





# **Focus District Forum**

## **March 9, 2016**

### **NY Mills Administrative Team**

Ms. Kathy Houghton, Superintendent

Mr. Mike Spost, Principal

Dr. René Wilson, Principal

### **Mohawk Regional Information Center**

Ms. Deb Duffy, Data Analyst/Team Leader

Mr. Marc Crouse, Data Analyst



## Essential Questions

- Why was New York Mills Union Free School District identified as a Focus District?
- Which methodology was used to identify us as a Focus District?
- What are the intervention, planning, and school improvement requirements for Focus Districts?
- What are the ramifications of continued identification as a Focus District in year 1, 2, 3, 4, etc.?



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Our Students. Their Moment.

*Resource Used for Presentation --*

# **Focus Districts: Identification, Requirements and Interventions**

**Monday, February 1, 2016**

**Presented by  
Ira Schwartz, Assistant Commissioner  
Shibu Joseph, Associate  
Alexandra Pressley, Associate**

**NYSED Office of Accountability**

<http://www.p12.nysed.gov/accountability/>

# History of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver

September 2011

- President Obama announces the ESEA Flexibility Initiative.

May 2012

- The USDE approved New York State's ESEA Flexibility Waiver Request for the 2012-13 and 2013-14 school years.

September/November  
2013

- The USDE offered states with approved ESEA Flexibility Waivers the opportunity to renew the waivers for the 2014-15 school year only.

July 2014

- The USDE approved the State's ESEA Flexibility Waiver Renewal Request for the 2014-15 school year.

November 2014

- The USDE offered states with approved renewal waivers the opportunity to renew for the 2015-16, 2016-17, 2017-18, and 2018-19 school years.

June 2015

- The USDE approved the State's ESEA Flexibility Waiver Renewal for 2015-19.



# New York State's School & District Accountability System

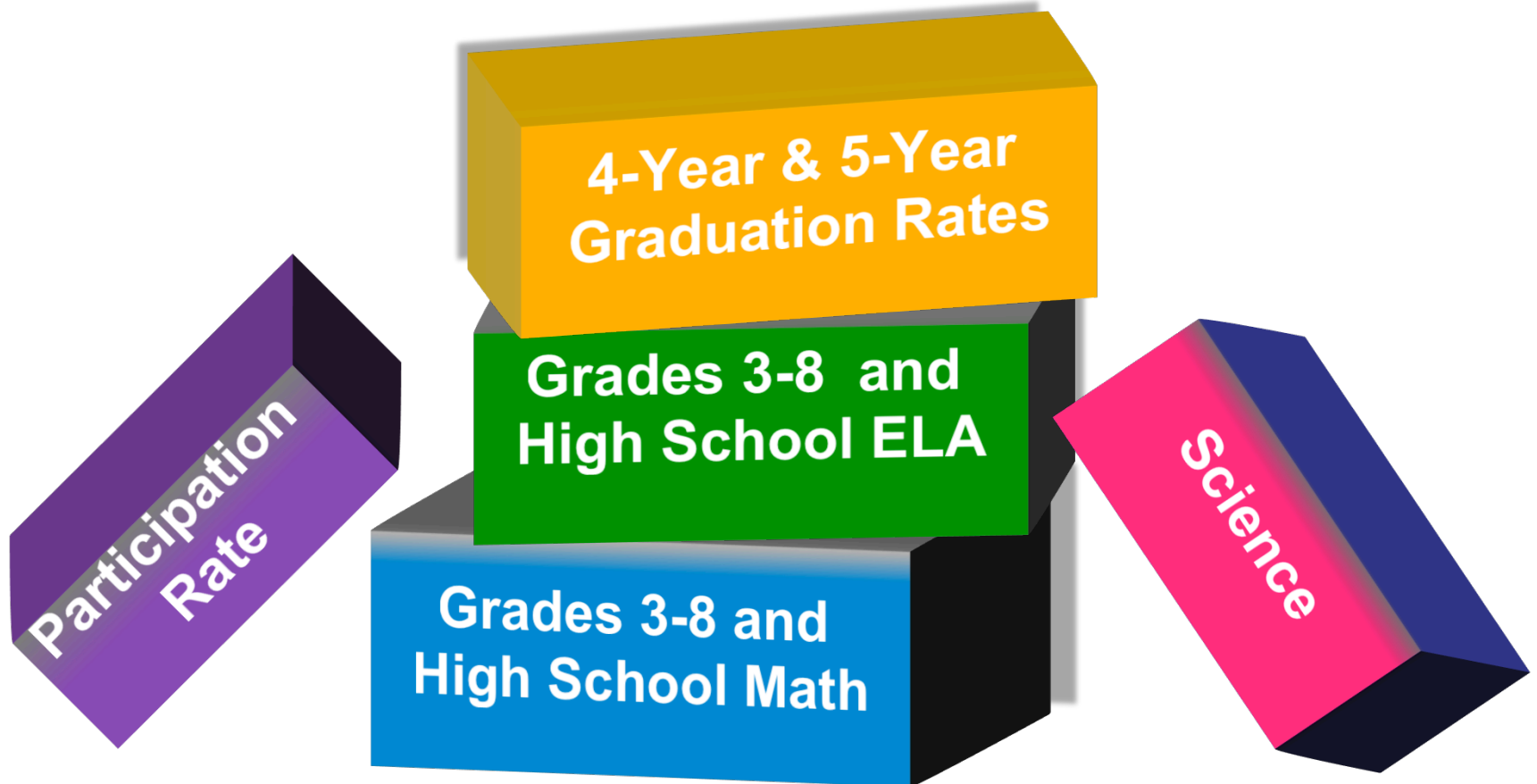
Under its approved ESEA Waiver, and as outlined in Commissioner's Regulations §100.18, New York State is required to identify:

