



Accountability Metrics Under ESEA Waiver

July 9, 2012

Today's Presentation

- Highlights of changes to Institutional Accountability
- Details of 11-12 Accountability Classifications
 - Priority Schools
 - Focus Districts/Schools
- Implications of New Accountability Classification

ESEA WAIVER INITIATIVE

“REGULATORY FLEXIBILITY”

On September 23rd, President Obama announced an Elementary and Secondary Education Act (ESEA) regulatory flexibility initiative to revise No Child Left Behind (NCLB). On May 29th, the NYS waiver request was approved. On June 19th, the Board of Regents adopted regulations to carry out the provisions of the waiver.

Flexibility in the following areas was requested and requested:

2013-14 Timeline for All Students Becoming Proficient

School and District Improvement Requirements

Highly Qualified Teacher Improvement Plans

School-wide Programs

Transferability of Funds

Rural Schools

Twenty-First Century Community Learning Centers program (optional)

Use of School Improvement Grant Funds

Rewards for Schools

Determining Annual Yearly Progress (AYP) for each school and district (optional)

Rank Order Funding Allocation for districts (optional)

In exchange for flexibility, states must:

Set College- and Career-Ready Standards for All Students and Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth.

Develop Systems of Differentiated Recognition, Accountability and Support.

Support Effective Teaching and Leadership, including the implementation of Teacher and Principal Evaluation in which student growth is a significant factor.

Reduce Duplication and Unnecessary Burden.

WAIVERS FOR SPECIFIC ESEA PROVISIONS

States must meet all requirements in order to receive flexibility – they are not able to request a limited waiver based on partial implementation of these requirements. New York State applied for received flexibility for the following twelve provisions of NCLB

1. 2014 timeline for achieving 100% proficiency (section 111(b)(2)(E));
2. School and District improvement and accountability requirements (section 1116(b) and (c));
3. Rural LEA fund restrictions (section 6213(b) and 6224(e));
4. Title I school-wide program restrictions (section 1114(a)(1));
5. School improvement fund restrictions (section 1003(a));
6. School support and recognition fund restrictions (section 1117(c)(2)(A));
7. Improvement plan requirements and Title I and Title II fund restrictions for districts that miss HQT requirements (section 1111(b)(8)(C));
8. Increase percentage of funds that can be transferred to Title I, Part A (section 6123);
9. School Improvement Grant (SIG) fund restrictions (section 1003(g));
10. Optional flexibility to support Expanded Learning Time under the Twenty-First Century Community Learning Centers program;
11. Optional flexibility to determine AYP for each school and district; and
12. Optional flexibility to allocate funding to Title I eligible schools based on rank order of poverty (section 1113(a)).

ESEA Flexibility Request

Big Picture Overview of ESEA Waiver

1. Revise the Annual Measurable Objectives (AMO)
2. Use School and District Accountability Standards that are Better Aligned to College- and Career- Readiness
3. Replace Identification of Schools for Improvement, Corrective Action and Restructuring with Identification of Priority and Focus Schools
4. Replace Identification of Districts for Improvement and Corrective Action with Identification of Focus Districts
5. Replace Identification of Schools As High Performing/Rapidly Improving With Identification of Reward Schools
6. Use Proficiency and Growth Measures to Make Accountability Determinations for Elementary and Middle Schools
7. Create a Single Diagnostic Tool ("The Diagnostic Tool for School and District Effectiveness") to Drive Improvement
8. Reframe the Existing Set-Asides in ESEA

