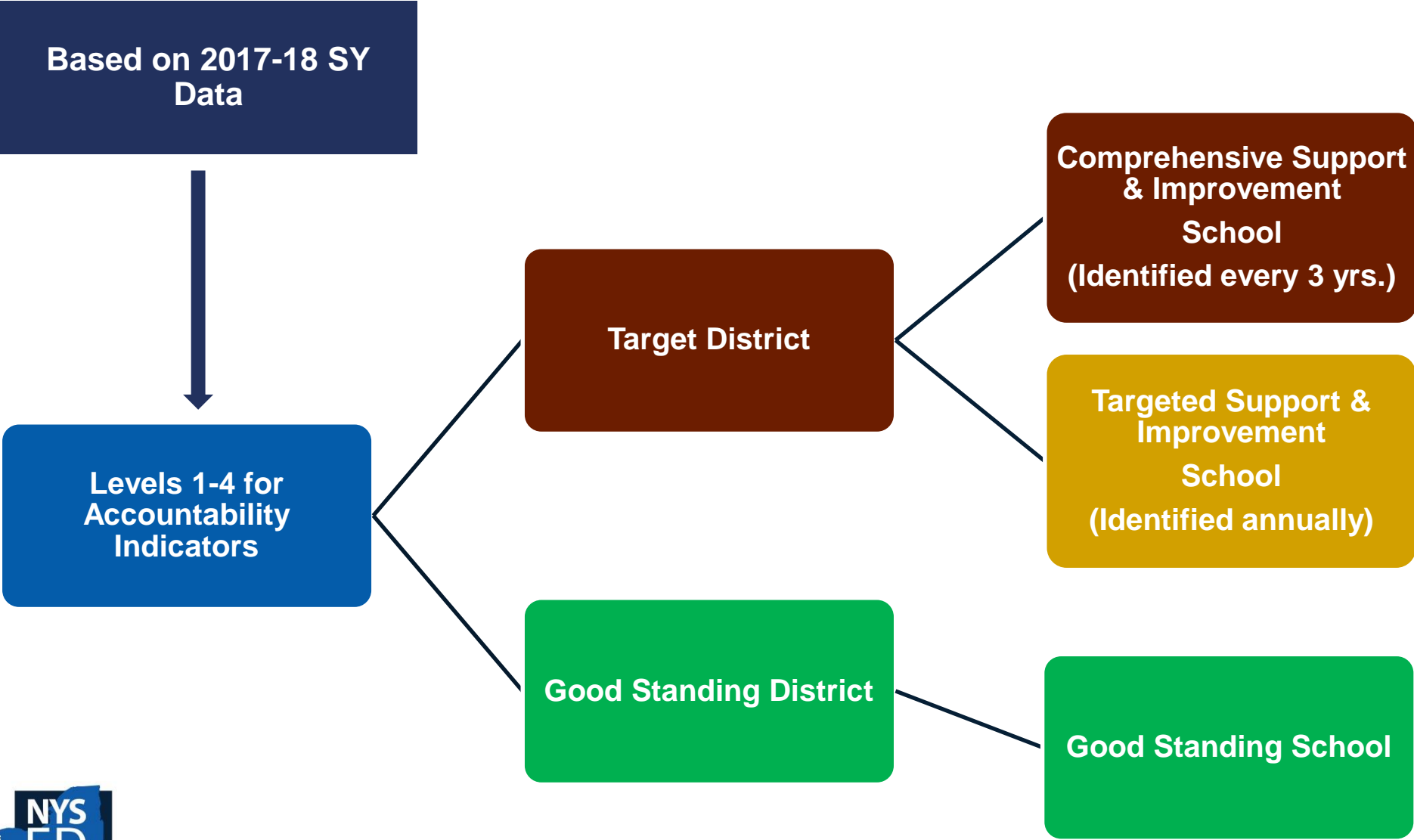
What does it mean to have “low graduation rates?”

All public schools, beginning with 2017-18 school year accountability, that have graduation rates below 67% for the four-year graduation rate cohort and do not have graduation rates at or above 67% for the five- or six-year cohorts will be preliminarily identified for CSI.