- Focus Districts
- Focus Schools
- Priority Schools
- Local Assistance Plan Schools
- Schools in Good Standing
- Reward Schools

These identifications are based on the **annual** performance of students on state assessments.

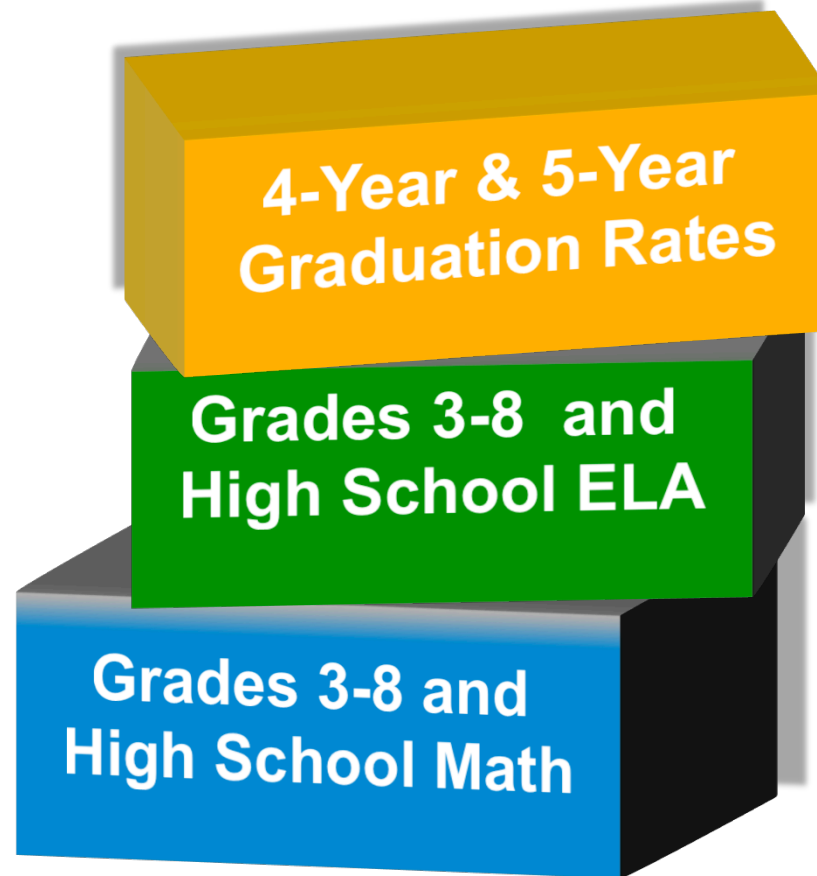
# **Accountability System Overview**

# The NYS Accountability Building Blocks





# Priority and Focus Identification



# Accountability Groups

For each accountability measure, New York State reports data on the following “accountability” groups:

- All Students
- American Indian or Alaska Native Students
- Black or African American Students
- Hispanic or Latino Students
- Asian or Native Hawaiian/Other Pacific Islander Students
- White Students
- Multiracial Students
- Students with Disabilities\*
- Limited English Proficient (LEP) Students (also known as English Language Learners – ELLs)\*
- Economically Disadvantaged Students\*

\* Students are included in the Students with Disabilities, LEP Students, or Economically Disadvantaged Students group, if they were reported to the Department in the Student Information Repository System (SIRS) as being a member of the group at any time during the reporting year.

Former Students with Disabilities and ELLs are also included in this group for up to two years.

# Adequate Yearly Progress: Participation and Performance

Schools and districts must meet pre-defined *participation* and *performance* criteria on New York State's accountability measures to make *Adequate Yearly Progress (AYP)*.

# **Participation Criterion**

# Participation Criterion: Elementary/Middle Level

For an accountability group with **40 or more students enrolled during the test administration period to meet the participation criterion** in **English language arts (ELA)** or **mathematics**, 95 percent of these students must have **valid scores** on an appropriate assessment.

## “Safety Net” for Groups That Fail the Participation Criterion

If the participation rate of an accountability group with **40 or more students falls below the required rate**, the Department (SED) calculates a weighted average of the **current year’s and the previous year’s participation rates**.

If the average participation rate equals or exceeds the required rate, the group fulfills the participation criterion.

