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Our Students. Their Moment.

ESSA Update

**Presented to the Committee of Practitioners
October 17, 2018**

**10 Things to Know
About New York
State's ESSA Plan**

1. ESSA is about more than accountability: equity, effective educators, culturally relevant & sustaining educational practices.

Equity: What does this mean?

NYSED and districts throughout New York State will prioritize providing equitable opportunities and access for every student, regardless of region, student status, ethnicity or demographics.

EQUITY IN CLASSROOMS

To ensure that classroom content is relevant and representative of all students' experiences

EQUITY IN EDUCATOR ACCESS

To ensure that all educators are effective and supported in their practice

EQUITY IN RESOURCES

To ensure that all schools get all the resources they need to succeed



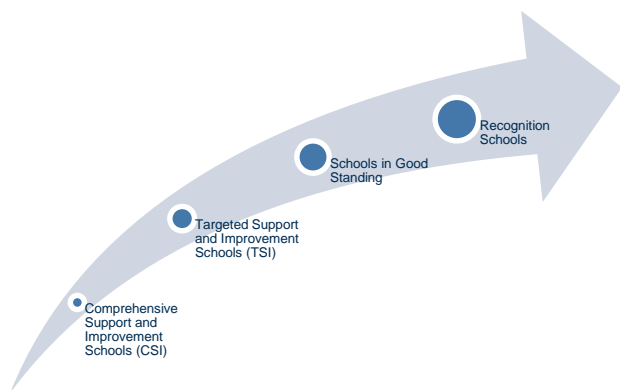
2. This is a new accountability system: it will look and feel different, and it will yield different results than under NCLB or the ESEA Waiver.

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	Identifies Comprehensive Support and Improvement schools 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

**3. There are new
accountability
designations.**

New York State classifies all schools into one of four categories



How does New York State identify schools for recognition and support?

- New York uses each of the seven indicators to identify schools.
- All public schools will receive one of four designations:

Recognition Schools	A school that is high-performing or rapidly improving as determined by the Commissioner
Schools in Good Standing	A school that is not TSI, CSI or Recognition
Targeted Support and Improvement Schools	A school with low-performing subgroups of students
Comprehensive Support and Improvement Schools	A school with low overall performance for the All Students group, a graduation rate below 67%, or a school with low-performing subgroups that have not improved

**4. There are revised
and new indicators.**

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.

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

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	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 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



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

Identification of CSI Schools: *Elementary and Middle Schools*

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

Scenario	Composite Performance	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

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)

A school would receive a rating of “None” if it has fewer than 30 ELLs.



7. Achievement and Graduation Rate are the most important measures at the high school level.

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.

Scenario	Composite Performance	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		

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

High School XYZ



High School XYZ received a level 2 on the graduation rate measure, and it received a level 4 on the Composite Performance Index. So it *may not* be identified for CSI because it did not receive a level 1 on either the Graduation Rate measure or Composite Performance Index.

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	2	1	1	4	1	1
F	3	2	3	1	3	2

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

- 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

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

- **Out-of-School Suspensions timeline clarified:**
 - 2017-18 school year results used as the baseline.
 - 2018-19 school year results used to report a Level 1-4 performance for each accountability group.
 - 2019-20 school year results used by districts to address in their consolidated application any schools that have an accountability group that performs at Level 1.
 - 2020-21 school year results incorporated into the methodology used to determine the accountability status of schools and districts.
 - Previously, the regulations were not specific regarding how this indicator will be phased in.

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.

Summary of Changes to Regulations: School Interventions

- **Principal Support Report and Principal Needs Assessment for CSI Schools**
 - **Revision:** Districts will create a principal support report to identify the needs of the school leadership team, not just the principal. The principal needs assessment will be a comprehensive review of how the district will support its school leaders.
- **Annual Achievement Progression (used to determine whether more rigorous interventions are needed in CSI schools)**
 - **Revision:** For elementary and middle schools, one way to make progress is to show improvement on both the Core Subject Performance Index and the Weighted Average Achievement Index. Previously only progress on the Core Subject Index was required.

Summary of Changes to Regulations: Participatory Budgeting

- **Requirements for Participatory Budgeting**

- **Revision:** Districts now have the option to implement the Participatory Budgeting Process or select from a list determined by the Commissioner of alternative forms of increasing parent and student engagement. Previously participatory budgeting was mandated.
- **Clarification:** The regulations have been clarified to specify that the additional amount to be spent on Participatory Budgeting is based on the school's first year allocation for Participatory Budgeting and does not continue to double or triple each year.

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 to: school climate and safety; access to specific learning opportunities, such as physical education; and teacher turnover.
- **Revised:** To clarify that report cards and other information must, to the extent practicable, be translated into the languages most frequently spoken in the district.

- **Translations of Notifications**

- **Revised:** To clarify that districts must, to the extent practicable, translate parent notifications regarding identified schools into the languages most frequently spoken in the district.

Summary of Changes to Regulations

- **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:** Provision removed that allows the Commissioner to direct the district to submit a plan to convert the school to a charter school.

Next Steps

September

- If adopted by the Board of Regents, the proposed amendment as revised will become effective as an emergency measure on September 18, 2018.

October/
November

- Notice of Emergency Adoption and Revised Rulemaking to be published in the State Register on October 3, 2018.
- Public Comment on the revised rule will be open from October 3 through November 2, 2018.

December

- Proposed amendment, with any revisions necessary based on public comment, will be presented for permanent adoption at December Board of Regents Meeting.
- If adopted by the Board of Regents, the proposed amendment will be effective as a permanent rule on December 26, 2018.