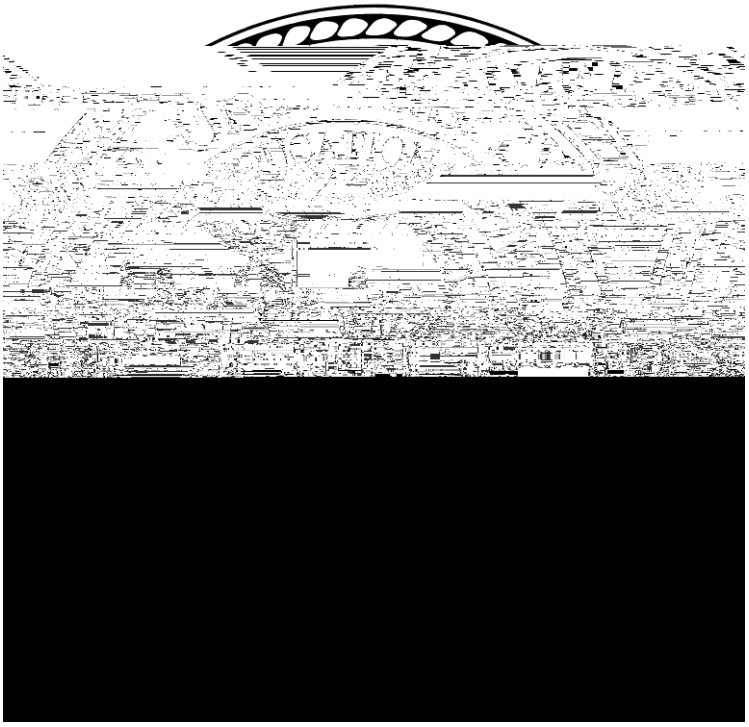
Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA)[1]



New York State Education Department

Office of Accountability

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[1] For accountability determinations made based on 2017-18 school year results.

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- Graduation Rate: Graduation rates of students four, five, and six years after first entering grade 9, based on graduation rate cohorts that are lagged one year.
- College, Career, and Civic Readiness (CCCR): Percentage of students who are leaving high school prepared for college, care, and civic readiness as measure by diploma, credentials, advanced course credits and assessment results, career and technical education certifications and other

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10. How can a school exit Comprehensive or Targeted Support and Improvement status after it has been identified?

CSI exit criteria: To exit CSI status, a CSI school must, for two consecutive years, be above the levels that would cause it to be identified for CSI status. Schools may exit CSI status if, for two consecutive years:

- The school's Composite Performance Index and Growth or Graduation Index are both Level 2 or higher; or
- The school meets the following criteria: 1) Both the Composite Performance Index and Growth Index or Composite Performance Index and Graduation Rate Index are higher than at the time of identification; AND 2) the combined Composite Performance and Growth (E/M) or combined Composite Performance and Graduation Rate is Level 2 or higher; AND 3) none of the following is Level 1: Progress; English Language Proficiency; Chronic

- A school that is required to implement a participation rate improvement plan for an identified subgroup group may not exit TSI status. except that this provision shall not apply if the subgroups for which the school is identified perform at or above Level 2 on the Weighted Average Achievement Index (see Question 32).

11. How is a district identified as a Target District?

The same method used to identify CSI schools and TSI schools will be used to identify Target Districts annually, based on all accountability subgroups at the district level, including the All Students group. In addition, if a district has one or more schools that are TSI or CSI, the district is considered a Target District.

Target District identification criteria:

- A district that has at least one school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) becomes a Target District for the subgroup(s) for which the school was identified.
- A district that was in Focus status during the 2017-18 school year and for which the All Students group meets the criteria for CSI identification becomes a Target District for the All Students group.
- A district that was in Focus status during the 2017-18 school year and for which one or more accountability subgroups meet the criteria for TSI identification becomes a Target District for the identified subgroup(s).

12. How is a district identified as a District in Good Standing?

A district that is not identified as a Target district and has no component schos a Ta-2.998(8)2sha12.998(a)5(ear /TT98(en)

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Indicators Used to Make Accountability Determinations

15. How is Composite Performance determined at the elementary/middle level?

Composite Performance is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate English and Math Achievement Indices using the formula and denominator indicated below:

Step 9: Assign a Level based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2 for the Core Subject Index, as indicated below.