## **“Safety Net” for Groups That Fail the Participation Criterion**

**Sample calculation for group below 95 percent participation criterion:**

<b>Year (example)</b>	<b>Enrollment</b>	<b>Tested</b>	<b>Rate</b>
<b>Current</b>	<b>60</b>	<b>56</b>	<b>93%</b>
<b>Previous</b>	<b>75</b>	<b>73</b>	<b>97%</b>
<b>Weighted Average Calculation</b>	<b>135</b>	<b>129</b>	<b>96%</b>

# Annual Measurable Objectives (AMOs) and State Standards

The **Annual Measurable Objective (AMO)** is the Performance Indicator (PI) value that signifies that an accountability group is making satisfactory progress toward pre-determined goals.

These values increase from year to year and are different for ELA, mathematics, and science. AMOs are available at <http://www.p12.nysed.gov/irs/accountability/amos/>.



# Meeting the Performance Criterion Using Effective AMOs, State Standards, Safe Harbor, and Progress Targets

To meet the performance criterion in ELA and math, the **Performance Index** of a group with **30 or more students** must be equal to or greater than the **Effective Annual Measurable Objective (Effective AMO)** or the group must make **Safe Harbor**.

# District & School Report Cards

News York State District and School Report Cards can be accessed online at: <https://data.nysed.gov/>



COUNTIES

BOCES

DISTRICTS

SCHOOLS

HIGHER EDUCATION

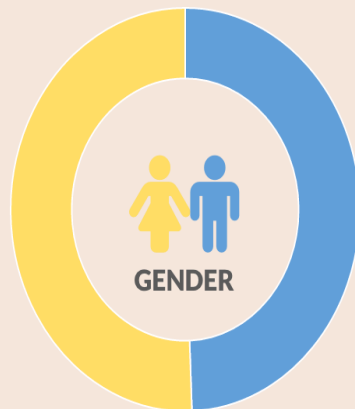
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Search by name 

NEW YORK STATE / ONEIDA COUNTY / NY MILLS UFSD

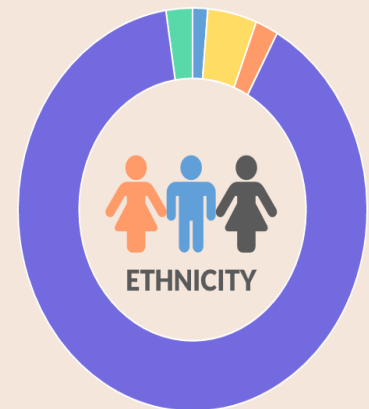


## NY MILLS UFSD AT A GLANCE



571

Total K-12 Public School Students

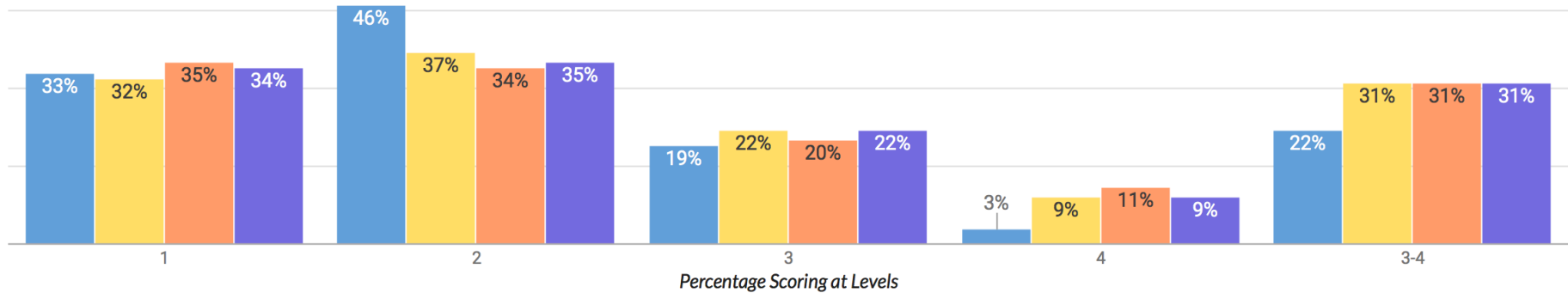


# NY Mills: Grades 3-8 ELA Performance Levels 2013-2015

2014

2015

NY MILLS UFSD (2014) NY STATE (2014) NY MILLS UFSD (2015) NY STATE (2015)



ALL STUDENTS

PROFICIENT

51  
22%

TOTAL TESTED: 237

ALL STUDENTS

PROFICIENT

23  
31%

TOTAL TESTED: 74

# NYS Gr. 3-8 ELA Assessment Results/Accountability

## Historical Perspective: 2011-2015

Source: data.nysed.gov

2011-2012	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	299	✓	100%	✓	294	151	144	144
White	271	✓	100%	✗	267	150	156	156
Students w/Disabilities	41	✓	100%	✗	42*	74*	86	86
Economic Disadvantaged	121	✓	100%	✓	119	140	124	124

**DRAFT**

2012-2013	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	290	✓	99%	✓	284	94	76	76
White	265	✓	100%	✗	260	97	98	98
Students w/Disabilities	39		--	✓	40*	33*	20	20
Economic Disadvantaged	121	✓	99%	✓	117	78	56	56

\* Combined 2 years

2013-2014	# Enrolled During Testing Period	Participation met (95%)	Participation %	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	569*	✗	92%*	✓	227	93	82	82
White	514*	✗	92%*	✗	201	94	101	101
Students w/Disabilities	81*	✗	84%*	--	29	--	--	--
Economic Disadvantaged	236*	✗	94%*	✓	95	78	65	65

