

Preparing for the Every Student Succeeds Act
(ESSA)
Accountability System Restart for the
2022-23 School Year

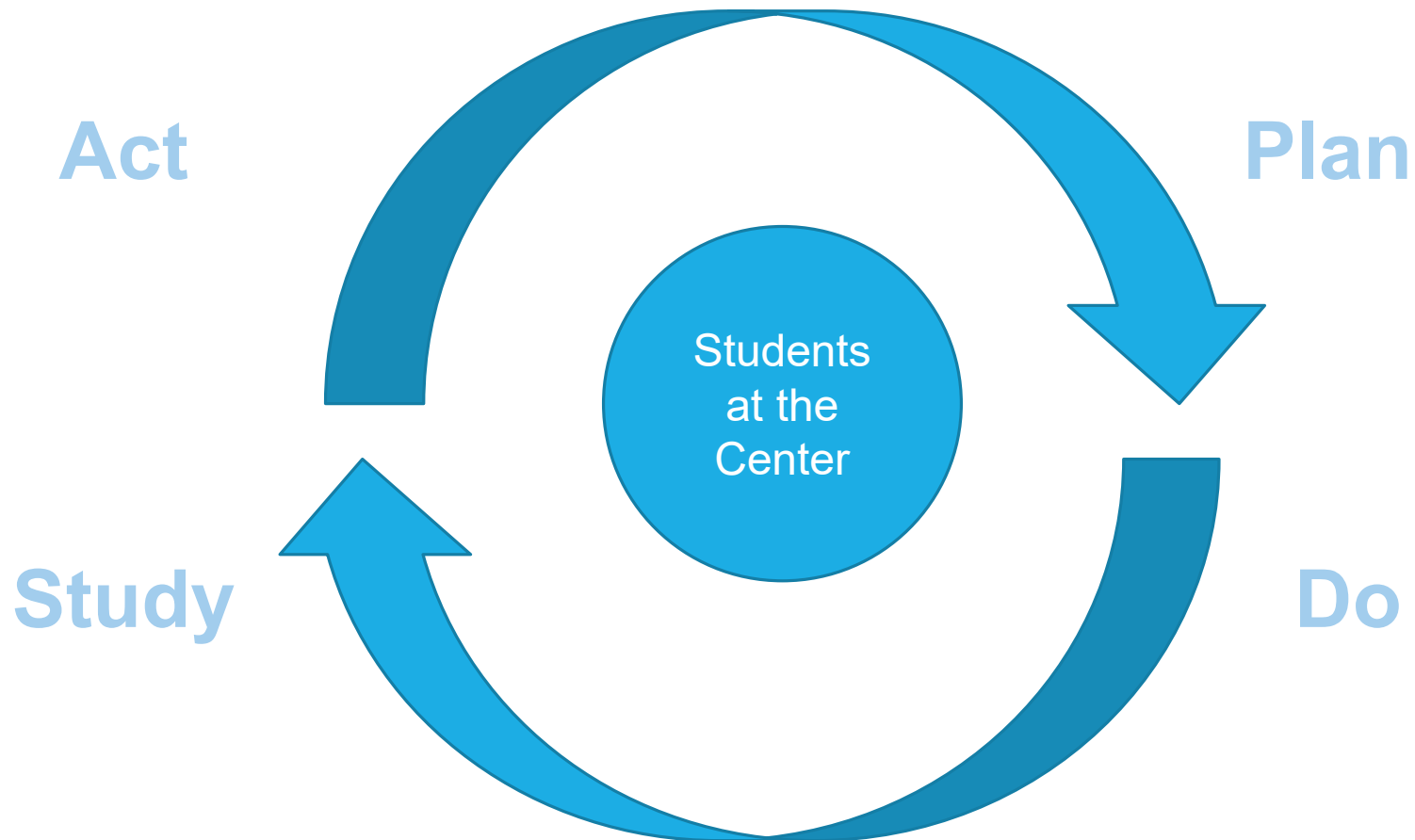
Elevator Challenge

3-8 Composite
Indicator

How is a level
1, 2, 3 or 4
generated?