Core Subject Level Assignment

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle-Level Core Subject Index Level

School	Rank	Rank Range	Core Subject Level
School J	1	10% or Less	1
School S	2	10% or Less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
[redacted]			

Step 4: Assign a Composite Performance Achievement Level based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Composite Performance
Achievement Level Assignment

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Secondary-Level Composite
Performance Achievement Level

School	Rank	Rank Range	Composite Performance Achievement Level
School J	1	10% or Less	1
School S	2	10% or Less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School T	10	10.1 to 50%	2
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3
School Q	16	50.1 to 75%	3
School K	15	Greater than 75%	4
School H	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Notes:

- Schools are rank ordered with all other schools. Districts are rank ordered with all other districts.
- Schools/districts accountable for the All Students group are rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used.3(is) 108.02 192.86 Tma11.04 Tf7 Tf1 0 0 1 376.39 233.6

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22. How are Combined Composite Performance and Growth and Combined Composite Performance and Graduation Rate Levels determined?

Combined Composite Performance and Growth at the elementary/middle level for each accountability subgroup is determined by adding the Composite Performance rank and the Growth rank, ranking schools again, and then using the table below to determine a Combined Composite Performance and Growth Level. The same process is used to determine a Combined Composite Performance and Graduation Rate Level at the secondary level.

Combined Composite Performance and Growth/Graduation Rate Level Assignment	
Rank Based on Combined Indicator Rankings	Combined Index Level

Step 2: Determine if students made sufficient progress.

1) Identify all continuously enrolled ELL students who have been tested on the NYSESLAT in the current reporting year.
2)

In Example 4 below, we show the safe harbor target for a student scoring Transitioning in the student's initial year of ELL identification. In the student's 2nd year of identification, the annual and cumulative required progress points are the same. This is true for all students regardless of their initial ELP level. In year 3 of Example 4, the student must make 1 progress point from initial year to current year, which equates to a score of Commanding for this student.

Example 4: Safe Harbor Targets for Students Scoring Transitioning in Initial Year of ELL Identification

Year of ELL Status	Entering Quartiles				Emerging Quartiles	Transitioning Quartiles	Expanding Quartiles	Commanding
	1	2	3	4				

identified as ELL for 5+ years would be classified as a long-term or off-track ELL regardless of their entering ELP level. Therefore:

2) For student's missing initial year ELP level, Method 1 without modification will be used to determine progress. Methods 2 will be applied with modification; For students identified as ELL for 5+ years, sufficient progress is made if the student make 0.75 progress points of progress, which aligns with the required annual progress for long-term or off-track ELLs.

Step 3: Determine the Progress Rate by summing the number of continuously enrolled students who made Sufficient Progress and dividing by the number of continuously enrolled students. In the example below, 0.5 (or 50%) represents the Progress Rate for this sample of students, as 5 out of 10 made sufficient progress.

Example of Progress Rate Calculation

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Probability of Meeting Progress	Made Sufficient Progress?
1	Entering	2	0.77	Yes
2	Entering	2	0.77	Yes
3	Entering	2		

[redacted]

The PI End Goal for a subgroup is to achieve 200 (for elementary/middle-level ELA and math and secondary-level math), which would indicate that all students in the subgroup (on average) are proficient, and 215 for secondary-level ELA, which would indicate that all students in the subgroup (on average) are proficient and some are advanced.

The previous year's PI will be used as a Baseline to calculate the Long-Term Goals and MIPs. 2016-17 data will be used to create baselines for MIPs and Long-Term Goals for 2017-18 through 2021-22.

A Long-Term Goal is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal over the next five years. This is determined by subtracting the Stat

26. What is College, Career, and Civic Readiness (CCCR) and how is a CCCR Level determined?

College, Career, and Civic Readiness is a method of using diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) certifications, and indicators such as biliteracy to determine how a school is preparing its students to be ready for college, a career, and civic engagement once the students leave the school. For each accountability subgroup, the CCCR Index ranges from 0 to 200 and is calculated by awarding extra credit for students who exhibit higher levels of readiness as well as partial credit for students who remain in school to complete a High School Equivalency certificate. The formula for computing the CCCR Index is as follows:

Denominator: The number of students in the 4-year cohort as of June 30th of the reporting year plus the number of ELL students not in the 4-year cohort who earned a Regents diploma with Seal of Biliteracy in the current reporting year.

