

Every Student Succeeds Act (ESSA) Accountability Restart for the 2021-22 School Year

Overview

In This Webinar



Provide An Overview Of:

- **Accountability Waiver to the United States Department of Education (USDE)**
- **Details and Implications to the Accountability Waiver Denial**
- **State Accountability Indicators in 2021-22 school year**
- **Next steps for NY State's ESSA accountability system for the 2021-22 school year**

NYSED Plan of Action

Our Values:

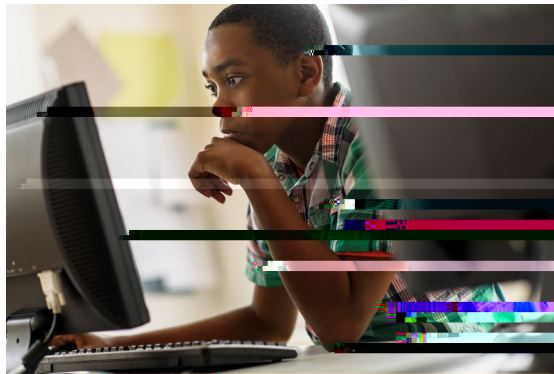
Reliability

Transparency

Explainability

Survey available on the ESSA webpage:

<http://www.nysed.gov/accountability/school-and-district-accountability>



2021-22 Accountability Waiver

On December 22, 2021, NYSED submitted a waiver request to USDE to seek flexibility from federal accountability requirements using data from the 2021-22 school year.

The waiver requested flexibility in:

- provisions of ESSA pertaining to identification of schools and districts for improvement using data from the 2021-22 school year.
- the usage of Title I School Improvement Funds to support Good Standing Schools at risk of being identified as Targeted Support and Improvement (TSI) prior to the pandemic.

2021-22 USDE Waiver Request Consultation

In preparation for submitting the 2021-22 Waiver Request, NYSED:

- Reviewed testing and historic data from before and during the pandemic.
- Modeled the impact on accountability determinations.
- Consulted with national experts in assessment and accountability.
- Engaged with Stakeholders throughout New York such as:
 - Parents
 - School Administrators and Teachers
 - Community Based Organizations
- Over 80% of responses supported NYSED's waiver request.

2021-22 Waiver Denied by USDE

On December 30, 2021, USDE denied New York's accountability waiver request.

The Waiver was denied for:

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- Not meeting the statutory requirements for a waiver outlined in section 8401(b)(1) of the ESEA.
- Not sufficiently demonstrating how the request will advance student academic achievement.

See NYSED memo here:

Flexibilities Offered by USDE



According to USDE Guidelines:

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Constraints Required by USDE

According to USDE Guidelines:

- Each SEA is required to annually measure the achievement of not less than 95 percent of all students and students in each subgroup on its annual statewide assessments in reading/language arts and mathematics under ESEA section 1111(c)(4)(E).
- An SEA may not use indicators that are not statewide.
- SEAs must run its accountability system for purposes of identifying at least the current lowest-performing five percent of Title I schools in fall 2022 based on data from the 2021-2022 school year and may not carry over a previous year's list of identified schools.
- SEAs may exclude students from the high school participation and performance calculations for the 2019-2020 school year, but not in subsequent years for which an assessment waiver was not provided.

Constraints Required by USDE



Frequently Asked Questions:

**Impact of COVID-19 on 2021-2022 Accountability Systems
Required under the Elementary and Secondary Education
Act of 1965 (ESEA)**

Full Text:

<https://oese.ed.gov/files/2022/02/Acct-FAQ-Final-2.11.22-1.pdf>

State of Accountability Indicators in 2021-22

Elementary and Middle School Level

- Variation in Testing Rates
- Lower participation rates than pre-pandemic years

Composite Performance

- Weighted Average Achievement Index
- Core Performance Index

- Anomalous 2020-21 school year data
- Weighted Average Achievement Index and Core Performance Index may be affected by lower participation rates
- Lower participation rates will lower the Weighted Average Achievement Index

Growth

- Growth based on two consecutive years of test scores
- Fewer 2021-22 growth scores; no 2020 or 2021 student growth scores generated
- NYSED may consider dropping Growth indicator for one year

State of Accountability Indicators in 2021-22

Composite Performance - Weighted Average Achievement Index - Core Performance Index	Growth
<ul style="list-style-type: none">• Anomalous 2020-21 school year data.• Weighted Average Achievement Index and Core Performance Index may be	





Composite Performance	Graduation Rate	College, Career & Civic Readiness (CCCR)
<ul style="list-style-type: none">• Most students missing ELA Regents score; many missing Math, Science, Social Studies Regents scores.• Per USDE's guidance, students exempted from Regents need to be counted as Not Tested.• This will lower the Composite Performance.	<ul style="list-style-type: none">• Graduation rates mostly increased due to exemptions.• Long-Term Goals and MIPs based on pre-pandemic baselines.• Can run as normal in the 2021-22 school year. <p>• Long-TermG Gs</p>	



High School Level

- Regents performance (actions/percentage) and trend
- Low test scores - 2.11 criteria (pandemic) year/percentage pre

Composite Performance	Graduation Rate	College, Career & Civic Readiness (CCCR)
<ul style="list-style-type: none"> • Most students missing ELA Regents score; many missing Math, Science, Social Studies Regents scores. • Per USDE's guidance, students exempted from Regents need to be counted as Not Tested. • This will lower the Composite Performance. 	<ul style="list-style-type: none"> • Graduation rates mostly increased due to exemptions. • Long-Term Goals and MIPs based on pre-pandemic baselines. • Can run as normal in the 2021-22 school year. 	<ul style="list-style-type: none"> • Regents/NYSAA and other exemptions greatly impact ability to differentiate student outcomes. • Long-Term Goals and MIPs based on pre-pandemic baselines. • Possible low CCCR index, but usable with modifications.

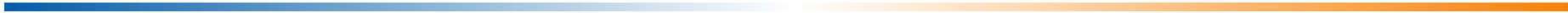




State of Accountability Indicators in 2021-22

Elementary, Middle, and High School Level

English Language Proficiency (ELP)	Academic Progress	Chronic Absenteeism
<ul style="list-style-type: none">• Low participation rate in 2020-21 for NYSESLAT data could impact 2nd and 3rd year ELLs.• Accountability decisions could be made using 2021-22 school year data.	<ul style="list-style-type: none">• Lower participation rates and missing data will affect Elementary-Middle Level (EM) Weighted Achievement Index and High School (HS) Composite Performance Index.• Long-Term Goals and MIPs based on pre-pandemic baselines.• NYSED may consider dropping Academic Progress indicator for one year.•	<ul style="list-style-type: none">• Pandemic years showed higher rate of absenteeism.• Long-Term Goals and MIPs based on pre-pandemic baselines.



Thank You!

Survey available on the ESSA webpage:

<http://www.nysed.gov/accountability/school-and-district-accountability>

Questions may be submitted to the New York State Education Department at:

accountinfo@nysed.gov