2014-2015	# Enrolled During Testing Period	Participation met (95%)	Participation %	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	571*	✗	54%*	✓	68	103	85	85
White	505*	✗	54%*	✓	58	110	101	100
Students w/Disabilities	87*	✗	51%*	✗	39*	10	44	20
Economic Disadvantaged	247*	✗	55%*	✓	32	81	67	67

# Effective Annual Measurable Objectives for AYP Determination Based on 2014–15 School Year Results

## Elementary/Middle-Level English Language Arts

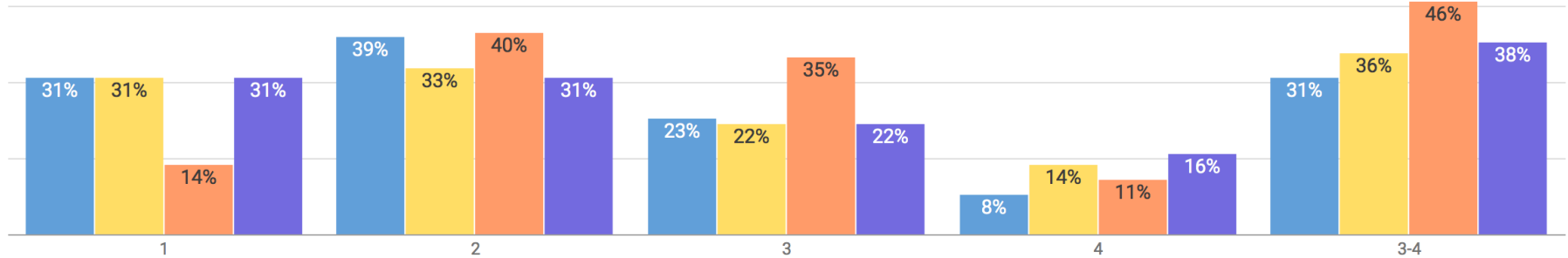
Accountable Group	AMO	Number of Students Participating (Valid Scores)																	
		30-34	35-39	40-44	45-49	50-59	60-69	70-79	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299	5300+	
All Students	97	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	Effective AMOs
American Indian/Alaska Native	79	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	
Black or African American	78	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	
Hispanic or Latino	83	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	
Asian or Native Hawaiian/Other Pacific Islander	123	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	
White	114	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	
Multiracial	97	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	
Students with Disabilities	60	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	
Limited English Proficient	63	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	
Economically Disadvantaged	84	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	

# NY Mills: Grades 3-8 Math Performance Levels 2013-2015

2014

2015

NY MILLS UFSD (2014) NY STATE (2014) NY MILLS UFSD (2015) NY STATE (2015)



Percentage Scoring at Levels

ALL STUDENTS

PROFICIENT

61  
31%

TOTAL TESTED: 199

ALL STUDENTS

PROFICIENT

30  
46%

TOTAL TESTED: 65

# NYS Gr. 3-8 Math Assessment Results/Accountability

## Historical Perspective: 2011-2015

Source: data.nysed.gov

2011-2012	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	299	✓	99%	✓	291	160	158	158
White	271	✓	99%	✗	264	160	167	167
Students w/Disabilities	41	✓	98%	✗	41 <sup>+</sup>	98 <sup>+</sup>	107	107
Economic Disadvantaged	121	✓	98%	✓	116	153	141	141

2012-2013	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	290	✓	99%	✓	283	86	73	73
White	265	✓	99%	✓	259	86	92	92
Students w/Disabilities	39	--	--	✗	41 <sup>+</sup>	27 <sup>+</sup>	22	22
Economic Disadvantaged	121	✓	98%	✓	116	71	52	52

2013-2014	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	567*	✗	86%*	✓	192	102	78	78
White	512*	✗	86%*	✓	169	102	97	97
Students w/Disabilities	79*	✗	82%*	--	25	--	--	--
Economic Disadvantaged	234*	✗	88%*	✓	79	94	61	61

2014-2015	# Enrolled During Testing Period	Participation met (95%)	% Enrolled During Testing Period	Met EAMO Target	# Tested/Enrolled on BEDS Day	Performance Index	Effective AMO	Safe Harbor
All Students	568*	✗	48%*	✓	66	147	82	82
White	502*	✗	47%*	✓	56	148	97	97
Students w/Disabilities	84*	✗	40%*	✓ <sup>SH</sup>	30 <sup>o</sup>	20	45	20
Economic Disadvantaged	244*	✗	50%*	✓	33	130	64	64

**DRAFT**



# Effective Annual Measurable Objectives for AYP Determination Based on 2014–15 School Year Results

## Elementary/Middle-Level Mathematics

Accountable Group	AMO	Number of Students Participating (Valid Scores)																	
		30-34	35-39	40-44	45-49	50-59	60-69	70-79	80-89	90-99	100-109	110-119	120-129	130-139	140-149	150-159	160-169	170-179	
All Students	94	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	Effective AMOs
American Indian/Alaska Native	79	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	
Black or African American	72	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	
Hispanic or Latino	81	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
Asian or Native Hawaiian/Other Pacific Islander	137	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	
White	110	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	
Multiracial	89	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	
Students with Disabilities	62	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
Limited English Proficient	66	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	
Economically Disadvantaged	81	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