Numerator: The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures multiplied by the weighting assigned to each of these measures in accordance with the table below. Note that students receiving a High School Equivalency (HSE) diploma in the reporting year are included in the numerator but not the denominator.

CCCR Index: s r r Û

Measure/ Indicator	Student Cohort	N-Size	Application
High School (HS) Composite Performance	4-Year Accountability Cohort as of June 30th of the current reporting year in ELA, Math, Science, and Social Studies	30	The number of students in the ELA, Math, Science, and Social Studies "Student Cohorts" in the current reporting year are summed. If the sum is >=30, an Index is calculated for those students. If the number is <30, the number of students in the ELA, Math, and Science Student Cohorts for the prior reporting year (4-year accountability cohort as of June 30th of the prior reporting year) are summed and added to the sum for the current reporting year. If the resulting sum >= 30, an Index is calculated for those students. If the 2-year 4-subject combined sum of students is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup. The same rules are applied to the baseline calculation.

Measure/ Indicator	Student Cohort	N-Size	Application
E/M Progress	Continuously enrolled tested students in ELA and Math	30	ELA: If the number of students in the ELA Cohort in the current reporting year is <30, the number of students in the current year is combined with the number of students in the ELA Cohort in the prior reporting year. If the 2-

31. How are performance levels determined at the secondary level?

The table below shows how scale score ranges are converted to accountability performance levels at the secondary level.

High School-Level Assessment Performance Level Assignment for Accountability

Assessment	Level	2017-18 Score
Regents English*	Level 4 Level 3 Level 2 Level 1	85–100 79–84 65–78 0–64
Approved Alternatives to Regents English, Math, Science, & Social Studies	Level 3 Level 1	Pass Fail
Regents Algebra I & Geometry*		

32. How does ESSA's 95% participation requirement work in New York State?

Schools are required to test 95% of their students in English language arts (ELA) and 95% of their students in mathematics at both the elementary/middle and the secondary levels. Schools are only accountable for a subgroup if there are 40 students in the subgroup. If the subgroup fails to test 95% of students in the current year, the previous year's data are combined with the current year's data.

At the elementary/middle level, the denominator is the number of grades 3-8 and ungraded age equivalent students enrolled during the test administration period. The numerator at the elementary/middle level is the number of students in the denominator with a valid score on the grades 3-8 ELA or math assessment, the New York State Alternate Assessment (for eligible students with disabilities), or the New York State English as a Second Language Achievement Test (for English language learners who have been enrolled in U.S. school for less than one year). Medically excused students are excluded from both the numerator and the denominator at the elementary/middle level.

Note: In 2017-18 only, students whose scores were invalidated due to a technical error during the computer-based testing (CBT) administration of the test will be counted in the numerator and denominator and will be counted as having participated in the state assessment.

At the secondary level, the denominator is the number of 12th graders. The numerator at the secondary level is the number of students in the denominator with a valid score on a Regents ELA or math exam, a Regents Competency Test (RCT) in Writing, Reading, or Math, or the New York State Alternate Assessment (for eligible student with disabilities).

Beginning with 2017-2018 and 2018-2019 school year results, any public elementary/middle or high school that has a Weighted Average Achievement Level of 1 or 2 and that fails to meet the required 95 percent participation rate for the same subgroup(s), in the same subject (i.e., ELA or math) for two consecutive years, and that fails to improve participation rate as compared to the previous year for the same subgroup(s) and subject(s) for two consecutive years must conduct a participation rate self-assessment and develop a participation rate improvement plan. Schools th

33. How is accountability status determined for Schools with a Performance Based Assessment Variance?

There are two types of variances: 1) for schools in which students may use portfolios to meet graduation assessment requirements in math, science, and social studies; and 2) for schools in which students may use portfolios to meet graduation assessment requirements in science and social studies.

Portfolio Schools in which students are only required to take the ELA Regents to meet graduation rate assessment requirements will have their Composite Performance Index and Progress Measures of Interim Progress computed based solely on ELA results. Portfolio Schools in which students are only required to take ELA and math Regents to meet graduation rate assessments requirements will have their Composite Performance Index computed based solely on ELA and math results.

34. How is accountability status determined for Transfer High Schools?

A Transfer High School is a high school in which:

- the majority of students, upon their first enrollment in the high school, had previously attended grade nine or higher in another high school;
- the majority of students attained age 16 or higher in the year in which the students first entered grade 9; or
- more than 50 percent of currently enrolled students are English language learners who have attended school in the 50 United States (excluding Puerto Rico) and the District of Columbia for less than three years.