Identification Examples

School	Composite Level	Growth Level	Combine Composite and Growth	ELP	Progress	Chronic Absenteeism
A	1	1	1	2	2	2
B	2	1	1	1	2	4
C	2	1	1	4	1	1
D	1	2	1	2	2	3
E	1	2	2	2	4	1
F	3	2	3	1	3	2

Accountability Indicators/New Score System



Summary

The number of public schools in the state is 4,725.

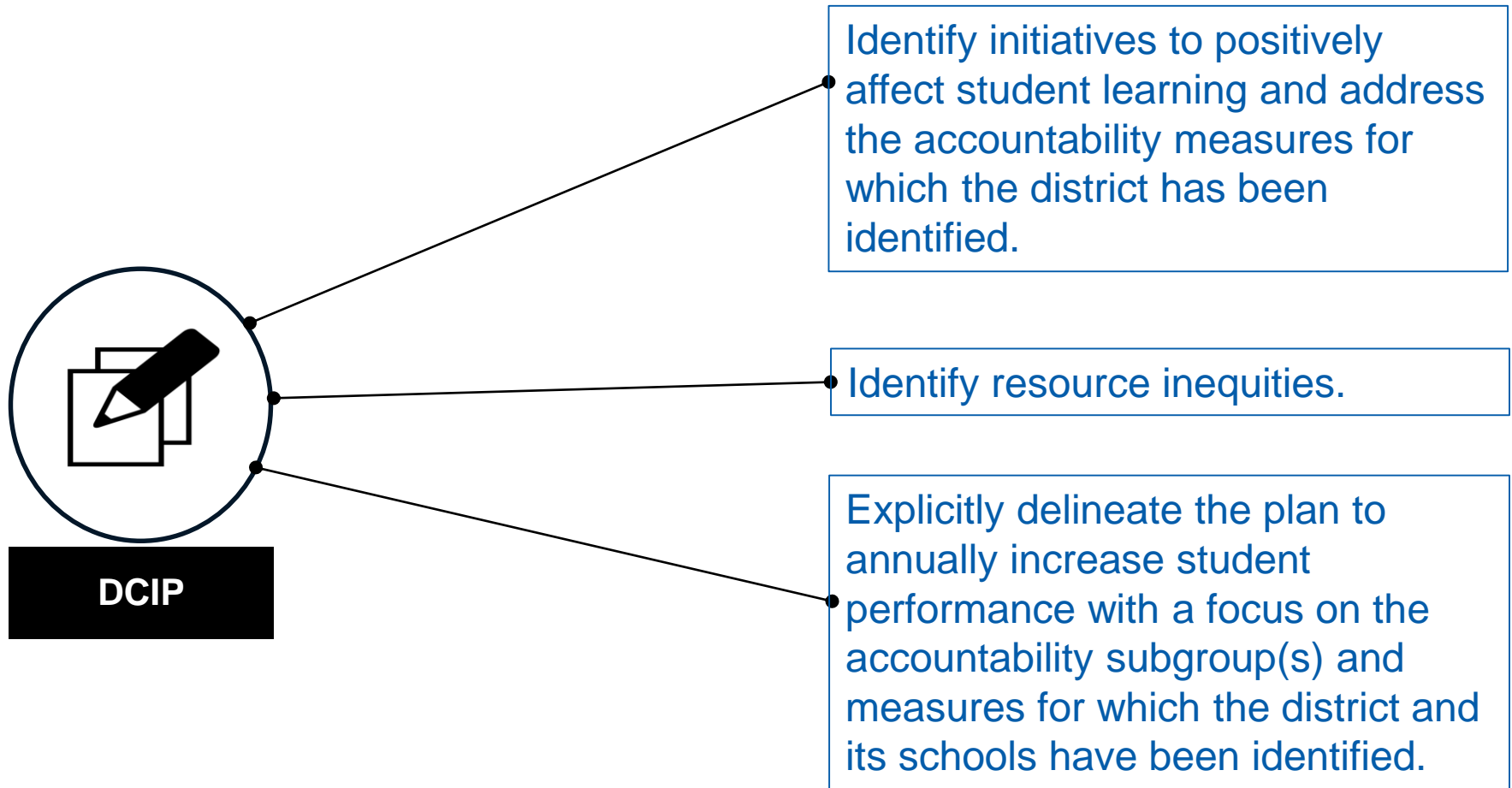
Under the new accountability system, NYSED identified:

- **106 Target Districts**
- **245 Comprehensive Support & Improvement Schools**
- **125 Targeted Support & Improvement Schools**