# **Performance Criterion**

# Performance Index (PI)

- For each school and district, NYSED calculates a Performance Index value for all the accountable subgroups (30 or more tested students) for all the accountability measures at the elementary/middle and secondary levels.
- A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State assessment (or approved alternative) in English language arts, mathematics, or science.

$$\text{PI} = \% \text{Level 2} + \% \text{Level 3} + \% \text{Level 4} + \% \text{Level 3} + \% \text{Level 4}$$

Anywhere School 2014-2015		Count of students performing at Level:			
Grades 3-8	Student Count	Level 1	Level 2	Level 3	Level 4
Total	100	25	40	23	12

$$\text{PI} = [(40+23+12+23+12) \div 100] \times 100 = 110$$

Source: <https://data.nysed.gov> (grades 3-8 ELA/Math Assessment Data)

# Two-Year Combination of Data for Performance if Subgroup Fails for Participation

STEP	Condition	If Yes	If No
1	Are there 30 or more 2014-15 School Year Results for continuously enrolled students in the subgroup on the accountability measure?	Use 2014-2015 School Year Results	Go to Step 2
2	Did 40 or more students in the subgroup participate in the 2014-15 assessment on the accountability measure?	Go Step 3	The school or district is not accountable for the performance of the subgroup on the accountability measure. -- – Go to Step 3
3	Did the school meet the 95% participation requirement using 2013-14 and 2014-15 combined participation data?	The school or district is not accountable for the performance of the subgroup on the accountability measure	Go to Step 4
4	Is the number of results in 2013-14 and 2014-15 school year combined for continuously enrolled students in the subgroup on the accountability measure 30 or greater?	Use combined 2013-14 and 2014-15 school year results	The school or district is not accountable for the performance of the subgroup on the accountability measure

# Two-Year Combination of Data for Performance if Subgroup Fails for Participation (Example)

2014-2015 Partic Enroll	2-14-2015 Partic Rate	2013-2014 + 2014-2015 Partic Rate	Met Partic Criterion?	2014-2015 Perf Enroll	2014-2015 PI	2013-2014 + 2014-2015 Perf Enroll	2013-2014 + 2014-2015 Combined PI	2014-2015 EAMO	2014-2015 SHT	Met Perf Criterion?	Made AYP
40	97	—	✓	39	116	—	—	115	—	—	✓
40	95	—	✓	38	112	—	—	115	110	✓	✓
40	94	96	✓	38	116	—	—	115	—	—	✓
40	93	94	✗	37	115	—	—	115	—	✓	✗
40	50	70	✗	20	—	50	116	115	—	✓	✗
40	50	70	✗	20	—	45	112	115	110	✓	✗

# Identification

# Focus District Identification

A district was identified as a **Focus District** for meeting one or more of the following criteria:

- one or more schools in the district being preliminarily identified as a Priority School; and/or
- **one or more accountability groups in the district, excluding the all students accountability group, being preliminarily identified based on 2014-15 school year data as among the lowest performing in the state for the English language arts (ELA) and mathematics Performance Index (PI) results combined;** and/or
- one or more accountability groups in the district, excluding the all students accountability group, being preliminarily identified for the 2010 4-year graduation rate total cohort as of August 31, 2014 as among the lowest performing in the state; and
- the accountability group(s) for which the district has been preliminarily identified has not demonstrated improvement by meeting one or more the progress filters.



# Focus District & Focus School Cut Points

## *Cut Points Used to Identify Focus Districts and Focus Schools*

Subgroup	2014-15 Elementary- middle level Combined ELA & Math PI	2014-15 Secondary level Combined ELA & Math PI	2010 4-year Graduation Rate
	(at or below)	(at or below)	(at or below)
Students With Disabilities	<b>29</b>	56.5	33
Am. Indian	61	124.5	61
Asian	61	124.5	61
Black	61	124.5	61
Hispanic	61	124.5	61
White	<b>61</b>	124.5	61
Limited English Proficient	27.5	54	25
Econ. Disadvantaged	<b>64</b>	116.5	62
Mixed Race	61	124.5	61

# Focus District & Focus School Progress Filters

A subgroup preliminarily identified for elementary-middle level PI is removed from identification if the 2013-14 and 2014-15 combined ELA and Math Mean Growth Percentile) is above the state average. A subgroup preliminarily identified for elementary-middle level PI, secondary level PI, or graduation rate is removed from identification if the 2010 4-year or 2009 5-year graduation rate is above the state average.

Subgroup	2013-14 & 2014-15 EM Combined ELA & Math MGP State Average	2010 4-year Graduation Rate State Average	2009 5-year Graduation Rate State Average
Students With Disabilities	49.54	54	59
Am. Indian	50.10	65	69
Asian	56.17	85	87
Black	49.22	67	71
Hispanic	51.10	66	71
White	50.58	89	90
Limited English Proficient	53.74	45	54
Econ. Disadvantaged	50.89	71	75
Mixed Race	49.95	80	80

# Criteria for Identification of Focus Districts/Schools

<http://www.p12.nysed.gov/accountability/ESEAMaterials.html>

The methodology used to identify the Focus Districts, Focus Charter Schools and Focus Schools is described below:

## A. District Identification Based on PI

1. For each district, **the average 2014-15 Performance Index (PI) of ELA and mathematics for each accountable subgroup** is determined for the elementary-middle grade level and for the secondary grade level separately.