Define Concepts and Explain Changes to Institutional Accountability

ESEA Waiver Accountability Designations

Category	How Identified	Data Used for Identification
Reward Schools	High Performance or High Progress	Annual
Good Standing	Not Priority, Focus or Local Assistance Plan School	Annual
Local Assistance Plan Schools	School that is not a Priority of Focus School that: a)Has large gaps in student achievement among subgroups of students or b)Has failed to make AYP for three consecutive years with same subgroup on same measure or c)Is located in a non-Focus district but is among the lowest in the state for the performance of one or more subgroups and for which the school is not showing progress.	Annual
Focus Districts	Districts and charter schools that are among the lowest performing for a subgroup of students and that fail to show progress, or that have one or more priority schools	Identified once based on 10-11 data; districts and charter schools that improves performance may be removed from Focus status
Focus Schools (10% of schools in the state)	Schools that are in Focus Districts and have either the greatest numbers or greatest percentage of not proficient or non graduation results in the group (s) for which their district is identified as Focus	Identified by Districts based on lists provided by Commissioner. District may request to modify annually the list of Focus Schools in the District.
Priority Schools (5% of schools in the state)	Schools that were awarded a SIG grant in 11-12; have had graduation rates below 60% for the past three years; or are the lowest performing in ELA and math combined and have failed to show progress.	Identified once based on 10-11 data; schools that improve performance may be removed from Priority status

Highlights of Changes to Institutional Accountability

	NCLB (old)	ESEA Waiver (new)
Overall Target (AMO)	<ul style="list-style-type: none"> •100% Proficient by 2013-14 in ELA and mathematics •Science Fixed Target of a Performance Index (PI) of 100 	<ul style="list-style-type: none"> •Cut by 50% gap in ELA, mathematics and science between 2010-11 baseline and goal of PI of 200 (i.e., 100% proficient) by 2016-17 •Separate targets for ESEA Accountability Groups
Elementary/Middle School Performance Index Calculation	<ul style="list-style-type: none"> •PI based on achievement (Levels 1-4) 	<ul style="list-style-type: none"> •PI Revised to include both achievement and growth to proficiency
High School Performance Index Calculation	<ul style="list-style-type: none"> •Full credit for achieving Regents diploma requirements and partial credit for local diploma requirements 	<ul style="list-style-type: none"> •Full credit for meeting College- and Career- Ready Graduation Standards and partial credit for meeting Regents diploma requirements
Subgroups	<ul style="list-style-type: none"> •All students and racial/ethnic groups, economically disadvantaged students, students with disabilities, and English language learners student subgroups 	<ul style="list-style-type: none"> •All students and racial/ethnic groups, economically disadvantaged students, students with disabilities, and English language learners student subgroups
School and District Accountability Categorization	<ul style="list-style-type: none"> •Schools – In Good Standing, Improvement, Corrective Action, Restructuring (includes PLA/SURR) •Districts – In Good Standing, Improvement, Corrective Action 	<ul style="list-style-type: none"> •Schools – In Good Standing, Focus and Priority (includes PLA/SURR) •Districts – Focus Districts

Adequate Yearly Progress (AYP) Determinations

- What happens to AYP?
 - **No longer determined for schools and districts, just for subgroups.**
 - Determined in a similar manner as currently required under NCLB, with a focus on the academic achievement of the current NCLB subgroups.
- How will AYP be used going forward?
 - Must be publicly reported each year.
 - One of the indicators used in determining Reward Schools.
 - One of the indicators used in determining whether a district must complete a Local Assistance Plan for specific schools.
 - No longer primary determinant of accountability status.
- Does Safe Harbor still apply?
 - Safe Harbor will no longer require schools and districts to meet the third academic indicator requirement, i.e., science and graduation rate.

Annual Measurable Objectives (AMO)

Revised:

1. To reflect the rigor required of college- and career-readiness standards, while at the same time making them realistic and attainable for schools and districts.
2. To increase in annual equal increments toward the goal of reducing by half, within six years, the gap between the PI for each accountability group and a PI of 200 (Baseline = 2010-11 school year results).