Target Districts

- **106 Target Districts**
- **Of those, 55 districts are identified because of the identification of CSI or TSI Schools within that district.**
- **Of those, 10 districts are identified because:**
 - 1) District was in Focus status during the 2017-18 school year; and**
 - 2) When the student population is looked at as a whole, the District met the criteria for CSI identification or TSI identification even though individual schools did not**
- **41 Districts met both criteria to be identified.**

Required Target District Interventions



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

CSI Schools

- **As required by ESSA, 5 percent of schools are identified as CSI Schools.**
- **2018-19 SY CSI School Identification**
 - **238 Public schools**
 - **7 Charter schools**
- **These schools:**
 - **Performed at level 1 on a combination of indicators; or**
 - **For high schools, have a four-year cohort graduation rate less than 67% and do not have a five or six-year cohort graduation rate of at least 67%**

Required CSI School Interventions

All Comprehensive Support & Improvement Schools are required to:

- **Conduct an onsite needs assessment** using the Diagnostic Tool for School and District Effectiveness;
- **Identify needs to be addressed** in the school's annual improvement plan;
- **Conduct annual surveys** of parents, staff, and students;
- **Develop an annual School Comprehensive Education Plan** in consultation with parents, school staff, and for secondary schools, students, and submit to NYSED for approval;
- **Identify a school-wide, evidence-based interventions** to be included within the annual improvement plan;
- **Establish a participatory budgeting process** or an approved alternate means of increasing parent and student participation in decision-making, beginning in the 2019-20 school year;



CSI School

TSI Schools

- **One or more of its student subgroups performs at level 1 on a combination of the new indicators.**
- **If a school was in Good Standing, it must have two years of low performance before the school can be identified as a TSI School.**
- **Among the 106 Target Districts, 125 schools (including 1 charter school) are identified as TSI Schools.**

Required TSI School Interventions



TSI School



All Targeted Support & Improvement Schools are required to:

- **Develop a School Comprehensive Education Plan** based on the results of an on-site needs assessment and other data collected by the district
- **Follow particular protocols** for schools identified for English Language Learners and/or Students with Disabilities to meet the needs of these students
- **Include one evidence-based intervention** in the annual improvement plan
- **Survey parents, staff, and students annually**

Accountability & Test Refusals

Accountability & Test Refusals

- No school is solely identified because of high rates of test refusal.
- 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% test participation requirement in the 2017-18;
2. Fail to meet the 95% test participation requirement in the 2018-19;
3. Did not improve its participation rate between 2016-17 and 2017-18;
4. Did not improve its in participation rate between 2017-18 and 2018-19;
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.

Next Steps

- **NYS receives \$80 million in Title I for school improvement activities**
- **Each identified District and School will receive Title I School Improvement funds to support such required activities as:**
 - **Needs assessment;**
 - **Professional learning;**
 - **Improvement plan development; and**
 - **Any other improvement activities designated by NYSED.**
- **ESSA requires community and parent engagement in developing district and school improvement plans.**
- **Districts and schools will now notify stakeholders of their accountability status and, as warranted, begin the process of assessing needs and developing improvement plans.**

Next Steps

- NYSED has developed materials and resources to help educators, parents and other school community members understand their school's accountability determination.
- Principals and Superintendents have the opportunity to call upon their supervisory District Superintendents for support.
- These materials include a fact sheet for parents available in 9 languages, a fact sheet for educators, presentations for school leaders and information on NYSED ESSA Programs. The materials can be found on the Department's ESSA [website](#).

Key Milestones

Activity	Date
Target District Institute for Prospective Identified Districts	January 10 - 11, 2019
District & School Identification Announcement	January 17, 2019
2018-19 Title I School Improvement Grant 1003 (Basic) Application Disseminated	January 17, 2019
ESSA Update for School Leaders Webinar	January 28, 2019
Needs Assessment Visits (DTSDE) to CSI Schools	Winter & Spring 2019
Target District Institute	March 26, 2019
School Comprehensive Education Plans Due	July 1, 2019
Consolidated Application For ESSA Funds Due	August 31, 2019
Implementation of SCEP and DCIP Plans Begins	September 2019

Thank You

For more information and the latest updates on the state's ESSA planning, please visit the NYSED's ESSA [website](#).