- Example:

District A had an elementary-middle Hispanic subgroup ELA PI of 80 and mathematics PI of 90. The average elementary-middle level Hispanic subgroup PI for District A will be  $(80+90) \div 2$  is 85.

# Combined Mean Student Growth Percentile (MGP) Determination

2. The subgroup's **combined 2013-14 and 2014-15 ELA and mathematics Mean Student Growth Percentile (MGP)** is determined. If the ***MGP is above the state average*** then for the elementary-middle level the subgroup is removed from those for which the district can be identified as a Focus District.

*Example:*

- District B is accountable for Black, Hispanic and Economically Disadvantaged (ED) subgroups.
  - The combined 2013-14 and 2014-15 ELA and mathematics MGP for Black students is 48.50, for Hispanic students it is 49.34, and for ED students it is 50.91.
  - The state average MGP is 49.22, 51.10, and 50.89 respectively.
- The ED subgroup's MGP is above the state average; therefore at the elementary-middle level the subgroup's PI will be removed for those for which the District can be identified.
  - District B can now be identified only for the Black and Hispanic subgroups for PI at the elementary-middle level.

# Next Steps in Determination

4. If the subgroup made a **10 percent gap reduction** in average ELA and mathematics PI from 2013-14, then the subgroup was removed from consideration for identification for that grade level.
5. If the subgroup made a **10 point gain in average ELA and mathematics PI** from 2013-14, then the subgroup was removed from consideration for identification for that grade level.
6. If the subgroup **made the 2013-14 and 2014-15 Adequate Yearly Progress (AYP) both for ELA and mathematics**, then the subgroup was removed from consideration for identification for that grade level.

## ***Example:***

- District D had been preliminarily identified for the performance of the ED subgroup for the secondary level. The district made AYP (both ELA and mathematics) for the ED subgroup at the secondary level for 2013-14 and 2014-15; therefore the district was not identified for the ED subgroup for the secondary level.

# Next Steps in Determination

8. For the elementary-middle and secondary levels separately, **the number of districts that have accountability subgroups with PI for the Students with Disabilities (SWD), limited English proficient (LEP), ED, and a race/ethnicity subgroup were determined.** The counts are based on the total number of accountable subgroups statewide – without removing any subgroup for reasons stated in steps 2 to 6. Then **six percent of the counts for elementary-middle** and secondary level accountable subgroups, and five percent of the counts for Graduation Rate accountability subgroups were determined.

## *Example:*

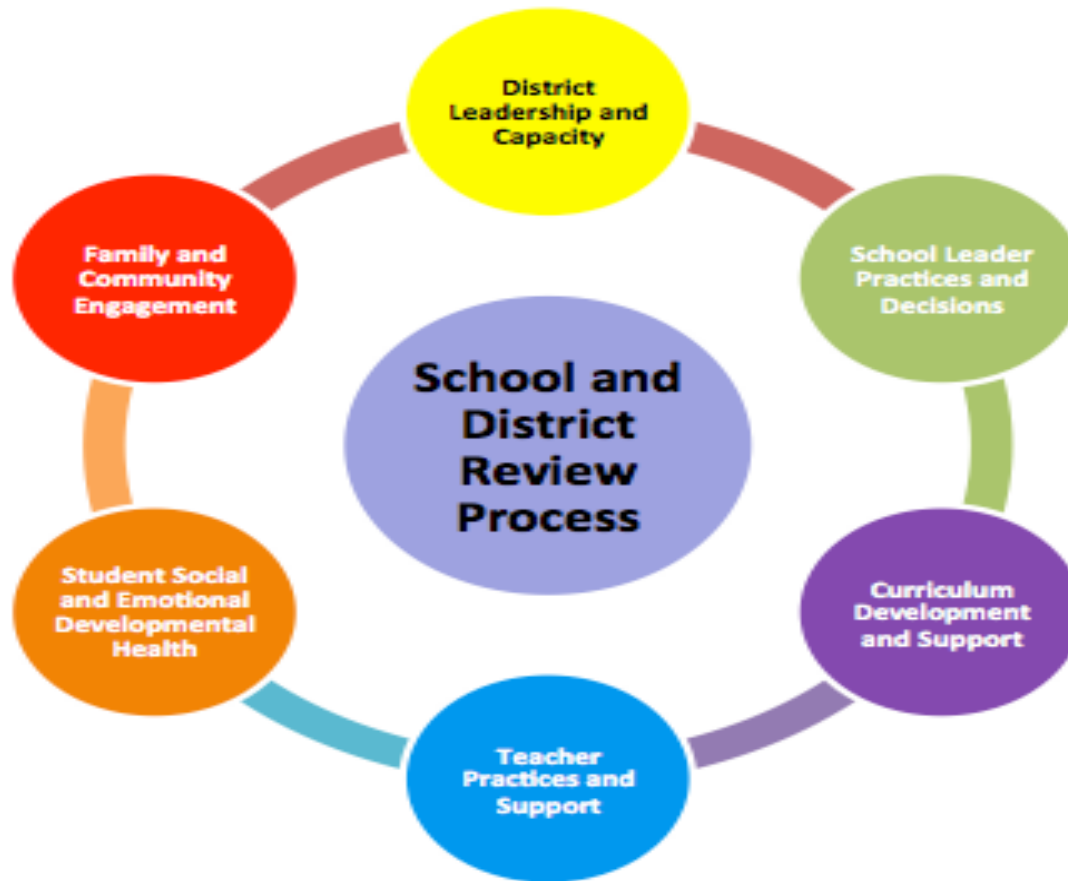
- There are a total of **604** districts with an accountable SWD subgroup for the elementary-middle level in the state. **Six percent of 604 is 36.2.** The count of low-achieving districts that will be identified for elementary-middle level PI for the SWD.
- **For the SWD subgroup the elementary-middle PI is sorted in descending order.**
- Districts that have met one of the progress filters outlined in steps 2 to 6 are removed.
- From the bottom the required 36 districts are counted.
- The PI associated with the 36<sup>th</sup> district from the bottom is the cut point for the SWD subgroup.