AMOs (cont'd)

Grade 3-8 ELA AMOs by Accountability Group

Measure	Group	Targets by Year						
		2010 - 2011 Baseline	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Subject and Grade Level	Accountable Group							
Grades 3-8 ELA	All Students	146	150	155	159	164	168	173
	Students with Disabilities	92	101	110	119	128	137	146
	American Indian/Native American	132	137	143	149	154	160	166
	Asian or Pacific Islander	162	165	169	172	175	178	181
	Black (not Hispanic)	123	130	136	143	149	155	162
	Hispanic	126	132	138	144	151	157	163
	White	160	164	167	170	174	177	180
	English Language Learners	102	110	118	126	134	143	151
	Economically Disadvantaged	128	134	140	146	152	158	164
	Mixed Race	154	158	162	166	170	173	177

Computation of Performance Index for Grades 3-8 ELA Results

Performance Level	On Track to Proficiency?	Number of Students	Multiplier	Total Points
1 (Below Standards)	No	30	0	0
1 (Below Standards)	Yes	10	200	2,000
2 (Meeting Basic Standards)	No	40	100	4,000
2 (Meeting Basic Standards)	Yes	40	200	8,000
3 (Meeting Proficiency Standards)	NA	60	200	12,000
4 (Exceeding Proficiency Standards)	NA	20	200	4,000
Total		200		30,000
$PI = 150$ or $30,000/200$				

Computation of Performance Index for High School Mathematics Results

Performance Level	Regents Score	Number of Students	Multiplier	Total Points
1 (Below Standards)	0 – 64	30	0	0
2 (Meeting Basic Standards)	65 - 79	40	100	4,000
3 (Meeting Proficiency Standards)	80 – 89	60	200	12,000
4 (Exceeding Proficiency Standards)	90 -100	20	200	4,000
Total		150		20,000
$PI = 133 \text{ or } 20,000/150$				