Continuous Improvement



Reliability

Input from educational/data experts and NYS stakeholders

Transparency

Frequent communication with NYS stakeholders

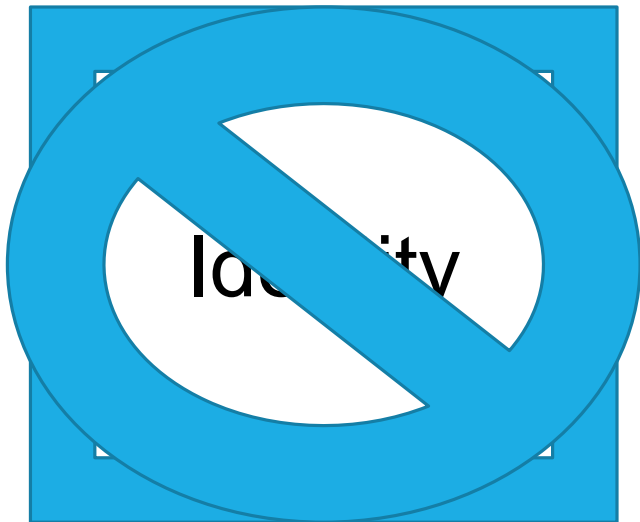
Explainability

Building understanding through various communication modalities

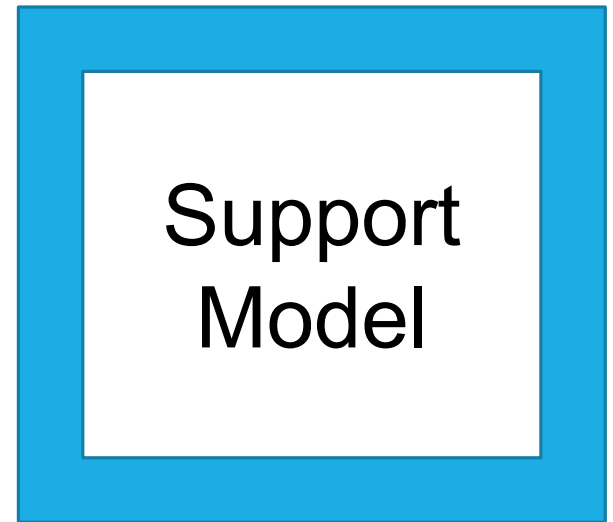
NYSED Values

Guiding
Accountability
Restart

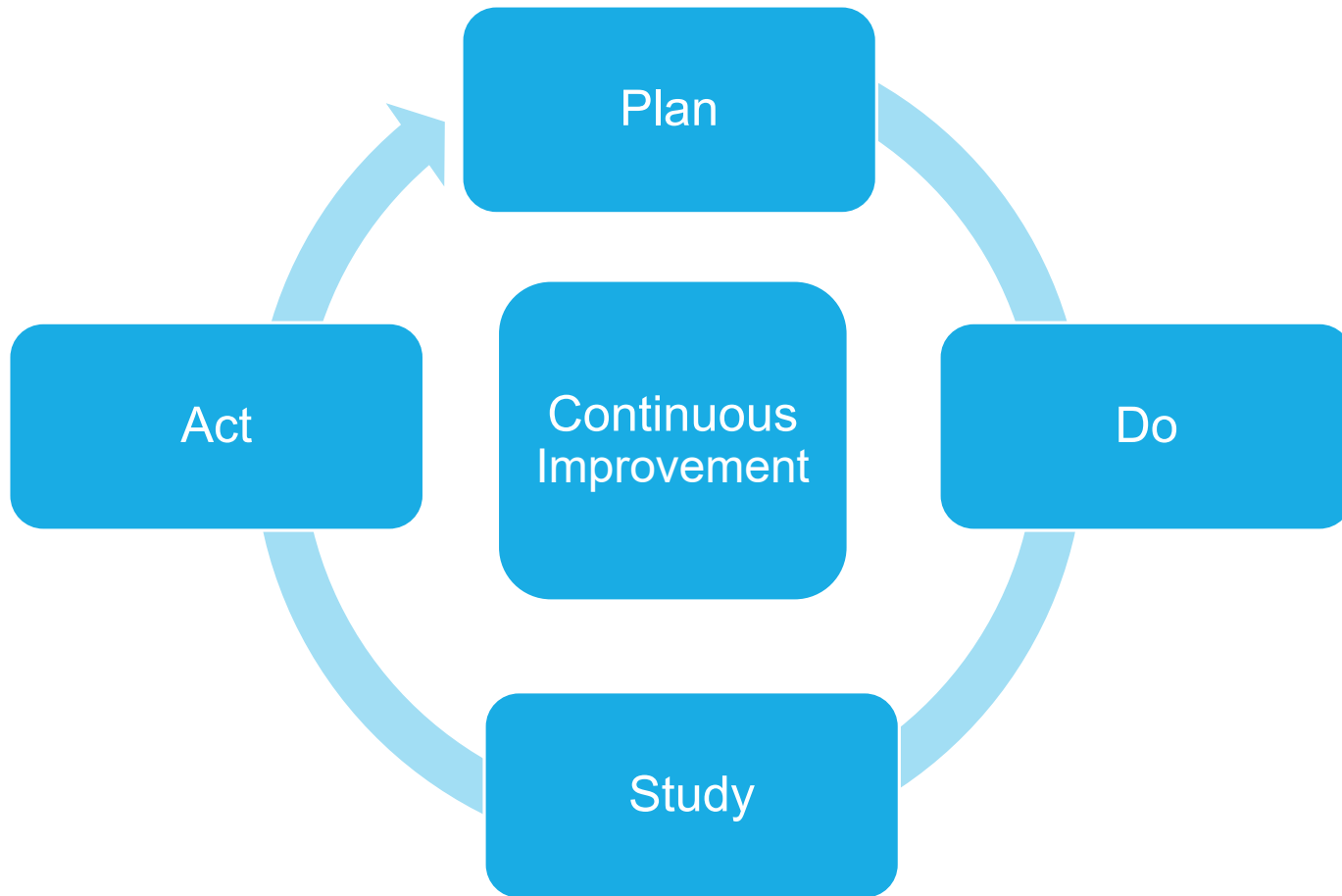
Changing the Narrative



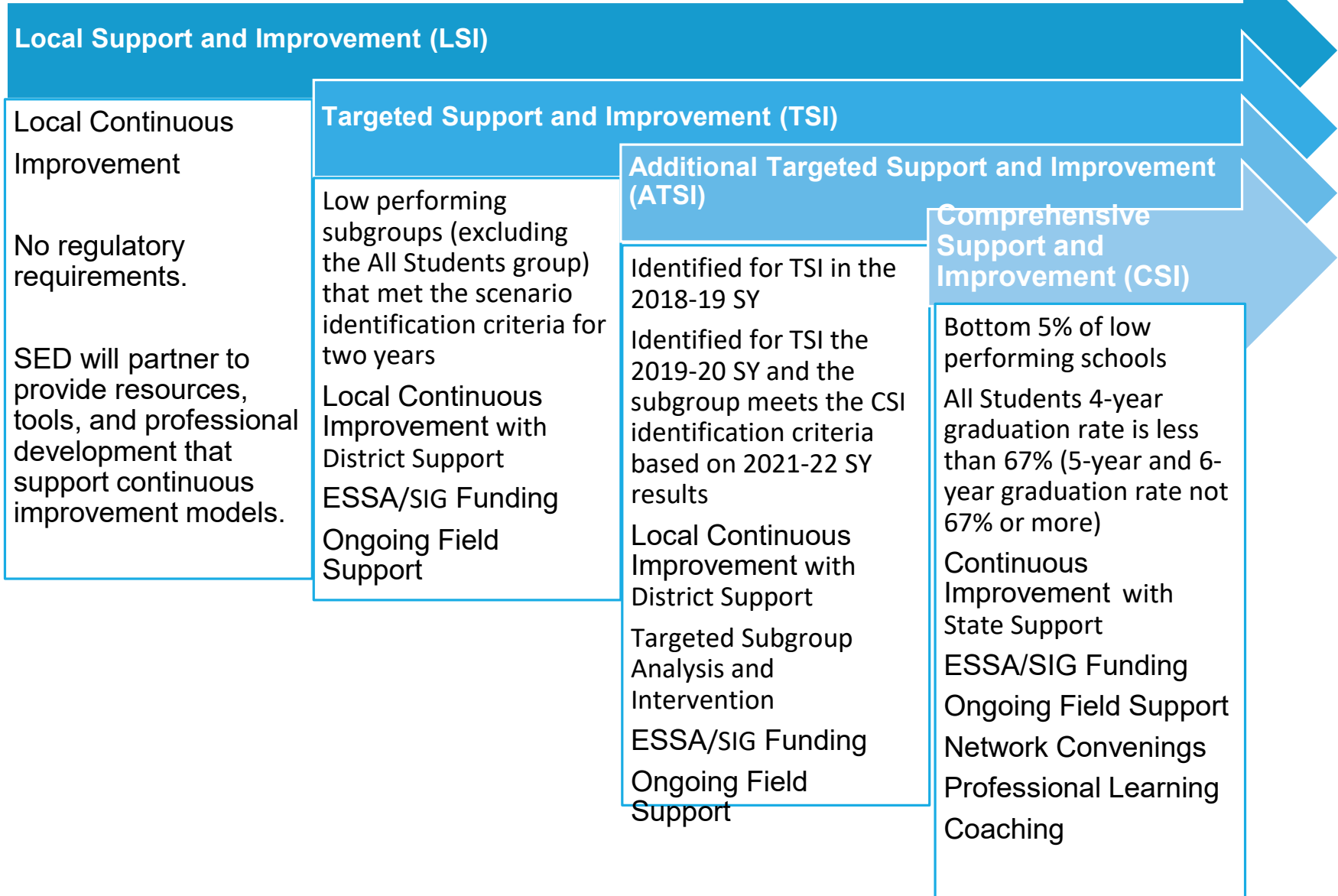
vs.