## *Example:*

- The Department selects the **bottom 36 districts for the SWD subgroup (based on 604 districts that are accountable for students with disabilities at this grade level)** after removing those that have met one or more of the “progress filters” in steps 2 to 6. These 36 districts are identified for their SWD subgroup. If more than one district has the same PI (rounded to the nearest decimal point) that has been established as the cut point, then all districts at the cut point are identified such that the number of identified districts shall be 36 or more.

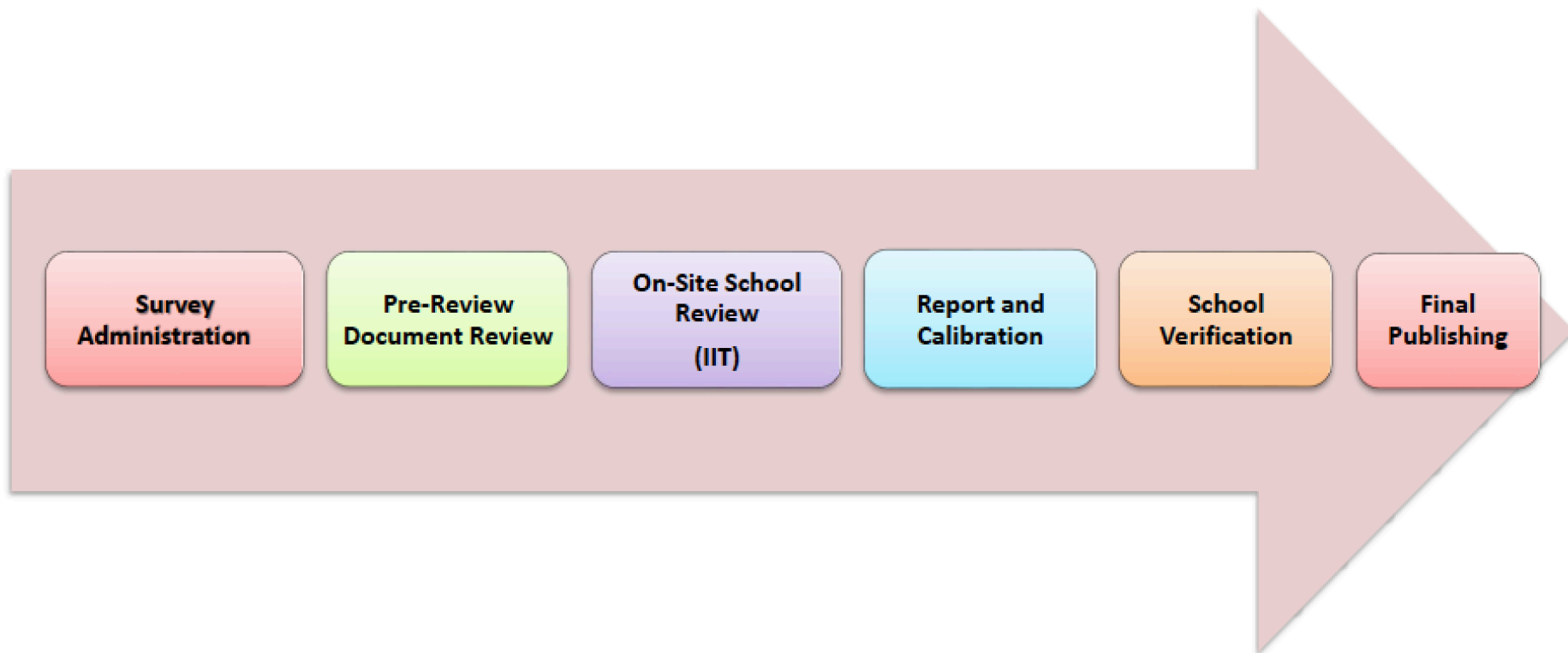
# Next Steps for Identified Districts and Schools

## Diagnostic Tool for School & District Effectiveness



# Overview: DTSDE School Review Process

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## ***Goal of the School Review Process:***

Collaboratively, with schools, conduct a NEEDS ASSESSMENT to accurately determine WHY the school is in focus or priority status, in order to:

- Provide actionable feedback
- Timely, realistic, and high-leverage recommendations

Resulting in increased student achievement and removal from focus/priority status.