Growth Models

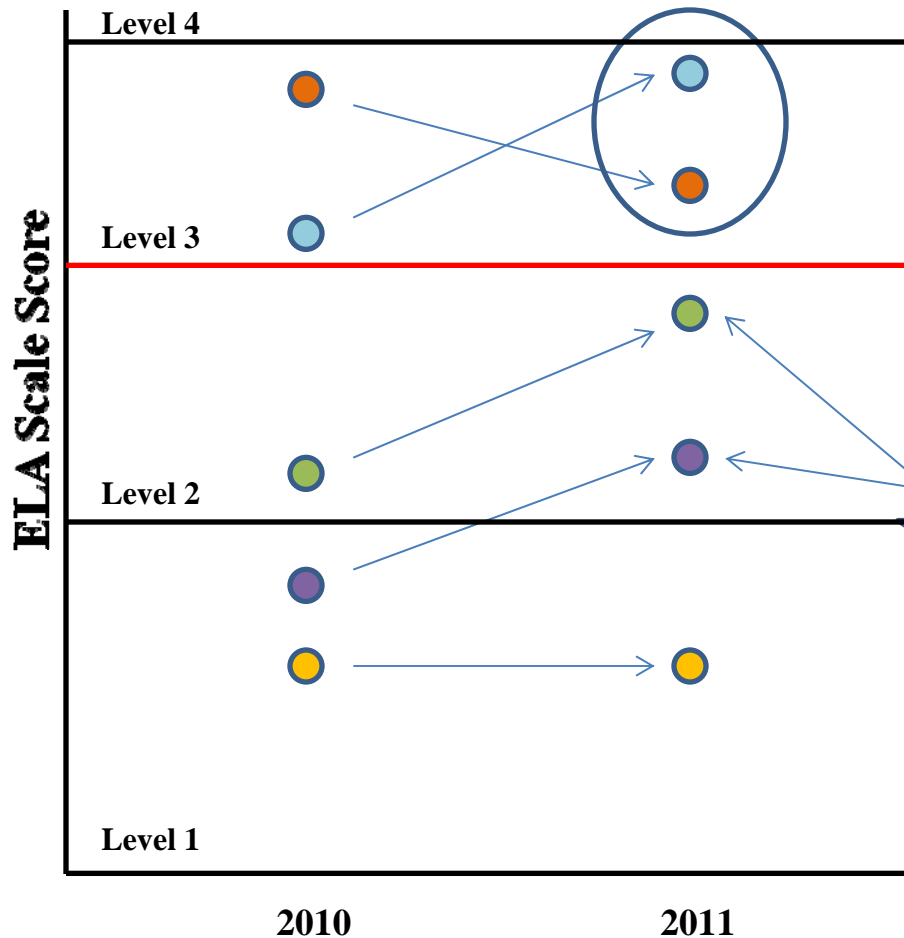
Elementary & Middle Levels

- Growth towards proficiency & growth compared to state median growth are used in the process of making accountability determinations for elementary and middle schools.
- Schools and districts will get “full credit” for students who are either proficient or on track to become proficient within three years or by grade 8, using a “proficiency plus” model (with grades 4-8 ELA and math results).

Two Ways Growth Affects Institutional Accountability

- Normative Growth
 - Growth vs. similar students: students are compared to their academic peers to determine how much growth they made relative to students with similar prior academic history.
- Absolute Growth
 - Growth to Proficiency: students' growth is compared to what is considered “adequate growth” that would be necessary to achieve proficiency in three years or by 8th grade, whichever comes first.

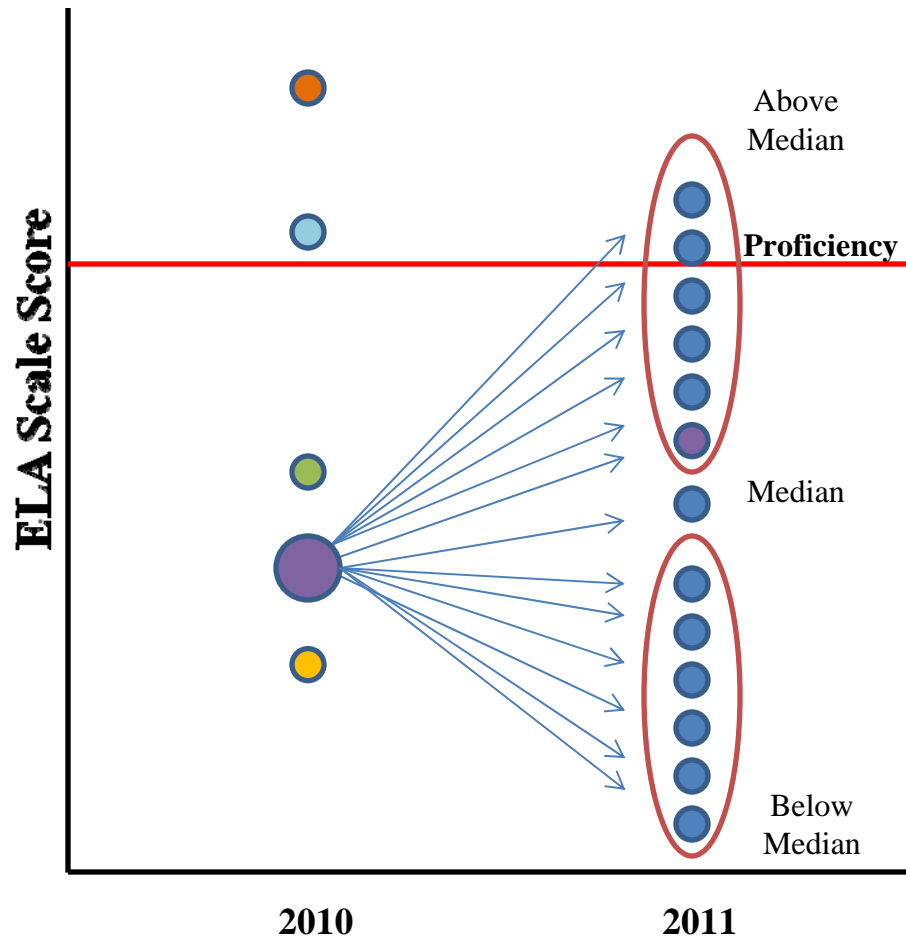
Achievement and Growth



Achievement measures give credit to schools for students who are at or above the proficiency cut for Level 3.