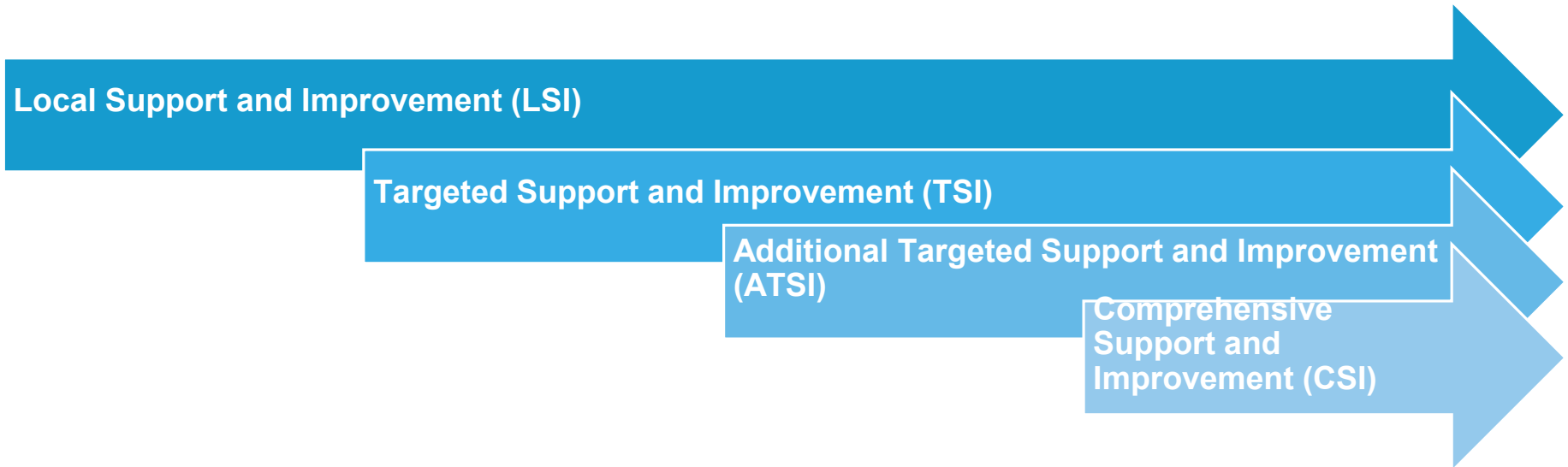
Local Support and Improvement (LSI)



Continuum of Support



Shared Responsibility



School	School District	School District	School District SED
Regional Support- BOCES			

Accountability waiver request denied by USDE on December 30, 2021



USDE mandating accountability and school improvement requirements under the ESEA using data from the 2021-2022 school year



USDE allowing State Education Agencies (SEAs) to submit a 2021-2022 ESSA State Plan Addendum