For districts and charters that have committed to develop and implement a plan to improve outcomes for youth placed at-risk, transfer high schools may participate in an automatic appeals process. If the school meets the condition established for an automatic appeal, the school may be removed from potential identification as CSI and/or TSI school. If the school is not removed from such consideration the district or charter school may appeal the school's preliminary designation.

35. How is accountability status determined for Self-Assessment Schools?

Schools with not enough students to make accountability status determinations using the standard process are considered Self-Assessment Schools. These schools are required to provide the Department with information so that an assessment can be made of their academic program and school learning environment. The Department reviews the information provided and determines which Levels will be assigned to the school's accountability group(s) for each measure. Accountability statuses are then based on these Levels.

36. How is accountability status determined for schools with only grades below grade three?

For students who attend elementary schools that serve only grades below grade three (e.g., 1, 2, 1-2, K-1, K-2), the "feeder" school is the school in which the student was enrolled before entering grade three. The "eater" school is the school in which the student took the grade three assessment
For students attending these schools, the elementary/middle-level Composite Performance is determined using a backmapping method by

for students who score commanding on the NYSESLAT) will be used. For Chronic Absenteeism, the chronic absenteeism rate will be based on student attendance in grades one through two.

37. How are the assessment results for advanced middle-school students who take

Repository System (SIRS) will be counted as tested for ELA and math participation and as Level 3 for High School Achievement and High School Progress.

40. What if a school or district is newly opened and does not have baseline or other previous year(s) data?

Schools that do not have previous year(s) data will not have an accountability Level determined for that measure. If, in future year(s), schools have previous year(s) data, and accountability Level will be determined for that measure.

41. What if a school or district does not have a Measure of Interim Progress (MIP) because of extenuating or extraordinary circumstances?

If a school does not have a MIP because of extenuating or extraordinary circumstances, the Department will recalculate a MIP the following school year.

42. How do we know if former students with disabilities and/or former English Language Learners were used to determine outcomes?

A flag next to the number of students in the cohort used to determine that outcome will refer you to a footnote that indicates that former students with disabilities and/or former ELLs were used. If there is no flag, only one year of data was used.

Definitions of Terms Used in the New Accountability System

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Baseline: Performance of an accountability subgroup on an accountability measure that is used to establish the Long-Term Goals (State) and Measures of Interim Progress (State, district, and school) for that measure.

BEDS Dao6 nused to

entered grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma ARE included in the cohort.

The following students ARE NOT included in the accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program;
- students for which the public school or school district has provided evidence of enrollment in a high school equivalency preparation program;
- students in a prison or juvenile facility;
- students who are home schooled by a parent or guardian;
- students enrolled in a postsecondary school prior to earning a diploma;
- students who are a prior graduate from outside the United States and enrolled without documentation from their previous school;
- students who left the United States or its territories; and
- students who are deceased.

Cohort (Graduation Rate):

- The Four-Year Graduation Rate Cohort consists of students who entered grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year.
- The Five-Year Graduation Rate Cohort consists of students who entered grade 9 (or ungraded students with disabilities who turned 17) five years prior to the reporting year.
- The Six-Year Graduation Rate Cohort consists of students who entered grade 9 (or ungraded students with disabilities who turned 17) six years prior to the reporting year.

Data for these cohorts are captured as of June 30 of the fourth, fifth, and sixth school year (respectively) after the school year in which the cohort first entered grade nine. Data for these cohorts are lagged by a year.

The following students

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.
Homebound Students: Homebound students (also known as home-tutored students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home; and b) students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the CSE and are instructed at home or in a hospital by a tutor provided by the district of responsibility. Students who remain enrolled in a school are included in the school's accountability calculations. Students who do not remain enrolled in a school but remain enrolled in a district are included in the district's accountability calculations.
Home-Schooled Students: Home-schooled students are not included in accountability calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Long-Term Goal: State goal that indicates the amount of progress, based on the State's Baseline, that the State expects each accountability subgroup to make towards achieving the State End Goal at the end of a five-

Self-Assessment School: Schools with too few student results to make accountability status determinations using the standard process are considered Self-Assessment Schools.

Students with Disabilities: Students classified by the Committee on Special Education as having one or