By measuring growth in addition to achievement, the progress of students on this chart who are not proficient might help improve a school's accountability standing.

NYS Growth Model: “Normative” Growth vs. similar students

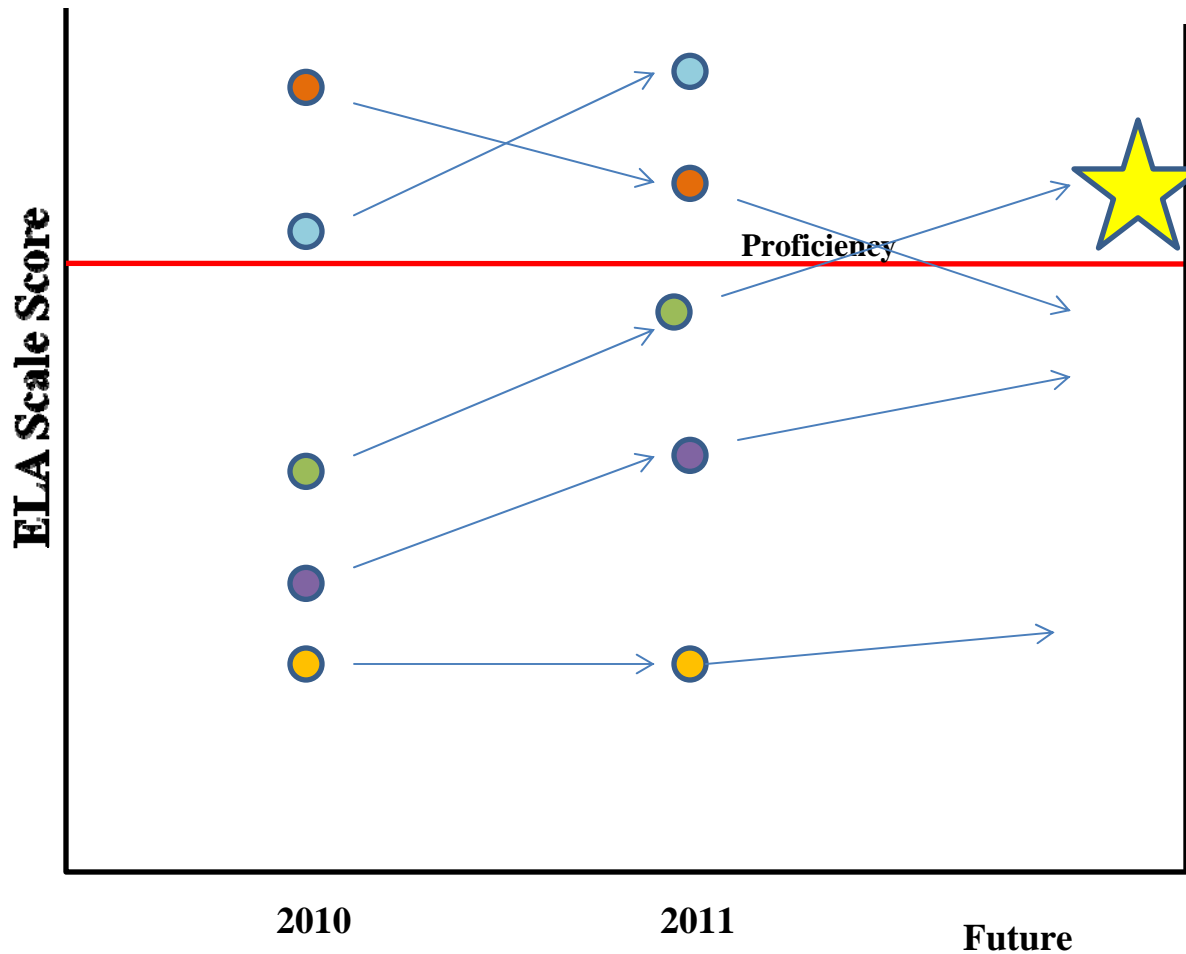


In a growth model, we look at how all students with similar past history do when compared to each other.