ESSA State Plan Addendum

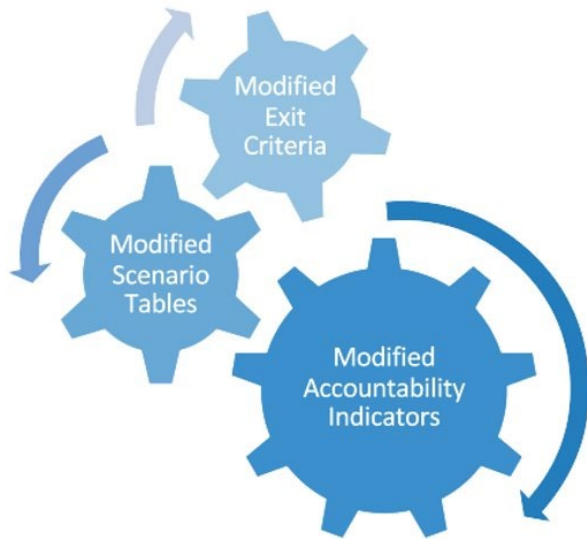
USDE Accountability Restart Constraints

- Each SEA is required to annually measure the achievement of not less than **95%** of all students and students in each subgroup
- Indicators - **statewide**.
- An SEA must identify at least the current **lowest-performing 5%** of Title I schools in fall 2022 based on data from the 2021-22 school year and may not carry over a previous year's list of identified schools.
- May **exclude** students from the high school participation and performance calculations for the **2019-20** school year only.

USDE Accountability Restart Flexibilities

- A State Education Agency (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).

Restarting the System



After receiving stakeholder input, extensive modeling, and data analysis, the approved accountability system restart for the 2022-2023 school year (SY) will:

- Start with a one-year model that relies on 2021-2022 SY results.
- Suspend the use of several indicators.
- Modify the use of several indicators.
- Mitigate Regents Examination exemptions at the high school level and their impact on the composite indicator by introducing a new indicator for Core Subject Performance.
- Use modified scenario tables for identification.
- Use modified exit criteria.

Indicator Shifts

Elementary and Middle School

Prior to 2021-2022 SY	Composite Performance Achievement Level		Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency (ELP) Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level (*MIP Indicator)
2021-2022 SY Addendum	Weighted	Core	Paused	Paused	Single-year English Language Learner (ELL) roster	Paused	MIP Paused-Rank-based cut points

High School

Prior to 2021-2022 SY	Composite Performance Achievement Level		Average of 4-, 5-, and 6-year Graduation Rate Levels (*MIP Indicator)	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level (*MIP Indicator)	College, Career, and Civic Readiness (CCR) Level
2021-2022 SY Addendum	Weighted	Core **New**	*MIP Paused-Unweighted average	Paused	Single-year English Language Learner (ELL) roster	Paused	*MIP Paused-Rank-based cut points	Paused

*MIP- Measures of Interim Progress

Decision Table for 2021–2022 School Year

Elementary and Middle School

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4	
3	Level 1	None	Both NOT Level 3 or 4	
4	Level 1	Level 2	Both NOT Level 3 or 4	
5	Level 3	Level 1	Both NOT Level 3 or 4	
6	Level 1	Level 3	Both NOT Level 3 or 4	

High School

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

Plan Amendment s: Exit Criteria

Exit Criteria based on
2021-22 SY results

Schools identified for CSI or ATSI

- Weighted Average Achievement or Core Subject Performance Index is higher than at the time of identification (2017-18 SY)
- Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-18 SY)

Schools identified for TSI

- If the school does not meet the TSI identification criteria in 2021-22, then it will exit status.

Target District

- Exit all Target Districts that are identified at the district level only.
- All component schools identified for CSI/ATSI/TSI for its own subgroup meets the exit criteria and does not meet the respective subgroup identification criteria using 2021-22 SY data.
- Additionally, all CSI and TSI Schools in the district must exit using 2021-22 SY data

Note: Participation rate improvement plan requirement is waived.

USDE-Approved Addendum



Board of Regents Adopts Emergency Regulations



Public Comment Period



Preliminary Determinations



Formal Appeals to Commissioner



Final Determinations

ESSA
Determinations
Next Steps