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ESSA Update

Presented to the Committee of Practitioners

October 17, 2018

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2. This is a new accountability system: it will look and feel different, and it will yield different results than under NCLB or the ESEA Waiver.

New York State's plan builds upon the current accountability system while looking beyond just student test scores

Current System	Revised System
Primarily based on student achievement in ELA and math	Based on student achievement in core subjects and non-academic indicators such as chronic absenteeism
Includes goals for academic achievement and graduation rate	Includes goals for academic achievement; graduation rate; English language proficiency; chronic absenteeism; and college, career, and civic readiness.
Identifies Priority schools based on low overall ELA and math performance and/or graduation rates	based on school academic and progress measures; acquisition of English by English learners; chronic absenteeism. Elementary/middle schools are also measured on student growth and high schools on graduation rates and the college, career, and civic readiness of students.
Identifies Focus schools based on low-performing subgroups; requires a minimum of 10% of Title I schools be identified.	Identifies Targeted Support and Improvement schools based on low-performing subgroups
Recognizes high-performing and rapidly improving schools as Reward schools	Recognizes high-performing or rapidly improving schools as Recognition schools

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3. There are new accountability designations.

New York State classifies all schools into one of four categories

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-

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5. Accountability Determinations (CSI & TSI) are driven by Levels.

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New York State will hold schools and districts accountable for the performance of these student

1. All Students
2. American Indian or Alaska Native
3. Black or African American
4. Hispanic or Latino
5. Asian or Native Hawaiian/Other Pacific Islander
6. White
7. Multiracial
8. English Language Learner (ELL)
9. Students with Disabilities (SWDs)
10. Economically Disadvantaged

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6. Achievement and Growth are most important indicators at the elementary and middle levels.

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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.

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Identification Examples

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

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8. Accountability determinations are made annually, but really important determinations are made every three years.

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- Comprehensive Support and Improvement Schools will first be identified in the 2018-19 school year. They will next be identified in the 2021-22 school year.
- Targeted Support and Improvement Schools will be identified annually beginning in the 2018-19 school year. Schools in Good Standing in the 2017-18 school year will first be identified as TSI in the 2019-20 school year.

9. The impact of Participation Rate on accountability

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10. Changes to ESSA Regulations

Summary of Changes to Regulations: Participation Rate Requirements

- **Removed:** Provision that Commissioner could require districts to set aside a portion of their Title I funds to implement the recommendations of a state participation rate audit in schools that have failed to meet the 95% participation rate and show improvement for five years. Instead, the district must address findings of the state participation rate audit.

- **Revision:** A Targeted Support and Improvement (TSI) School or Comprehensive Support and Improvement (CSI) School that is implementing a participation rate improvement plan will be eligible for removal, as long as the accountability group(s) for which a plan is required is not performing at Level 1 on the Weighted Average Achievement Index.

- **Revision:** If an accountability group has a Weighted Average Achievement Index that is above the state average (Level 3 or 4), a school is not required to develop a participation rate improvement plan for that group, regardless of the group's participation rate.

- **Clarification:** If a school is implementing a participation rate improvement plan and has made progress in regard to meeting the 95% participation rate requirement, the school need only update its participation rate plan, not create a new annual plan.

- **Removed:** The Department has removed the provision allowing a school to be placed under preliminary registration review where excessive percentages of students fail to fully participate in the State assessment program

Summary of Changes to Regulations: N-size

- **N-size for Core Subject Performance Index**
  - **Revision**: A Core Subject Performance Index will be computed if an accountability group has for the current year and prior year combined a minimum of 15 results for continuously enrolled students and these results equal at least 50% of the results for the subgroup on the Weighted Average Achievement Index.
  - Previously, 30 results were required.

- **N-size for Graduation Rate Indicator**
  - **Revision**: If the number of Composite Performance results for a high school accountability group is equal to or greater than 30, a graduation rate level shall be computed, as long as there is a minimum of 15 students in that group's graduation cohort.
  - Previously, 30 students in the graduation cohort were required.

Summary of Changes to Regulations: Out-of-School Suspensions

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Summary of Changes to Regulations: School Interventions

- **Definition of School-level evidence-based intervention**
  - **Removal**: "Promising practice" provision has been removed as a result of USDE guidance to states.

- **Required Parental and Student Involvement in School Improvement Plan**
  - **Revision**: Strengthened language to make clear that the Department shall reject CSI plans that do not demonstrate meaningful participation from parents and secondary students in the process. Previously, the language said that the Department may reject plans and only referred to high school students.

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Summary of Changes to Regulations

- **District Report Cards**
  - **Revised:** Examples provided of other appropriate information that districts and charter schools may add to their report cards including, but not limited

Summary of Changes to Regulations Cont'd.

- **Accountability for New York City High Schools**
  - **Removed:** Provision that would make counties the unit for high school accountability, so that community school districts continue to be accountable for high schools that operate within their boundaries, as is currently the case.

- **Enrollment of Youth Released or Conditionally Released from Residential Facilities**
  - **Revised:** Juvenile detention facilities, as authorized by Executive Law Section 503, added to the list of facilities for the purpose of facilitating a student's effective educational transition into, between, and out of such facilities to ensure that each student receives appropriate supports, services, and opportunities.
- **Required Actions for Certain Schools under Registration Review (including schools in Receivership) that do not make progress**.
  - **Revised:**

Next Steps

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