In this example, we take one student from the previous slide and see how all students with that score in 2010 performed in 2011.

This tells us whether the change in scores between two years is at the median or above or below the median for similar students.

NYS Model: Growth to Proficiency



Absolute growth measures tell us if a student's growth from 10-11 is enough to get them to proficient in the future.

Here, one student is on track to become proficient in future years.

Institutional Accountability Metrics

- Elementary and Middle Level Performance Index
 - Achievement is still the majority component.
 - Growth to proficiency can improve a school's PI.
 - New PIs affect a school's categorization as Priority, Focus or Reward.
- Normative Growth
 - Growth vs. similar students.
 - Schools showing high normative growth may be removed from Priority or Focus status; schools must demonstrate above median for Rewards.

Details of 11-12 Accountability Classifications

Priority School Identification

Schools are preliminarily identified as Priority three ways:

1. Schools that received a 1003(g) School Improvement Grant in the 2011-12 school year.
2. High schools with graduation rates below 60% for three consecutive years (2004, 2005 & 2006 data).
3. Schools in improvement, corrective action or restructuring in the 2011-12 school year with the lowest *combined ELA and Math Performance Index* for the all students group in 2010-11, and that also failed to show progress in PI from 2009-2010 to 2010-2011 for EM and HS, and Student Growth Percentile (SGP) for EM.

Note: Schools that were identified as Priority through the first two ways cannot be “de-identified” through progress.

Measuring Progress for Priority Identification

Priority

A school will not be identified as Priority, if:

The all students group's median SGP in ELA and mathematics combined for the past 2 years is at or above the Statewide median SGP.

The majority of the groups for which the school is accountable had SGP's in ELA and math combined that were at or above the State median.

Priority School: Example

School A (an Elementary/Middle school with Black, Hispanic and LEP groups)

Data		Priority Criteria	Met Criteria for identification
2011-12 Accountability Status	Corrective Action	Not in Good Standing	Yes
2010-11 ELA & math Combined All Students PI	103	PI less than or equal to 111	Yes
2009-10 ELA & math Combined All Students PI	98		
Change in PI 2009-10 to 2010-11	5	PI gain less than or equal to 10 points	Yes
Combined 2009-10 & 2010-11 All Students SGP	47	2 year combined SGP less than 50	Yes
Percentage of groups whose SGP is above state median	33	Less than majority of groups SGP at or above state median	Yes

School A is identified as a Priority School for being lowest achieving/low progress.

Special Act School Districts and Transfer High Schools

- Schools in a Special Act School Districts will not be identified as Priority Schools, unless the school meets the requirement for being a Priority School and has been identified for Registration Review as a poor learning environment.
- The performance of Transfer High Schools will be reviewed on a case-by-case basis, giving careful consideration to the mission of the particular school, student performance, and the intent of the Priority School requirements.

Focus Districts

The following parameters were used for preliminary identification:

- Two-Stage Process
 - Districts with the lowest performing subgroups that are not showing improvement will be Focus Districts.
 - Districts, with the Commissioner's approval, will identify Focus Schools within the district.

How are districts and schools identified?

- Districts with a combined ELA and mathematics PI or graduation rate that places the district among the lowest 5% in the State for racial/ethnic subgroups, low-income students, SWD and/or ELL and that have not shown progress.
- Focus Districts must identify those schools that have either the highest percentage or highest number of students who are not proficient in the subgroup(s) for which the school is identified.

Focus District Identification

- The bottom 5% of districts are identified for their combined EM and HS 2010-11 ELA and Math Performance Index and Graduation Rate for all subgroups.
 - Accountability groups that have made progress are removed from consideration (see next slide).
- A district with a Priority School automatically becomes a Focus District.
- Special Act Districts are excluded from identification unless they have a Priority School.

Using Growth and Graduation Rates for Focus Identification

Focus

A district will not be identified as Focus if:

All the groups in the district for which district is preliminarily identified have graduation rates above the State average for the respective groups on the 4-year graduation cohort.