# Next Steps for Preliminarily Identified Schools and Districts

Date	Action Step
Immediately	Review data files related to preliminary designation.
February 8, 2016	Submit any appeals to <a href="mailto:accountinfo@nysed.gov">accountinfo@nysed.gov</a> using the appeal form posted at: <a href="http://www.p12.nysed.gov/accountability/ESEAMaterials.html">http://www.p12.nysed.gov/accountability/ESEAMaterials.html</a>
February 8–23, 2016	Review the requirements for Focus Districts.
February 23, 2016	NYSED will notify districts of the final status of their district and schools.
February 25, 2016	NYSED will publicly release district and school accountability lists.
February 2016	NYSED will notify districts regarding DTSDE visits.
March 10-11, 2016	<u>Newly Identified Districts</u> - Attend DTSDE Training in Albany, NY.
March 25, 2016	Notify the general public, the local board of education, and parents regarding the accountability status of the district and its schools.
July 31, 2016	Submit a DCIP and SCEPs for each identified Focus and Priority School.
July/August 2016	Notify parents of the PSC options available no later than 14 days before the start of the 2016-17 school year.

# Overview of Differentiated Supports and Interventions

Identification	Supports	Interventions	Funding
Focus Districts	<ul style="list-style-type: none"><li>Diagnostic Tool for School and District Effectiveness (DTSDE) review process</li></ul>	<ul style="list-style-type: none"><li>District Comprehensive Improvement Plan (DCIP) aligned with findings of DTSDE</li><li>Public School Choice (PSC)</li></ul>	<ul style="list-style-type: none"><li>1003(a) funds to support improvement</li></ul>

# Diagnostic Tool for School & District Effectiveness (DTSDE)

- Commissioner's Regulations § 100.18 require that all Priority and Focus Schools participate in a diagnostic review of quality indicators in a format and using the content prescribed by the Commissioner.
- The on-site district and school reviews inform subsequent School Comprehensive Education Plans (SCEPs) and District Comprehensive Improvement Plans (DCIPs).
- The DTSDE review evaluates school and district performance in relation to six tenets:
  - district leadership and capacity;
  - school leader practices and decisions;
  - curriculum development and support;
  - teacher practices and decisions;
  - student social and emotional developmental health; and,
  - family and community engagement.

For more information on DTSDE please visit:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEInstitute.html>.

# **What are the ramifications of continued identification as a Focus District in year 1, 2, 3, 4, etc.?**

Focus Schools are the bottom 10% of schools and were identified for meeting certain cut points for the various subgroups and not making progress.

See identification methodology here:

<http://www.p12.nysed.gov/accountability/ESEAMaterials.html>

**There is no advancement in accountability status over the years like the old accountability system. Focus Schools won't become Priority after a few years.**

# Focus School Removal Criteria

Subject to ESSA guidance, Focus Schools will be removed from status if all of the following conditions are met:

- **Make progress:** The school makes progress for two years in a row.
  - To make progress, the identified subgroups' PIs and 4-year graduation rates must be at least 10 points or higher than the cut points, or
  - The identified subgroups meet one of the applicable progress filters.
- **Meet minimum requirements:** In the second year, all subgroup PIs and 4-year graduation rates must be above the cut points for identification.
  - In the first year, the school's 4-year or 5-year graduation rates must be above the cut points of identification.
- **NY's current ESEA Flexibility Waiver** requires that schools must meet participation rate requirements for ELA and Mathematics for both years in order to be removed.



## Essential Questions

- Why was New York Mills Union Free School District identified as a Focus District?
- Which methodology was used to identify us as a Focus District?
- What are the intervention, planning, and school improvement requirements for Focus Districts?
- What are the ramifications of continued identification as a Focus District in year 1, 2, 3, 4, etc.?

# Resources

- <https://data.nysed.gov> -- NYS School Report Card
- <http://www.p12.nysed.gov/accountability/> - Accountability Home Page
- <http://www.p12.nysed.gov/accountability/documents/ParentCommunicationDocument022616.pdf> -- Parent's Guide to Understanding Focus District/School Identification
- <http://www.p12.nysed.gov/accountability/ESEADesignations.html> -- ESEA Designations Effective Feb 2016
- <http://www.p12.nysed.gov/accountability/documents/FrequentlyAskedQuestions022616.pdf> -- Accountability FAQ
- <http://www.p12.nysed.gov/irs/accountability/amos/> -- Effective Annual Measurable Outcomes
- <http://www.p12.nysed.gov/accountability/ESEAMaterials.html> -- ESEA Resources
- <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html> - DTSDE home page
- <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/2015-16DTSDEComprehensiveSchoolRubric.pdfDTSDEInstitute.html> DTSDE Rubric
- <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEFAQs.html> -- DTSDE Frequently Asked Questions
- [www.nysed.gov](http://www.nysed.gov)
- [engageNY.org](http://engageNY.org)