All the groups in the district for which district is preliminarily identified have SGPs above the State median for the respective groups for 2009-10 & 2010-11 combined.

Focus District Identified for PI: Example

District A (with Hispanic, LEP and SWD groups)

DATA		FOCUS DISTRICT CRITERIA	Met Criteria for identification
2010-11 ELA & math Combined Hispanic PI	110	PI less than or equal to 112 (cut point based on lowest 5% of districts)	Yes
2010-11 ELA & math Combined LEP PI	75	PI less than or equal to 77 (cut point based on lowest 5% of districts)	Yes
2010-11 ELA & math Combined SWD PI	71	PI less than or equal to 70 (cut point based on lowest 5% of districts)	No
Combined 2009-10 & 2010-11 SGP for each group	Below state median for Hispanic and LEP	Removal criteria: 2 year combined SGP more than state median makes the group eligible for removal from identification	Yes
2006 4 Yr graduation rate for each Group	Below state average for LEP	Removal criteria: Graduation rate above state average makes the group eligible for removal from identification	Yes

District A identified as Focus District for being lowest performing for the LEP group.

Focus School Identification

- Within Focus Districts, Focus Schools are identified for high numbers or percentages of non proficient students in a subgroup for which the district was identified.
 - Priority and Transfer Schools (on a case by case basis) are excluded.
 - Small schools and schools with high performance are excluded.
- 10 percent of schools are identified as Focus.

Count & Percentage of Non Proficient Results: Example

Determining the count & percentage of non proficient results for schools in District A identified for the LEP group:

	A	B	C	D	E = A + C	F = B + D	G = (F/E) x 100
School	EM tested students in LEP group (combined ELA & math)	EM Level 1 & Level 2 off-track students in LEP group (combined ELA & math)	HS tested students in LEP group (combined ELA & math)	HS Level 1 & Level 2 students in LEP Group (combined ELA & math)	Total count of tested students for LEP group	Total count of Level 1 & Level 2 students (non proficient count)	Percentage of Level 1 & Level 2 students (non Proficient percentage)
A	150	130	64	48	214	178	83%
B	173	156	-	-	173	156	90%
C	108	104	-	-	108	104	96%
D	51	47	-	-	51	47	92%
E	54	43	-	-	54	43	80%
F	42	40	-	-	42	40	95%
G	-	-	34	30	34	30	88%
H	28	22	-	-	28	22	79%
I	32	20	-	-	32	20	63%
J	28	16	-	-	28	16	57%

Focus Schools: Example

District A has to identify 5 Focus Schools (based on district's share of non proficient students among Focus districts).

School	# LEP Non Proficient student results	% LEP Non Proficient student results	Rank ordered by Non Proficient #	Rank ordered by Non Proficient %	Identified by Non Proficient #	Identified by Non Proficient %
A	178	83	1	6	Yes	No
B	156	90	2	4	Yes	Yes
C	104	96	3	1	Yes	Yes
D	47	92	4	3	Yes	Yes
E	43	80	5	7	Yes	No
F	40	95	6	2	No	Yes
G	30	88	7	5	No	Yes
H	22	79	8	8	No	No
I	20	63	9	9	No	No
J	16	57	10	10	No	No

Identification Timeline

- The Department will identify Priority Schools and Focus Districts only once during the wavier period. If a school is not identified as a Priority School in Summer 2012, it will not be so identified during the 2012-13, 2013-14, or 2014-2015 school years.
- The Department will identify public charter schools as Priority Schools and Focus Schools only once during the wavier period. If a public charter school is not identified as a Priority or Focus School in Summer 2012, it will not be so identified during the 2012-13, 2013-14, or 2014-15 school years.

Implications for Accountability Classification

Improvement Plans

- Focus Districts must develop a District Comprehensive Improvement Plan (DCIP).
- Priority and Focus Schools must complete a Comprehensive Education Plan (CEP).
- Priority Schools must develop and implement CEP by the 2014-15 school year which implements:
 - 1 of the 4 Federal SIG intervention models as part of a whole school reform model with partner organizations; or
 - all of the ESEA waiver Turnaround Principles as part of a whole school reform model, with partner organizations.

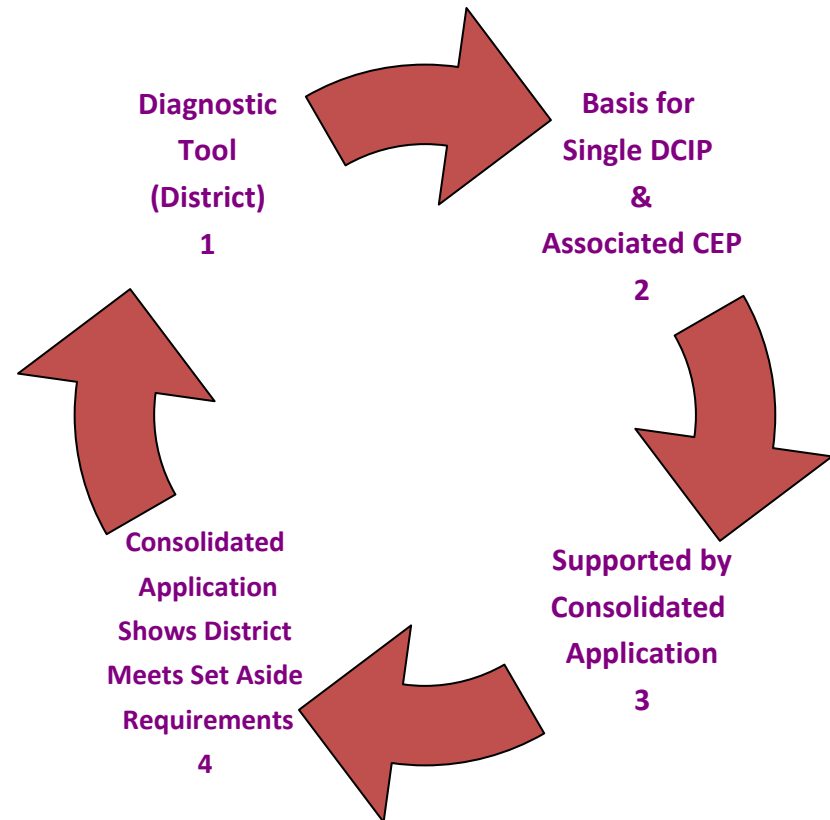
Diagnostic Tool

Beginning in the 2012-13 school year for Priority and Focus Schools/Districts New York will:

- Create a **diagnostic tool for school and district effectiveness** (single diagnostic tool).
- Place more emphasis on **district level diagnostic reviews**.

Based on the Charter Schools Act, charter agreements, and charter authorizing The Board of Regents will:

- will conduct on-site review and evaluation visits to its direct-authorized schools.



Gearing Up for Waiver Implementation

	SED Action
JULY 2012	<ul style="list-style-type: none"> • SED will issue new Consolidated Application and District Comprehensive Improvement Plan. • SED will publish Field Guidance on: <ul style="list-style-type: none"> – Extended Learning Time requirements for Priority Schools; – New flexibility regarding Choice and SES; and – New set -asides to support Focus and Priority Schools. • SED will provide school districts (“LEA”) with a list of preliminarily identified Priority and Focus Schools, as well as the methodology that LEAs should use in making Focus School determinations. • LEAs will submit a list of the Focus Schools that they will serve in 2012–13, as well as any appeals for schools to be removed from either the Priority or Focus preliminary lists. • SED will confirm the final list of Priority and Focus Schools, and publicly announce the lists.
SEPTEMBER/ OCTOBER 2012	<p>LEA will notify SED regarding which Priority Schools will be implementing a SIG Model or a Turnaround Principle CEP in 2013-14, and which schools will implement in 2014-15.</p>

**For Further Information about
Focus Districts, Focus Schools and
Priority Schools Please Email:**

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